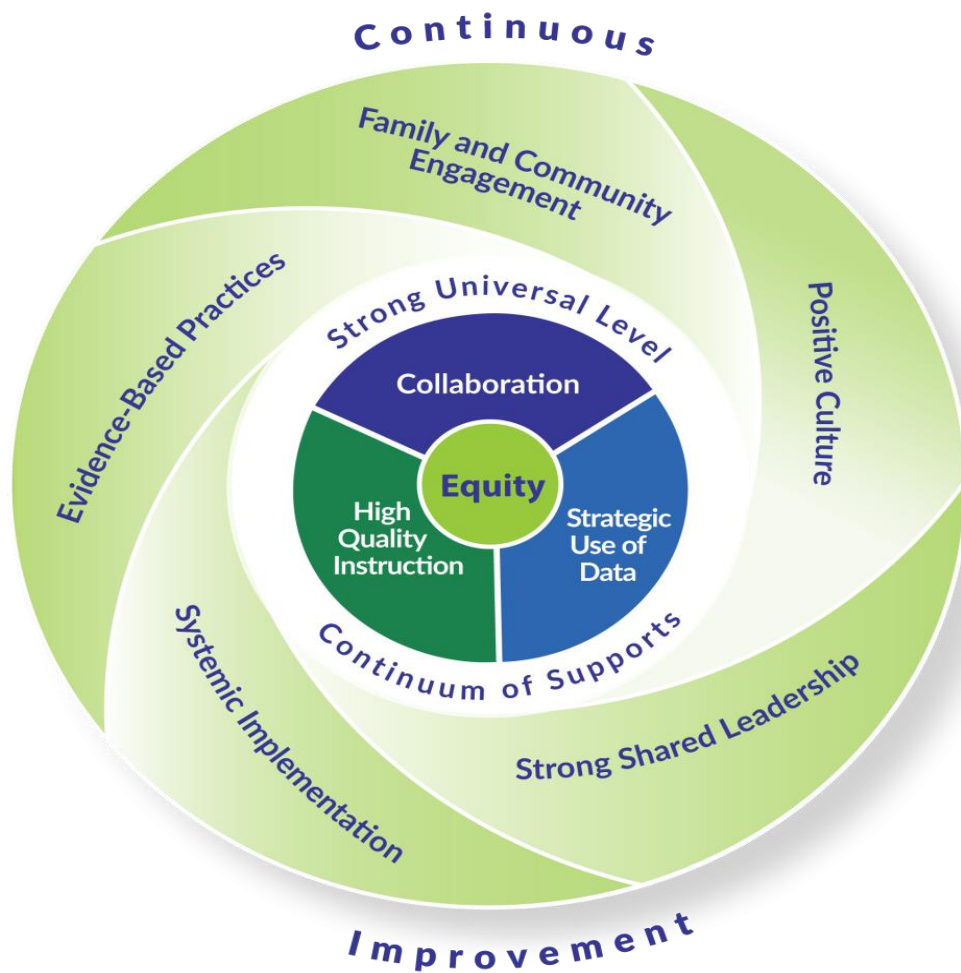


Kohler School District

Multi-Level Systems of Support: Addressing the Needs of All Students Within a Response to Intervention Framework



Revised 11/2024

Kohler School District

Our Mission

Every day at Kohler Schools we **inspire** inquiry, **engage** hearts, minds and bodies; and provide support to ensure all students can **achieve** success.

Wisconsin Department of Public Instruction Vision

Implementing a Multilevel System of Support means providing equitable services, practices, and resources to every learner based on responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of support at differing levels of intensity to proactively and responsively adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

Response to Intervention (RtI) Introduction

Core Principles of RtI

RtI is grounded in the belief that ALL students can learn and achieve high standards when provided with effective teaching, research-based instruction, and access to a standards-based curriculum. A comprehensive system of tiered interventions is essential for addressing the full range of students' academic and behavioral needs. Collaboration among educators, families, and communities is the foundation of RTI. In addition, effective problem-solving, and ongoing academic and behavioral performance data should inform instructional decisions.

Response to Intervention Definition

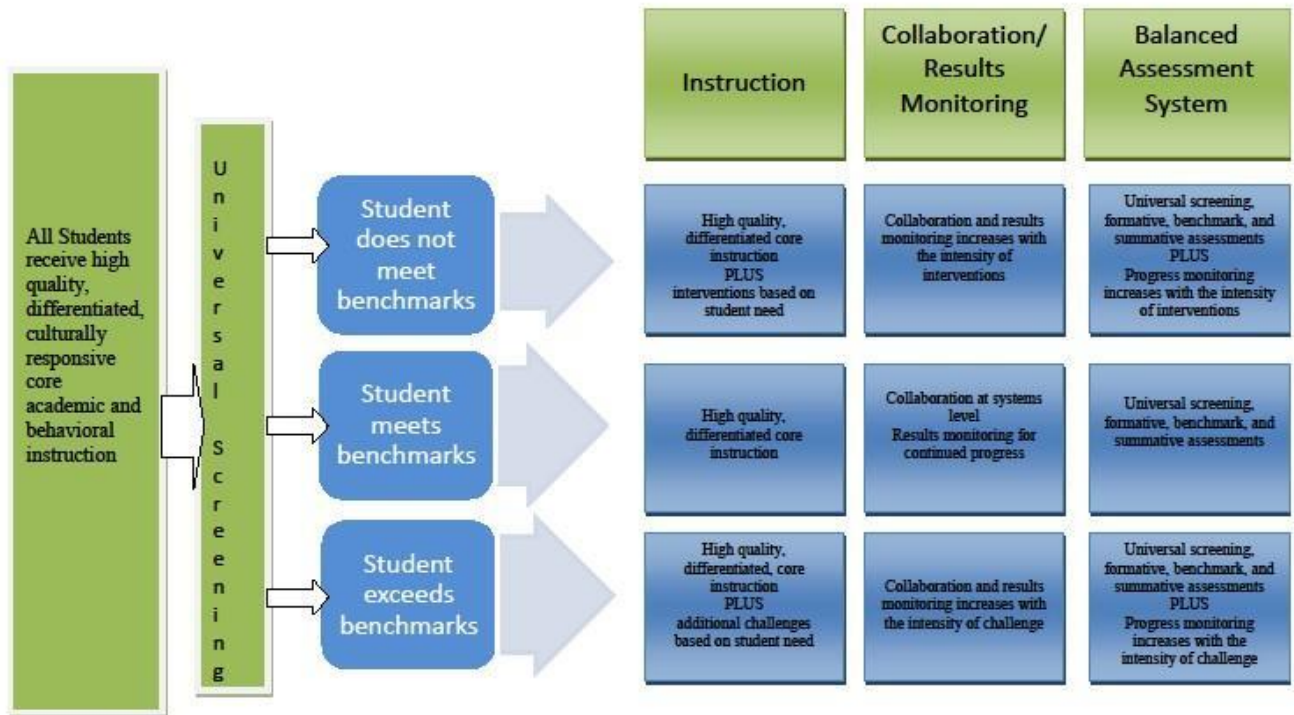
RtI is an integrated approach that includes general, remedial, gifted, and special education in providing high-quality instruction that is matched to individual student needs. It is based on a three-tiered model where teams monitor student progress using various levels of intervention intensity. By providing scientifically-based intervention to students, monitoring progress on interventions, and using this information to determine who is in need of more intensive services, RTI further builds on the requirements of the No Child Left Behind (NCLB) Act and provides a process for achieving higher levels of academic and behavioral success.

More information on Wisconsin's vision for an Equitable Multi-Level System of Support can be found at: <https://dpi.wi.gov/emlss>.

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Wisconsin Response to Intervention Roadmap: A Model for Academic and Behavioral Success for All Students Using Culturally Responsive Practices

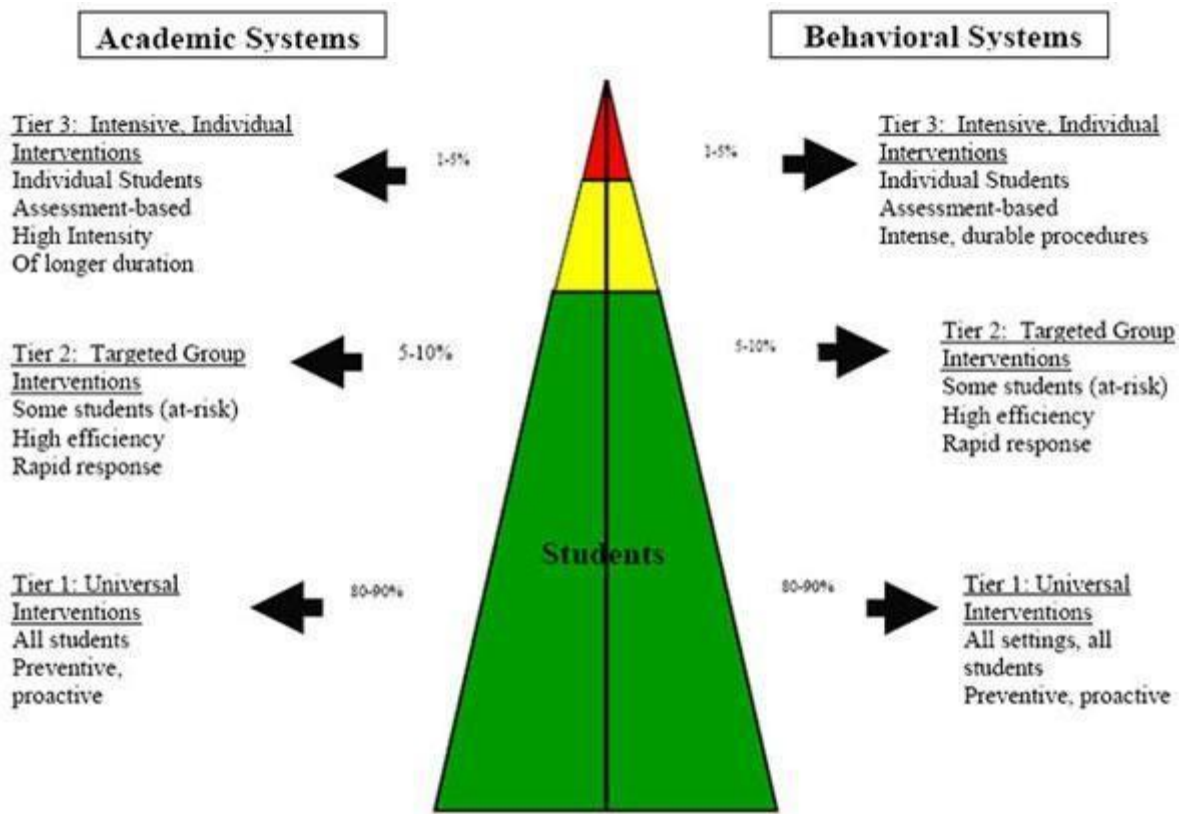


Revised March 4, 2010

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Multi-Level System of Support in Kohler

The Kohler School District RTI system is based on the Wisconsin model and provides three tiers of support:



Adapted from *Response to Intervention: Policy Considerations and Implementation* (Batsche, et al 2005).
Note: Percentages are approximations and may vary by district.

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Tier 1 Universal Instruction: How We Support All Students

High Quality Instruction

Evidenced based curriculum aligned to State Standards including [WI ACT 20](#).

Differentiation for on target, approaching target, and above target students.

On-going formative assessments used to inform/change classroom instruction.

Literacy skills taught through all content areas.

High level of student engagement.

Clear expectations paired with positive behavior and social emotional learning supports.

On-Going Assessment

Universal Screening

Reading:

4K-3rd Grade: AimswebPlus measures as required by the state

4th-8th Grade: NWEA Measures of Academic Progress (MAP)

High School: Grades/8th grade MAP scores/Credits

Math:

5K-8th grade NWEA Measures of Academic Progress (MAP)

High School: Grades/8th grade MAP scores/Credits

Behavior:

All Grades: Number of Office Discipline Referrals/Attendance/Staff Referral

Mental Health:

All Grades: Targeted Universal Screening based on Grades/Parent or Staff Referral

Formative Assessments

Teachers use ongoing classroom assessments during instruction to evaluate student performance and identify strengths and weaknesses to guide future instruction.

Summative Assessments

Student learning is assessed at the local and state level. Summative assessments typically occur after instruction to assess what students have learned such as the Forward Exam and classroom assessments.

Collaboration

Teachers collaborate to make sure all students are learning and to meet instructional needs. Data Teams meet to review universal screening.

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Tier 2 Supplemental Instruction and Intervention: How We Support Students Not at Benchmark or Who Exceed Benchmark

Diagnostic Assessment

Students who are below benchmark on universal screening are administered diagnostic assessments to further assess areas of weakness as required through ACT 20 (4K-3rd grade)

Intervention

Students who have been found to be below benchmark receive “in addition to” instruction in areas of need. Tier 2 includes the delivery of skill-specific, evidenced-based academic intervention options in a small group setting in addition to core instruction. Skill instruction is explicit and discrete (a few skills at a time) and is matched to student skill deficits. Personal Reading Plans will be developed for students (K-3) who score below the 25th percentile on universal screening and diagnostic assessment as outlined in ACT 20.

Tier 2 for students exceeding the benchmark includes additional challenges provided in addition to the core instruction but can also include curriculum compacting.

Behavior/Mental Health intervention can include Check in/Check out (CICO), mentoring, individual or small group counseling, or skill building.

More Frequent Progress Monitoring (PM)

Students who are found below benchmark and are receiving additional academic skill instruction will be more closely monitored for improvement. These students will receive brief (1-8 minute) assessment measures used to determine whether adequate progress is being made. Progress monitoring measures provide information on the effectiveness of instruction/ intervention and are used in determining the level of support a student needs. The intensity and duration of interventions are based on PM data and student responsiveness. Progress monitoring is done frequently, at least monthly and as frequently as once per week. Parents will receive information on their child’s progress at the end of each 10-week cycle.

Students who exceed benchmarks will have their rate of growth measured using normative growth goals on the NWEA MAP at least yearly (K-8th grade).

CICO coaches review the progress of students who are receiving behavioral interventions and pupil services staff review student’s academic behavior and achievement as well as brief mental health checkups to determine the effectiveness of other mental health supports.

More Frequent Collaboration

Students who are receiving Tier 2 intervention and are below benchmark will be monitored by the school’s Tier 2 Data Team. Based on systematic decision rules, the Data Team may reduce or

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increase the level of academic support a student receives. When the team determines a student is not making adequate growth, parents will be informed of the decision and the student will be referred to the school's Problem Solving Team (PST) to modify a Personal Reading Plan (for K-3rd grade) or plan an individual intervention plan using a Tier 3/Intensive Intervention. Parents are vital members of their child's education and may be invited to participate in their child's PST meeting.

Students who exceed benchmark and whose needs are not sufficiently being met with differentiation, additional challenge, and course compacting will be referred to a PST meeting to determine additional programming options.

Tier 3 Intensive Instruction and Intervention: How We Support Students Who Are Not Making Adequate Growth in Tier 2 Intervention.

More Intensive Intervention, Increased Progress Monitoring, Increased Collaboration, & Fidelity Measures

Tier 3 intervention/instruction includes the delivery of an intensive evidenced based intervention in addition to core instruction. Students in Tier 3 intervention who are below benchmark will receive substantially more minutes of instruction in the identified area of need. Tier 3 intervention plans are individually based and can be delivered in small groups (1:3) or one on one.

Progress monitoring for students below benchmark and who are receiving Tier 3 academic intervention will take place at least weekly using a reliable and valid tool that measures a student's rate of improvement and is sensitive to change. Data Team meetings are held more frequently to monitor progress and fidelity checks are employed to ensure the intervention was delivered as designed, the educational plan was implemented as discussed, and the student received the recommended minutes of intervention/instruction. Students, despite having received two Tier 3 interventions implemented with fidelity, who continue to display poor rates of improvement and have had at least two years of educational instruction may be referred for a special education evaluation.

Tier 3 for students exceeding the benchmark and who require significant additional challenges may be referred for Gifted/Talented identification and programming. Kohler School District offers instructional [programs and curriculum options](#) to meet the needs of gifted and talented students in alignment with [Wisconsin Statute 118.35, Programs for Gifted and Talented Pupils](#), [Wisconsin Administrative Rule 8.01\(2\)\(t\)2](#), and Kohler School Board Policy 2464 - Programs for Gifted and Talented Students. Questions regarding recommendation and consideration for gifted

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and talented programming should be directed to the Kohler School District Gifted/Talented Coordinator, Andrea Walter, at 920-803-7207.