

## Libby Elementary RtI Narrative

RtI at Libby Elementary School is a tiered intervention system for academics as well as behavior. It is our belief that the best instruction in behavior and academics will reduce the need for more intensive interventions. We also believe that an organized system of interventions will best meet the needs of all students. Below is a description of both the academic tiers as well as the behavioral tiers of intervention that will be used by all staff at Libby Elementary School.

### Academics:

Tier I includes interventions for all students. All students will be progress monitored in reading and math. Reading progress will be measured using two different tests. All students will take the Imagine It! Benchmark tests as a way to measure progress. The second measuring tool in grades K-3 will be DIBELS Next. The second measurement in grades 3-6 will be ISIP. Math progress is measured through computational accuracy and speed through AimsWeb math probes.

**Tier I** instruction consists of fidelity to the core curriculum and the best instructional and classroom management practices possible. Students are accommodated in Tier I instruction to be successful. Accommodations do not change the objectives of learning, but they do give alternative routes for students to meet the objectives of the curriculum. Students who are not succeeding in Tier I instruction should first be addressed in biweekly grade level meetings. Instructional strategies and parental communication would be a short list of interventions that would be expected in Tier I.

**Tier II** instruction involves targeted group interventions. In all grades, time is set aside for additional instruction targeted toward student weakness in reading and math. This takes the form of preteach, workshop and/or booster classes. Since the largest variable affecting learning is time, Tier II instruction is designed to provide additional time addressing student weaknesses in reading or math. As in Tier I, we expect fidelity to the assigned curriculum and the best in instructional and classroom management practices. Tier II students have an increased emphasis placed on progress monitoring which is designed to take place during biweekly grade level meetings.

**Tier III** instruction involves students who have not been successful in Tier I and Tier II. These students currently make up less than 3% of our student body. Many of these students have an IEP. Students may have a research based curriculum that replaces the core curriculum. Students in Tier III instruction have their data reviewed at the RtI meeting on Wednesdays.

### Behavior:

**Tier I** interventions are for all students. These interventions include a 4:1 ratio of positive to negative interactions. This does not mean we do not correct students, but it does mean we pay four times more attention to what we want than the behavior we do not want. Students receive positive attention through Golden Tickets, ROARing Fridays and monthly ROAR assemblies in each grade level. Students are also taught consistently the behaviors expected of them in school through the use of Teach To's.

Golden Tickets: All staff will receive tickets in their boxes. This will happen on a regular basis. These tickets need to be given to both students that teachers know and students that teachers do not know. This way a student may receive a ticket for stand alone behavior by a staff member as well as for behavior patterns from their classroom teacher. Additional tickets will be provided in each pod for staff to reward students for continued good behavior or special acts in the school.

ROARing Friday: All students will need to be nominated for ROARing Friday! It would be very good for each teacher to cross students off of his/her class list as they are nominated. Some of our most difficult students may need to be nominated early in the year or on a week where they displayed good effort.

Monthly ROAR assemblies: These times are designed to honor students, reteach universals that are not going well, and whatever else is felt to be a need by the grade level.

Teach To's are provided to the staff which cover many of the building procedures to include behavior in the classroom. Make sure that Teach To's are taught as scheduled and as needed throughout the year.

**Tier II** interventions include Skill Tickets, CICO (Check in Check Out), Friendship Recess, Check and Connect and ERASE meetings. The base for all of these interventions is consistent and reliable data. This data is collected through CICO. Although CICO is an intervention in itself, it is also our primary way of collecting data on a student's behavior. This data is collected in SWIS and gives us the ability to progress monitor a student's behavior. All students on CICO need to have their data entered into SWIS, which is done by Mrs. Fuller.

As CICO is our primary data source and also the most popular Tier II intervention, it is important to understand that CICO is designed to increase positive attention, give increased feedback on behavior, increase parental involvement and increase positive contact with adults. Although there is an element of accountability, the real effectiveness comes through increasing positive attention to the behavior that we want this student to display.

Check and Connect is another Tier II intervention that can be used by itself or in addition to another Tier II intervention such as CICO or Skill Tickets. A student is paired with an adult either from the community or from the school. This adult meets with the student weekly and talks about a prescribed set of questions. Data is collected from the meeting on a shared google document. This intervention is very similar to mentoring or a buddy system.

ERASE meetings are another intervention that need to be mentioned. When a Tier II intervention has been unsuccessful, the next step can be an ERASE meeting. This is designed as a Pre Functional Behavior Assessment. Parents, an administrator and a teacher are needed and time is spent answering specific questions designed to ensure a good plan for the student is reached. This is a very effective time for planning. Do not shy away from these meetings.

**Tier III** students have worked their way through the interventions listed above and are still unsuccessful. Students may also display behaviors that warrant skipping Tier II and moving directly to Tier III. At Tier III typically other agencies are involved and an IEP would be very possible. New to our school is the Wrap Around services. This Wrap Around service focuses on the whole family instead of just the student and his/her behavior at school. A State coordinator will help write a plan that involves multiple agencies. A focus is on the parent making decisions that will be best for the child and the family.

# Libby Elementary Rtl

## Academic Systems

## Behavioral Systems

### Intensive. Individual Interventions

- \* Alternative core
- \* Possible testing for IEP

1-5%

### Intensive. Individual Interventions

- \* Individualized behavior plan
- \* Wrap around service plan
- \* Students not succeeding in Tier 2

### Targeted Group Interventions

- \* Alternative setting
- \* Preteach and reteach
- \* Workshop
- \* Lips and booster classes

5-10%

5-10%

### Targeted Group Interventions

- \* Skill tickets, CICO, Check and Connect, Friendship Recess
- \* ERASE meeting
- \* Students with 2 or more major office referrals

### Universal Interventions

- \* Core curriculum
- \* Progress monitoring through CBA, benchmark testing and fluency
- \* Grade level meeting discussions

80-90%

80-90%

### Universal Interventions

- \* Teach To's
- \* Positive feedback and support for all students
- \* Golden tickets
- \* ROARing Friday
- \* All Students

**Parental Involvement**

