**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School**

**RTI Procedures**

**Overview:**

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ RTI plan is based on a 3-tiered model. Tier I includes instruction in the core curriculum where at least 80% of students should be successful. Tier II addresses the needs of those not being successful in the core curriculum and require additional interventions above and beyond the core, approximately 5-15% of the population. Tier III is for those students who have not made progress on interventions in Tier II and require additional interventions, approximately 1-5% of the population. If a student progresses through the tiers without making progress, then an ECE referral could be considered.

**S-Team:**

The S-Team (Support Team) membership includes:

Principal

Teachers representing each grade level

Curriculum resource teacher

ECE teacher consultant

School psychologist

Guidance counselor

Intervention coordinator(s)

Other staff

**Tier I:**

Appropriate curriculum and instruction should be utilized for all students in the general education setting to ensure the academic and behavior needs of at least 80% of the population are being met.

**Research-Based Core Programs:**

Reading:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for grades:\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for grades:\_\_\_\_\_\_\_\_\_\_

Math:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for grades:\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for grades:\_\_\_\_\_\_\_\_\_\_

Writing:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for grades:\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_for grades:\_\_\_\_\_\_\_\_\_\_

For those scoring above the 20th percentile but still not performing in the classroom, teachers will target areas of concern and use instructional research-based strategies available through the core curriculum to provide interventions for the student(s). Strategies used should be documented, along with monitoring data (i.e. SRA checkouts and other formative assessments embedded within the curriculum). These students should also be given the MAP Winter assessment.

**Note:** During the review of the screening data by the district data team, if more than 20% of students in the district, a school, grade or class fall at or below the 20th percentile, the administrators and CRTs will work together to identify root causes of poor performance and implement professional development to ensure core programs are being implemented with fidelity.

**Tier II:**

**Universal Screeners:**

**Reading:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**for grades K-1**

(Options: STAR Early Literacy, Primary MAP, or AIMSweb)

MAP **for grades 2 and up** (Spring scores if available—if not, Fall MAP scores—for incoming 2nd graders, the Fall MAP scores are used)

**Math:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**for grades K-1**

(Options: STAR Early Literacy, Primary MAP, or AIMSweb)

MAP **for grades 2 and up** (Spring scores if available—if not, Fall MAP scores—for incoming 2nd graders, the Fall MAP scores are used)

**Behavior­­**—BC Schools Universal Screener for Classroom Behavior **for grades K-6**

**Writing**—AIMSweb Writing CBM (Curriculum Based Measure), **as needed (grades 3-up)**

**What to do:**

Following universal screening (at the end of Spring MAP testing), counselors and/or teachers will identify students who score at or below the 20th percentile and target those students as being in need of additional assistance at the Tier II level. For students new to our school district in the Fall without Spring MAP scores AND for incoming 2nd graders, Fall MAP scores will be used.

**Grade level RTI times:**

In order to ensure that students are not pulled from core classes or special area classes, the master schedule shall contain a set RTI time for each grade level. Appendix A=RTI schedule with set time per grade level for Tier 2 and an additional planned time for Tier 3.

CLASSROOM TEACHERS shall keep an RTI binder that contains screening data. For students moving to Tier II, an Academic Intensive Assistance Plan is completed by the teacher. The Student Intervention Profile will also be completed for the student while meeting with the Guidance Counselor and/or CRT, other lead teachers, and/or the S-team. Both of these forms should be kept in the classroom teacher’s RTI binder.

**Tier II Research-Based Interventions--Information:**

The Student Intervention Profile should include a goal(s) set by the classroom teacher and document the specific details of the intervention (frequency, program being used, interventionist in charge, duration). Goals should be set to the 25%ile. The student should continue to receive the same Tier I core instruction, but have the additional interventions as well. Tier II interventions are above-and-beyond Tier I instruction and should occur in smaller groups than Tier I. The classroom teacher will also complete an academic intensive assistance plan for all Tier II students as well.

**Reading:**

Research-Based Interventions available for grades \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research-Based Interventions available for grades \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Math:**

Research-Based Interventions available for grades \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research-Based Interventions available for grades \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Writing:**

Research-Based Interventions available for grades 3 and up: SRA Reasoning and Writing Level C.

**Behavior:**

Research-Based Interventions available for grades \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research-Based Interventions available for grades \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tier II Progress Monitoring:**

The person providing the intervention will be responsible for progress monitoring at least once every two weeks. A minimum of 6 data points should be obtained prior to making a decision about the effectiveness of the intervention for the purpose of moving to Tier III; however, if the chosen intervention does not seem to be working or does not match the set student goal(s), a decision to change the specific intervention can be made. The teacher and interventionist will coordinate data monthly in order to complete the Response to Intervention Monthly Student Progress Report and note any changes in intervention(s) on the Student Intervention Profile. The progress report will communicate progress and next steps to parents. A copy of this progress report will be kept in the RTI binder. Also, copies of progress monitoring will be given to the classroom teacher by the interventionist and be kept in the classroom teacher’s RTI binder. The teacher will then use all available data to report student progress quarterly to the S-Team**.**

**Tier II Progress Monitoring Tools:**

For Reading: STAR Reading (STAR Early Literacy for K)

For Math:­­­­­­­­ STAR Math (STAR Early Literacy or AIMSweb for K)

For Writing: AIMSweb

For Behavior: Check and Connect Data

**Set Monthly RTI Connect Meetings for Tiers II and III**:

Our monthly RTI Connect meetings for classroom teachers and interventionists to connect, share data and complete progress reports on students in Tiers II and III will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(example: 3rd Wednesday of each month, after school, location).

**Quarterly Support Team Meetings** will be announced in advance. CLASSROOM TEACHERS will be prepared to present progress made for each student and determine next steps.

If progress is being made at Tier II AND the student has 6 data points above the 25%ile, the student will return to Tier I.

If progress is being made at Tier II but the student does not have 6 data points above the 25%ile, the student will remain in current interventions.

If student is not making sufficient progress and has 6 data points below the 20%ile, additional interventions and/or a different intervention will be added at the Tier III level.

**Tier III:**

**What to do:**

After the S-Team determines that further interventions are necessary, the Student Intervention Profile sheet and the Academic Intensive Assistance Plan is updated to reflect additional interventions and new goals.

**Tier III Research-Based Interventions--Information:**

Tier III interventions are above-and-beyond Tier I and Tier II interventions and should occur as direct instruction in a smaller group setting than Tier 2.

**Reading:**

Research-Based Interventions available for grades \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research-Based Interventions available for grades \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Math:**

Research-Based Interventions available for grades \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research-Based Interventions available for grades \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Writing:**

Research-Based Interventions available for grades \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research-Based Interventions available for grades \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Behavior:**

Research-Based Interventions available for grades \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research-Based Interventions available for grades \_\_\_\_\_\_\_\_\_\_\_\_\_\_:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tier III Progress Monitoring:**

Progress monitoring takes place on a weekly basis. **Set AIMSweb goal(s) at the 25th%ile**. The interventionist is responsible for monitoring and providing copies of monitoring to the teacher. Monitoring will be kept in the teacher’s RTI binder. The duration of interventions at this Tier will vary but at least six data points should be gathered before additional decisions are made. Analysis of data will occur at monthly meetings with the teacher and interventionist as well as quarterly S-Team meetings.

**Tier III Progress Monitoring Tools:**

For Reading: AIMSweb

For Math:­­­­­­­­ AIMSweb

For Writing: AIMSweb

For Behavior: Check and Connect/other behavior data

If progress is being made at Tier III AND the student has 6 data points above the 25%ile, the student will return to Tier II.

If progress is being made at Tier III but the student does not have 6 data points above the 25%ile, the student will remain in current interventions.

If the student is not making sufficient progress, additional interventions will be added at the Tier III level OR a referral to ECE may be made. Six data points below the 20th%ile on Tier III AIMSweb goal(s) are needed for referral.

**Referral to ECE** (only in areas student has received RTI services at Tier III):

**What to do:**

Once the S-Team has met to determine that a referral is warranted, the following items need to be completed and/or attached in a timely manner:

* 􏰀  Referral for ECE services to be completed by the classroom teacher (obtain
* from your guidance counselor)
* 􏰀  Up-to-date Academic Intensive Assistance Plan
* 􏰀  Up-to-date Student Intervention Profile
* 􏰀  Completed vision/hearing screenings
* 􏰀  Motor Screening for suspected SLD referrals
* 􏰀  Progress Monitoring Data from AIMSweb
* 􏰀  MAP Student Progress Report
* 􏰀  Any other standardized assessments (i.e.-IOWA, GRADE, STAR)
* 􏰀  K-PREP Assessment Data
* Once the above items are completed and/or attached to the referral, referring teacher should sign (p.4) and return the referral and attached documents to the guidance counselor.
* District Representative (counselor or principal) should then sign off on the referral verifying that it is complete (p.4).
* Within 2 days of receipt, an ARC should then be scheduled, with the persons needing to be in attendance, and sent to parents, allowing them a seven-day notice.
* If an ARC determines that the referral data warrants an evaluation, an evaluation plan/consent form is completed in accordance with the suspected disability. Consent from parent/guardian is obtained prior to any assessments being given to student.

**Parent Referrals:**

If a parent makes an ECE referral or indicates concerns, the district will thoroughly explain RTI requirements, indicating that RTI should occur prior to a referral. If parent still insists on a referral and evaluation for ECE prior to RTI implementation, the ARC will be convened to discuss and accept the referral (if warranted). Consent will be obtained. During the evaluation process (60 school days), the student will receive RTI services, to include progress monitoring, in the areas of concern.

**If a child in RTI moves:**

Do not delete the child from progress monitoring programs. AIMSweb and STAR have options to transfer the child (in AIMSweb) or unenroll (in STAR), yet keep the data. If the child moves within our district, the child can be enrolled in AIMSweb and/or STAR for the new school and continue interventions. If the child moves out-of-district, data can be exported if the new school uses AIMSweb and/or STAR. If the child returns, he/she can be re-enrolled and continue interventions.

**Appendix A:**

**RTI Schedule for the 2015-16 School Year**