

Revised: September 7, 2010

# Response to Intervention (RTI)

## Academic

### Program Description and Forms

- Please note that BCISD has a RTI process for Behavior as well.

Response To Intervention services are provided from K-5<sup>th</sup> grade. If you have any questions or concerns please contact the campus principal or Gina Mannino at 735-1653 or by email: [gina.mannino@bridgecityisd.net](mailto:gina.mannino@bridgecityisd.net).

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## BRIDGE CITY ISD Response To Intervention (RTI program)

### What is it?

- Addressing student's Educational and or Behavioral needs as they become apparent to the teacher.
- A **three** Tier Continuum of instructional services
  - ✓ General Instruction 100% of our students
  - ✓ All of the TEKS – with little or no variance
  - ✓ At this level we are teaching our students. When we see a problem we “do what we do”. We observe, discuss, hold parent conferences, attempting to determine and eliminate: curriculum issues, instructional issues, performance issues, and skill issues.
  - ✓ If in your teaching, the materials/programs you use in your classroom, and the partnerships you form with parents does not eliminate any issues the student is having that child should be placed on **Tier I**.
  - ✓ **UNIVERSAL SCREENING**- an assessment whether formal or informal that is given to all students in the classroom. **We will use AIMSWEB**. This is done **3 times a year** (August/September; December/January; April/May)  
**Kindergarten Universal Screener:** Aims Web (Math/Reading)  
**First Grade Universal Screener:** TPRI for Reading  
**Second Grade Universal Screener:** TPRI for Reading  
**Third –Fifth Grade Universal Screener:** **Aims Web** (Math/Reading)
  - ✓ **BCISD needs to establish cut points!** Campus principals will establish cut points.
  - ✓ **PROGRESS MONITORING**- the plan outlines the frequency that this should occur  
**Kindergarten:** **Aims Web**  
**First and Second:** **Voyager**  
**Third- Fifth:** **Aims Web and Renaissance Math in the Title I room**
  - ✓ Classroom instruction is always on grade level.
  - ✓ Intervention is always on instructional level.

### Tier I:

This is the **few** students in your classroom that need your attention. The classroom teacher recognizes that the student is experiencing difficulty in one or more academic areas and *implements* several different strategies to address the difficulty.

- ✓ You have held one or more parent conferences.
- ✓ You have called this student to your desk. You have done “what you do”.
- ✓ You have INTERVENED and monitored for **approximately 1-6 weeks**.
- ✓ If they do not improve they need **Tier II**.  
At this point there are forms and paperwork that must be completed.

## **Tier II**

- ✓ 5% - 10% of our students (1.1 to 2.2 students out of classrooms with 22 students) will need to be on Tier II.
- ✓ Classroom instruction is on grade level
- ✓ WILL be intensive small group scientifically based instruction
- ✓ WILL include regular progress monitoring
- ✓ If an intervention is not working we must adjust and try something else.
- ✓ Small group or individual instruction (on instructional level)
- ✓ 25-30 minutes 2 to 3 times a week in *addition* to the 90 minutes of core reading instruction and 45 to 60 minutes of math instruction (**approximately 1-6 weeks**)

### **Tier II Services offered in BCISD:**

#### **Hatton**

Voyager (outside the classroom)

Center time in classroom with teacher (in the classroom)

#### **Sims**

Title I (outside the classroom)

Center time in the classroom with teacher (in the classroom)

#### **BCI**

Title I (outside the classroom)

Enrichment time (in classroom with teacher)

Sue Hagan (outside the classroom)

## **Tier III**

- ✓ 1% -2% of students
- ✓ Individualized instruction based on specific needs – very specialized instruction
- ✓ These students will participate in classroom instruction and Tier III instruction.
- ✓ WILL include progress monitoring
- ✓ 40 -45 minutes per day in small group in addition to 90 minutes of ELA instruction and or 45 to 60 minutes of Math (**approximately 1-8 weeks**)

### **Tier III Services offered in BCISD:**

#### **Hatton**

Ear-robics

#### **Sims**

Voyager

Sing, Spell, Read, Write (Trahan)

#### **BCI**

Voyager

Interventions should not last forever and need to be reviewed frequently! Parents should be contacted frequently to discuss progress.

## **Response to Intervention Program (RTI) Intervention Assistance Team Process**

The purpose of the RTI Team is to provide an intervention process that focuses on supported problem solving. The school district must consider a variety of ways instructional strategies, modifications (accommodations), and support services *prior* to special education referral. The classroom teacher and/or a team of school professionals working in partnership with the parent(s) can intervene on behalf of a student who is not experiencing success. It is hoped that the plan of regular education interventions will enable the student to progress in the general curriculum.

### **TIER ONE: (Approximately 1- 6 weeks of intervention documentation.)**

First week (1st week) of school does not count.

- A. Instruction at/on grade level TEKS provided to all students.
- B. A few students may experience difficulty and or these students will have scored
- C. If a student is experiencing difficulty on one or more academic areas, the classroom teacher must implement several different interventions to address the difficulty.
- D. The teacher completes the three page RTI Information form and gives it to the Principal or designee.
- E. The teacher documents through Progress Monitoring interventions used and the resulting student performance or nonperformance.

If classroom interventions are not successful:

### **TIER TWO (Between 1-6 weeks of intervention documentation for all grades.)**

- A. The documentation is given to the Principal or designee to review.
- B. The Principal or designee confers with the teacher and sets an RTI Team meeting with parent. (NOTE: a RTI Team meeting can be a phone conference, email communication, or traditional parent conference. The parent **MUST** be notified of meetings at T 2 and T 3.)
- C. The RTI Team determines the appropriate interventions for a student. A classroom intervention plan may be jointly developed by the team and will include a timeline, and criteria for success.

### **TIER THREE (Approximately 1- 8 weeks intervention documentation.)**

- A. The Intervention Team reconvenes according to the intervention plan criteria.
- B. If the student is successful, a final report is made and the paperwork is retained by the Principal or designee.
- C. If the student experiences limited success and the intervention team determines that further intervention is warranted, a new intervention plan may be developed.
- D. If the student is not successful after the utilization of TIER THREE, the Intervention Team may determine that referral to special education is warranted. The completed RTI Team documentation will be attached to the special education referral packet and sent to the office of the Special Education Director.

## **Structure of BCISD's RTI Academic Program**

### **TIER I**

Approximately 1-6 weeks

**Tier I** – quality classroom instruction based on your state curriculum framework **plus an additional 30 minutes twice a week** of small group or individual differentiated instruction.

**The purpose of Tier I** – to identify students who have not developed the essential skills required for success at the next level of instruction. To provide differentiated instruction to those students identified as deficient.

**The task of Tier I** – is to provide enhanced general instruction in a manner that effectively addresses the needs of all students in a whole/small/individual group setting.

It incorporates the following basic elements:

- High quality program of instruction based upon your state's and/or district's curriculum standards.
- The use of quality research based instructional strategies or materials.
- An ongoing professional development to provide teachers with necessary tools to ensure every student receives quality instruction.
- Curricula offerings are based on scientific research principles and student deficiencies.
- Intervention is done within the general framework of the classroom.

**Tier I assessments** – 3 Benchmark assessments for all students Beginning, Middle and End, in addition Progress Monitoring every 2 weeks for students identified as needing intervention.

**Person responsible** – classroom teacher

**Paper work required** – RTI Packet, 3 data points from AIMS Web given every two weeks, Tier I Documentation Form: Student Intervention Strategies. All paperwork should be submitted to the principal or designee. The submission of completed paperwork is a request for an RTI meeting.

## **TIER II**

Approximately 1-6 weeks

**Tier II** – quality classroom instruction based on your state curriculum framework **plus an additional 25-30 minutes two to three times a week** of small group or individual differentiated instruction.

**The purpose of Tier II** - to support individual students in the general education classroom who have not met benchmarks through the whole class model of Tier I and small group model of Tier I.

**The task of Tier II** - is to enhanced general instruction in a manner that effectively addressed the needs of deficient students in a small group or individual setting.

It incorporates the following basic elements:

- Focus on individual non-responders.
- Begin with interventions to adapt general education instruction.
- Have on-going consultative support.
- Focus on groups of non-responders to Tier 1.
- Provide on-going support to the classroom teacher from outside the classroom.
- Provide ongoing pull-out support.

**Tier II assessments**- 3 Benchmark assessments for all students Beginning, Middle and End, in addition Progress Monitoring bi-weekly for 1-6 weeks with AIMS Web or content applicable benchmark.

### **Paper work required**

Title Teacher/Pull out Program - Request for RTI meeting and 3 Progress Monitoring data points gathered bi-weekly for 1-6 weeks.

Classroom Teacher – RTI Pre-Referral Packet if not previously completed

All paperwork should be submitted to the principal at Tier II.

### **Person Responsible**

Title Teacher/Pull out Program – bi-weekly progress monitoring for 1-6 weeks, Tier II instruction/intervention and indicated paperwork above.

Classroom Teacher – implementing the core curriculum for the child, and if any of the Tier 1 interventions were more successful than the general classroom instruction, you will be expected to continue with those interventions unless they contra-indicate the team interventions. The critical component is that you still are responsible for the child's education. The process is to help you teach the child within the classroom. Additionally, any paperwork as stated above.

## **TIER III**

Approximately 1-8 weeks

**Tier III** – quality classroom instruction based on your state curriculum framework **plus an additional 30 - 45 minutes four to five days a week** of small group or individual differentiated instruction. (ex. Earobics/Voyager)

**The purpose of Tier III**- to support individual students in the general education classroom who have not met benchmarks through the whole class model, small group model of Tier I or Tier II.

**The task of Tier III** – intervention at this level becomes more intense and includes more explicit instruction that is designed to meet the individual needs of a struggling student.

It incorporates the following basic elements:

- Focus on individual non-responders.
- Provide explicit instruction.
- Provide intense instruction.

**Tier III assessments** - 3 Benchmark assessments for all students Beginning, Middle, and End, in addition Progress Monitoring weekly for 1-8 weeks with AIMS Web or other applicable benchmark.

### **Paper work required**

Tier III Teacher - Request for RTI meeting and 4 Progress Monitoring data points gathered weekly for 1- 8 weeks.

Classroom Teacher – RTI Pre-Referral Packet if not previously completed  
All paperwork should be submitted to the principal at Tier III.

### **Person Responsible**

Tier III teacher –weekly progress monitoring for 1- 8 weeks, Tier III instruction/intervention and indicated paperwork above.

Classroom Teacher – implementing the core curriculum for the child, and if any of the Tier I and II interventions were more successful than the general classroom instruction, you will be expected to continue with those interventions unless they contra-indicate the team interventions. The critical component is that you still are responsible for the child’s education. The process is to help you teach the child within the classroom. Additionally, any paperwork as stated above.

# The RTI Team

## Who, What, Why and How:

It is recommended that Campus RTI teams meet weekly. As of 9/7/2010 BCISD has determined that FORMAL weekly RTI meetings are NOT necessary.

BCISD campus RTI teams will meet twice a grading period and as needed.

## **2010-2011 District RTI Team**

Lynn Richard	Sims
Melani Woodruff	Sims
Emily Collier	BCI
Eryn LeLeaux	BCI
Kim Sensat	BCI
Brandi Clark	BCI
Lisa Stewart	Sims
Jane Ritchey	BCI
Kara Brinson	Sims
Pat Doucet	Sims
Glynis Gothia	Sims
Michelle Gephart	Sims
Janet Bland	BCI
Jan Menard	BCI
Amanda Hoffman	BCI
Robbie Bethea	BCI
Cheryl Patterson	BCI
Angela Frank	BCI
Karen Warner	Hatton
Darla Cricchio	Hatton
Kristi Bertles	Hatton
Tara Fountain	BCI
Mary McBee	Sims
Nichole Vermillion	BCI

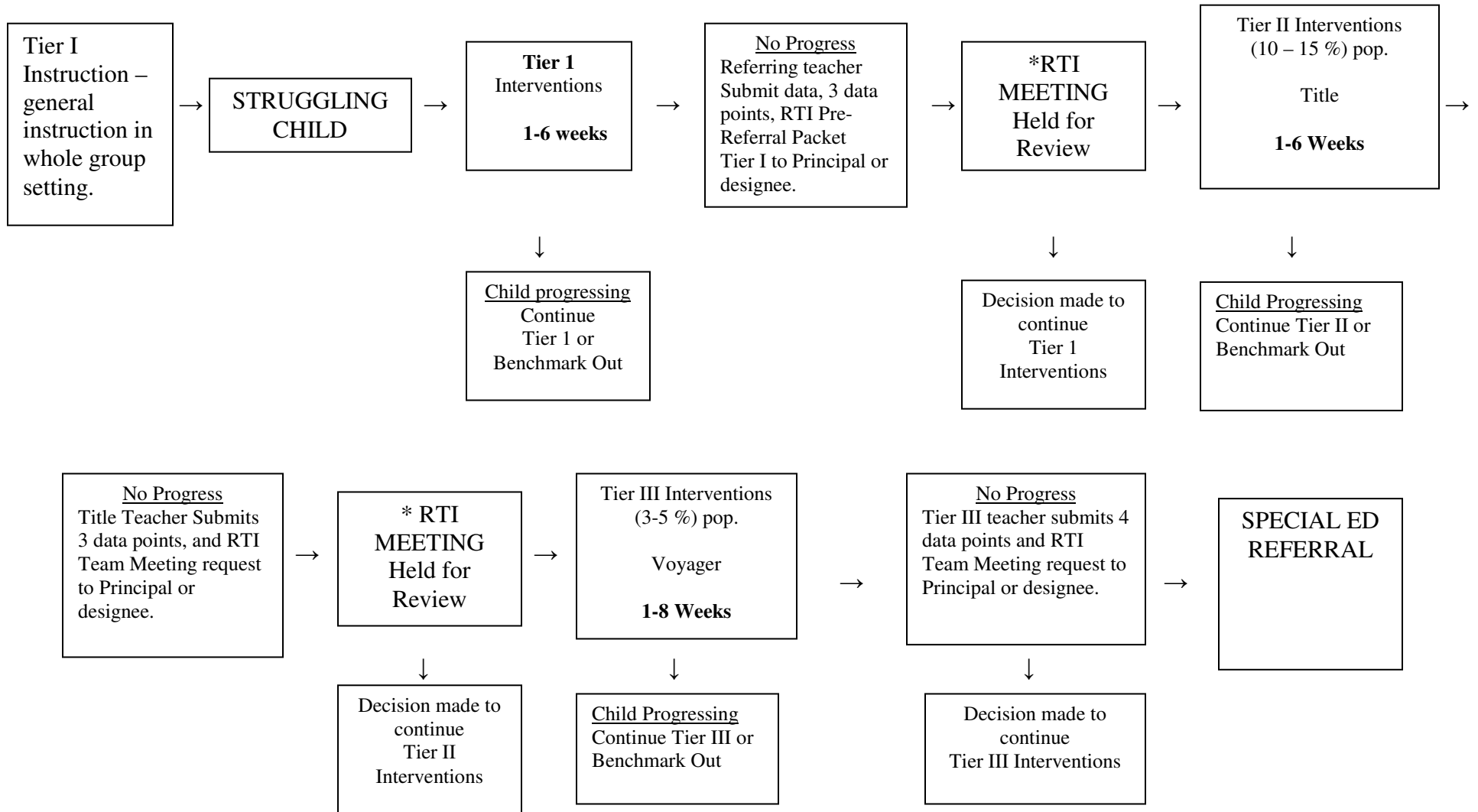
- This group will meet at least 2 times a year and will communicate frequently via Email and memo.
- This group will revise and approve the RTI plan; the process for passing on documentation other campuses; etc.
- This group will determine which Universal Screening tools to use K-5.

- This group will help campus teams determine if an intervention is research based.

**Campus teams:**

- Will include: campus principal, pull out teacher, classroom teacher, parent. You may want to have a standard team that stays the same and includes the Homeroom teacher of the student you are discussing as needed.
- This group will communicate ***frequently*** regarding student progress. This manual includes forms/documents that will help organize the information.
- This group will determine which tools to use for Progress Monitoring (Aims web, etc.)
- This group will identify interventions and if necessary ask for district guidance as to if they are research based.
- Campus teams will discuss:
  - Initial assessment of students
  - Students moving from Tier to Tier
  - Interventions
  - House keeping
  - Teacher support
  - Kids under review:
- Ensure that documentation will move from grade level to grade level and campus to campus for each student. **The transfer of student documentation MUST occur prior to May 16, 2011. This will allow the receiving campus/grade level to plan for the students.**

## Flow Chart



Amended September 7, 2010

\* RTI meetings can be held in a variety of ways: email, phone, conference. REQUIRED members are parents, classroom teacher, interventionist, and principal.

*This form MUST be printed on BLUE paper*

**Bridge City ISD Elementary RTI  
RTI Packet Tier 1**

**Tier 1**

- 1-6 weeks** of strategic monitoring and classroom interventions
- Assess for data points **every other week**
- Minimum **of three data points** collected for the intervention time period

Student ID Number: \_\_\_\_\_

Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Last First MI

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent(s): \_\_\_\_\_ Phone: \_\_\_\_\_(home) \_\_\_\_\_(work)  
Father

Address: \_\_\_\_\_

\_\_\_\_\_ Phone: \_\_\_\_\_(home) \_\_\_\_\_(work)  
Mother

Address: \_\_\_\_\_

Reason for Referral (Describe educational difficulties in detail)

**\* Please remember to attach Tier I documentation form**

<p><input type="checkbox"/> <b>Academic Areas</b></p> <p><input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Content Area</p>	<p><input type="checkbox"/> <b>Behavioral</b> Complete Social Emotional Worksheet</p>
<p><b>Explanation:</b> Skill Deficit Area(s):</p>	<p><b>Explanation:</b> Skill Deficit Area(s):</p>

*This form MUST be printed on BLUE paper.*

<p><b>ATTENDANCE</b></p> <p>1. Last Year Days Present: _____ Days Absent: _____</p> <p>2. Total days missed since student began School: _____</p> <p>3. List all school attended: _____ _____ _____</p> <p>4. Retention Yr(s) _____ Gr(s) _____</p> <p>5. Previous enrollment in Special Education Programs/Section 504: (list specific program) _____</p>	<p><b>TESTING INFORMATION</b></p> <p>1. OLSAT (Total SAI) Kinder _____ 3<sup>rd</sup> _____</p> <p>2. ITBS (GE – Grade Equivalent) <u>Kindergarten</u> GE Reading _____ GE LA _____ GE Math _____ <u>First</u> GE Reading _____ GE LA _____ GE Math _____ <u>Second</u> GE Reading _____ GE LA _____ GE Math _____</p> <p>3. Attach TRPI Data</p> <p>4. TAKS Scale Score 3<sup>rd</sup>(R) _____ 4<sup>th</sup>(R) _____ 5<sup>th</sup>(R) _____ 3<sup>rd</sup>(M) _____ 4<sup>th</sup>(M) _____ 5<sup>th</sup>(M) _____ 4<sup>th</sup>(W) _____ 5<sup>th</sup>(Sc) _____</p>
<p><b>SCREENING</b></p> <p>1. Hearing Date: _____ Results: _____ Recheck Needed: _____</p> <p>2. Vision Date: _____ Results: _____ Recheck Needed: _____</p> <p><b>SPECIAL NEEDS/MEDICATIONS:</b></p>	<p><b>MOST RECENT DISCIPLINE RECORD</b></p> <p>Number of discipline reports: _____</p> <p>Number of suspensions: _____</p> <p>In School _____</p> <p>Out-of-school _____</p> <p>Does this student exhibit a previous history of discipline problems? If yes, explain:</p>
<p><b>MOST RECENT ACADEMIC GRADES</b></p> <p>1. Language Arts _____</p> <p>2. Reading _____</p> <p>3. Math _____</p> <p>4. Science _____</p> <p>5. Social Studies _____</p> <p>6. PE _____</p> <p>7. Other _____</p>	<p><b>PREVIOUS GRADES</b></p> <p><u>KINDERGARTEN FINAL AVERAGE</u> Reading _____ Math _____ LA _____</p> <p><u>FIRST GRADE FINAL AVERAGE</u> Reading _____ Math _____ LA _____</p> <p><u>SECOND GRADE FINAL AVERAGE</u> Reading _____ Math _____ LA _____</p> <p><u>THIRD GRADE FINAL AVERAGE</u> Reading _____ Math _____ LA _____</p> <p><u>FOURTH GRADE FINAL AVERAGE</u> Reading _____ Math _____ LA _____</p> <p><u>FIFTH GRADE FINAL AVERAGE</u> Reading _____ Math _____ LA _____</p>

**A. CUMULATIVE RECORD REVIEW** – Each area must be addressed – OR – indicate as not applicable (NA).

*This form MUST be printed on BLUE paper*

**B. TEACHER OBSERVATIONS** – For each area rate the student in comparison to classmates using a scale from 0 to 5.

- 0 – NA                      1 – In lowest 10%                      2 – Below Average  
3 – Average                4 – Above Average                      5 – In highest 10%

<b>PHYSICAL &amp; COMMUNICATION</b> _____ Generally appears healthy _____ Normal energy level _____ Gross motor coordination (explain below) _____ Fine motor coordination (explain below) _____ Speech (articulation) _____ Spoken Language _____ Written Language	<b>PARTICIPATION</b> _____ Attends school regularly _____ Arrives on time for class _____ Completes assignments _____ Concentrates and able to attend _____ Participates in class _____ Functions independently _____ Follows directions
<b>SOCIAL</b> _____ Age-appropriate self-help skills _____ Displays feelings appropriate to situation _____ Sensitive to social culture _____ Relates well to adults _____ Relates well to peers	<b>RELATED CONCERNS</b> _____ Abnormal behavior for age or school setting _____ Inappropriate peer contacts _____ Personal hygiene _____ Dress appropriate for climate _____ Substance abuse

**MOTOR IMPAIRMENT**

If you indicated a problem above please explain further with summary of parent and medical reports.

**C. ENVIRONMENTAL, CULTURAL OR ECONOMIC FACTORS** – Check all factors that apply to the student. Use available records, interviews with parents, and other resources to obtain data.

<b>ENVIRONMENTAL</b> _____ Limited experiential background _____ Irregular attendance (absent at least 23% of the time in a grading period for reasons other than verified personal illness) _____ Transiency in elementary school years (at least two moves in a single year) _____ School readiness compared to peer group
<b>CULTURAL DISADVANTAGE</b> _____ Limited experiences in majority based culture (child does not participate in scouts, clubs, other organizations and activities with members of dominant culture) _____ Child has limited involvement in organizations and activities of any culture _____ Secondary standards in conflict with majority-based culture standards
<b>ECONOMIC DISADVANTAGE</b> _____ Residence in a depressed economic area _____ Low family income at subsistence level _____ Family unable to afford enrichment materials and/or experiences

Are the above-checked items compelling enough to indicate this student's educational performance is primarily due to environmental, cultural or economic disadvantage? Explain:

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**ENGLISH LANGUAGE LEARNER**

How long has the student spoken English? \_\_\_\_\_

Is there a language other than English spoken by the student? \_\_\_\_\_

Is there a language other than English spoken in this student's home? \_\_\_\_\_

(If the above information indicates the student has not always had English as his/her primary language, please address the following questions.)

What ELL services or assistance have been provided?

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**ENGLISH LANGUAGE LEARNER (continued)**

Do the results of evaluation by the ELL teacher indicate lack of expected progress in the English language for the student's chronological age level? If not, explain.

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What is the student's current proficiency level in English? \_\_\_\_\_

Keep in mind that conversational language skills are not the same as the ability to think and reason in a language. While the student may be able to speak with peers or adults and to understand basic instructions or rules, the effects of ELL may still affect the student's ability to think and reason academically.

**HOME LANGUAGE SURVEY**

Date: \_\_\_\_\_ Results: \_\_\_\_\_

Other Language Test: \_\_\_\_\_ Date: \_\_\_\_\_

For a limited English proficient student, briefly discuss the Language Proficiency Assessment Committee's recommendation: \_\_\_\_\_

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At school the best language understood by this student is: \_\_\_\_\_

**MOTIVATION**

Students should not be classified as having a learning disability if failure to progress academically is due to an absence of motivation. To help clarify if motivational issues are the primary cause of the student’s academic deficits, please address the following questions:

Does the student want to succeed in school? Give examples to support your answer.

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Does the student seek assistance from teachers, peers, others?

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Does the parent report efforts made at home to complete homework or study assignments?

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Is the student making an effort to learn? Explain.

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Are student’s achievement scores consistent with the student’s grades?

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**SITUATIONAL TRAUMA**

Situational stressors can cause daydreaming, poor memory, lack of attention, etc., which affect educational performance. Temporary, sudden, or recent change in the student’s life must be ruled out as a primary cause of academic deficits.

Has the student experienced a recent trauma? (i.e., divorce, illness of students or family member or serious accident or injury, financial crisis, crime victim, etc.)

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*This form MUST be printed on BLUE paper*

*This form MUST be printed on BLUE paper*

Is there any other situation that could create stress or emotional upsets?

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Has there been a significant change in the student's classroom performance within a short period of time? If yes, indicate time period.

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**YOUNG CHILDREN**

There is a wide variability in the rate and pattern of maturation, development and learning in early childhood. Developmental differences often resolve with maturation and should not be mistakenly identified as a learning disability. In addition, standardized assessment instruments are not as reliable at younger ages (before 8), and the stability of measurement can vary greatly. **For students referred for a learning disability before age 8, please address the following:**

What preschool education has the student received? \_\_\_\_\_

Has the student experienced adequate stimulation? \_\_\_\_\_

Is the child eligible for free/reduced lunch? \_\_\_\_\_

What progress has been made based on measurable data? \_\_\_\_\_

*Date(s) of parent contact(s):* \_\_\_\_\_

*Method of parent contact (Check all that apply):*

- Telephone call     signed/returned note     mailed letter     email     conference

*Parent Recommendations:*

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\_\_\_\_\_  
Signature of Classroom Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of RTI Team Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

## **Progress Monitoring Tools used in BCISD**

**This list is NOT exhaustive. Please check with your campus principal before using a Progress Monitoring Tool that is NOT on this list.**

**Aims Web**

**Renaissance**

STAR Reading Test  
STAR Math Test

**Fluency Probes**

**Timed Math Tests**

**Comprehension Checks**

## **AIMS WEB Progress Monitoring Directions**

Revised: September 7, 2010

**Tier I:** id students; 6 wks  
**Tier II:** id students; 6 wks  
**Tier III:** id students; 8 wks

- Login
- Click Blue Progress Monitoring Tab
- Click Manage Students
- Enter name of student to left
- Click Search
- Check box in front of students name
- Click Add PM
- Click OK to schedule wizard
- Check box next to measures you will use for progress monitoring
- A goal screen will come up
- Type in information on goals – beginning and end date (totaling 8 weeks), administered every two weeks

### **Initial Performance Scores**

- ❖ Grade Level on left – not needed
- ❖ Initial Correct – from first probe you give not CBM
- ❖ Initial Errors – from first probe you are give not CBM
- ❖ Program Label – where you title intervention ex. Fluency builders
  - Description – elaborate on what your are doing ex. repeated reading at independent level, sight word flash cards etc.
- ❖ Goal Setting
  - Correct – middle of average
  - Errors – middle of average

SAVE

### **Next Score Entry**

- ❖ Click on date day – little pencil
- ❖ Brings up schedule for student
- ❖ Show all sessions at top of page – will show everything
- ❖ Show student schedule – where you enter scores

Paper symbol allows you to document change in intervention – this will require you to begin another 8 weeks

### **Downloads Tab**

Click progress monitoring tab on left select measure type – select reading go  
Click grade level download and print probes you desire



**RTI Tracking form**

**Student Name:** \_\_\_\_\_

- To be used in Tier 1, II, and III.
- This form can be/will be used to track attendance, intervention progress, and anecdotal notes.

<b>Tier I</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Week 1	__	__	__	__	__
Week 2	__	__	__	__	__
Week 3	__	__	__	__	__
Week 4	__	__	__	__	__
Week 5	__	__	__	__	__
Week 6	__	__	__	__	__
<b>Tier II</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Week 1	__	__	__	__	__
Week 2	__	__	__	__	__
Week 3	__	__	__	__	__
Week 4	__	__	__	__	__
Week 5	__	__	__	__	__
Week 6	__	__	__	__	__
<b>Tier III</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Week 1	__	__	__	__	__
Week 2	__	__	__	__	__
Week 3	__	__	__	__	__
Week 4	__	__	__	__	__
Week 5	__	__	__	__	__
Week 6	__	__	__	__	__
Week 7	__	__	__	__	__
Week 8	__	__	__	__	__

Date(s) of parent contact(s): \_\_\_\_\_

Method of parent contact (Check all that apply):

\_\_Telephone call    \_\_signed/returned note    \_\_mailed letter    \_\_email    \_\_conference

Curriculum and Instruction  
RTI Team

**INTERVENTION STRATEGIES**  
**TIER I REQUIRED**

Student \_\_\_\_\_  
Last First M.I.

Birth Date \_\_\_\_\_ School \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Intervention Team Members:

Signature	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**TIER I** : (approximately 1-6 weeks)

Target Behavior: \_\_\_\_\_ Level of Performance Prior to Tier 1 Intervention  
(Baseline): \_\_\_\_\_

Intervention Goal: \_\_\_\_\_

Intervention Utilized: \_\_\_\_\_  
\_\_\_\_\_

Intervention Utilized On:  
Beginning Date of Intervention \_\_\_\_\_ Ending Date \_\_\_\_\_

Frequency: \_\_\_\_\_

Progress Monitoring Data: \_\_\_\_\_  
(Attach copies of data)

Growth Rate: \_\_\_\_\_ CBM Scores: \_\_\_\_\_

Intervention Utilized: \_\_\_\_\_  
\_\_\_\_\_

Intervention Utilized On:  
Beginning Date of Intervention \_\_\_\_\_ Ending Date \_\_\_\_\_

Frequency: \_\_\_\_\_

Progress Monitoring Data: \_\_\_\_\_  
(Attach copies of data)

Growth Rate: \_\_\_\_\_ CBM Scores: \_\_\_\_\_

Validity Statement:

I certify that the above-noted intervention(s) was (were) conducted as described.

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

Current Growth Rate \_\_\_\_\_

Current CBM Scores: \_\_\_\_\_

Intervention Status: (Check one)

- Problem resolved; exit Tier I
- Problem not resolved redesign or modify intervention at Tier I
- Student remains below 10<sup>th</sup> percentile AND growth level remains below that of average peers; initiate Tier II Intervention.

## Tier I Documentation Form: Student Interventions/ Strategies

Student \_\_\_\_\_ Subject Area \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Alternative strategies and interventions for improvement of the student’s skills have been implemented and the student has/ has not made progress. (Documentation of student performance must be provided.)

Objective	Strategies/Interventions/Dates Implemented	Progress Monitoring Data	
		Date	Results
		/	
		/	
		/	
		/	

Objective	Strategies/Interventions/Dates Implements	Progress Monitoring Data	
		Date	Results
		/	
		/	
		/	
		/	

Interventions for Tier I **may** include:

- Explicit and systematic small group instruction within the general education classroom.
- Instruction broken down into manageable steps.
- Instruction provided using different teaching strategies.
- Instructions were provided using a different response mechanism.
- Student has been provided additional practice activities.
- Student has been provided with immediate and specific feedback.

\_\_\_\_\_  
Signature of Classroom Teacher Implementing Tier I

\_\_\_\_\_  
Date

Curriculum and Instruction  
RTI Team

**INTERVENTION STRATEGIES**  
**TIER II REQUIRED**

Student \_\_\_\_\_  
Last First M.I.

Birth Date \_\_\_\_\_ School \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Intervention Team Members:

Signature	Title
_____	_____
_____	_____
_____	_____
_____	_____

TIER II INTERVENTIONS: (Must be a minimum of 6 weeks)

Target Behavior: \_\_\_\_\_ Level of Performance Prior to Tier II Intervention  
(Baseline): \_\_\_\_\_

Intervention Goal: \_\_\_\_\_

Intervention Utilized: \_\_\_\_\_  
\_\_\_\_\_

Intervention Utilized On:  
Beginning Date of Intervention \_\_\_\_\_ Ending Date \_\_\_\_\_

Frequency: \_\_\_\_\_

Progress Monitoring Data: \_\_\_\_\_  
(Attach copies of data)

Growth Rate: \_\_\_\_\_ CBM Scores: \_\_\_\_\_

Validity Statement:  
I certify that the above-noted intervention(s) was (were) conducted as described.

\_\_\_\_\_  
Signature of Administrator Date

Current Growth Rate \_\_\_\_\_ Current CBM Scores: \_\_\_\_\_

Intervention Status: (Check one)

- Problem resolved; exit Tier II
- Problem not resolved redesign or modify intervention at Tier II
- Student remains below 10<sup>th</sup> percentile AND growth level remains below that of average peers; initiate Tier III Intervention.

Curriculum and Instruction  
RTI Team

**INTERVENTION STRATEGIES**  
**TIER III REQUIRED**

Student \_\_\_\_\_  
Last First M.I.  
Birth Date \_\_\_\_\_ School \_\_\_\_\_  
Grade \_\_\_\_\_ Teacher \_\_\_\_\_  
Intervention Team Members:  
Signature \_\_\_\_\_ Title \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TIER III INTERVENTIONS: (Must be a minimum of 8 weeks)  
Target Behavior: \_\_\_\_\_ Level of Performance Prior to Tier III Intervention  
(Baseline): \_\_\_\_\_

Intervention Goal: \_\_\_\_\_

Intervention Utilized: \_\_\_\_\_  
\_\_\_\_\_

Intervention Utilized On:  
Beginning Date of Intervention \_\_\_\_\_ Ending Date \_\_\_\_\_

Frequency: \_\_\_\_\_

Progress Monitoring Data: \_\_\_\_\_  
(Attach copies of data)

Growth Rate: \_\_\_\_\_ CBM Scores: \_\_\_\_\_

Validity Statement:  
I certify that the above-noted intervention(s) was (were) conducted as described.

\_\_\_\_\_  
Signature of Teacher Date

Current Growth Rate \_\_\_\_\_ Current CBM Scores: \_\_\_\_\_

- Intervention Status: (Check one)
- Problem resolved; exit Tier III
  - Problem not resolved redesign or modify intervention at Tier III
  - Student remains below 10<sup>th</sup> percentile AND growth level remains below that of average peers; return to Tier III Intervention.
  - Student has shown progress but resources needed to maintain intervention are beyond what is available in the general education, refer to Special Education.
  - Student remains below the 10<sup>th</sup> percentile AND growth level remains below that of average peers; refer to Special Education.

**RTI Communication**  
**Created on 1/3/2010 2:52:00 PM**

**I. Parent Communication**

*It is important to communicate with parents FREQUENTLY.*

A. Emails

1. Keep them formal/professional
2. Make sure that you use spell check and double check your grammar.
3. Remember that this form of communication can be forwarded and saved.

B. Phone conference

1. Keep these formal and professional

C. Letter

1. Samples attached (Use letterhead when sending RTI information to parents.)
2. Please make sure to personalize the letter with the child's name and correct dates of services. Also clear the highlighted and bolded fonts prior to sending.
3. Keep formal/professional
4. Make sure you use spell and grammar check

D. Parent conference/RTI meeting

1. Take notes
2. Remain professional
3. Provide details and examples of what the issue is and the interventions that have been provided and if those interventions were successful or not.

**II. Staff Communication**

A. Faculty Meetings

B. RTI team meeting

C. Due dates for benchmarks (Aims web; fluency probes, etc.)