Fort Payne High School

Response to Instruction Action Plan

2021-2022

Introduction & Belief Statement

Response to Instruction (RtI) was introduced in 2004 as part of the Individuals with Disabilities Education Improvement Act (replaced our old BBSST). This addition to the law stresses prevention-focused instructional practices in the regular education classroom. The aim of these intervention strategies is to provide support for at-risk students who have not been identified as needing special education services, but clearly require additional academic and/or behavioral support to succeed.

There is a common misconception that RtI is "special education." It is not. RtI is a regular education initiative. In fact, with RtI, schools must show what interventions and steps have been taken in the RtI three-tiered model before they can place a child in Special Education.

The state has mandated that all schools have a RtI plan implemented by August 2011.
Fort Payne High School believes that the implementation of Response to Instruction coinciding with the further development of a rigorous, standards-based curriculum and effective, scientifically researched instruction will enable all students to achieve academic and behavioral success.

Students need differentiated instruction which can be implemented through strategic teaching regardless of the level of the class they are taking. Teachers at Fort Payne High School are trained and implement strategic teaching lessons which helps in the differentiated instruction process for Tiers I and II.

Objective & Implementation (Action) Plan

The objective of RtI is to ensure that schools provide high quality instruction and interventions that match the needs of individual students; and frequently monitor the progress of students and use the data detailing that progress when making changes in instruction or goals.
Fort Payne High School will continue to implement Response to Instruction in the 2018-2019 school year.

The RtI Team

The RtI team will be comprised of parents, the assistant principal, guidance counselor, general education teachers, special education teachers, and the instructional coach. The RtI team is a collaboration between parents and a group of educators with specific expertise. Their primary purpose is to ensure all students are given the opportunity to be successful in the general education classroom by providing a structured support system for students, teachers, and parents.

It is the responsibility of the team to improve the quality of teaching and learning at Fort Payne High School by determining the appropriate interventions to be put in place for individual students. This task will be accomplished by:

o Implementation of universal screening in math and reading
o Collection of data from universal screening assessments and the teacher
o Referrals and other pertinent information

o Examination of results from screenings to identify those students needing
    intervention
o Creation of intervention plans for identified students
    -Design appropriate interventions for individual students
    -Assign responsibilities for implementation
o Progress monitoring to track the effectiveness of interventions using:
    -Results of Curriculum Based Measurements
    -Grades and data provided by teachers
    -Recommendations from teachers, counselors, etc.
o Identification of students who are eligible to change tiers based on
    responsiveness to interventions
o Facilitation of follow up plans

The RtI Team will continue to meet for review of the student's progress until it is determined the student has made adequate progress and no longer needs the support of the PST and has been removed from the "watch list" or until the student has been identified through evaluation as eligible to receive special education services.

Universal Screening

Complete Universal Screening as follows:

- o 9th Grade: SCANTRON/Global Scholar, student grades, standardized testing, and graduate tracking system.
- o 10th Grade: SCANTRON/Global Scholar, standardized testing, student grades (9th and current), Pre-ACT Scores, graduate tracking system
- o 11th Grade: SCANTRON/Global Scholar, standardized testing, student grades (9th, 10th, and current), ACT scores, and graduate tracking system.
- o 12th Grade: SCANTRON/Global Scholar, student grades (9th, 10th, 11th and current), standardized testing, and graduate tracking system.
- o SCANTRON/Global Scholar, Reading/Math Custom Assessment given up to three times per year (September, December, and April)

FPHS will use benchmark scores from these tests to identify students who need academic intervention and place those students in appropriate tiers. During the implementation phase, students who score at or above the benchmark score in math, and reading will remain in Tier I. Students who score below the benchmark in either area will be referred to the PST and an intervention plan, including placement in Tier II will be created for that student.

Student's discipline and attendance records will be the first indicator that behavioral interventions may be needed. If the student's teachers or Assistant Principal/Guidance Counselor feels interventions may be necessary a behavior identification ratings scale will be used to further assess the student's behavior (graduate tracking system).

Three Tiered System
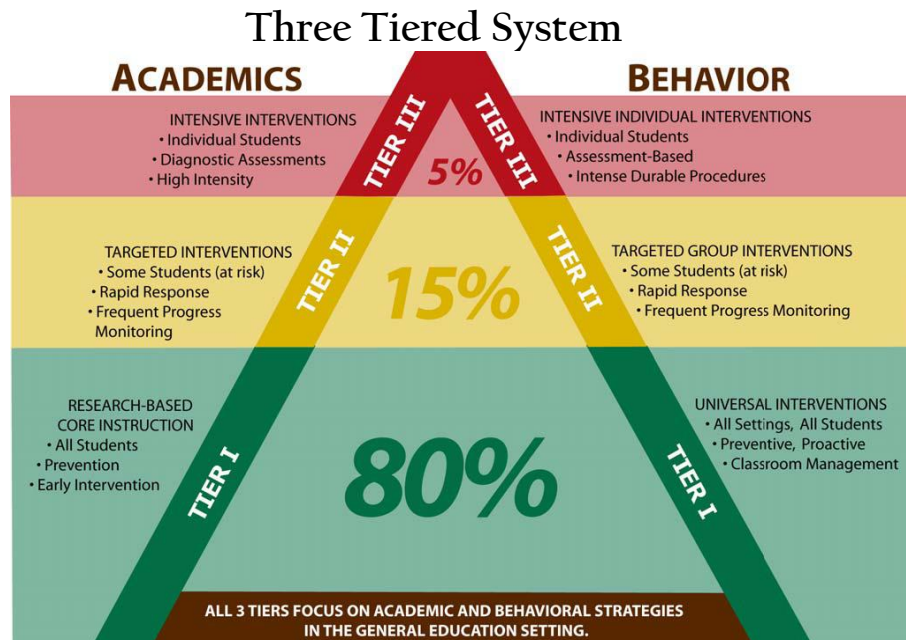
Response to Intervention consists of a three-tiered system that addresses the academic and/or behavioral needs of students:

o Tier I includes 80%-90% of all students. These students receive universal interventions in relation to curriculum and instruction. Tier I students are able to meet established school-wide behavioral expectations.

o Tier II consist of 10%-15% of students. Academically, Tier II students are exposed to targeted interventions aimed at helping them achieve greater academic success. Students in Tier II who have behavioral issues are taught strategies that will aid them in appropriately dealing with difficult situations. Utilization of these strategies will allow students to maintain acceptable behavior.

o Tier III is made up of 1%-5% of students. These students receive intensive, individualized interventions of higher intensity and longer duration.

Students receiving interventions will be continuously monitored for progress. The RtI team will meet during each teacher workday from 1:00-3:00 in the west wing of the Library. The PST and general education teachers will discuss data and progress for all students on the "watch list" and those students who may need to be moved from one Tier to the next. At this time the team will make a recommendation for the next grading period.

Recommendations may include:

o Continuing with the current intervention plan
o Changing tiers within the RtI model and revision of the intervention plan.
o Evaluation for special education services based on the team's decision that RtI interventions have been unsuccessful

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Curriculum & Instruction In Support of RtI

Response to Instruction has heavily influenced curriculum and instruction at Fort Payne High School. Teachers use best practices in all classrooms. In addition to differentiated instruction, FPHS has developed Alternative Learning Centers (ALC), the creation of which helps support for Fort Payne High School students.

Characteristics of a classroom where best practices have been implemented include:

o Standards-based and students-centered instruction
o Use of curriculum and materials that are scientifically researched
o Differentiated instruction techniques
o Recognition of each student's:
-   -Readiness level- getting to know students' life and academic experiences
    -Ability level
    -Interests- what content/subject matter interests them, what careers they are considering using
    -Preferred learning styles and /or multiple intelligences-visual, kinesthetic, auditory
    -Use of a variety of student groupings for instruction