

Ben Hill Middle School Response to Intervention Implementation Manual



Revised July 15, 2021 (K. Singletary)

Introduction

Ben Hill Middle School's Response to Interventions Teacher Guide was designed to lead teachers and administrators through a systematic process of identifying the needs of individual students and providing them with the necessary supports to ensure their success both academically and behaviorally. According to the GA Department of Education, "the process of teachers changing their instruction based on how well the students responded to it" is how **Response to Interventions (RTI)** is defined. At Ben Hill Middle School, a Pyramid of Interventions for providing support to students as indicated by various data sources has been defined and adopted to ensure high levels of learning for all students. This process is on-going, allowing students to move in and out of the tiers as data indicates.

This manual provides a clear picture of what RTI looks like at the 6-8 level so that each member of the BHMS team will be equipped to address the needs of every student with confidence. Instructional strategies, parental involvement requirements, data documentation, and other vital information is included so that a smooth and consistent collection of data is produced. From this data, intervention decisions will be made for individual students through collaborative teams of professionals using the PLC model, a school wide intervention team, and the school's leadership team. It is our desire for parents to be an integral component of the RTI process and the decisions made to support students.

Just as our practices are refined and improved upon, our RTI processes will be updated and refined to ensure that BHMS students are supported effectively.

Defining the Tiers

Ben Hill Middle School teachers and staff will apply the following definitions regarding our Pyramid of Interventions when making decisions about students' needs and their placement in the tiers of interventions during the RTI process. The process is intended to provide students with timely support in response to progress monitoring data to ensure that students are able to grow academically, behaviorally, and socially.

Academic Tiers

What do we want students to learn?

Tier 1

At the Tier 1 level, teachers provide effective standards-based instruction addressing a guaranteed, viable curriculum based on Georgia's current Georgia Performance Standards and Georgia Standards of Excellence. In this tier, teachers use research-based best practices including flexible grouping, modeling, differentiated instruction, and formative assessments for all students. In Tier 1, the teacher's goal is to ensure that every student receives the most solid and effective instruction possible with a variety of instructional and assessment methods. Collaborative teacher teams take the lead with Tier 1 instruction.

What do we do when students don't learn? What do we do when students are not challenged?

Tier 2

When Tier 1 instruction has not achieved the desired result, students are referred to Tier 2. Collaborative teacher teams (PLCs) also take the lead at this level by analyzing the results of assessment data and devising planned instructional responses to address specific weaknesses and deficits. Tier 2 intervention will occur during specified periods of regular class time and/or during intervention time. Tier 2 intervention is ***in addition to*** Tier 1 instruction, and students will be removed from Tier 2 as soon as the student has mastered the targeted skill or learning target as shown by assessment data.

What do we do when the student still doesn't learn? Why is the student not learning?

Tier 3

Tier 3 provides instruction for the basic skills that students are missing from previous years and provides them with the instruction and practice they need to close the gaps in learning so that they may achieve success in their regular academic classes. The school's Leadership Team, Intervention Team, and RTI Coordinator take the initial lead with identifying students for Tier 3. In this tier, students still receive Tier 1 instruction, and support from Tier 2 as needed, but in addition, they receive more intensive one-on-one and/or small group instruction through support classes. Tier 3 requires ongoing communication between teachers, parents, counselors, and students. The goal is to fill the learning gaps and remove the student from tier 3 as soon as mastery of foundational skills are achieved. If the student is not successful at the Tier 3 level, he or she may be referred to special education and related services.

What do we do when we have exhausted Tiers 1-3, and the student still is not making adequate progress?

Tier 4 is the referral for special education services.

*Honest and equitable use of the RTI process and implementation of the components of each tier is expected by every teacher for every student.

**Questions regarding this process should be addressed to administrators or counselors.

***Ongoing professional learning will be provided as necessary to keep teachers up-to-date on changes, additions, and/or clarifications to this plan.

Considering the Tiers of Interventions

The following questions should be asked as the Pyramid of Interventions is implemented. As the questions are considered, the teacher should be able to identify and provide evidence for each.

Considerations from movement to Enrichment or Acceleration

- Are grade level standards mastered quickly or with little or no effort?
- Does the student read and comprehend above grade level?
- Does the student perform above 85% on Map Reading and/or Math?
- Is the student able to begin tasks with little to no instruction and intrinsically motivated?
- Does the student possess a large vocabulary?

Considerations for movement from Tier I to Tier II

- Is the standard being taught in the classroom?
- Is the curriculum differentiated?
- Is the differentiation observable when visiting the classroom?
- Is differentiation documented in the teacher's lesson plan?
- How is student progress assessed/evaluated at this level?
- How frequently is the progress of the student being monitored/assessed/evaluated?
- Has instruction been modified as a result of assessment data?
- Has universal screening or benchmark testing been done? Date?
- Has student been exposed to differentiated instruction based on area of concern?

Considerations for movement from Tier II to Tier III

- Have parents been notified that the student is struggling and needs extra instructional support?
- Was hearing and vision checked?
- In which established intervention programs/services has the student participated?
- Who is responsible for delivering Tier II interventions?
- Are the interventions scientifically research based?
- Are Tier II interventions different and in addition to the instruction received in Tier I?
- Are the interventions being delivered with fidelity (daily and consistently) as designed?
- Are you progress monitoring and managing the data?
- Is student progress being monitored every three weeks for academic issues?
- Is the student showing any progress? If no, has a referral form been completed for Tier III?

Considerations for Tier III and movement to Tier IV

- Has an SST meeting been held to discuss recommendations for the student?
- Were individual assessments administered to determine specific educational needs and or weaknesses?
- What individual interventions were provided based on the assessment results?
- Are the interventions different and in addition to the Tier I and Tier II interventions?
- How long has the student been receiving Tier III interventions? (At least 3 to 4 times per week)
- How much time per day is spent on interventions for this student?
- Is student progress being monitored once every two weeks and is the student showing progress?
- Did the SST committee meet again to review the results of the Tier III interventions and make further recommendations?
- If Tier III does not prove successful, have the appropriate documents been completed for referral for further testing and placement?

Special Note*Exclusionary Factors**

- A child must not be determined to be a child with a specific learning disability if the determinant factor for that determination is:
 - Lack of appropriate instruction in reading, to include the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
 - Lack of appropriate instruction in math
 - Lack of appropriate instruction in writing
 - Limited English proficiency
 - Visual, hearing or motor disability
 - Intellectual disabilities
 - Emotional disturbances
 - Cultural factors
 - Environmental or economic disadvantage
 - Atypical educational history (such as irregular school attendance or attendance at multiple schools)

Defining the School Teams for RTI

(The definitions below are not all inclusive and may be amended by the school's administration to include additional responsibilities.)

Collaborative Teacher Teams or Professional Learning Communities (PLCs)

PLCs are teams of professionals working together to achieve a unified purpose. For this manual, PLCs/collaborative teacher teams will be used to describe those groups of teachers who take the lead in planning instruction, analyzing data from common formative assessments, and responding to student learning in Tiers I and II for academics. PLCs will also take the lead in Tier I of behavior interventions for Behavior Parts 1 and 2.

Intervention Teams (IT/BIT)

The school's intervention teams will be made up of professionals who have an area of expertise to respond to students' needs beyond Tier I for behavior and Tier II for academics and will take the lead when students do not respond at those tiers. Although the intervention team will take the lead in planning and monitoring the progress of identified students, teachers and others within the school will take a part in day-to-day implementation, monitoring and data collection as designed by the intervention team. This team may be divided into two sections, one for behavior and one for academics. The Behavior Intervention Team (BIT) may have the need for behavioral experts that the academic team will not need. The student Support Team (SST) includes professionals from the Intervention Teams and takes the lead once students enter Tier III.

**In this manual the behavior intervention team will be noted as BIT and the academic intervention team will be noted as IT. Student Support Team will be noted as SST.*

Leadership Team (LT)

The school's leadership team will consist of representatives from all areas of the school. The team will take the lead to ensure that the structures for all school activities and initiatives are in place. This may include: schedules, human resources, physical resources, school culture, etc. Additionally, the LT may analyze data for scheduling or other data to target areas of need in the school. For example, they may analyze Spring MAP data for Tier III intervention for the Fall classes. A sub-team of the LT is the Positive Behavior Team. At BHMS, the Positive Behavior Team will ensure that a plan for improving behavior and school culture is in place. The LT will be responsible for communication, monitoring, and data analysis of the results of Positive Behavior Team initiatives.

Looking at Each Tier in Depth

Tier I

Tier 1 on the pyramid of interventions provides effective instruction in every classroom for every student based on the Georgia Standards of Excellence using research-based best practices. This section provides more detailed information to guide Tier I and to further clarify its intent.

In Tier I, all students will receive direct instruction, differentiated instruction, frequent formative assessments, opportunities for small group work and cooperative work, and opportunities to practice and grow within their standards-based classroom. Proven best practices should be provided to allow the students every opportunity to learn the material being taught, and a variety of assessment types should be utilized to determine whether a student has mastered a standard or not. Additionally, teachers should note that regular feedback with opportunities for improved performance is an important part of Tier I instruction and the need for this component does not necessarily indicate that a student be placed in Tier II.

Through Professional Learning Communities (PLCs), teachers will meet weekly to plan effective lessons and discuss students who are struggling in order to determine the best course of action to be implemented in the classroom. Common formative assessment data will drive the decisions for identifying the students to target in Tier II as well as the standards to be addressed. Following Tier II instruction, students will be reassessed and those who are successful will return to Tier I until further data indicates the need for more Tier II instruction.

Teachers will meet in PLCs to analyze data to determine movement between Tiers I and II. No student should remain in Tier II beyond the time needed for him/her to develop the skills or understanding required to return to Tier I. The retention of students in Tier II intervention must be supported by on-going data to support the decision.

**Previous standardized testing/documentation may determine if a student needs to begin Tier 2 interventions earlier. The Essential Standards Chart for each power standard will aid teachers in recognizing the need for preventative intervention prior to teaching a unit of instruction.

***See following page for suggested strategies for Tier I instruction.

What does Tier I look like in the classroom?

(This list provides guidance but is not inclusive of every Tier I strategy.)

- Provide Clear, Student-Friendly Learning Targets Aligned to Critical Standards
- Establish Class Norms and Procedures
- Promote Growth Mindset
- Use Multiple Modes of Presentation of Material
 - Visuals
 - Manipulatives
 - Video clips
 - Skits
 - Role Playing
- Provide Graphic Organizers, Charts, Tables
- Utilize Interactive, Flexible Grouping and Other Grouping Strategies Supported by Data
- Access Prior Knowledge
- Encourage Dialogue between Teacher and Students and Students with Each Other
- Provide Active Learning Opportunities and Incorporation of Technology
- Differentiate Projects and Assessments
- Provide Scaffolding (temporary support that enables a student to extend his/her current abilities)
- Teach Academic and Domain Specific Vocabulary
- Regularly Use Formative Assessments with Feedback and Instructional Response to Data
- Incorporate Cooperative Learning Opportunities
- Provide Self-Assessment Opportunities
- Provide Student Choice Whenever Possible/Applicable
- Model, Model, Model
- Provide Rubrics and/or Clear Goals (Determine Success Criteria for Mastery)
- Provide Students with Overview of Objectives for Each Unit of Study
- Use Effective Questioning Techniques, Including H.O.T. Questions
- Provide Direct Instruction
- Provide Opportunities for Students to Practice
- Use Interactive Notebooks

Tier II

When a student does not master a skill/concept during Tier I instruction, he or she will be assigned to Tier II on the Pyramid of Interventions. In the PLC notebook, the team will document the data from common formative assessments, its response to the data, and the student's response to the intervention for each student who needs Tier II intervention. If it is found that a student continuously needs Tier II support, the Tier II parent letter should be sent home. In this case, continuously means that a student has remained in Tier II for the first four weeks of school or any continuous four-week period thereafter. It is also suggested that one of the teachers from the PLC contact the parent by phone to provide an opportunity for parents to ask questions and/or request a face-to-face meeting. All parent contacts should be documented in Infinite Campus and noted in the student's portfolio. Any suggestions made to parents should be included in the documentation. However, if a student occasionally needs more support through Tier II and quickly returns to Tier I only, parents do not have to be notified. Tier II interventions take place within the regular classroom and/or during intervention periods.

In addition to the continuation of Tier I strategies, additional research-based interventions should be implemented during Tier II. These strategies will be continued until the student reaches a proficient level of learning for the targeted skill/concept. The PLC will assess the effectiveness of the strategies chosen during weekly meetings by evaluating data from common formative assessments and IXL data. If the original strategies have not proven to be effective, teachers will choose another strategy to implement and repeat the process. When Tier II strategies are effective as evidenced by data, the student will remain in Tier II for as long as needed but should not extend beyond data-evidenced mastery of the targeted skill. Movement between Tiers I and II should be fluid, and student placement will be based on need. Documentation of Tier movement is evidenced in each PLC notebook.

Parents will be informed of student progress at mid-term and the end of the quarter. The parent(s) will be notified through a phone call or email and given the opportunity to schedule a parent conference. All contacts should be documented in Infinite Campus with notes to indicate the purpose of the contact. For those students who continuously need Tier II support, all contact should be noted in the student's portfolio.

After 9 weeks, if no Tier II strategy has proven effective, the student, upon the recommendation of the PLC, school level RTI Specialists, and RTI Coordinator, will be referred to Tier III to address missing gaps of basic skills which may be preventing the student from being successful in Tiers I and II. Please note, that if a student is successful at Tier II, even if he/she needs that support continuously, there is no need for a Tier III referral. If a student is not successful in Tier II that student can be placed in Tier III after the Tier III Referral Form is completed and submitted to the RTI coordinator at the school level. A student cannot be placed in Tier III without the approval of the school Intervention Team and RTI Coordinator after a complete review of all documentation. The Intervention Team will include, but is not limited to, Tier III intervention teachers, counselors, AP, instructional coach, RTI Coordinator, and other staff who provide services that may be involved with the student's RTI plan. The Intervention team may convene to review multiple Tier III referrals at once.

**Note: The Intervention Team/PLC must convene within the first two weeks of school to look at each student who was in Tier II or Tier III at the end of the prior year if the student did not meet the criteria of the Power Standards in the preceding grade, or if the child was retained or placed.*

***Any student retained must be in Tier II or Tier III on the Pyramid of Interventions.*

What Does Tier II look like in the classroom or during intervention time?

(This list provides guidance but is not inclusive of every Tier II Strategy. Additionally, Tier II strategies are to be implemented in addition to Tier I strategies.)

- Provide Lower/Higher Lexile Text
- Provide Preferential Seating
- Provide Extra Time
- Provide More Practice on an Identified Skill or Concept
- Increase the Frequency of Feedback
- Allow Short Breaks to Avoid Frustration
- Small Group Instruction on a Skill Deficit within Classroom and/or in Intervention
- Progress Monitor Regularly and Adjust Instruction
- Break Assignments into Smaller Chunks
- Provide Copies of Notes
- Provide Alternate Modes of Assessment
- Provide Hints or Other Aids (formulas, definitions, steps in a process, etc.)
- Cut the Amount of Reading to Include Only What Is Necessary
- Color-Code Information So That It Is Easily Seen
- Provide Audio Version of Text
- Provided Needed Materials (pencil, paper, etc.)
- Identify Prerequisite Skills Needed for Successful Completion of Work and Provide Instruction and Practice (If the skill can be easily learned in Tier 2, there is no need for Tier 3 referral; however, Tier 2 is primarily for missed learning from current instruction. Tier 3 is primarily for basic skills missed from years ago.)
- Provide Opportunities to Extend Learning
- Provide Project Based Learning Opportunities for Students to Reach a Greater Depth of Knowledge

Tier III

(Students may not be placed in Tier III without the approval of the Intervention Team/PLC team. Tier III intervention will be in addition to Tier I and Tier II intervention.)

An Intervention Team (IT) meeting must be held with the parent/guardian of the student in order to proceed, once the necessity for Tier III intervention has been established once the student consistently has been served in Tier II and data shows there are learning gaps and missing foundational skills. A referral will be made to the RTI Coordinator, and a meeting scheduled and must be documented on the Intervention Team form and included in the student's RTI folder. The parent(s) or guardian(s) must be invited to the meeting; however, their presence is not required for the team to move forward. Documentation of parent contacts must be noted in the RTI folder and in Infinite Campus. The Intervention Team consists of counselors, AP, instructional coach, intervention teachers, and other staff who provide services that may be involved with the student's RTI plan, along with the school and/or district level RTI coordinator and parents. Quarterly meetings will be held to review data collected for Tier III students.

Intervention Team meeting notes and intervention decisions resulting from the initial Tier III placement should all be documented on the RTI Meeting form.

All Tier 2 documentation and interventions will be evaluated and either continued or adjusted to better serve the student based on the needs identified, in addition to implementation of Tier III instruction. At Ben Hill Middle School, Tier II intervention students will be served during reading and/or math remediation time through Reading and Math Support classes using IXL, small group and individualized instruction, and other programs as adopted by the school. Tier 3 interventions will continue for at least 9 weeks with progress monitoring every 2 weeks.

Parents should be notified of student progress at mid-term and the end of the quarter. In addition, parents should be notified each time there is a change in the student's intervention and/or tier placement. If, after implementing the intervention for the initial 9 weeks, the student has made enough progress to return to Tier I and/or Tier II, an Intervention Team meeting must be held to review the data and confirm the decision.

During the Tier III intervention time, if the student fails to make adequate progress, it may become necessary for a referral to special education services to be considered. In this case, the Intervention Team chairperson will schedule a meeting with the student services/special education director to review the RTI file, including the Intervention team Tier III documentation prior to scheduling the next Intervention Team meeting.

The special education director is the only individual who may give permission for the consent for evaluation form to be signed. Before parental consent is obtained, a panel that includes, but is not limited to, the special education director, school level RTI coordinator, school psychologist, compliance monitor, and any other personnel necessary, will meet to review all the RTI and IT paperwork to ensure that all measures within the tiers have been exhausted to ensure a proper referral for further evaluation. When approved, parental signature should be obtained at the final IT review meeting before testing.

In order to proceed with the evaluation for Tier IV, the RTI coordinator is responsible for ensuring the checklist on the Intervention Team Checklist form is complete.

If the parent has attended the meeting and signed the consent for evaluation, the packet will be delivered to the Student Support Services department in a timely manner. The date the parent consent form is received by the school must be documented on the form. This date begins the 60-day timeline that is a legal requirement for all initial evaluations.

Ben Hill Middle School Tier III Options

- Reading Support Class- Reading Support will include individualization of student learning based on MAP and IXL assessments and other historical data which may indicate weaknesses in basic skills. Along with individualized instruction one-on-one and in small groups, students will work at their own level on the IXL program. Additionally, support teachers will be trained in the Lindamood-Bell LiPS program so that they may offer support even down to the lowest level readers.
- Math Support Class-Math Support will include individualization of student learning based on MAP and IXL assessments and other historical data which may indicate weaknesses in basic skills. Along with individualized instruction one-on-one and in small groups, students will work at their own level on the IXL program.

Tier IV – Referral for Special Education

Reminder: In order to proceed with the evaluation for Tier IV, the IT coordinator is responsible for ensuring the checklist on the IT Checklist form is complete.

If the parent has attended the meeting and signed the consent for evaluation, the packet will be delivered to the Student Support Services department in a timely manner. The date the parent consent form is received by the school must be documented on the form. This date begins the 60-day timeline that is a legal requirement for all initial evaluations.

If a student is not making sufficient progress at Tier III, the IT is responsible for making a decision regarding a referral for special education. If it is determined that a referral for a special education evaluation is warranted, the Intervention Team continues to ensure that interventions and support to the students will be provided until the eligibility meeting is held. If the child is not eligible for special education services, he/she may continue to receive appropriate interventions as determined by the Intervention Team.

***Special Note**

Exclusionary Factors

- A child must not be determined to be a child with a specific learning disability if the determinant factor for that determination is:
 - Lack of appropriate instruction in reading, to include the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension);
 - Lack of appropriate instruction in math;
 - Lack of appropriate instruction in writing;
 - Limited English proficiency;
 - Visual, hearing or motor disability;
 - Intellectual disabilities;
 - Emotional disturbances;
 - Cultural factors;
 - Environmental or economic disadvantage;
 - Atypical educational history (such as irregular school attendance or attendance at multiple schools)

Acceleration/Enrichment

Students who have mastered their priority standards for their grade will need to continue to show growth in their learning. Two strategies for challenging students are Acceleration and Enrichment. Students who work at a faster pace than their peers, read above grade level, and are advanced in their mathematical skills may receive part of their instruction in another classroom, for example, an honors or accelerated class. Students who are accelerated might be assessed according to the rigor set forth by that class. This type of differentiation is called Acceleration. Enrichment is a term used to describe instruction that is within the regular class setting yet requires higher level, or critical thinking skills. The curriculum might be described as deeper and wider. Typically, students who receive this instruction learn across the curriculum through theme-based units and independent projects. Both Acceleration and Enrichment are provided by Intervention Specialists and classroom teachers during regular class periods.

The referral process for Acceleration/Enrichment is similar to Tier III for academics. The teacher will collect student data and complete the Acceleration/Enrichment referral form. Data should include, but is not limited to MAP, IXL, writing samples, and Common Formative Assessments. Teachers should consider students who are self-starters and enthusiastic learners. Students should also be able to express themselves well orally and through writing.

The intervention specialist(s) will meet with each PLC Team once a quarter to evaluate the data and make instructional decisions for each student. The instructional plan for the student will be documented, and progress monitoring and assessment will take place at the end of each quarter. Transition will happen quarterly. This is due to the theme and unit-based instruction that is implemented in the classroom. (However, if a student does not meet Acceleration/Enrichment expectations during the quarter, the team may decide to transition the student back to Tier I earlier.)

Ben Hill Middle School
Academic RTI Overview
2021-2022

(Please note that the requirements for progressive tiers should include the requirements of the previous tier(s).)

Tier	Students Included	Instructional Overview	Forms/Data Needed in Portfolio	Individuals Responsible	Frequency of Progress Monitoring	Parent Contacts Required
Tier I	All Students	Research-based practices in a standards-based classroom	*Universal Screener data *Assessment data *Evidence of Power Standard Mastery	*Classroom Teachers *PLCs	Formative and Summative Assessments as Determined by PLC	*Mid-term progress *End of quarter report cards
Tier II	Teachers determine movement of students between Tier I and Tier II through PLCs.	*Small groups within classroom and/or during intervention time *Individualized and/or small group instruction	*BHMS Intervention Snapshot form *Tier II Referral Form *Progress monitoring data from classroom strategies, intervention time, IXL, and/or MAP *Notes form from PLC meetings kept on Tier II Notes form for all students as discussed in PLC	*Classroom Teachers *PLCs	Every 3-4 Weeks	*Notify with Parent Letter (form letter) when student continuously needs Tier II. Occasional need for Tier II does not require parent notification. *Notify anytime significant changes occur (positive and negative)

Tier III	Students who are missing prerequisite skills as determined through MAP assessment and students who are identified by teachers (through data collection) as having missing foundational skills may be referred to Tier III.	*Support Classes for reading and/or math skills	<p>*Tier III Referral Form</p> <p>*Progress monitoring data and all paperwork from tiers I & II</p> <p>*Progress monitoring data from Tier III Support Classes</p> <p>*MAP Data/IXL Data</p> <p>*Notes from Intervention Team meetings kept on Tier III Notes form</p>	<p>*Support/ Intervention Teachers</p> <p>*Intervention Team (RTI Coordinator, Support teachers, Counselors, Administrators, Nurse, Specialists, others who may offer insight/services to help student)</p> <p><i>*Student Support Services Director and School Psychologist (if Tier III is not successful and Tier IV referral is needed)</i></p>	<p>*Every 2 weeks</p> <p>*Must stay in intervention for at least 9 weeks</p>	<p>*IT Meeting with parent</p> <p>*IT may make decisions without parent but parent must be invited</p> <p>*Notify parents each time the intervention strategy or tier placement changes at this level.</p>
Tier IV	Students who have been through the outlined process and found eligible for SPED services	Determined by IEP	<p>*IT Checklist with all documents</p> <p>*Parent Consent for Evaluation form</p> <p>After placement in SPED – Documentation is determined by IEP</p>	Determined by IEP	Determined by IEP	Determined by IEP

Criteria for Moving a Student to Tier II or Tier III

<p>1st Quarter MAP Assessment Data Classroom Assessment Data (formative and summative) Additional Progress Monitoring Work Samples Progress Report Report Card Student on Tier II or Tier III in previous grade Writing Assessment (Sample) Reading Inventory</p>	<p>3rd Quarter MAP Assessment Data Classroom Assessment Data (formative and summative) Work Samples Progress Report Report Card</p>
<p>2nd Quarter MAP Assessment Data Classroom Assessment Data (formative and summative) Work Samples Progress Report Report Card</p>	<p>4th Quarter MAP Assessment Data Classroom Assessment Data (formative and summative) Work Samples Progress Report Report Card</p>

**Writing Rubric may serve as supporting documentation.*

*****All of the above will be reviewed for movement to Tier III unless MAP screener indicates.***

Reading Intervention (Tier III)

Reading Intervention at the Tier 3 level will address reading skills and concepts that the student missed in earlier grades which prevent him/her from being successful at the current grade level. Instruction will be individualized as needed and will be based on the results of MAP assessment as well as Tier I and Tier II data. Students who lack foundation reading skills will be placed in reading intervention during the intervention period. Another resource for Tier III reading will be IXL. Regular feedback and progress monitoring will be implemented during Tier III reading intervention.

Math Intervention (Tier III)

Math Intervention at the Tier III level will address basic math skills and concepts that the student missed in earlier grades which prevent him/her from being successful at the current grade level. Instruction will be individualized as needed and will be based on the results of MAP assessment as well as Tier I and Tier II data. Students will be placed in math intervention in addition to small group and individualized teacher led instruction. Students will receive regular feedback and progress monitoring throughout the time they are in Tier III math intervention.

Behavior Intervention Part 1

Ben Hill Middle School's pyramid of interventions for behavior provides a clear description of the expectations for student behavior management. In order for students to learn and grow, the expectations for orderly classrooms, respectful interactions among students and teachers, and well-outlined protocols must be firmly established. Appropriate behavior is required for the safe operation of the school and for optimal opportunities for student growth and learning. The Behavior Pyramid of Interventions at Ben Hill Middle School is designed to provide students with the support they need to maintain appropriate behavior at school and at school related events in an increasing intensity as students move through the tiers of intervention. Additionally, because the most effective way to establish effective classroom discipline is through positive behavior interventions and establishment of effective relationships, the principles of positive behavior strategies will be implemented at BHMS.

Tier 1

At Tier 1, classroom teachers take the lead with the Leadership team ensuring that appropriate structures are in place to promote positive behavior interventions. Behavior interventions include research-based best practices that are implemented in classrooms throughout the school to promote and reinforce positive behavior while providing explicit instruction for targeted behaviors as necessary for students to understand and have opportunities to practice the expected behaviors. Included in Tier 1 interventions is the establishment of classroom rules/norms and procedures for day-to-day operations. These expectations must be taught, explained, and provided in written form for both students and parents. **There will be certain nonnegotiable practices that will be implemented in every classroom throughout the school in order to maintain consistent and fair expectations for students.** Careful attention will be given to reinforcing and recognizing positive behavior observed in classrooms and throughout the school. In addition, students will be explicitly taught academic behaviors in an effort to increase their chances for success in every classroom. *Students may not be referred to the office for discipline until the teacher has followed through with the Tier 1 protocols, except in cases involving violence, abuse, illegal substances, and/or extreme interruptions.* When implementing Tier 1 behavior interventions, data should be kept for those students who struggle with exhibiting appropriate behaviors. Documentation will reveal growth in those students who respond and will serve as evidence for moving students to Tier 2 if needed.

Tier 2

For behavior, Tier 2 interventions are led by the intervention teams. The classroom teachers will provide documentation of all Tier 1 efforts and individual documentation to the school's Behavior RTI Coordinator (Principal or Assistant Principal). The Behavior Intervention Team will meet every two weeks to address those students who have been referred to Tier 2. In addition, classroom teachers will help to implement and monitor the behavior plan as determined by the Behavior Intervention Team. (The team may meet more often if referral numbers or severity of behaviors indicate.) At the Tier 2 behavior meeting, the team will analyze the data presented from classroom teachers and develop a behavior plan for the student. (The team may address multiple students who have been referred to Tier 2 within one meeting.) Each specific desired behavior must be described and targeted. The plan may include specific instruction, explicit goals, timely monitoring, frequent feedback, meetings with the counselor, and continued parent contact. The Behavior Coordinator will set up a meeting with the student and the parent to present the behavior plan and describe how the plan will be monitored. Once the student masters the targeted behavior, he/she may return to Tier 1 or begin work on the next identified behavior. The intervention period may be used to teach specific targeted behaviors for identified students if coordinated with grade level PLCs. Parents should be kept up to date on the student's progress. Students in Tier 2 interventions may be restricted from purchasing ice cream, slushies, and other treats, or they may be restricted from participation in "fun day" activities if this is the decision of the BIT. Those students who do not make adequate progress in Tier 2 will be referred to Tier 3.

Tier 3

In Tier 3, the Behavior Intervention Team again takes the lead. In Tier 3 for behavior, the school's psychologist, counselors, SPED coordinator, behavior specialist, administrators, etc. will meet to determine the next course for improving a student's behavior. This level of intervention requires meetings for individual students and should include the parent(s) if possible. All data from Tiers 1 and 2 should be analyzed. The BIT will determine the individual plan for the student and may include the use of In-School-Suspension, Out-of-School Suspension, regular meetings with the counselor, etc. as determined by the administrator for discipline and supported by the intervention team. In addition, classroom teachers will be updated and informed of strategies, documentation, and/or other information required for uninterrupted implementation of the BIT's decisions. In addition to those students who progress to Tier 3, students whose previous year's discipline records reflect the need for intensive intervention may be moved immediately to Tier 3. This exception to the protocol may not include ISS or OSS unless indicated by the new year's data through progression or extreme behavior.

Tier 4

If students still exhibit behavior issues despite the efforts of the BIT in Tiers 2 and 3, the student will be referred to Tier 4. Tier 4 may include placement in an alternate educational setting or a behavior contract that outlines the requirements a student must meet in order to remain in the regular educational setting. This decision will be made by the school's principal and/or assistant principal or a tribunal panel. If student is placed in alternative setting without tribunal, a signed waiver from the parent must be obtained. Students in Tier 4 in an alternative setting should continue to have a behavior plan that is monitored frequently and modified as needed.

Behavior Intervention Part 2: Refusal to Complete Work

At Ben Hill Middle School, teachers provide a variety of assignments and tasks so that students have ample opportunities to practice skills and concepts. Through student work, teachers are able to gauge their level of mastery, missing prerequisite skills, and misconceptions related to the intended learning. In the absence of student work, teachers have no basis for individualizing instruction to meet students' needs in order to appropriately support them through remediation, further instruction, and/or enrichment. Because of this critical need for the completion of student work, this pyramid of interventions will be applied when it is determined that a student is able to do the work but refuses to do so. A student who cannot complete work due to missing prerequisite skills or identified disabilities will remain in the academic pyramid of interventions unless he/she refuses to respond to the adjusted instruction/curriculum.

Ben Hill Middle School teachers and staff will apply the following definitions and protocols regarding our Pyramid of Interventions when making decisions about students' needs and their placement in the tiers of interventions during the RTI process. The process is intended to provide students with timely support in response to progress monitoring data regarding completion of student work to ensure that students are able to grow academically, behaviorally, and socially. The student(s) must be a part of each step of intervention for Behavior, Part 2.

Tier 1

Classroom teachers take the lead in Tier 1 for failure to turn in work. This tier provides a standards-based classroom with defined procedures for completing and turning in student work. All students will receive a printed copy of classroom procedures and policies. In addition, the policies and procedures will be posted in the classroom and reviewed a minimum of 3 times per quarter. PBiS strategies will be implemented in every classroom, placing an emphasis on recognizing positive behavior and teaching behavior expectations explicitly. Grades will be up-dated weekly by the classroom teacher with missing grades indicated by entering an M in Infinite Campus. As soon as a student has a missing grade, the teacher will ask the student to produce the assignment. If the student fails to produce the assignment, the parent should be notified. Parent contacts should be documented in Infinite Campus. If after parent contact, the student still does not turn in the assignment, he/she should be referred to Tier 2. The Tier 2 Referral form for Behavior: Part 2 will be completed at this time and kept in the RTI portfolio.

Tier 2

The school wide intervention takes the lead at Tier 2 for failure to turn in work. Tier 2 interventions are implemented when Tier 1 procedures fail to prompt a student to turn in his or her work. Students in Tier 2 will attend lunch detention for the number of days required to complete the work but cannot exceed 10 days. Additionally, the grade level counselor will be notified, and a meeting will be held with the student. No ice cream, slushies, or other snacks may be purchased while a student is on Tier 2. Teachers may also require the student to attend an assignment recovery period during interventions. As soon as the student's work is completed and turned in, he/she may return to Tier 1 and privileges will be restored. If additional zeros are accrued while the student is on Tier 2, he/she will be referred to Tier 3. A student shall remain in Tier 2 for no longer than 2 weeks. Tier 2 students' make up work will be reviewed weekly by classroom teachers and missing assignments entered into Infinite Campus as these students will be monitored by the intervention team, so accurate gradebooks are essential. When a student is placed in Tier 2 for failure to turn in work, parents must be notified by a member of the intervention team, and a conference requested.

Tier 3

Again, the school wide team will take the lead for Tier 3. It will be implemented if Tier 2 does not prompt the student to turn in his/her work or if additional M's are entered into Infinite Campus during the time a student is on Tier 2. Tier 3 is led by the school's behavior intervention team, but will work closely with the student's classroom teachers and ISS teacher to monitor progress. While a student is on Tier 3, in addition to Tier 2 restrictions, he or she may not participate in any extra-curricular activities or reward activities and will be required to stay in ISS until his/her work is complete. In addition, the student must complete the ongoing class assignments as submitted to the ISS teacher by the regular classroom teacher. A parent conference will be set up with the student leading the conference. The student-led conference form can be found in the appendix of this guide. Teachers, administrators, counselors, parents, and other related personnel should be invited to the meeting. A student shall remain in ISS until the missing work is complete, but will be closely monitored every week until it is determined that the behavior has been corrected as determined by the BIT.

Tier 4

Administrators will make the final decisions for Tier 4 interventions. This level will be implemented if all other tiers fail to produce results and may be long-term. In Tier 4, the BIT shall include, but is not limited to student, parents, teachers, administrator(s), counselor, and case worker, if applicable. Tier 4 interventions may include alternative education programs and/or individual contracts outlining requirements for the student to remain in the regular classroom setting.

***All forms will be digitally available
through Infinite Campus and/or
a shared folder in One Drive.**