

IHGMS RtI Playbook:

1. District Vision, Mission, Guiding Principles, Goals

a. District Mission:

- i. The Mission of the Raymond School District is to ensure high levels of learning for all. Through innovation and collaboration with our community, we will encourage and challenge each student with a rigorous and relevant program.

b. School Vision:

Iber Holmes Gove Middle School is a community of learners and positive role models working and growing together to encourage all students to reach their highest academic potential.

Our vision is to provide a rigorous and engaging educational experience for all of our students, so they will become independent thinkers that are active and collaborative members of society who can communicate and lead effectively.

c. Guiding Principles:

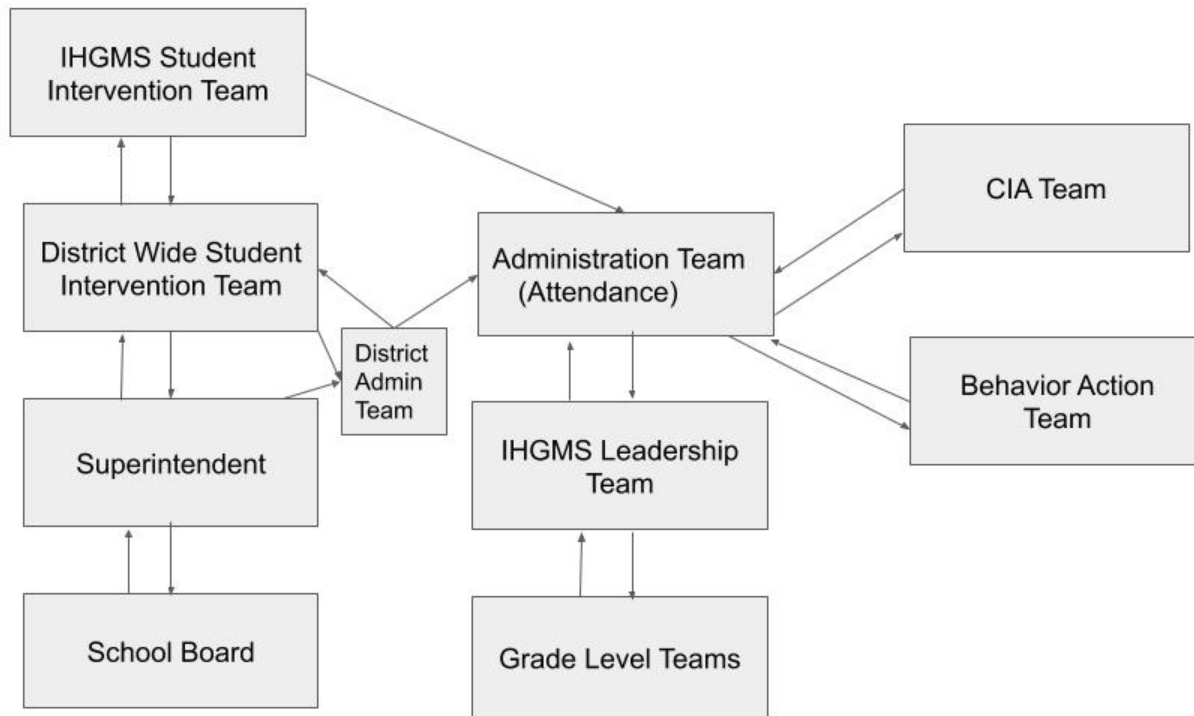
BELIEF STATEMENTS

1. Acquiring and applying knowledge and skills is a lifelong collaborative process.
2. Each student must be valued, challenged, and encouraged.
3. Each student will excel by engaging in diverse, rigorous, and relevant experiences.
4. Innovation in teaching practices is essential to student success.
5. Service to the community engenders pride, ownership, and sense of belonging.
6. Community support and engagement is essential to students' academic success and personal growth.
7. Students will acquire and apply thinking and problem solving skills that are creative and adaptive for success.
8. We must ensure a healthy and safe environment for all.
9. Our school community values a positive attitude, hard work, high expectations, a shared vision, and effective communication.
10. We are committed to preparing our students to assume their roles as productive, responsible citizens.
11. Strong student-teacher relationships are the foundation of all meaningful learning.
12. Our core purpose is to ensure high levels of learning for all students to foster unlimited opportunities.
13. Strong teacher-parent relationships are essential for students' academic success.

2. IHGMS Curriculum, Instruction & Assessment (CIA) Team Membership

- a. Principal, Assistant Principal, Asst. Director of Special Education, School Counselor, Grade Level & Unified Arts Classroom Teacher Representatives, Special Education Teacher
- b. Communication Plan-
 - i. CIA Team to Leadership through Admin to Grade Level Teams
 - ii. Admin to SIT to District SIT to Superintendent to School Board

IHGMS RtI Communication Plan



- c. Meeting Dates for the year
 - i. Three times per year after the collection of each benchmark assessment data, and other times if needed.
- d. Agenda or [IHGMS Assessment Calendar](#)

3. RtI Definition and 5 Essential Components

- a. Definition- RtI is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. RtI focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data is used to allocate resources to improve student learning and support staff implementation of effective practices.
- b. 5 Essential Components
 - i. Universal School-wide screening
 - ii. Data-driven decision making teams
 - iii. Systematic tiered instruction and interventions
 - iv. Progress Monitoring
 - v. Infrastructure and Fidelity

4. Assessment Plan

- a. Assessment Tools
 - i. Screening A district wide standards based assessment tool and the State Assessment System (SAS) will be used for screening in English Language Arts and math. The team is proposing that testing be completed by the second Friday in September in

order to get a fresh set of data to examine. In the future, we will pursue other data points that will help us take a comprehensive look at the whole child. The use of SAS module tests have been added as a secondary data point. This data will also be used to create enrichment groupings and activities.

- ii. Progress Monitoring - We have been using STAR 360 as a screening tool and for doing a three times per year benchmarking. IHGMS and the district are investigating other tools that may be used in the future district wide. The intent is to continue to use a standards based assessment tool to determine the level of proficiency in ELA and math for all students. The data collected will be used to determine the interventions/enrichments for each individual student and to place students with similar needs within groups, where the schedule allows. 4th, 5th & 6th grade are using a grade wide intervention period where the entire grade is divided up into small groups with similar academic needs with classroom teachers, case managers, Title I and the reading and math specialists. In 7th & 8th grade there are ELA and math lab teachers that work with each home room group in a grade level for six weeks and then rotate to the other grade level. For example, students receive six weeks of math support and then have ELA support for six weeks. The lab teachers are doing a combination of current curriculum support and content interventions in small groups. The lab teachers work collaboratively with our ELA and math interventionist, depending on who is available. Below is a detailed explanation of each grade level's 2019-2020 implementation:

4th, 5th & 6th Grade

Using end of the year data from the previous school year students are grouped with similar academic needs, or strengths, in either ELA or math. In general our ELA data is considerably stronger than math so most Rtl groups have a math focus with the exception of those who are significantly behind in reading. Grade level teams review each student's data to determine which Rtl group that they will be assigned to.

Students with an IEP with academic goals are assigned to the Special Education teachers from the three grade levels who work collaboratively during all three grade level Rtl instructional periods.

Students who are in significant need of reading support are assigned to our reading specialist or our reading interventionist. Improving reading to near grade level for these low performing students takes priority over math skills. Students who have significant need of math support, but are near grade level in reading, are assigned to our math interventionists. Depending on staffing, Title I tutors in ELA and math are also assigned students who qualify for Title I and are in substantial need of support.

The remainder of the students in a grade level are then grouped with similar needs in Rtl groups taught by the grade level teachers. Traditionally these have been math groups with at least one enrichment group per grade for those students who are not in need of intervention with either ELA or math.

Each six weeks a progress monitoring assessment is given to all the students in each group to determine growth. This formative assessment is used to guide

instruction for the following six weeks and to determine if a student should be moved to another Rtl group, or not.

All students in all grades participate in benchmark assessments in both ELA and math three times each year; early fall, mid-year and end of the year. These benchmark assessments are used to guide grade level instruction and to monitor student progress.

7th & 8th Grades

All students are enrolled in rotating LAB classes. Throughout the year students attend six week sessions of targeted instruction in ELA and in Math, 3 sessions for each.

- The labs utilize “Push-in” services from Title 1 and the Reading and Math Interventionists to meet the differentiated needs of students. However, there is 1 class each day that does not receive these services due to scheduling conflicts with the other grades. The 7th & 8th grade have implemented a rotating schedule so that each lab class has interventionist support four out of five class periods.
- Students also receive whole group instruction in identified areas of need.
 - In ELA LAB, the identified areas of need are:
 - Non-fiction reading comprehension
 - non-fiction writing with an emphasis on Argumentation
 - Vocabulary development
 - Identifying and understanding Text structures
 - In MATH LAB, the identified areas of need are:
 - Areas of need change based on benchmark testing data.
 - Most common needs involve Geometry based concepts.
- LAB classes collect data throughout the year from SAS modules for progress monitoring.

III. Prospective Grade Level Plans - Our goal is to move our students so that 80% of them at each grade level are proficient in that grade level’s standards in ELA and math. Until that time our school wide plan is to continue with providing focused academic support during each grade level intervention instructional period each day. As we move closer to this district academic goal the school’s CIA team will make recommendations to the school administrative team for adjustments to the master schedule on how best to use the intervention/enrichment instructional time for following school years.

b. Data Analysis Process

- i. The grade level teams will examine the district wide standardized assessment tool and/or SAS module data at the end of each Rtl session to review growth, make recommendations for adjustments to the Rtl process and to create new groupings, if needed. The grade level teams will also analyze this data to look for trends, to determine if the process is being effective and to make adjustments, if needed, to increase effectiveness.
- ii. The CIA Team will examine the district wide standardized assessment tool benchmark data and/or SAS interim data once collected to look for trends, to determine if the process is being effective and to make adjustments, if needed, to increase effectiveness.

c. Calendar of when assessments are to be given and analyzed

- i. Benchmark assessments will be completed as soon as practical at the beginning of the school year. Progress monitoring assessments will be given at the end of each six week intervention period. Benchmark assessments will be given again at the midpoint of the year and end of the year.
- ii. The CIA team will meet at the end of the school year to review data and make recommendations for the following school year. If funding is available, this meeting should take place as soon as possible after the end of the school year.

5. Schedule [IHGMS Assessment Calendar](#)

6. Universal/Tier 1 Non-negotiables

- a. Curriculum:
 - i. Course Level Competency documents are aligned to state and/or national curriculum standards.
 - ii. Scope and Sequence documents for each course are based on the district template. Summative Assessment Rubrics based on the district template.
 - iii. Unit design based on the Understanding by Design model.
- b. Instruction:
 - i. Demonstrating the proficient level of performance, or higher, of Domains 2 & 3 from the RSD Educator Effectiveness Plan.
 - ii. Create and implement a PD plan focused on Tier 1 instruction
 - iii. Continue consultant support of Kevin Perks working with teaching teams to address instructional strategies.
- c. Assessment:
 - i. Common Summative Assessments utilized primarily in fourth and fifth grades based on the Quality Performance Assessment model implemented across all grade levels. Power standards will be summatively assessed.
 - ii. Assessment rubrics to align with the four point grading scale in the IHGMS Student Handbook.

7. Tier 2/3 Supports

- a. Based on students' needs evidenced in the screening, during the week following the 6 week intervention session, the grade level teams will identify students with weaknesses in the areas of Math and ELA and schedule them into the appropriate small groups for intervention in the identified area.
- b. The CIA team will research intervention tools and strategies to determine changes to this playbook.
- c. Each grade level will meet regularly during the six week intervention period to discuss progress. Curriculum, instruction and assessment work is the appropriate agenda for team level PLC meetings.
- d. An all hands on deck approach is recommended to make available all interventionists (Title One Tutors, Math and Reading Interventions) during each grade level RtI for maximum support to the students in the intervention groups.
- e. Title 1- Entrance and dismissal criteria should be clearly articulated and reviewed at each benchmark.
 - i. Title I - Identification of students who may be at-risk for reading or mathematics failure or who are having difficulty with reading or mathematics:
 - ii. Identification of the pool of educationally disadvantaged students
Includes the following criteria:

- a. Students who fall into a below-average group on a class-ranking sheet, as recommended by a teacher.
 - b. Students who score below grade level on Statewide Assessment System.
 - c. Students scoring in the below proficient and substantial below category on the STAR assessment.
 - d. All students enrolled in the previous year's Title 1 program and transfer students with records of Title 1 participation
 - e. Students identified at risk by the Administrative team and/or by SIT.
 - f. Students who've been recommended by a parent, teacher, or Student Intervention Team will be considered as tiebreakers for students with the same number of points.
- iii. Homeless and migratory students will be assessed for inclusion in the Title I Program using the same criteria as those established for transfer students. Slots will be reserved/open for these students through the school year.
 - iv. Students will be discharged from Title I when they have scored level 3 on STAR on two consecutive RtI progress monitoring assessments.

8. Professional Development Plan/Calendar

- a. Continue our work with Kevin Perks of WestEd focused on improving our Tier I Instruction and Assessment practices school wide.

WestEd partners with districts and schools across the country to provide customized, comprehensive research-based solutions that meet the unique needs of districts and schools focused on program improvement..

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- b. Include :
 - i. Time in the district calendar to allow for professional development without taking away from instructional time.
 - ii. What do our teachers need to know, understand and be able to do, based on our data, building goals, and support structures?
 - iii. How will we know PD had an impact ? What will be our indicators?
 - iv. Calendar of events scheduled
 - 1. PD learning
 - 2. Feedback loops to teachers

9. Connections to other State or District initiatives

- a. [NH DOE Response to Instruction](#) - Multi-Tiered Systems of Support (MTSS)
- b. District Administrative Team
- c. District Student Intervention Team
- d. District Professional Development Committee
- e. Project AWARE / MTSS-Behavior (MTSS-B)