

## Providence Creek Academy RTI MISSION STATEMENT

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The purpose of Response to Intervention (RTI) at Providence Creek Academy is to utilize individual progress monitoring and other assessment data; and to provide differentiated instruction, best practices, and appropriate interventions to ensure that all children meet their fullest potential.

**Providence Creek Academy Charter School  
Response to Intervention Procedural Handbook 2012**

In keeping with updated regulations(09/2011) found at Delaware's Office of the Registrar of Regulations, Legislative Council for the State of Delaware website:  
<http://regulations.delaware.gov/AdminCode/title14/900/925.pdf> the following is a description of RTI protocols and procedures as implemented at Providence Creek Academy Charter School.

Title 14 Education; Delaware Administrative Code; 900 Special Populations; 925 Children with Disabilities Subpart D, Evaluations, Eligibility Determination, Individualized Education Programs; Section 12.0

**General Information**

**12.1** PCA has established and implemented procedures to determine whether a child responds to scientific, research-based interventions for reading and mathematics.

12.1.1 PCA will phase in and implement procedures to determine whether a child responds to scientific, research-based interventions in oral expression, listening comprehension and written expression .

**12.2** PCA will use rubrics approved by DOE to evaluate and select programs of instruction and Tier 2 and Tier 3, interventions for reading and mathematics.

**12.3** RTI instructional screening instruments are norm referenced or curriculum based (STAR, Early Literacy, STAR Reading and STAR Math) and progress monitoring instruments are curriculum based (STAR Early Literacy, Star Reading and STAR Math).

**12.4** PCA RTI procedures, including the same frequency and intensity of instruction, and small group settings available to all students, apply to children with disabilities who already receive special education and related services.

12.4.1 IEP teams of children with disabilities will specialize the instruction method of delivering interventions under RTI procedures.

12.4.1 IEP teams may also determine that a child with a disability requires more intensity or frequency of instruction or smaller group settings than would otherwise be provided under RTI procedures.

### Tier 1, 2, and 3 Procedures

12.5 PCA RTI procedures include tiers and types of duration of services and interventions described in 12.6 through 12.10.

12.6 **Tier 1: Core Classroom Instruction:** Tier 1 services are designed to be delivered in the general education setting, by a general education teacher. Instruction is delivered as a scientifically based core curriculum and matched to student need.

12.6.1 Universal Tier 1 instructional screenings for reading and mathematics are conducted 3 times per regular school year at routine and fairly spaced intervals. The first screening shall be conducted within 2 weeks of the beginning of the school year or within 2 weeks of the student's entry into school.

12.6.2 Students who score at or below the 25<sup>th</sup> percentile on a norm referenced test or the designated cut point on a curriculum based measure for any instructional screening, will be provided Tier 2 interventions.

12.6.3 The PCA RTI team (Reading Specialist, Math Specialist, Curriculum Director, and Lead teacher from K/1, 2/3 and 4/5) shall review the program and progress of any child who does not score at benchmark on any instructional screening, but who does score above the 25<sup>th</sup> percentile on norm referenced test or the designated cut point on a curriculum based measure, to assure that the child is receiving differentiated, needs-based instruction. In addition, the team's review shall include the fidelity of the program implementation, pacing and appropriateness of instructional groupings.

12.6.3.1 The child's progress toward end of year benchmarks shall be monitored at least once every 2 weeks until progress monitoring consistently demonstrates that the child is on a trajectory to meet end of year benchmarks.

12.6.3.2 If, after 6 weeks of progress monitoring, the child is not on a trajectory to meet end of the year benchmarks, the child shall be provided Tier 2 interventions unless the RTI team specifically determines that further progress monitoring is required before additional interventions are provided.

12.7 **Tier 2 Interventions: Tier 2 interventions are delivered in the general education classroom, by a general education teacher.**

12.7.1 Tier 2 intervention is in addition to regularly scheduled core instruction in the general education curriculum, and is delivered in a small group, at a ***minimum of 90 minutes per week*** with ***at least 2 sessions per week***. In the case of a student identified in need of intervention in ***both reading and math***, the intervention shall

be designed by the Instructional Support Team proportionate to student need but ***not less than 120 minutes per week***.

12.7.2 Tier 2 interventions are delivered for at least 6 weeks. Progress is monitored weekly against established benchmarks.

12.7.3 If, after 6 weeks of Tier 2 intervention, a child has made no progress toward benchmarks, or has made progress but is not on trajectory to meet end-of-year benchmarks, an instructional support team meets to review the student's program and progress, to assure that the child is receiving differentiated, needs-based instruction. In addition, the instructional support teams review shall include fidelity of program implementation, pacing, and appropriateness of instructional groupings. Based on its review, the instructional support team shall determine whether: additional assessments are required; additional changes to instructional or behavioral methods are required; or the child requires Tier 3 intervention.

12.7.4 If, after an additional 6 weeks of Tier 2 intervention (or up to a total of 12 school weeks of intervention) a child has made no progress toward benchmarks, or has made progress, but is not on a trajectory to meet end-of-year benchmarks, the child will begin Tier 3 intervention as outlined by the instructional support team.

**12.8 Tier 3 Intervention: Tier 3 interventions will be delivered primarily in the general education setting, by a general education teacher and additional staff, but is likely delivered in other or additional settings, or by other trained staff as appropriate to the specific intervention. It will be implemented with fidelity to its scientific research base and matched to the students' needs.**

12.8.1 Tier 3 intervention is in addition to the regularly scheduled core instruction in the general education curriculum, and shall be delivered in groups smaller than those for intervention delivered in Tier 2 at a minimum of ***150 minutes per week*** not less than ***4 sessions per week***. In the case of a student identified in need of intervention in ***both reading and math***, the intervention is designed by the instructional support team proportionate to student need, but not less than ***180 minutes per week***.

12.8.2 Tier 3 interventions will be delivered for at least 6 school weeks. Progress shall be monitored weekly against established benchmarks.

12.8.3 If, after 6 weeks of Tier 3 interventions (or up to a total of 18 school weeks of intervention), a student has made no progress toward benchmarks, the instructional support team refers the student for an initial evaluation for special education services.

12.8.4 If, after 6 school weeks of Tier 3 interventions (or up to a total of 18 weeks of intervention), a child has made progress toward benchmarks, but is not on a

trajectory to meet end of year benchmarks, the instructional support team shall meet to review the child's program and progress, to assure that the child is receiving differentiated needs-based instruction. In addition, the instructional support team's review shall include fidelity of program implementation, pacing, and appropriateness of instructional groupings. Based on its review, the instructional support team shall determine whether additional assessments are required; additional changes to instructional or behavioral methods are required; or the child should be referred for an initial evaluation for special education services.

12.8.5 If, after an additional 6 school weeks of Tier 3 interventions (or up to a total of 24 school weeks of interventions), a child has not made sufficient progress toward end-of-year benchmarks, the instructional support team shall refer the child for an initial evaluation for special education services.

12.9 RTI procedures are designed to permit students to move between tiers of intervention based on the child's progress against **benchmarks** (3x per year) as measured through weekly progress monitoring. Weekly progress monitoring shall continue after a student is referred for an initial special education and for any student who is evaluated and determined eligible for special education and related services after receiving the interventions required in this section. In addition, the child's IEP team shall specifically consider the information gathered about the child's response to interventions, and the results of ongoing progress monitoring, in developing and revising the child's IEP. ***Subject to 3.0, PCA will initiate a reevaluation when ongoing progress monitoring indicates that the child's performance in reading or mathematics has improved such that the child may no longer require special education and related services.***

#### **Further Information**

12.10 If 20% of students in a classroom are not meeting benchmark on any instructional screening, the PCA Admin. team, will meet to consider the need for additional classroom supports and strategies.

12.11 Consistent with DOE Regulations. 1.0 through 5.0, a parent of a child may initiate a request for an initial evaluation at any time, including during the RTI process. If PCA declines to conduct the initial evaluation, it must provide written notice consistent with 14 DE Admin. Code 926.3.0. If PCA agrees to conduct an initial evaluation, the evaluation shall be completed, and an eligibility determination made, within the timeframe established in 2.3. ***However, a child may be determined ineligible for services under the learning disability or mild intellectual disability categories where there are insufficient data to demonstrate that the child was provided appropriate instruction in the regular education setting, or where there is insufficient data-based documentation of repeated assessments of achievement.*** If a child is determined ineligible for special education services on these grounds, the child may be referred back to an instructional support team to gather the required documentation and data

by completing the RTI process. Eligibility for special education services may then be reconsidered at the request of the parent or a member of the instructional support team. (Authority 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6); 14 Del. C. § 3110)

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# Providence Creek Academy

## RTI REQUIREMENTS

The following information is a snapshot of the requirements for the RTI folder. Please refer to the RTI Handbook for specific details on each requirement.

1. **Parent Letters:**

- Tier 2 RTI parent letter with attached Student Information from Parent/Guardian form and What is Response to Intervention pamphlet
- Tier 3 RTI parent letter must be mailed home with Conference Request Form

2. **Student Information from Parent/Guardian:**

- Filled out by parent/guardian
- Returned and Filed in RTI folder.

3. **Data and Time Log: \*MOST IMPORTANT PIECE OF DOCUMENTATION\***

- Documentation of time spent in RTI, instructional plans, and notes.
- Updated each time RTI occurs

4. **Student work:** File student work samples

5. **Instructional Planning Report:**

- Run report from STAR when entering Tier 2 or Tier 3
- Use report to plan specific skills the student will work on during small group instruction
- File in RTI folder

6. **Progress Monitoring and Annual Progress Report:**

- Run reports from STAR at the 6 week meetings.
- Fill out Student Status Log
- File in RTI folder

7. **Student Status Log:** Filled out...

- Entering Tier
- Every six weeks
- Exiting Tier

8. **Other Progress Monitoring Benchmarks:** (completed and filed every other week, in place of Star)

- **Math:** IXL Student Performance Report, ENVISIONS Diagnostic Checkpoints
- **Reading:** Reading A-Z Benchmark Passages and Assessment Passage OR Road to Reading OR Soar to Success
- **Kindergarten and First Grade:** Pearson Success

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**REMINDERS:**

Tier 2: 90 minutes

Both Reading and Math: 120 minutes

Tier 3: 150 minutes

Both Reading and Math: 180 minutes

**RED and YELLOW:** Weekly Progress Monitoring: One week Star, One week Other Benchmark

**BLUE:** Biweekly Star

# Providence Creek Academy

## RTI FOLDER LOCATION & LABEL

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All data collected for a students' Response to Intervention (RTI) folder will be kept in a secure location to ensure that appropriate information is accessible to educators and other school staff. It will be the teacher's responsibility to ensure that folders for students in Tier 2 and/or Tier 3 will be placed into the student's cumulative folder, at the end of each school year. Cumulative folders are located in the locked filing cabinets, in the main office.

### Accessing and Filing Folders Procedures

1. At the beginning of each school year, teachers will gather prior RTI folders for their perspective student(s) from the cumulative file. Folder's must be signed in/out with office staff.
2. Teachers will review necessary information from prior years to help determine RTI plan, and return these folders to the student's cumulative file.
3. Teacher will maintain a new and current folder for the new school year. This folder will be updated as required and placed in a secure location within the teacher's classroom.
4. At the end of the school year, it is the teacher's responsibility to file the student's RTI folder in the cumulative folder.

### Label Information

All folders must have the following information located on the tab.

1. Student name: Last, First
2. Grade Level
3. Teacher Name
4. RTI Subject: Math or Reading
5. Beginning of Year Tier and End of Year Tier (boyt and eoyt)

# Student Information from Parent/Guardian

## Meeting Invitation

Dear Parent/Guardian of: \_\_\_\_\_, (Student Name)

In order to serve the specific needs of your child, we need your input. Please complete all information requested.

An RtI meeting has been scheduled for (Date): \_\_\_\_\_

(Time): \_\_\_\_\_ (Location): \_\_\_\_\_

**Please bring this completed form to the meeting or return form to the classroom teacher prior to the meeting date noted above.**

**Please check the appropriate box below:**

☐ I will attend the meeting. ☐ I am unable to attend the meeting.

## General Information

Name of Father: \_\_\_\_\_ Name of Mother: \_\_\_\_\_

Do both parents live at home? ☐ Yes ☐ No

If not, with whom does your child live? Name: \_\_\_\_\_

Relationship: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

## Health History

Is your child under the care of a physician for a medical problem? ☐ Yes ☐ No

(If yes, please describe): \_\_\_\_\_

Is your child taking any medication(s)? ☐ Yes ☐ No

(If yes, please list): \_\_\_\_\_

Are there any significant factors related to your child's birth? ☐ Yes ☐ No

(If yes, please identify): \_\_\_\_\_

Did your child show any significant developmental delays in the past? ☐ Yes ☐ No

(If yes, check all that apply) ☐ Speech ☐ Motor ☐ Social ☐ Physical

Explain: \_\_\_\_\_

Does your child require special accommodations? ☐ Yes ☐ No

(If yes, check all that apply) ☐ Diet ☐ Building accessibility ☐ Physical ☐ Other

Explain: \_\_\_\_\_

Does your child receive services outside the school setting? ☐ Yes ☐ No

(If yes, check all that apply) ☐ Speech ☐ Physical Therapy ☐ Counseling ☐ Other

Explain: \_\_\_\_\_

*Continued on reverse side*

## Información del estudiante proporcionada por el Padre o Tutor

### Invitación para la junta

Querido Padre o Tutor de \_\_\_\_\_. (Nombre del estudiante)

En orden de servir las necesidades específicas de su hijo(a) necesitamos su colaboración. Por favor proporcione toda la información que se le pide.

Una junta de RtI se ha programado para (Fecha): \_\_\_\_\_

(Hora): \_\_\_\_\_ (Lugar): \_\_\_\_\_

**Por favor traiga a la junta esta forma completa o entréguesela al maestro(a) antes de la fecha de la junta antes mencionada.**

**Por favor cheque la opción apropiada de abajo:**

☐ Asistiré a la junta. ☐ No asistiré a la junta.

### Información General

Nombre del padre: \_\_\_\_\_ Nombre de la madre: \_\_\_\_\_

¿Los dos padres viven en casa? ☐ Si ☐ No

Si no, ¿Con quién vive el niño? Nombre: \_\_\_\_\_

Relación con el niño \_\_\_\_\_ Teléfono: \_\_\_\_\_

Dirección: \_\_\_\_\_

### Historial Medico

¿Esta su hijo(a) bajo tratamiento médico? ☐ Si ☐ No

(Si, Explique): \_\_\_\_\_

¿Esta su hijo(a) tomando algún medicamento? ☐ Si ☐ No

(Si, Por favor menciónelos): \_\_\_\_\_

¿Existen factores significativos relacionados con el nacimiento de su hijo(a)? ☐ Si ☐ No

(Si, Por favor identifíquelos): \_\_\_\_\_

¿Su hijo(a) ha mostrado algún significativo atraso en su desarrollo? ☐ Si ☐ No

(Si, marque todas las que apliquen) ☐ Habla ☐ Motriz ☐ Social ☐ Físico

Explique: \_\_\_\_\_

¿Su hijo(a) necesita de adaptaciones especiales? ☐ Si ☐ No

(Si, marque todas las que apliquen) ☐ Dieta ☐ Fácil acceso a edificios ☐ Físico ☐ Otros

Explique: \_\_\_\_\_

¿Su hijo (a) recibe servicios fuera de la escuela? ☐ Si ☐ No

(Si, marque todas las que apliquen) ☐ Habla ☐ Terapia física ☐ Consejero ☐ Otros

Explique: \_\_\_\_\_

continue atrás

# Student Status Log



Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

- This log should be kept in the RtI student folder and used as a quick reference for the current tier-level placement of the student.
- Update this form after every RtI meeting.

## • Tier Level Placement

☐ Tier-1    ☐ Tier-2    ☐ Tier-3    Meeting Date: \_\_\_\_\_  
RtI exit to:    ☐ Section 504    ☐ Special Education    ☐ Other \_\_\_\_\_  
Date of RtI exit: \_\_\_\_\_

• **Number of Concerns addressed on Intervention Plan:** Academic \_\_\_\_\_ Behavior \_\_\_\_\_

• **Parent/Guardian in attendance:** ☐ Yes    ☐ No

• **Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## • Tier Level Placement

☐ Tier-1    ☐ Tier-2    ☐ Tier-3    Meeting Date: \_\_\_\_\_  
RtI exit to:    ☐ Section 504    ☐ Special Education    ☐ Other \_\_\_\_\_  
Date of RtI exit: \_\_\_\_\_

• **Number of Concerns addressed on Intervention Plan:** Academic \_\_\_\_\_ Behavior \_\_\_\_\_

• **Parent/Guardian in attendance:** ☐ Yes    ☐ No

• **Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*(Additional space provided on reverse side of this form)*

# Tier-2 Initial Meeting Summary

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

## Conclusion of Meeting

- Collect signatures of those in attendance.

<input type="checkbox"/> RtI Team Leader	Signature: _____
<input type="checkbox"/> Principal/Administrator	Signature: _____
<input type="checkbox"/> General Education Teacher	Signature: _____
<input type="checkbox"/> Sp. Ed. Representative	Signature: _____
<input type="checkbox"/> _____	Signature: _____
<input type="checkbox"/> _____	Signature: _____
<input type="checkbox"/> _____	Signature: _____
<input type="checkbox"/> _____	Signature: _____

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

- Provide copies of forms to parent/guardian.
- Provide copies of forms to RtI Team Leader for follow-up information.
- If parent/guardian is not present, contact will be made via:
  - ☐ Phone ☐ Mail ☐ Note home ☐ Meeting

## Additional Notes

*(Please indicate the step number that you are referencing.)*

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# Tier-3 Follow-up Meeting

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

## Conclusion of Meeting

- Collect signatures of those in attendance.

<input type="checkbox"/> RtI Team Leader	Signature: _____
<input type="checkbox"/> Principal/Administrator	Signature: _____
<input type="checkbox"/> General Education Teacher	Signature: _____
<input type="checkbox"/> Sp. Ed. Representative	Signature: _____
<input type="checkbox"/> _____	Signature: _____
<input type="checkbox"/> _____	Signature: _____
<input type="checkbox"/> _____	Signature: _____
<input type="checkbox"/> _____	Signature: _____

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

- Provide copies of forms to parent/guardian.
- Provide copies of forms to RtI Team Leader for follow-up information.
- If parent/guardian is not present, contact will be made via:
  - ☐ Phone ☐ Mail ☐ Note home ☐ Meeting

## Additional Notes

*(Please indicate the step number that you are referencing.)*

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# Providence Creek Academy

## RTI DATA LOG

[illegible]

[illegible]

- Collect, organize, analyze, and review academic and behavioral data from school-wide universal screenings for all students in the classroom to determine each student's level of proficiency. Based on data collected, list the students who qualify for Tier-1 intervention(s). Use this log to document the level of progress as each student moves through the tiers.
- Provide the campus administrator/RtI Team Leader a copy of this log.
- Update this form after every RtI meeting.

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

Student's Name (Last name, First name)	Student ID#	Concerns (Check all that apply)	Tier-1 Date	Tier-2 Date	Tier-3 Date	Exit Date	Comments
		<input type="checkbox"/> Academic <input type="checkbox"/> Behavioral					
		<input type="checkbox"/> Academic <input type="checkbox"/> Behavioral					
		<input type="checkbox"/> Academic <input type="checkbox"/> Behavioral					
		<input type="checkbox"/> Academic <input type="checkbox"/> Behavioral					
		<input type="checkbox"/> Academic <input type="checkbox"/> Behavioral					
		<input type="checkbox"/> Academic <input type="checkbox"/> Behavioral					
		<input type="checkbox"/> Academic <input type="checkbox"/> Behavioral					
		<input type="checkbox"/> Academic <input type="checkbox"/> Behavioral					
		<input type="checkbox"/> Academic <input type="checkbox"/> Behavioral					
		<input type="checkbox"/> Academic <input type="checkbox"/> Behavioral					

# Providence Creek Academy

## DELAWARE DEPARTMENT OF INFORMATION

### RTI FACT SHEET

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#### WHAT IS RESPONSE TO INTERVENTION OR RTI?

A major concern for parents and teachers is how to help children who experience difficulty learning in school.

As a result, federal laws such as the ***No Child Left Behind and the Individuals with Disabilities Education Acts*** have directed schools to focus more on helping all children by addressing problems earlier, before a child falls behind, or a referral for special education services is warranted.

***Response to Intervention (RTI)*** is a general education initiative that builds a foundation for good instruction for all children. It is a process that focuses on all students' achievement and determines whether students' poor academic progress is due to instruction, the curriculum, or the presence of a specific learning or intellectual disability.

#### WHO IS RESPONSIBLE FOR PROVIDING RTI?

A school-based problem solving team coordinates the process. Teams are called by different names including: instructional/intervention support team, problem solving team, grade level or literacy team.

The team is generally comprised of a school administrator, general and special education teachers, a school psychologist and where appropriate, reading or math specialist.

The team is responsible for evaluating instructional programs and methods as well as for developing RTI interventions and monitoring student progress.

You are an expert about your child. Share your expertise with your child's school team.

#### HOW IS RTI IMPLEMENTED?

RTI is implemented using three tiers of high quality researched-based instruction and interventions.

##### TIER 1: Universal Tier

- ❖ All students are screened at least three times during the school year to make sure that 1) classroom instruction is on target for all students and; 2) each student is also compared to others of the same age in the same grade and class.
- ❖ If a student falls below the 25<sup>th</sup> percentile, but is not likely to reach year-end district benchmarks, the team makes recommendations for instructional interventions.
- ❖ If at the end of 6 weeks of monitoring instruction modified to meet a student's needs, the student is not on the path for meeting year-end benchmarks, he will receive Tier II interventions.

## TIER 2: Weekly Progress Monitoring

- ❖ Students receive small group instruction for a minimum of 90 minutes per week with a minimum of 2 sessions
  - ❖ The team monitors student's progress and reviews the data and makes recommendations for instructional strategies and/or behavioral supports.
  - ❖ If at the end of 6 weeks, a student is showing insufficient progress, the team may request additional assessments, make changes in instructional methods or behavioral supports or continue Tier II interventions for 6 more weeks.
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## Tier 3: Continued Intensive Interventions & Progress Monitoring

- ❖ Students receive interventions through individual or small group instruction for an additional 6 weeks.
- ❖ Progress is charted weekly
- ❖ The team continues to review student's progress data and makes recommendations, as appropriate, including the recommendations for possible special education services.