

**South Dakota
Response to Intervention (RtI)
Application for Implementation
September 2010
LEA Application**

Name of the submitting LEA:		
Name	Address	Grade Level(s) Implementing
Elementary School Building(s):		
Middle School Building(s):		
High School Building(s)		
LEA Contact Information:		
Name	Phone Number	Email Address

Authorized Representative Signature: I hereby certify that all information in this application is true and correct. The document has been duly authorized by the governing body of the applicant.

LEA Authorized Printed Name	LEA Authorized Signature	Date

Introduction

Response to Intervention is the practice of providing high quality research based instruction and intervention to meet all student needs and monitor progress to ensure effective instruction and intervention. Rtl is an integrated service delivery approach for all students and at full implementation would be put into practice across all grade levels in general and special education. Response to Intervention is a process of identifying students who are at-risk. Intervening early and monitoring progress has been shown to have a positive impact on student outcomes, reduce disproportionality in identification of minority children in special education, and reduce the overall number of children identified as needing special education.

The Rtl process has the capacity to improve outcomes and provide support for all students, including students who are struggling academically and/or behaviorally for a variety of reasons. In this prevention approach, approximately 80% of students will be academically successful from the implementation of research-based core curricula delivered with a high degree of fidelity. (Tier 1) An estimated 15% of students will need additional supplemental support beyond the core curricula (Tier 2). Finally, about 5% of students who do not respond to Tier 1 and Tier 2 efforts may require more intensive, individualized support (Tier 3).

These are essential components of the South Dakota model:

- All students can be taught effectively.
- Intervene early
- Use a multi-tiered model of service delivery
- A problem solving method is used to make decisions within a multi-tier model.
- Research based materials and interventions are used.
- Monitor student progress to drive instruction
- Data driven decision making
- Assessment has three purposes: screening, diagnostics and progress monitoring.

Desired Outcomes

Response to Intervention research shows great promise for an array of school improvement efforts and the Department of Education expects to see improved data over time as Rtl is expanded across the state. The expected outcomes from this project include:

- School sites implementing Rtl practices with fidelity.
- Students will experience increased academic success through the provision of targeted scientifically-based research instruction and intervention.
- Reduce the rate of failure for students at-risk.

Plan of Action

SD Department of Education Commitment

SDDOE will:

- Provide ongoing training and technical assistance to schools implementing Rtl
- Evaluate effectiveness of the Rtl initiative
- Share results and information across the state at various meetings, conferences, and advisory boards.

School Commitment

Participating districts/buildings will:

- Identify district leadership to coordinate implementation efforts, including coordination of resources and school improvement efforts.
- Identify a "problem solving team" to oversee training across the district.
- Complete a self-assessment of existing RTI core elements and ensure there is a research-based core curriculum in place in Reading.
- Identify a person in district to become a coach.
- Commit to and support staff participation in and completion of intensive RTI training, including both e-learning and regional training opportunities.
- Inform and connect with parent/families.
- Coordinate and meet regularly with state Rtl coordinator.
- Participate in team training and support team's training others within the district.

- Work to identify an effective data management system and support efforts to ensure efficient and timely evaluation data collection.
- Present findings at SDDOE sponsored meetings or conferences.

The Problem Solving Team may include:

- Principal (key administrator)
- General education teacher
- Title I teacher representative
- Special education teacher
- Academic Specialist
- Cognitive coach
- School psychologist
- Speech language therapist
- Parent
- School Counselor

Coaching Commitment

Coaches will be responsible for attending required trainings, ensuring fidelity of implementation within their school(s), identifying resources including research based curriculum and interventions, and assisting with evaluation of data collection.

Selection criteria for coach include:

- Evidence of highly effective classroom or school experience;
- Familiarity with various research based curricula and interventions;
- Demonstrated organizational skills;
- Experience conducting small group training;
- Ability/availability to attend training sessions;
- Willingness to participate in coach training sessions;
- Team and small group facilitation skills; and ability to use data for making instruction decisions.

Send completed implementation application via email and hard copy to:

Alicia Schoenhard
SD Department of Education
800 Governors Drive
Pierre, SD 57501
Alicia.Schoenhard@state.sd.us
605-773-3219

If you have any questions regarding the application or Response to Intervention please contact Alicia Schoenhard at: Alicia.Schoenhard@state.sd.us or 605-773-3219, Sue Sletto at: Sue.Sletto@k12.sd.us or 605-626-3359 or Julie Popham at: jpopham@tie.net or 605-208-0689.

Training Plan

Participating schools will be responsible for training needs. Districts are encouraged to plan for the use of federal funding streams such as IDEA (611,619 funds) and Titles I, IIA, IID, IV and V to support school efforts to receive training and implement the critical RtI components. This planning should take place during the development of the district's Consolidated Grant Application. Questions about use of NCLB Title funds for this purpose should be directed to Diane Lowery at: diane.lowery@state.sd.us. Title I schools in improvement receive school improvements funds that could be used to support this effort. Additional school improvement funds will be awarded this fall through a competitive grant process for Title I schools in improvement. Implementation of an RtI model in the school would be an appropriate initiative for that grant for schools in improvement for reading.

A specific set of training that must occur includes:

- DIBELS or AIMSweb
 - Day 1: DIBELS/AIMSweb administration
 - Day 2: Data analysis following the first benchmark
 - Day 3: Data analysis following the second benchmark
- Advanced Applications in Reading training
- Cognitive Coaching training

Evaluation

The SDDOE documents the results of implementation of RtI. Data drives the decision-making process and assists in the continued development RtI. DOE uses data collected to inform stakeholders of the progress of those districts that have implemented RtI. All sites implementing RtI will be required to submit data or allow RtI coordinators access to data.

The RtI stakeholder group will use existing data to the maximum degree possible, however, schools may be asked to submit additional data if it is not available in existing data collection efforts. Specifically the evaluation will answer the specified outcomes listed earlier in this plan.

The stakeholder group will collect and analyze the data from participating schools and publish a summary of findings, at least annually, to demonstrate the effectiveness of this initiative and implementation of RtI in the state of South Dakota. The evaluation will focus on the following questions:

	LEA Response
What is the main scientific research-based core curriculum being used for reading? <i>Provide core curriculum being used in each classroom.</i>	
What is the district using for scientific research-based universal screening? <i>DIBELS AIMSweb CBM</i>	
How is scientific research-based progress monitoring being implemented?	
How are scientific research-based tiered interventions being used? (Refer to SD Implementation Guide?)	
How is fidelity of the process assured? (Refer to Fidelity Report)	
How are parents involved? <i>Provide the procedures and processes for keeping parents informed</i>	

What is your school status for Response to Intervention?

<p align="center">Guiding Principle</p>	<p align="center">Yes</p>	<p align="center">No</p>	<p align="center">Unsure</p>	<p align="center">Evidence <i>If yes, what is your evidence?</i> <i>If no, what is your plan for improvement?</i></p>
<p>1. Consensus and Commitment</p> <ul style="list-style-type: none"> • Is at least 80% of your staff truly committed to implementing RtI with fidelity? • Has your school adopted consensus-building tools and procedures to manage change in your building? <ul style="list-style-type: none"> ○ Does the implementation of RtI in your building follow your written plan/application? <ul style="list-style-type: none"> ▪ Resources <ul style="list-style-type: none"> • Time • Staff • Finances ▪ Scheduling 				
<p>2. Leadership</p> <ul style="list-style-type: none"> • Have you established a leadership team? <ul style="list-style-type: none"> ○ Building Administrator ○ Cognitive Coach ○ Grade-level representatives ○ Specialists • Does your leadership team: <ul style="list-style-type: none"> ○ Promote RtI? ○ Oversee the RtI process for your school building? 				

<ul style="list-style-type: none"> ○ Meet at least once a month? ○ Report back to constituents? ● Have you established a problem-solving/data team? <ul style="list-style-type: none"> ○ Keeping data up-to-date? <ul style="list-style-type: none"> ▪ At least three time a year ○ Shares data with all staff members? ○ Provide guidance to teachers where interventions are concerned? 				
<p>3. Universal Screening</p> <ul style="list-style-type: none"> ● Are you using an approved universal screening tool? <ul style="list-style-type: none"> ○ DIBELS ○ AIMSweb ○ CBMs ● Has your staff been trained to administer this assessment with fidelity? <ul style="list-style-type: none"> ○ Is the assessment being administered with fidelity? ● Are you analyzing the universal screening data? (After each of the three benchmark periods) <ul style="list-style-type: none"> ○ Are you using a trained facilitator to help interpret the data? ● Is the data being used to: <ul style="list-style-type: none"> ○ evaluate your core curriculum? ○ evaluate the effectiveness of your school wide system? <ul style="list-style-type: none"> ▪ Benchmark ▪ Strategic ▪ Intensive 				

<ul style="list-style-type: none"> ○ drive instruction? 				
<p>4. Instruction</p> <ul style="list-style-type: none"> ● Is scientifically based reading (SBRR) instruction being used <u>daily</u>? <ul style="list-style-type: none"> ○ SBRR materials ○ 90 minutes in core ○ 20-30 minutes strategic intervention in addition to core ○ 20-30 minutes intensive intervention in addition to core and strategic intervention ● Are the above implemented with fidelity? ● Is instructional time being used efficiently and effectively? <ul style="list-style-type: none"> ○ Instructional strategies ○ Pacing ● Are instructionally relevant assessments being used? <ul style="list-style-type: none"> ○ Screening ○ Diagnostic ○ Formative ● Is progress monitoring occurring with: <ul style="list-style-type: none"> ○ Strategic <ul style="list-style-type: none"> ▪ Bimonthly? ○ Intensive <ul style="list-style-type: none"> ▪ Weekly? ● Are teacher teams meeting regularly to analyze progress monitoring data? <ul style="list-style-type: none"> ○ Grouping <ul style="list-style-type: none"> ▪ Homogeneous ▪ Fluid ● Are instructional decisions concerning 				

<p>interventions being made by the problem-solving team?</p> <ul style="list-style-type: none"> ○ Are teachers making decisions about interventions independently? ● Are 80% of students in each classroom at benchmark? 				
<p>5. Professional Development and Coaching</p> <ul style="list-style-type: none"> ● Do you provide ongoing training and support to assimilate new knowledge and skills? ● Do you anticipate and are you willing to meet the newly emerging needs based on student performance? ● Do you have teachers who need to be trained in any of the following: <ul style="list-style-type: none"> ○ Applications of Advanced Reading (CORE) ○ DIBELS <ul style="list-style-type: none"> ▪ Day 1 Administration ▪ Day 2 Data ▪ Day 3 Data ○ AIMSweb <ul style="list-style-type: none"> ▪ Day 1 Administration ▪ Day 2 Data ▪ Day 3 Data ○ Cognitive coach ○ Team building/consensus building ● Other professional development or training needs? 				

Agreement to Participate: Rtl Implementation Team Member

Each identified team member including one school administrator for the grades involved in the project must print off and sign this page.

As an **Rtl Team Member** for _____ **School** I assure the following:

- As a team member, I will actively participate in the necessary trainings in implementing Rtl
- As a team member, I will implement the Rtl model;
- As a team member, I will provide training in Rtl to peers and parents.

Team Member Name - Printed

Team Member Signature

Date

Letter of Commitment: Rtl Pilot School Project

*As an **Rtl School Project Administrator** I agree and commit to the following criteria:*

- Support the implementation of the Rtl Pilot School Project program as intended.
- Implementation of Rtl is a primary goal for the grades identified within our application.
- Attendance of staff and team members at necessary trainings in implementing Rtl.
- Document support of all school staff, including the building principal, sharing a desire to develop an Rtl model within the district.

Superintendent Signature

Date

District Name

School Name

School Principal

Name: _____

Signature

Date

DIBELS and/or AIMSweb Authorization Form

_____ School District hereby grants permission to the South Dakota Department of Education to have access to data stored in the district's account on the DIBELS Data System (<http://dibels.uoregon.edu/>) and/or AIMSweb Progress Monitoring and RtI System (<http://www.aimsweb.com/>). Access and reports will be provided to the South Dakota Department of Education on a project level, district level, school level, class level, and individual student level.

Access encompasses all information stored in the data system, including student names and ID numbers, demographic information, DIBELS and/or AIMSweb scores, and outcome measure scores. However, access will be password-protected and confidential.

Any reports produced will not identify individual student information. Student information will be accessed by using ID numbers and not their names.

Permission for the South Dakota Department of Education to access DIBELS and/or AIMSweb data is provided for the following schools:

By signing this agreement I authorize third-party access to this data by the South Dakota Department of Education.

(signature)

(title)

(date)