

Envisioning the Future
Response to Intervention, Technology, and Service Learning
Initiatives for the Tidioute Community Charter School:
A Faculty Plan for Progress

Developed by the faculty of the Tidioute Community Charter School,

Tidioute, PA

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The Teacher's Workshop

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Envisioning the Future

Response to Intervention, Technology, and Service Learning Initiatives for the Tidioute Community Charter School:

New Initiatives for Completing Our Educational Mission

As we envision the future of the Tidioute Community Charter School, we have undertaken a series of professional development and on-going planning initiatives. We believe that these initiatives collectively are consistent with evolving national and state educational policies, and will greatly benefit the students in our school. These new initiatives include a response to intervention initiative, a technology implementation initiative, and a service learning course initiative.

Response to intervention (RTI) is a mechanism whereby the educational needs of all students may be addressed more effectively (PA Guidelines, 2008; Bender, 2009). RTI essentially represents the commitment of the faculty and staff of the Tidioute Community Charter School to improve every student's academic and behavioral progress by providing a series of supplemental intervention options in reading, mathematics, and behavior for students who may be struggling in the general educational program (Bender, 2009).

As recommended by the State Department of Education in Pennsylvania (PA Guidelines, 2008), we have adopted a three level pyramid of academic interventions to support our students throughout their academic program at the Tidioute Community Charter School. Our behavioral RTI/ROBA intervention plan involves a four level pyramid of interventions to enhance behavior for some of our struggling students, and

each of these RTI initiatives are explained below. Based on these tiered intervention plans, students who are struggling in the general education program in reading, mathematics, and/or behavior will be considered for supplemental RTI interventions by appropriate committees and groups of educators within the school, and these interventions vary, based on the specific types of problems noted. More specific procedures for academic and behavioral interventions are described below, and these are expected to be modified as they continue to evolve over the next three to five years. Most of our efforts address how tier 1 and tier 2 instruction and interventions will be managed in our school, as tier 3 interventions are likely to be driven by our building level teams and special education persons. In short, if tier 1 and tier 2 are strong, there is likely to be less need for many tier 3 interventions, so we concentrated our efforts at the tier 1 and tier 2 level.

Nevertheless, with the RTI initiative taking root nationally, our faculty wished to respond immediately by initiating the RTI process within our school, so that we shall remain on the cutting edge of educational innovation, and better meet the needs of the students whom we serve.

With that broad RTI implementation goal in mind, two other innovations have been coupled with this initiative, technology implementation, and the creation of a service learning course requirement. The technology implementation initiative is intended to keep our educational programming on the cutting edge of technological developments, in order to assure that our students will succeed in the 21st century world. While most of our teachers are currently using technology in various ways within the current educational program, this initiative is intended to insure that all students develop skills

and capabilities for competing in the world of the future. We also will continue to investigate how technology may enhance and support our new RTI initiative.

Service learning requirements represent a growing trend in education nationally, and such a service learning course requirement will involve our students in on-going service projects in our community by having them provide various types of assistance to others in both the school and the community. These courses will be led by the faculty and administration at our school, and included as course credit requirements within our upper grade program. In the lower grade levels, teachers are likewise encouraged to involve students in shorter-term service learning projects, but those will be scheduled as class activities, and not as separate course credits.

The purpose of this document is to move our planning forward for these initiatives, and to serve as a guiding document over the next three to five years, during implementation of these initiatives. The faculty has invested considerable professional development time over a period of months in developing this guiding plan, and this document constitutes our plans, suggestions, and recommendations for these initiatives.

Organization of the Work

Five different committees have been formed to focus on the following areas, and these committee reports are included herein:

The RTI Initiative in the Primary and Elementary Grades

The RTI Initiative in the Middle and Secondary Grades

The RTI/ROBA Initiative for Improving Behavior

Technology Implementation and RTI, and

The Service Learning Committee.

Each of these groups developed a segment of this overall plan, and those planning documents and specific recommendations for moving forward are detailed below.

The RTI Plan for Reading and Mathematics In the Elementary Grades

The RTI Mission of the Primary and Elementary Faculty

The elementary faculty and administration of the Tidioute Community Charter School view our RTI mission in reading and math at the elementary level, as the provision of high quality instruction for all students in our classes, as well as provision of specific, highly targeted, research proven supplemental interventions to assist struggling students in these two academic areas. Because many efforts in reading have already been undertaken by the elementary education faculty, our main modifications in the 2011/2012 academic year, will address the mathematics subjects in grades K – 6. However, in the interest of providing a comprehensive guiding document, our RTI efforts in both of these academic areas are described in this section of the report.

Tier 1 Instruction, Differentiation, and Universal Screening

At the tier 1 level in every primary and general education classroom, differentiated instruction is implemented to address specific needs of individual students, including students who are struggling in their reading and/or mathematics class. Differentiated instruction may involve individual tutoring by the teacher, peer-buddy instruction, learning center instruction or other types of instruction individually targeted to assist each student in mastering their curriculum.

Also, a reading specialist is available at the elementary level for periodic assistance for general education teachers and students, as a tier 1 support for struggling students in reading. When these tier 1 supports do not move the student forward, the general education teacher and the reading consultant may move the child forward into a tier 2 reading intervention.

In order to monitor each student's progress in the area of reading at the Tier 1 level, students are given a DIBELS assessment four times a year in grades K-6, as a universal screening assessment. The first DIBELS assessment allows us to determine if a student needs extra assistance in phonics, nonsense words, fluency, high frequency words, or reading fluency. The general education teacher can also recommend extra help based on observations during weekly reading lessons.

In order to fully implement RTI in mathematics, we intend to use the Math Inventory Test as the universal screening device. It is currently used at the beginning of year, middle of year, and end of year for all students. This is our universal screening assessment, and data from this universal screening assessment is used to identify students who may need more intensive supplemental instruction at the Tier 2 level.

Tier 2 Interventions In Reading

The decision making team for all RTI tier 2 and tier 3 interventions at TCCS will be the Building Level Team (BLT). The members on the BLT includes the student's parents, the general education teacher, grade level teachers, as appropriate, a special education teacher, and various others as appropriate including administrators, a reading specialist, etc. Students are involved at the higher grade levels and in some cases in the lower grades. When the universal screening data for a give student suggest a need for

more intensive tier 2 intervention in either reading or math, the BLT will consider the needs of the student, and if appropriate place that student in a tier 2 intervention targeted specifically at his or her deficit areas.

In reading, our reading specialist works with those tier 2 students in conjunction with the general education teacher, as well as in supplemental small group reading instruction, with a teacher/student ratio of 1 to 3. The reading specialist meets with each tier 2 group between 2 and 3 times each week for approximately 40 minutes each session. Students' progress is monitored by the specialist and general education teacher using weekly comprehension tests and fluency tests. Further, every nine weeks during the year, all tier 2 students receive a DIBELS assessment, to assist in monitoring each child's progress.

Tier 2 Interventions in Mathematics

In planning for RTI tier 2 interventions in mathematics, the elementary faculty decided that tier 2 interventions in mathematics must be a minimum of thirty minutes a day and not exceed 45 minutes, 5 days per week. This level of supplemental, intensive assistance should help move students forward in mathematics, and this instruction will be delivered by the general education teacher. At a minimum all tier 2 interventions in mathematics will continue for a minimum of nine weeks. In these tier 2 interventions, we will maintain a pupil teacher ratio of four to one, as a maximum.

These interventions may take place during school hours or before the morning bell. In some cases teachers may take students to an empty room during recess for 15 minutes to begin the supplemental instruction. The 45 minute instruction does not have to be 45 consecutive minutes for each lesson, but can be split up throughout the day to equal

45 minutes. This model has shown to have a significant positive impact on the individual students in the area of reading, and so the faculty is confident it will have the same impact with the math.

As defined in the RTI model, tier 2 interventions must be highly targeted interventions that are targeted at specific learning deficits of the individual student. The general education teacher is expected to deliver this tier 2 of targeted intensive instructional intervention for struggling students in mathematics in their class. However, additional assistance for the general education teachers in delivery of these interventions in mathematics will be provided via acquisition of an appropriate, supplemental computerized curricula in mathematics. Thus, these tier 2 interventions in mathematics may be delivered on a daily basis via computerized instruction and not require as much instructional time. The faculty feels the use of the computerized curricula will allow teachers to place several students into tier 2 interventions within the computer program, while continuing to instruct other students in the class.

In particular we believe that the IXL Learning Curricula should be our option for Tier 2 mathematics interventions. After viewing many suggested computer curricula we felt the IXL Learning would be suited to implement our Tier 2 RTI math needs. We are confident that, with the adoption and judicious use of this computerized curricula in mathematics, many of the academic deficits of our struggling students in mathematics will be alleviated, at least to some degree, and this will enhance instruction throughout the grade range at our school.

Further, should the school choose to implement a service learning component requirement for our Juniors and Seniors in high school, we would like to explore the

option of using some of those students as mathematics tutors in our tier 2 mathematics efforts for the primary and elementary grades.

Monitoring Students Progress in Tier 2 Mathematics

Progress Monitoring will take place every week in Tier 2, using either assessments built into the IXL Learning curriculum or by way of written tests developed by the general education teachers. Only students receiving the Tier 2 mathematics intervention will receive this repeated progress monitoring assessment each week. Should teachers choose to use teacher made weekly assessments, all scores on these assessments will be converted to percentage score, and charted using an x and y axis chart, such that these scores may be directly compared. The general education teachers are responsible for generating this data chart of weekly progress, over a minimum period of 9 weeks. Therefore, the progress monitoring data chart in tier 2 mathematics interventions will include a minimum of 9 weekly data points.

Students Needing Further Assistance

After an intensive tier 2 intervention in either reading or mathematics, if a student is still struggling, then the general education teacher, various faculty members, and school administrators will meet to discuss the future, more intensive, educational programming for that student. Their decisions and recommendations may include:

--moving the student out of the tier 2 intervention, if the academic concerns have been eliminated,

--continuation of the tier 2 intervention,

--implementation of a more intensive tier 3 intervention, or

--consideration of the possibility that the student might have a learning disability.

Should a more intensive, tier 3 intervention in reading or mathematics be necessary, this may be accomplished in a variety of ways including, more time in the computerized curricula, additional instruction with the reading interventionist, intervention with the special education teacher, or any other intervention as determined by the committee. Should that group determine that the student might have a disability based on their tier 2 and/or tier 3 academic performance, then the documentation of those interventions will be forwarded to the school placement committee to evaluate the student and consider a special education placement.

The RTI Plan for Reading and Mathematics

In the Middle and Secondary Grades

Mission Statement

The mission of the Tidioute Community Charter School is the development of the mind, soul and physical well being of our students through the creation of a safe environment, community involvement, innovative teaching practices, individualized attention and a mentor program that will result in a world class education in a small town environment. The RTI, technology, and service learning initiatives support and compliment that broader mission.

The intent of our secondary RTI model is, first of all, that all children receive excellent classroom instruction, and secondly, that low-performing children are offered increasingly intensive, individualized academic interventions, targeted to their specific needs. Student progress will be monitored in all classrooms, to see if a tier 2 response to intervention procedure is necessary.

The RTI framework provides for high-quality instruction and intervention matched to the student's needs. It includes increasingly intensified levels, or tiers, of scientifically based reading or/and math interventions. Frequent progress monitoring is administered to make informed decisions about changes in the strategic reading and math interventions being provided.

This Framework Provides:

- High-quality instruction and intervention based on student's needs.
- Increasingly intensive levels (tiers) based on scientifically proven interventions
- Frequent progress monitoring to insure proper instructional strategies and goals.

-Data to facilitate educational decisions regarding further interventions that may become necessary and/or possibly special education eligibility.

Recommended Goals:

-Direct a significant amount of resources to critical transition years (6th and 9th) to prevent academic and behavioral problems.

-Provide opportunities for mentoring, advisement, and academic support within the master schedule for all students.

-Include classes which provide instruction in organization, study skills, note-taking, problem solving, and communication in the school's master schedule.

-Initially identify barriers to student academic and behavioral development and determine what is already being done to address the barriers.

-Identify and eliminate duplication and misalignment of support.

-Identify barriers which have yet to be addressed and address them.

Tier 1 Instructional Practices in Reading

A number of instructional practices are recommended, and are currently used in many classes to address specific reading deficits from grades 6 through 12.

Student Goal Contracts: Secondary students who understand their current levels of performance and are active participants in setting performance goals tend to be more motivated and engaged in the learning process.

Using Charted Data on Reading Performance: Secondary students also benefit from frequent data charts which focus on their progress in specific courses, on state assessments, and toward graduation.

Pre-Reading Strategies/Anticipating Guide and Prediction Passages: Students are given questions orally or in worksheet format, where they predict what information is going to be discussed in the reading. This demonstrates their prior knowledge before reading the article.

Summarizing: In each of the classes, students are reading and are required to summarize what they have read. This is done through quizzes and in class assignments.

Identifying Main Points In Text: As students work through short paragraph reading sections, they are expected to answer several questions to assess comprehension.

Graphic Organizers: Graphic organizers such as discussion Webs/ Group Outlines/ Comic Strip Organizers/Webbing/ Semantic Mapping/ Compare and Contrast/ Cause and Effect – These allow the students to demonstrate their comprehension through different modalities.

Note Annotation: Students in many classes are required to write down the main ideas from each paragraph in the margins of the text they are reading. This seems to be particularly effective with more rigorous text. It allows the students to go back and assess what they have read, and it also gives the teacher visual assessment of their reading as they work through a text.

Reading Out Loud Within the Classroom: Older students need to learn to read by speech. They actually learn by saying a word or letter out loud to themselves. Thus, it is the pronunciation of a word that is actually stored in the brain for quick recognition and students actually learn by reading out loud, in a non-embarrassing manner. This makes sense when adults consider their own reading. Even the most visual learner reads with an inner dialogue. It also makes sense when you think about parents reading with their very

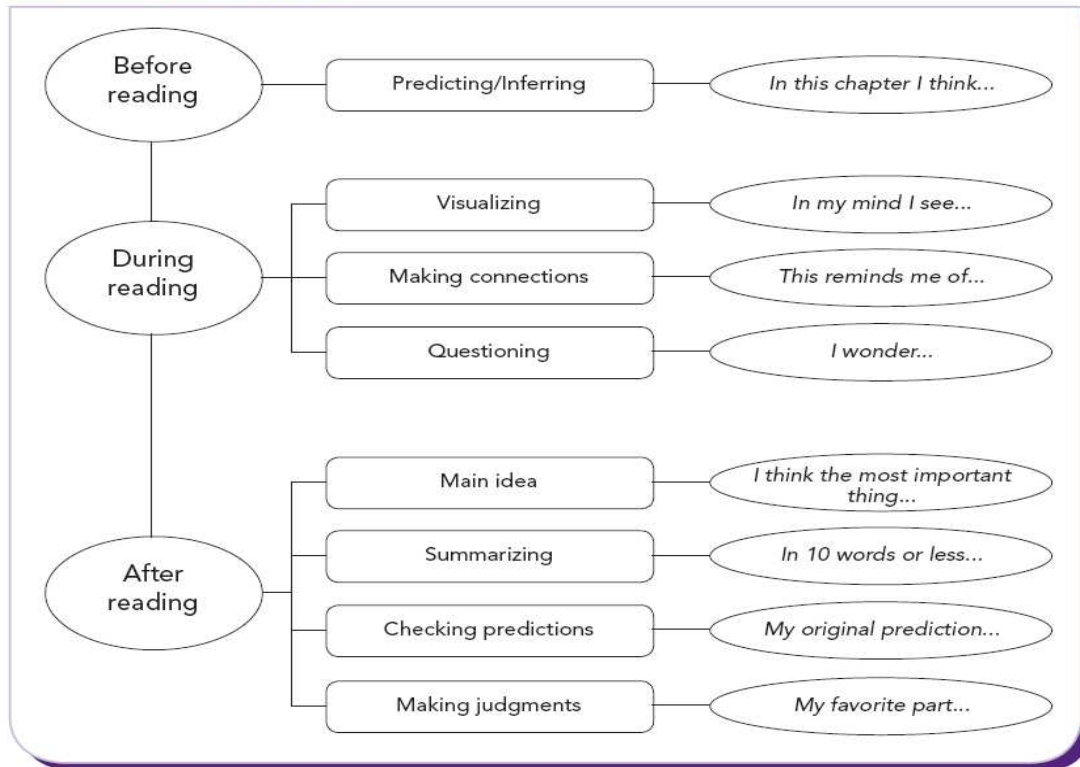
young children. Parents always read out loud, and subsequently ask children to read back to us; thus, they are also reading the words out loud. Beginning to read is an interactive process, not a lonely one, and thus our brains adapted to us learning it that way.

Modeling Reading as Metacognition Instruction: Modeling how successful readers think as they read through a text. For example—visualization and making life connections to the text.

Scaffolding: In scaffolding instruction, a teacher provides scaffolds or instructional supports to facilitate students' ability to build on prior knowledge and internalize new information, and then removes the scaffold as students' understanding grows. An important aspect of scaffolding instruction is that the scaffolds are temporary. As the learner's abilities increase, this scaffolding is progressively withdrawn until the learner is able to complete the task independently. Therefore, the goal for teachers is to help students to become independent and self-regulated learners.

To incorporate all of these strategies in our tier 1 reading practices, the following diagram provides guidance for teachers in grade 6 through 12.

Figure 2
START Reading Strategies Diagram



from Scharlach, T. (2008, September). START Comprehending: Students and Teachers Actively Reading Text. *The Reading Teacher*, 62 (1), 20–31. doi: 10.1598/RT.62.1.3

General Organization of the Tier 2 Reading RTI

This section describes the organization of tier 2 RTI interventions for students who are struggling in reading, and whose needs are not met by the reading instructional practices described above. For any student struggling in reading, any general education teacher may request assistance from the Building Level Teams (BLT). The student will be screened and any recommendations for tier 2 interventions will come from the Secondary BLT. Of course, input from the core teachers is not only welcome, but is essential for documenting the reading problems.

Should a tier 2 intervention in reading become necessary, the interventions will be

provided by specialists with expertise in reading during the lab periods currently built into the schedule. These specialists may include the language arts teachers, special education teachers, and the reading interventionist. The tiered intervention provided in tier 2 should be targeted to each individual student's specific needs, and will be structured to generate frequent progress monitoring data (e.g. some measure of reading progress every two to three weeks during the intervention). The secondary faculty anticipates that much of this work will be delivered via computer driven reading instructional programs and those programs have progress monitoring tools built in that may be used by the reading interventionist.

Screening for moving to tier 2 will be based on standardized test scores, curriculum based assessment where appropriate, classroom assessments, and observations of student reading skills. Screening data will be collected from these sources and evaluated by the BLT to determine the necessity of a tier 2 intervention.

Tier 2 Reading Interventions:

General education teachers will provide continuing reading educational support for students struggling in reading. In addition the following options may be used. Our reading interventionist should establish one or more reading support groups as a tier 2 intervention during the lab period. Depending on the needs of the students, the reading interventionist may focus on syllabication and vowel patterns to develop phonemic awareness. It is an instructional program that the students can participate in on an individual basis. There is a placement test at the beginning, which places the student at the point in their program to meet their individual needs. The progression of the program coincides with the student's acquisition of skills. We consider this the beginning

intervention level (tier 2) in reading. Two additional tools that this reading coach might access are:

Lexia—This is a computerized educational program that provides reading support. A reinforcement program, which provides practice with vowel sounds and phonemic patterns. It is also a self-paced program based on the specific student’s skill level. It consists more of interactive games than basic activities.

Wilson Reading -- Wilson reading is an intensive reading support system which requires small groups and a trained professional. This is only for students who need intensive intervention for reading support. This combines teacher lessons and assignments with technology.

Tier 3 Interventions in Reading

Tier 3 interventions in reading will be provided should the tier 2 intervention not result in significant student growth in reading. Again, the BLT will make that determination, based on the progress monitoring data generated during the tier 2 intervention, and for students needing tier 3 interventions, we anticipate that these will be delivered by the special education faculty. We further anticipate that tier 3 interventions will take place prior to an eligibility decision.

Mathematics RTI Intervention in Middle and Secondary Grades

The provision of mathematics interventions is somewhat more problematic than reading since no mathematics intervention specialist is available at our school. However, by strengthening our tier 1 instruction, and some adjustment of instructional roles, we are confident that our school can provide a robust tier 1 and tier 2 RTI option for our students.

Tier One Mathematics Strategies

Many of the math instructional practices currently used in our tier 1 classes can alleviate academic deficits in mathematics. These include:

Hands on use of math practices: Students use math practices developed in their mathematics course in actual hands on activities in other courses. Such as the use of a time line to demonstrate the chronological order of the presidents of the United States.

Guided instruction: Students are instructed in the use of mathematical operations in different examples to demonstrate the different ways the operations may be used.

Drill and practice: Through the act of practicing mathematical operations the students feel more comfortable with when and how to use those operations. An example of this drill and practice would be the use of flash cards to learn the times tables.

Writing out/explaining steps of operations: As students go through completing a math problem they are expected to explain what they are doing and why. This act will reinforce the concepts, facilitate deeper understanding of the content, and add confidence when the student needs to apply this skill at a later time.

Other recommended instructional practices for mathematics include:

--Effective mathematics questioning (i.e. Tell me how you figured this out?; What was your thought process?; How did you think about this problem?; Blooms higher order thinking skills questioning).

--Use of real life examples

--Feedback that leads to deeper understanding of the concepts big idea (i.e. Self regulating, goal setting, monitoring,)

--Guided feedback

- Guided rehearsal
- Multi-sensory and kinesthetic learning activities
- Encourage goals with accountability (goal setting, self-setting of progress)
- Explain problems through visual or oral representation
- Everyday real life examples including student experiences
- Concrete to representational to abstract
- Increase the task directions (Check for understand, directions rationale)
- Increase task relevant practice
- Increase opportunity to engage in active academic responding

Organizational Options for Provision of Tier 2 in Mathematics

As in the area of reading, our Secondary BLT will be the driving force for our tier 2 mathematics efforts. The BLT will review existing assessment data, student scores on state tests, and classroom work, in order to make the decision to place a student in a tier 2 intervention. Also, the BLT will seek input from the core teachers.

Screening Students for Tier 2 in Mathematics

Screening for moving to tier 2 will be based on standardized test scores, curriculum based assessment, classroom assessment, and student performance in mathematics tasks. The BLT will review all screening data, and discuss with the general education mathematics teacher the learning characteristics of the student in the mathematics class.

Should the BLT determine the need for additional screening data, they may choose to administer a mathematics screening assessment to compliment the information they obtain from the sources above. Based on these data, the BLT will determine if a tier

2 intervention in mathematics is necessary for a given student.

Delivery of Tier 2 Mathematics Interventions

A major question for our faculty to consider involves who will deliver tier 2 interventions in mathematics. We have considered this question and recommend the following different options, any of which would provide the level of tier 2 interventions we are likely to need. As a first option, we considered having the mathematics teachers deliver tier 2 supplemental interventions via computerized programs. This may occur either in conjunction with their existing mathematics classes, or during the lab period. Under this option, the delivering of tier 2 interventions in mathematics will be the responsibility of the mathematics faculty. In some ways, our options are limited in this area. As pointed out above, in reading an intervention specialist is available, but that is not the case in mathematics. Also, mathematics is a highly technical area, in which it is critical that we use a highly qualified teacher for tier 2 instructional support.

Should we opt to use our current mathematics faculty to deliver these tier 2 interventions, the middle school and secondary faculty wish to support our mathematics faculty in every way we can, by recommending that this faculty receive priority for obtaining a minimum of six laptops per classroom, coupled with appropriate mathematics instructional software (such as *Successmaker Math*, or *Academy of Math*). These resources would allow a mathematics teacher the option of placing up to six struggling students in a high quality computerized program for a portion of the math class, while the teacher continues to teach other students in the math class. Of course, that mathematics teacher will continue to assist the students as needed, as they work through the mathematics program.

While our faculty considered use of the *IXL* program, rather than one of these others recommended above, the *IXL* program does not assess students and target individual needs. While the mathematics teachers are certainly qualified to do this, we feel it might be an unrealistic burden to expect our two math faculty to do this additional work, given their rather rigorous schedules. This use of computerized instructional programs will also be beneficial in accommodating the numbers of new students we expect to come during the school year, as many of those students may be struggling in mathematics.

It may be possible for our current mathematics teachers to consider establishing a tier 2 intervention during the lab period. Should that be possible, the necessity of computers and a mathematics computer program is alleviated somewhat, as during that lab the mathematics faculty would have only the responsibility for delivery of instruction to students requiring tier 2 instruction.

As a third option, it might be possible for the school administration to find another current teacher who is certified in mathematics, and have that teacher deliver mathematics tier 2 interventions during the lab period. Should this be our option of choice, computerized programs would not then be needed.

Tier 2 Mathematics Interventions

All of the computer based programs described herein (*IXL*, *Successmaker Math*, *Academy of Math*) all provide effective instructional interventions for struggling students in mathematics. Again, the *IXL* program is currently available on campus, but does not include a significant assessment component. However, it does include intervention activities that could be used for tier 2 interventions, and all tier 2 interventions should be

created with a progress monitoring component that results in some measure of mathematics skill every two to three weeks. The BLT will subsequently use those data to determine the efficacy of the tier 2 intervention, and the necessity of a tier 3 intervention.

Tier 3 Interventions in Mathematics

Tier 3 interventions in mathematics will be provided should the tier 2 intervention not result in significant student growth in mathematics. Again, the BLT will make that determination, based on the progress monitoring data generated during the tier 2 intervention, and for students needing tier 3 interventions, we anticipate that these will be delivered by the special education faculty. We further anticipate that tier 3 interventions will take place prior to an eligibility decision.

Response to Intervention for Behavioral Support:

Elementary and Secondary Models

The behavioral interventions model for response to intervention (RTI) has been organized using a four-tier system. Two different RTI pyramids have been developed for behavioral intervention at TCCS – one for use at the elementary level, and the other for the secondary level. Diagrams of these are presented below. These have been carefully constructed to coincide with the ROBA program currently in operation at TCCS, description of the ROBA program is included below. The following is a brief description of the different levels included within both the secondary and elementary RTI Behavioral Pyramids.

The Universal Instructional Tier

The universal tier is the foundation of the RTI pyramid and includes general classroom management techniques that may be employed on a daily basis by the classroom teachers. The guiding document for this level is the student discipline policy. Each student is expected to read and understand the student discipline policies as set forth by TCCS. In order to assure student understanding, the CEO will review with each class the different policies, giving each student opportunity for clarification of expected behavior. Parents are also required to read and understand the TCCS discipline policy in order to further assist their child with appropriate implementation. Once the discipline policy has been read and fully understood, both parents and students will be asked to sign the policy indicating their willingness to adhere to that which has been set forth in the policy.

Within the framework, it will be the classroom teacher's responsibility to monitor

student behavior on a daily basis to assist students in any areas maintaining appropriate discipline in their classes and throughout the school. Each classroom teacher will also provide their own classroom policies appropriate for that particular class.

Should the teacher observe questionable behavior, he or she will employ appropriate classroom management procedures in order to modify the behavior. These include a variety of options. The teacher may choose to call or send a letter home to the parents outlining the unacceptable behavior and to offer an explanation of the techniques being used in the class to alter the behavior.

For on-going problems in behavior, the classroom teacher may also choose to begin an ABC log for the student. An ABC log includes a running record of Antecedents (what was happening immediately before the behavioral problem), Behavior (the behavior itself), and the Consequence (the consequences applied as a result of that behavior). The ABC log provides a means for the classroom teacher to glean an understanding of how a student's behavior serves that particular student, and to document on-going services of behavior problems for a particular student.

TCCS will support student behavior by providing such services as DARE, presentations through Camfield Productions, Safe Place, and character education. In addition, a Student Assistance Program (SAP, as described below) is available for any student needing further guidance or direction. Adult mentors may be assigned for specific students. Tutoring options are considered. In some cases students may be rescheduled into different classes.

These interventions are considered as components of the universal tiers, since they may be applied for any and every student in the school. Should these interventions

at the Universal Tier level prove insufficient; the student will be referred to the Building Level Team (BLT) for consideration of the student's movement into Tier One Behavioral interventions.

Tier 1 Interventions

The tier one level of behavioral intervention starts with the BLT having a meeting and review assessment data on behavior (e.g. the ABC log or completing additional behavioral assessment.) They will then notify the student's classroom teachers of any recommended modifications (e.g. behavior plan and/or behavior sheets). Also within this tier students may receive individual or group counseling if needed. ROBA interventions will begin to take place in tier one as well. ROBA interventions are described below. Once the student has gone through the steps to intervention in tier one the BLT will then reconvene to review assessment data and to determine if the recommended interventions improved the student's behavior.

Tier 2 Interventions

If the BLT determines that behavioral problems persist the BLT may recommend a Tier 2 intervention for behavioral improvement. Once a student reaches tier 2 they will be spending some time in the ROBA classroom. This may be anywhere from one period a day and up. There is also a service that may be used by teachers if they need more help with behavioral recommendations called the Wesley Spectrum. This is a service that is handled through a phone conference with behavioral experts from the Wesley Spectrum Company.

Tier 3 Interventions

If the BLT determines that behavioral problems persist the BLT may recommend

a tier 3 intervention for behavioral improvement. The third tier is an administrative tier. At this stage the student has gone through the whole behavioral RTI pyramid that has just been described and at this point they will have to go through a student discipline hearing for due process. At this point, the administration can decide to refer the student to special services, or determine that the student needs to receive other outside services, or determine that the student be expelled.

The ROBA Program

At Tiers one and two at Tidioute Charter School, students may be referred to ROBA (Refocus Organization Behavior and Academics). If a student makes it to one of these levels, the student has already had documentation in one of the ROBA areas. Each student who enters the ROBA program at the Tier 1 level has a specialized program designed to improve areas that they are weak in such as Focusing, Organization and/or Behavior. Initially students receive self-monitoring forms. A folder helping the student with organization is provided. The student may also be given a behavior sheet to monitor student behavior. The goal of the program is to help by giving them behavior interventions. Once the behavior is learned, we then begin fading them until the student is successful on their own. If the student is not successful at Tier 2, they are referred to the ROBA program on a fulltime basis as one tiered option. Students at this level receive their instruction by teachers in a small group setting in the ROBA class. Each period a new teacher who is an expert in the content area brings in their instruction.

ROBA Documentation:

Depending on the level of intervention, the interventions are set up to make sure that their self-monitoring and/or Behavioral Sheet is filled out and signed by their teacher

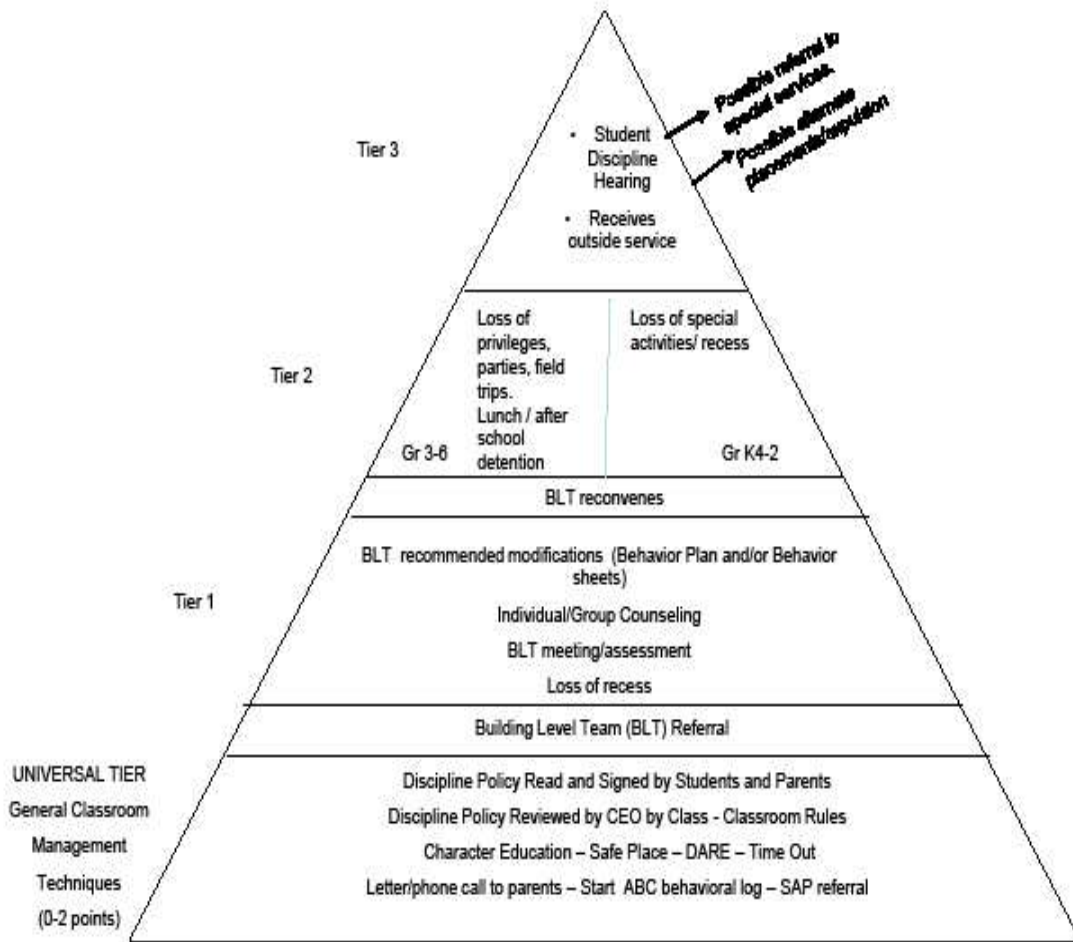
each period. If the student is at Tier 3, the student is assigned a book and each period the teacher is to put their objectives, how the student behaved, whether or not the student went to the restroom and whether or not they completed all their work. In addition for students who are fulltime in the ROBA program, the teachers write the student's name on the board and any additional assignments that the student needs to complete. One of the improvements for documentation in the ROBA program is using an ABC log, as described previously (A is for Antecedent, B for Behavior, and C for Consequence). In order to implement the ABC log, the teachers who are a part of the ROBA program need to have training in this type of documentation. Another type of behavior documentation is FID (Frequency Intensity and Duration). We document the number of times the student displays the behavior, the intensity and how long the behavior lasts. It is also recommended that each teacher has a copy of the book, "You Can Handle Them All" by Robert DeBruyn and Jack Larson at a cost of \$40 (new) or \$20 (used) from Amazon. This book gives a description of personality types that may be accompanied by a certain type of behavior. These tools will aide teachers in developing effective behavioral programs for individual students.

The Pennsylvania Student Assistance Program (SAP)

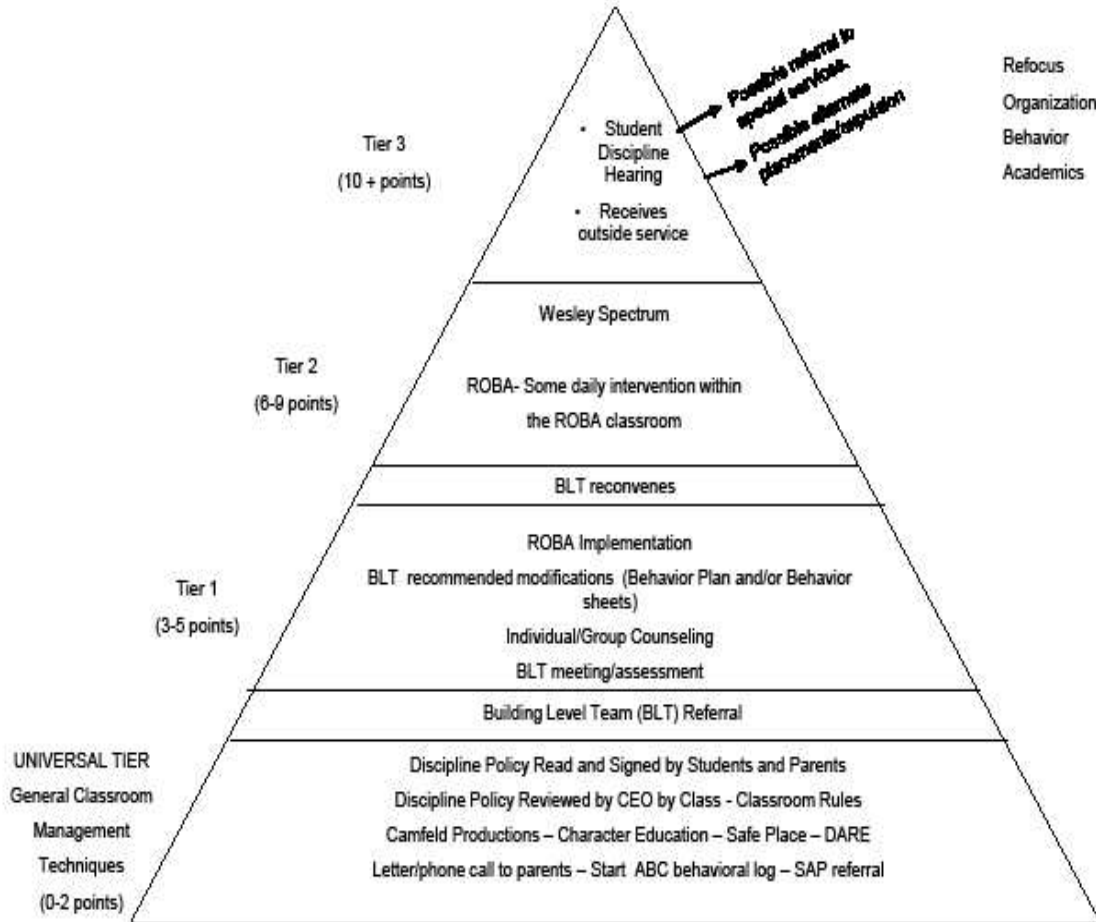
The mission of the Pennsylvania Network for Student Assistance Services is to provide leadership for developing a safe and drug-free environment and mental health wellness in schools and communities across the commonwealth. Barriers to learning will be removed and student academic achievement will be enhanced through collaborative prevention, intervention, and post-intervention services. Now in its 27th year, SAP helps schools identify students who are experiencing behavior and or academic difficulties that

are posing a barrier to their learning and success in school. SAP offers support to those students and their families. (<http://www.sap.state.pa.us/>)

RTI Elementary Behavior Pyramid



RTI Secondary Behavior Pyramid



The Technology Implementation Initiative

To Support RTI

Technology implementation is always subject to new technological advances. However, we wish to begin by noting that increased use of technology results in enhanced achievement across the board. For this reason, the technology initiative is considered a component of the RTI initiative, since increased use of technology will enhance student growth in achievement. As specific examples, Marzano has pointed out that use of interactive whiteboards results in achievement increases of 17% or so (Marzano, 2009; Marzano & Haystead, 2009). In another example in an inner-city school that was struggling to meet standards, a laptop was provided for every student. Within one year, mathematics achievement increased by 40% and reading increased by 30% across the board (Frontline, 2011). If the students in our school showed increased achievement at those levels, there would be much less need for tier 2 and tier 3 RTI interventions in reading and mathematics, so our technology initiative will enhance our RTI initiative, as well as the general educational program for our school. In short, increased use of technology by teachers and students results in increased achievement.

These suggestions represent the suggestions of the technology committee, concerning how technology applications might assist in both instruction at the Tidioute Community Charter School, as well as the RTI initiative. These are our general suggestions, based on a 3 to 5 year implementation plan.

Technology Goal for the 2011/2012 Academic Year: Wikis

We recommend the implementation of wiki pages in every classroom as a tool to help with instruction. Wikis are an organizational tool to be utilized throughout the

technological initiative. A wiki page is a website that runs on wiki technology, providing open access for teachers to add or change its pages, and thus make these available for students or parents, or others. They may include homework assignments, completed student work, web-links to educational resources, short videos and other items related to the educational topic of the class. Our school has developed a wiki using PBworks.com, which is a free service. We use it to collaborate with colleagues, students, parents, and community members.

Wikis are a wonderful tool for engaging students and to enable community-building. Use of wikis will cost virtually nothing, and several teachers are currently using them extensively for instruction. As we as a society become more and more reliant on technology the children that are in our classrooms have become reliant on it to function. If traditional instruction does not always reach all students, having a working and functional wiki page can assist many of those students.

Informing Parents about Wikis

In order to more closely involve parents in the educational process, a letter will be sent home by each teacher as he or she develops a class wiki, that includes a detailed set of instructions on how to access these wiki pages. Also a set of instructions for the students'/parents to upload homework assignments download discussions, should be included

Providing Assistance to the Faculty

Most of the staff has a wiki pages started, and in-service time has been dedicated to this innovation in August of 2011 for the entire faculty. For those who do have a wiki page already, but may be somewhat unsure how this might help them in their classroom,

two committee members from our technology committee, Mr. Conkle and Ms. Pilling, will be assigned to help them set their pages up and make them an asset to their students. Teachers will have the responsibility for updating and adding to their wiki throughout the year.

Technology Goal for the 2012/2013 Academic Year: Podcasts

We recommend the development and implementation of podcasts as an instructional tool during the 2012/2013 academic year. Podcasts are digital audio or video files that present information in an engaging way, and may be used either as a way to present information to students or as a way for students to develop and present reports. Podcasts represent a great way to enhance the instructional use of class wikis, and are readily available on the internet. Popular outlets such as podcasts may be utilized to post videos to be evaluated by many people qualified to do so, or by a whole class. To utilize podcasts to their fullest potential, teachers will need some kind of recording device, and several digital cameras are available in the school. The tablets (discussed below) may also be used as a recording device, due to the fact that the tablets recommended are already equipped with digital cameras.

In particular, audio podcasts would be a good use of technology in the classroom for tier two intervention of RTI. Most of our students have some sort of MP3 player, whether it is an IPOD, Zune, or basic player. For the students who don't have one, we could work for a grant that would buy them for those students. These would be kept in the classroom and signed out during class, because many students always want to listen to their MP3 players. If we couldn't get a grant for the MP3 players, hopefully we could get enough tablets to accommodate those students who don't have MP3 players.

Technology Goal for the 2013/2014 Academic Year: Instructional Tablets

While many schools around the nation have instituted a one-to-one laptop initiative, we recommend the same type of initiative, but with a more recent technology, the instructional tablets (e.g. iPad or similar device). We recommend an emphasis on using tablets (e.g. iPad) as these represent a more recent technology than laptop computers, but will likewise increase internet availability and achievement. With increased tablets available for student use, one might well anticipate the same type of result in academic achievement. The tablet's sleek design and ease of use makes it ideal for classroom applications and as a draw for students, who seem to love this technology. As part of our on-going discussions, we recommend that our school faculty closely consider the tablet's use as it applies to the RTI model specifically Tier 2.

Tier 2 is for small group intervention and supplementing Tier 1 instruction. The tablet's benefits for Tier 2 are as follows:

--Interactive: It has been proven over and over, "We learn by doing!" The tablets are very interactive. It is Oral (Speech tools will read any writing on the page). It is Visual (Images are projected on the screen; text can be enlarged or reversed from white on black to black on white). It is Interactive (You must touch and interact with the screen and the programs). The tablets provide students with another way to make learning concrete.

--Apps: There truly is an "App for Everything." Review apps for various concepts are plentiful and inexpensive (most between \$0.99 and \$4.99). These apps include review games that can be played in groups or solo and concept tutorials with review activities.

--iTunes U: The tablets provides a great medium for viewing and learning from

others. With iTunes U, students can review ideas, concepts, and lessons from teachers, educators, and professors from around the world. Sometimes a group of students need to just here something from someone else to understand.

--Online Activities: With tablets and school web pages, students can visit, explore, and expand the concepts presented in Tier 1.

--Speed: Most activities and lesson are also available on computers. However, it takes quite a bit of time for students to get a laptop computer, turn it on, log on, connect to network, type in url, and navigate to the activity. With tablets, you press one button and it is ready to go. Shortcuts posted to the main page ensure that students will be where they need to be in seconds!

--Misuse Issues: Students find ways to get around most internet blockers and safe guards on computers. The tablets are no exception. However, the tablets allow teachers to place restrictions. This removes any possible connections to unwanted sites and/or applications.

--Staffing issues for Tier 2: Most tablets activities and lessons can be completed with little or no intervention from staff members. Groups or individuals can work at their own pace to complete each activity. Teachers and support staff can work with many groups simultaneously.

Advantages of Increased Technology

As with all technologies, there are many pros and cons to consider. The tablets are no different. Costs versus benefits are at the top of the list. The tablets may be expensive (around \$600 + cost of apps), but compared with laptop computers it is comparable or less. Our initial recommendation would be acquire tables such that we reach a 1:4 ratio of

tablets to students, and we recommend that we begin that immediately. We acknowledge that this will take several years. However, the research cited above supports increased technology availability, up to a 1:1 ratio of laptop computers to students, and this will increase student achievement across the board (Frontline, 2011). The closer we get to a one-to-one ratio of students/tablets, the higher our student achievement is likely to be.

Ease of use is another advantage. As outlined above, the tablets are user friendly. Training for proper maintenance and use would be necessary. For use in RTI Tier 2, the tablet's uses and benefits appear to be greater than that of the computer. However, discussions of use of this and the other technologies should be on-going over the next 3 years or so.

A Service Learning Requirement for the Tidioute Community Charter School

Our Service Learning Committee was tasked to develop recommendations for a service learning requirement for the Tidioute Community Charter School. Service learning is a trend in education that focuses on developing a strong sense of service to one's community among the students. It is broadly intended to help students to understand their role in, and importance to, their communities as they provide services of one type or another. Some of these may be individual projects within the community, while others may involve groups of students working together to accomplish a task for the community. Our committee believes that a rigorous service learning requirement will support our students in their development both in behavioral terms, as well as in their appreciation of their responsibilities to their communities. In that fashion this service learning requirement will likewise support the RTI efforts at TCCS, in particular the RTI behavioral initiative which was described above.

Below, we describe service learning in general, with a view of instituting a service learning initiative for our school, which will involve two main components. First, a mandatory one credit class will be required for ninth and tenth grade students (the freshman/sophomore requirement) during the 2011/2012 academic year, which will include a dual focus on academic learning and authentic volunteer projects within the school and/or community. Students will learn course content, processes, and skills, strengthening their thinking skills as they develop empathy, personal ethics, and the habit of helping others in their communities.

The second part of the service learning project will be required to graduate from

TCCS and is targeted for juniors and seniors. This class will focus on the larger, more involved community service projects chosen by the students to assess their knowledge on service learning. This component will require 25 hours of service.

The Introduction to Service Learning Course Requirement

The first part of this project will be a one semester, one course credit add-on to the current technology course requirement. This organization places the technology teacher in charge of the overall content of this service learning freshman/sophomore requirement, and should be relatively easy to implement, and a curriculum has already been ordered for this initiative. All students in grades nine and ten will be required to take this one semester course credit during the 2011-2012 school year. This course will also include ten to fifteen hours of service to the community during that semester.

As stated previously, this semester long credit course will contain an academic component as well as some smaller projects that will involve the students in the community of Tidioute as well as the school community. In the academic component of this course, the students will be introduced to service learning and develop an understanding of how service learning can support development of them as people, but also how it is able to bring a community together. Intro to Service Learning will involve several community organizations and different types of volunteer work. This academic component will be based on web-searches, among other things, which is one reason to tie this requirement to the technology course.

This course will also include a considerable amount of collaboration with the students as to what type of service projects they are interested in as individuals and as a group. Throughout the semester, students are expected to participate during in-class

activities and discussions, as well as work in small groups to partner with a local agency or organization. They are expected to explore the issues being addressed by their partner organization, the roles that volunteers play, and determine how to make the partnership more reciprocal. Students will be assessed on quality and sincerity of their participation, written reflections, project proposals and presentations.

The Service Learning Project (Graduation Requirement)

Juniors and seniors will be required to participate in either an independent service learning project or a small group service learning project. Like the ninth and tenth grade course described above, this course, will become a graduation requirement for students at TCCS. This course will strengthen and define the term service learning to our student body and provide them with an opportunity to make a positive and lasting impact in the community that they are a part of.

Each student's project will be based on student choice and they will be able to complete it during their junior or senior year at the charter school. Once the framework of service learning is in place the students will chose an appropriate project in a field that suits their interests and they are able to produce their best quality of work.

We plan on beginning that course during the 2012/2013 academic year. At that point, all students entering this course will have already participated in the ninth and tenth grade course requirement described above.

It is our understanding that there will be a block schedule for these students in the afternoon during the seventh, eighth, and ninth periods. During that block of time there are three classes that should incorporate the junior and senior service learning project into their existing class. These include the following:

Technology Education – During a portion of this time students could build, repair, or assemble what is needed for their project within the community.

College Prep – During a portion of this time students could accumulate community service hours which many colleges and senior projects now require. Many of these students could also accumulate the required hours by serving within the school community by tutoring math and reading in the lower grades.

ROBA Recover – During a portion of this time students could help in the elementary wing with tutoring thereby building their own self-esteem and confidence. We note that research over the years has supported using students with behavioral problems as tutors for younger students, indicating that this intervention often alleviates many behavior problems (Bender, 2008; Maher, 1982; 1984). ROBA students may also choose to work on service learning projects outside the school which could help them see the usefulness of their classroom learning by solving community problems.

The teacher who is in charge of the above mentioned classes will be given a rubric that the students who are participating in the service learning project are to follow. The student's grade will then be determined by the class teacher based on the rubric. The rubric will contain the many components required to complete the project including quality and sincerity of their participation, written reflections, project proposals and presentation, and a final product. That teacher will also maintain the file on the documentation to assure the students have met the requirements and be monitored by the Service Learning Project Group. Service learning is not just a class to fill the students' schedules, this is the basis on what our school is built, to show that our school and the students are part of the community and provide vibrant minds to an already strong

community.

Publicity for Our Service Learning Projects

A service learning requirement not only strengthens our academic program, and our students' sense of responsibility to their communities. It also strengthens our schools' relationship with our community, so publication and wide communication on and about student projects is critical. For group junior and senior projects, and depending on the nature of the project, there may be some value to having the results of these considered by the board of various community organizations. Thus, these projects, when completed can be submitted to the Board by the Service Learning Group in the form of a presentation showing the benefits of service to the students as well as the community at large.

Video segments representing various student projects will be developed and displayed on the school website, in order to enhance the publicity of these projects and our schools commitment to our community. They can address the public relations aspect of the project by showing how the school and students are growing within the school by being more visible to the community and giving our students a chance to experience life beyond the town of Tidioute by helping other communities as well.

On-Going Evaluation and Planning

As described in the literature on RTI, on-going assessment is critical, not only for individual students but also for evaluation of the school's RTI efforts as a whole. Thus, faculty should anticipate the review of this RTI initiative several times each year, over the next three to five years. Likewise the organization and practices within both the technology initiative and the service learning initiative may change, as the faculty move into implementation of these innovative practices, but the TCCS faculty is confident that these initiatives will improve our efforts in behalf of our students, and ultimately lead to increased success for those students. Thus, we collectively commit ourselves to these initiatives for the 2011/2012 academic year.

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