



Derry Township School District

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Response to Intervention: Overview of the Hershey Elementary Model *(PA Department of Education approved plan)*

Derry Township School District has implemented a Response to Intervention (RTI) model which: (1) emphasizes early intervention in the regular education learning environment, (2) maximizes all staff's expertise and services, and makes effective use of all existing resources, (3) assesses the student's strengths and weaknesses based on their academic performance in the regular education setting, (4) delivers interventions in the regular education environment and are based on observable, reliable, and measurable information, (5) frequently and directly monitors and charts student response to interventions, (6) de-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a timely manner.

The district has implemented comprehensive universal screening and progress monitoring, which is norm-referenced, criterion-referenced, formative, and diagnostic. The assessment program includes benchmark, as well as progress monitoring, assessments conducted by the classroom teacher and other professional staff. The staff gather formative assessment data (curriculum and performance-based) and collaborate with colleagues to make data-based instructional decisions. The district has implemented a multi-tier assessment and intervention model, which includes parent notification and involvement, is prevention-oriented and where each tier provides a greater degree of intensive and supportive intervention and assessment in

response to student need. Supplemental intervention, referred to in the district as “Boosting,” offers small group instruction, previewing/reviewing of content, a higher degree of corrective feedback, more time on difficult tasks, teaching to mastery, increased opportunities to respond, more frequent progress monitoring, and fewer transitions. This is only delivered in conjunction with classroom instruction so that the classroom teacher never transfers ownership or responsibility for the solution of the instructional problem to other staff. Students with more significant needs are provided intervention which is more intensive and of longer duration and may include specially-designed instruction. Regular education, remedial education, and special education are working together as a unified team, with the same goal – to ensure that all students can learn and reach a level of proficiency.

The regular classroom teacher has been identified as the first line of intervention. Teachers differentiate instruction based on student need and the role of the classroom teacher has been redefined to reflect that expectation. Students are flexibly grouped according to their skills, as assessed through formative assessments. Students are provided scientifically-validated interventions and assessments in the classroom and all teachers have been trained in the tools available. When students are identified as at-risk, they are provided additional scientifically-validated intervention to increase the student’s rate of learning (based on the results of the assessments) in the regular classroom by the regular classroom teacher. Some students are also provided with supplemental intervention of the same or similar scientifically-based intervention. The district “Intervention Specialists” provide the supplemental intervention either in or out of the regular classroom. Students who participate in flexible intervention groups may come from several classrooms as groups are determined by skill, and not by homeroom.

A systemic team comprised central office and building administrators, specifically principals, the Director of Psychological Services, and psychological services staff, as well as the literacy coaches oversee the assessment and data collection process, assisting the staff in utilizing the data gathered to inform instructional decisions, ensure instructional fidelity, and provide demonstrations and trainings of lessons and assessments. The team ensures that assessments and interventions are delivered with integrity and that no skill or performance deficit is the result of lack of appropriate scientifically-based instruction.

Twice each month a Data Review Team meets to collect and systematically review student-specific and school-wide data trends in performance, and patterns across classrooms and grade levels. This team of the literacy coach and intervention specialists does not plan for intervention. Instead, the team identifies students who may need more detailed and in-depth discussion and intervention planning that might occur at a more student-specific team meeting within the hierarchy of the tiered teaming structures. The Data Review Team may also identify patterns in data, which may then be discussed and addressed by smaller teams of teachers.

Each grade level has been divided into PODS - "Pouring Over Data" Teams - (e.g., teams of 3 to 5 teachers) that meet on a regularly scheduled basis and include literacy coaches and intervention specialists. Principals may also attend POD meetings. The PODS meet to collaboratively review data gathered by the classroom teacher and use the data to adjust flexible skills-based instructional groups, modify academic interventions, and identify patterns and solutions.

Several times per year, Intervention Planning Meetings (IPM) are held to review the data from an entire grade-level. One purpose of the IPM is to review and discuss a student's response to

intervention (RTI) or student outcome (positive or negative) that results from the intervention(s) that were delivered and to determine whether the interventions were appropriate and delivered with integrity. In evaluating student response to intervention, the staff at the Intervention Planning Meeting: (a) examine the development in skills over time, (b) examine the rate of the student's response to the intervention(s), and (c) discuss the amount and intensity of resources that may be necessary to create or sustain a positive response. Data for all students are stored electronically and the student's response to intervention is reviewed and graphed to allow for determination of each student's performance.

Students who are not responding to intervention are then scheduled for an Intervention Team Meeting (ITM) where specific individual goals are developed and individually tailored interventions are selected to address the development of skills that are lacking. Additional assessments are also discussed and follow-up meetings are scheduled to review the student-specific goal attainment. Parents are invited to these meetings and are provided with performance assessment data that reflect student response to intervention, information regarding strategies for increasing the student's rate of learning, and are informed of their right to request an eligibility evaluation.

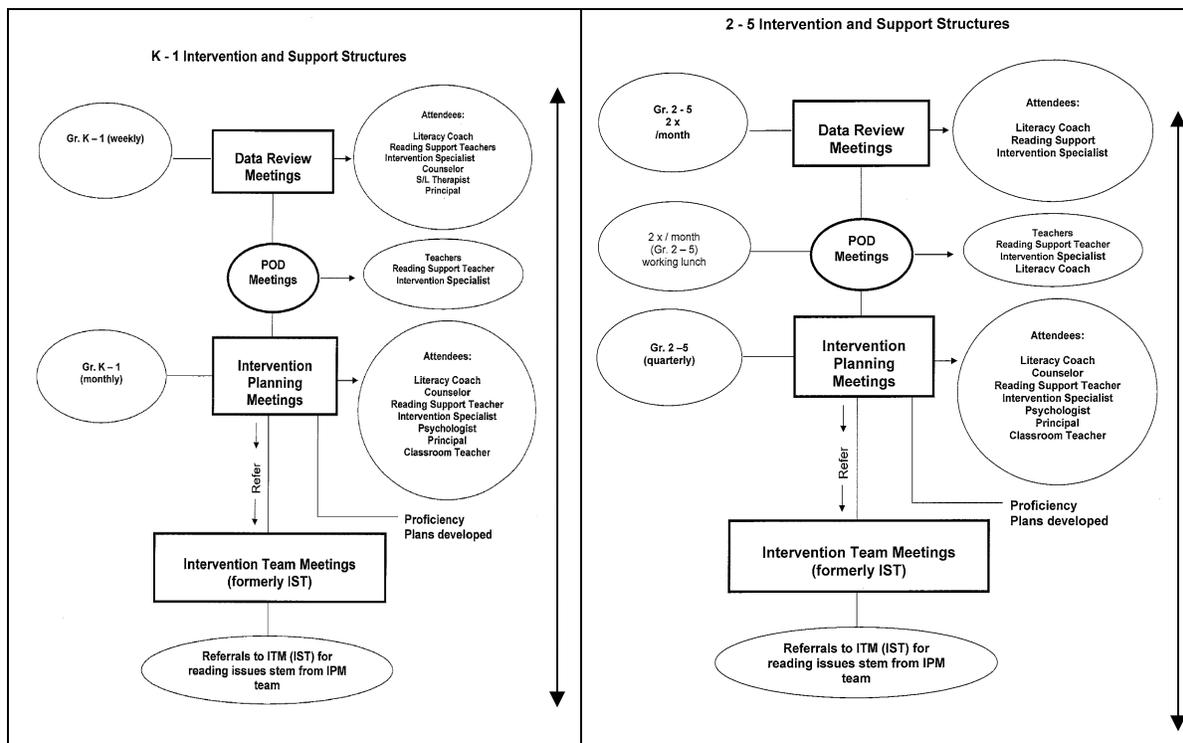
Referrals for special education and decisions to identify a student for special education services are made based on data and after a plan of intervention has been implemented for a sufficient amount of time and student response has been repeatedly measured (or when parents request an evaluation). Lack of appropriate instruction is ruled out through the intervention and repeated assessment process, which includes implementation of an instructional intervention as well as observations of routine classroom instruction to ensure instructional and assessment integrity.

Decisions to identify a student are made if students are not proficient on Pennsylvania State

Standards, have a significant skill deficit relative to peers (level), and if they are not showing a significant response (slope) to a scientifically-validated intervention. In all cases, interventions, progress monitoring assessments, and observations are conducted prior to any disability determination, and in conjunction with any parent requested evaluation. Finally, when considering a student for a specific learning disability, all evaluations carefully consider whether the student’s level and rate of learning are the result of sensory disabilities, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage, limited English proficiency, or lack of exposure to appropriate evidence-based instruction.

Elementary Tiered Teaming Structures

Derry Township’s RTI model has included implementation of standard protocols as well as problem-solving models and structures. Included in this initiative is a hierarchy of teaming structures:



Overview of Teaming Structures

The most general team, the Data Review Team, systematically reviews school-wide data at least once per month and after each universal screening. POD (“Pouring Over Data”) teams meet as a group once every week in grades K-1 and every two weeks for grades 2-5 to discuss individual and group progress of students and address general instructional changes. Intervention Planning Meeting (IPM) teams come next, allowing teachers to meet with the team individually to discuss at-risk or low performing students. Beyond the IPM, via an Intervention Team Meeting, a team may decide to consult in great depth with a teacher and parent in a 1:1 format to discuss instructional strategies, set student-specific goals, and provide support for the classroom teacher if an individual student is not making adequate progress.

The district’s school psychologists, principals, and literacy coaches oversee data collection, including benchmark assessments and progress monitoring, and assist the staff in utilizing data gathered to inform instructional decisions. They also provide consultation with staff regarding reading instruction, assessment, progress monitoring, and data-based decision making. Although the district has implemented a tiered approach to assessment and instruction, the teaming structures are not specific to any of the tiers, as students who are provided services at each tier of intervention may be reviewed and discussed at each level within the teaming hierarchy. In addition, students who are reviewed at more student-specific teams are also reviewed at more general data or teacher-team levels.

Data Review Team

One to two times each month the Data Review Team meets to collect and systematically review student –specific and school-wide data (PSSA, DIBELS, AIMSweb, CORE, STAR,

etc.), trends in performance, and patterns across classrooms and grade levels. This team of the literacy coach and intervention specialists does not plan for intervention. Instead, the team identifies students who may need more detailed and in-depth discussion and intervention planning that might occur at a more student-specific team within the hierarchy of the tiered teaming structures. The Data Review Team may also identify patterns in data, which may then be discussed and addressed by PODS.

PODS – “Pouring Over Data”

Each grade level has been divided into PODS (teams of 3 to 5 teachers) that share a common schedule and have designated protected time to meet weekly (K-1) or bi-weekly (2-5) and includes literacy coaches and intervention specialists. The PODS meet to collaboratively review data from within their team that has been gathered by the classroom teachers and use the data to adjust general instructional changes, review flexible skills-based instructional groups, modify academic interventions for large or small groups of students, and identify and investigate patterns and brainstorm and implement solutions.

Intervention Planning Meetings (IPM)

The next type of team meeting at Derry Township that utilizes problem-solving method is called an Intervention Planning Meeting (IPM). On either a monthly (K-1) or quarterly (2-5) basis, Intervention Planning Meetings are held to review the data, which is stored in various web-based data warehouse sites, from an entire grade-level and develop a Proficiency Plan for each at-risk student. These team meetings are typically composed of at least seven members including the principal, literacy coach, school psychologist(s), intervention specialist(s), guidance counselor, regular education classroom teacher, and learning support teacher. The IPM team meets four times a year in a small conference room with equipment

allowing everyone to view relevant data from an LCD projector. The team reviews the progress of students by classroom with each of the individual regular education teachers and learning support teachers. While the literacy coach and principal typically facilitate the meetings, the various team members play different roles during the meetings to form a cohesive, problem-solving and supportive network for all participants. Generally, the meetings for kindergarten and first grade last for a span of two days at half hour intervals for each teacher with about 10 meetings per day. Second and third grade meetings are typically divided across two days, while fourth and fifth grade are scheduled for an entire day of meetings.

Data for all students assessed to be at-risk are entered live electronically into the Excel-formatted "Data Profile Sheet" and the student's response to intervention is automatically graphed to allow for assessment of the student's performance.

Derry Township School District Student Data Profile Grades K-1										
Student Name: _____ Grade/Room: _____ School Year: _____										
Present Achievement Levels:										
** The DTSO identifies a student as proficient when he/she achieves satisfactory academic performance indicating a solid understanding and adequate display of the skills included in Pennsylvania's Academic Standards. **										
Intervention Planning Meeting Dates:										
	First Quarter	Second Quarter	Third Quarter	Fourth Quarter						
	Mtg. Date:	Mtg. Date:	Mtg. Date:	Mtg. Date:						
DIBELS Benchmark Assessments										
	ISF (Initial Sound Fluency)									
	LNf (Letter Naming Fluency)									
	PSF (Phon. Segmentation Fluency)									
	NWF (Nonsense Word Fluency)									
	ORF (Oral Reading Fluency)									
DIBELS Progress Monitoring										
(See Attached Sheets)										
CORE Phonics - Revised										
	Alphabet Skills	Goal	1st	2nd	3rd	4th	5th	6th	7th	8th
	Letter Recognition-Uppercase	26								
	Letter Recognition-Lowercase	26								
	Letter Names-Uppercase	26								
	Letter Names-Lowercase	26								
	Consonant Sounds	23								
	Long Vowel Sounds	5								
	Short Vowel Sounds	5								
Reading and Decoding Skills										
	Short Vowels in CVC Words	10								
	Short Vowels, Digraphs, and tch Trigraph	10								
	Short vowels and consonant blends	20								
	Long Vowel Words	10								
	Vowel Digraphs	10								
	R- and F- Controlled Vowels	10								
	Two Syllable Words	24								
	Three Syllable Words	8								
Concepts of Print										
		Date:	Date:	Date:	Date:					
		out of 12 skills	out of 12 skills	out of 12 skills	out of 12 skills					
Other Information:										
Mode of Intervention Attempted										
	Location	Date from	Date to	Frequency and Duration of lesson						
Tier 1	Classroom Teacher Intervention									
Tier 2	Classroom Teacher & Specialist Intervention									
Tier 3	Classroom Teacher & IEP Support									
Specific Intervention Planning Sheet attached										
General Intervention Description (who & what)										

Derry Township School District Student Data Profile Grades 2-5										
Student Name: _____ Grade/Room: _____ School Year: _____										
Present Achievement Levels:										
Intervention Planning Meeting Dates:										
	First Quarter	Second Quarter	Third Quarter	Fourth Quarter						
	Mtg. Date:	Mtg. Date:	Mtg. Date:	Mtg. Date:						
DIBELS Benchmark Assessments										
	NWF (Nonsense Word Fluency)									
	ORF (Oral Reading Fluency)									
DIBELS Progress Monitoring										
(See Attached Sheets)										
CORE Phonics - Revised										
	Date:	Goal	1st	2nd	3rd	4th	5th	6th	7th	8th
	Letter Recognition-Uppercase	26								
	Letter Recognition-Lowercase	26								
	Letter Names-Uppercase	26								
	Letter Names-Lowercase	26								
	Consonant Sounds	23								
	Long Vowel Sounds	5								
	Short Vowel Sounds	5								
	Short Vowels in CVC Words	10								
	Short Vowels, Digraphs, and tch Trigraph	10								
	Short vowels and consonant blends	20								
	Long Vowel Words	10								
	Vowel Digraphs	10								
	R- and F- Controlled Vowels	10								
	Two Syllable Words	24								
	Three Syllable Words	8								
STAR Reading										
	IRL:									
	Level:									
4 Sight										
	Grade:		i. level	%ile						
PSSA Reading										
	Date:		ISAI	%ile						
Q1 SAT Total School Ability										
	Date:		Total Reading	%ile						
Stanford Reading										
	Date:		%ile	%ile						
	Date:		%ile	%ile						
AIMSweb Maze										
	Date:		%ile	%ile						
	Date:		%ile	%ile						
Other Information:										
Tier										
	Provider of intervention	Date From	Date To	Minutes/Day	Days/Week					
1	C. T. I.S. L.S. Other									
2	C. T. I.S. L.S. Other									
3	C. T. I.S. L.S. Other									
Specific Intervention Planning Sheet attached										
General Intervention Description (who & what)										

The Intervention Planning Meeting team reviews student progress on a classroom and grade- wide basis. The team focuses on results of the universal screening and progress

monitoring tools (e.g., CORE Phonics, DIBELS, AIMSweb, 4Sight, STAR) and then determines which students have not made progress or have not met benchmark. The language regarding a particular concern revolves around which specific area(s) or skills in reading/early literacy students need extra and/or more strategic instruction. Specific goals for each student to meet the various benchmarks are not discussed in terms such as percentage increase. Instead, alternative standard protocols are discussed and incorporated in student intervention plans. In addition, student intervention groups are developed in order to improve instruction delivery and efficiency.

The main purpose of the Intervention Planning Meetings (IPM) is to review and discuss a student's response to intervention (RTI). In evaluating a student's response to intervention, the staff at the Intervention Planning Meeting: (a) examine the discrepancy in skills over time, (b) examine the rate of the student's response to the intervention(s), and (c) discuss the amount and intensity of resources that may be necessary to create or sustain a positive response.

Intervention Team Meeting (ITM) (formerly IST)

Students who are not responding to intervention are then scheduled for an Intervention Team Meeting where specific individual goals are developed and individually tailored interventions are selected to address the development of skills that are lacking. Parents are invited to these meetings which also typically involve the same membership as the IPM teams. Individual student progress and performance is reviewed, graphed, and shared. Trends in performance are reviewed relative to student baseline and peer comparison. The team generates student-specific intervention plans. Additional assessments are also discussed and follow-up meetings are scheduled to review the student-specific goal attainment.

Referrals for Special Education may be made after the follow-up ITM meetings. Decisions to identify a student for special education services are made only after a Permission to Evaluate has been issued and agreed to by the parents, are based on responsiveness data, and are made only after a plan of intervention has been implemented and student response has been measured and compared to a baseline and peers. Students are identified for special education services only if they have a significant skill deficit relative to peers and if they are not showing a significant response to a scientifically-validated intervention.