Catoosa County Public Schools
Academic School Intervention Team
General Operating Procedures

Schoolwide Team Responsibilities

Teacher Team Responsibilities

Universal Screening and Diagnostic Assessments

Tier 1: Access to essential grade-level standards for all students

Prevention

Certain Access to Tier 2

Tier 2: Additional time and support to learn essential behavior and academic standards

Interventions and Extensions

Certain Access to Tier 3

Tier 3: Intensive remediation in universal skills

Reading
Writing
Number Sense
English Language
Social and Academic Behaviors
Health and Home

Intense Remediation

Our Mission
To ensure that *all* students learn at grade level or higher

The Academic School Intervention Team (SIT) is one of the school wide teams within the CCPS Professional Learning Community (PLC).

Purpose:

As discussed in pages 37-39 in the book *Simplifying Response to Intervention* written by Buffum, Mattos and Weber, the

> *"primary purpose of an intervention team is not to be the gatekeeper to special education testing; it is to focus intensely on the individual needs of a schools' most at-risk students. Consequently, the primary responsibilities of the site intervention team are to:*
> - *Determine the specific learning needs of each student in need of intensive support*
> - *Diagnose the cause(s) of the student's struggles in Tier1 and Tier 2*
> - *Determine the most appropriate intervention(s) to address the student's needs*
> - *Frequently monitor the student's progress to see if interventions are achieving the desired outcomes*
> - *Revise the student's intervention(s) when they are not achieving the desired outcomes*
> - *Determine when special education identification is appropriate.* ``

Review pages 37-39 of *Simplifying Response to Intervention* for additional information.

Participants:

As discussed in pages 38-39 in the book *Simplifying Response to Intervention,* Buffum, Mattos and Weber, parents and classroom teachers are not "recommended as standing members of the school intervention team". This team should have standing or permanent members and other members invited as needed. Members may be compiled from the following list:
- Principal
- School Counselor
- School Psychologist
- Speech/Language Pathologist
- Nurse
- Special Education Teacher
- English Language Development Specialist
- Reading Specialist
- Early Intervention Program teacher
- Librarian
- School Resource Office
- Response to Intervention Coordinator.

Meeting Roles:

- Leader and Facilitator - Academic Coach schedules and conducts meetings, assigns responsibilities and trains members. Academic Coach maintains Master Data List and SIT student document.
- Meeting Recorder - The meeting recorder will type minutes during the meeting. Meeting minutes should include all students who are discussed with the whole group and the outcome of the discussion, including follow-up steps.
- Case Manager - reviews the data of each assigned student and records information and recommendations in the SIT Findings document.
- Time Keeper/Master List Review - Analyzes Master List and monitors group for productivity and needs of each case manager (School Psychologist).
- RTI Coordinator - Analyzes Master List and helps problem solve issues with students not making progress

Meetings:

At the first meeting of the year, the team should create norms and review roles. Meeting norms should not exceed ten norms and should be written using clear, concise language.

At all subsequent meetings, begin with reviewing the norms and making any needed changes. Then, move quickly into data analysis for assigned caseloads. Each Case Manager will document findings and recommendations in the SIT Findings document. End the meeting with a round table reflection of the days progress, announcements and review of meeting minutes.

The Academic Coach will move the team through the following agenda:

1. Norms and Collective Commitments Review

2. Data Review
   - Academic Coach will distribute specific concerns from teachers regarding students to the case manager. The concern should be specifically described. Detailed grade list may be helpful.
   - Case Managers will complete triage and data analysis of students on their caseload. They will write the names of students who are 1.5 to 2 years below grade level on the provided sheet for Reading and Math.
     i. Put student name, grade and if in special education, put SPED
     ii. A miscellaneous sheet will be provided for student names to be listed with high level other concerns. For example, flat line intervention progress, Autism, ADHD, etc.

1. Put student name, grade, and concern.
   - School Psychologist and RTI Coordinator will analyze the Master Data list.

3. Break

4. Group Problem Solving
   System RTI Coordinator will lead the group through discussion and problem solving for specific students identified during the Data Review. All members will have a task.
   Case manager -

5. End of Meeting Routine
   - Reflection - Academic Coach will lead the team through a round table discussion in which all members reflect on the meeting's productivity level and areas in need of improvement.
   - Announcements - Academic Coach will make announcements, review next meeting date and provide any needed reminders.
   - Minutes - The team recorder will review the minutes with the team.

Post Meeting:
Academic Coach and school administrators will meet to review the SIT Findings and make decisions to resolve any concerns. Academic Coach documents in the SIT Findings the actions which were taken.

Necessary Meeting Documents and Computer Programs:
The team will need to have the following documents and computer programs opened on their computer prior to the start time of the meeting:
- Documents -
  - Master Data List
  - SIT Findings/SIT Minutes
- Computer Programs -
  - Infinite Campus
  - SLDS
  - Intervention Programs
  - Progress Monitoring Tools

Caseload Review Process:
- The members based at the school (academic coach, special education teachers, intervention teachers, school counselor, speech/language pathologist) will each have a caseload.

- Each person's case load is derived from an equal distribution of the students who are receiving intensive interventions. The exception is for students identified as needing intensive intervention in speech articulation or language.
  - As students transfer into Tier 3, either based on scores or upon enrolling at the school, ensure the student is placed on a team member's caseload.
- Prior to each meeting, the Academic Coach should email the student's teachers in advance to ask for names of students who are not making progress in their intervention or other significant concerns. This information should be given to the assigned Case Manager as he/she begin triage and data review. Data should be specific.
- The Case Manager should review each student's intervention data and determine if the requirements for implementation and growth as provided by the Academic Coach are being met.
  - If a student **is making adequate progress** in all areas, type the date and state that the student is making progress in each area of intervention. This information should be put in the "Findings" column of SIT Findings column.
  - If a student is **not making progress**, type the date and type that the student is not making progress and the reason why progress is not adequate. Under "Next Steps", type the date and what is needed to support student progress.
  - There may be instances of insufficient data on a student (e.g., new to county with no previous SST information, recently switched interventions, retaking placement test, etc.). If this is the case, under "Findings" indicate lack of sufficient data and under "Next Steps" make a note to continue interventions and monitor closely to make a determination later.

Moving Out of Tier 3 to Tier 1/2:
- Consistent benchmark/progress monitoring scores (above the 56th percentile or blue in STAR and above the 50th percentile or gray line on grade level skills in EasyCBM
- Performing on grade level in the intervention
- Consult with the classroom teacher to discuss performance in the classroom
- Milestones score of 2, 3, or 4

After Fall, Winter, and Spring Benchmark:
- Consult the master list to see if anyone should be added to Tier 3 interventions.
- Cross reference benchmark data with historical performance and consult the classroom teacher

Developmental Checklist Completion:

- At the end of the first 9 weeks, the Academic Coach will meet with Kindergarten teachers and SLP and discuss any students which are having difficulty. The classroom teacher will complete the Developmental Checklist in Infinite Campus on any students demonstrating **significant** difficulties and not responding to Tier 2 interventions.
- **Tier 2 interventions and progress monitoring should be submitted to Academic Coach at this time.**
- The four areas assessed by this checklist are Communication, Social-Emotional, Adaptive Functioning, and Physical delays.
  - If a new student transfers into the school after the first 9 weeks, the classroom teacher and Academic Coach will discuss how to proceed.
- Teachers for grades 1-5 will complete this for students as needed.
- If an area is not a concern check " no significant concerns at this time"
- Mark areas of concern.
  - If there is a concern related to one of the four areas, but it is not on the checklist, please report this concern as well.
- Print the form and give to Academic Coach.
- **IF THE STUDENT IS IN SPECIAL ED, Academic Coach will communicate with Special Education Case Manager**

Developmental Checklist Review (<u>once students are identified as At Risk and in need of moving to Tier 3</u>):
- If the area of concern is Articulation -Communication, follow the Speech-Language Pathologist process for the school.
- If the area of concern is Social-Emotional, follow the school's PBIS process.
- If the area of concern is Adaptive, develop an intervention plan with the Student Support Team (SST).
- If the area of concern is Motor, follow the plan recommended by the Occupational Therapist.
- The classroom teacher will fill out an SST Elementary Request for SST Assistance, SST Meeting Notice, invite all needed members and meet with the student's parents.
  - The meeting will be to discuss areas of concern and in need of intensive intervention.
  - If the parent(s) do not show to the SST meeting without informing the teacher that a reschedule is needed, proceed with the procedure for the no show parents and send a copy of meeting minutes to the parent.
- Implement Interventions and begin progress monitoring the student as documented in the intervention plan.
  - For **speech**, progress monitor according to the speech process.

- For **social, emotional, and behavior,** progress monitor according to the plan implemented by the school's behavior teams.
- For **adaptive** and **motor**, the classroom teacher may use the CCPS Progress Monitoring for Developmental Concerns document, located in Infinite Campus. Other progress monitoring tools may be utilized as needed.

Appendix A

Problem Solving Steps for Data Analysis

1. Look up student in IC.
   a. *Make sure flags and intervention plans are correct.*
      i. *If the student is receiving intensive interventions, the student should have a "RTI/SST" flag. If the student is in Special Ed, the student needs to have a "SPED" and "RTI" flag.*
      ii. *The student should have an intervention plan (or plans) for current school.*
2. Look up student's progress in interventions (see Appendix C for reviewing intervention data).
   a. If the student is making adequate progress, note progress in the "Findings" and continue to next student.
   b. If a student is NOT MAKING PROGRESS -
      i. Type not making progress in the "Findings" Highlight the student's name on the SIT Findings list and consider the following factors -
         1. Intervention -
            a. If the student is not making progress AND the intervention was implemented with fidelity, consider changing interventions. Make this note to change interventions under next steps.
            b. Was the intervention implemented with fidelity? (lack of teacher knowledge, student's attendance interfering, lack of motivation, examine minutes to units ratio for Lexia [1 unit per 5 minutes], etc.).
               i. If the intervention was not implemented with fidelity, mark this under "Findings" and under "Next Steps" type the plan for fidelity implementation.
         2. Using Infinite Campus, review the following factors:
            a. Check enrollments for transiency or repeated grades. If the student is transferred from another GA school or if you are unsure from where the student transferred, SLDS will provide more information about the student - previous grades, previous testing, attendance, etc).
            b. Check the student's attendance (tardies, absences, early dismissals) and consider: does this student need a CART referral, if the student is on CART already, do we need to consider any follow up actions.

- i. It should be assumed that the student does not have problems with enrollment or attendance unless it is noted in the findings.
- c. Check milestones for a history of struggling. Note if the student is passing milestones.
- d. Check the student's grades. If you see that students are failing classes, make a note of this in the "Findings" section. Then under "Next Steps," make a note to consult with the case manager and reg ed teacher if the student has an IEP. If the student does not, just make a note to consult with the reg ed teacher regarding grades.
- e. Under "Notice," note if a student is ELL, has a 504, etc.
- f. Look at the history of behavior.
- ii. If the student is in Special Ed and we see that there are problems or interventions are not working, make a note for Academic Coach to consult with the Special Education Case Manager.
- c. Look at the student's progress towards being on grade level.
- i. Placement on Master List
  1. Is the student below the 20th percentile??
- ii. Progress monitoring scores (EasyCBM, STAR)
  1. Progress?
  2. No progress?
  3. Is performance inconsistent?