Washington County School District

MultiTiered System of Supports (MTSS)
Updated 2017-2018

Beliefs: A Shift in Thinking

The central question is *not*:
"What about the student is causing the performance discrepancy?"
But
"What about the interaction of the curriculum, instruction, learners and learning environment *should be altered* so that the students will learn?"

This shift alters everything else.

"Making a shift to a new paradigm like RtI, does not simply involve accepting a new set of skills. It also involves giving up certain beliefs in favor of others."
(Batsche, 2008)

With this said, the goal of RtI is not to only look at the learner but also analyze and manipulate the learning environment, the curriculum being taught, and the instruction being delivered. The State of Florida identified goals of RtI:

- Adjust instruction and implement scientifically-based instruction and interventions based on individual needs. The ultimate goal is student success in the form of increased academic achievement and positive behavior as early as possible.

- Ensure that students' difficulties are not due to lack of appropriate instruction.

- Decrease disproportionate representation of minority populations being identified as students with disabilities.

- Make informed decisions about what resources are needed to ensure student success by closely monitoring student progress based on instructional relevant data.

Overview of Tiered Instruction within Response to Intervention

Tier I (Universal) Intervention/Instruction – Tier 1 interventions are those available/provided to all students in the classroom. These may be research based, but are not necessarily prescriptive.

<div align="center">Tier 1 – School-Wide, Universal Core Curriculum</div>

- Deliver core curriculum to all students during 90-minute reading block at the elementary level. Middle/High determined as outlined in 2010-11 K-12 Comprehensive Research-Based Reading Plan
- Assess ALL children three times per year
  - Measure ALL student progress against grade level benchmark. Core curriculum should be effective with 80% of all students.
    - Begin with whole class instructional strategies
    - Differentiate instruction as needed with flexible small groups and other differentiation strategies
    - Monitor and assess student progress using authentic result measures (see glossary for clarification of this term).

Tier Two Strategic Intervention
Tier II interventions are to be implemented when assessment indicates that a student is not making adequate gains from universal instruction alone. These interventions will be delivered in smaller groups and are designed to meet the specific needs of a student and his/her peers with similar needs. These interventions MUST be research based.

<div align="center">Tier 2 – Strategic Interventions</div>

- Students in general education classrooms who have not met benchmarks through whole class and differentiated instruction (10-15% of all students)
- Strategic Interventions **do not replace** classroom instruction but support classroom instruction by focusing on specific deficits
- Strategic Interventions should be conducted by the classroom teacher or other trained individual with groups of five or fewer students.

- Interventions are targeted to the identified area of need. Interventions are highly interactive (both oral and written). Skills are directly applied. Attendance/delivery of intervention is documented.

Tier Three Intensive Intervention

Tier III Interventions are those which offer a student highly individualized, systematic and explicit instruction in an area of assessed need. Although the programs or strategies may be similar to those offered at Tier II, the intervention is classified as "intensive" if it is individualized to meet the needs of a particular student and the duration and/or intensity of the intervention is increased to accelerate student response.

<div align="center">

Tier 3 – Intensive Interventions

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- Students in general education classroom who are consistently falling behind their aim line with whole class and strategic interventions (5-10% of students):
    - Interventions are specifically matched to student needs through a task analysis of the learning or behavioral problem.
    - Interventions should be conducted by a highly qualified teacher or trained professional in a small group (2-3 students or one-on-one tutoring).
    - Interventions should consist of no less that 20-30 additional minutes, 5 days per week, in addition to Tier 1 and Tier 2 instruction.
    - Intervention should be highly interactive requiring high levels of student response (oral and written), incorrect responses are immediately corrected. Level of program should allow student to give correct responses 80% of the time.
    - Intervention programs are highly structured or scripted.

School-Level RtI Plan Template

School Level RtI Plan Template

I. **Please list the membership of your Intervention Support Team (IST) for the 2010-2011 school year.**

Name	Title/Role	Reason for Including Person on Team

II. **Scheduled Meetings** (Please attach a copy of the signup sheet that will be available to teachers.)
1. When will the meetings occur?
    Day of the Week:
    Time:
2. Where/how will the teacher request an IST meeting for a student?

3. How will you cover classes for teachers meeting with the IST?

III. **Meeting Processes**
1. Which administrator will be responsible for IST meetings?
2. Who will lead the meeting in the absence of the administrator?
3. Who will be the recorder in the meetings?
4. Who will manage the records (student folders and tracking) from the meetings?

IV. **Progress Monitoring and Diagnostic Assessment**
1. What will be your process for monitoring your school data (FAIR, STAR Reading, STAR Math)?

2. Who will manage/schedule/administer diagnostic instruments when they are required for individual students in the RtI process?

Targeted Area	Who will schedule?	Who will administer the diagnostic?	Who will report to the IST?
Reading			
Math			
Behavior			
Other			

3. Who will graph data provided by teachers? _____

V.   Follow-up from the Intervention Support Team Meetings
What will be the process for assuring the following?
1. Teacher has made contact with parent
2. Classroom observations are conducted to assure fidelity of implementation?

VI.   When and how will your school processes be presented to teachers at your school?

Describe your plans for assuring that all questions about Response to Intervention are handled appropriately and in a timely manner?

How will you assure that teachers are fully aware of the tools available for continued implementation of RtI?

The Problem Solving Approach

Using the Problem Solving Model

The Intervention Support Team (IST) will use problem solving, and will support the use of problem solving, at all levels of working with at-risk students. This includes the classroom level, grade level, and in IST meetings. Problem solving requires specifying the problem, developing and implementing appropriate interventions, recording the results, and evaluating the outcomes.

Data and Progress Monitoring:
Student achievement data is essential to successful problem solving. The frequency of data collection and the kind of data collected will vary according to the type of problem, the severity of the problem and the tools available. There are four major categories of student achievement data that will be collected and reviewed:
- school-wide data that indicates the progress of students in similar interventions;
- baseline data that compares the targeted student's current level of functioning to performance standards and/or the performance of his peers;
- progress monitoring data that tells us the targeted student's rate of learning;
- diagnostic information that will provide information about specific skill acquisition and serve to answer the "why" question in relation to the targeted student's difficulty.

The data should provide the following information:

--**School-wide data** (Administrative Responsibility):
- What is the overall success of Tier 1 (Universal) instruction?
- Are certain subgroups less successful than others?
- How effective are individual Tier II and Tier III interventions for all students receiving those interventions? (For example: What is the progress rate for Read 180 students? If 20 students are receiving instruction using PALS, how does their rate of progress compare?

--**Baseline data:**
- The gap between the student's current performance and benchmark (expected) performance; this is information about how far behind the standard the student is. For example, if the student is supposed to recognize 200 words by the end of 1st grade, we need to know how many the student actually recognizes.
- Information that compares the targeted student's level of skill with others in his class; note: if the whole class is behind the standard, then the interventions need to be for the whole group, not an individual student.

--**Progress Monitoring data:**
- Data that is collected after a student, group, or class has been targeted for additional assistance and is receiving intervention. Unlike the baseline data, which is a static picture of a child's performance at a point in time, progress monitoring is a measure of rate, and is fluid; that is, it measures change, and will require more than one assessment of the student's skill. It includes:
  - The targeted student's rate of progress – how fast is he learning? How does his rate of progress compare to the rate of the rest of the class?
  - Will he learn quickly enough to catch up by the end of the year?
  - Rate is determined by looking at several scores over time.

Developing an Intervention:

What is an intervention?
An intervention is a specific academic/behavioral strategy that differs from activities occurring in the student's classroom. It is designed to provide an at-risk student with the necessary skills and academic/behavioral supports to allow him/her to achieve grade-level expectations.

An intervention is not:
- Simply completing a form – an intervention is what you do with the child;
- An assessment, such as a Functional Behavior Assessment, a classroom observation, or a psycho-educational evaluation;
- A change of seating or preferential seating
- Small group or any other instruction, including going over the same material again, **if** the instruction is not specific to the student's identified problem and does not include frequent and ongoing progress monitoring that measures the impact of the instruction on the student's learning.
- Progress monitoring **without** targeted intervention
- Parental contact;
- Homework or peer buddies;
- Retention;
- In or out of school suspension

Teacher Problem Solving:
- When the teacher or parent recognizes a student problem or need, problem solving steps are initiated.
- Review the student's cumulative record and all other available data (DashBoard, PMRN, etc.). This information can be recorded on the Student Progress Profile Form.
- Define the problem in behavioral/observable/measurable terms.
- Identify the student's strengths and positive attributes. These can be recorded on the Tier I Intervention Plan.
- Begin collecting frequent progress monitoring data aligned to the problem definition to determine whether or not the student is responding to the curriculum and/or behavioral expectation of the classroom (3 to 5 data points for a baseline).
- Identify the replacement behavior(s)/academic skill(s) needed.
- Monitor data and schedule follow-up with parent. Communication with the parent must be documented on the Tier I Intervention Plan.
- If the data confirms that the student is still performing below curricular expectations and that his/her rate of progress is not sufficiently closing the gap, request an Intervention Support Team Meeting.
- Interventions targeted to the identified behavior/skill gap(s) are implemented with fidelity and progress monitoring and documentation continues to occur until the teacher presents information to the IST and during the IST process.

Student Not Achieving at Benchmark Level
(Determined by universal screening or *other indicators)*

TIER 1

Problem Solving
- Define problem
- Identify goal
- Work w/ instructional team to determine intervention
- Use available strategies: targeted instruction, small group, etc.
- Match strategies to defined problem

The Parents
- Discuss problem
- Discuss classroom interventions for problem
- Develop Tier I Intervention Plan with parent

Progress Monitoring
- Collect Baseline Data
- Work Samples
- Test Data
- Intervention Data (progress monitoring)
- Evaluate effectiveness

TIER 2

Problem Solving
- IST Request
- Review teacher data
- Look for root cause of problem - additional diagnosis (ERDA, DAR, GMADE, FBA)
- Strategic targeted intervention
- Specific programs/strategies
- Increase frequency, intensity, duration

The Parents
- Keep Parent Informed:
  - Follow-up after IST meetings
  - Invitation to subsequent IST meetings
- Share progress monitoring data

Progress Monitoring
- Look at progress of class
- Progress monitoring is more frequent (bi-weekly or weekly)
- FAIR Ongoing Progress Monitoring if applicable
- Behavior Charts, Behavior Intervention Plan
- Grades are not sufficient data
- By the end of Tier II you will also need to look at data that shows whether the intervention is successful for other Tier II students.

TIER 3

Problem Solving
- Review progress monitoring data
- Review all records, diagnostics, and parent concerns
- Develop individually targeted intervention
- Research-based programs/ strategies
- Increase frequency, intensity, duration
- Monitor Progress

The Parents
- Parent Present
- Parent collaborates with plan development

Progress Monitoring
- Weekly progress monitoring
- Assess rate of progress
- Assess how far behind benchmark
- Will student catch up at this rate?
- Was progress less, same, or more than class?
- How did this student's progress compare to others in the same intervention?

Meeting Descriptions and Guidelines

Note: This information delineates meetings according to purpose. Depending on the frequency and length of RTI meetings, it may be possible to consolidate multiple purposes into one meeting. Generally, the Intervention Support Team Leadership team meets with a different grade level team each week for approximately one hour.

Team Membership: Leadership by the school's principal and assistant principal is essential. This IST team meets with the grade level team routinely. As applicable and appropriate special education teacher, ELL coordinator, school counselor, school psychologist, speech therapist and response to instruction/intervention specialists may be invited to attend.

Meeting tips:
- Don't meet without the essential team members
- The focus is on general education – involve the special education teacher as appropriate
- Designate roles (timekeeper, facilitator, note taker)
- Review the purpose
- Stick to the agenda
- Organize the data before the meeting
- Celebrate successes

80% MEETING - Conducted after fall, winter & spring universal screening

Purpose: To determine the effectiveness of the core program and make necessary adjustments if it is not meeting the needs of most students.

Examine the data. Are 80% or more of your students meeting benchmark?

Yes: Celebrate! Are all students making growth? Have you set ambitious goals for the next trimester?

No: Discuss the following questions about the core program.

READING, MATH AND WRITING
- Are all teachers using the program with a high degree of fidelity?
- Is instructional time protected, or are there interruptions such as school assemblies, fire drills, etc.?
- Is the instructional block sufficient, or is more time needed?
- Are students grouped appropriately? (group with the lowest skills has the fewest members, group with the highest skills has the most members)

ATTENDANCE
- Is there a clearly articulated attendance policy? Is it being implemented?
- Is there sufficient outreach to families and a welcoming attitude toward all students?

BEHAVIOR
- Is there a schoolwide behavior policy, behavior curriculum and behavior team?
- Are behavior expectations posted, taught, practiced, and reinforced at the building and classroom level?
- Are support personnel such as bus drivers and playground attendants trained in positive behavior support?
- Is there a classroom behavior incentive system?

20% MEETING - Conducted after fall, winter & spring universal screening

Purpose: To determine which students are in need of intervention, select appropriate interventions, schedule intervention groups, and schedule progress monitoring. (NOTE: The 80% and 20% meetings can be conducted jointly and do not need to be separate meetings)

READING, MATH and WRITING

Use FAIR, Curriculum Based Measures, classroom assessments (including report card information), and other agreed upon measures to identify students with skills in the lowest 20% at a specific grade level.

- Using FAIR or other CBMs, is the skill deficit is fluency, accuracy, or both?
- Using core curriculum assessments and other classroom information, can the team identify other needs (comprehension, vocabulary, math concepts, writing organization)?

ATTENDANCE

Review attendance data and identify students with more than 5 absences in a 30 day period.

- Is there a group of students with a similar attendance issue?
- Would breakfast with the school counselor or daily check-ins improve the group's attendance?
- Do individual students need a point system for arriving on time each day, an "attendance buddy," a wake-up call, or home visits?
- Is an attendance plan appropriate?

BEHAVIOR

Review behavior data and identify students with a concerning number of discipline or counseling referrals in a 30 day period.

- Do behavior expectations need to be revisited and reinforced to a select group of students?
- Are behavior prevention or intervention programs available?
- Does a group of students need a social skills lunch bunch?
- Do parents need more support with managing behavior and parenting skills at home?
- Does a student need a behavior plan with clearly defined skills to be taught and established supports and expectations?
- What other positive supports could be put in place to assist the student?
- Does a student need a Functional Behavior Analysis?
- What other environmental issues should be considered?

*DATA REVIEW MEETINGS - Conducted every 4-6 weeks per grade level

Purpose: To review progress monitoring for all students in interventions (20% group) and make decisions about whether to proceed with, discontinue, or change an intervention.
Before meeting:

Draw aimlines and trendlines on progress monitoring graphs (each student will need a minimum of 3-7 data points).

Sort progress monitoring data into two groups (be sure to use decision rules to form the groups!):
    1) Students making sufficient progress
    2) Students who need a change in intervention

During meeting:
1) Quickly review students making sufficient progress, determine if any student(s) should discontinue intervention.
2) Discuss groups or individual students in need of an intervention change. Consider: more time, a new curriculum, or a significant reduction in group size.
3) Change students' graphs to indicate the intervention modifications.
4) If a student continues to not make progress or if the concerns go beyond the scope of this meeting, move toward an individualized intervention planning meeting

INDIVIDUAL INTERVENTION MEETINGS - Conducted as determined by school level discussion

Purpose: To review student information (progress monitoring, cumulative file, developmental history, attendance history, behavior history) and use it to plan an individually-designed intervention, or to review progress monitoring from individually-designed intervention to determine if referral is appropriate.

The Intervention Support Team

The Intervention Support Team (IST) is a school-level team utilized to provide teachers with support when students are not successful in the classroom setting. An IST shall exist in each school and serve as the primary problem solving team for all types of academic and behavioral learning issues.

GOALS of the Intervention Support Team
- **Prevention** – The IST is accessible to all school personnel to prevent student learning problems or resolve them in their early stages.
- Problem Solving – The IST will apply a problem solving approach by clearly defining the problem, determining the root cause and identifying the needs of the students who are experiencing difficulties.
- Intervention – The IST will develop and assist the teacher in implementing, based on the defined problem, appropriate interventions and will monitor progress to evaluate the results.
- Collaboration/Consultation – The IST will coordinate school and community resources to help meet the individual needs of identified students.
- Training – The IST will facilitate training for school personnel and parents regarding Response to Intervention and the role of the Intervention Support Team.

Membership

While membership on the Intervention Support Team may vary from school to school the following individuals should be considered:

Administrator – Principal-required (Assistant Principal may share this role with Principal)

Student's Classroom Teacher(s) – This is the person or person(s) bringing the student information to the ISTs

Parent(s) – While the parents may not be involved in the first IST on a student, they should be invited to subsequent meetings. IDEA 2004 legislation requires that parents be involved with the intervention process. An invitation letter is included in this handbook.

School Psychologist

Guidance Counselor

Staffing Specialist

Speech Therapist

Reading Coach

Other classroom or resource teachers or support personnel – as needed

Intervention Support Team Member Responsibilities:

Student's Classroom Teacher:
- Completes the Student Progress Profile, Student Data Form, Tier I Intervention Plan (with parent input), and Request for IST Meeting Form prior to the meeting
- Documents parent contact and input (see Tier 1 Intervention Plan)
- Follows up with parent after the IST meeting if parent is not present

Administrator:
- Arranges for teachers' classes to be covered
- Provides adequate meeting space and time for meeting
- Secures resources for intervention
- Assures fidelity of intervention implementation through classroom observations

Parent(s):
- Provides relevant home/community information

- Provides relevant medical/social information
- Collaborates with school personnel in implementing interventions

Guidance Counselor:
- Administers, or arranges for, screening tests and reports findings to the IST
- Assists the teacher in data collection for presentation to the IST
- Available for consultation, particularly on behavioral interventions

Academic Analyst:
- Administers academic diagnostic assessments and reports to IST
- Pulls reports from Dashboard, Performance Matters, PMRN and presents at IST
- Provides intervention information and support to the teacher.
- May assist with some intervention implementation
- Available for consultation on interventions
- May provide some resources or help teacher organize data collection
- May provide training on intervention implementation or data collection techniques

School Psychologist:
- Contributes expertise in evaluation of outcomes, data collection, data analysis
- Identifies strategies, materials, and resources for interventions
- Provides guidance in decision-making regarding assessment issues
- May assist with collecting diagnostic or screening information as request by the IST.
- Graphs data provided by the teacher

Staffing Specialist:
- Provides screening and diagnostic information
- Serves as liaison with ESE and Student Services and helps monitor the IST process
- Provides input on intervention implementation

Other Teachers or Support Personnel:
- Contributes information regarding instructional methodologies and curriculum
- Assists in developing interventions from their area of expertise
- Provides support for interventions to the student's classroom teacher
- May manage paperwork generated by the IST process

Assigned Roles and Duties of Team Members

The following are suggested roles to assure smooth implementation of the IST process. They may overlap or vary depending on the organization of the team.

IST Chairperson
- Non-rotating role
- Coordinates completion of required IST documentation, providing support to referring teacher when necessary
- Assures teacher has copy of sample agenda prior to meeting
- Maintains calendar and notifies members of dates and times as necessary
- Coordinates completion of referral paperwork if an ESE referral is necessary

Facilitator
- Establishes and maintains a supportive atmosphere
- Keeps the meeting goal oriented by following agenda
- Pays special attention to group problem solving process issues

- Attempts to elicit appropriate level of agreement during the process
- Points members back to available resources in the meeting (RtI Handbook, Intervention Flipchart, PreReferral Manual, etc.)
- Works to assure understanding of issues

Recorder
- Keeps an accurate and concise record of IST meeting using the appropriate forms
- Asks for clarification about key information
- Assures that all relevant information is obtained and recorded
- Assures that the classroom teacher has a copy of the required interventions and progress monitoring requirements

Time Keeper
- Monitors how far a team has progressed
- Prompts the team to remain focused on the issue at hand
- Helps the team come to closure when time is running out

Intervention Liaison (Critical Role-Rotating and will often be shared)
- Consults with referring teacher about types of classroom-based assessment techniques that might be useful
- Assists the referring teacher, when necessary to collect baseline data prior to first IST meeting
- Consults with the teacher regarding intervention(s) and progress monitoring being implemented that were planned at the first IST meeting – **IT IS CRITICAL THAT A PERSON FOLLOW UP WITH THE CLASSROOM TEACHER BETWEEN MEETINGS TO HELP ASSURE THAT APPROPRIATE DATA IS BEING COLLECTED.**
- Assists in evaluating intervention and progress monitoring fidelity (i.e., implemented as designed) and effectiveness (i.e., whether student made progress)

Intervention Support Team Sample Meeting Agenda (Based on 30 minute timeline)

Time	Task
~ 1 min.	Introductions as necessary Facilitator reviews the agenda as necessary
~2 min.	Inventory, Student Strengths and Talents: • Team discusses student's strengths and positive qualities; • Team identifies rewards or incentives that help motivate student.
~3-5 min.	Assess Concerns: • Chair, Facilitator, or Teacher summarizes referral concerns; • Team Members share any additional concerns • Team members review relevant background information (Student Progress Profile, Student Data Form, Tier I Intervention Plan)

~3-5 min.	Review Baseline and Intervention Data:
	• Teacher summarizes interventions implemented prior to IST meeting and discusses parent contacts;
	• Teacher reviews student response to Tier 1 intervention and any baseline data collected;
	• Team discusses:
	   o What appears to be the root cause of the student's problems? What is the desired replacement behavior?
	   o What, if any, additional data is needed to make this determination?

~5 min.	Set Academic and/or Behavioral Goals: • Team selects and defines the top 1-2 concerns in easily observable and measurable terms (Long-Term Goal); • Team sets an ambitious but realistic, observable, and measurable goal that is attainable in 4-6 weeks (Short Term Goal that is directly tied to replacement behavior)
~5-10 min.	Design an Intervention Plan: • Team develops at least one intervention to address the concern(s); • Team selects at least one method or tool to monitor student progress for each intervention; **Recorder documents the plan, including** • series of specific teacher-friendly intervention steps, • when and where it will be implemented,

	• materials required, measures to monitor student progress, • how frequently progress data will be collected, • person(s) responsible for intervention and progress monitoring .
~2 min.	Review Intervention Plan • Recorder reviews main points • Facilitator elicits any final concerns; assures that teacher understands plan and who to go to for help • Chairperson schedules follow-up meeting and reminds teacher to follow up with parent.

Sample Follow-up Meeting Agenda

Time	Task
~ 1 min.	Introductions as necessary Facilitator reviews the agenda as necessary
~3 min.	Review Initial Concerns • Recorder briefly reviews initial IST meeting documentation • Facilitator elicits any updated background information since the initial meeting occurred
~5-10 min.	Debrief on Implementation of Intervention Plan: • Teacher and Intervention Liaison (probably Reading Coach) discuss implementation issues and progress monitoring data • Team members ask any questions necessary to clarify information
~5 min.	Evaluate Plan Effectiveness: • Team members evaluate academic and/or behavioral progress by comparing progress monitoring data collected to the goals set in the initial IST meeting • Team members determine if student progress indicates the potential to close the learning and/or behavioral gap by the end of the school year • Does it appear that the root cause has been identified and is being appropriately addressed?
~5-10 min.	Decide on Next Steps: • Team members make decision for continuation, modification, or intensification based on student's progress • Determine if additional screening, materials, and/or support is necessary and plan accordingly • Follow-up meeting scheduled based on decision made
~2 min.	Review Decision: • Assure understanding of decision and next steps • Remind teacher to follow up with parent if parent is not present

The *Response to Intervention Handbook* must be available and open at every meeting. The toolboxes and other helps should be the first source of information when looking to implement interventions.

Other Resources that should be available:
- *Quick Reference to Reading Intervention Strategies Flipchart*
- *Pre-Referral Intervention Manual*, Hawthorne (The red book)

When questions arise concerning a student in the IST process, district staff is available to assist the team in making decisions concerning intervention and progress monitoring.

District Timeline for Response to Intervention Activities

Time Period	Activity	Tier/Audience	Responsibility
August	Review student data at the school, classroom, and individual level Includes development of IPDPs and transition of IST students from previous year	Tier 1 All students/teachers	School administration, Guidance, Classroom Teachers, Academic Analyst
August/ September	FAIR-- AP1, iReady	Tier 1 All students	Classroom Teachers. Academic Analyst
September	Note students on "Watch List" • Retained students • Levels 1/2 - FSA • Lowest Quartile • Students with failing grades at mid term • Previous year's Tier 2 or Tier 3 students • Students reading below grade level	All students	Classroom Teachers; School Administration; Reading Coaches
	IST Begins	Tiers 2 and 3;	School Administration
End of 1st 9 Weeks (MS/HS) and at the end of subsequent 9 weeks.	**Grades of all Level 1 and 2 students are reviewed.** Data review and data chats as needed with these students. Academic Analyst provides support in content-area classes to address reading needs of these students. See Special Procedures for MS/HS on page 27.	Level 1/2 students	Classroom Teachers School Administration Academic Analyst District Curriculum District Student Services
October – December	IST continues; Progress monitor students	Tiers 2 and 3	Classroom Teachers; IST
December/ January	FAIR – AP 2; iReady **Review "Watch List".** If student is not making adequate progress toward benchmark, Tier I Intervention Plan <u>must</u> be implemented unless already begun. Be sure to look at students in danger of retention.	Tier 1 All students	Classroom Teachers; Reading Coaches
January - March	IST continues; Progress monitor students Students in danger of retention must be referred to IST. <u>Grades K-3:</u> Notice of Reading Deficiency goes home with 2nd 9 weeks report card. <u>Possible Retention Letters</u> go home with 3rd 9 weeks report cards. This means that IST should have already occurred for these students.	Tiers 2 and 3	Classroom Teachers; IST
End of March (60 days prior to end of school)	Deadline for convening a Child Study Team (CST) on a student.	Tier 3	IST
March/April	FAIR – AP 3	All students	Classroom Teachers; Reading Coaches
April	IST Follow-ups and Wrap Ups. Initial IST meetings should only occur if a new student moves into the school. Progress monitor students	Tiers 2 and 3	Classroom Teachers; IST
May		All Students	Classroom Teachers

Describing the Tiers

Tier 1		Tier 2		Tier 3	

Tier 1 instruction involves and includes all students. However, there are times in Tier 1 where additional intervention or monitoring is warranted due to the lack of progress a student is making. The following procedures are for those students whose data indicates that an escalation in intervention to Tier 2 may be forthcoming.		*General Education teacher requests IST meeting.*
		   Completes Request for IST Meeting
		   Completes Student Data Form
		   Updates Student Progress Profile
		   Has parent sign Notification of Screening Form
				Intervention Support Team has recommended increasing the intensity of intervention to Tier III.	

General Education teacher observes that the student exhibits an on-going academic or behavior problem by analysis of student data (CBM, FAIR, etc.) even with adjustment of instructional technique and differentiated instruction.		*IST conducts meeting (parent must be invited to each meeting after the first Tier II meeting)*
		   Review IST Meeting Request Form and Tier I Intervention Plan.
		   Review Student Progress Profile
		   Review Student Data Form
		   Determine if additional diagnostic assessment is needed.
		   Look at effectiveness of Tier I instruction (80/20).
		   Plan for any screenings
				TIER III INTERVENTION MUST OCCUR DAILY FOR A MINIMUM OF 20 MINUTES (Reading)/10 MINUTES (Math) IN ADDITION TO CORE INSTRUCTION. THE INTERVENTION MUST BE ALIGNED TO THE DIAGNOSED AREA OF NEED. INTERVENTION MAY INCLUDE, BUT MUST GO BEYOND PREVIOUS INTERVENTION. INTERVENTION PROVIDED MUST BE TRAINED TO IMPLEMENT THE INTERVENTION.	

Teacher gathers relevant data to establish baseline:
   Completes Student Progress Profile
   Review existing data (PMRN, DashBoard, Grades)
   Conducts Curriculum-Based Measurement (CBM) assessment(s) and/or behavior assessment(s).
   Teacher meets with Instructional Team to determine strategies to address learning and/or behavior problem.
		Develop Tier II Intervention Plan
		   Specify roles and responsibilities for interventions and additional diagnostics
		   Assure that teacher understands how to progress monitor and what data to collect
		   Complete Additional Indicators Form
		   Set a time to follow-up.
				IST conducts Tier III meeting (parent invited).
				   IST reviews all documentation from Tiers I and II.
				   Targeted intensive individual interventions are developed for academic concerns (Tier III Intervention Plan).
				   Positive Behavior Intervention Plan is developed for behavior concerns.
				   The Tier III Intervention Plan must include weekly progress monitoring and data collection.
				   Interventions must be implemented with fidelity for a minimum of 4-6 weeks.	

General Education teacher meets with parent(s) regarding concern, baseline data and possible interventions:
   Develops Tier I Intervention Plan (This is only for the student(s) who are experiencing ongoing difficulty with Tier I intervention.)
   Discusses goal for student and date to follow up
   NOTE: If speech articulation appears to be a problem, consult with the Speech Therapist at Tier I.
		Intervention Plan must include weekly progress monitoring for four to six weeks (minimum). Academic intervention must include core program plus supplemental instruction 3-5 times per week. Teacher must maintain calendar indicating when intervention occurs. Intervention must be aligned to the targeted area of need.		*IST conducts follow-up meeting (parent invited).*
				   Reviews results of interventions and makes a determination:
				       Continue and/or modify interventions at Tier III or Tier II; continue to monitor progress and follow up with the IST;
				       Request further documentation from Tier II or III before proceeding;
				       Convene Child Study Team and proceed with referral for ESE.	

General Education teacher implements aligned interventions
   For an appropriate length of time (min. 2-4 wks) – maintain a calendar to show when student received the intervention
   Collects data weekly to ascertain effectiveness of the intervention
   Conducts follow-up conference with parent(s) to discuss effectiveness of interventions and review data.
		During the time that Tier II interventions are being implemented:
		   Principal or designee conducts Instructional Fidelity Review
		
		IST conducts meeting #2 (parent invited).
		   Discuss any additional diagnostic data and observations
		   Review progress monitoring data and discuss student response to intervention.
		   Review rate of progress to determine if student is making adequate gains
				If Child Study Team is recommended:
				   Obtain parental consent.
				   Proceed with ESE paperwork
				All interventions in place during Tier III must be continued during the referral process or replaced with alternate interventions.	

Intervention Successful	***Intervention Unsuccessful***	***Intervention Successful***	***Intervention Unsuccessful***		
Continue Tier 1 intervention(s) and monitor progress	*Proceed to Tier II or revise intervention(s).*	*Continue intervention and progress monitoring.* *Plan for follow up*	*Revise Tier II interventions.* *IST may recommend increasing intensity to Tier III.*	***No disability identified***	***Disability identified***
Assure that Tier I Intervention Plan is complete and signed by parent.		***Assure that all Tier II forms are complete and parent is aware of student progress.***		*School personnel continue to develop and implement interventions with continued monitoring*	***Proceed to IEP development***

Overview of Forms Supporting the Response to Intervention Process

Tier 1 Before 1st IST	Tier 2	Tier 3
Tier 1 Intervention Plan *Student Progress Profile* *Progress Monitoring Data Form* *Intervention Calendar* *Student Data Form* *Parent Notification of Intervention Activities/ Screening Form* *Request for IST*	- Intervention Support Team Folder Checklist - Intervention Support Team Tracking Report - Tier II Intervention Plan *Progress Monitoring Data Form* *Intervention Calendar* - Additional Indicators Form *Teacher Observation Form* - Instructional Fidelity Form - Update Student Progress Profile	- Intervention Support Team Tracking Form (maintain) - Tier III Intervention Plan - Teacher Observation Form (#2) - Instructional Fidelity Form (#2) *Progress Monitoring Data Form* *Intervention Calendar*

Forms noted in *italics* are the responsibility of the classroom teacher with support from the Reading Intervention Coach.
Forms not in italics will be completed during Intervention Support Team Meetings.

Tier 1 Information and Forms

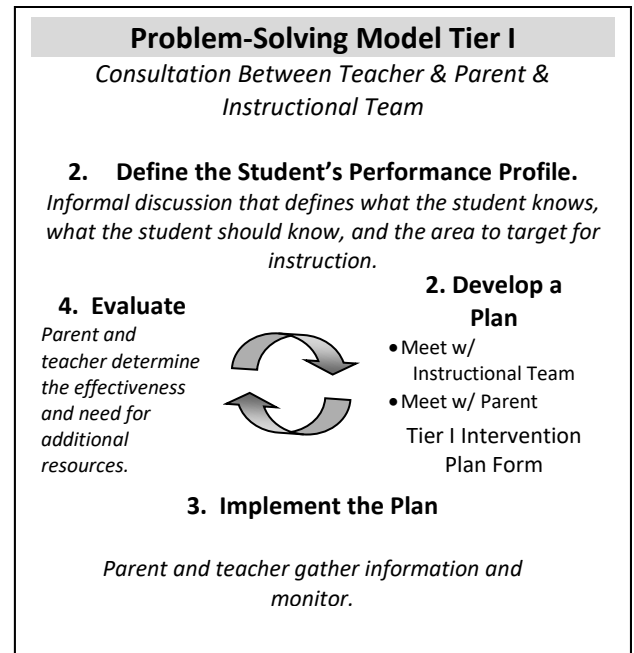# Description of Response to Intervention (RtI) Tier I

Purpose of Problem Solving Model (PSM) Tier I:
- Informs parents and teachers of concern
- Establishes communication between school and home
- Attempts initial resolution of the concern

Description of PSM Tier I:

A teacher with a concern regarding a student's performance (academic or behavior) contacts the student's parents and engages in a consultative process to resolve the presenting problem. General education interventions are implemented at this level and communication between the parents and teacher is opened as parents are informed of initial concerns. In addition, the teacher meets with peers to determine if other general education interventions are recommended. Problems are frequently resolved at this level.

Tier II Problem Solving begins when plans at Tier I do not result in sufficient student growth, or when either the parents or teacher indicates a need for additional resources.

Problem-Solving Model Tier I
Consultation Between Teacher & Parent & Instructional Team

2. Define the Student's Performance Profile.
Informal discussion that defines what the student knows, what the student should know, and the area to target for instruction.

4. Evaluate
Parent and teacher determine the effectiveness and need for additional resources.

2. Develop a Plan
- Meet w/ Instructional Team
- Meet w/ Parent
  Tier I Intervention Plan Form

3. Implement the Plan

Parent and teacher gather information and monitor.

PSM Tier I Activities:

1. Define the Student's Performance Profile.
Teacher and parent meet informally and discuss the student's performance profile: What the student knows, what he/she should know, and the area to target for instruction /intervention.

2. Develop a Plan
The teacher looks at data with instructional team and generates interventions. The teacher then meets with the parent to develop the plan. It should be written formally using the Tier I Intervention Plan Form.

3. Implement the Plan
The classroom teacher conducts the selected intervention. Information is gathered to indicate the success of the intervention. Progress monitoring information must be aligned to the targeted intervention.

4. Evaluate Progress
Based upon the information gathered, the teacher and parent determine the effectiveness of the intervention. They may discontinue the intervention when the area(s) targeted for instruction/intervention is resolved, revise the intervention, or refer student to Intervention Support Team (IST) if the targeted area continues to be of concern.

RtI Tier I Checklist (to be initiated when a student is not making adequate progress in the classroom)
☐ MS/HS see Special Procedures
☐ Complete *Student Progress Profile* Form
☐ Teacher meets with Instructional Team to determine appropriate strategies for intervention.
☐ Hold Parent/Teacher Conference
☐ Discuss performance and develop a plan to address area(s) of concern (I Form).
☐ Provide any materials to parent for home intervention.
☐ Implement Tier I intervention plan for at least 15 days.
☐ Progress monitor regularly. *Progress Monitoring Data Form*
☐ Maintain *Intervention Calendar* this calendar documents what intervention was done and when it occurred
☐ Review effectiveness of *Tier I Intervention Plan*.
☐ Review Tier I Intervention Plan with the parent-2nd contact. Document on Tier 1 Intervention Plan
Decision Making by Teacher and Parent at Tier I
☐ Intervention plan successful: Discontinue Tier I Intervention Plan
☐ Revise and/or continue Tier 1 Plan.
☐ Request IST Meeting
If IST Meeting is Requested, Teacher Must:
☐ Complete *Student Data Form*
☐ Have parent sign *Parent Notification of Intervention Activities/Screening* Form
☐ Update *Student Progress Profile* Form
☐ Sign up for IST – Complete *IST Request Form*

Documenting Tier 1 Interventions:

When students begin to struggle with academic or behavioral issues, the classroom teacher selects and implements one or more research-based intervention strategies to assist those students. This could include, but is not limited to:
- additional small group time,
- more targeted instruction during small group time,
- short-term individualized assistance,
- more frequent conferencing for goal setting,
- checking work more frequently during independent work time

 A strong intervention plan requires more than just well-chosen interventions. According to Witt, VanDerHeyden, and Gilbertson, 2004, four additional components include:
1) Student concerns (targeted area) should be clearly and specifically defined;
2) One or more methods of formative assessment should be used to track the effectiveness of the intervention;
3) Baseline student data should be collected prior to the intervention; and
4) A goal for student improvement should be determined at the beginning of the intervention to judge whether that intervention is ultimately successful.

If one of the above is missing, the intervention fails to meet minimum RtI standards.

The *Tier I Intervention Plan* **Form** is the standard format for documenting Tier 1 interventions.
It contains the following:

- ***Definition of up to two student academic or behavioral problems*** *(along with recognition of student strengths)* – The most significant step in selecting an effective classroom intervention is to correctly identify the target student concern in clear, specific, measureable terms (Bergan, 1995). While there is room to note two, the teacher is asked to choose one target area on which to focus.
- ***Intervention description aligned to targeted need*** – The teacher describes the research-based intervention(s) that will be used to address the identified student concern.
- ***Intervention Delivery*** – Details necessary for implementing the intervention in the classroom. These include:
  - where and when the intervention will be used,
  - the pupil/teacher ratio,
  - frequency of intervention,
  - length of each session,
  - materials needed/used.
  During the intervention period the teacher notes each time the intervention is delivered on an Intervention Calendar.
- ***Assessment Data*** – For each intervention, the teacher:
  - selects data that will be formatively collected throughout the intervention period to judge the effectiveness of the intervention.
  For each data source, the teacher collects
    - baseline data on student performance and
    - determines an outcome goal that the student is expected to attain if the intervention is successful.
    During the intervention period the teacher collects and maintains the data on a progress monitoring data chart .
- ***Checkup date*** – The teacher notes the date on which the intervention will be reviewed to determine whether it has been sufficiently effective. Note: Academic interventions normally take a minimum of four instructional weeks to determine if the intervention is having positive effect.

It is important that the teacher realize that he/she is not alone in this endeavor. The Intervention Support Team is available to assist with this process.   -adapted from "How RtI Works' Series, 2010, Jim Wright   interventioncentral.org

Student Name: _____ Teacher Name: _____ Year: _____

Student Progress Profile – Primary

Relevant Reading Assessment Information					
Date					
GE					
% Rank					
Relevant Math Assessment Information					
Date					
GE					
% Rank					

GRADES				
Subject	**1st 9 Wk.**	**2nd 9 Wk.**	**3rd 9 Wk.**	**4th 9 Wk.**
Reading				
Spelling				
Writing				
Math				
Social St.				
Science				
Work Hab.				
Citizen.				

Absences							
1st 9 Wk.		**2nd 9 Wk.**		**3rd 9 Wk.**		**4th 9 Wk.**	
E	**U**	**E**	**U**	**E**	**U**	**E**	**U**

Discipline Referrals			
1st 9 Wk.	**2nd 9 Wk.**	**3rd 9 Wk.**	**4th 9 Wk.**
Office	**Office**	**Office**	**Office**

(Date:_____)	
Concepts/Comm.	
Operations/Computations	
Process/Application	
Total Test %	
Total Test GE	
ERDA (Date:_____)	
PA Composite %	
Phonics Letter %	
Phonics Decoding %	
Fluency Composite %	
Vocabulary Compos. %	
Listening Comp. %	
Reading Comp. %	

FAIR Data (Complete cells that apply to student)			
	AP1	**AP2**	**AP3**
PRS			
LC Total Correct			
Target Passage			
RC Total Correct			
% Accuracy			
Fluency WCPM			
Vocabulary			
Print Awareness			
Letter Names			
Letter Sounds			
Phoneme Blending			
Phoneme Deletion/Initial			
Phoneme Deletion/Final			
Initial Letter Sound Connection			
Final Letter/ Sound connection			
Word Building – Initial Consonant.			
Word Building – Final Consonant			
Word Building – Medial Vowels			
Word Building – Consonants			
Word Building – Vowels			
Word Building – CVC/CVCe			
Word Building - Blends			
Word Building – Blends and Vowels			
Multisyllabic Word Reading			

SAT 10 (Administration date: _____)		
	%	**Notes**
Total Reading		
Total Math		
Total Language		

Student Name: _____ Teacher Name: _____ Year: _____

Student Progress Profile – Grades 3 – 5

Relevant Reading Assessment Information

Date					
GE					
% Rank					

Relevant Math Assessment Information

Date					
GE					
% Rank					

GRADES

Subject	1st 9 Wk.	2nd 9 Wk.	3rd 9 Wk.	4th 9 Wk.
Reading				
Spelling				
Writing				
Math				
Social St.				
Science				
Work Hab.				
Citizen.				

Absences

1st 9 Wk.		2nd 9 Wk.		3rd 9 Wk.		4th 9 Wk.	
E	U	E	U	E	U	E	U

Discipline Referrals

1st 9 Wk.	2nd 9 Wk.	3rd 9 Wk.	4th 9 Wk.
Office	Office	Office	Office

FAIR Data

	AP1	AP2	AP3
FSP			
Lexile Measure			
Percentile Rank			
Words/Phrases			
Main Idea/ Purpose			
Comp/Cause			
Reference/Res.			
Maze %			
Word Anal %			

FSA

Grade: _____	Level	Scale Score	%
Reading			
--Words/Phrases			
--Main Idea/Author's			
--Cause/Effect			
--Reference/Research			
Math			
--Number Sense			
--Measurement			
--Geometry			
--Algebraic Thinking			
--Data Analysis			
FCAT Writing	Date:		
--Narrative			
--Expository			

(Date: _____)			DAR (Date: _____)		
Concepts/Comm.			Word Recognition		
Operations/Computations			Spelling		
Process/Application			Oral Reading		
Total Test %			Silent Reading Comp.		
Total Test GE			Word Meaning		
NOTES:			NOTES:		

Student Name: _____ Teacher Name: _____ Year: _____

Student Progress Profile – Middle

Relevant Reading Assessment Information					
Date					
GE					
% Rank					
Relevant Math Assessment Information					
Date					
GE					
% Rank					

GRADES				
Subject	**1st 9 Wk.**	**2nd 9 Wk.**	**3rd 9 Wk.**	**4th 9 Wk.**
Reading				
English				
Science				
Math				
Social St.				

Discipline Referrals				
Period	**1st 9 Wk.**	**2nd 9 Wk.**	**3rd 9 Wk.**	**4th 9 Wk.**
1st				
2nd				
3rd				
4th				
5th				
6th				
7th				

FAIR Data			
	AP1	**AP2**	**AP3**
FSP			
Lexile Measure			
Percentile Rank			
Words/Phrases			
Main Idea/Pur.			
Comp/Cause			
Reference/Res.			
Maze %			
Word Anal %			

Absences								
Per.	**1st 9 Wk.**		**2nd 9 Wk.**		**3rd 9 Wk.**		**4th 9 Wk.**	
	E	**U**	**E**	**U**	**E**	**U**	**E**	**U**
1st								
2nd								
3rd								
4th								
5th								
6th								
7th								

SRI Lexile (Read 180)				
Date				

(Date: _____)			DAR (Date: _____)		
Concepts/Comm.			Word Recognition		
Operations/Computations			Spelling		
Process/Application			Oral Reading		
Total Test %			Silent Reading Comp.		
Total Test GE			Word Meaning		
NOTES:			NOTES:		

Student Progress Profile – High

SRI Lexile					
Date					

GRADES				
Subject	**1st 9 Wk.**	**2nd 9 Wk.**	**3rd 9 Wk.**	**4th 9 Wk.**
Reading				
English				
Science				
Math				
Social St.				

FAIR Data			
	AP1	**AP2**	**AP3**
FSP			
Lexile Measure			
Percentile Rank			
Words/Phrases			
Main Idea/Pur.			
Comp/Cause			
Reference/Res.			
Maze %			
Word Anal %			

Discipline Referrals				
Period	**1st 9 Wk.**	**2nd 9 Wk.**	**3rd 9 Wk.**	**4th 9 Wk.**
1st				
2nd				
3rd				
4th				
5th				
6th				
7th				

Absences								
Per.	**1st 9 Wk.**		**2nd 9 Wk.**		**3rd 9 Wk.**		**4th 9 Wk.**	
	E	**U**	**E**	**U**	**E**	**U**	**E**	**U**
1st								
2nd								
3rd								
4th								
5th								
6th								
7th								

(Date: _____)			DAR (Date: _____)		
Concepts/Comm.			Word Recognition		
Operations/Computations			Spelling		
Process/Application			Oral Reading		
Total Test %			Silent Reading Comp.		
Total Test GE			Word Meaning		
NOTES:			NOTES:		

Student Name: _____ Teacher Name: _____ Year: _____

Tier I Intervention Plan

Student's Performance Profile

Strength(s)	Evidenced By
Area(s) of Need:	**Evidenced By**

Intervention Plan for Targeted Area of Need:

Targeted Area of Need:		
Current Performance (baseline data) in area of Targeted Need (FCAT, SAT 10,, SRI, Text Pretest, Student Adherence to Classroom Behavior Plan):		
Date of Instructional Team Meeting: _____ Strategies Suggested by Instructional Team:		
The student will (describe observable, measurable behavior):		
Aligned Intervention (Include frequency, pupil/teacher ratio, session length):		
Describe Data to be Collected on Student Response to Intervention : (Attach Progress Monitoring Data Form and Intervention Calendar)	**Baseline**	**Goal by Check Up**
Parent Support: Parent Signature: _____ Date: _____ Teacher will follow-up on _____ with ☐ Conference ☐ Phone Conference Second Parent Contact Date: Type:		
Item(s) Discussed		

Evaluate Progress (Review Progress Monitoring Data Form and Intervention Calendar):

Student is making adequate progress with Tier I intervention.   **Yes**   **No**

Tier I intervention will be modified.   **Yes** (attach new Tier I Intervention Plan)   **No**

Student will be supported by Intervention Support Team (IST).   **Yes**   **No**

IF STUDENT IS BEING REFERRED TO IST:
- UPDATE *STUDENT PROGRESS PROFILE FORM*
- COMPLETE *STUDENT DATA FORM;*
- HAVE PARENT SIGN *PARENT NOTIFICATION OF INTERVENTION ACTIVITIES/SCREENING FORM;*
- SIGN UP FOR IST- COMPLETE *IST REQUEST FORM.*

Progress Monitoring Data Form #1
For Curriculum Based Measurement

Student _____ Teacher _____
Grade/Tier _____ Starting Date of Intervention _____

Academic/Behavioral Skill Targeted _____
Progress Monitoring Instrument _____
Intervention: _____
_____
Baseline Data _____ Date Taken _____
Short-term Goal: _____

Data Point	Date	Score	Progress of Peer Group/Class
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Note: Minimum of Baseline and 4 Data Points Required for Progress Monitoring

Teacher Comments on Student's Progress:

Intervention Start Date:

_____

Implemented By:

_____

Session Length:

_____

Intervention Calendar

This calendar documents when planned intervention occurred, not student actions and/or response.

Intervention Description: _____

_____

Mark the date and time each intervention occurred. _Be specific with materials/lesson_.

Monday	Tuesday	Wednesday	Thursday	Friday	Notes about Student/Class Progress

Notes: _____

Intervention Support Team Meeting Request Form

Student Name:	Teacher:
First Request: Yes No	Grade:
Parent Name:	Phone:
Parent Address:	

I request a meeting of the Intervention Support Team to assist in providing interventions for the above named student. All Tier I documents are complete and attached.

____ Tier I Intervention Plan
____ Student Progress Profile
____ Progress Monitoring Data Form
____ Intervention Calendar
____ Student Data Form
____ Parent Notification of Intervention/Screening

I have observed problems that interfere with his/her educational progress in the following area(s): Please check all that apply.
_____ Academic performance-Specifically_____
_____ Behavior and/or discipline – Specifically _____
_____ Other – Specifically _____

Parent Conferences Held:
Date: _____ Method: _____
Date: _____ Method: _____
Date: _____ Method: _____

Intervention Support Team Meeting scheduled for: _____
                                                                              Date   Time

Teacher: _____

Student Data Form

A. Student Name:	**ID#**	**Date:**
	Grade:	**Retention(s) – Specify Grade Level(s):**
B. DOB:		**Good Cause Promotion(s) – Specify Grade Level(s):**

C. Attendance – Last Year	**Attendance – Current Year**
Days Present _____ Days Absent _____	Days Present _____ Days Absent _____

D.   Area(s) of Concern (Attach any available documentation)

READING:	MATHEMATICS:	BEHAVIOR:	OTHER:
____ **Phonemic Awareness**	____ **Basic Math Facts**	____ **Noncompliance**	____ **Medical (Area: _____)**
____ **Decoding short words**	**(automaticity of recall)**	____ **Motivation**	____ **Attendance**
____ **Decoding multisyllabic**	____ **Computation**	____ **Attention Span**	____ **Motor Skills**
words	____ **Problem-Solving**	____**Peer Relationships**	____**Listening Comprehension**
____ **Word Identification**	____ **Word Problems**	____**Withdrawn/moody**	____ **Speech/Language**
____**Sight Words**	____ **Geometry**	____ **Overactive**	____ **Social Skills**
(automaticity of recall)	____**Measurement**	____**Verbally aggressive**	____ **Anxiety**
____ **Reading Comprehension**	____ **Probability/Data**	____**Physically aggressive**	____ **Vision**
____ **Reading Fluency**	____ **Analysis**	____ **# of current referrals**	____ **Hearing**
____ **Vocabulary Development**	____ **Other**	____**# of prior year referrals**	____**Other**
____ **Other**		____**# of ISS Days**	
		____**# of OSS Days**	
		____**Other**	

E. Date of Vision Screening (must be w/in past 12 months): _____	**Date of Hearing Screening** (must be w/in past 12 months): _____
Results: Within Normal Limits __Yes __ No	**Results: Within Normal Limits __Yes ___No**

F. Standardized Test Scores **Test Title:** _____ **Date:** _____	**Reading**	**Math**	**Writing**	**Science**	**FAIR Risk Level (circle)** **H M L N/A**

G.   Rate the following characteristics as: (1) Never (2) Sometimes (3) Frequently

	Classroom Interaction with Teacher		Work Behavior		Classroom Interaction with Peers
	Demands Teacher Attention		Difficulty following directions in sequence		Interacts with peers appropriately
	Appears inattentive, easily distracted		Performs inconsistently from day to day		Disturbs others
	Excessive concern with achievement		Working one or more grade levels below in a subject area		Lead, or joins others in inappropriate behavior
	Participates in class discussion/activities		Difficulty completing assignments		Appears withdrawn
	Responds appropriately to praise/correction		Unprepared for class (materials/assignments)		Engages in destructive and/or aggressive behavior
	Impulsive – talks out – difficulty waiting turn		Difficulty in whole group		Picks on others
	Misinterprets verbal questions and directions		Difficulty in small group		Is picked on by others
	Makes inappropriate responses to conversation and questions		Difficulty working independently		Low frustration tolerance
	Refuses to follow directions		Appears to try hard		Poor judgment in interpersonal relations

H.   Attach *Tier I Intervention Plan* documenting parent conferences.

I. Services Received:	____ **Speech/Language Therapy**	____ **ESL/LEP/ELL**
	____ **Tutoring**	____ **Occupational Therapy**
	____ **Physical Therapy**	____**Community Services**
	____ **Small Group/Ind. Guidance**	____ **Read 180**
	____ **504 Accommodations**	____ **Previously Screened/Evaluated – Year___**
	____ **BIP in place**	

J.   Additional Comments/Information/Teacher Observations:

Student Data Form (to be completed before First IST Meeting)

Washington County School Board

652 Third Street
Chipley FL 32428
Phone (850)638-6222

Parent Notification of Intervention Activities/Screening

Student Name: _____ Date of Birth: _____

School: _____ Teacher: _____ Grade: _____

Date(s) Sent Home: _____

Dear Parent or Guardian,

In an effort to maximize individual student success, our school has an Intervention Support Team. The mission of the Intervention Support Team is to:

- **Identify** the needs of students who are struggling with their academics and who may be at-risk of school failure;
- **Recognize** those students who are achieving at high academic levels who may need additional enrichment experiences;
- **Provide** students with the academic, behavioral and social support needed to succeed in school by **implementing** various strategies and interventions within the classroom.

This team is comprised of administrators, teachers and other school personnel who are involved with your child's learning.

At this time, it is believed that this process will be helpful for your child. The Intervention Support Team will collect data relevant to your child's learning and monitor his/her progress. The following activities **can be** completed as part of the Intervention Support Team process:

Vision Screening	Classroom Observations	Curriculum Based Assessments
Speech Screening	Develop/Review Intervention Plan	Language Screening
Record(s) Review	Anecdotal Records	Other:_____
Intellectual Screening	Hearing Screening	Educational Screening

As this data is gathered, the Intervention Support Team will meet to discuss appropriate strategies (be it enrichment or remediation) to help your child meet with success in the classroom. We consider you, the parent, to be a key member of the team. Your input is important and we encourage you to participate, as much as possible, in this process. You will be notified of meeting date/time to discuss your child's needs at this time.

If you have any questions regarding the Intervention Support Team process, call:

_____   _____
Intervention Support Team Designee   Phone Number

▪▪

_____   _____
Parent Signature   **Date**

Intervention Support Team Folder Checklist

(attach to front of student folder)

_____ Tier I Intervention Plan

_____ IST Request Form

_____ Student Data Form

_____ Parent Notification of Intervention Activities/Screening

_____ Student Progress Profile

_____ Intervention Progress Monitoring Tracking Report

_____ Progress Monitoring Data Forms

_____ Intervention Calendars

_____ Additional Indicators Form

_____ Tier II Intervention Plan

_____ Tier III Intervention Plan

_____ Instructional Fidelity Observation Form

_____ Progress Monitoring Data (Graphical)

_____ Comparison Data (Graphical)

_____ FBA (Behavior)

_____ Screening Assessments (specify)

_____

_____

_____

_____ Diagnostic Assessments (specify)

_____

_____

_____

Tier II Information and Forms

Description of Response to Intervention (RtI) Tier II

Purpose of Problem Solving Model (PSM) Tier II:
- Gather data about an area targeted for instruction/intervention
- Develop/monitor new plans to increase performance in area(s) of concern
- Obtain help from other teachers
- Examine how targeted area(s) impairs student functioning

Description of PSM Tier II:
When the student learning problem is not resolved at RtI Tier I, additional resources are sought. At this point the teacher requests a meeting with the Intervention Support Team (see membership requirements). This team engages in the problem-solving process by defining a student's performance profile, seeking additional diagnostic information, analyzing areas of concern, generating strategies to address concerns (see Tier II Intervention Toolbox), and monitoring fidelity of implementation and alignment of instructional strategies to the identified need. The IST may use the services of a resource teacher or school psychologist to generate additional information to help determine and meet the specific needs of the student.

Problem-Solving Model Tier II
Consultation Between Teacher & Parent & IST

1. Define the Student's Performance Profile.
Informal screenings/records review and further definition of the area(s) of concern.

4. Evaluate IST determines effectiveness and need for additional resources.

2. Develop a Plan Strategies are discussed and a plan is written. Tier II Form

INTERVENTION SUPPORT TEAM

3. Implement the Plan
Plan is implemented, data is gathered and fidelity and progress are monitored.

Special Procedures at Middle School:
Students who score at Levels 1 and 2 on FCAT require intervention beyond normal classroom routine. While the IST process is not required to be started on each of these students, the following must occur:
- At the end of each nine weeks the administration and/or designee (Reading Coach, Guidance Counselor) reviews the achievement of each of these students.
- When these students are failing subjects, a data review is conducted.
- An Instructional Team meeting includes a review of these students, and the Reading/Intervention Coach provides support, additional diagnosis, etc. as applicable.
- Parents are contacted i.e. student achievement. This goes beyond sending the Report Card home.
- Quarterly Data Chats are held with Intensive Reading students during the Intensive Reading classes. These include having the students track their progress to their determined achievement goal. Intervention for math students is monitored in the classroom.

Special Procedures at High School:
High school teachers maintain class lists on which they document the level of their students and the interventions being provided in their classrooms for these students. These lists are updated a minimum of three times per year and are turned in to the Administration for review.

Students who score at Levels 1 and 2 on FCAT Reading are deemed to be at risk in the area of reading. Schedules of these students are reviewed individually to assure that intervention needs are addressed. Once a student is assigned to a reading intervention class (Intensive Reading or Content-Area Reading), the teacher becomes the case manager for the student. This means that at the end of each nine weeks the teacher, with the assistance of the Reading Coach, reviews the achievement/grades of the student. The Intensive Reading teacher conducts a data chat with each of these students to attempt to determine the root cause of the achievement issues. The Intensive Reading teacher then follows up within two weeks after the report card goes home by preparing a list of these students with a summary comment about each. This list is given to Administration. At that time any of the following may result:
- Administration follows up with individual teachers to determine support needed for students.
- Administration directs Reading Coach to observe students in classes where they are having difficulty to determine if there are additional strategies that can be used to support.
- Administration convenes an Instructional Team meeting of teachers who share common students to determine ways to support.
- Administration determines that an IST must be convened due to significant and ongoing difficulty demonstrated by a student.
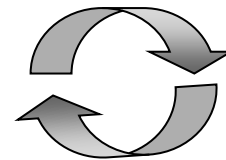
In the meantime, the Intensive Reading teacher is required to continue support for these students. This support may include devoting class time to assist students with content-area reading requirements if reading is determined to be a root cause of the achievement problems the student is experiencing. In addition, the teacher(s) whose class the student is failing is required to make contact with the parent/guardian to assure that the parent/guardian is aware of the student's achievement status. This contact goes beyond sending the report card home.

Students who score at Levels 1 and 2 on FCAT Math are also deemed to be at risk. These students are monitored by math teachers, and their achievement is reviewed during monthly department meetings. The Assistant Principal for Curriculum must be made aware of any student who continues to experience ongoing difficulty, as evidenced by a grade below a "C", even with support and intervention in the classroom. Parent contact is required in these cases as well.

PSM Tier II Activities:

1. **Describe the Student's Performance Profile (provided on *Student Progress Profile* Form):** During PSM Tier II the IST reviews information such as vision, hearing, health, and attendance. Through discussion with the teacher and parent, the team further defines the student's performance profile. Screening information confirms the existence of discrepant academic skills or behavior compared to other children. It also rules out any medical or physiological issue that may be impacting the problem. This process helps estimate the severity of the area(s) of concern.

2. **Develop a Plan:** The IST then works with the teacher to develop strategies that s/he can use to address the problem. Parents and teacher agree upon a reasonable intervention by listing possible solutions based on information from the data collected. Strategies are developed that offer solutions that have a reasonable probability of success based on research and knowledge of effective practice. **Solutions should be feasible and acceptable to the teacher and able to be implemented with integrity**.

   A Tier II Intervention Plan must include:
   - specific procedures and strategies,
   - person(s) responsible,
   - objectives with specific criteria,
   - methods of measuring outcomes, date(s) on which activities will occur
   - observation for instructional fidelity
   - timeline for IST to review student progress.

3. **Implement the Plan:** The teacher and other responsible individuals implement the intervention. At this level, progress monitoring data aligned to the targeted intervention must be collected weekly or biweekly depending on the duration and type of the intervention. Data collection must be consistent enough so that a graph could be created from the data.

4. **Evaluate Progress:** If the student's performance does not improve at an acceptable rate, the general education intervention is modified. This process recycles as often as needed or the IST may decide to move to Tier III if:
   - An ongoing review indicates that sufficient change has not occurred;
   - Parents request involvement of additional resources;
   - The intensity of the required interventions are impacting the achievement of other students; or
   - The team desires assistance in gaining new knowledge regarding the identified area of concern.

The following are indicators of when to consider moving from Tier II to Tier III:
   - Anytime the IST determines a need for more assistance to determine the appropriate resources for a student;
   - Anytime a "red flag" appears. See the sample list of red flags (indicators of a need for intensive interventions) below.
   - If given the current plan, the student is not making anticipated progress toward benchmark, even with Tier II intervention. Teams are cautioned not to wait until problems become so severe that the situation negatively impacts the students and/or teacher due to intensity of the intervention required.

Sample "Red Flags" for moving to Tier III:
   - Student moves in from another district or area with interventions/services provided in the past;
   - Student moves in and appears to have had very different instruction or has significant gaps in learning;
   - More specialized assessment data is needed to determine the cause of the problem;
   - Student has been referred to the IST in the past a number of times and specific strategies have been provided;
   - Student has had significant medical trauma or mental health concerns or issues;
   - FCAT Level 1 for multiple years;
   - Functioning below the 15th percentile on multiple assessments (FAIR, SAT10, STAR Math, etc.)
   - Student requires excessive individualized instruction, re-teaching, and 1-on-1 assistance;
   - Student does not meet grade level standards and benchmarks in more than one academic area;
   - Student appears unable to successfully participate in any academic activities;

- Student is potentially harmful to self or others;
- Behavior consistently interferes with learning of self or others in the classroom, even with consistent Tier II intervention;
- Behavior significantly disrupts classroom functioning;
- Severe behavior problems have been seen over time

RtI Tier II Checklist
☐ MS/HS Follow "Special Procedures" noted on Pages 24, 25. Follow this checklist only if it is determined that an IST must be convened.
☐ Hold IST Tier II Meeting(s)
☐ Maintain *Intervention Support Team Tracking Report*
☐ Look at effectiveness of Tier I instruction (80/20).
☐ Determine if additional data is needed and plan for obtaining this data.
☐ Write *Tier II Intervention Plan*.
☐ Follow-up with parents if not present at IST meeting
☐ Implement Tier II intervention plan for at least 30 days.
☐ Progress monitor weekly. Maintain *Progress Monitoring Data Form* and *Intervention Calendar* indicating dates and times Tier II intervention occurred.
☐ Look at progress of student against progress of class.
☐ Review effectiveness of Tier II Intervention Plan.
☐ Complete *Additional Indicators Form*
☐ Complete *Teacher Observation Form*
☐ Complete *Instructional Fidelity Form* (administrator or designee)
Decision Making by IST at Tier II
☐ Intervention plan successful: Discontinue Tier II Plan
☐ Intervention successful: Write new Tier I plan.
☐ Revise and/or continue Tier II Plan.
☐ Increase Intervention to Tier III.
If Intervention is Increased to Tier III:
☐ Chart/graph data with trend line. (School Psychologist)
☐ Academic - Assure that an individualized diagnostic has been administered and that the intervention is planned based on the diagnostic data. (ERDA, DAR, G$^+$MADE)
☐ Behavior – Assure that an FBA has been administered.
DO NOT PROCEED TO TIER III WITHOUT THE ABOVE!

INTERVENTION PLAN PROGRESS MONITORING TRACKING REPORT

This document is to be updated at every IST meeting.

Student: _____ Date of first IST Meeting:
_____

Tier 1: Copy of Tier I Intervention Plan along with any data in Intervention Folder
Beginning Date of Tier I Intervention: _____

Tier II – Part A: Student Data Form, and updated Student Progress Profile in Intervention Folder
Date of Meeting: _____
Completed Additional Indicators Form in Intervention Folder
Recommendation of Team:
_____
_____
_____

Signatures of team members present at meeting:

_____

_____

_____

_____

_____

_____

_____

_____

Tier II – Part B: Copy of Tier II Intervention Plan, Progress Monitoring Data Chart, Intervention Calendar, and Instructional Fidelity Observation Form in Intervention Folder
Date of Meeting: _____
Recommendation of Team:
_____ Problem resolved – Exit Tier II   _____ Modify Tier II interventions   _____ Growth rate inadequate; initiate Tier III

Signatures of team members present at meeting:

_____

_____

_____

_____

_____

_____

_____

_____

Tier III- Part A: Review all previous documentation and interventions.
Date of Meeting: _____

Recommendation of Team:
_____
_____
_____

Signatures of team members present at meeting:

_____

_____

_____

_____

_____

     _____

_____

     _____

Tier III – Part B: Copy of Tier III Intervention Plan, Updated Progress Monitoring Chart, Intervention Calendar, and any additional observational information in Intervention Folder
Date of Meeting: _____
SUMMARY OF DISCUSSION (ALL PERTINENT DATA FROM PROGRESS MONITORING TIERS II, III MUST BE REVIEWED)
_____
_____
_____
_____
_____

RECOMMENDATIONS:
_____
_____
_____
_____
_____
_____
_____
_____

Signatures of team members present at meeting:

_____

     _____

_____

     _____

_____

    _____

_____

    _____

Additional Meeting Date (if needed): _____

RECOMMENDATIONS:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

The Intervention Support Team has reviewed all data regarding the above student prior to making recommendations.
Data from Progress Monitoring Data Charts has been graphed indicating student progress on targeted skills and/or behaviors in relation to peers and the trend line toward benchmark accomplishment.

RECOMMENDATIONS:
_____ Problem resolved – Exit Tier III   _____ Modify Tier III interventions   _____ Additional Data Needed
_____ Growth rate inadequate; Convene CST   _____ Layered Intervention too intensive to maintain without support; Convene CST

Signatures of team members present at meeting – Must include Staffing Specialist:

_____

    _____

_____

    _____

_____

    _____

_____

    _____

Note: If ESE referral is recommended, interventions must continue to be implemented throughout the referral process.

Tier II Academic Intervention Plan

Student Name: _____   Teacher Name: _____

Beginning Date: _____

Tier II intervention is IN ADDITION TO core instruction.

BASELINE PERFORMANCE:

_____
_____

_____
_____

The student will:

_____
_____

(Goal Statement: Describe in observable, measurable terms)

Short-term Progress Goal:

_____
_____

_____
_____

What Tier II interventions are planned to teach/remediate this skill?	What materials will be used to assist with the intervention?	What is the setting of the intervention? Place/amount of time/frequency	How will you measure the student's progress toward the goal? (attach Progress Monitoring Data chart and Intervention Calendar)
Who will implement?			

Teacher Observation Form

Directions: To be completed by Referring Teacher during Tier 2; An additional observation by another observer is required in Tier 3.

Rate the characteristics as: (1) Never (2) Sometimes (3) Frequently

	Characteristics		*Characteristics*
	Poor gross motor control		Low frustration tolerance
	Poor fine motor control		Difficulty completing assignments
	Slow to react to and follow direction		Poor judgment in social and interpersonal relations
	Reverses or confuses letters, words, numbers		Constantly seeks attention, especially from adults
	Frequently loses place when reading		Leads, or joins others, in inappropriate behavior
	Difficulty staying on the line when writing		Withdrawn
	Misinterprets verbal questions and directions		Short attention span, off-task
	Appears inattentive, easily distracted		Engages in destructive and/or aggressive behavior
	Poor understanding of vocabulary		Difficulty expressing ideas
	Difficulty following directions in sequence		Difficulty understanding student's speech
	Makes inappropriate responses to conversation and questions		Cannot imitate sounds correctly
	Works one grade level (or more) below in an academic subject		Speech not fluent, e.g. stuttering
	Performs inconsistently from day to day		Vocal quality not appropriate, e.g. hoarse, nasal, strident pitch
	Impulsive – talks out – difficulty waiting turn		Possible hearing problems, e.g. recurrent ear infections, tubes, allergies

Describe other concerns/issues that are related to the academic/behavior issue that are not described above:

Observer:

_____   _____   _____
Name   Title/Position   Observation Time
                                                                                                                         Period

Additional Indicators Form

LIMITED ENGLISH PROFICIENCY:
1. Is there a language other than English spoken by the student (if no, skip to next section) ☐ Yes ☐ No
2. How long has the student spoken English? _____
3. Is English spoken by others in the home? ☐ Yes ☐ No
4. What LEP services have been provided to the student? _____

MOTOR IMPAIRMENT:
1. Does the student experience motor limitation which may impact educational performance? ☐ Yes ☐ No
   If yes, please give an example: _____
2. If a child younger than the age of 8 is being considered for a possible learning disability, please describe any preschool education the child received. _____

LACK OF MOTIVATION
1. Does the student want to succeed in school? ☐ Yes ☐ No   Please give an example to support your answer? _____
2. Does the student seek assistance from teachers, peers, others? ☐ Yes ☐ No
3. Does the parent report efforts made at home to complete homework or study assignments? ☐ Yes ☐ No
4. Are the student's achievement scores consistent with the student's grades? ☐ Yes ☐ No

SITUATIONAL TRAUMA
1. Describe any recent trauma the student may have experienced (i.e., parents divorced, illness of student or family member, death of family member, serious accident or injury, crime victim, etc.).   No trauma ☐

2. Describe any other situation that could create stress or emotional upsets.

3. Has there been a significant change in the student's classroom performance within the last 6-12 months?
   ☐ Yes ☐ No

EXCLUSIONARY FACTORS (check any that apply)
Environmental Disadvantage
☐ Limited experiential background
☐ Irregular attendance (absent at least 23% of the time in a grading period)
☐ Transience in elementary school years (at least 2 moves in a single school year)
☐ Home responsibilities interfering with learning activities (caring for siblings or other major responsibilities)
☐ Lack of adequate stimulation (conversation with adults, exposure to books, etc., reading with adults)
Cultural Disadvantage
☐ Limited experiences in majority based culture (child does not participate in scouts, clubs, other organizations and activities with members of dominant culture)
☐ Geographic location
Economic Disadvantage
☐ Residence in depressed economic area
☐ Qualifies for free/reduced lunch
Are any of the above checked items compelling enough to indicate the student's educational performance is primarily due to environmental, cultural or economic disadvantage? Explain:

Instructional Fidelity Observation Form

Name of Observer: _____ Signature:	Date and Time:
Student(s) Receiving Intervention:	Length of time observed:
Person Delivering Intervention:	Number of students in group:

Intervention:			
Teacher has the materials he/she needs to deliver the intervention – Yes No Materials being used:			
Each student is actively engaged in the intervention.	Yes	No	Not Observed
Intervention is being delivered in a manner that is consistent with the research base of the intervention and as described in the Intervention Plan.	Yes	No	Not Observed
Duration of intervention matches the Intervention Plan.	Yes	No	Not Observed
Other Comments:			

Instructional Fidelity Observation Form

Name of Observer: _____ Signature:	Date and Time:
Student(s) Receiving Intervention:	Length of time observed:
Person Delivering Intervention:	Number of students in group:

Intervention:			
Teacher has the materials he/she needs to deliver the intervention – Yes No Materials being used:			
Each student is actively engaged in the intervention.	Yes	No	Not Observed
Intervention is being delivered in a manner that is consistent with the research base of the intervention and as described in the Intervention Plan.	Yes	No	Not Observed
Duration of intervention matches the Intervention Plan.	Yes	No	Not Observed
Other Comments:			

Tier III Information and Forms

Description of Response to Intervention (RtI) Tier III

Purpose of Problem Solving Model (PSM) Tier III:

- Provide additional support from administrative staff (programs, resources)
- Assist teacher(s) in gaining new knowledge regarding the identified concern
- Require in-depth analysis/assessment and further data collection
- Document plans and assist with ongoing data collection
- Measure effectiveness of intervention plans
- Assist with decision making and making instructional changes in the classroom
- Determine need for additional resources

Description of PSM Tier III:

When an area of concern is complex in nature, additional resources are often required. Support personnel such as school psychologists, district support, and other specialists may be asked to participate on the problem-solving IST. **The intent continues to be the provision of interventions in order to help the student perform successfully in the general education enviornment.** A member from the IST will act as the primary manager and will assist with documentation, intervention design, implementation, and follow up. Reviews, interviews, observations and testing will be done to further define and analyze the area of concern.

> **Response to Intervention Tier II**
> *Consultation Between Teacher & Parent & IST*
>
> 1. **Define the Student's Performance Profile.**
>   *Tier III Forms*
>
> **4. Evaluate**
> - Data analyzed to determine effectiveness
> - Success determined by rate of progress and size of discrepancy
> - Recycle or determine need to consider convening CST
>
> **TEACHER and PARENT**
>
> **INTERVENTION SUPPORT TEAM**
>
> **2. Develop a Plan**
> - Generate possible solutions
> - Evaluate solutions
> - Select a solution
> - Collect data
> - Set a goal
> - Write action plan
> - Determine progress monitoring
> - Evaluate effectiveness
> - *Tier III Intervention Plan Form*
>
> **3. Implement the Plan**
> - Implement according to written plan
> - Ongoing systematic data collection (weekly)
> - Follow-up as needed
> - Maintain Progress Monitoring Data Form and Intervention Calendar

Interventions are designed and data are gathered frequently to evaluate effectiveness.

Parent input continues to be a critical component at Tier III. Tiers II and III of this model are connected. There are, however, aprimary distinctions between Tiers II and III.

1. Tier III instruction occurs in addition to Tiers I and II. For elementary reading, this means outside the 90-minute reading block.
2. Tier III instruction occurs daily for a specified amount of time.
3. Tier III instruction is delivered by a trained individual.
4. Tier III instruction must include face-to-face direct instruction by the teacher and the teacher must administer and review progress monitoring information.
5. A calendar must be kept documenting the days the student actually receives Tier III instruction and noting when interruptions prevent such instruction.

PSM Tier III Activities:

1. Define the Student's Performance Profile.

At Tier III, the IST reviews all information. The following activities are completed to fully define the area(s) of concern.

Identify Area of Concern: Derive a general description of the concern or the current difficulty the student is having. ALL concerns are noted at this time, but if there are concerns in multiple areas, these concerns must be prioritized and a target area selected.

Define the Area(s) of Concern: Define the area(s) of concern in concrete, observable terms. This definition must be clear and recognizable by observers and must include examples of the concern(s).

Validate the Area(s) of Concern: This requires the use of a standard so that comparisons can be made between what the student is actually able to do compared to what is expected. This serves as the foundation for determining a discrepancy and the magnitude of
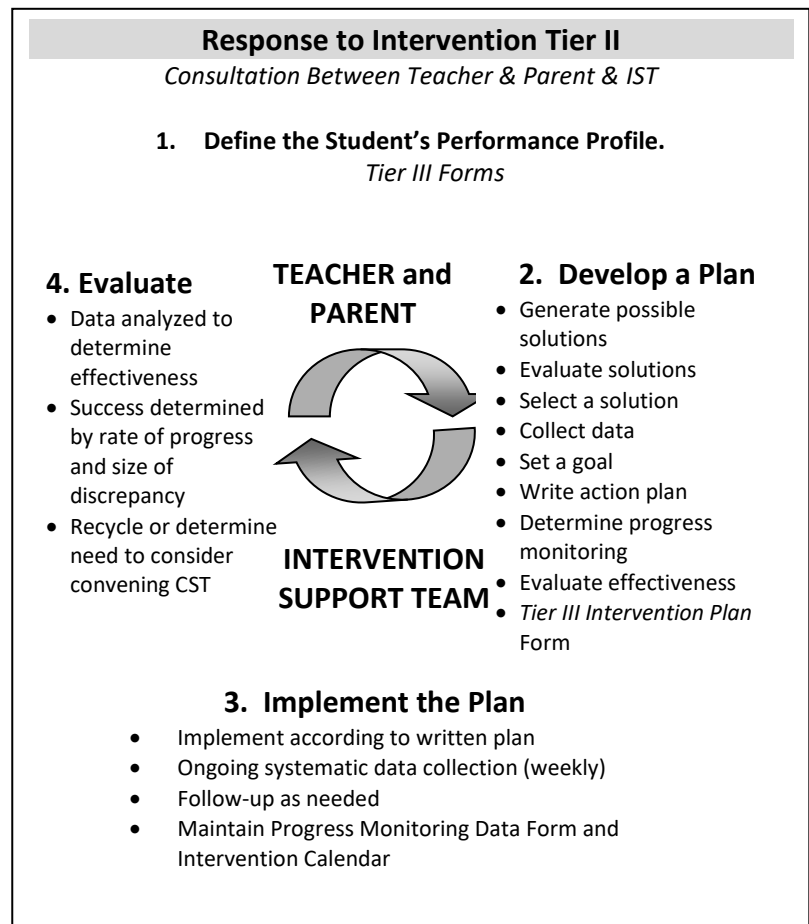
the concern. This involves charting/graphing the student's performance against the performance of peers and against the necessary growth to reach benchmark level.

Analyze the Area Targeted for Instruction/Intervention: Assessment questions are formulated to find out what we need to know to design an intervention plan. This includes looking at the domains of instruction, curriculum, environment, and the learner. A hypothesis is generated. This hypothesis attempts to establish an assumed cause for the area of concern and answer the question, "Why is the student performing at a level of concern?" Predictions about what will increase the student's performance in the area(s) of concern are made and assessment procedures are used for validation until an intervention is indicated.

Write a Performance Statement: The performance statement includes a specific area of performance, the level of the expected performance, and when/where the performance will occur.

2. Develop a Plan

The IST develops a written intervention plan based on the assessment data that has been gathered up to this point.

Generate Possible Solutions: This step requires the team to use the information gathered from the analysis of the area targeted for instruction/intervention. Based on the hypothesis and validated prediction, the team should have specific guidance as to what intervention has the highest likelihood of success.

Evaluate the Solutions: Potential solutions should consider alterable variables, feasibility, teacher skills, and the likelihood of success. Resources to conduct the intervention must be considered and a solution must be selected that is reasonable within the general education environment.

Select a Solution: When selecting reasonable solutions, it is important to take into account the feasibility that the teacher can or will implement the plan with fidelity. Plans that cannot be implemented the way they were designed will not generate much, if any, usable information for decision making at a later time.

Set A Goal: Baseline data should already be available. Write a goal including the time frame, conditions, performance, and criterion. Previous data should be considered utilizing a standard to establish expected progress (i.e., peer performance, teacher expectations, realistic /ambitious growth rates).

Write an Intervention Plan: The intervention plan should clearly identify procedures and instructional strategies to be used. Arrangements such as where and when the plan will be implemented and the materials needed to carry out the plan should be delineated. Persons responsible for all aspects of the plan are identified. It is essential that this plan is written and available to all individuals involved in the implementation of the plan.

Select Measurement Strategy: The measurement strategy employed previously should again be utilized with methods of data collection, measurement conditions, and a clearly identified progress monitoring schedule.

Plan to Evaluate Effectiveness: A decision-making plan with frequent data collection should be identified also with strategies for summarizing the data for evaluation. The number of data points or length of time before data analysis occurs should be agreed upon and a decision rule should be selected to guide the team in determining the need for instructional changes.

3. Implement the Plan

The intervention plan must be implemented as designed with modifications based on data analysis and in collaboration with other implementers. Implementation of the plan will require ongoing support, technical assistance, resource linking design review, trouble shooting, positive reinforcement for the implementers, and data collection and/or analysis. All implemented plans much be progress monitored.

Progress monitoring includes regular and frequent data collection with recording/graphing of the results. Data should be systematically analyzed so that modifications may be implemented as needed. There should also be a planned review of the results to formulate conclusions and outcome decisions.

4. Evaluate Progress

To determine the intervention's effectiveness, the decision-making plan should be used at the identified frequency. It is important to consider not only the student's level of performance, but to also consider the rate of the student's progress. Possible outcomes when evaluating an intervention include:

- *The discrepancy between expected and observed behavior of the student no longer exists. The student is expected to benefit from instruction in general education without significant modifications or adaptations.*
- *The student is making progress toward the goal, but continues to need the intervention in order to maintain the current rate of progress.*
- *The student is not making progress at the rate expected and the plan needs to be revised or modified in order to obtain the expected rate of progress. The purpose of ongoing, frequent progress monitoring is to provide the necessary data for*

making instructional changes when they are warranted. A successful intervention may have multiple phases as changes (based on data) are made. It may also be determined that a Child Study Team should be convened on this student.

- *One other possible outcome may be that the intervention is successful but the resources needed to maintain the intervention are beyond what can be reasonable continued in general education. This may also warrant the convening of a Child Study Team.*

When an ongoing review of performance in the area of concern indicates change has occurred more slowly than needed to "close the gap" with peers or when resources needed for treatment plans are more than can be expiated solely through general deduction, it is time to consider convening a Child Study Team (CST).

RtI Tier III Checklist
☐ Hold IST Tier III Meeting(s)
☐ Maintain *Intervention Support Team Tracking Report*
☐ Complete an additional observation using the *Teacher Observation Form*
☐ Assure all paperwork for Tiers II and III are complete
☐ Parents are invited to all Tier III IST meetings.
☐ Write Tier III Intervention Plan.
☐ Complete Classroom Observation *Instructional Fidelity Form*
☐ Implement Tier III intervention plan for at least 30 school days.
☐ Progress monitor weekly. Maintain data on *Progress Monitoring Data Form.*
☐ Maintain schedule of interventions on the *Intervention Calendar.*
☐ Graph data (School psychologist)
☐ Look at progress of student against progress of class.
☐ Analyze effectiveness of Tier III Intervention Plan.
Decision Making by IST at Tier III
☐ Intervention plan successful: Return student to Tier II or discontinue
☐ Not enough data gathered; Continue Tier III Intervention Plan
☐ Revise and continue Tier III Intervention Plan
☐ Progress insufficient with research-based intervention - Convene CST
☐Student making progress, but level of intervention is unsustainable in the general education classroom without support – Convene CST

Who determines when to convene a Child Study Team to consider eligibility for ESE services?
> The Intervention Support Team makes this decision collaboratively. The decision is based upon the data indicating the student's response to intervention and the layering of support the student is receiving.

Things to Consider Prior to Convening a Child Study Team:
- Are there multiple data points indicating student's insufficient response to the interventions? Do these progress monitoring data points align with the targeted area of need?
- Were the interventions implemented with fidelity? This means were the parameters of the research-based program followed; were all of the components used; was the required time adhered to? When a teacher chooses to do only part of a program, the program is not being implemented with fidelity. Unfortunately, this is not about how hard a teacher worked but about how well the process was followed and whether or not the student responded with improved achievement.
- Is there evidence that the intervention was modified based on progress monitoring data to assure the best implementation of the intervention? An example of this would be a student receiving CAI for three weeks, but the progress monitoring data indicates no positive change in achievement. Based on this the teacher alters the intervention to direct instruction on the concept.

- Does the graphical information clearly show the expected achievement, the achievement of the other students in the class, the achievement of other students participating in the same intervention (if applicable) and the targeted student's achievement?
- Review CST Problem Solving Process Review Forms to assure that data is available to answer all questions.

Process for Moving to a Child Study Team

1. The Intervention Support Team determines that:
   1.1. The student was provided with well delivered, scientific research-based general education instruction and interventions of reasonable intensity and duration with evidence of implementation fidelity;
   1.2. The student's rate of progress is insufficient OR the student requires sustained and substantial effort to close the gap with typical peers or academic expectations for the chronological age or grade level in which the student is currently enrolled;
   1.3. Immediate intervention is required to address an acute onset of an internal emotional/behavioral characteristic as listed in paragraph (4)(a) of the EBD Rule **OR** severe social/behavioral deficits that require immediate intervention to prevent harm to the student or others;
   1.4. The general education interventions are not appropriate for a student who demonstrates a speech disorder or severe cognitive, physical or sensory disorder.
2. The IST will review the student's RtI folder, verify that all items on the Intervention Support Team Folder Checklist are included and complete. If the decision is upheld that general education interventions are not needed (see 1.3 and 1.4 above), the reason must be documented.
3. Graphical data must be included.
4. A Child Study Team will then be scheduled at a time when a staffing specialist can be present.
5. At the initial CST, the referral process to determine whether the student meets criteria as a student with a disability begins.
   5.1. Parental consent for formal evaluation must be obtained and the Procedural Safeguards information provided to the parents. The evaluation process must be completed within 60 days that the child is in attendance.
   5.2. The CST will review all data and the staffing specialist will complete the CST Problem Solving Process Review. This will indicate if any additional data must be collected.
   5.3. An eligibility staffing will be scheduled.
6. At the eligibility staffing, the staffing committee will determine based upon all data reviewed:
   6.1. That the student meets/does not meet eligibility criteria for an Exceptional Student Education program, or
   6.2. The student is suspected of having a learning disability.
   6.3. A request for additional time evaluation may be granted by the parent(s).

Tier III Academic Intervention Plan

Student Name: _____ Teacher Name: _____ Beginning Date: _____

Tier III academic intervention MUST occur daily for a minimum of 10-20 (depending on area) minutes beyond core instruction.

BASELINE PERFORMANCE: _____

_____

The student will: _____

(Goal Statement: Describe in observable, measurable terms)

Short-term Progress Goal: _____

_____

What Tier III interventions are planned to teach/remediate this skill?	What materials will be used to assist with the intervention?	What is the setting of the intervention? Place/amount of time/frequency	How will you measure the student's progress toward the goal? (attach Progress Monitoring Data Form and Intervention Calendar)
Who will implement?			
Who will implement?			

Who will check in with teacher weekly to determine if assistance with progress monitoring is needed and/or to assure that intervention is continuing as planned by IST? _____

Date progress toward goal will be reviewed by the IST: _____

Tier III Intervention Plan for Behavior

Student Name: _____ Teacher Name: _____ Beginning Date: _____

Current Behavioral Performance (baseline): _____

_____

When (specify conditions): _____

The student will: _____

(Goal Statement: Describe in observable, measurable terms)

Short-term Progress Goal: _____

_____

What preventive strategies will you use?	Setting and time of intervention?	What replacement behaviors will you teach? (What will you teach the student to do instead?)	What incentives and/or consequences will be used to increase or decrease the behavior?	How often and how will you measure the progress of the desired behavior? (Attach Progress Monitoring Data Form and Intervention Calendar)	How will the results of the interventions be determined?
Who will implement?					
Who will implement?					

Who will check in with teacher weekly to determine if assistance with progress monitoring is needed and/or to assure that intervention is continuing as planned by IST? _____

Date progress toward goal will be reviewed by the IST: _____

Additional Resources

Chart of District Programs Aligned to Tiers

The following chart outlines the programs that are provided at the levels indicated. These programs are assigned to Tiers and should be used in accordance with this chart.

Subject	Program	Level	Located	Description	Tier
Reading	Accelerated Reader	K-8	Elementary and Middle School Classrooms	Supplementary Web-based program to support and encourage independent Reading	1
Reading	Bridges to Literature, McDougall Littell	6-8	Class sets at Middle Schools	A program of engaging literature selections combined with strategies and skills instruction.	2,3
Reading	Daybook from Great Source	6-8	Intensive Reading classes	High-interest fiction and non-fiction with explicit strategy instruction in reading and writing.	2
Reading	Elements of Literature with Reading Skills and Strategies Notebook	6-8	Reading classes	Core reading program Reading Skills and Strategies Notebook provides strategies to support fragile readers	1
Reading	FCRR Empowering Teachers Program	K-5	Elementary classrooms	A website that offers teachers scripted intensive reading activities for at-risk students.	2,3
Reading	FCRR Reading Center Activities	K-5	Elementary classrooms	A website that offers teachers a large variety of center activities to support the five different areas of reading development.	1,2,3
Reading	Impact!	9-12	Intensive Reading classes	A supplemental program targeting comprehension, vocabulary, and reading strategies.	2, 3
Reading	Intermediate REWARDS	4-5	One full set at each elementary school – available for use in Reading Classes upon identified need	A program of flexible strategies for decoding multisyllabic words and increasing fluency, particularly in content area passages.	2
Reading	Jamestown Series	6-8	Intensive Reading classes	High interest, engaging fiction and non-fiction with critical thinking questioning.	2
Reading Math	Pearson SuccessMaker	K-5	Elementary Technology Labs	Computer Assisted Instruction with Placement Sequence. May be used with Tier II and Tier III if additional time and targeted practice are provided.	1, 2, 3
Reading	READ 180	6-10	Intensive Reading classes	A core reading instruction program focusing on small group instruction, independent reading, and computer-based reading instruction.	3
Reading	Reading Counts	6-12	Read 180 classes and HS Intensive Reading Classes	A supplemental computer-based program targeting reading comprehension.	2, 3

Subject	Program	Level	Located	Description	Tier
Reading	<u>REWARDS</u>, Basic	6	All Reading Classes	A program of flexible strategies for decoding and increasing fluency, particularly in content area passages.	1
Reading	SRA Reading Labs	1-12	Reading classes - where schools have purchased	Supplemental comprehension, vocabulary, and reading skills program. For Tier 2 instruction it must be used as a support for direct instruction.	2
Reading	SRA Reading Mastery Plus/ Corrective Reading	K-2	Pre-First Classrooms; Others upon identified need.	Provides direct instruction on phonics, fluency, vocabulary, and comprehension. Lessons must be taught in sequence.	3

***Additional material specific to school may be available, reference K-12 Comprehensive Reading Plan online at www.fldoe.org*

ASSESSMENT TOOLBOX

ASSESSMENT	TYPE/TIER	LOCATION/WHO ADMINISTERS?	INFORMATION THE ASSESSMENT PROVIDES TO THE TEACHER	GRADE LEVELS
MATH Curriculum-Based Measurement	Progress Monitoring – Tiers 2, 3	Classroom Teacher	Create probe and re-administer form of probe regularly	K-12
READING FAIR -- Broad Diagnostic Assessment (BDI)	Screening, Progress Monitoring - Tier 1 – K-8 Tiers 2, 3 – 9-12	Administered by Classroom Teacher	Prediction of Reading Success	K-12
READING FAIR – Targeted Diagnostic Assessment	Formative, Diagnostic - Tiers 2, 3 All students below 85% on the BDI	Administered by Classroom Teacher	Diagnostic information that can be used to target instruction	K-12
READING FAIR – OPM (Ongoing Progress Monitoring)	Progress Monitoring – Tiers 2, 3 May be administered every 20 days. Tier 3 requires weekly progress monitoring.	Located in FAIR materials -Administered by Classroom Teacher	Ongoing Progress Monitoring that can be administered every 20 days.	K-12
READING ERDA (Early Reading Diagnostic Assessment)	Diagnostic - Tiers 2, 3 Must be administered prior to or at the time of increasing intervention to Tier 3.	Located in Reading Coach offices; Administered by the Reading Coach	Specific reading diagnostic information.	K-3
READING DAR – Diagnostic Assessment of Reading	Diagnostic - Tiers 2, 3 Must be administered prior to or at the time of increasing intervention to Tier 3.	Located in Reading Coach offices; Administered by the Reading Coach	Specific Reading Diagnostic Information	4 – 12
READING STAR Reading	Screening, Progress Monitor Tiers 1, 2, 3	Administered by Classroom Teacher /online	Provides information to match students to text. Shows growth.	K-8
READING SRI – Scholastic Reading Inventory	Screening, Progress Monitoring Tiers 2, 3	Administered by Classroom Teacher / online High School Intensive Reading Teachers. Also, in MS Read 180 labs	Provides information to match students to text. Shows growth.	6-12
READING CORE Assessments	Formative, Diagnostic Tiers 2, 3	Located in Reading Coach offices; Administered by the Reading Coach	Specific Reading diagnostic information	K-12

ASSESSMENT	TYPE/TIER	LOCATION/WHO ADMINISTERS?	INFORMATION THE ASSESSMENT PROVIDES TO THE TEACHER	GRADE LEVELS
READING Oral Reading Inventory	Screening – Tier I Progress Monitoring – Tiers 1, 2, 3	Classroom Teacher	Teacher chooses a grade-level passage (100 words). Marks errors while student reads. Records accuracy. Ex. 100 words/5 errors – 95% accuracy. Can do error analysis.	1 – 12
READING Oral Reading Fluency	Screening – Tier 1 Progress Monitoring – Tiers 1, 2, 3	Classroom Teacher	Teacher chooses probe. Marks errors as student reads aloud for one minute. Records correct words per minute (cwpm).	1-12 Can do letters in Kindergarten
READING Curriculum-Based Measurement	Progress Monitoring – Tiers 2, 3	Classroom Teacher	Create probe and re-administer form of probe regularly	K-12
Wide Range Achievement Test 4 (WRAT4)	Screening Tool Tier 3	Guidance Counselor or Designee	Screening tool for achievement skills (word reading, sentence comprehension, spelling, math computation, and reading composite)	K-12

What's the Problem? - Reading
Response to Intervention (RtI)

Note: This is <u>not</u> an all-inclusive list. It is intended to help Intervention Support Teams give guidance to teachers on appropriate data to collect when monitoring student progress with interventions.

Targeted Problem	Questions to Ask	Possible Data Source(s)	Frequency
Phonics – decoding • **Letters/ sounds** • **Short vowels** • **Long vowel spelling patterns** • **Blends** • **Diphthongs** • **Digraphs** • **Blending** • **Segmenting** • **Substitution** • **Deletion**	• Can the student make the sounds? • Is the student able to differentiate between sounds? • Can the student blend sounds together? • Can the student segment (or separate) the sounds to attempt spelling? • Can the student change words by substituting, adding or deleting letters? • If the student is making good grades on spelling tests, can/does the student transfer this to words with the same spelling patterns? • What specific spelling patterns are causing difficulty? Instruction: Target one or two spelling patterns per week. Provide direct instruction and guided practice.	**Letter/Sounds:** Keep data on letters that are taught, letters that other students master, letters that targeted student masters. **Spelling patterns/blending/etc.:** Use a CBM (10-20 words) that has words that represent the various spelling patterns students in the grade level are expected to know. Test student at least biweekly and chart student's progress on list. A phonics workbook page is not appropriate data.	Bi-Weekly/ Weekly
		FAIR	Three times per year
		ERDA/DAR	Can retest at end of year.
Fluency • **Rate** • **Prosody**	• Can the student decode with automaticity? (If not, go back to Phonics/decoding.) • What is the student's current cwpm? • What is the average current cwpm of the class? • Does the student read word by word or can the student use phrasing?	Oral Reading Fluency (During the week student should be engaged with choral reading, rereading, reading with audio support, echo reading, assisted reading, reading for enjoyment)	Weekly
Vocabulary • **Expressive** • **Receptive**	• Does the student have trouble with affixes? • Can the student give meanings of words in his/her own words? • Does the student have difficulty remembering taught vocabulary? How is this tested? (If the student is using the KIM strategy or Frazer model during practice, could the student be tested this way in addition to multiple choice?)	Monday – Use a CBM that incorporates words students in grade are expected to master. Assess at least bi-weekly and chart student's progress on assessment. Keep track of average score in class and this student's performance.	Weekly
		DAR	Can retest at end of year.

Targeted Problem	Questions to Ask	Possible Data Source(s)	Frequency
Comprehension • **Summarizing** • **Retelling** • **Visualizing** • **Details** • **Main Idea**	• Is the student fluent? (If not, go back to fluency and possibly decoding.) • What are you looking at to determine that comprehension is the problem? • Can the student comprehend when the passage is at a lower level? • Can the student comprehend when the passage is short? Long? • Does the student have difficulty with what the question is asking? Direct instruction would include teaching the student to "chunk" the text (stop and ask myself questions); doing "Think Alouds" to show students how to think through a passage; drawing a picture and then summarizing; underlining or listing details (List all the things that you know about the main character. How do you know that?); determining main ideas and matching the details that support; QAR; SQ3R: etc.	Keep a chart (clipboard) that tallies the times students in the small group respond to comprehension questions correctly and incorrectly. Once a week provide a passage at the reading level of the student with five questions. Keep track of how student scores.	Weekly
		DAR/ERDA	Can retest at end of year
		FAIR	Three times per year.

Resources for Implementation of RtI

Curriculum Based Measurement Probes:

- http://www.interventioncentral.org/index.php - This site has multiple CBM generators for
    - Math,
    - Letter Naming Fluency,
    - Wordlist Fluency,
    - Reading Fluency,
    - Maze Passage,
    - Early Math Fluency,
    - Behavior Report Card

- FCRR website (http://www.fcrr.org)
    - FCRR Fluency Check Charts for phonics and sight words
        - Letter names and sounds
        - Vowel patterns
        - Syllable patterns
        - Consonant blends
        - Prefixes/suffixes

- Scaffolded Discussion Templates from OPM probes (FAIR)
- http://www.easycbm.com
    - Free registration
    - Create and print probes
    - Track students online

Parent Resource:

- http://www.florida-rti.org/RtI-Parent-Brochure.pdf - information for parents about the RtI process

Forms for Response to Intervention Process

Student Progress Profile – Primary

Relevant Reading Assessment Information					
Date					
GE					
% Rank					

Relevant Math Assessment Information					
Date					
GE					
% Rank					

GRADES				
Subject	**1st 9 Wk.**	**2nd 9 Wk.**	**3rd 9 Wk.**	**4th 9 Wk.**
Reading				
Spelling				
Writing				
Math				
Social St.				
Science				
Work Hab.				
Citizen.				

Absences							
1st 9 Wk.		**2nd 9 Wk.**		**3rd 9 Wk.**		**4th 9 Wk.**	
E	**U**	**E**	**U**	**E**	**U**	**E**	**U**

Discipline Referrals			
1st 9 Wk.	**2nd 9 Wk.**	**3rd 9 Wk.**	**4th 9 Wk.**
Office	**Office**	**Office**	**Office**

(Date:_____)	
Concepts/Comm.	
Operations/Computations	
Process/Application	
Total Test %	
Total Test GE	

ERDA (Date:_____)	
PA Composite %	
Phonics Letter %	
Phonics Decoding %	
Fluency Composite %	
Vocabulary Compos. %	
Listening Comp. %	
Reading Comp. %	

FAIR Data (Complete cells that apply to student)			
	AP1	**AP2**	**AP3**
PRS			
LC Total Correct			
Target Passage			
RC Total Correct			
% Accuracy			
Fluency WCPM			
Vocabulary			
Print Awareness			
Letter Names			
Letter Sounds			
Phoneme Blending			
Phoneme Deletion/Initial			
Phoneme Deletion/Final			
Initial Letter Sound Connection			
Final Letter/ Sound connection			
Word Building – Initial Consonant.			
Word Building – Final Consonant			
Word Building – Medial Vowels			
Word Building – Consonants			
Word Building – Vowels			
Word Building – CVC/CVCe			
Word Building - Blends			
Word Building – Blends and Vowels			
Multisyllabic Word Reading			

SAT 10 (Administration date: _____)		
	%	**Notes**
Total Reading		
Total Math		
Total Language		

Student Progress Profile – Grades 3 – 5

Relevant Reading Assessment Information					
Date					
GE					
% Rank					

Relevant Math Assessment Information					
Date					
GE					
% Rank					

GRADES				
Subject	**1st 9 Wk.**	**2nd 9 Wk.**	**3rd 9 Wk.**	**4th 9 Wk.**
Reading				
Spelling				
Writing				
Math				
Social St.				
Science				
Work Hab.				
Citizen.				

Absences							
1st 9 Wk.		**2nd 9 Wk.**		**3rd 9 Wk.**		**4th 9 Wk.**	
E	**U**	**E**	**U**	**E**	**U**	**E**	**U**

Discipline Referrals			
1st 9 Wk.	**2nd 9 Wk.**	**3rd 9 Wk.**	**4th 9 Wk.**
Office	**Office**	**Office**	**Office**

FAIR Data			
	AP1	**AP2**	**AP3**
FSP			
Lexile Measure			
Percentile Rank			
Words/Phrases			
Main Idea/ Purpose			
Comp/Cause			
Reference/Res.			
Maze %			
Word Anal %			

FCAT			
Grade: _____	Level	DSS	%
Reading			
--Words/Phrases			
--Main Idea/Author's			
--Cause/Effect			
--Reference/Research			
Math			
--Number Sense			
--Measurement			
--Geometry			
--Algebraic Thinking			
--Data Analysis			
FCAT Writing	Date:		
--Narrative			
--Expository			

(Date: _____)		
Concepts/Comm.		
Operations/Computations		
Process/Application		
Total Test %		
Total Test GE		
NOTES:		

DAR (Date: _____)		
Word Recognition		
Spelling		
Oral Reading		
Silent Reading Comp.		
Word Meaning		
NOTES:		

Student Name: _____ Teacher Name: _____ Year: _____

Student Progress Profile – Middle

Relevant Reading Assessment Information					
Date					
GE					
% Rank					
Relevant Math Assessment Information					
Date					
GE					
% Rank					

GRADES				
Subject	1st 9 Wk.	2nd 9 Wk.	3rd 9 Wk.	4th 9 Wk.
Reading				
English				
Science				
Math				
Social St.				

Discipline Referrals				
Period	1st 9 Wk.	2nd 9 Wk.	3rd 9 Wk.	4th 9 Wk.
1st				
2nd				
3rd				
4th				
5th				
6th				
7th				

FAIR Data			
	AP1	AP2	AP3
FSP			
Lexile Measure			
Percentile Rank			
Words/Phrases			
Main Idea/Pur.			
Comp/Cause			
Reference/Res.			
Maze %			
Word Anal %			

Absences								
Per.	1st 9 Wk.		2nd 9 Wk.		3rd 9 Wk.		4th 9 Wk.	
	E	U	E	U	E	U	E	U
1st								
2nd								
3rd								
4th								
5th								
6th								
7th								

SRI Lexile (Read 180)				
Date				

(Date: _____)		
Concepts/Comm.		
Operations/Computations		
Process/Application		
Total Test %		
Total Test GE		
NOTES:		

DAR (Date: _____)		
Word Recognition		
Spelling		
Oral Reading		
Silent Reading Comp.		
Word Meaning		
NOTES:		

Student Name: _____ Teacher Name: _____ Year: _____

Student Progress Profile – High

SRI Lexile					
Date					

GRADES				
Subject	**1st 9 Wk.**	**2nd 9 Wk.**	**3rd 9 Wk.**	**4th 9 Wk.**
Reading				
English				
Science				
Math				
Social St.				

Discipline Referrals				
Period	**1st 9 Wk.**	**2nd 9 Wk.**	**3rd 9 Wk.**	**4th 9 Wk.**
1st				
2nd				
3rd				
4th				
5th				
6th				
7th				

FAIR Data			
	AP1	**AP2**	**AP3**
FSP			
Lexile Measure			
Percentile Rank			
Words/Phrases			
Main Idea/Pur.			
Comp/Cause			
Reference/Res.			
Maze %			
Word Anal %			

Absences								
Per.	**1st 9 Wk.**		**2nd 9 Wk.**		**3rd 9 Wk.**		**4th 9 Wk.**	
	E	**U**	**E**	**U**	**E**	**U**	**E**	**U**
1st								
2nd								
3rd								
4th								
5th								
6th								
7th								

(Date: _____)			DAR (Date: _____)		
Concepts/Comm.			Word Recognition		
Operations/Computations			Spelling		
Process/Application			Oral Reading		
Total Test %			Silent Reading Comp.		
Total Test GE			Word Meaning		
NOTES:			NOTES:		

Student Name: _____ Teacher Name: _____ Year: _____

Tier I Intervention Plan

Student's Performance Profile

Strength(s)	Evidenced By
Area(s) of Need:	**Evidenced By**

Intervention Plan for Targeted Area of Need:

Targeted Area of Need:		
Current Performance (baseline data) in area of Targeted Need (FCAT, SAT 10, SRI, Text Pretest, Student Adherence to Classroom Behavior Plan):		
Date of Instructional Team Meeting: _____ Strategies Suggested by Instructional Team:		
The student will (describe observable, measurable behavior):		
Aligned Intervention (Include frequency, pupil/teacher ratio, session length):		
Describe Data to be Collected on Student Response to Intervention : (Attach Progress Monitoring Data Form and Intervention Calendar)	**Baseline**	**Goal by Check Up**
Parent Support: Parent Signature: _____ Date: _____ Teacher will follow-up on _____ with ☐ Conference ☐ Phone Conference Second Parent Contact Date: Type:		
Item(s) Discussed		

Evaluate Progress (Review Progress Monitoring Data Form and Intervention Calendar):

Student is making adequate progress with Tier I intervention.   **Yes**   **No**

Tier I intervention will be modified.   **Yes** (attach new Tier I Intervention Plan)   **No**

Student will be referred to Intervention Support Team (IST).   **Yes**   **No**

IF STUDENT IS BEING REFERRED TO IST:
- UPDATE *STUDENT PROGRESS PROFILE FORM*
- COMPLETE *STUDENT DATA FORM;*
- HAVE PARENT SIGN *PARENT NOTIFICATION OF INTERVENTION ACTIVITIES/SCREENING FORM;*
- SIGN UP FOR IST- COMPLETE *IST REQUEST FORM.*

Intervention Support Team Meeting Request Form

Student Name:	Teacher:
First Request: Yes No	Grade:
Parent Name:	Phone:
Parent Address:	

I request a meeting of the Intervention Support Team to assist in providing interventions for the above named student. All Tier I documents are complete and attached.
____ Tier I Intervention Plan
____ Student Progress Profile
____ Progress Monitoring Data Form
____ Intervention Calendar
____ Student Data Form
____ Parent Notification of Intervention/Screening

I have observed problems that interfere with his/her educational progress in the following area(s): Please check all that apply.
_____ Academic performance
_____ Behavior and/or discipline – Specifically _____
_____ Other – Specifically _____

Parent Conferences Held:
Date: _____ Method: _____
Date: _____ Method: _____
Date: _____ Method: _____

Intervention Support Team Meeting scheduled for: _____
                                          Date   Time

Teacher: _____   # Student Data Form

K.	Student Name:	ID#	Date:

L.	DOB:	Grade:	Retention(s) – Specify Grade Level(s):

M. Attendance – Last Year	Attendance – Current Year
Days Present _____ Days Absent _____	Days Present _____ Days Absent _____

N. Area(s) of Concern (Attach any available documentation)

READING:	MATHEMATICS:	BEHAVIOR:	OTHER:
____ Phonemic Awareness	____ Basic Math Facts (automaticity of recall)	____ Noncompliance	____ Medical (Area: _____)
____ Decoding short words	____ Computation	____ Motivation	____ Attendance
____ Decoding multisyllabic words	____ Problem-Solving	____ Attention Span	____ Motor Skills
____ Word Identification	____ Word Problems	____ Peer Relationships	____ Listening Comprehension
____ Sight Words (automaticity of recall)	____ Geometry	____ Withdrawn/moody	____ Speech/Language
____ Reading Comprehension	____ Measurement	____ Overactive	____ Social Skills
____ Reading Fluency	____ Probability/Data	____ Verbally aggressive	____ Anxiety
____ Vocabulary Development	____ Analysis	____ Physically aggressive	____ Vision
____ Other	____ Other	____ # of current referrals	____ Hearing
		____ # of prior year referrals	____ Other
		____ # of ISS Days	
		____ # of OSS Days	
		____ Other	

O. Date of Vision Screening (must be w/in past 12 months): _____	Date of Hearing Screening (must be w/in past 12 months): _____
Results: Within Normal Limits __Yes __ No	Results: Within Normal Limits __Yes ___No

P. Standardized Test Scores Test Title: _____ Date: _____	Reading	Math	Writing	Science	FAIR Risk Level (circle)
					H M L N/A

Q. Rate the following characteristics as: (1) Never (2) Sometimes (3) Frequently

	Classroom Interaction with Teacher		Work Behavior		Classroom Interaction with Peers
	Demands Teacher Attention		Difficulty following directions in sequence		Interacts with peers appropriately
	Appears inattentive, easily distracted		Performs inconsistently from day to day		Disturbs others
	Excessive concern with achievement		Working one or more grade levels below in a subject area		Lead, or joins others in inappropriate behavior
	Participates in class discussion/activities		Difficulty completing assignments		Appears withdrawn
	Responds appropriately to praise/correction		Unprepared for class (materials/assignments)		Engages in destructive and/or aggressive behavior
	Impulsive – talks out – difficulty waiting turn		Difficulty in whole group		Picks on others
	Misinterprets verbal questions and directions		Difficulty in small group		Is picked on by others
	Makes inappropriate responses to conversation and questions		Difficulty working independently		Low frustration tolerance
	Refuses to follow directions		Appears to try hard		Poor judgment in interpersonal relations

R. Attach *Tier I Intervention Plan* documenting parent conferences.

S. Services Received:	____ Speech/Language Therapy	____ ESL/LEP/ELL
	____ Tutoring	____ Occupational Therapy
	____ Physical Therapy	____ Community Services
	____ Small Group/Ind. Guidance	____ Read 180
	____ 504 Accommodations	____ Previously Screened/Evaluated – Year___
	____ BIP in place	

T. Additional Comments/Information/Teacher Observations:

Student Data Form (to be completed before First IST Meeting)

Washington County School Board

652 Third Street
Chipley FL 32428
Phone (850)638-6222

Parent Notification of Intervention Activities/Screening

Student Name: _____ Date of Birth: _____

School: _____ Teacher: _____ Grade: _____

Date(s) Sent Home: _____

Dear Parent or Guardian,

In an effort to maximize individual student success, our school has an Intervention Support Team. The mission of the Intervention Support Team is to:
- **Identify** the needs of students who are struggling with their academics and who may be at-risk of school failure;
- **Recognize** those students who are achieving at high academic levels who may need additional enrichment experiences;
- **Provide** students with the academic, behavioral and social support needed to succeed in school by **implementing** various strategies and interventions within the classroom.

This team is comprised of administrators, teachers and other school personnel who are involved with your child's learning.

At this time, it is believed that this process will be helpful for your child. The Intervention Support Team will collect data relevant to your child's learning and monitor his/her progress. The following activities **can be** completed as part of the Intervention Support Team process:

Vision Screening	Classroom Observations	Curriculum Based Assessments
Speech Screening	Develop/Review Intervention Plan	Language Screening
Record(s) Review	Anecdotal Records	Other:_____
Intellectual Screening	Hearing Screening	Educational Screening

As this data is gathered, the Intervention Support Team will meet to discuss appropriate strategies (be it enrichment or remediation) to help your child meet with success in the classroom. We consider you, the parent, to be a key member of the team. Your input is important and we encourage you to participate, as much as possible, in this process.

If you have any questions regarding the Intervention Support Team process, call:

_____   _____
Intervention Support Team Designee   Phone Number

....

_____   _____
Parent Signature   **Date**

Intervention Support Team Folder Checklist

(attach to front of student folder)

_____ Tier I Intervention Plan

_____ IST Request Form

_____ Student Data Form

_____ Parent Notification of Intervention Activities/Screening

_____ Student Progress Profile

_____ Intervention Progress Monitoring Tracking Report

_____ Progress Monitoring Data Forms

_____ Intervention Calendars

_____ Additional Indicators Form

_____ Tier II Intervention Plan

_____ Tier III Intervention Plan

_____ Instructional Fidelity Observation Form

_____ Progress Monitoring Data (Graphical)

_____ Comparison Data (Graphical)

_____ FBA (Behavior)

_____ Screening Assessments (specify)

_____

_____

_____

_____ Diagnostic Assessments (specify)

_____

_____

_____

INTERVENTION PLAN PROGRESS MONITORING TRACKING REPORT

This document is to be updated at every IST meeting.

Student: _____ Date of first IST Meeting: _____

Tier 1: Copy of Tier I Intervention Plan along with any data in Intervention Folder
Beginning Date of Tier I Intervention: _____

Tier II – Part A: Student Data Form, and updated Student Progress Profile in Intervention Folder
Date of Meeting: _____
Completed Additional Indicators Form in Intervention Folder
Recommendation of Team: _____

_____

Signatures of team members present at meeting:

_____   _____
_____   _____
_____   _____
_____   _____

Tier II – Part B: Copy of Tier II Intervention Plan, Progress Monitoring Data Chart, Intervention Calendar, and Instructional Fidelity Observation Form in Intervention Folder
Date of Meeting: _____
Recommendation of Team:
_____ Problem resolved – Exit Tier II   _____ Modify Tier II interventions   _____ Growth rate inadequate; initiate Tier III

Signatures of team members present at meeting:

_____   _____
_____   _____
_____   _____
_____   _____

Tier III- Part A: Review all previous documentation and interventions.

Date of Meeting: _____

Recommendation of Team: _____

_____

Signatures of team members present at meeting:

_____   _____

_____   _____

_____   _____

_____   _____

Tier III – Part B: Copy of Tier III Intervention Plan, Updated Progress Monitoring Chart, Intervention Calendar, and any additional observational information in Intervention Folder

Date of Meeting: _____

SUMMARY OF DISCUSSION (ALL PERTINENT DATA FROM PROGRESS MONITORING TIERS II, III MUST BE REVIEWED)

_____

_____

_____

_____

RECOMMENDATIONS: _____

_____

_____

_____

_____

Signatures of team members present at meeting:

_____   _____

_____   _____

_____   _____

_____   _____

Additional Meeting Date (if needed): _____

RECOMMENDATIONS: _____
_____
_____
_____
_____

The Intervention Support Team has reviewed all data regarding the above student prior to making recommendations.
Data from Progress Monitoring Data Charts has been graphed indicating student progress on targeted skills and/or behaviors in relation to peers and the trend line toward benchmark accomplishment.

RECOMMENDATIONS:
_____ Problem resolved – Exit Tier III   _____ Modify Tier III interventions   _____ Additional Data Needed
_____ Growth rate inadequate; Convene CST   _____ Layered Intervention too intensive to maintain without support; Convene CST

Signatures of team members present at meeting – Must include Staffing Specialist:

_____   _____
_____   _____
_____   _____
_____   _____

Note: If ESE referral is recommended, interventions must continue to be implemented throughout the referral process.

Tier II Academic Intervention Plan

Student Name: _____ Teacher Name: _____ Beginning Date: _____

Tier II intervention is IN ADDITION TO core instruction.

BASELINE PERFORMANCE: _____

_____

The student will: _____

(Goal Statement: Describe in observable, measurable terms)

Short-term Progress Goal: _____

_____

What Tier II interventions are planned to teach/remediate this skill?	What materials will be used to assist with the intervention?	What is the setting of the intervention? Place/amount of time/frequency	How will you measure the student's progress toward the goal? (attach Progress Monitoring Data Form and Intervention Calendar)
Who will implement?			
Who will implement?			

Who will check in with teacher weekly to determine if assistance with progress monitoring is needed and/or to assure that intervention is continuing as planned by IST? _____

Date progress toward goal will be reviewed by the IST: _____

Tier II Intervention Plan for Behavior

Student Name: _____ Teacher Name: _____ Beginning Date: _____

Current Behavioral Performance (baseline): _____

_____

When (specify conditions): _____

The student will: _____

(Goal Statement: Describe in observable, measurable terms)

Short-term Progress Goal: _____

_____

What preventive strategies will you use?	Setting and time of intervention?	What replacement behaviors will you teach? (What will you teach the student to do instead?)	What incentives and/or consequences will be used to increase or decrease the behavior?	How often and how will you measure the progress of the desired behavior? (Attach Progress Monitoring Data Form and Intervention Calendar)	How will the results of the interventions be determined?
Who will implement?					
Who will implement?					

Who will check in with teacher weekly to determine if assistance with progress monitoring is needed and/or to assure that intervention is continuing as planned by IST? _____

Date FBA will be administered? _____ **By Whom?** _____

Date results from FBA and progress toward goal will be reviewed by the IST: _____

Teacher Observation Form

Directions: To be completed by Referring Teacher during Tier 2; An additional observation by another observer is required in Tier 3.

Rate the characteristics as: (1) Never (2) Sometimes (3) Frequently

	Characteristics		*Characteristics*
	Poor gross motor control		Low frustration tolerance
	Poor fine motor control		Difficulty completing assignments
	Slow to react to and follow direction		Poor judgment in social and interpersonal relations
	Reverses or confuses letters, words, numbers		Constantly seeks attention, especially from adults
	Frequently loses place when reading		Leads, or joins others, in inappropriate behavior
	Difficulty staying on the line when writing		Withdrawn
	Misinterprets verbal questions and directions		Short attention span, off-task
	Appears inattentive, easily distracted		Engages in destructive and/or aggressive behavior
	Poor understanding of vocabulary		Difficulty expressing ideas
	Difficulty following directions in sequence		Difficulty understanding student's speech
	Makes inappropriate responses to conversation and questions		Cannot imitate sounds correctly
	Works one grade level (or more) below in an academic subject		Speech not fluent, e.g. stuttering
	Performs inconsistently from day to day		Vocal quality not appropriate, e.g. hoarse, nasal, strident pitch
	Impulsive – talks out – difficulty waiting turn		Possible hearing problems, e.g. recurrent ear infections, tubes, allergies

Describe other concerns/issues that are related to the academic/behavior issue that are not described above:

Observer:

_____   _____   _____
Name   Title/Position   Observation Time
                                                                                                                                    Period

RESPONSE TO INTERVENTION (RtI)
Additional Indicators Form

LIMITED ENGLISH PROFICIENCY:
5. Is there a language other than English spoken by the student (if no, skip to next section) ☐ Yes ☐ No
6. How long has the student spoken English? _____
7. Is English spoken by others in the home? ☐ Yes ☐ No
8. What LEP services have been provided to the student? _____

MOTOR IMPAIRMENT:
3. Does the student experience motor limitation which may impact educational performance? ☐ Yes ☐ No
    If yes, please give an example: _____
4. If a child younger than the age of 8 is being considered for a possible learning disability, please describe any preschool education the child received. _____

LACK OF MOTIVATION
5. Does the student want to succeed in school? ☐ Yes ☐ No Please give an example to support your answer? _____
6. Does the student seek assistance from teachers, peers, others? ☐ Yes ☐ No
7. Does the parent report efforts made at home to complete homework or study assignments? ☐ Yes ☐ No
8. Are the student's achievement scores consistent with the student's grades? ☐ Yes ☐ No

SITUATIONAL TRAUMA
4. Describe any recent trauma the student may have experienced (i.e., parents divorced, illness of student or family member, death of family member, serious accident or injury, crime victim, etc.). No trauma ☐

5. Describe any other situation that could create stress or emotional upsets.

6. Has there been a significant change in the student's classroom performance within the last 6-12 months?
    ☐ Yes ☐ No

EXCLUSIONARY FACTORS (check any that apply)
Environmental Disadvantage
☐ Limited experiential background
☐ Irregular attendance (absent at least 23% of the time in a grading period)
☐ Transience in elementary school years (at least 2 moves in a single school year)
☐ Home responsibilities interfering with learning activities (caring for siblings or other major responsibilities)
☐ Lack of adequate stimulation (conversation with adults, exposure to books, etc., reading with adults)
Cultural Disadvantage
☐ Limited experiences in majority based culture (child does not participate in scouts, clubs, other organizations and activities with members of dominant culture)
☐ Geographic location
Economic Disadvantage
☐ Residence in depressed economic area
☐ Qualifies for free/reduced lunch
Are any of the above checked items compelling enough to indicate the student's educational performance is primarily due to environmental, cultural or economic disadvantage? Explain:

Instructional Fidelity Observation Form

Name of Observer: _____ **Signature:**	**Date and Time:**
Student(s) Receiving Intervention:	**Length of time observed:**
Person Delivering Intervention:	**Number of students in group:**

Intervention:			
Teacher has the materials he/she needs to deliver the intervention – Yes No Materials being used:			
Each student is actively engaged in the intervention.	Yes	No	Not Observed
Intervention is being delivered in a manner that is consistent with the research base of the intervention and as described in the Intervention Plan.	Yes	No	Not Observed
Duration of intervention matches the Intervention Plan.	Yes	No	Not Observed
Other Comments:			

Instructional Fidelity Observation Form

Name of Observer: _____ **Signature:**	**Date and Time:**
Student(s) Receiving Intervention:	**Length of time observed:**
Person Delivering Intervention:	**Number of students in group:**

Intervention:			
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Each student is actively engaged in the intervention.	Yes	No	Not Observed
Intervention is being delivered in a manner that is consistent with the research base of the intervention and as described in the Intervention Plan.	Yes	No	Not Observed
Duration of intervention matches the Intervention Plan.	Yes	No	Not Observed
Other Comments:			

Tier III Academic Intervention Plan

Student Name: _____ Teacher Name: _____ Beginning Date: _____

Tier III academic intervention MUST occur daily for a minimum of 10-20 (depending on area) minutes beyond core instruction.

BASELINE PERFORMANCE: _____

_____

The student will: _____

                  (Goal Statement: Describe in observable, measurable terms)

Short-term Progress Goal: _____

_____

What Tier III interventions are planned to teach/remediate this skill?	What materials will be used to assist with the intervention?	What is the setting of the intervention? Place/amount of time/frequency	How will you measure the student's progress toward the goal? (attach Progress Monitoring Data Form and Intervention Calendar)
Who will implement?			
Who will implement?			

Who will check in with teacher weekly to determine if assistance with progress monitoring is needed and/or to assure that intervention is continuing as planned by IST? _____

Date progress toward goal will be reviewed by the IST: _____

Tier III Intervention Plan for Behavior

Student Name: _____ Teacher Name: _____ Beginning Date: _____

Current Behavioral Performance (baseline): _____

_____

When (specify conditions): _____

The student will: _____

(Goal Statement: Describe in observable, measurable terms)

Short-term Progress Goal: _____

_____

What preventive strategies will you use?	Setting and time of intervention?	What replacement behaviors will you teach? (What will you teach the student to do instead?)	What incentives and/or consequences will be used to increase or decrease the behavior?	How often and how will you measure the progress of the desired behavior? (Attach Progress Monitoring Data Form and Intervention Calendar)	How will the results of the interventions be determined?
Who will implement?					
Who will implement?					

Who will check in with teacher weekly to determine if assistance with progress monitoring is needed and/or to assure that intervention is continuing as planned by IST? _____

Date progress toward goal will be reviewed by the IST: _____

Intervention Start Date:

_____

Implemented By:

_____

Session Length:

_____

Intervention Calendar

This calendar documents when planned intervention occurred, not student actions and/or response.

Intervention Description: _____

_____

Mark the date and time each intervention occurred. _Be specific with materials/lesson_.

Monday	Tuesday	Wednesday	Thursday	Friday	Notes about Student/Class Progress

Notes: _____

Progress Monitoring Data Form #1
For Curriculum Based Measurement

Student _____ Teacher _____
Grade/Tier _____ Starting Date of Intervention _____

Academic/Behavioral Skill Targeted _____
Progress Monitoring Instrument _____
Intervention: _____
_____
Baseline Data _____ Date Taken _____
Short-term Goal: _____

Data Point	Date	Score	Progress of Peer Group/Class
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Note: Minimum of Baseline and 4 Data Points Required for Progress Monitoring

Teacher Comments on Student's Progress:

Acknowledgements: this document was adapted from Wakulla County Schools RtI Handbook. We greatly appreciate their willingness to share and wish to thank all involved in the creation of this document,

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Resources were adapted from:
- National Center for Response to Intervention - www.rti4success.org
- Intervention Central - www.interventioncentral.org
- Union County Public Schools, North Carolina - http://www.ucps.k12.nc.us/forms_manager/forms_public2.php?category=32
- Florida Response to Intervention - www.florida-rti.org
- NEFEC Documents - http://www.nefec.org/doclib0/category-view/?DocumentCategoryID=61