Wakulla County Schools

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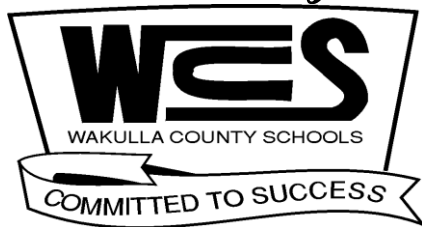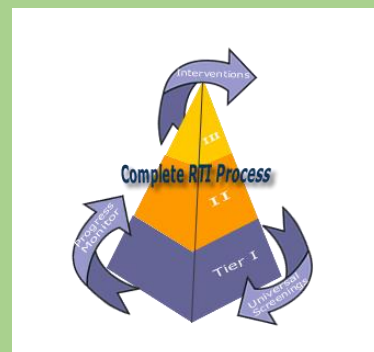WAKULLA COUNTY SCHOOLS
COMMITTED TO SUCCESS

Multi-tiered System of Supports – Response to Intervention Procedural Handbook

Complete RTI Process

The goal of Multi-Tiered System of Support (MTSS) in Wakulla is student success, which is evidenced by each student's increasing achievement and successful movement to a full-option diploma. This goal fully aligns with our vision – a rigorous and _appropriate_ education that results in success for _all_ students, and our mission – _committed to success_ for students, teachers, staff, and our school system.

Wakulla County School Board

Updated 2017-18

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Multi-Tiered System of Supports
Response to Intervention

INTRODUCTION:

Response to Intervention (RtI) is a general education imperative and rests upon the premise that ALL children can learn. It is one arm of the Multi-Tiered System of Supports, which seeks to provide adequate and effective support to all students. RtI encompasses the foundational principles of research-based effective instruction, ongoing progress monitoring, and modification of instruction based upon the progress monitoring data. Recognizing that the goal of all education is to move the student to successful completion of the course of study required to graduate from high school and enter into college and/or a career. The responsibility to address learning needs early and intensify instruction to close the achievement gap is a task with which schools are trusted. Therefore, RtI defines our goal and provides our marching orders to produce literate and successful students.

This handbook outlines the processes and requirements of a systemic approach to Response to Intervention. It provides the foundational principles and the logistical information to assure a comprehensive and effective approach to student learning.

Understanding Response to Intervention:

RtI is NOT	RtI IS
• Just a way to identify students for ESE. • Paperwork. • A checklist to complete. • Seeing the student as the problem.	• Identifying student needs. • Knowing when a student is not progressing. • Teaching all students and teaching some students at a higher level of intensity. • Intervening to increase learning. • Tracking the effectiveness of instruction and intervention. • Focusing on increasing student achievement. • Seeing learning as the goal.

Core Components of Response to Intervention:
- Solid, effective Tier I instruction evidenced by 80% or more of students meeting benchmarks
- Universal Screening with school-wide data review
- Identification of students who are not making adequate progress toward benchmark (Early Warning System or Watchlist)
- Ongoing progress monitoring to identify students who may be falling behind
- Using the problem-solving process to determine root cause(s) of learning problems
- Targeted and aligned research-based intensive intervention with progress monitoring

Statutory Requirements Met through Implementation of Response to Intervention:
- FS 1008.25(a) – Student Progression Plan Requirements for Intervention
- FS 1008.25(4)(a) Requirements for intervention when students do not score at the proficient level on the Florida Standards Assessment or state-required end-of-course assessments; (b) Requirement for a progress monitoring plan for students not making adequate progress
- FS 1001.42 – Powers of the School Board requiring that schools address students who have multiple 'watch list' criteria and provide intervention accordingly

In addition, IDEA and State Board Rule require that a student's response to research-based intensive intervention serve as the foundation for identification of certain learning disabilities.

This handbook is organized to facilitate a system-wide implementation of Response to Intervention to address improved student achievement. Sections include:

- Definitions and Timelines
- Data Review Processes
- Tier I – Universal Instruction
  - Including Tier I intervention for students beginning to fall behind
- School-based Problem Solving Response to Intervention Teams (IST)
  - Description
  - Membership
  - Meeting Guidelines and Agendas
- Tier II – Strategic Intervention
  - Academic
  - Behavior
- Tier III – Intensive Intervention
  - Academic
  - Behavior
- Considerations Before Convening a Child Study Team
- Forms to be used in the Problem-Solving Process
- Tools to be used in the Problem-Solving Process
- Appendices – Terminology and Frequently Asked Questions

All required forms are noted at the end of each Tier Section. **They are all provided in Section 7 of this handbook.**

Non-Negotiables in the RtI Process:

- All retained students MUST be receiving at least Tier II intervention until progress monitoring and summative data indicate that the student is on grade level and not continuing to fall behind.
- No elementary student may be retained whose lack of progress has not been addressed by the school Intervention Support Team. Kindergarten students may be addressed in a documented grade-level meeting with the administrator.
- If attendance is an issue, complete a Tier I Intervention Plan addressing the interventions in place to improve attendance. If attendance does not improve, **follow the guidelines of the school and district attendance policy**. While academic and/or behavioral interventions may be in place, they cannot be delivered or monitored sufficiently if the student is not in attendance.
- Vision and Hearing MUST be checked prior to beginning Tier II intervention.
- A diagnostic (Reading, Math, and/or Behavior) must be administered prior to determining a hypothesis and designing a Tier II intervention.
- No student may be considered by the Intervention Support Team if the teacher has not completed, with two documented parent conferences, the Progress Monitoring Plan.
- All Level 1 and Level 2 students must have at least a Tier I Plan, and Level 1 students should be receiving at least Tier II instruction. This is in accordance with statutory requirements for remediation.

Section I – Definitions and Timelines

SMART GOAL:

Specific, Measurable Outcome –The statement describing the single, specific, desired result of an intervention.   To be measurable, the outcome <u>MUST</u> be expressed in observable and quantifiable terms.

SMART Goal –
- S – Specific
- M - Measurable
- A - Attainable (Reasonable)
- R – Results Oriented
- T – Time Bound

Example: John will demonstrate mastery of **(S)** grade-level basic math calculation skills as **(M-A-R)** evidenced by a score of 85% or better on the **(T)** end of unit test on numerical operations

Tier I - Universal instruction – This is core instruction that is provided for all students.

Tier II - Strategic Intervention – This is targeted small-group instruction provided IN ADDITION TO Tier I instruction. Choice of intervention is guided by diagnostic information.

Tier III - Intensive Intervention – This level of intervention is provided to students who are significantly behind and require a high-level of instructional time guided by diagnostic information.

Increasing Intensity

Increasing intensity means increasing the amount of time and decreasing the group size for the intervention. The target for intervention also becomes more tightly identified and addressed. The times listed are minimum times. If a student is significantly below grade level, the time required for intervention will increase accordingly.

	Tier I	Tier II	Tier III
Time	ELA: Elementary - 120 min. (90 minutes uninterrupted) Math: Elementary - 90 min. M/S Critical Thinking – 45-minute class H/S Reading – All Content-Areas	Reading: Elementary - 135 min. with targeted intervention Math: Elementary - 100 min. with targeted intervention M/S, H/S – 45 min w/targeted intervention (Math and Reading)	Reading: Elem. - 155 min. MS/HS – 90 min. Math: Elem. - 120 min.
Curricular Focus	Reading: All 5 areas including Written Response and Close Reading Math: As required by curriculum: Fluency, Concept Development	Reading: Less than 5 areas Math: Fewer concepts than presented to class	2 areas or less
Curricular Breadth	Core	Core + Supplemental	Core + Supplemental + Intensive
Frequency of Progress Monitoring	A minimum of three times per year at elementary; As determined by the program at secondary	Bi- monthly or more frequently	Weekly or more frequently

Note: A computer-assisted instruction (CAI) program in isolation is not intensive enough to meet the needs of students who require intensive intervention. Any CAI MUST be accompanied by direct teacher intervention and instruction, and progress monitoring must include data collected outside of the CAI program environment to determine if the intervention is closing the gap for the student.

The Problem-Solving Process
The problem-solving process provides the foundation for all decision making in the RtI process. Questions to ask include:

- What is the problem? Identification of student learning or behavior need
- Why is it occurring? Working to determine the root cause of the need. This may include missed academic skills, misconceptions and/or the function of a behavior.
- What will we do about it? This defines the intervention, including the intensity, setting, and resources.
- Is it working? This is the review of progress monitoring data, which drives further decision making.

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 (Focus, basal assessments, PMRN, STAR Math, STAR Reading, etc.).
    - Define the problem in behavioral/observable/ measurable terms. Identify the student's strengths and areas of need.
    - Identify the replacement behavior(s) and/or academic skill(s) needed. These are recorded on the Progress Monitoring 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 (a minimum of 5 data points for a baseline).
- Monitor data and schedule follow-up with parent. The teacher must not attempt to diagnose ESE identification (SLD, EBD, etc.) at this time. Communication with the parent must be documented on the Progress Monitoring Plan. A parent **must not** be told, "I think your child has dyslexia or a learning disability or ADHD, etc". Making such a statement is outside the realm of teacher responsibility and decision making and places the teacher and district at risk.
- If the data confirms that the student is still performing below curricular or behavioral 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.
Resource: See the Tier I Toolbox

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 a struggling 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
- A person – a person delivers an intervention, but simply putting a person's name as the intervention is not acceptable;
- 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

District Timeline for Data Review, Intervention, and Promotion Activities:

Time Period	Activity	Tier/Audience	Responsibility
August	Review student data at the school, classroom, and individual level 1st Administration of STAR Reading Grades 1-12 1st Administration of STAR Math Grade 1-12 FLKRS: STAR Early Literacy - Kindergarten Includes transition of IST students from previous year	Tier I All students/teachers	School administration, Guidance, Classroom Teachers, Reading Coaches
August/ September	**FIRST FORMAL DATA REVIEW TEAM MEETING** STAR Reading –AP 1 STAR Math—AP 1	Tier I All Students (K-5) Tier II / III students (9-12) Tier I All Students (6-8)	Classroom Teachers. Reading Coaches
September	Note students on "Watch List" (sample indicators below) Retained students Levels 1/2 - FSA and/or lowest quartile STAR Reading-39th percentile or below STAR Early Literacy: FLKRS-Kindergarten Students with failing grades during previous year Students with low results STAR Reading Previous year's Tier II or Tier III students Students reading below grade level Students with previous or current attendance problems Students with poor work habits or citizenship grades Students with a significant discipline history **New students who may not have records.**	All students	Classroom Teachers; School Administration; Reading Coaches
	IST Begins	Tier II and III students	School Administration
End of 1st 9 Weeks	**SECOND DATA REVIEW TEAM MEETING** **Grades of all Level 1 and 2 students are reviewed.** Data review and data chats as needed with these students. Reading Coach provides support in content-area classes to address reading needs of Level 1 / 2 students. Differentiation and basic skills focus with struggling Math students	Level 1 / 2 students; All students	Classroom Teachers School Administration Reading Coach District Reading Contact
October – December	IST continues; Progress monitor students Formal Writing Prompt—Grades 3-10	Tiers II and III; Grades 3 - 10	Classroom Teachers; IST
November/ December	STAR Reading—AP2 STAR Math—AP2 STAR Early Literacy (K)—AP2	(K-2 and 3-5: Tier 2 and Tier 3)	Classroom Teachers. Reading Coaches
December	Formal Writing Prompt—Grade 6-10 STAR Reading – 2nd Administration STAR Math--2nd Administration **Review "Watch List".** If student is not making adequate progress toward benchmark, Tier I Intervention Plan must be implemented unless already begun. Be sure to look at students in danger of retention. **THIRD DATA REVIEW TEAM MEETING**	STAR Reading/Math: FSA Level 1 and 2 students (6-12); Tier II/III students (6-8); Tier II / III students (9-10)	Classroom Teachers; Reading Coaches
January	Formal Writing Prompt Grades 2 – 5 Formal Writing Prompt Grades 6-10	Tier I	Classroom Teachers School Administrators
February/ March	STAR Reading (Early Literacy)/Math—3rd administration *optional* (K-5)	STAR Reading/Math: Tier I All Students (K-5) FAIR-FS: Tier II/III (6-10)	Classroom Teachers. Reading Coaches
January - March	IST continues; Progress monitor students Students in danger of retention must be referred to IST after completed Tier I Plan... Grades K-3: *Notice of Reading Deficiency* Letter goes home with 2nd 9 weeks report card. All K-3 students at Level ½ combined with other risk factors on STAR Reading or with other evidence of Reading difficulty should receive this letter. Possible Retention Letters go home with 3rd 9 weeks report cards. **IST MUST have already occurred for these students.**	All Tiers	Classroom Teachers; IST
End of March (60 days prior to end of school)	Deadline for convening a Child Study Team (CST) to sign consent for evaluation of a student. **FOURTH DATA REVIEW TEAM MEETING**	Tier III	IST

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 II and III;	Classroom Teachers; IST
April/May	STAR Reading – 4th Administration (1-10) STAR Early Literacy (K)-4th administration STAR Math – 4th Administration (K-10)	Tier I All Students (K-10) Based on needs of students	Classroom Teachers. Reading Coaches

Section II – Data Review Processes

District-Wide Review:

District staff will review district and school data quarterly. The focus will be on common areas of deficiency and positive /negative trends in data. Data reviewed will include, but will not be limited to: DEA (K-5); FAIR-FS (6-12); FLKRS (1st quarter); grade distribution across courses; attendance; discipline referrals; STAR Reading; STAR Math; SRI; Writing data.

School-Wide Date Review:

The periodic review of school-wide data is an administrative responsibility. The purpose of this review is to identify broad areas of concern with Tier I instruction (i.e., a classroom or grade level that is evidencing below average student achievement) and /or to identify subgroups or individual students whose achievement may need attentions**.**

The Reading/Literacy coach is a valuable partner in this process, but it is the school administrator's responsibility to schedule times to closely review data. School-wide data review should occur at the end of each 9 weeks.

Teacher Expectations:

- Every teacher must be part of a data review team. The team may consist of a grade level, a department, a cross-curricular team, or other grouping as determined by the school. Special Area teachers such as Art, Music, PE, etc. should be included as specified in the school RtI plan.
- Teams must meet a minimum of four times per year at approximately nine week intervals.

Data to be Reviewed:

State Assessment Data is reviewed at the beginning of each year. A student who scores below proficiency on required state assessments **IS AT RISK**, and state-required monitoring must occur. The following chart indicates ongoing data that must be reviewed throughout the year to determine if a student is academically at risk. Other data may be reviewed as well. Watch list information must be completed and reviewed with an administrator by the first progress report in September.

"Watch List" Criteria

Elementary	Middle	High
- Retained students - Star Reading 39th percentile or below - Levels 1/2 on State Assessment - Lowest Quartile students - Star Early Literacy-FLKRS - Previous year's Tier II or Tier III students - Students reading below grade level - Students below the 50th percentile on STARMath - Excessive Referrals or discipline issues - **New students who may not have records** - Students promoted with 'Good Cause' - Previous year's grades ('N/U', 'D/F' in ELA or Math) - Previous year's attendance (≥ 10% or 18 days) - History of tardiness or early pick up	- Retained students - Levels 1/2 on State Assessments - Lowest Quartile students - Students with low results STAR Reading - Previous year's Tier II or Tier III students - Students reading below grade level - Students below the 50th percentile on STARMath - Students in Credit Recovery - Excessive Referrals - **New students who may not have records.** - Previous Administrative Promotions - Previous year's grades ('D/F' in ELA or Math) - Previous year's attendance (≥ 10% or 18 days) - History of tardiness or early pick up	- Retained students - Levels 1/2 on Assessments - Lowest Quartile students - Students with low results on STAR Reading - Previous year's Tier II or Tier III students - Retake students - Students with cumulative GPAs below 2.0 - Students who have not earned sufficient credits to move toward graduation - Students in Credit Recovery - Excessive Referrals - Students in Accommodation Classes who are not ESE - Previous Administrative Promotions - **New students who may not have records.** - Previous year's grades ('D/F' in ELA or Math) - Previous year's attendance (≥ 10% or 18 days) - History of tardiness
- Parent report of a problem that could impact learning and/or behavior		

Ongoing progress for students with risk factors in the above categories must be monitored to assure that the student is making adequate grade level progress throughout the year.

Process for Teacher Teams-
Data Meeting #1: To occur prior to first mid-term report
- Review available data on incoming students
- Create initial "Watch List" based on criteria listed above. (A spreadsheet for recording information is available on the district website.)
- Review information on any students already in the RtI process.
- Note ESE students, and review required accommodations. Any time that an ESE student is not making adequate progress, the IEP Team must review the student's status.
- Initiate Tier I Intervention Plans as necessary.
  - **Contact parents.** The conversation with the parents should be positive. As you note concern, indicate "This is how we want to help your student get off to a good start."
  - **Implement Tier I interventions through differentiation in the classroom.**
  - **Progress Monitor student growth/success.** (classroom performance/attendance, etc.)

Data Meeting #2: To occur after the first report card.
- Review "Watch List"
  - Review available data. For example: STARMath, STARReading, Grades, Classroom Test Performance
  - Are most students making adequate progress toward benchmark? Based on what data? If not, what changes need to occur to facilitate this?
  - Do any other students need a Tier I Intervention Plan? Note: Unless you are teaching an intervention class, no more than 25% of your students should require a Tier I Intervention Plan. If you have significantly more than this not making adequate progress toward benchmark, please review Tier I instruction.
  - Review Tier I Intervention Plans that were initiated at the first Data Meeting
    - Student(s) making adequate progress toward benchmark – discontinue Intervention Plan and/or continue to monitor;
    - Student(s) not making adequate progress toward benchmark –
      - Continue intervention for a longer period of time;
      - Alter intervention and monitor;
      - Data indicates student in need of more intensive intervention – refer to Intervention Support Team.

> Assure follow-up conversation is held with parent.

- Note ESE students, and review required accommodations. Any time that an ESE student is not making adequate progress, the IEP Team should review the student's status.
- Are there progress monitoring or tool needs that should be communicated to the administration?

Data Meeting #3: To occur after the second report card - (Retention decisions and conversations Do Not happen at this time, but students failing to make required progress must be provided with intervention)
- Repeat steps from Data Meeting #2.
- Important: Is any student in danger of retention?
- Which K – 3 students will require a *Reading Deficiency Letter?* Based on what data?
- Students in danger of retention must be receiving increased intervention:
  - Elementary: Request an IST – Students in danger of retention must be provided with Tier II/Tier III interventions.
  - Secondary: Communicate names and needs of students to administrator or designee.

Data Meeting #4: To occur shortly before or after the third report card
- Repeat steps from Data Meeting #3
- Elementary: Finalize retention recommendations – pending test scores where applicable.
- Secondary: Administrators should be notified of any student in danger of failing a course.

Data Meeting #5: To occur at the end of the school year
- Review final progress and make promotion/retention decisions. NO student retention should be a surprise to the parent or guardian. The need for intervention and support must have been communicated through the Progress Monitoring Plan and any Intervention Support Team meetings. This should include a final review of the 'Watch List'.

- Review summer remediation needs.
- Review any transition needs for ESE and/or student receiving tiered intervention (Tier II/Tier III).
- Communicate all student achievement information to the assigned administrator.

Section III– Tier I Instruction

Tier I Instruction is the instruction offered to ALL students. It is standards-based and centered on the core content required for mastery. It is the responsibility of the classroom teacher.

Tier I Instruction includes the following components:
- Classroom data review and analysis to determine pacing and differentiated instruction needs;
- Progress monitoring to assure that all students are making adequate progress toward grade-level expectations;
- Small-group differentiated instruction to target specific instructional needs of students.
- School-wide and class behavioral expectations that are taught through modeling and practice to assure student understanding and mastery.

Any time a student is not on target to obtain a full-option high-school diploma, whether academic or behavior challenges are evidenced, additional scrutiny is required. The expectation for the teacher is the identification of an area of need, contact and clear communication with the parent, ongoing targeted differentiated instruction with progress monitoring, and an additional parent conference to determine if the issue is being resolved.

This process is monitored through the Tier I Intervention Plan (PMP). Instructions for completing the Progress Monitoring Plan are listed below.

Tier I Intervention Plan Step-by-Step Instructions for Teachers

Step 1: *Data Review*
- Review all student data
- Create Watch List. Prioritize students based on level of need.
- Provide Tier I differentiated instruction with appropriate progress monitoring.

Step 2: *Creation of the Tier I Progress Monitoring Plan*
When a student is NOT making adequate progress toward benchmark, even with effective differentiated Tier I instruction, additional review is expected. This includes the creation of a Tier I Progress Monitoring Plan. **If the majority of students are not making adequate progress a review of the Tier I instruction being offered is required.**
- **Create a Tier I Intervention Plan (PMP)**
  1. Review student data – including historical data. The Student Progress Profile in Focus will be helpful.
  2. Complete the top portion (Items A – B6) of the TIER I INTERVENTION PLAN (PMP).
  3. Schedule parent conference: face-to-face preferred. Due diligence to involve the parent and communicate in parent friendly terms is critical. The parent and student deserve a clear presentation of the identified issue along with ways the teacher is addressing the issue.
  4. Review completed portion of the plan and ask for parental input.
  5. Complete B7 with the parent, including scheduling follow-up date.
- Implement the TIER I INTERVENTION PLAN (PMP) for a minimum of five weeks, including appropriate progress monitoring.
- Follow-up with parent, and review the student's progress. Complete Items B8 and B9 on the TIER I INTERVENTION PLAN (PMP).
- If the student is not making progress toward benchmark (see instructions at the bottom of the TIER I INTERVENTION PLAN (PMP))
  o Continue or modify the intervention; or
  o Request an Intervention Support Team (IST) meeting/review. If you request an IST meeting, you MUST complete the following BEFORE the meeting can occur. The Progress Monitoring Plan (with two parent conferences), the Student

Progress Profile from Focus, a completed Student Data Form, and a Parent Notification Form. *You should also bring any data that you have collected during the implementation of the Tier I plan. THIS IS NOT A FOLDER OF MISCELLANEOUS STUDENT WORKBOOK PAGES. Example: If you are targeting vocabulary, you could provide the last five vocabulary grades (percent correct). You should also bring an example of how you are teaching and progress monitoring this skill.*

o The *Gap Analysis* should be completed by the Reading Coach or Guidance Counselor prior to the IST Meeting. *If no gap is evidenced, support should be provided to increase the effectiveness of Tier I instruction.*

From this point forward the teacher is supported and the intervention is monitored by the Intervention Support Team.

Step 3: Intervention Support Team Review –
- The parent must be invited to all IST meetings after the initial meeting.
- After initial review of the student's progress to date, any additional diagnostic assessment(s) must be scheduled to provide sufficient data to determine the root cause and intervention.
- Create Tier II Plan. Schedule time to review student progress.
- Implement and Progress Monitor Tier II Plan. A Tier II Parent Conference is required (page 39).
- Meet to review data and determine student's response to intervention. If necessary, move to Step 4. The student may remain at Tier II indefinitely if the interventions are serving to close the student's achievement gap. If the student's achieving is improving significantly, the plan may be scaffolded back to Tier I.

Step 4: Create Tier III Plan
- The parent must be invited to all IST meetings.
- Review student data.
    - o Is the intervention being delivered with fidelity? At sufficient intensity (time on task and group size)?
    - o Does the intervention match the identified root cause?
- Schedule time to review student progress.
- Implement and Progress Monitor Tier III Plan. The parent must be involved. A Tier III Conference is required.
- Meet to review data and determine student's response to intervention. If necessary, move to Step 5. The school Staffing Specialist must be involved if the IST determines that a Child Study Team will be necessary.
- ***Note:*** *This is not a lock-step process. Student's may require several months at Tier II and/or Tier III before sufficient data is collected to determine if the student's response to intervention is positive, neutral, or negative.*

Step 5: Convene a Child Study Team -
- The Child Study Team determines whether to move to an evaluation.
- Prior to having the parent sign a consent form, MTSS staff review the file and the district RtI Contact is involved if additional data is needed or steps in the process are missing.
- An evaluation consists of a review and compilation of the student's and comparison data resulting in a report that can be used to determine eligibility or ineligibility.

Documenting Tier I 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, behavior modification strategies, etc. 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 (PMP)* Form is the standard format for documenting Tier 1 interventions. It contains the following:

Definition of 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, and materials needed/used. During the intervention period the teacher notes the frequency with which the intervention is delivered. This includes attendance data, since the student is not receiving the intervention if he/she is absent, and notes regarding interruptions to the intervention schedule (i.e., field trips, assemblies, fire drills, etc.). This can be documented through the teacher's plan book and/or a simple monthly 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.   The teacher should maintain this data to help determine how the student is responding to the intervention. In Tier I, this data aligns closely with grades, but should be discrete enough to determine if the student is making progress.

Checkup date – The teacher notes the date on which the intervention will be reviewed to determine whether it has been sufficiently effective. The plan is not complete unless one has determined when a follow-up will be done with the parent. 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 Reading Instructional Coach is available to assist with this process. In addition, conversations with instructional team members are invaluable in the problem-solving process.

Wakulla County Schools
Tier I Intervention Toolbox

(This is not an all-inclusive list but is meant to provide guidance as intervention is planned.)

Tier I: Academic
Core Curriculum: All Students
Note: Small group flexible grouping based on student need is a core component of Tier I.

READING CORE CURRICULUM
- Florida State Standards for ELA and Course Descriptions
- K – 5: Journeys (Harcourt Houghton Mifflin), Leveled Readers, Reading in Science and Social Studies
- 6 – 12: Collections (Harcourt Houghton Mifflin), Reading in the content area
- K – 5: 120 minutes of ELA instruction/day; 90-minute uninterrupted reading block
- 6 – 12: Instruction in the ELA Course combined with Content-Area Reading
- K-1: Expanding Expressions

Whole Class and Small Group Instructional Strategies
- Direct Instruction in the areas of reading based on class data and course standards (PA, phonics, fluency, vocabulary, comprehension, oral language
  - Spelling patterns, word work, repeated readings, choral reading, poetry connections, roots and affixes, retelling/story mapping, text structure for literary and informational text
- Close Reading with Text-based Writing
- Word Wall
- Oral Language Development (K – 2)
- Computer-Assisted Instruction: Moby Max, Accelerated Reader
- CRISS Strategies, Kagan Structures, Whole-Brain Teaching
- Differentiated Instruction
- Shared Writing
- Craft and Structure
- Foundational Skills (Kindergarten)

MATH CORE CURRICULUM
- K-5: Harcourt GO Math, High-Yield Routines
- 6-12: Math Adopted Texts with Ancillary Supports

Whole Class and Small Group Instructional Strategies
- Math Manipulatives
- Modeling
- Explicit Math Instruction
- Automaticity of Recall of Basic Facts (addition, subtraction, multiplication, division) as aligned to course standards
- Problem Solving with Students Explaining Answers
- Higher Order Thinking Skills

Progress Monitoring
- School and district-wide assessments
- Assessments associated with the Core programs

Tier I: Behavior
Universal Instruction: All Settings and All Students

School-wide expectations and rules
- Stated in observable, measurable, and positive terms
- Positive Behavior Support System (PBIS)
- Positive Parent Contacts

Social Skills
- Model and teach acceptable ways to obtain attention and how to ask for assistance
- Teach communication skills
- Model respect

Classroom Management Techniques
- *Automatic RtI*
- Model and teach routines
- Classroom Behavior Plan
- Greet students by name at the door
- Provide frequent positive attention; Ignore inappropriate behavior while reinforcing a peer who is practicing expected behavior
- Build "wiggle" breaks into schedule
- Alternate teaching strategies to maintain attention span
- Cooperative Learning Structures (i.e., Whole Brain Teaching, Kagan Structures)
- Develop clear procedures for classroom tasks

Character Education Curriculum

The following tasks must be completed in Tier I by the classroom teacher.

RtI Tier I Checklist for the Teacher
☐ Teacher determines, based on data, that student is not making adequate progress toward benchmark.
☐ Hold Parent/Teacher Conference and discuss student performance with parent and develop a plan (TIER I INTERVENTION PLAN (PMP)) to address area(s) of concern
☐ Provide any materials to parent for home intervention.
☐ Implement (with fidelity) TIER I INTERVENTION PLAN (PMP) intervention plan for a minimum of 4 weeks. The student must be in attendance to receive the intervention. Classroom/school interruptions that prevent the delivery of the intervention must be noted. (Calendar)
☐ Progress monitor regularly. Maintain data points for progress monitoring. A minimum of five data points (baseline plus four more) are needed to create the aim line.
☐ Review effectiveness of *Progress Monitoring Plan* with the Parent – 2nd Contact. Complete the remainder of the Progress Monitoring Plan.
Decision Making by Teacher and Parent at Tier I
☐ Intervention plan successful: Discontinue Tier I Intervention Plan. If the intervention was successful, it is not necessary to proceed to IST.
☐ Revise and/or continue TIER I INTERVENTION PLAN.
☐ Request IST Meeting
If an IST Meeting is Requested, Teacher Must:
☐ Complete *Student Data Form.* - If Hearing/Vision information is not available, this will have to be completed.
☐ Have parent sign *Parent Notification of Intervention Activities/Screening Form*
☐ Print RtI *Student Progress Profile* from Focus; Also include other pertinent data such as STARReading, STARMath, classroom assessments, etc.
☐ Sign up for IST
☐ **Continue** differentiating instruction by providing intervention for the student.

Tier I Forms:

The following forms guide the Tier I processes. The forms are available in Focus.

- **Tier I Intervention Plan (PMP)** - This is completed by the classroom teacher in cooperation with the parent.

The following Tier I forms are only necessary IF the teacher is requesting review with the Intervention Support Team.

- **Student Data Form** – The vision and hearing screening information may be added in the first IST. The screening results must be current (within the past twelve months).
- **Student Progress Profile** – available in Focus. Also include any other data that may have been collected as the intervention has been implemented.
- **Parent Notification of Intervention Activities/Screening Form –** This form requires a parent signature and assures that the parent is involved from the beginning of intervention with the student.

Tier I Behavior

If a student is exhibiting behaviors that are disruptive or that are interfering with the learning of self or others, there is a need to look at behavior. At Tier I, the focus for behavior is on the following:
- Consistent school-wide and classroom behavior expectations
- Expectations that are clearly communicated, modeled, taught, practiced, and reinforced
- Support for learning needs to prevent frustration and defeat
- Ongoing positive communication with home
- Motivational activities to engage the student
- Learning strategies that align with the learning and developmental needs of the student

Automatic RtI provides suggestions for setting up the classroom and following through with behavior support when students do not adhere to the expectations. All K-5 classrooms have been provided with this tool. It is available through the Reading Coach at the other levels.

http://www.pbisworld.com/tier-1/   also provides a comprehensive list of Tier I interventions that are appropriate and effective in the classroom.

Note: At any time that a student poses a danger to self or others, or the behavior is dramatically out of line with expected norms, the teacher should report the behavior immediately to the Guidance Counselor and Administrator.

Intervention Support Team Requirements and Resources

Tier II
Tier III

Section IV – School-based Problem Solving Response to Intervention Teams (IST)

Function of the Intervention Support Team
The Intervention Support Team (IST) applies the problem-solving process to determine the root cause of student learning and/or behavior challenges that the classroom teacher, in conjunction with the parent, is unable to resolve through differentiated core instruction. The IST convenes after the teacher accomplished a preliminary hypothesis and implemented differentiate core instruction targeted to meet the student need. Evidence of this is presented on the completed Progress Monitoring Plan that is reviewed at the first IST on a student.

The focus of the IST is on data review of universal screening and diagnostic information and on the development of research-based interventions to address the learning and/or behavior challenges presented. This includes a *Gap Analysis* to determine overall effectiveness of Tier I instruction in the classroom, additional diagnostic assessment, and the development of a Tier II and/or Tier III Intervention Plan that outlines the plan to address the student's need.

The IST supports the teacher by providing resources, program and personnel, to assist with the increasing intensity of intervention required to address the needs of the student. It also monitors the implementation and process of the intervention plan to assure that interventions are targeted and delivered with fidelity.

Should it be deemed that the learning and/or behavior issue is so severe that it requires ongoing support beyond the general education classroom, the IST assures that appropriate steps and documentation have occurred to move seamlessly into a Child Study Team for further evaluation.

Membership of the Intervention Support Team – Roles and Responsibilities:
While membership on the Intervention Support Team may vary from school to school the following individuals should be considered: (* indicates mandatory membership)
*Administrator – Principal or administrative designee/act as RtI Coordinator, required
*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 MUST 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 - at Tier III
Guidance Counselor
Staffing Specialist – at Tier III
Speech Therapist – helpful in designing interventions for language difficulties
*Reading Coach and/or Content Specialist – as needed for intervention support
Other classroom or resource teachers or support personnel – as needed

Intervention Support Team Member Responsibilities:
Student's Classroom Teacher:
- Pulls data for the Student Progress Profile, Student Data Form, Progress Monitoring Plan (with parent input), and Parent Notification Form **prior** to the meeting.
- Documents parent contact and input (see TIER I INTERVENTION PLAN (PMP))
- Follows up with parent after the IST meeting if parent is not present

IST Administrator-RtI/MTSS Coordinator:
- 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 and data review

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

- Collaborates with school personnel in implementing interventions

Guidance Counselor:
- Available for consultation, particularly on behavioral interventions
- Communicates with district ESE personnel and psychologist as necessary
- May administer screenings as necessary

Reading Coach:
- Administers academic diagnostic assessments and reports to IST
- Pulls data reports as needed and presents at IST
- Provides intervention information and support to the teacher
- May assist with some intervention implementation
- May provide some resources or help teacher organize data collection
- May provide training on intervention implementation or data collection techniques

School Psychologist: (Tier III)
- 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: (Tier III)
- Provides screening and diagnostic information, as necessary at Tier III
- Serves as liaison with ESE and Student Services
- Coordinates the move to a Child Study Team if ongoing student data indicate the need for this
- Provides the Consent Form if a student is to be evaluated

Other Teachers or Support Personnel:
- Contribute information regarding instructional methodologies and curriculum
- Assist in developing interventions from their area of expertise
- Provide 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.

The Gap Analysis should be completed BEFORE the first IST. The Reading/Literacy Coach can assist with this. If there is not a sufficient gap, there is no need for an IST to convene.

MTSS/RtI Coordinator - IST Administrator:
- Non-rotating role
- Coordinates completion of required IST documentation, providing support to referring teacher when necessary; may take notes during the meeting
- Assures teacher has copy of sample agenda prior to meeting
- Maintains calendar and notifies members of dates and times as necessary
- Assures that the teacher leaves with a copy of the Tier plan with the requirements of the intervention delivery and progress monitoring expectations clearly identified
- Coordinates completion of referral paperwork if an ESE referral is necessary
- Establishes and maintains a supportive atmosphere
- Keeps the meeting goal oriented by following agenda
- Assigns a timekeeper to manage time constraints during the meeting
- 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 (MTSS Handbook, PreReferral Manual, etc.)

- Works to assure understanding of issues

Intervention Liaison (Often the Reading Coach or a Content Specialist)
- Supports the teacher in the delivery of the intervention and progress monitoring through training, delivery of resources, and follow-up
- The teacher must know to whom questions should be directed in case of difficulty with the implementation of the intervention(s) and progress monitoring.

The _MTSS 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.
- Special attention should be given to the 'Defining the Problem' and 'Narrowing the Focus' Forms in the Appendix

Other Resources that should be available:
- The Red Book – _Pre-Referral Intervention Manual_, Hawthorne
- Core Program Intervention Tools

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

Intervention Support Team Sample Meeting Agenda -1st Meeting on a Student

***Complete Gap Analysis prior to first meeting. (Reading Coach or other Administrative Designee may facilitate this.)

Time	Task
~ 1 min.	Introductions as necessary (required when parents are present) Facilitator reviews the agenda as necessary
~2 min.	Inventory, Student Strengths and Talents – <u>This information is taken from the TIER I INTERVENTION PLAN (PMP). It is not a general discussion. Care should be taken to focus on data over perception.</u> • Team discusses student's strengths; • Team identifies rewards or incentives that help motivate student.
~3-5 min.	Assess Concerns – Why is this student being brought to IST? **What data indicates that the student is performing more poorly than at least 80% of the class?** • Chair 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 (PMP))
~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 (*TIER I INTERVENTION PLAN (PMP) and any available Progress Monitoring Data*); • Team discusses: o What appears to be the root cause of the student's problems? (See *Defining the Problem* forms o What, if any, additional data is needed to make this determination? **If additional diagnostic information is needed, assign who will be responsible for administration and reporting back.**
~5 min.	Set Academic and/or Behavioral Goals: • Team selects and defines the top concern 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)
~5-10 min.	Design an Intervention Plan: • Team develops at least one intervention to address the concern; • Team selects at least one method or tool to monitor student progress for each intervention (must align with the intervention and the targeted area of need); • IST Coordinator 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, and person(s) responsible for intervention and progress monitoring.
~2 min.	Review Intervention Plan • Recorder reviews main points and asks attendees to sign **Participation Notes Form** (See Page 34) • 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. **TEACHER MUST LEAVE THE MEETING WITH A COPY OF THE INTERVENTION SUPPORT TIER PLAN.**

Sample Follow-up Meeting Agenda

The parent MUST have been invited in a timely fashion to this meeting.

Time	Task
~ 1 min.	Introductions as necessary (required when parents are present) Chairperson reviews the agenda as necessary
~3 min.	Review Initial Concerns • Team Leader briefly reviews initial IST meeting documentation • Chairperson elicits any updated background information since the initial meeting occurred
~5-10 min.	Debrief on Implementation of Intervention Plan: • Teacher and Team Members discuss implementation issues and progress monitoring data. • Team members ask any questions necessary to clarify information. • Administrator (Chairperson) confirms the fidelity of implementation by initialing the *Ongoing Progress Monitoring Documentation Chart and Fidelity Tool*).
~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 • Available personnel record data on *Ongoing Progress Monitoring Documentation Chart and Fidelity Tool.* • 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: • Based on the data presented, Team Members make decision for continuation, modification, or intensification based on student's progress • Determine if additional diagnostics, resources, and/or support are 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 **TEACHER MUST LEAVE THE MEETING WITH A CURRENT COPY OF THE INTERVENTION SUPPORT TIER PLAN.**

Section V – Tier II Instruction

Tier II instruction is strategic in nature. It is *in addition to*, not *in place of*, Tier I instruction. Tier II instruction recognizes that the student must have more instruction in a smaller group setting in order to close the gap between current achievement and expected achievement. The increasing intensity must also narrow the focus to address the root cause of the learning and/or behavior problem.

Tier II instruction is delivered in addition to the 90-minute reading block, but within the 120-minute required ELA time. Math Tier II may be delivered within the 90-minutes of required math. It must be in a small-group (3 –7) setting within the classroom. The intervention must be delivered no less than 45 minutes per week.

Tier II instruction includes the following components:
- Continuation of differentiated Tier I instruction
- Monitoring and support of the School Intervention Support Team
- Elimination of vision or hearing as root causes of the problem
- Additional or more in-depth review of diagnostics to determine the root cause of the problem.
- Research/evidence-based resources used with fidelity.
- Additional small-group instruction directly aligned to the targeted area of need
- A minimum of bi-weekly progress monitoring
- Increased parent involvement

Problem Solving Tier II Activities:

1. **Describe the Student's Performance Profile (provided on *Student Progress Profile* Form and other available data):** During problem solving at Tier II the IST reviews information such as vision, hearing, health, and attendance. A *Gap Analysis* must have been completed to determine if the issue is affecting the one student or if it is a problem with Tier I instruction. Through discussion with the teacher and parent, the team further defines the student's performance profile. Screening information and a review of any diagnostic information confirm 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. The Team is seeing to answer the questions 'how far behind is this student?' and 'what will it take to catch him/her up?'

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. Tier II data must include diagnostic information, whether for reading, math, and/or behavior. 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 in the classroom 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, an observation for instructional fidelity and a time for the 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. Four data points are a minimum required to establish a usable aim line.

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 increase intervention 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 is 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 wait to 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;
- FSA Level 1 for multiple years;
- Functioning below the 15th percentile on multiple assessments (FAIR FS, 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
- A student who is not on track for a full-option diploma after a year in Intensive Remediation.

Tier II Behavior
If after ongoing Tier I intervention, a student continues to exhibit behaviors that are disruptive or that are interfering with the learning of self or others, strategic intervention becomes necessary.   All Tier II interventions occur in addition to interventions in place from Tier I. At Tier II, the focus for behavior is on the following:
- Determination of the function of the behavior – why is the student exhibiting this behavior?
- Focus on one or two behaviors, rather than on overall behavior
- Explicit communication, modeling, and practice of the desired behaviors (replacement behavior)
- Removal of stimuli, as possible, that may be accelerating the behavior
- Support for learning needs to prevent frustration and defeat
- Individualized weekly/daily communication with the home, still attempting to focus on positives
- Learning strategies that align with the learning and developmental needs of the student
- Problem solving with the Intervention Support Team to determine effective interventions
- Narrow the focus of the intervention to build in success for the student.

Automatic RtI provides a protocol for providing intervention at Tier II when the student fails to adhere to the expectations. All K-5 classrooms have been provided with this tool. It is available through the Reading Coach at the other levels.

Other Resources for Interventions:
http://www.pbisworld.com/tier-2
http://escambia.k12.fl.us/pbis/rtib/Tier%202%20Intervention%20Toolbox.pdf
http://www.teachhub.com/behavior-rti-tier-2-interventions
These are used in conjunction with the problem-solving process in the Intervention Support Team.

Tier II Intervention Toolbox
(This is not an all-inclusive list but is meant to provide guidance as intervention is planned.)

Tier II: Academic
Strategic Intervention: Students not responding to core curriculum
Small group (3 –7 students), targeted, a minimum of 3 times per week, a minimum of 45 minutes per week

Tier 2 strategies must be intensified (smaller group size, more explicit instruction, more time, additional or alternate materials) as identified by increased diagnosis of need. Progress monitoring aligned to identified need must occur bi-monthly or weekly to determine student response to intervention. Instructor must be highly qualified and trained to deliver the intervention. Tier II intervention occurs in addition to, not in place of, Tier 1.

- **READING STRATEGIC INTERVENTION: Small Group (diagnosis, targeted instruction, and intensity must exceed Tier I small group)**
  - Harcourt <u>Journeys</u> Strategic Intervention Kit
  - Elementary – Targeted and documented intervention within the 120-minute ELA instructional time, that is in addition to core instruction
  - i-Ready
  - Middle School/High School – Intensive Reading –Teengagement; intervention portions of Collections, Achieve 3000
  - Read 180/System 44
  - Scaffolded support with ELL and Below Level support materials that are part of the adopted text
  - Additional small group instruction in reading – targeted to a data identified need
  - SRA Reading Lab (Must specify minutes per day and must serve as a follow-up to direct instruction)
  - FCRR Center Activities (K-5) and *Empowering Students Instructional Routines* – must be targeted to data identified need and specifically identified by skill
  - Intermediate REWARDS (Elementary – grades 4/5)
  - 7th Grade Level 1 Reading - <u>Social Studies REWARDS Plus</u>; 8th Grade Level 1 Reading – <u>Science REWARDS Plus</u>
  - PALS – Peer Assisted Learning Strategies (K-5)
  - Language Lab – housed with the Speech-Language Pathologist (K-5)
- **MATH STRATEGIC INTERVENTION**: small group (diagnosis, targeted instruction, and intensity must exceed Tier I small group
  - <u>GOMath</u> – Strategic Intervention
  - <u>GOMath</u> *Soar to Success*
  - <u>Accelerated Math</u>
- **Targeted**
  - Reading fluency interventions (repeated reading, listening passage preview) specifically targeted to a small group, which includes the Tier II student
  - Additional class periods at middle and high school
  - Extended learning (e.g. after school)
  - Generic use of flashcards is not an acceptable intervention
- **Progress Monitoring**
  - Bi- monthly or more often – Curriculum Based Measurement aligned to targeted skill area (ex. ~~DEA, FAIR-FS~~ OPM, ORF, STAR Math)
  - Maintain data on *Ongoing Progress Monitoring Documentation Chart and Fidelity Tool*
- **Individualized Diagnostic Assessment (required) - Administered by Reading Coach**
  - ERDA – Reading, K-3
  - DAR – Reading, 4-12
  - STARMath – 1 – ~~8~~10
  - CORE Assessments, K-12

Tier II: Behavioral
Targeted Group Interventions: Some Students (At-Risk)

Must administer at least a simple FBA.
- **The focus is on identifying the function of the behavior and training/modeling/reinforcing expected behaviors**
- **Small group counseling**
  - Provided by guidance counselors, school psychologists; Topics determined by student need
- **Small group behavior intervention plan**
  - PBIS targeted interventions
  - Bullying prevention
  - Check in/Check out system
  - Use board and card games (e.g., Sorry, Candy Land, UNO, Go Fish) with small groups to teach social skills
  - New Horizons
  - Automatic RtI (targeted) – K-5
  - Direct instruction and practice of the replacement behavior
- **Classroom Management**
  - Individualized daily note home
  - Altered routine (special tasks, shorter work periods with activity interspersed, etc.)
  - Specialized Goal Chart or Written Out Schedule
  - Sociogram with activities to include isolates (http://www.behavioradvisor.com/Sociogram.html)
- **O**ther
  - Mentor

***Full FBA with aligned BIP required prior to increasing intensity of intervention to Tier III.

Tier II Checklist of Required Activities:

RtI Tier II Checklist
☐ Complete *Gap Analysis Form* (page 40) prior to first *Intervention Support Team* meeting
☐ Hold IST Tier II Meeting(s) as needed to determine and monitor interventions.
☐Look at effectiveness of Tier I instruction (80/20).
☐ Maintain *Intervention Support Team Participation Notes Form*
☐ Determine if additional data is needed and plan for obtaining this data.
☐ Administer the aligned individual diagnostic and review results to assist with intervention planning. Diagnostic report must be a part of the documentation.
☐ Complete the *Exclusionary Factors Form*
☐ Follow-up with parents if not present at IST meeting. **NOTE: Parents must be invited to all IST meetings after the initial meeting. If they do not attend, a follow-up call is expected.**
☐ Implement Tier II intervention plan for 40 days to four months.
☐ Progress monitor weekly or bi-weekly. Maintain *Ongoing Progress Monitoring Documentation Chart and Fidelity Tool* 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 one *Classroom Observation Form*
☐ Administrator verifies Instructional Fidelity by initialing on the *Ongoing Progress Monitoring Documentation Chart and Fidelity Tool* after an observation of the intervention has been conducted.
Decision Making by IST at Tier II
☐ Intervention plan successful: Discontinue Tier II Plan and scaffold back to Tier I
☐ Intervention successful: Write new Tier I plan, if needed.
☐ 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.
☐ Academic - Assure that an individualized diagnostic has been administered and that the intervention is planned based on the diagnostic data. (ERDA, DAR, G⁺MADE) **Required**
☐ Behavior – Assure that an FBA has been administered. **Required**
DO NOT PROCEED TO TIER III WITHOUT __ALL OF__ THE ABOVE!

Tier II Forms
In addition to the forms completed at Tier I, the following forms are used to monitor the Tier II process. They are required. They are completed with the support of the Intervention Support Team. Do not give a teacher a packet of these forms to complete in isolation.

Tier I Gap Analysis – completed before the first IST meeting. The Reading Coach or Administrator's designee can facilitate this. No gap – No IST.

Intervention Support Team Folder Checklist - A folder/binder to maintain the paperwork and documentation is created at Tier II. This is maintained by the IST Coordinator and updated at each meeting. Folders are purple. Binders are white.

Intervention Support Team (IST) Meeting Invitation – This is a sample that may be used to communicate with the parent. Documentation of emails and/or phone calls, along with the record of the parent's attendance may be used in lieu of this form. Best practice includes the use of the **Communications Tab in Focus** for documentation of ongoing parent contacts. Note: Failure to obtain paperwork from the parent does NOT stop the process.

Intervention Support Team Participation Notes – This is an ongoing documentation of attendance and notes from Tier II and Tier III meetings. Put the date at the top of the column and have each participant sign at the first meeting and initial thereafter.

Tier II Plan – Academic – This plan must clearly delineate the expectations for intervention delivery and progress monitoring. The teacher should be given a copy of the plan at the end of the meeting, and the original must be maintained by the IST Leader.

Tier II Plan for Behavior is the *Behavior Intervention Plan*.

Additional Pages as Necessary – use these pages to alter the intervention if necessary when the level of support is not being increased to Tier III.

Ongoing Progress Monitoring Documentation Chart and Fidelity Tool – This is kept by the teacher and presented with updated information at each subsequent meeting. It documents when the intervention occurred along with the progress monitoring data. For graphing purposes, the data may be transferred to the **Progress Monitoring Record Form.**

Parent Conference Form – Tier II – This form documents parent involvement during Tier II. It can be completed by the teacher or as a result of the IST meeting, which the parent attended.

Classroom Observation Form – A classroom observation is required once in Tier II and once in Tier III. The observation may be completed by the administrator or his/her designee.

Exclusionary Factors Form – This form documents that extenuation circumstances or conditions which may negatively impact learning and/or behavior have been considered in the problem-solving process.

Diagnostic Report – A summary of the diagnostic information considered in the problem-solving process must be included at Tier II. This may be updated for subsequent meetings.

When the Intervention Focuses on Behavior:
When the intervention is needed to address behavior concerns, a simple or complete Functional Behavior Assessment (FBA) must be completed prior to designing the Tier II intervention. The results of the simple FBA must be included in the documentation for Tier II. The Tier II Behavior Plan, also known as a Behavior Intervention Plan (BIP), must be based on the information obtained in the FBA. If intervention increases to Tier III support, a complete FBA is required.

Section VI – Tier III Instruction

When a student's achievement is multiple years below grade level or when a learning or behavior problem, while managed, is not improving, the Intervention Support Team may increase the intensity of the intervention to Tier III. Tier III is the highest level of intervention in the general education classroom and should be required for five or less percent of all students. The focus of this level of intervention, as with Tiers 1 and 2, is on the delivery of instruction, not the completion of forms. Fewer than 5% of all students outside of ESE should require this level of service. This means that in a school of 600 students fewer than 30 students would require a level of service at Tier III intensity.

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 case 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. 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, primary 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. Recent research indicates that students who are two or more years behind in reading may require an additional 100 minutes or more of instruction per day.
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. This means that a computer program used in isolation does not meet the criteria for Tier III instruction.**

Evaluating Progress in Tier III:
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. This means that the level intervention may be decreased, although progress monitoring will continue to occur.*
- *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 reasonably continued in a general education classroom. 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 intervention plans are more than can be supported and delivered solely through general education, it is time to consider convening a Child Study Team (CST) and opening the ESE door.

Tier III Checklist of Required Activities:

RtI Tier III Checklist
☐ Hold IST Tier III Meeting(s).
☐ Maintain *Intervention Support Team Participation Notes.*
☐ Complete an additional observation using the *Classroom Observation Form.*
☐ Review the Exclusionary Factors Form.
☐ ***Parents are invited to all* Tier III *IST meetings*.**
☐ Write Tier III Intervention Plan; BIP for Behavior
☐ Implement Tier III intervention plan for at least 30 school days.
☐ Administrator verifies Instructional Fidelity on the Ongoing Progress Monitoring Documentation Chart and Fidelity Tool
☐ Graph data
☐ Review Comparative Data and complete Comparative Data Form
☐ Analyze effectiveness of Tier III Intervention Plan.
☐ Assure all documentation for Tiers II and III is complete
Decision Making by IST at Tier III
☐ Intervention plan successful: Return intervention level 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 (IST) makes this decision collaboratively. The decision is based upon the data indicating the student's lack of response to intervention and the layering of support the student is receiving.

However, prior to obtaining *Consent to Evaluate* from the parent, the Response to Intervention must be reviewed by the district Instructional Services Office.

Steps for Submitting an RtI Folder:
1. School reviews folder and assures that the contents are in the order as required by the Folder Checklist Form.
2. School submits the folder to the Instructional Services Office.
3. Instructional Services personnel log the folder in and review the contents for compliance with problem-solving process.
4. Instructional Services personnel either
    a. Send the folder back to the school for additional information, which means that it will have to be submitted to Instructional Services again once corrections are made, or
    b. Transmits the folder to the appropriate Staffing Specialist.
        i. The Staffing Specialist completes a preliminary review.
        ii. If the documentation is in order, the Staffing Specialist communicates with the school to schedule a meeting with the parent for the *Consent for Evaluation Form* to be reviewed.
5. If the *Consent for Evaluation* is signed by the parent, the Staffing Specialist will present the documentation to the School Psychologist for the evaluation to be completed.

- 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 data, 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 (Child Study Team) 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. The school psychologist or determined personnel will review all data and address any additional assessments that are needed in order to write the report.
   5.4. 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. A request for additional time evaluation may be granted by the parent(s).

Tier III Toolbox for Intervention

Tier III: Academic
Specific Intensive Interventions: Students not responding to Tier II Increase frequency, duration, and monitoring Individual student or small group not to exceed 1 -7

Tier III instruction occurs outside the period of time designated for core instruction. It is in addition to targeted instruction offered during the 120-minutes for ELA (elementary), Reading Class (middle), or 90-minute Math Class (elementary). Instruction must be targeted to data identified needs based on progress monitoring and diagnostic information. Instruction should address one area at a time to insure the ability to progress monitor response. A blanket approach with many targeted areas is not appropriate for Tier III. Tier III instruction is offered daily (5 x per week).

- **Specific Intensive Interventions**
  - Increased Frequency, Duration, and Monitoring of Interventions
  - **Reading -** Harcourt Journeys Intervention Station (K-5)
  - **Reading -** Reading Mastery Plus/Corrective Reading
  - **Reading/Math -** Tutoring by trained paraprofessional or volunteer in addition to targeted instruction from the teacher – tutoring must be explicit, from an approved material/program, and strategy must be research-based
  - **Reading -** Read 180/System 44 – 90-minute block (middle school)
  - **Reading/Math -** Extended use of math manipulatives with direct instruction – explicitly aligned to the targeted area of need
  - Modified Curriculum – e.g. using a lower grade level text for core instruction, based upon a diagnostic and a placement test. Student must still be receiving Tier I instruction.
  - **Reading –** Kaleidoscope – K-5
  - **Math –** GOMath Intensive Intervention Kit
- **Targeted**
  - Extended learning (e.g. after school) with specific targeted intervention and researched, evidence-based tool(s)
  - Suspended Curriculum to focus on Reading instruction. K-5
- **Technology Assisted Instruction**
  - i-Ready (Elementary) Achieve 3000 (middle and high school) as aligned to need with direct instruction component
  - GOMath *Soar to Success*
  - Edgenuity Credit Recovery (middle and high school) – monitoring student attempts and support needed to complete
- **Progress Monitoring**
  - Weekly – Curriculum Based Measurement aligned to targeted skill area (ex. Cold Reads)
  - Maintain Data and Calendar on the *Ongoing Progress Monitoring Documentation Chart and Fidelity Tool*
- **Individualized Diagnostic Assessment (if not done in Tier II)** - Administered by Reading Coach
  - ERDA – Reading, K-3
  - DAR – Reading, 4-12
  - STARMath – 1 – 8
  - CORE Assessments, K-12

Tier III: Behavioral
Intensive

- **Behavior Intervention Plan (BIP) based on formal Functional Behavioral Assessment (FBA) data**
- **Note: Replacement behaviors must be taught and monitored.**
- **Individual counseling**
  - Provided by guidance counselors, school psychologists
  - Regularly scheduled, targeted counseling
- **Individual Interventions**
  - Adult Mentor/Advocate - assurance that mentor contacts a minimum of twice per week and that this is an effective intervention
  - Check in/Check out system (increased intensity)
  - PBIS supported individual interventions
  - Daily Behavior Sheet
  - Interventions as outlined in *Automatic RtI (K-5)*

If collected data shows insufficient response to Tiers I, II, and III interventions OR the layering of interventions is non-sustainable, then the IST may convene a Child Study Team to consider ESE eligibility.

Tier III Forms

In addition to the forms completed at Tiers I and II, the following forms are used to monitor the Tier III process. They are required. They are completed with the support of the Intervention Support Team. Do not give a teacher a packet of these forms to complete in isolation.

Tier III Parent Notification of Increasing Intervention and Problem Solving – This is used to assure that the parent is aware of the intensity of intervention the child is receiving. If additional assessments, such as an IQ test or a complete FBA are to be given, a *Consent for Screening* may be needed.

Tier III Parent Conference Form – Documents parent involvement in Tier III.

Tier III Plan - Academic - This plan must clearly delineate the expectations for intervention delivery and progress monitoring. A copy should be given to the teacher at the end of the IST. The original is maintained in the student's RtI binder.

Tier III Plan for Behavior is the new *Behavior Intervention Plan*.

Additional Pages as Necessary – use these pages to alter the intervention if necessary when the level of support is being maintained at Tier III, but the intervention must be changed.

Ongoing Progress Monitoring Documentation Chart and Fidelity Tool – This is kept by the teacher and presented with updated information at each subsequent meeting. It documents when the intervention occurred along with the progress monitoring data. This is *in addition to* the not *in place of* the documentation that is ongoing for Tier II intervention. For graphing purposes, the data may be transferred to the **Progress Monitoring Record Form.** All intervention is layered: Tier I + Tier II + Tier III.

Review of Current Level of Performance Comparison Form - This information is required to determine where the student is in relation to other students in the same grade level and population.

Tier III Behavior

If after ongoing Tier I and Tier II intervention, a student continues to exhibit behaviors that are disruptive or that are interfering with the learning of self or others, intensive intervention becomes necessary.   The differences between Tier 2 and Tier 3 are: 1) Depth of problem analysis 2) Level of individualization. All Tier III interventions occur in addition to interventions in place from Tier I and Tier II. At Tier III, the focus for behavior is on the following:

- Increased diagnosis – A complete FBA must be administered.
- Determination of the function of the behavior – why is the student exhibiting this behavior?
- Narrow the scope of the focus.
- Explicit communication, modeling, and practice of the desired behaviors
- Removal of stimuli, as possible, that may be accelerating the behavior
- Support for learning needs to prevent frustration and defeat
- Additional support from support personnel – guidance, administration, outside agencies, etc.
- Individualized daily communication with the home, still attempting to focus on positives
- Learning strategies that align with the learning and developmental needs of the student
- Problem solving with the Intervention Support Team to determine effective interventions

Automatic RtI provides a protocol for providing intervention that reaches into Tier III when the student fails to adhere to the expectations. All K-5 classrooms have been provided with this tool. It is available through the Reading Coach at the other levels.

Other Resources for Interventions:
http://www.pbisworld.com/tier-3/
http://www.escambia.k12.fl.us/pbis/rtib/Guide_Tier%203%20Intensive%20Supports.pdf
http://www.teachhub.com/behavior-rti-tier-2-interventions
These are used in conjunction with the problem-solving process in the Intervention Support Team.

Parent Requests for Evaluation:

At any time, a parent may request that an evaluation occur to determine if the child requires services provided through Exceptional Student Education. While the school will always act upon a parent's request, a conversation explaining the process is appropriate. Even though the public at large continues to refer to an evaluation as 'testing', it is helpful if school personnel can refrain from doing so, as this gives the impression that a test will be administered to determine eligibility.

If a parent requests 'testing' for a student the teacher should refer the parent to the administrator. The Exceptional Student Education Office must be contacted by the school at this time.   The state mandates that we use the Response to Intervention in the evaluation process. This means that for many exceptionalities, once consent is signed, the school will provide intervention with progress monitoring during the evaluation. The parent must be involved in this process. When the Consent for Evaluation is signed the 60-day countdown to the eligibility meeting begins.   If 60 days is insufficient time to collect the needed data, the student will be declared ineligible based on the available data. Depending on the exceptionality noted in the referral the parent may have the option of signing an extension to allow more time to collect data. The ESE Staffing Specialist brings the Consent for Evaluation Form to the table, and the ESE office monitors the evaluation process.

Presentation of Information:
It is important to remember that the way information is presented to a parent will impact the parent's response. Care should be taken to give clear information in layman's terms. The parent is the child's advocate.   District staff may be brought in to assist with communication.

Important Notes and Required Time Frames When a Parent Requests an Evaluation:
Evaluation means procedures used to determine whether a student has a disability or is gifted and in need of specially designed instruction and related services, and the nature and extent of the educational needs of the student.

When an evaluation is initiated at parent request, the general education interventions (RtI) must be completed concurrently with the evaluation but prior to the determination of the student's eligibility for special education and related services.

If a parent requests that the school district conduct an initial evaluation prior to the completion of the general education interventions, the school district must respond within thirty school days by:
- Obtaining consent for and conduct the evaluation and complete the general education interventions concurrently with the evaluation but prior to the determination of the student' eligibility.
- The ESE Staffing Specialist must be present when the Consent for Evaluation is signed. Guidance Counselors and Associate Deans for Student Services may not offer the form to a parent without an ESE Staffing Specialist's involvement.

Section VII – Forms Used in the Response to Intervention Process

The forms noted in BOLD are the sole responsibility of the teacher. All other forms are completed in and with the support of the Intervention Support Team.

The forms noted with an *asterisk may require multiple of the same form as information is updated.

Tier I:
1. **Progress Monitoring Plan**
2. **Student Progress Profile**
3. **Student Data Form**
4. **Parent Notification of Intervention Activities**

Tier II:
1. Gap Analysis Form – Academic or Behavior
2. Intervention Support Team Intervention Folder Checklist
3. Tier II Plan Academic; Tier II BIP for Behavior
4. *Additional Pages for Tier II Plans
5. *Intervention Support Team Participation Notes (use with plan) – This is maintained throughout the process.
6. *Intervention Support Team Meeting Invitation (required unless other forms of documentation are used; i.e. emails, phone logs)
7. ***Ongoing Progress Monitoring Documentation Chart and Fidelity Tool (with graph of data points)**
8. Individual Diagnostic Summary Report
9. Exclusionary Factors Form
10. Tier II Parent Conference Form
11. Classroom Observation Form

Tier III:
1. Tier III Parent Notification of Increasing Intervention and Problem Solving
2. Tier III Plan Academic; Tier III BIP for Behavior
3. *Additional Pages for Tier III Plans
4. ***Ongoing Progress Monitoring Documentation Chart and Fidelity Tool with graph of data points**
5. Tier III Parent Conference Form
6. Classroom Observation Form
7. Review of Current Level of Performance Comparison Data

Additional forms guide the process once a Child Study Team is convened.

TIER I

School: _____ Student Name: _____ Teacher: _____ Date: _____

Tier I Intervention Plan (PMP)

A. Student Need:

Strength(s):	Evidenced By (Data or Observation):

Area(s) of Need:	Evidenced By (Data or Observation):

B. Intervention Plan for Targeted Area of Need:

1. What area of need does this plan address?	
2. Current Performance - baseline data in area of Targeted Need (Ex. FSA, SAT 10, STARMath, STARReading,, , Student Adherence to Classroom Behavior Plan):	
3. The student will (describe observable, measurable behavior):	
4. Aligned Intervention (Describe the differentiation; how often the intervention will occur):	

5. How will you determine if the student is making progress?	Baseline Data:	Goal by Check Up	Data at Check Point

6. Parent Support:

Parent Signature: _____ Date: _____

<mark>Teacher will follow-up on</mark> _____ with ☐ Conference ☐ Phone Conference

7. Second Parent Contact Date: _____ Type: _____

8. Item(s) Discussed during Second Contact:
☐ <mark>Student's status in regards to required assessments was discussed.</mark>

C. Evaluate Progress (<u>At the time of second Parent Contact</u>):

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

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

Student will be referred to Intervention Support Team (IST).   **Yes** (see below for next steps)   **No**

<mark>*IF STUDENT IS BEING REFERRED TO IST*</mark>: *(CHECK BOXES AS YOU COMPLETE)*
☐ *HAVE STUDENT VISION AND HEARING CHECKED OR PULL REPORT IF DONE IN THE LAST 12 MONTHS;*
☐ *COMPLETE STUDENT DATA FORM;*
☐ *COMPLETE/UPDATE STUDENT PROGRESS PROFILE*
☐ *HAVE PARENT SIGN PARENT NOTIFICATION OF INTERVENTION ACTIVITIES/SCREENING FORM;*

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Teacher:_____   School:_____

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

A. Student Name:	**ID#** **Date:**
	Grade:

B.   Parent Contact Information:
Name:

Address:

Phone:

C. DOB:	**Good Cause Promotion(s) – Specify Grade Level(s):**

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

E.   Area(s) of Concern – WHY ARE YOU REFERRING THIS STUDENT TO THE INTERVENTION SUPPORT TEAM? (Attach any available documentation)

Vision and Hearing Screening Information is available in the student's cumulative folder. This can be added at the IST meeting.

F. Date of Vision Screening(must be w/in past 12 months) THIS MUST BE FILLED IN NO LATER THAN THE FIRST ISTMEETING: _____ **Results: Within Normal Limits __Yes __ No**	**Date of Hearing Screening (must be w/in past 12 months):** THIS MUST BE FILLED IN NO LATER THAN THE FIRST IST MEETING: _____ **Results: Within Normal Limits __Yes ___No**

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

	Academic Concerns		Behavior Concerns		Other
	Loss of interest/ Inattentive in class		Defiance of rules		Change in attendance
	Appears to try hard without success		Obscene language/gestures		Excessive absences
	Change in class participation		Constantly in the wrong place/area		Pattern of early morning tardiness
	Inconsistent class/test grades; overall performance is inconsistent		Frequent use of hall passes/frequent physical complaints		Pattern of early departure
	Low test scores		Dramatic attention seeking		Skipping class
	Reads below grade level		Fighting		
	Little automaticity of recall on basic facts/skills		Sudden outburst/verbal abuse		
	Difficulty completing assignments		"Care-less" attitude		
	Difficulty following directions in sequence		Defensive/persecuted/argumentative/blaming		
	Low frustration tolerance		Appears withdrawn		

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

I. Services Received:	____ **Speech/Language Therapy** ____ **Tutoring** ____ **Physical Therapy** ____ **Small Group/Ind. Guidance** ____ **504 Accommodations** ____ **BIP in place** ____ **Previously Reviewed by IST – Years:** _____	____ **ESL/LEP/ELL** ____ **Title I** ____ **Occupational Therapy** ____ **Community Services** ____ **Read 180/Intensive Reading** ____ **Credit Recovery** ____ **Previously Screened/Evaluated – Year_____**

J.   Additional Comments/Information/Teacher Observations:

Student Progress Profile

Pull all that apply to your student.

Report	Date Pulled	Notes
Pull the FOCUS RtI Student Progress Profile Report from FOCUS		
StarMath (1- 12)		
Early Literacy/StarReading (K- <u>12)</u>		
SAT 10 (At-Risk Third Grade)		
Print, attach reports and bring to IST meeting. If you need help finding any of these reports, ask your IST Coordinator or Reading/Literacy Coach for assistance.		

Duplicate reports will not be maintained in the IST folder.

Wakulla County School Board

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**

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TIER II

Intervention Support Team Folder Checklist

(attach to front of student purple folder or binder)
This is the organizational order for the folder/binder.

Student Name: _____ Date Folder Originated: _____

Note: Forms should only be placed in the folder when they are complete. Do not place blank or partially completed forms in the folder. Forms should be organized according to Tier. Additional information should be placed at the back of the folder.

Tier	Date when Complete	Form or Item	Notes
Tier I		**Student Progress Profile** (updated) from FOCUS	
		Tier I Intervention Plan (includes 2 documented parent conferences)	
		Student Data Form (must include hearing/vision screening within last year)	
		Parent Notification of Intervention Activities	
Tier II		**Gap Analysis Form – Academic or Behavior**	
		Multi-Tiered System of Supports: Tier II Intervention and Response Plan; Tier II BIP for Behavior	
		Additional Tier II Intervention pages as necessary	
		Intervention Support Team Participation Notes (use with plan)	
		Intervention Support Team (IST) Meeting Invitation *(required);* <u>other documentation of invitation may be used</u>	
		Ongoing Progress Monitoring Documentation Chart and Fidelity Tool <u>with graph of Data Points</u>	
		Exclusionary Factors Form	
		Tier II Classroom Observation	
		Individual Diagnostic (ERDA, DAR, STARMath, FBA, etc.)	
		Tier II Parent Conference Form	
Tier III		**Tier III Parent Notification of Increasing Intervention and Problem-Solving** (This is only necessary if the IST sees the necessity for administering a processing or achievement test to pinpoint the area of concern. **Remember that this is for a limited (≤ 5%) of students.**	
		MTSS: Tier III Intervention and Response Plan; Tier III BIP for Behavior	
		Additional Tier III Intervention pages as necessary	
		Ongoing Progress Monitoring Documentation Chart and Fidelity Tool with <u>graph of Data Points</u>	
		Tier III Parent Conference Form	
		Tier III Classroom Observation	
		Review of Current Level of Performance Comparison Data	
		----all of the above must be complete prior to moving to CST, except in the case of Parent Request.	
ESE/Child Study Team		**Child Study Team Forms** *--the following forms are found in the referral packet, and the assigned staffing specialist can assist with understanding and completion.*	
		***Parent Notice/Consent for Evaluation (** *IST packet must be approved by staffing specialist before this form can be used.)*	
		Referral Form/Request for Individual Evaluation	
		Confidential Evaluation Report (completed by psychologist)	
		Parent Consent for Re-Evaluation (if child is currently in ESE)	
		WSGAD – Written Summary of Group Analysis of Data	
		Written Agreement for Extension of Time (if appropriate)	
		Extraordinary Circumstances (if appropriate)	

General Education/Intervention Support Team

*Confirm if student is currently in ESE. If so, use Consent for Re-Evaluation.

Tier I Gap Analysis - Academic

(First Conversation)

Student: _____ School: _____ Grade: _____ Date: _____

*Prior to increasing the intensity of intervention to Tier II, a **gap analysis** must be conducted in order to determine if the area of need is unique to the identified student, or if it exists at the classroom level or overall grade level.*

Targeted Area of Need (from Tier I Plan): _____

Data that is aligned to the targeted skill: _____

Student's present level of performance (consult data from Student Progress Profile)	
Expected level of performance for the student on this skill:	
Is there a significant gap between the student and the expectation?	☐ Yes ☐ No
Group data against which student data is being compared (ex. 4th grade, 6th period ELA)	
a) What percent of the comparison group is at or below the level of performance of the identified student? (Ex. 3/22 = 14%)	
b) What percent of the comparison group is above the level of performance of the identified student? (Ex. 86%)	
Is the identified student's performance significantly below at least 80% of the comparison group? (This indicates a significant GAP.)	
Reflection: How are the needs of the other students who are at or below the level of performance of the identified student being addressed?	

If many of the students in the comparison group are exhibiting a low level of performance, Tier I instruction must be addressed.

Based on the information above, how will the concern be addressed?

☐ Classroom/Grade Level as a whole – set up meeting with teacher(s) to discuss and plan (Required if need is exhibited throughout the comparison group) An additional IST is not scheduled at this time.

☐ Significant Gap identified – Continue with IST discussion for Tier II intervention plan development.

_____ Administrator _____ Reading Coach _____	Notes:

Tier I Gap Analysis - BEHAVIOR
(First Conversation)

Student: _____ School: _____ Grade: _____ Date: _____

*Prior to increasing the intensity of intervention to Tier II, a **gap analysis** must be conducted in order to determine if the area of need is unique to the identified student, or if it exists at the classroom level or overall grade level.*

Targeted Area of Need (from Tier I Plan): _____

Data that is aligned to the targeted behavior: _____

Review the student's present level of performance (consult data from Student Progress Profile) – Is the targeted behavior interfering with the student's academic performance?	
Student's present level of behavior (frequency of targeted behavior): Ex. Student has outbursts a minimum of 5 times per day.	
Expected level of performance for the student on this skill (this may be '0'):	
Is there a significant gap between the student and the expectation?	☐ Yes ☐ No
Group data against which student data is being compared (ex. 6th grade students)	
a) What percent of the comparison group is at or below the level of performance of the identified student? (Ex. 3/22 = 14%)	
b) What percent of the comparison group is above the level of performance of the identified student? (Ex. 86%)	
Is the identified student's performance significantly below at least 80% of the comparison group? (This indicates a significant GAP.)	
Reflection: How are the needs of the other students who are at or below the level of performance of the identified student being addressed?	

If many of the students in the comparison group are exhibiting a high level of Behavior incidents, the Tier I Behavior Plan in the classroom must be addressed.

Based on the information above, how will the concern be addressed?

☐ Classroom/Grade Level as a whole – set up meeting with teacher(s) to discuss and plan (Required if need is exhibited throughout the comparison group). An additional IST is not scheduled at this time.

☐ Significant Gap identified – Continue with IST discussion for Tier II Behavior Intervention Plan development.

_____ Administrator	Notes:
_____ Reading Coach	

Intervention Support Team (IST) Meeting Invitation

Date Sent: _____

Method of Delivery: _____

To the Parent/Guardian of: _____

Teacher: _____

The Intervention Support Team is a committee of people at our school that meets on a regular basis to help teachers find new or different ways to help specific students achieve academic or behavioral success at school. Your child has been referred to the team by the classroom teacher.

Meetings are held to develop Intervention Plans for specific students and also to discuss how the student is responding to the implemented interventions.

You are invited to attend and participate in these important meetings. You will have an opportunity to express any concerns you have or ask questions you may have regarding your child's education. Your participation is valuable and welcomed. However, if you are unable to attend you may follow up with your child's teacher.

Meeting Information:
Date: _____
Time: _____
Location: _____

Parent was notified by phone ☐ or email: ☐ Response: _____

If you have any questions or need more information, please do not hesitate to contact _____ at _____ (phone number).

Detach and Return this Portion

PLEASE CHECK THE APPROPRIATE RESPONSE, SIGN AND RETURN TO YOUR CHILD'S TEACHER PRIOR TO THE SCHEDULED MEETING.

_____ Yes, I will attend the meeting.

_____ I do not plan to attend the meeting. Please contact me at _____ to discuss the results of the meeting.

_____ _____ _____
Student Name   Parent/Guardian Signature   Date

Intervention Support Team Participation Notes

Student _____ **School** _____

Grade _____ **Initial Meeting Date** _____ **Teacher** _____

Team Members should sign the first time they attend. That date is noted above. Thereafter, the date of the meeting will be recorded at the top of the column (highlighted) and participants will initial under the date by their name.

Team Member Role	Signature	Meeting Dates/Initial Attendance			
Administrator					
Teacher					
Guidance					
Reading Coach					
ESE Personnel					
Parent*					
Other					

***Assure parent has been invited to attend and informed of meeting times and location.**
NOTES:

_____

_____

_____

_____

_____

_____

_____

_____

WMIS RTI2259, New 7/12

Multi-Tier System of Support: Intervention and Response Plan Tier II Academic

Name: _____ Date: _____

Teacher: _____ Grade: _____ D.O.B. _____

Is this a parent request? ☐ Yes ☐ No

Step 1: Note the comparison sub groups for this student if applicable?
LEP ☐ Low SES ☐ Racial Subgroup ☐ Other: [_____]

Step 2: What will the plan address?

Diagnostic Given ☐ yes ☐ no Date Given: _____

Name of Diagnostic:

What area is indicated as deficient by the diagnostic
and other data?

A) Academic:

Based on the diagnostic,
what is the targeted skill? _____

What is the current grade level expectation of the skill? _____

What is the student's current level of performance?

Step 3: Performance Gap Assessment

What level will the student have to reach in order to close the gap? _____

_____

Ex. Student must be able to accurately read _____ words per minute.
Ex. Student must comprehend 4th grade level text with 80% accuracy.

How much growth must the student make to close the gap? _____
Ex. If student is currently comprehending 2nd grade level text with 80% accuracy and s/he must reach 4th grade level with 80% accuracy, the student must make two years of growth.

Step 4: Estimation of Additional Instruction Time Needed
At Tier II, this may be delivered through additional small group instruction in the classroom. Students significantly behind require longer periods of time at higher levels of intensity to close the gap. The Team should review the *Estimated Growth Chart* and consider what it will take to move this student to aimline.

Step 5: Hypothesis and Intervention Goal and Design
Date:

_____

Review of data and problem solving indicate the p**roblem is occurring because**

_____

_____

Prediction Statement: **If _____ would occur, then the problem would be reduced.**

Name:	**D.O.B.**	**School:**

Step 6: **Goal of Intervention (SMART):**

Description of Intervention:

Start Date:

Number of Days Per Week: _____   **Number of Minutes Per Day:** _____

**Person Responsible for Intervention
And Progress Monitoring:**

Method of Progress Monitoring:

Step 7: **Evaluation of response to intervention: This step must be completed prior to increasing intervention.**
Completed Progress Monitoring Documentation Chart with graph must be attached.

Has the intervention occurred for a sufficient length of time to collect enough data points to determine progress? ☐ Yes ☐ No

Number of Weeks?	Number of Sessions?	Length of Sessions? _____minutes

Has the intervention been monitored for fidelity? ☐ Yes ☐ No | By Whom?

Compare the student's rate of progress to the goal set by IST. Is the student making adequate
Progress toward achieving the goal?   ☐ Yes   ☐ No

Step 8: Determine Next Steps

☐ Based on progress, scale back intervention to _____.

☐ Based on progress, continue intervention at present intensity. Recheck on: _____

☐ Based on progress and diagnostic data, change Tier II intervention. Go to 2nd Intervention Page.

☐ Based on review of progress, increase intensity to _____. Review Tier II Checklist. Create Tier III Plan.

☐ Based on lack of response to intervention, additional diagnostic information is needed. This will be scheduled by (person): _____. Review on: _____

☐ Other team decision: _____

Additional Notes: _____

_____

_____

Tier II Academic – Additional Intervention Page
(to be completed if the Tier II intervention is changed)

Name:	D.O.B.	School:
	Grade:	School Year:

Step 6: Goal of Intervention (SMART):

Description of Intervention:

Start Date:

Number of Days Per Week: _____ Number of Minutes Per Day: _____

Person Responsible for Intervention
And Progress Monitoring:

Method of Progress Monitoring:

Step 7: Evaluation of response to intervention: **This step must be completed prior to increasing intervention.**

Completed Progress Monitoring Documentation Chart with graph must be attached.

Has the intervention occurred for a sufficient length of time to collect enough data points to determine progress? ☐ Yes ☐ No

Number of Weeks?	Number of Sessions?	Length of Sessions? _____ minutes

Has the intervention been monitored for fidelity? ☐ Yes ☐ No | By Whom?

Compare the student's rate of progress to the goal set by IST. Is the student making adequate Progress toward achieving the goal? ☐ Yes ☐ No

Step 8: Determine Next Steps

☐ Based on progress, scale back intervention to _____.

☐ Based on progress, continue intervention at present intensity. Recheck on: _____

☐ Based on progress and diagnostic data, change Tier II intervention. Go to 2nd Intervention Page.

☐ Based on review of progress, increase intensity to _____. Review Tier II Checklist. Create Tier III Plan.

☐ Based on lack of response to intervention, additional diagnostic information is needed. This will be scheduled by (person): _____. Review on: _____

☐ Other team decision: _____

Functional Behavioral Assessment Teacher Form
(Brief FBA)

Student Name: _____ Date of Birth: _____ Grade: _____

Teacher: _____ School: _____

WHEN does the behavior occur the most? (Time?) ☐ Morning ☐ Afternoon ☐ Before/after school ☐ lunch/recess	OTHER EVENTS OF CONDITIONS occurring right before this behavior: ☐ teacher request ☐ a consequence has been imposed ☐ unexpected schedule change ☐ other _____
WHERE does the behavior occur the most? ☐ regular classroom ☐ cafeteria ☐ hallways ☐ other _____ HOW OFTEN does the behavior typically occur? ☐ times per day _____ ☐ times per week _____ ☐ random _____ ☐ other _____	WHO is present when the problem behavior is most likely to occur: ☐ teacher ☐ peers ☐ paraprofessional/TA ☐ other

Motivation Assessment Scale

Direction: Read each question carefully and circle the **ONE** number that best describes your observations:

		Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
1.	Would the behavior occur continuously, over and over if this student were left alone for long periods of time?	0	1	2	3	4	5	6
2.	Does the behavior occur following a request to perform a difficult task?	0	1	2	3	4	5	6
3.	Does the behavior seem to occur in response to your talking to other students in the room?	0	1	2	3	4	5	6
4.	Does the behavior ever occur to get a toy, food or activity that this student has been told he/she can't have?	0	1	2	3	4	5	6
5.	Would the behavior occur repeatedly, in the same way, for long periods of time, if no one were around?	0	1	2	3	4	5	6
6.	Does the behavior occur when any request is made of the student?	0	1	2	3	4	5	6
7.	Does the behavior occur whenever you stop attending to the student?	0	1	2	3	4	5	6
8.	Does the behavior occur when you take away a favorite toy, food or activity?	0	1	2	3	4	5	6
9.	Does it appear that this student enjoys performing the behavior?	0	1	2	3	4	5	6
10.	Does this student seem to do the behavior to upset or annoy you when you are trying to get him/her to do what you ask?	0	1	2	3	4	5	6
11.	Does this student seem to do the behavior to upset or annoy you when you are not paying attention to him/her?	0	1	2	3	4	5	6
12.	Does the behavior stop occurring shortly after you give this student the toy, food, or activity he/she requested?	0	1	2	3	4	5	6

		Never	Almost Never	Seldom	Half the Time	Usually	Almost Always	Always
13.	When the behavior is occurring, does the student seem calm and unaware of anything else going on around him/her?	0	1	2	3	4	5	6
14.	Does the behavior cease shortly after you stop making demands of this student?	0	1	2	3	4	5	6
15.	Does the student seem to initiate the behavior in order to get you to spend some time with him/her?	0	1	2	3	4	5	6
16.	Does this behavior seem to occur when the student has been told that he/she can't do something he/she had wanted to do?	0	1	2	3	4	5	6

Directions: Transfer the numeric answer for each question to the blanks below.
Scores are organized into columns by type of motivation. Add the total score and calculate the mean score for each motivation.
Then determine the relative ranking by assigning the number "1" to the motivation with the highest mean score, the number "2" to the motivation with the second highest mean score, and so forth.

	Sensory	Escape	Attention	Tangible
	1.	2.	3.	4.
	5.	6.	7.	8.
	9.	10.	11.	12.
	13.	14.	15.	16.
Total Score:				
Mean Score:				
Relative Ranking:				

Notes:

Wakulla County Schools

Behavior Intervention Plan – Tier II
(to be completed after the FBA)

Student Information	Name:		DOB:	
	School:		Grade:	
FBA	Completed on:	☐ Simple ☐ Full	Given by:	

Problem Behavior: (*inappropriate behavior(s)*)	
Replacement Behavior: *What is expected of the student?*	

| **Method of Teaching Replacement Behavior and by whom:**
 How will we teach the desired behavior and who will teach it? | ☐ Direct instruction, by: _____   ☐ Modeling, by: _____
 ☐ Anger management, by: _____   ☐ Stress management, by: _____
 ☐ Role playing, by: _____   ☐ Use of mentor(s): _____
 ☐ Behavior contract, by: _____
 ☐ Decision-making lessons, by _____
 ☐ Social skills training, by _____
 ☐ Providing cues, by: _____
 ☐ Other: _____   by: |

| **Accommodations, Interventions and Who is Responsible for Them:**
 What help will we give the student to help him/her succeed?

 These accommodations and interventions must be followed consistently by teacher(s), paraprofessionals, and all school staff. | **Accommodations to assist the student in displaying the replacement behavior.**
 ☐ Clear, concise directions   ☐ Supervised and structured free time
 ☐ Frequent prompts   ☐ Stress the positive, while teaching expected beh.
 ☐ Varied activities/breaks   ☐ Predictable routine, schedule (review daily)
 ☐ Teacher/staff proximity   ☐ Specifically defined limits (ex.'You may answer me
 ☐ Private reprimand(s)   this way, but not this way.)
 ☐ Chunk assignments   ☐ Avoid physical contact
 ☐ Review expectations daily or more often   ☐ Highly-structured setting
 ☐ Provide alternate recess   ☐ Specified study area
 ☐ Provide cool-down space   ☐ Avoid power struggles (we will talk later)
 ☐ Weekly (minimum) communication with   ☐ Other: _____ <br> parents

 Interventions with Person(s) Responsible:
 1.

 2. |

| **Progress Monitoring:**
 How will we know if it is working?
 All PM must include charting and graphing. | ☐ Direct observation   ☐ Number of discipline referrals
 ☐ Daily behavior sheet   ☐ Tally of behaviors throughout day
 ☐ Weekly behavior sheet   ☐ Adherence to contract

 ☐ Other: |

Time Span	Length of Time: Date Plan Begins: _____ ☐ Two weeks ☐ four weeks ☐ other

| **Positive Consequences for Appropriate Behavior** | ☐ Verbal, specific praise   ☐ Positive call/note home
 ☐ Earned privilege – Describe: _____   ☐ Earned tokens/support
 ☐ Tangible rewards – describe: _____   ☐ Free time/Choice
 ☐ Computer time   ☐ Positive visit to office
 ☐ Earn back points   ☐ Other: _____ |

Negative Consequence for Targeted Behavior	☐ Loss of points/tokens	☐ Loss of privileges	☐ Isolation/time out
	☐ Phone call home	☐ In school suspension	☐ Loss of free time/play
	☐ Office visit/referral	☐ Time out	☐ Loss of choices
	☐ Required escort	☐ Lunch detention	☐ Other: _____

Wakulla County School Board

Ongoing Progress Monitoring Documentation Chart and Fidelity Tool

Student Name: _____ School Year: _____

Targeted Skill _____ Grade: _____

Intervention Strategy: _____

Progress Monitoring Tool: _____ Teacher(s) Conducting Intervention and Collecting PM Data:

Tier(check) ☐ II ☐ III Frequency: _____ Group Size: _____ Observed by/Date: _____

<div align="right">Administrator or Designee</div>

Specify the time in **minutes** (for each day of the week) you spent implementing the intervention for this group of students.
Note: It is **NOT** necessary to have minutes under every single day of the week. For instance, if you implement this group intervention three days a week, you may only have times under those three days.

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday

If Student is absent, put the student's initials in parenthesis next to the time.

Intervention Group: Student(s) Name	Progress Monitoring Data Point(s) Date:	Progress Monitoring Data Point(s) Date:	Progress Monitoring Data Point(s) Date:	Progress Monitoring Data Point(s) Date:	Progress Monitoring Data Point(s) Date:	Progress Monitoring Data Point(s) Date:

Look back at the 6 data points for each student and determine if the response appears to be good (making progress toward the goal), questionable, or poor (not making progress toward the goal). If data indicates response is questionable or poor, bring it to the attention of the school IST for continuation of the problem solving process.

Parent Conference Form – Tier II
Record of Parent Conferences

Conference for Tier 2 – Date: _____

Participants:

Name	Title

Conference Documentation:

Area(s) of learning or behavior concern discussed:
Intervention(s) Discussed/Planned:
Goal for student as a result of intervention:

A parent conference must be documented during Tier II.

Additional parent conferences may be kept on duplicates of this form. Simply change the title of the meeting.

WMIS RTI2260, New 7/12

Wakulla County Schools

Classroom Observation Form

STUDENT NAME	*STUDENT ID#*	*GRADE*	*DOB*	*SCHOOL*

Date of Observation: _____   Time of observation: From: _____ to _____

Observer: _____   Teacher: _____

Area of Concern: _____

CLASS/SUBJECT OBSERVED: (Observation should be in the area of difficulty)

□ English/Lang Arts   □ Reading   □ Social Studies   □ Science

□ Math   □ Special Area(s)   □ Other: _____

PUPIL/TEACHER RATIO AND CLASSROOM ARRANGEMENT DURING OBSERVATION PERIOD:

Students: [ ] <10   [ ] 10-15   [ ] 16-20   [ ] >20

Classroom Arrangement: [ ] Rows of desks   [ ] Grouped desks   [ ] Tables
                            [ ] Centers   Other

Student's Behavior	**Always**	**Often**	**Some-times**	**Rarely/ Never**	**Not Obs.**	**Notes**
Attentive to instruction/instructor						
Begins tasks promptly						
Follows oral instruction						
Follows written instruction						
Participates in class discussion						
Responded appropriately to Correction						
Responded appropriately to Praise						
Seems prepared & organized for activity						
Works Effectively in: Small Group						
Large Group						
Alone						
Age appropriate social interaction w/others						
Effectively communicates wants/needs/emotions						
Stays on topic/Talks about a variety of interests						
Indep. w/self-help skills (toileting, eating, etc)						
Demands Teacher Attention						
Out of seat/area without permission						
Required firm discipline						
Short attention span/Easily distracted						
Appears to struggle with reading tasks						
Appears to struggle with math concepts						
Disturbed Others:						

What behavior was observed that relates directly to the student's area of concern? (Must be completed):

Comments: _____

_____

Signature of Observer   Position (Person other than student's regular classroom teacher)

WMIS CIR2223

Exclusionary Factors Form

Yes	No	Factor	Source of Evidence
Consideration of factors impacting learning – Determine whether the level of performance and rate of progress are not primarily the result of any of the following (No = Not a factor)			
☐	☐	☐Visual, ☐Motor, ☐Hearing Disability	☐Sensory screening, ☐Medical Records, ☐Observation
☐	☐	Intellectual Disability	☐Classroom Performance ☐Academic skills ☐Language Development ☐Adaptive functioning ☐IQ
☐	☐	Emotional/Behavioral Disability	☐Classroom Observation ☐Student Records ☐Discipline history ☐Emotional/Behavioral Screening
☐	☐	Cultural Factors	☐Level of Performance and Rate of Progress compared to students of the same ethnicity
☐	☐	Environmental or economic disadvantage	☐Level of Performance and Rate of Progress compared to students of similar economic background (free/reduced lunch) ☐Situational factors that are student specific
☐	☐	Limited English Proficiency (LEP)	☐First language is English ☐English language proficiency ☐Level of Performance and Rate of Progress compared to ELL with similar exposure to language and instruction
☐	☐	Irregular pattern of attendance and/or high mobility rate	☐Attendance records ☐Number of schools attended ☐Significant number of tardies ☐Discipline Records ☐Migrant/homeless status and pattern of attendance
☐	☐	Classroom Behavior	☐Classroom observations ☐Academic Engaged Time (AET) ☐Office discipline referrals
☐	☐	Age	☐Level of Performance and Rate of Progress compared to students of the same age ☐Nationally standardized measures of emotion and/or behavior ☐Situational factors that are student specific
☐	☐	Gender	☐Level of Performance and Rate of Progress compared to students of the same age ☐Nationally standardized measures of emotion and/or behavior ☐Familial or socio-cultural factors that are student specific

If any of the above are checked 'yes', the IST needs to have discussion on whether or not the factor is the root cause of the problem rather than a learning disability being the root cause of the problem. If the level of intervention is increasing to the point of ESE consideration, the Exclusionary Factors must be ruled out prior to eligibility being considered.

TIER III

Wakulla County School Board

Tier III Parent Notification of Increasing Intervention and Problem-Solving

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 the Intervention Support Team sees the need for additional data on your child. As we seek this data, we wish to keep you fully informed of all activities related to your child's learning. The following activities **may be** completed as part of the ongoing data collection process:

- Processing/Achievement Assessment to gather data for problem solving intervention

The Intervention Support Team will meet to discuss appropriate strategies (be it enrichment or remediation) based on available data to help your child meet with success in the classroom. We consider you, the parent, to be a key member of the team, and you are welcome at every meeting. 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

- -
If needed, I give my permission for the Intervention Support Team to gather data on processing and achievement to plan for intervention for my child.

_____   _____
Parent/Guardian Signature   **Date**

PLEASE RETURN THIS FORM TO YOUR CHILD'S SCHOOL.

WMIS RTI2265, New 7/12

Multi-Tier System of Support: Intervention and Response Plan Tier III Academic
To be implemented IN ADDITION TO Core Instruction and the Tier II Plan.

Name: _____   Date: _____

Teacher: _____   Grade: _____   D.O.B. _____

Is this a parent request?   ☐ Yes   ☐ No

Step 1: **Note the comparison sub groups for this student if applicable?**
LEP ☐   Low SES ☐   Racial Subgroup ☐   Other: [_____]

Step 2: **Summarize the progress made to date.**

Additional Diagnostics Given/Reviewed:

Step 3: **Performance Gap Assessment**

What level will the student have to reach in order to close the gap? _____

_____

Ex. Student must be able to accurately read _____ words per minute.
Ex. Student must comprehend 4th grade level text with 80% accuracy.

How much growth must the student make to close the gap? _____
Ex. If student is currently comprehending 2nd grade level text with 80% accuracy and s/he must reach 4th grade level with 80% accuracy, the student must make two years of growth.

Step 4: Estimation of Additional Instruction Time Needed

At Tier III, this will require additional time beyond the classroom.   Students significantly behind require longer periods of time at higher levels of intensity to close the gap. Consideration should be given to the support necessary to provide the intervention at Tier III intensity.   The Team should review the *Estimated Growth Chart* and consider what it will take to move this student to aim line. Note: A computer-assisted instruction program in isolation does not meet the intensity required at Tier III. Tier II intervention with data collection must be ongoing.

Step 5: Hypothesis and Intervention Goal and Design

Date: _____

	Review of data and problem solving indicate the **problem is occurring because**	_____
		_____

Prediction Statement: **If _____ would occur, then the problem would be reduced.**

Name:	D.O.B.	School:

Step 6: **Goal of Intervention (SMART):**

Description of Intervention:

Start Date:

Number of Days Per Week: _____   **Number of Minutes Per Day:** _____

**Person Responsible for Intervention
And Progress Monitoring:**

Method of Progress Monitoring:

Step 7: **Evaluation of response to intervention: This step must be completed prior to increasing intervention.**

Completed Progress Monitoring Documentation Chart with graph must be attached.

Has the intervention occurred for a sufficient length of time to collect enough data points to determine progress? ☐ Yes ☐ No

Number of Weeks?	Number of Sessions?	Length of Sessions? _____minutes

Has the intervention been monitored for fidelity? ☐ Yes ☐ No | By Whom?

Compare the student's rate of progress to the goal set by IST. Is the student making adequate
Progress toward achieving the goal?   ☐ Yes   ☐ No

Step 8: Determine Next Steps

☐ Based on progress, scale back intervention to _____.

☐ Based on progress, continue intervention at present intensity. Recheck on: _____

☐ Based on lack of response to intervention, additional diagnostic information is needed. This will
    be scheduled by (person): _____. Review on: _____

☐ Based on review of progress and diagnostic information, change the Tier III intervention.
    Complete 2nd Intervention Page.

☐ Based on review of progress, duration of deficit, and fidelity of implementation, refer to CST.

☐ Other team decision: _____

Additional Notes: _____

_____

_____

Tier III Academic – Additional Intervention Page
(to be completed if the Tier II intervention is changed)

Name:	D.O.B.	School:
	Grade:	School Year:

Step 6: **Goal of Intervention (SMART):**

Description of Intervention:

Start Date:

Number of Days Per Week: **Number of Minutes Per Day:**

Person Responsible for Intervention And Progress Monitoring:

Method of Progress Monitoring:

Step 7:   **Evaluation of response to intervention:** **This step must be completed prior to increasing intervention.**

Completed Progress Monitoring Documentation Chart with graph must be attached.

Has the intervention occurred for a sufficient length of time to collect enough data points to determine progress? ☐ Yes ☐ No

Number of Weeks?	Number of Sessions?	Length of Sessions? _____minutes

Has the intervention been monitored for fidelity? ☐ Yes ☐ No   By Whom?

Compare the student's rate of progress to the goal set by IST. Is the student making adequate
Progress toward achieving the goal?   ☐ Yes   ☐ No

Step 8: Determine Next Steps
☐ Based on progress, scale back intervention to _____.
☐ Based on progress, continue intervention at present intensity. Recheck on: _____
☐ Based on progress and diagnostic data, change Tier II intervention. Go to 2nd Intervention Page.
☐ Based on review of progress, increase intensity to _____. Review Tier II Checklist. Create Tier III Plan.
☐ Based on lack of response to intervention, additional diagnostic information is needed. This will be scheduled by (person): _____. Review on: _____
☐ Other team decision: _____

Tier III Behavior Intervention Plan (BIP)
(to be completed AFTER the simple FBA has been completed)

Student:	

DOB:	**Grade:**	**Date Plan Originated:**
Teacher:		**School/School Year:**
Parents:		**Support Staff:**

DESCRIPTION OF PROBLEM BEHAVIOR(S):

SUMMARY OF FUNCTIONAL ASSESSMENT/HYPOTHESIS STATEMENT:

INTERVENTION PLAN (Describe objectives, procedures, and data to be collected.)

SMART Intervention Goal:

What Prevention Techniques will be used?

What Replacement Behaviors be taught? How?

What Positive Reinforcement techniques will be used?

What are the Planned Consequences?

What Home Interventions are requested?

What data will be collected?

When will the BIP be reviewed?

Team Signatures:	**Date:**

-adapted from *2014Wayne RESA Guidelines for Behavior Intervention*

Wakulla County School Board

Ongoing Progress Monitoring Documentation Chart and Fidelity Tool

Student Name: _____   Targeted Skill: _____

School Year: _____   Grade: _____

Intervention Strategy: _____

Progress Monitoring Tool: _____   Teacher(s) Conducting Intervention and Collecting PM Data: _____

Tier(check) ☐ II ☐ III Frequency: _____   Group Size: _____   Observed by/Date: _____

<div align="right">Administrator or Designee</div>

Specify the time in **minutes** (for each day of the week) you spent implementing the intervention for this group of students.
Note: It is **NOT** necessary to have minutes under every single day of the week. For instance, if you implement this group intervention three days a week, you may only have times under those three days.

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday

If Student is absent, put the student's initials in parenthesis next to the time.

Intervention Group: Student(s) Name	Progress Monitoring Data Point(s) Date:	Progress Monitoring Data Point(s) Date:	Progress Monitoring Data Point(s) Date:	Progress Monitoring Data Point(s) Date:	Progress Monitoring Data Point(s) Date:	Progress Monitoring Data Point(s) Date:

Look back at the 6 data points for each student and determine if the response appears to be good (making progress toward the goal), questionable, or poor (not making progress toward the goal). If data indicates response is questionable or poor bring it to the attention of the school IST team for the problem solving process.

Parent Conference Form – Tier III

Record of Parent Conferences

Conference for Tier 3 – Date: _____

Participants:

Name	Title

Conference Documentation:

Area(s) of learning or behavior concern discussed:
Intervention(s) Discussed/Planned:
Goal for student as a result of intervention:

A parent conference must be documented during Tier III.

Additional parent conferences may be kept on duplicates of this form. Simply change the title of the meeting.

WMIS RTI2261, New 7/12

Review of Current Level of Performance Comparison Data
To be completed prior to moving to CST

Source of Comparison Data:
- ☐ FSA, STAR Reading
- ☐ STARMath
- ☐ Grades (Secondary only)
- ☐ Nationally Normed Assessment
- ☐ State Assessment
- ☐ Other _____

Student's Base Performance:

_____

_____

Population	Performance	Student in Relation to Population	Notes
State			
District			
School			
Grade			
Class			
Subgroup (AYP)			

Summary Statement: _____

_____

_____

Section VIII – Tools to Assist the Response to Problem-Solving Process

It is strongly recommended that the Intervention Support Team utilize the tools on the following pages. They will assist in narrowing the problem definition, creating the hypothesis, and looking at intervention and progress monitoring.

Tools in this Section:

- Guide to Defining the Problem (Reading)
- Guide to Defining the Problem (Math)
- Guide to Defining the Problem (Writing)
- Guide to Defining the Problem (Fine Motor)
- Guide to Defining the Problem (Speech/Language)
- Guide to Defining the Problem (Behavior)
- What's the Problem? – Reading
- Formative Assessment Strategies and Tools
- Math Four Quadrant Instructional Sort
- Accommodations and Modifications, Examples

Fluency Targets for Grade-Level Accomplishment
The targets for correct words per minute with comprehension.
(See chart on the following page)

Note: These are provided as a guide. It is important to measure comprehension with fluency. The only reason to build fluency is to 'free up the brain' to comprehend.

Hasbrouck-Tindal oral reading fluency norms

The Hasbrouck-Tindal table shows the oral reading fluency rates of students in grades 1 through 8, as determined by data collected by Jan Hasbrouck and Gerald Tindal. Teachers can use this table to draw conclusions and make decisions about the oral reading fluency of their students. **Students scoring 10 or more words below the 50th percentile level, based on the average score of two unpracticed readings from grade-level materials, need a fluency-building program such as Read Naturally.** The table can also be used to set the long-term fluency goals for struggling readers.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90	–	81	111	1.9
	75	–	47	82	2.2
	50	**–**	**23**	**53**	**1.9**
	25	–	12	28	1.0
	10	–	6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	**51**	**72**	**89**	**1.2**
	25	25	42	61	1.1
	10	11	18	31	0.6
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	**71**	**92**	**107**	**1.1**
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	**94**	**112**	**123**	**0.9**
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	**110**	**127**	**139**	**0.9**
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	**127**	**140**	**150**	**0.7**
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	**128**	**136**	**150**	**0.7**
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	**133**	**146**	**151**	**0.6**
	25	106	115	124	0.6
	10	77	84	97	0.6

*WCPM = Words Correct Per Minute

**Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by dividing the difference between the fall and spring scores by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by dividing the difference between the winter and spring scores by 16, the typical number of weeks between the winter and spring assessments.

Guide to Defining the Problem - Reading

How is reading assessed in the teacher's class (i.e. assessment instrument, skills measured, how often?
_____

What is the student's reading level?_____

What is the expected reading level at this point in the school year?_____

Check areas that the student has NOT mastered for his/her <u>current grade level</u>

Early Literacy Skills/Phonological Awareness:
- ☐ Book/print awareness *(parts of book, directionality, follow along when listening to text read aloud, etc.)*
- ☐ Recognize/produce rhyming words
- ☐ Syllables – *count, blend, segment, delete syllables in compound words*
- ☐ Match/identify beginning sounds in words
- ☐ Match/identify ending sounds in words
- ☐ Blend sounds of one-syllable word *(e.g. what word am I saying? /r/ /u/ /n/)*
- ☐ Segment sounds of one-syllable word *(e.g. how many sounds do you hear in man?)*
- ☐ Manipulate sounds – *delete, add, or substitute individual sounds to produce a new word*

Decoding/Word Recognition:
- ☐ Recognize and name upper and lower case letters of the alphabet
- ☐ Recognize letter-sound association
- ☐ Use letter-sound knowledge to decode one-syllable words when reading
- ☐ Use structural analysis (e.g. syllables, prefixes, suffixes, root words) to decode multi-syllable words when reading.
- ☐ Use context clues to decode
- ☐ Self-monitoring decoding using multiple decoding strategies
- ☐ Recognize high frequency sight words at grade-appropriate level
- ☐ Grade appropriate development of oral vocabulary
- ☐ Grade appropriate development of reading vocabulary and word meaning

Fluency:
- ☐ Reads aloud grade-level text accurately
- ☐ Uses appropriate phrasing, smoothness, and pace when reading text

Comprehension:
- ☐ Retell (beginning, middle, end, characters, details, etc.)
- ☐ Answer who, what, when, where, how questions
- ☐ Predict what may happen next in stories
- ☐ Summarize main idea
- ☐ Cause and effect, problem/resolution
- ☐ Draw conclusions
- ☐ Make inferences
- ☐ Use self-monitoring strategies for comprehension (e.g. reread, adjust reading speed, paraphrase, retell, etc.)
- ☐ Understanding complex text

Guide to Defining the Problem - Math

Check areas that the student has NOT mastered for his/her <u>current grade level</u>

Number Sense:
- ☐ Rote Count
- ☐ One-to-one correspondence
- ☐ Read numbers
- ☐ Write numbers
- ☐ Representing numbers in multiple ways
- ☐ Comparing and ordering numbers
- ☐ Place value
- ☐ Fractions

Computation:
- ☐ Equality
- ☐ Basic addition/subtraction/multiplication/division facts
- ☐ Multi-digit addition/subtraction/multiplication/division facts
- ☐ Estimation

Problem Solving:
- ☐ Understanding of operation to be used
- ☐ Understanding of steps involved in multi-step problem
- ☐ Correctly computes solution using reasoning
- ☐ Uses multiple strategies, including the use of a calculator
- ☐ Reading to solve word problems

Other:
- ☐ Geometry (2 dimensional/3 dimensional)
- ☐ Measurement (linear/mass/capacity/area/perimeter/time/temperature/money)
- ☐ Probability/data analysis
- ☐ Algebra (patterning/properties)
- ☐ Other:_____

Guide to Defining the Problem - WRITING

Which area(s) has the student NOT mastered for his/her <u>current grade level</u>?

Conventions:
- ☐ Spelling
- ☐ Punctuation
- ☐ Capitalization
- ☐ Grammar
- ☐ Understands directionality of writing (e.g., left-to-right, top-to-bottom)
- ☐ Penmanship (refer to Fine Motor Skills)

Content
- ☐ Orally expresses ideas in organized and coherent manner
- ☐ Uses drawings and/or letter strings to express ideas
- ☐ Idea development/elaboration
- ☐ Organization/sequence
- ☐ Focus/remains on topic
- ☐ Vocabulary/word usage is grade appropriate
- ☐ Sentence structure (varied length, complete sentences, sentence fluency, etc.)

- ☐ Other area(s) of concern:

_____

_____

_____

_____

Guide to Defining the Problem - Fine Motor

Personal Care Skills:
- ☐ Student shows significant difficulties with *feeding self or managing meal process* as compared to peers
- ☐ Student shows significant difficulties with *hygiene skills* such as toileting or washing hands as compared to peers
- ☐ Student shows significant difficulties with *managing clothing* (putting on/off and fasteners) as compared to peers
- ☐ Student has much difficulty with *organization of materials* (papers, notebooks, book bag, art materials, computer) *or organization of self* (assignments, managing schedule, following routine, transitions, set-up/clean-up, completing homework, being on time, etc.)

Student Role/Interaction Skills:
- ☐ Student has significant difficulties *managing fine motor skills and manipulatives* in class (sharpening pencil, glue, coloring, scissors, writing utensils, math materials)
- ☐ Student shows a *poor grasp* on writing utensils
- ☐ Student shows poor *finger/hand strength* to open materials/packages age appropriately or use classroom materials.

Play:
- ☐ Student has difficulty *using toys/items* for intended purpose
- ☐ Student has difficulty *engaging with other children* to play
- ☐ Student has *small repertoire of play skills*

Graphic Communication:
- ☐ Student shows significant difficulties with *handwriting* as compared to peers:
    - ☐ Too little or too much pressure on paper
    - ☐ Switches writing hand
    - ☐ Poor spacing, alignment or letter formation
    - ☐ Messy work, erases or writes over a lot
    - ☐ Poor written organization/spatial planning
- ☐ Student is *slow with handwriting* speed and has difficulty completing assignments as compared to peers
- ☐ Student has difficulty with *keyboarding* as compared to peers.

Visual Perceptual/Ocular Motor:
- ☐ Student has difficulty *copying* from the board or near source in timely manner
- ☐ Displays frequent *reversals* in writing work for his age
- ☐ Student has difficulty with *reading, location information on a page*, or word search
- ☐ Student has much trouble *sequencing and following a visual model* (block designs, crafts, parquetry, etc.)

Sensory/Work Behaviors:
- ☐ Student shows significant aversion to *handling various textures*
- ☐ Student shows many *self-stimulatory behaviors* or is very ritualistic
- ☐ Student shows great fear of *movement activities*/playground equipment
- ☐ Student shows significant *aversion to loud noises, visual stimulation*
- ☐ Student has much difficulty *getting along with other children*
- ☐ Student shows much difficulty with *transitions or routines*

Guide to Defining the Problem - Speech/Language

Articulation/Pronunciation:
- ☐ Student omits, substitutes, or distorts sounds in words
- ☐ When speaking, student's speech is unintelligible
- ☐ Other

Voice/Vocal Quality:
- ☐ Student has unusual vocal quality (hoarse, harsh, breathy, nasal, high/low pitch)
- ☐ Student has difficulty using appropriate intensity/loudness (talks loudly or softly)
- ☐ Other

Fluency:
- ☐ Student appears to stutter (speech has repetitions or prolongations)
- ☐ Other

Expressive Language (Ability to verbally label/name language concepts):
- ☐ Spoken vocabulary is delayed compared to peers
- ☐ Student has difficulty using various language concepts
    - ☐ Spatial concepts/prepositions (e.g. on, under, behind)
    - ☐ Descriptive concepts/adjectives and adverbs (e.g. color words, long, rough, quickly)
    - ☐ Temporal concepts/time concepts (e.g. first, last, night)
    - ☐ Quantity concepts/number concepts (e.g. all, some, half, 1, 2, 3, 4)
- ☐ Student has difficulty answering "wh" questions
- ☐ Student uses incorrect grammar/syntax (e.g. She runned down the hall.)
- ☐ Student has difficulty verbally relating experiences and stories in sequential order even when picture cues are available
- ☐ Other

Receptive Language/Listening Comprehension (Ability to identify and understand various language concepts)
- ☐ Student has difficulty identifying age appropriate objects/pictures compared to peers (vocabulary)
- ☐ Student has difficulty identifying various language concepts:
    - ☐ Spatial concepts/prepositions (e.g. on, under, behind)
    - ☐ Descriptive concepts/adjectives and adverbs (e.g. color words, long, rough, quickly)
    - ☐ Temporal concepts/time concepts (e.g. first, last, night)
    - ☐ Quantity concepts/number concepts (e.g. all, some, half, 1, 2, 3, 4)
- ☐ Student has difficulty following one, two, or three step directions (circle appropriate number)
- ☐ Student has difficulty placing pictures of stories in sequential order
- ☐ Other

Pragmatics (Ability to use language socially):
- ☐ Student has difficulty making and sustaining friendships
- ☐ Student has difficulty demonstrating and sharing his/her feelings
- ☐ Student has difficulty interpreting body language
- ☐ Student has difficulty detecting humor or sarcasm in the verbal expression of others
- ☐ Student has difficulty with initiating, joining or maintaining a topic in conversation

Guide to Defining the Problem - Behavior

Student Name: _____ **DOB:** _____ **Grade:** _____ **Date:** _____

Referring Teacher: _____

Classroom Teacher (if different from referring teacher): _____

Target the behavior(s) that appear to be interfering with the student's performance on a regular basis
(SELECT TOP 2 OR 3 BEHAVIORAL CONCERNS ONLY)

- ☐ Frequently argues with peers
- ☐ Frequently argues with staff
- ☐ Fails to finish things he/she begins
- ☐ Difficulty concentrating
- ☐ Poor social skills
- ☐ Cannot sit still, restless, overly active for age
- ☐ Clings to adult, very dependent
- ☐ Cries often
- ☐ Bullies others
- ☐ Physically aggressive to others
- ☐ Acts without thinking
- ☐ Demands lots of attention from staff
- ☐ Seeks attention from peers
- ☐ Destroys property
- ☐ Lacks organization, can't manage materials
- ☐ Seems fearful
- ☐ Would rather be alone than with others
- ☐ Lying, cheating
- ☐ Steals
- ☐ Difficulty making/keeping friends

- ☐ Difficulty with transitions
- ☐ Does not adapt well to change
- ☐ Overly shy, withdrawn
- ☐ Physically harms self
- ☐ Temper outbursts
- ☐ Communication difficulties
- ☐ Often appears nervous or tense
- ☐ Uses obscene language
- ☐ Sudden changes in mood, feelings
- ☐ Difficulty following directions
- ☐ Frequently avoids tasks
- ☐ Refuses to talk
- ☐ Does not show guilt after misbehaving
- ☐ Consequences have little effect
- ☐ Avoids groups/peers
- ☐ Repeats actions over and over
- ☐ Picks nose, skin, or other body parts
- ☐ Breaks school/classroom rules frequently
- ☐ Bothers peers while they are working
- ☐ Frequently makes careless mistakes on tasks

From the list below, indicate antecedents (what happens before the behavior), setting (where behavior occurs) and consequences (what happens after the behavior).

Antecedents		**Setting/Concurrent Event**		**Consequences**	
Behavior		**Behavior**		**Behavior**	
#1	**#2**	**#1**	**#2**	**#1**	**#2**
☐	☐ Lack of social attention	☐	☐ Independent seat work	☐	☐ Behavior ignored
☐	☐ Demand/Request from	☐	☐ Group instruction/directions	☐	☐ Teacher attention
☐	☐ Difficult tasks - does not understand	☐	☐ Crowded seating (lunch, recess)	☐	☐ Peer attention
☐	☐ Transition (task)	☐	☐ Unstructured activity	☐	☐ Reprimand/warning
☐	☐ Transition (setting)	☐	☐ Unstructured setting	☐	☐ Teacher talks to student
☐	☐ Interruption in routine	☐	☐ Specific subject/task	☐	☐ Other staff talks to
☐	☐ Negative peer interaction	☐	☐ Transitional times	☐	☐ Time-out
☐	☐ Negative teacher	☐	☐ En-route to/from school	☐	☐ Loss of privilege
☐	☐ Classroom is noisy	☐	☐ Special Area (art, PE, music)	☐	☐ Penalty imposed
☐	☐ Student is off-task, restless	☐	☐ Other_____	☐	☐ Removed from class
☐	☐ Consequences imposed for negative behavior			☐	☐ Sent to office
☐	☐ Other			☐	☐ In-school suspension
				☐	☐ Out-of-school suspension
				☐	☐ Contact Parents

Is the problem behavior(s) believed to be related to:

SKILL DEFECTS

Academic Deficit	**Behavioral Deficit**	**COMMUNICATION** **Communicative Intent**
☐ ☐ Work is too hard	☐ ☐ Does not know expected	☐ ☐ To request assistance
☐ ☐ Not enough practice	☐ ☐ Needs practice/modeling	☐ ☐ To request a break
☐ ☐ Not enough help	☐ ☐ Requires more structure	☐ ☐ To request preferred activity
☐ ☐ Not generalized skill	☐ ☐ Can't apply across structure	/item
		☐ ☐ To indicate physical discomfort
		☐ ☐ To indicate frustration

What function(s) does the identified behavior(s) seem to serve for the child?

Escape
- ☐ Avoid a demand or request
- ☐ Escape/avoid an activity/task
- ☐ Escape/avoid a person
- ☐ Escape the classroom/setting
- ☐ Escape the school
- ☐ Other_____

Sensory/Perceptual
- ☐ Automatic sensory stimulation
- ☐ Perceptual reinforcement
- ☐ Secondary to a fear or phobia
- ☐ Results from poor impulse control
- ☐ Related to an obsession or compulsion

☐ Other_____

Attention/Control
- ☐ Gain adult attention
- ☐ Gain peer attention
- ☐ Get sent to preferred adult
- ☐ Gain control of person/activity
- ☐ Other_____

Gain Desired Item
- ☐ Get desired item/activity
  List: _____
- ☐ Other_____

Hypothesis of Function of Behavior

When *(antecedents/triggers)* occurs in the context of *(setting/activity)* the student displays *(behavior)* in order to *(perceived function)*.

What does the student do well? What positive behaviors, activities, and/or roles could replace the problem behavior and still serve the same function for the student?

_____

_____

When, where, and with whom is problem behavior typically not displayed?

_____

_____

List some potential incentives or motivators for the student.

_____

_____

Formative Assessment Strategies/Tools

Techniques to Check for Understanding	
Index Card Summaries/Quest ions	Periodically, distribute index cards and ask students to write on both sides with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
Hand Signals	Ask students to display and designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs down). – I'm not completely sure about _____ (e.g., wave hand).
One Minute Essay	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
Analogy Prompt	Periodically, present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
Web or Concept Map	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. http://www.graphic.org/concept.html
Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
Student Conference	One on one conversation with students to check their level of understanding.
3-Minute Pause	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. • I changed my attitude about… • I became more aware of… • I was surprised about… • I felt… • I related to… • I empathized with…
Observation	Walk around the classroom and observe students as they work to check for learning. Strategies include: • Anecdotal Records • Conferences • Checklists
Self-Assessment	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
Exit Card	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
Portfolio Check	Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
Quiz	Quizzes access students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are: • Multiple Choice • True/False • Short Answer • Paper and Pencil • Matching • Extended Response

Journal Entry	Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
Choral Response	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
A-B-C Summaries	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
Debriefing	A form of refection immediately following on activity.
Idea Spinner	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
Inside-Outside Circle	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
Numbered Heads Together	Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.
One Sentence Summary	Students are asked to write a summary sentence that answers the "who, what, where, when, why and how" questions about the topic.
One Word Summary	Select (or invent) one word which best summarizes a topic.
Think-Pair-Share	Students think individually, then pair (discuss with partner), then share with the class.
Ticket to Leave	Closing activity where students respond in writing or verbally to short assignments.
Turn to Your Partner	Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
Oral Questioning	- How is _____ similar to/different from _____? - What are the characteristics/parts of _____? - In what other ways might we show show/illustrate _____? - What is the big idea, key concept, moral in _____? - How does _____ relate to _____? - What ideas/details can you add to _____? - Give an example of _____? - What is wrong with _____? - What might you infer from _____? - What conclusions might be drawn from _____? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about _____? - What might happen if _____? - What criteria would you use to judge/evaluate _____? - What evidence supports _____? - How might we prove/confirm _____? - How might this be viewed from the perspective of _____? - What alternatives should be considered _____? - What approach/strategy could you use to _____?

AFRE – Keys to Instructional Excellence, 2008
AFRE – Standards-Based Instructional Planning and Designing, 2008

Math Four Quadrant Instructional Sort

Quadrant 1: Adequate in both Computation and Concepts/Application	Quadrant 2: Adequate in Computation, Low in Concepts/Application
Focus of Instruction • Core instruction with differentiation • Math content knowledge remediation (e.g., BAIP) **Examples of Support for Students Exiting from Intervention** • Peer-Assisted Learning Strategies (PALS) • Reciprocal Peer Tutoring (RPT)	**Focus of Instruction** • Concepts/application skill deficits • Problem-solving strategies • Schema-based instruction **Intervention Examples** • Solving Math Word Problems (SBI) • Hot Math • Pirate Math
Quadrant 3: Low in both Computation and Concepts/Application	**Quadrant 4: Low in Computation, Adequate in Concepts/Application**
Focus of Instruction • Review of basic facts (10 min each intervention session) • Computation strategies • CRA for computation instruction • Problem-solving strategies • Schema-based instruction (SBI) **Intervention Examples** • Strategic Math Series • Computation of Integers/Fractions (CRA) • Solving Math Word Problems (SBI)	**Focus of Instruction** • Review of basic facts (10 min each intervention session) • Instruction in computation strategies • CRA for computation instruction (including fractions and algebra) • Meta-cognitive strategy instruction for fraction computation **Intervention Examples** • Strategic Math Series • Computation of Integers (CRA) • Computation of Fractions (CRA)

Accommodations and Modifications

Definitions:

A*ccommodations* are changes to **the way** a child is expected to learn or how he or she is tested.
Modifications are changes to **what** a child is expected to learn.

Accommodations involve many kinds of techniques and support systems. Accommodations help students work around limitations related to their disability. Students who are blind may need to use braille textbooks or books-on-tape. Students who use wheelchairs may need a ramp or elevator to move independently in the school building. Students who are deaf or hard-of-hearing may need a sign language interpreter. Accommodations are really "whatever it takes" to make sure that students with a disability can participate as fully as possible in the general curriculum and ultimately earn a standard high school diploma. Accommodations can be provided for

> • instructional methods and materials
> • assignments and assessments
> • learning environment
> • time demands and scheduling
> • special communication systems

Goals for learning in school do not have to change when accommodations are used. Students with a disability can be challenged to meet the same requirements as students without disabilities. Most can take the same tests, pass the same kinds of courses, and earn the same high grades to graduate with a standard diploma.

Accommodations	Modifications
Eliminates obstacles that would interfere with a student's ability to perform or produce at the <u>same standard</u> of performance expected of general education students.	*A change that actually <u>lowers the standards</u> of performance (i.e. what is expected to be known);*
- Reading a test to a student (with no additional help) This does not apply to a reading test. - Allowing extra time to take the same test or complete the same assignments; - Signing an assignment notebook; - Breaking down work into small segments, but still expecting all elements to be completed; - Staying after school for homework help; - Preferential seating; - Providing an extra set of books at home; - Home-School Communication Journal - Books on tape	- Reading the test and rewording/re-explaining questions on the test - Changing multiple-choice answers from 4 to 3 options - Shortening a spelling test or other assignment - Using a different grading scale for a student - Reducing homework/ number of assignments to be completed

Appendices

- Identification/Intervention Decision Trees
- Definitions and Terminology
- Frequently Asked Questions

Identification/Intervention Decision Tree – K-5
DT1 – Wakulla County Schools

Grade	Assessment	Performance Benchmark(s) *Fall Scale Score*	Intervention	Intervention Modification	Correlation to MTSS Plan
K	Florida Kindergarten Readiness Screener; Universal Screener – STAR Early Literacy	Scaled Score of 497 – 529+	**Core instruction (all students):** • Expanding Expressions (oral language) • Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books • Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; • Differentiated small and whole group instruction • 90 – 120 minutes daily	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a Tier I Plan with parent contact.	Effective Tier I Instruction STAR Early Literacy will be implemented three times a year. Interventions will align throughout the year according to scale score.
		Scaled Score of 438 – 496;	**Core Instruction + Targeted Intervention;** Identification of specific area(s) of need with aligned 2-3 times a week small group instruction. 15 minutes per day in targeted intervention; Group size ≤ 7 students; Supplemental Instructional Materials: • iReady	--Parents of student(s) not on level (at or above SS 568) by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II Toolbox (pg. 23) for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf	Student is placed on the Watch List. Progress Monitoring will determine the need of a Tier I Plan with possible increase of intervention intensity to Tier II. Students receiving a reading deficiency letter must have at least a Tier I Plan.
		Scaled Score Below 437;	**Core Instruction + Targeted Intervention + Intensive Intervention;** Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 7 students Supplemental Instructional Materials: • iReady with direct instruction component; Harcourt Journeys Intervention Station	--Parents of student(s) not on level (at or above SS 568) by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf	Teacher creates a Tier I Plan with parent contact and monitors progress. Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III. Students receiving a reading deficiency letter must have at least a Tier I Plan.

Grade	Assessment	Performance Benchmark(s) *Fall Scale Score*	Intervention	Intervention Modification	Correlation to MTSS Plan
		First Grade: Scaled Score of at or above 73 **Second Grade:** Scaled Score of at or above 189 **Third Grade:** Scaled Score of at or above 319 (40th percentile or above)	**Core instruction:** • Expanding Expressions (oral language) – first grade only • Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books • Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; • Differentiated small and whole group instruction • 90 – 120 minutes daily	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a Tier I Plan with parent contact.	Effective Tier I Instruction
Grade 1, 2, and 3	Universal Screener – STAR Reading	**First Grade:** Scaled Score of 68-72 **Second Grade:** Scaled Score of 107-188 **Third Grade:** Scaled Score of at or above 236-318; retained 3rd grade students (21th percentile-39th percentile)	Administer STAR Early Literacy to help target intervention. **Core Instruction + Targeted Intervention;** Identification of specific area(s) of need with aligned instruction 2-3 times a week small group instruction. 15 minutes per day in targeted intervention; Group size ≤ 7 students; Supplemental Instructional Materials: • iReady;	--Parents of student(s) not on level by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. (SS 87 for 1st grade; SS 239 for 2nd, SS 357 for 3rd). --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving: Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) Toolbox for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf	Student is placed on the Watch List. Progress Monitoring will determine the need of a Tier I Plan with possible increase of intervention intensity to Tier II. Students receiving a reading deficiency letter must have at least a Tier I Plan.
		First Grade: Scaled Score of at below 67 **Second Grade:** Scaled Score of at or below 106 **Third Grade:** Scaled Score of at or below 235; retained 3rd grade students (20th percentile and below)	Administer STAR Early Literacy to help target intervention. **Core Instruction + Targeted Intervention + Intensive Intervention;** Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 7 Supplemental Instructional Materials: • iReady with direct instruction component; Harcourt Journeys Intervention Station	--Parents of student(s) not on level by the mid-year assessment must be notified of reading deficiency as required in FS 1008.25. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving: Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf	Teacher creates a Tier I Plan with parent contact and monitors progress. Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III. Students receiving a reading deficiency letter must have at least a Tier I Plan.

Grade	Assessment	Performance Benchmark(s) *FSA Scale Score (previous year)*	Intervention	Intervention Modification	Correlation to MTSS Plan
		Fourth Grade: Scaled Score of at or above 311 **Fifth Grade:** Scaled Score of at or above 321	**Core instruction:** • Harcourt Journeys with close reading and Vocabulary Instruction; district-aligned trade books; • Close reading and vocabulary instruction using content-area texts (science, social studies, etc.) • REWARDS with ongoing instruction as needed in multisyllabic word decoding, affixes, and spelling patterns	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a Tier I Plan with parent contact.	Effective Tier I Instruction
Grade 4 and 5	Universal Screener – STAR Reading	**Fourth Grade:** Scaled Score of 297-310 **Fifth Grade:** Scaled Score of 304-320	Administer DAR to help target intervention. **Core Instruction + Targeted Intervention;** Identification of specific area(s) of need with aligned 2-3 times a week small group instruction. 15 minutes per day in targeted intervention; Group size ≤ 7 students; Supplemental Instructional Materials: • iReady; REWARDS	–Parents of student(s) not on level by the mid-year interim assessment (STAR Reading) must be notified of reading deficiency. –If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg. 23) Toolbox for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf	Student is placed on the Watch List, and a Tier I Plan is created with parental input. Progress Monitoring will determine the need for possible increase of intervention intensity to Tier II.
		Fourth Grade: Scaled Score of at or below 296 **Fifth Grade:** Scaled Score of at or below 303	Administer DAR to help target intervention. **Core Instruction + Targeted Intervention + Intensive Intervention;** Intensive Targeted classroom instruction occurring daily. Additional 20 minutes per day; Group size ≤ 7 Supplemental Instructional Materials: • iReady with direct instruction component; Harcourt Journeys Intervention Station	–Parents of student(s) not on level by the mid-year interim assessment (STAR Reading) must be notified of reading deficiency. –If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) and Tier III (pg. 29) Toolboxes for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf	Teacher creates a Tier I Plan with parent contact and monitors progress. If full data review indicates ongoing deficiency, problem solving must occur to increase level of intervention to Tier II and/or Tier III.

Identification/Intervention Decision Tree – 6-8

DT2 – Wakulla County Schools

Grade	Assessment	Performance Benchmark(s) FSA Scale Score	Intervention	Intervention Modification	Correlation to MTSS Plan
		Sixth Grade: Scaled Score of at or above 321; **Seventh Grade:** Scaled Score of at or above 326; **Eighth Grade:** Scaled Score of at or above 333 (FSA Achievement Level 3-5)	**Core instruction: ELA Class + Critical Thinking Class** • Harcourt Collections with a focus on close reading and vocabulary instruction; (ELA) • CIS and LDC (Critical Thinking Class) • District-aligned trade books on District Reading List (ELA/Critical Thinking) • REWARDS (Sixth grade)/REWARDS PLUS Social Studies (Seventh grade)/ REWARDS PLUS Science (Eighth grade): • Daily instruction/support for decoding multisyllabic words; affixes; root words (ELA and Critical Thinking Classes) • Text-based writing (ELA and Critical Thinking Classes) • Teengagement Solutions (Critical Thinking Class)	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a Tier I Plan with parent contact.	Effective Tier I Instruction Universal screener may indicate the need of a Tier I Plan if student scored at the low end of Level 3.
Grade 6,7, and 8	FSA Scale Score from previous year. Universal Screener – STAR Reading	**Sixth Grade:** Scaled Score of 304-320; **Seventh Grade:** Scaled Score of 309-325; **Eight Grade:** Scaled Score of 318-332 (FSA Achievement Level 2)	Review Universal Screener information to determine targeted area(s) of need. **Core Instruction + Targeted Intervention;** • Content-area Reading Class or intensive Reading Class (in addition to ELA Class) – Daily; • Integrated and targeted small-group instruction within class – groups of 5 – 7 students; • Achieve 3000	--Parental notification as described in the MTSS plan. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) Toolbox for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf	Tier I Plan with parental communication; progress monitoring and follow up Progress monitoring will determine the need to create a Tier II plan to define increased intensity.

Identification/Intervention Decision Tree – 6-8

DT2 – Wakulla County Schools

Grade	Assessment	Performance Benchmark(s) FSA Scale Score	Intervention	Intervention Modification	Correlation to MTSS Plan
Grade 6,7, and 8 (con'd)	**FSA Scale Score** from previous year. Universal Screener – STAR Reading	**Sixth Grade:** Scaled Score of at or below 257-303; **Seventh Grade:** Scaled Score of at or below 259-308; **Eight Grade:** Scaled Score of at or below 267-317 (FSA Achievement Level 1)	Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer DAR to plan intervention. **Core Instruction + Targeted Intervention + Intensive Intervention;** • 90-minute Intensive Reading Class in addition to ELA Class (daily); • Small group differentiated instruction; groups of 3 – 7. Diagnostic will determine student placement in the following programs. • Read 180 Universal • Read 180: Systems 44- Daily instruction in phonemic and phonological awareness; phonics; decoding fluency	--Parental notification as described in the MTSS plan. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf	Duration of student deficiency will determine whether the teacher creates a Tier I Plan with parental communication or intensifies problem solving to Tier II and/or Tier III.

Identification/Intervention Decision Tree – 9-12
DT3 – Wakulla County Schools

Grade	Assessment	Performance Benchmark(s) FSA Scale Score	Intervention	Intervention Modification	Correlation to MTSS Plan
		Ninth Grade: Scaled Score of at or above 337 **Tenth Grade and above:** Scaled Score of at or above 343 (FSA Achievement Levels 3-5)	**Core instruction:** • Harcourt **Collections** with an emphasis on close reading, text-based writing, and Vocabulary Instruction; • District-aligned trade books from District Reading List • Teengagment Solutions-Critical Thinking	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: • Additional diagnosis with aligned instruction; • More frequent progress monitoring with aligned instruction; • Creation of a Tier I Plan with parent contact.	Effective Tier I Instruction
Grade 9 and 10	FSA Scale Score from Previous Year; Universal Screener – STAR Reading	**Ninth Grade:** Scaled Score of 322-336 **Tenth Grade:** Scaled Score of 328-342; **Eleventh and Twelfth grades:** not meeting graduation requirements (FSA Achievement Level 2)	Review of Universal Screener data will help target instruction. **Core Instruction + Targeted Intervention;** Content-Area Reading Class or Intensive Reading Class – 45-minutes daily • Achieve 3000- Differentiated small and whole group instruction with progress monitoring.	–Parent notification occurs as outlined in the MTSS Handbook. –If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving; Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) Toolbox for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf	Tier I Plan with parental communication; progress monitoring and follow up In 10th grade: Progress monitoring will determine the need to create a Tier II plan to define increased intensity. In 11th grade: intensity must be increased to Tier II.

Identification/Intervention Decision Tree – 9-12
DT3 – Wakulla County Schools

Grade	Assessment	Performance Benchmark(s) *FSA Scale Score*	Intervention	Intervention Modification	Correlation to MTSS Plan
Grade 9 and 10; 11th and 12th who have not met graduation requirements	FSA Scale Score from Previous Year; Universal Screener – STAR Reading	**Ninth Grade:** Scaled Score of at below 274-321 **Tenth Grade:** Scaled Score of at or below 276-327 **Eleventh and Twelfth grades:** not meeting graduation requirements (FSA Achievement Level 1)	Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer DAR to plan intervention. **Core Instruction + Targeted Intervention + Intensive Intervention;** Intensive Reading Class; 45 – 90 minutes daily • Achieve 3000- Intensive Targeted classroom instruction occurring daily to build basic skills while continuing participation in core instruction.	--Parental notification occurs as outlined in the MTSS Handbook. --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: • Increased time/frequency of targeted instruction; • Increased problem-solving: Change of target or type of intervention based on problem solving. • Reference Tier II (pg.23) and Tier III (pg.29) Toolboxes for Response to Intervention, located in the MTSS Handbook. http://www.wakullaschooldistrict.org/Portals/Wakulla/District/docs/Employee Resources/RTI/RtI Handbook 2016final.pdf	9th Grade: Tier I Plan with parental communication; progress monitoring and follow up determines need to increase level of intervention. In 10th grade: Progress monitoring will determine the need to create a Tier II plan to define increased intensity. In 11th grade: Intensity must be at Tier II. In 12th grade: Intensity must be at Tier III.

Response to Intervention (RtI) Glossary

PMP – Academic Improvement Plan or Progress Monitoring Plan. The Tier I Intervention Plan serves as the AIP or PMP for a student. This is **required by state statute** for any student who is failing to make adequate progress.

Behavior Intervention Plan (BIP) – A behavior intervention plan is based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent as appropriate. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

Data Point – A score on a progress monitoring assessment. Multiple data (a minimum of four) points are needed to determine whether or not a student is responding positively to an intervention.

Data-Driven Decision Making – The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data

Discrepancy Statement – A clear and measurable statement of student performance as compared to same-age peer performance.
> **Behavior example:** When observed in circle time, Billy is on-task 30% of the time compared to classmates who are on-task 88% of the time.
> **Academic example:** Susan, a third grader, is reading 65 correct words per minute (cwpm). Her peers are currently reading 95 correct works per minute (cwpm).

Duration – How long a behavior or an academic intervention occurs. Used in the context of examining and observing three important factors: Frequency, Intensity, and Duration. For the purposes of documenting response to intervention, duration refers to the length (number of minutes) of a session multiplied by the number of sessions per school year. "Sufficient duration" is dependent on the program or strategy being used, the age of the student, and the type and severity of the problem. Many research-based programs provide guidelines or recommendations for duration.

Fidelity – Fidelity refers to the accuracy, and attentiveness with which an intended research design for instruction and/or intervention is implemented. This means that the intervention is implemented as the research base indicates. To support standardization, the person providing the intervention must generally follow a prescribed protocol in order to ensure a program or strategy's fidelity.

Frequency – How often a behavior or an intervention occurs.

Functional Behavior Assessment (FBA) – F*unctional behavioral assessment* or *functional behavior assessment.* An assessment that represents an attempt to look beyond the obvious interpretation of behavior as "bad" and determine what function it may be serving for a child. A 'brief' FBA may be required early in the problem-solving process, while a complete assessment would be needed prior to determining a Tier III intervention.

Gap Analysis - Gap Analysis allows us to measure the difference between the student's current level of performance and benchmark expectations.

Intensity – The adjustment of duration, length, and teacher-to-student ratio for a child's academic of behavioral needs.

Intervention – The systematic and explicit instruction provided to accelerated growth in a targeted area of identified need. They are designed to improve performance relative to a specific, measureable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Problem-Solving Process – Steps a collaborative team, which includes general and special educators, and at times parents, completes to evaluate student data and to plan and monitor prescribed interventions.

Research-based Instruction/Intervention/Practice – An evidence-based instructional practice or intervention found to be effective to address a particular learning or behavioral need. When appropriately used, children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice.

Specific, Measurable Outcome –The statement describing the single, specific, desired result of an intervention. To be measurable, the outcome <u>MUST</u> be expressed in observable and quantifiable terms.

SMART Goal –
        S – Specific
        M - Measurable
        A - Attainable (Reasonable)
        R – Results Oriented
        T – Time Bound

Example: John will demonstrate mastery of **(S)** grade-level basic math calculation skills as **(M-A-R)** evidenced by a score of 85% or better on the **(T)** end of unit test on numerical operations

Tier I - Universal instruction – This is core instruction that is provided for all students.

Tier II - Strategic Intervention – This is targeted small-group instruction provided IN ADDITION TO Tier I instruction. Choice of intervention is guided by diagnostic information.

Tier III - Intensive Intervention – This level of intervention is provided to students who are significantly behind and require a high-level of instructional time guided by diagnostic information.

Frequently Asked Questions:

1. What is MTSS?

MTSS stands for multi tiered system of supports. This covers all of the supports offered to students in general education and exceptional education classrooms. The RtI process falls under the umbrella of MTSS.

2. How does RtI fit with the Progress Monitoring Plan?

The RtI process is our Progress Monitoring Plan. The Tier I, II, and III Intervention Plans document the Progress Monitoring on targeted students. Other students are monitored through Universal Progress Monitoring (FAIR-FS, STAR Math, STAR Reading, etc.). When a specific PMP is called for, the Tier I Intervention Plan is used to document the required information.

3. Is there a list of strategies?

There is no such thing as a comprehensive list of strategies. However, some strategies are noted in the Toolboxes in Appendix A of this handbook. The *PreReferral Manual* should be available at every IST meeting to assist with this as well. It is important to note that specific programs/instructional tools are aligned with the tiers of RtI. These programs are reserved for use with students needing intervention at the intensity of the noted tier. The teacher is responsible for assuring that the program is delivered as indicated in the research base of the program. This includes the instructional methodology, time on task, appropriate group size, etc. A teacher may also refer to the resources listed on the district SharePoint site.

4. Who is responsible for RtI?

Since the focus of RtI is strengthening the effectiveness of core curriculum for all students, ALL teachers are responsible for Response to Intervention. It involves good instructional practice that is expected in all classrooms for all students. Teachers at all levels will be using progress monitoring data to inform their instruction for all students. Monitoring of the RtI process is the responsibility of the Intervention Support Team working in conjunction with teachers and administrators at each school.

5. What is a reasonable time to implement an intervention before determining if it is effective or not?

Interventions differ in intensity and kind, so there is no specific length of time for an intervention to be implemented. The length of time will be determined by the Intervention Support Team and will be dependent on progress monitoring results. A minimum length of time has been noted on the various documents and checklists in this plan. The IST may alter that requirement based on the severity of the problem.

Exception: A minimum of 6 months of Tier II/Tier III interventions must be in place BEFORE a student can be referred for EBD.

6. How does this impact Level 1 and Level 2 students?
State mandates to remediate Level 1 and Level 2 students exist. Plans for reading intervention are outlined in the K-12 Comprehensive Research-Based District Reading Plan. The students in Level 1 and Level 2 on FSA will continue to be progress monitored and provided with remediation. The student level will also serve as one piece of data for determining the level of intensity (Tier) for the necessary interventions.

7. Is a retained student automatically Tier II or Tier III?
Retention is serious interruption in a student's school career. Therefore, it is not okay for a student to be retained and continue with business as usual. Data review and problem solving must occur at the beginning of the next school year to determine the best instructional path for the student. This will determine the intensity of intervention required for the student. Retained third grade students **must** be monitored through the IST

8. What happens when a new student is enrolled who was Tier II or Tier III in another district?
Review the student records. Bring the student to the Intervention Support Team and determine what data is needed. Continue in the IST process with the student based on diagnostic and progress monitoring information. Be aware that data from another district may not be usable in its entirety.

9. If I complete a Tier I Plan, deliver the intervention, and the student shows enough improvement to be back on track, do I still sign up for IST?
No. This is good news! The student is ready to progress with the rest of the class. There is no need for IST involvement.

10. What happens if a child struggles, we begin intervention with a Tier I Plan, they improve, we discontinue, and the student falters again?
A student may struggle in the fall of the school year, improve, and then begin to have difficulty again due to the rigor of the content or in a different area. If this happens, you simply begin another Tier I Plan to address the problem. Discontinuing a Tier I Plan due to success does not guarantee that the student will never struggle again.

11. Who determines when to convent a Child Study Team (CST) 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. The Staffing Specialist is in charge of scheduling the CST once the folder has been reviewed.

12. What does an evaluation consist of when the determination is made that the student is not responsive to intervention?
An evaluation consists of a review of all of the intervention and progress monitoring data that has been collected on the student. In addition, a team may request that additional data be collected. The school psychologist reviews all of the data and writes the reports evaluating the student RtI data and any additional assessments. If the quality or quantity of the data is not adequate, the team may request that additional intervention be provided. If a significant discrepancy between the targeted student's response to intervention and the achievement of the peer group is not identified, the student may be declared ineligible.