Fayette County School System's

RtI Plan

Fayette Elementary School

Revised October, 2013

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Problem Solving Team (PST)

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- Regina Madison Intervention Teacher
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Response-to-Instruction (RtI) is the process of aligning appropriate assessment with purposeful instruction for all students. Response to Instruction is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment. The tiered approach to providing layers of intervention for students needing support requires a common understanding of system-wide, non-negotiables in term of instructional practices.

RtI is understood to be an evidence-based approach to providing early intervention to struggling learners in general education settings. Its core principles are that Tier 1 evidence-based instruction is provided with fidelity, student progress is monitored frequently, students' responsiveness to instruction is evaluated, and instruction is adapted as needed (National Association of State Directors of Special Education, 2005; Vaughn & Fuchs, 2003). It has come to the forefront of education reform efforts in recent years, with both federal legislation and state initiatives promoting use of RtI and similar initiatives. RtI has promise in serving as a mechanism to address NCLB and IDEA 2004 mandates, concerns about traditional special education identification procedures, the disproportionate representation of minorities in special education, the integration of general and special education, and the delivery of evidence-based programs to students.

The RtI process includes several key components:

- Evidence-based instruction as the core of classroom pedagogy.
- Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring.
- Variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally.
- Faculty and staff instructional teams in each school serve as the driving force for instructional decision making in the building.
- Purposeful allocation of instructional resources based on student assessment data.

All students participate in general education learning. Students requiring interventions to meet individual learning expectations will receive support through a systematic and purposeful process. The number of students requiring interventions will decrease as the level of intensity of the intervention increases.

Introduction and Overview

What is Response to Instruction (RtI)?
RtI integrates core instruction, assessment, and intervention within a multi-tiered system to maximize student achievement and reduce behavior problems. Through implementation of RtI, schools identify and monitor students at risk, use problem-

solving and data-based decision making to provide research-based interventions and adjust
the intensity of interventions based on the student's response. Response to Instruction done well at the classroom level will provide data from which educators can make instructional decisions for individuals and groups of students. Given high quality decisions, RtI shows promise in supporting all students, especially those at risk of failing to achieve state performance standards.

What are the Core Principles of RtI?
• Students receive high-quality, research-based instruction by qualified staff in their general education setting.
• Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
• Movement between tiers should be guided by a data-driven decision-making process.
• Universal screening and progress monitoring are the basis for instructional decisions.

How is behavior addressed in the RtI model?
Positive Behavior Supports (PBS) is a national research-based model for reducing discipline referrals, reducing the number of students suspended and/or expelled, reducing the number of students in special education, and improving student achievement. PBS uses a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research validated practices and the environments in which teaching and learning occur. This model is consistent with RtI principles.

The goal of PBS in Fayette County Schools is to enhance the capacity of schools to educate all students, especially those with challenging social behaviors, by establishing an effective continuum of PBS systems, data, and practices model. The proactive design for PBS is to address the needs of students in Tier I, whole school/district; Tier II, strategic interventions for students with challenging behavior; and Tier III which addresses the more serious behaviors that often require functional behavior assessments and behavior intervention plans.

Key Elements of PBS
Effective, efficient, and relevant school wide discipline is based on a balance of four key elements:
1. Clearly specified outcomes that are related to academic achievement and social competence.
2. Data-based decision making that guides selection and modification of curricula and practices, evaluation of progress, and enhancement of systems.
3. Evidence-based practices that have a high probability of outcome achievement for students.
4. Systems that support adult adoption, high fidelity implementation, and sustained use of effective practices.

Introduction and Overview

Who are the key players and what are their roles?

Central Office Leader—Know the Response to Instruction process and support the implementation through a vision of outcome-based service delivery and tangible support for a successful effort.

Principal—Know the Response to Instruction process and support the implementation through a vision of outcome-based service delivery and resources for successful implementation.

Building Level Data Specialist—Gather and organize data and provide coaching for data interpretation. Monitor and organize the problem-solving process. It's best that this person does not have fulltime classroom responsibilities.
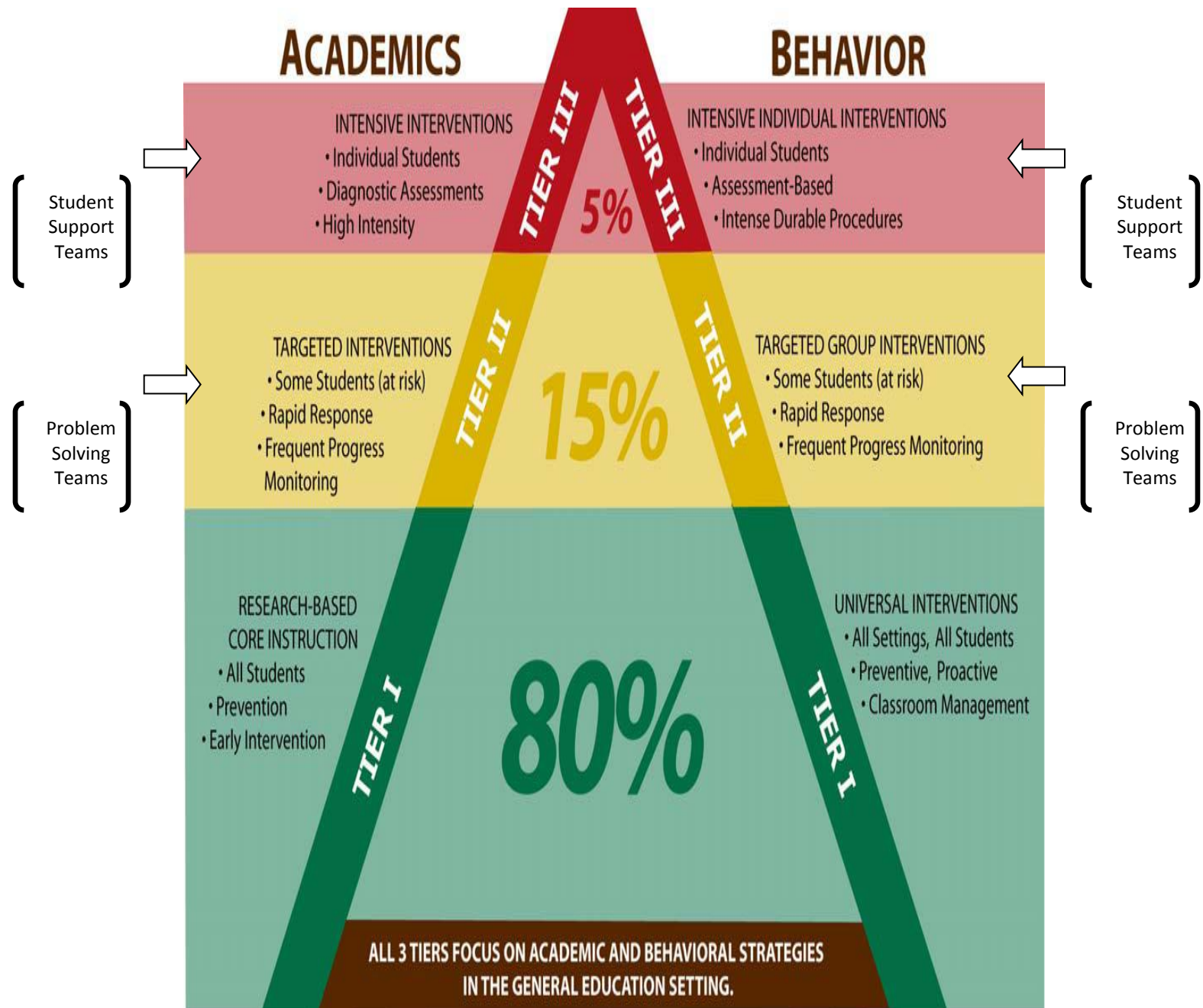
General Education Teacher—Implement instruction and interventions with fidelity, evaluate, and identify students who are at risk and adhere to decision-making protocol adopted at the district and school level.

Special Education Teacher—Collaborate with general education teacher to support core instruction and small group interventions and adhere to decision-making protocol adopted at the district and school level.

Specialist and Support Staff—Collaborate with general education teacher to support core instruction and small group interventions and adhere to decision-making protocol adopted at the district and school level.

Parent/Families/Guardians—Collaborate with teachers regarding identified need, share information about child and family as appropriate, and support student learning at home.

Response to Instruction (RtI) is based on a multi-tier approach to meeting the needs of all students.

What is Tier I Instruction?

Tier I instruction is core instruction delivered by the general education teacher and should meet the needs of 80% of students in the classroom through high quality researched based core instruction.

What are the Standards for Tier I Instruction?

At FES the expectations for high quality instruction that is delivered with fidelity has been defined in the non- negotiable in terms of instructional practices of "Teaching, Learning. Monitoring" and outlined in school walk through form.

What Are the Universal Screeners Used in Tier I?

Universal Screeners are used to measure effectiveness of Core Instructional. Some examples of Universal Screeners for academics are DIBELS, Global Scholar, Alabama Reading and Mathematics Test and Stanford 10 state assessments, curriculum based assessments based on the Course of Study. An example of Behavior Universal Screeners is response to Tier I school wide Positive Behavior Support program.

What Does Research Indicate the Expectations are at Tier I?

Research shows that 80% of students should be successful with evidence based differentiated instruction implemented with fidelity in the classroom.

What Should I Do If Students Do Not Meet Standards Based on Universal Screeners?

Students who need additional interventions based on Universal Screeners for all students should be referred to your Tier II Problem Solving Teams at your school.

RtI Tier II

TARGETED INTERVENTIONS
- Some Students (at risk)
- Rapid Response
- Frequent Progress Monitoring

TIER II

15%

TIER II

TARGETED GROUP INTERVENTIONS
- Some Students (at risk)
- Rapid Response
- Frequent Progress Monitoring

Who are the key players on a Problem Solving Team (PST)?
PST membership must include administrators and classroom teachers. Teams may also include special education teachers, literacy/ reading coaches, school counselors, and specialists. PSTs are usually best accomplished by grade level teacher teams or department teams. The number of PSTs in a school will be determined by each school's needs.

Who makes the decision to refer a student to a Problem Solving Team (PST)?
Classroom teachers, grade level teams, administrators and counselors may refer a student to a PST.

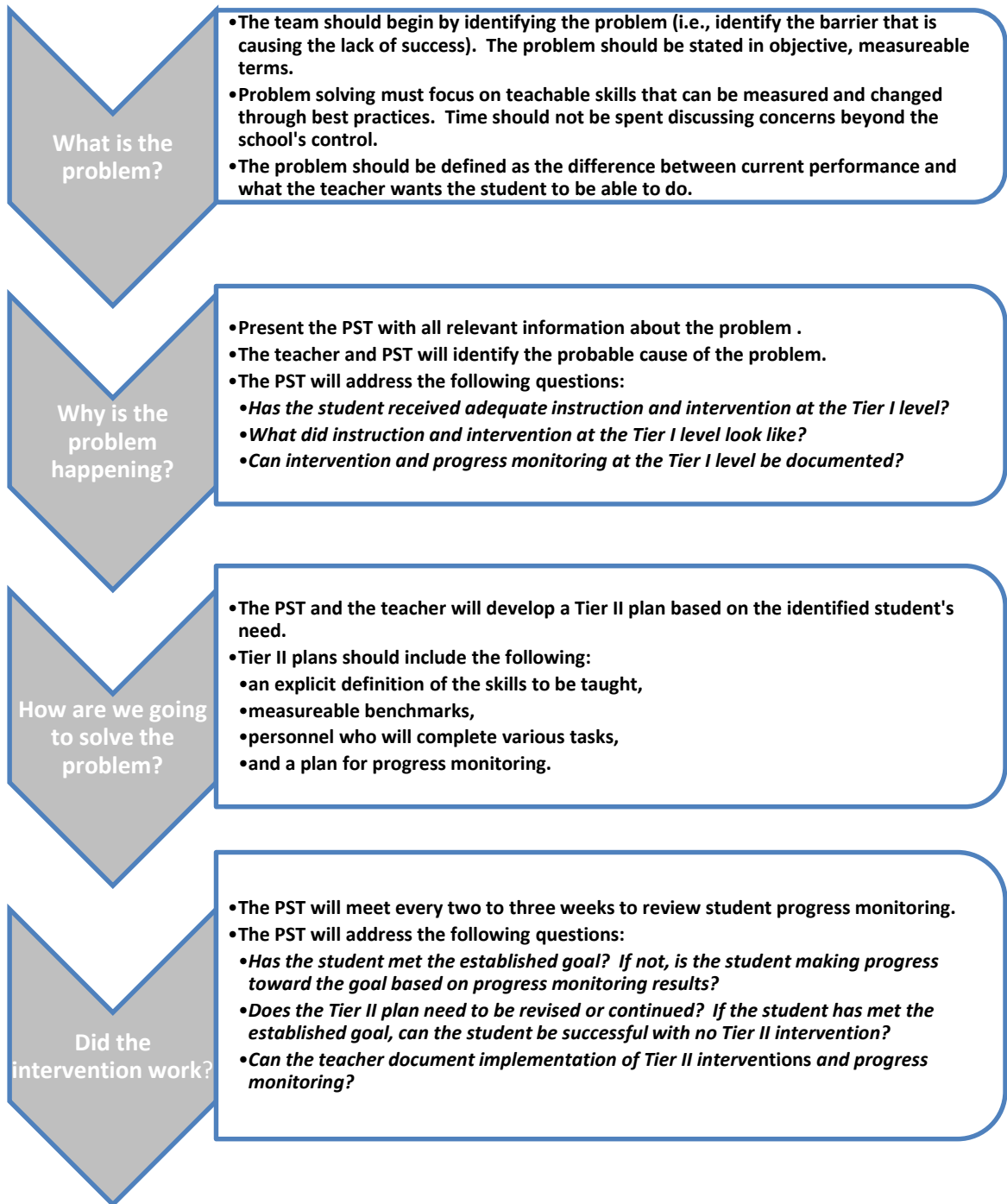**When should a student be referred to a Problem Solving Team (PST)?**
- If a student is screened for academic, attendance and behavioral concerns, and is identified as being high-risk for being unsuccessful, that student should be referred to a PST. Three times a year, fall, winter and spring, teachers will review data on student performance (DIBELS, Global Scholar, etc) and other indicators such as attendance, in order to evaluate the effectiveness of core instruction implementation.
- Once instruction begins, if a student exhibits little or no success with Tier I interventions, the student should be referred to a PST.
  - In the initial referral to a PST, the teacher must provide the following:
    - Student work samples
    - Results of universal screening and progress monitoring
    - Student attendance
    - Parent contact logs
    - Any other available documentation

How should parents be involved in Tier II?
Parents must be notified by the referring teacher that additional intervention may be needed for the student. A parent letter and progress reports will be sent to notify parents of intervention and progress. Documentation of parent contact through phone calls, written communications, etc., must be provided by the referring teacher.

What are the steps in the process?

What is the problem?

- The team should begin by identifying the problem (i.e., identify the barrier that is causing the lack of success). The problem should be stated in objective, measureable terms.
- Problem solving must focus on teachable skills that can be measured and changed through best practices. Time should not be spent discussing concerns beyond the school's control.
- The problem should be defined as the difference between current performance and what the teacher wants the student to be able to do.

Why is the problem happening?

- Present the PST with all relevant information about the problem .
- The teacher and PST will identify the probable cause of the problem.
- The PST will address the following questions:
  - *Has the student received adequate instruction and intervention at the Tier I level?*
  - *What did instruction and intervention at the Tier I level look like?*
  - *Can intervention and progress monitoring at the Tier I level be documented?*

How are we going to solve the problem?

- The PST and the teacher will develop a Tier II plan based on the identified student's need.
- Tier II plans should include the following:
  - an explicit definition of the skills to be taught,
  - measureable benchmarks,
  - personnel who will complete various tasks,
  - and a plan for progress monitoring.

Did the intervention work?

- The PST will meet every two to three weeks to review student progress monitoring.
- The PST will address the following questions:
  - *Has the student met the established goal? If not, is the student making progress toward the goal based on progress monitoring results?*
  - *Does the Tier II plan need to be revised or continued? If the student has met the established goal, can the student be successful with no Tier II intervention?*
  - *Can the teacher document implementation of Tier II interventions and progress monitoring?*

What services should be provided to a student in Tier II?
Tier II interventions are designed for students who are not adequately progressing in Tier I instruction. These interventions provide additional attention, focus, and support and usually take place in the general education classroom. Tier II interventions should begin as soon as possible after students have been identified through screening or benchmark assessments and should be monitored regularly. Materials and strategies should be specialized, research or evidence-based interventions that are based on the needs of the students. Steps should be taken to ensure interventions are implemented with fidelity. Materials and strategies should also be aligned with Tier I instruction and should include more opportunities for modeling, providing examples, corrective feedback, and student practice.
Teachers can maximize instruction by offering each student the following:

Academic Interventions	Behavioral Interventions
• Opportunities for re-teaching in short sessions using a brisk pace. • Opportunities for multiple, flexible grouping of students. • Adjust and extend time on task for students with skill deficits. • Drill repetition and/or practice review using technology or supplemental resources to allow students to access content in multiple ways. • Opportunities for completing tasks in smaller steps. • Increased opportunities for concept reinforcement using visuals, charts and models.	• Assign students to Check and Connect to provide increased mentoring and monitoring of behavior. • Provide regularly scheduled small group counseling sessions. • Re-teach behavioral expectations thoroughly and reinforce on a regular basis. • Provide increased positive, active supervision. • Reduce the amount of down time between activities. • Intervene quickly at the first sign that the student is losing control. • Allow time for students to refocus and regain control.

Tier II Intervention is explicit, systematic, and aligned with Tier I instruction. Instructional interventions are differentiated, scaffolded, and targeted based on the needs of individual students as determined by assessment data.
Tier II instruction for enrichment should contain sufficient depth, breadth, and complexity to increase individual student skills and concept formation.
How should progress with Tier II interventions be monitored?
Assessment should be more focused, diagnostic in nature, and should be based on specific skill needs. Results should lead directly to intervention services. Once an intervention is in place, response to the intervention should be monitored regularly (i.e. bi-weekly or weekly). When selecting assessments at the Tier II level, the focus should be on identifying the specific skills that need work and how to best meet specific academic or behavioral needs. Discussion of student progress in Tier II should take place formally in team meetings as well as informally between the general education teacher and interventionist or specialized teachers.

RtI Tier III

ACADEMICS

INTENSIVE INTERVENTIONS
• Individual Students
• Diagnostic Assessments
• High Intensity

TIER III 5% TIER III

BEHAVIOR

INTENSIVE INDIVIDUAL INTERVENTIONS
• Individual Students
• Assessment-Based
• Intense Durable Procedures

What does Tier III mean?
 Tier III interventions are designed for students who are not responding to Tier I or II instruction and interventions. These interventions should be provided by a specialized teacher who is highly skilled in the area of weakness. Materials and strategies should be specialized research or evidence-based interventions based on the needs of the students who will receive the intervention.

Tier III interventions should be provided by a specialized teacher/counselor or special education teacher who is highly skilled in the particular area of weakness.

Tier III interventions usually take place outside the general education classroom (could be before or after school).

What services should be provided in Tier III?
Tier III interventions are intended for students with significant deficits or underachievement and require the most intensive services available. A decision to move a student to Tier III interventions is determined by a problem-solving team after several documented individualized interventions in Tier II have resulted in limited progress (i.e., achievement gap between student's progress and expected benchmark remains significant). The interventions in Tier II are skill specific and should be delivered by someone highly skilled in that area. (See List of Academic Interventions/ Behavior Interventions attached).

What type and how often should a student be progressed monitored at Tier III?
The frequency of assessment should increase in Tier III to weekly or biweekly. There is an extreme sense of urgency; therefore, the response to the intervention should be monitored more frequently. Communication and interpreting progress monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record that can be easily understood by teachers, administrators, parents, and students.

Decisions regarding Tier II intervention services are determined by a Student Support Team and should be based on diagnostic assessments and progress monitoring. Plans should be made by the team to review student progress on a regular basis in order to make timely instructional decisions. When teams are discussing prescriptive interventions at Tier III, they should consider a reasonable target for the student within a specified period of time to implement the intense services. If the student is successful with the intervention and demonstrates sufficient progress the team may consider whether the student is able to move to Tier I or Tier II. If the student does not make sufficient progress in Tier III, the team may consider several options, including referring the student for a special education evaluation. It is imperative that proof is available to confirm that the interventions were implemented with fidelity.

What does grouping look like at Tier III?
Intensity of instruction is increased by increasing the amount of time provided to the student per day and decreasing the group size.

How long should Tier III plans last?
In the case of school-based referrals the School-wide Student Support Team will develop Tier III Plans with the help of the student's parent/guardian. Documentation from Tier I and Tier II Plans must be provided prior to consideration for Tier III plans by the SSST. Data from progress monitoring, including behavior and academic, must be included. A student may continue on the Tier III plan indefinitely. Movement between tiers should be fluid. According to Alabama Administrative Code, "Before a child is referred for special education services, pre-referral intervention strategies must be implemented in the general education program and monitored [by the Student Support Team] for a minimum of eight weeks and be determined unsuccessful." Therefore, the Tier III plan must be implemented for a minimum of eight school weeks (i.e. 40 instructional days).

What about parent referrals for students to be evaluated for Special Education Services? (IDEA)
In the case of parent referrals the School-wide Student Support Team will invite the parent to help develop a Tier III plan and inform the parent about the referral process. After the plan is developed and data is collected a MET will be scheduled and a Referral for Evaluation will be considered. If the Referral for Evaluation is accepted at the MET, the Tier III plan will be implemented simultaneously with evaluation process. If the parent referral is not accepted the SSST will reconvene to determine the appropriate plan for the child.

Who are the members on the School-wide Student Support Team?
This committee comprises faculty/staff from the entire school-across grade levels and subject areas. The following individuals will be on the SSST:
Administrator – principal or assistant principal
Teacher requesting support (i.e. general ed. teacher of the child)
Counselor
At least one teacher
Auxiliary members may include, but are not limited to: special ed. teachers, paraprofessionals, reading coaches, school nurse, OT/PT, graduation coaches.

What about students who are declassified from IDEA services?
Once a child is no longer eligible for special education services, they will be referred to the School-wide Student Support Team to determine support needed for the student to transition back to the classroom. Accommodations that were in the student's last Individual Education Plan (IEP) will be included in the plan.

Tier III Services

Academic Interventions

Tier I instruction with additional scientifically researched based programs in area of deficiency (Math/Reading)

One-on-One intensive instruction in area of deficiencies

Small group instruction for additional reinforcement

Behavior Interventions

Functional Behavior Assessment

Behavior Intervention Plans

One-on-One Check-"n"-Connect Program

Individualized Positive Behavior Support Awards Program to acknowledge appropriate behavior.

Small group instruction in conflict resolution, anger management or social skills class based on need.

STEPS IN THE PROBLEM-SOLVING PROCESS

1. What is the problem?

- The problem should be stated in objective, measurable terms, using direct measures of academics and/or behavior. Organize your problem solving around what you want students to be able to do.

- The definition of the problem must focus on teachable skills that can be measured and can be changed through the instructional process.

- The problem can be characterized as the difference between what is observed/measured and an established expectation for the student.

- Expectations can be developed based on:
  - State standards
  - Curriculum objectives
  - Developmental standards

- The problem may exist for only one student, a small group, or a large group. This will impact your choice of interventions.
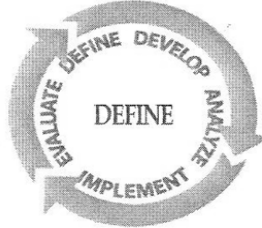
2. Why is the problem happening?

- Gather all relevant information about the problem (i.e., assessments, class work, observation information, information provided by parents, etc.).

- Take into account all of the information and develop a potential hypotheses about the probable cause of the problem.

- Gather information to confirm or disprove the hypotheses.

- Ask questions:
  - Have students received quality instruction in the target skill?
  - Does the school environment support the acquisition and application of the target skill?
 - Does the curriculum support the development of the target skill?

3. How are we going to solve the problem?

- Develop an intervention plan that matches the identified student need and has the most likelihood of success.

  A good intervention plan:
  - Explicitly defines the skill to be taught.
  - Focuses on measurable benchmarks.
  - Defines who will complete various tasks.
  - Describes a plan for measuring and monitoring effectiveness of instructional efforts.

- Develop a plan for monitoring the intervention for fidelity of implementation.

- Locate resources that match the identified student need.

- Determine how often progress monitoring will take place.

- Determine at what point the problem-solving team will assemble again to review progress.

- Monitor the intervention for fidelity of implementation.

- Progress monitor regularly.

- Use graphs or other display to make student performance visible.

- Determine, based on data, whether the intervention or goal needs to be modified.
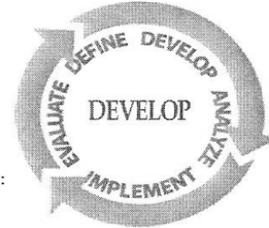
4. Did the intervention work?

- Evaluate student to determine his/her response to the intervention.

- Decide based on data if the intervention needs to be changed.

- Consider whether the intensity of the intervention needs to be increased by:
  - reducing the size of the group;
  - increasing the amount of time/frequency; or
  - narrowing the focus of the instruction.

- Repeat the problem-solving process if necessary.
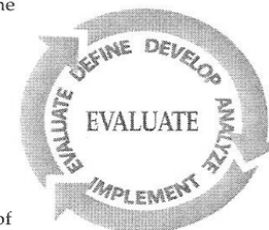
EFFECTIVE BENCHMARKS & GOALS

(Adapted from School Improvement Guide Book, Alabama Department of Education)

benchmark *n.* 1) a standard by which something can be measured or judged 2) incremental measures or checkpoints on progress toward student achievement goals throughout the year

In reviewing School Improvement Plans statewide the review teams discovered some common errors schools made in writing benchmarks: *(this list is not exhaustive)*

- "ARMT/Stanford 10 scores"... That assessment is not an incremental checkpoint measuring progress throughout the year. Using these results alone provides no time to make instructional adjustments or plan for student remediation.

- "Review of unit/chapter test scores." Merely reviewing scores is not a benchmark. Scores can be recorded, reviewed, and put on a grade distribution form but that will not make a difference in student achievement. Using standards-based assessments with an assigned Mastery/Non-Mastery level can be a tool to identify non-mastery students for re-teaching specific standards.

- "Nine weeks grades will improve in reading and math." Improvement in the number of As, Bs, and Cs in a grading period may not tell whether standards are being mastered. Standards-based assessment results can inform and influence who needs further instruction and/or support.

Points to Ponder

- Benchmarks must be measurable and should include numbers or "he started here and want him to be there" vocabulary.

- Benchmarks must be incremental (at regular intervals).

- Benchmarks should be related to student achievement.

Criteria for Well-Written Goals

Well-written goals will meet the following criteria:

- The goal should be specific about what you are trying to do.
- The goal should indicate some measurable evidence that can help you determine whether you've met the goal.
- The goal should be realistic to accomplish.
- The goal should be attainable in the time frame indicated.
- There should be a need for the goal.
- The goal should be student-teacher oriented and realistic.
- The goal should be aligned with district, state, and national standards.

EACH GOAL SHOULD BE SMART	CLARIFICATION
S pecific gap	Boys' attendance in Grade 5 is 20 percent lower than girls.
M easurable outcomes	Boys' attendance in Grade 6 will improve by 10 percent during the year 2008-2009 as measured by attendance records.
A ttainable and realistic	Acknowledge the gap or identified need, but don't try to solve major problems in one year. Don't set your school up for failure.
R elated to student achievement	Gather baseline data and establish benchmarks for monitoring progress.
T ime bound	Set appropriate timelines.

Team Actions for the Continuum of Instruction

Tier I	Tier II	Tier III
1. Universal screening or benchmarking conducted at school level. 2. Evidence based curricula and strategies in place for all students and differentiation documented through the general education environment. 3. At risk students identified in an area of instructional delay (language, academics, behavior). 4. Data gathered and analyzed by classroom general education teacher for decision making that indicates a need for Tier 2 interventions. 5. Notify parents of student progress.	1. Parents notified that additional intervention may be needed for student. **Required documentation-RtI Student Plan.** 2. Document parent contact through phone calls, written communications, etc. 3. Progress monitoring to determine if a change in delivery or strategy is required. **Required-Parents must be notified of progress.** 4. If data indicates regression or no progress, the teacher will refer student to the Problem Solving Team	1. Additional interventions deemed by the Problem Solving Team. 2. Baseline and progress monitoring data from Tier II are analyzed to create specific goals for student improvement. 3. Problem Solving Team may determine the need for additional information on the student. 4. Members of Problem Solving Team collaborate to identify specific interventions to utilize with the student. 5. Student Support Team may initiate a referral to special education if the intervention plan and its revisions are not successful in helping the students meet the goals after a minimum of 40 instructional days.

Procedures for Implementation at Fayette Elementary School

1. The general education classroom teacher completes the Student Intervention Plan form which includes documentation of academic and/or behavioral concerns.
2. The Student Intervention Plan form is submitted to the Problem Solving Team (PST).
3. The PST leader schedules a meeting of the PST, which consists of: referring teacher, general education teacher, principal, assistant principal, counselor, special education teacher, intervention teacher, reading coach, and support staff as needed.
4. *The PST will meet with the teacher. The problem will be identified and defined. The PST will use scientifically based intervention strategies to remediate identified areas of concern with the specific students. ****The PST will utilize the Graduation Tracking System (GTS) to identify risk factors such as attendance issues, poor grades, and behavioral concerns.***
5. The parent will be notified by letter of the child's referral to the PST. (Required)
6. A member of the PST (principal) will monitor the progress of the student on a schedule determined by the PST.
7. The parent will receive progress report/s to keep them informed/updated. (Required)
8. A follow-up meeting will be held four weeks after the initial referral meeting to re-assess the student's progress.
9. The PST will determine if:
   i. The intervention is to be continued
   ii. The intervention needs to be modified
   iii. A new area of concern needs to be addressed
   iv. A referral to special education evaluation is necessary
   v. The intervention is discontinued

RtI Forms

APPENDICES A-F

Teacher_____ Grade Level_____ Date_____

Person Completing this Walkthrough/Observation_____

Rating Scale: 1 = minimal evidence noted;   2=evidence noted;   3 = outstanding implementation
****

Classroom Environment

__   Classroom is arranged to accommodate whole group instruction, teacher-led small group instruction, and independent student centers.

__   Daily Class Schedule is posted which includes the agreed upon minimum number of minutes of core academic instruction (reading and math) plus an additional block of time for intervention.

__   Displays, including student work and curriculum materials (e.g., math facts, formulas, visual representations, word banks, posters, vocabulary lists), reflect the current instructional topic or theme.

Materials

__   Evidence exists of program materials being used as designed.

__   Teacher uses the Teacher's Edition during instruction.

Teacher Instruction

__   Teacher follows the selected program's instructional routines as designed.

__   Teacher fosters active student engagement and motivation to learn.

__   Classroom behavior management system is effective in providing an environment conducive to learning.

__   Transitions are smooth and quick.

Small Group, Differentiated Instruction

__   Small group instruction is provided at different levels depending on student need.

__   At independent student learning centers, students are working on activities that directly build reading or math skills.

__   Student products are completed and submitted as appropriate.

__   Centers are clearly defined and labeled.

Classroom Environment

__   Teacher and student interactions are mutually respectful and positive in tone.

__   Evidence exists that the teacher provides all students with an opportunity to learn.

__   Evidence indicates that the teacher implements activities that support student diversity.

READING
Phonemic Awareness
___   Grade-level appropriate activities are apparent
Phonics
___   Grade-level appropriate activities are apparent
Fluency
___   Grade-level appropriate activities are apparent
Vocabulary
___   Grade-level appropriate activities are apparent
Comprehension
___   Grade-level appropriate activities are apparent

MATH
Conceptual Understanding
____   Grade-level appropriate activities are apparent
Computational Facility and Fluency
____   Grade-level appropriate activities are apparent
Problem Solving
____   Grade-level appropriate activities are apparent
Fractional Relations
____   Grade-level appropriate activities are apparent
Geometry and Measurement Concepts
____   Grade-level appropriate activities are apparent

_____
Principal's signature

_____
Teacher's signature

Grade 4-12 Strategic Teaching Walkthrough
(use for Tiers I and II)

Teacher_____ Subject_____
Date_____

Person Completing this
Walkthrough/Observation_____

Rating Scale: 1 = minimal evidence noted; 2=evidence noted; 3 = outstanding implementation
****

Classroom Setting
_____ Classroom is arranged to accommodate whole group instruction and small group/partner student
         work.
_____ Displays and curriculum materials (e.g., word walls with content vocabulary, posters, scoring
         rubrics, routines/procedures

Materials
_____ Evidence exists of various materials being used to facilitate student engagement/learning
         ___ textbook ___computers ___ other print materials ___ objects ___ lab/activity sheet
         ___ content-specific manipulatives ___ overhead/flip chart ___ video ___ graphic organizer.

Teacher Instruction

_____ Content teaching strategies (introduce, define, or explain a concept; relate a concept to other
      concepts; assist students in recalling concepts; quality questing, etc.)

_____ Learning strategy instruction (before, during, and after strategies; vocabulary strategies)

_____ Interaction with students during small-group activities (listening, use of neutral comments)

_____ Evidence of differentiated strategic teaching (recognition of student needs, intentional grouping)

_____ Instruction that includes student writing about content-area learning

_____ Posted or assigned student work that exhibits thinking about texts

Student Actions

_____ Evidence of student engagement

_____ Partnered learning strategies (turn & talk, jigsaw modified, numbered heads together, 3 part
      interview)

_____ Evidence of collaborative small-group or partner reading/writing/learning

_____ Evidence of active versus passive learning

Classroom Environment

_____ Teacher and student interactions are mutually respectful and positive in tone.

_____ Evidence exists that the teacher provides all students with an opportunity to learn.

_____ Evidence indicates that the teacher implements activities that support student diversity.

Strategies observed during walkthrough:

_____   _____
Principal's signature   Teacher's signature

TIER III Intervention Walkthrough
(use for Tier III)

Teacher_____ Grade Level_____

Date_____

Intervention being provided_____

Person Completing this
Walkthrough/Observation_____

Rating Scale: 1 = minimal evidence noted;   2=evidence noted;   3 = outstanding implementation
****

Classroom Setting

_____ Space is appropriate for intervention implementation.

Materials

_____ Evidence exists of program materials being used as designed.

_____ Teacher uses the Teacher's Guide during intervention.

Teacher Instruction

_____ Teacher follows the selected program's instructional routines as designed.

_____ Evidence exists that activities are student goal directed.

_____ Teacher fosters active student engagement and motivation to learn.

_____ Classroom behavior management system is effective in providing an environment conducive to learning.

_____ Transitions are smooth and quick.

Student Actions

_____ Evidence of active versus passive learning

_____ Evidence of student engagement

Classroom Environment

_____ Teacher and student interactions are mutually respectful and positive in tone.

_____ Evidence exists that the teacher provides all students with an opportunity to learn.

_____ Evidence indicates that the teacher implements activities that support student diversity.

Other comments:

_____   _____
Principal's signature   Teacher's signature

FAYETTE COUNTY APPENDIX B-1 (SDE Appendix D-1)
INTERVENTION NEEDS ASSESSMENT PROFILE-ELEMENTARY

Student: _____ Date of Birth: _____ Grade:_____

School: _____ Date of Review: _____

Intervention Team Members: _____

Area Assessed		High Risk SS Below 80 Percentile ≤ 10	Moderate Risk SS 80-90 Percentile 11-24	Low Risk SS >90 Percentile ≥25
Cumulative Data	High stakes testing (i.e. SAT10, ARMT, etc)			
Cumulative Data	High stakes testing			
Cumulative Data	High stakes testing)			
Screening Data-Reading	R-CBM –passages (DIBELS, AIMSWEB, STEEP, etc)			
Screening Data-Reading	Mazes (AIMSWEB, STEEP, etc)			
Screening Data-Math	M-CBM – calculation (AIMSWEB, STEEP, etc)			
Screening Data-Math	Math Concepts and Applications (AIMSWEB, STEEP, etc)			

Additional Assessment				
Additional Assessment				
Additional Assessment				
Additional Assessment				
Additional Assessment				
Additional Assessment				
Additional Assessment				
Additional Assessment				
Additional Assessment				

Grades / Grades Repeated
_____

Intervention History:
Date(s)   Intervention   Results
_____

Intervention Recommendations:
Date(s)   Intervention   Results
_____

Student: _____Date of Birth: _____ Grade: _____

School: _____Date of Review: _____

Intervention Team Members: _____

	Area Assessed	High Risk SS Below 80 Percentile ≤ 10	Moderate Risk SS 80-90 Percentile 11-24	Low Risk SS >90 Percentile ≥25
Cumulative Data	High stakes testing (i.e. SAT10, ARMT, AHSGE, etc)			
Cumulative Data	High stakes testing			
Cumulative Data	High stakes testing			
Cumulative Data	High stakes testing			
Screening Data-Reading	R-CBM –passages (DIBELS, AIMSWEB, STEEP, etc)			
Screening Data-Reading	Mazes (AIMSWEB, STEEP, etc)			
Screening Data-Math	M-CBM – calculation (AIMSWEB, STEEP, etc)			
Screening Data-Math	Math Concepts and Applications (AIMSWEB, STEEP, etc)			

Additional Assessment				
Additional Assessment				
Additional Assessment				
Additional Assessment				
Additional Assessment				

Grades / Grades Repeated

_____I

Intervention History:

Date(s)   Intervention   Results
_____

_____

_____

Intervention Recommendations:

Date(s)   Intervention   Results
_____

_____

FAYETTE COUNTY APPENDIX C (SDE Appendix I-1)
Student Intervention Documentation Form (SID)
School Year: _____

School: _____

Student: _____ Grade: _____

Intervention: _____Goal:_____ ROI: _____

Intervention Provided by: _____ Tier: _____

WK	Date	M	T	W	Th	F	PM Data	ROI	Team Recommendations (continue/intensify/dismiss)	Progress Report to Parent
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
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31										
32										

FAYETTE COUNTY APPENDIX D-1 (SDE Appendix J-1)
**SAMPLE PARENT LETTER EXPLAINING INTERVENTION INITIATION**

School Letterhead
Date

Dear Parent/Guardian,

All students in Alabama schools are provided with standards-based, research-validated core academic instruction accompanied by classroom behavioral supports. A tiered system of academic and/or behavioral assistance or intervention is provided based upon identified student needs. Interventions typically include specialized, research-based teaching strategies provided within the classroom or in small-group settings. As required by the Alabama Department of Education, a problem solving team consisting of teachers, administrators, and other support personnel reviews student data regarding need for assistance; recommends the type of assistance to be provided; reviews data reflecting progress being made by students; and informs parents of this progress and of any recommendations regarding needed changes in interventions.

The *Your School System* is using the *XYZ Benchmarking and Progress Monitoring System (whatever you are using)* to check student performance in reading and math so we can provide help to students as needed. Based on the first assessment, we have decided that your child would benefit from assistance or intervention. We will be providing this assistance daily and will be checking your child's progress weekly *(or whatever schedule your system decides to utilize)*. We will be sharing this information with you by sending you a progress chart with the report card and with the mid-grading period progress report *(or whatever schedule your system decides to utilize.).*

The chart below is similar to the one which you will receive. The straight line represents the goal for the student and the dotted line represents how the student is performing. In this example the student is doing very well.
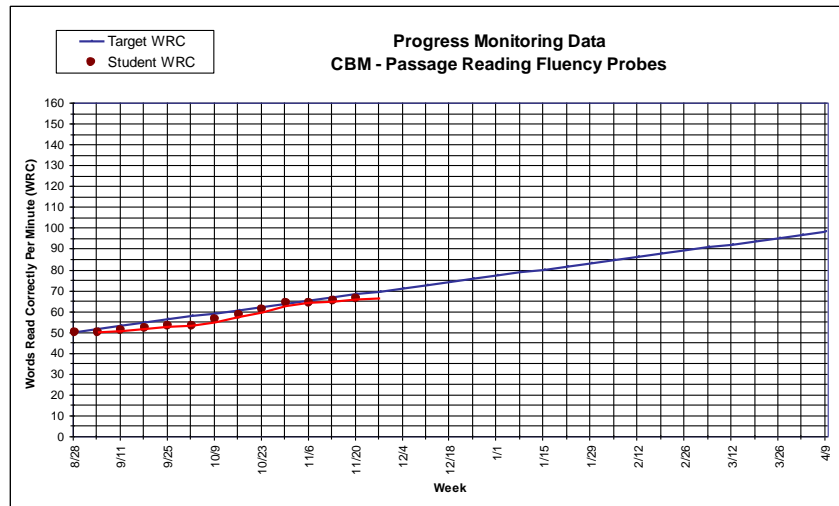
As a school staff, we look forward to working with your child and are pleased to be able to provide this additional help. If you have any questions, please feel free to contact your child's classroom teacher.

FAYETTE COUNTY APPENDIX D-2 (SDE Appendix J-2)
SAMPLE PROGRESS REPORT

School Letterhead

Date

Dear _____**Parent's Name**_____,

        We are providing _____**Student's Name**_____ with extra
assistance daily by using intervention strategies which target:
___reading comprehension skills
___ word-level reading skills
___math computation skills
___math reasoning and problem-solving skills
___behavior skills
___other _____

We measure the progress being made weekly (**or whatever progress monitoring schedule
you use)** and the results of these progress measurements are graphed in the chart which is
attached. Based on our progress measurements, we believe that, at this time, your child is:

_____making good progress and we plan to continue the intervention at this time.

_____making some progress and we plan to continue the intervention at this time.

_____making limited progress and we plan to consider changes in the intervention we are
        providing.

_____ making insufficient progress and we are changing the intervention in an effort to
        assist your child achieve academic success.

As a school staff, we are pleased to have this opportunity to provide your child with this
needed help. If you have any questions, please feel free to contact your child's classroom
teacher.

*(Attach this letter to the graph of the progress monitoring data which was most recently
reviewed by the PST. A convenient schedule for notifying parents would be to send this letter
and graph with the report card and with the mid-grading period progress report. Maintain
copies of these letters and attached graphs in the Student Intervention Folder described in
Appendix M.)*

PROBLEM SOLVING TEAM (PST) STUDENT INTERVENTION PLAN FORM

SECTION I.   FACTORS CONSIDERED IN DETERMINING NEED FOR INTERVENTION

Student's Name: _____ Sex: ___ Race: _____ Date: _____

School:_____ Grade: _____ Age: _____ Birth date:_____

Specific Concern(s): _____

_____

Specific screening/benchmark data:_____

_____

Hearing Screening Date: _____ Pass_____Fail_____

Vision Screening (near) Date: ____Pass___Fail___ Vision Screening (far) Date _____
Pass ____Fail___

SECTION II   INTERVENTION PLAN

Teacher(s) Responsible for Intervention Implementation: _____

Identified Concern(s) to be Addressed (Choose one or more from the following):
[ ]   1   Reading
[ ]   2   Math
[ ]   3   Behavior

Types of Interventions: (Choose all that apply to this intervention plan)
[ ]   Tier II Intervention   Date initiated_____
    [ ] reading: word-level intervention
    [ ] reading: comprehension intervention
    [ ] math: computation intervention
    [ ] math: reasoning/problem solving intervention
    [ ] behavior intervention
    [ ] other intervention

[ ]   Tier III Intervention   Date initiated_____
    [ ] reading: word-level intervention
    [ ] reading: comprehension intervention
    [ ] math: computation intervention
    [ ] math: reasoning/problem solving intervention
    [ ] behavior intervention
    [ ] other intervention

Intervention goal: In_____ weeks, the student will: _____

_____

ROI goal (weekly improvement needed to achieve intervention goal):_____

Progress Monitoring Tool:_____

Intervention Materials: _____

(Attach additional goal sheets if multiple intervention goals are established by the PST)

SECTION III INTERVENTION PLAN REVIEW (plan to be reviewed at least monthly)

See the attached Student Intervention Documentation (SID) Form for outcome information.

Signatures:

_____   _____
PST Chair   Initiation Date   Completion Date

_____   _____
PST Secretary   Initiation Date   Completion Date

<table>
<tr><td colspan="2" align="center">RtI EFFECTIVENESS
SCHOOLWIDE COMPILATION
Statistical Breakdown Current School Year:_____</td></tr>
</table>

School _____   Date _____

Total number of students enrolled in the school	

Students Receiving Interventions During the Current School Year

Total number of students in any Tier II or Tier III intervention	
Percentage of total students in Tier II or Tier III intervention	
Total number of students in any Tier II intervention	
Percentage of total students in any Tier II intervention	
Total number of students in Tier II reading intervention	
Percentage of total students in Tier II reading intervention	
Total number of students in Tier II math intervention	
Percentage of total students in Tier II math intervention	
Total number of students in Tier II behavior intervention	
Percentage of total students in Tier II behavior intervention	
Total number of students in any Tier III intervention	
Percentage of total students in any Tier III intervention	
Total number of students in Tier III reading intervention	
Percentage of total students in Tier III reading intervention	
Total number of students in Tier III math intervention	
Percentage of total students in Tier III math intervention	
Total number of students in Tier III behavior intervention	
Percentage of total students in Tier III behavior intervention	

More Intensive Intervention Needed by Students:

Students Moving From Tier II to Tier III During the Current School Year

Total number of students in all Tier II interventions	
Total number of students in all Tier II interventions moving to Tier III	
Percentage of Tier II students moving to Tier III intervention	
Percentage of reading Tier II students moving to Tier III intervention	
Percentage of math Tier II students moving to Tier III intervention	
Percentage of behavior Tier II students moving to Tier III intervention	

Students Moving From Tier III to SPED During the Current School Year

Total number of students in all Tier III interventions	
Total number of students in all Tier III interventions moving to SPED	
Percentage of Tier III students moving to SPED	
Percentage of reading Tier III students moving to SPED	

Percentage of math Tier III students moving to SPED	
Percentage of behavior Tier III students moving to SPED	

Less Intervention Needed by Students:

Students Moving From Tier III to Tier II During the Current School Year

Total number of students in all Tier III interventions	
Total number of students in all Tier III interventions moving to Tier II	
Percentage of Tier III students moving to Tier II intervention	
Percentage of reading Tier III students moving to Tier II intervention	
Percentage of math Tier III students moving to Tier II intervention	
Percentage of behavior Tier III students moving to Tier II intervention	

Students Moving From Tier II to Tier I During the Current School Year

Total number of students in all Tier II interventions	
Total number of students in all Tier II interventions moving to Tier I	
Percentage of Tier II students moving to Tier I intervention	
Percentage of reading Tier II students moving to Tier I intervention	
Percentage of math Tier II students moving to Tier I intervention	
Percentage of behavior Tier II students moving to Tier I intervention	

Data Regarding Race/Ethnicity of Students Receiving Intervention

Indicate number of students in Tier II and Tier III interventions according to race/ethnicity:	
Hispanic/Latino of any race	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or other Pacific Islander	
White	
Two or more races	