

# **Beecher School District 200U**



## **RTI DISTRICT PLAN**

# **Table of Contents**

**Section 1: RTI Overview**

**Section 2: Core Instruction-Tier I**

**Section 3: Supplemental Instruction-Tier II**

**Section 4: Intensive Instruction-Tier III**

**Section 5: Elementary Reading/Math RTI Plans**

**Section 6: Junior High Reading/Math RTI Plans**

**Section 7: High School Reading/Math RTI Plans**

**Section 8: K-12 Behavior RTI Plan**

**Section 9: Forms**

## **Section 1: RTI Overview**

Response to Intervention (RTI) is a comprehensive, instructional approach that addresses closing achievement gaps and providing high-quality differentiated instruction to all students.

The following is a definition of Response to Intervention (RTI):

Response to intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities (National Center on Response to Intervention).

There are seven key components of RTI that will serve as a framework for the district plan. The following components will assist in the development of a strong RTI model/plan to assist all students:

- 1.) Universal screening
- 2.) Progress monitoring
- 3.) Tiered service delivery
- 4.) Data-based decision making
- 5.) Parent involvement
- 6.) Fidelity of implementation
- 7.) Professional development

### **Universal Screening**

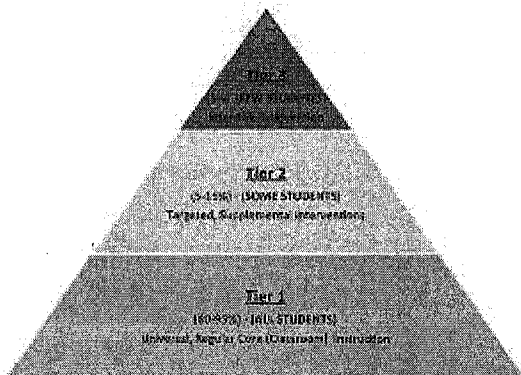
Students are screened throughout the school year to identify those who need instructional and behavioral support through interventions. If screening results indicate students are not meeting standards, those students receive appropriate interventions and differentiated instruction in the classroom to meet their needs. The Beecher School District is using grade level appropriate screeners (STAR, AIMSWEB, etc.) to screen for reading and math deficiencies for students.

## **Progress Monitoring**

Progress monitoring is the process of using skill specific curriculum based probes to assess the progress of students in Tier II and Tier III after direct instruction is provided. Progress monitoring data is used as one form of evidence when decisions are made to either discontinue or continue interventions. Progress monitoring should reflect the area identified through the diagnostic screening and the curriculum which the students are being instructed. Students who receive Tier II and Tier III interventions are progress monitored minimally every four weeks with data results placed on district forms.

## **Tiered Service Delivery**

The tiered service delivery is shown in the diagram below.



The tiered service delivery model simply means that students are placed in areas where their learning and skill acquisition determines the level of which services for reading, math, and behavior are delivered to them.

RTI is a multi-tiered model. In Tier I or core instruction, all students receive research based, developmentally appropriate academic and behavior instruction within the general education classroom. Research indicates approximately 80% of all students will respond with success to core instruction alone.

Student progress data along with the universal screening results are utilized to identify students not meeting academic or behavioral expectations. Students who have not responded to core instruction and differentiated instruction are recommended for Tier II.

Tier II or supplemental instruction provides research-based interventions for students not making adequate progress in the core curriculum. Students in Tier II receive increasingly intensive academic and/or behavior instruction to match their needs, based on results of continuous progress monitoring in addition to Tier I or core instruction. Approximately 15% of all students will respond with success to core and supplemental instruction. Instruction in Tier II typically occurs in small groups in which the focus of instruction is targeted areas of academic or behavioral weakness. Progress monitoring will determine if the student has made adequate progress with the intervention or if additional supports are needed.

Approximately 5% of all students will require Tier III or intensive instruction in addition to core and supplemental instruction to be successful. Tier III requires intensive, individualized, research-based instruction. Tier III interventions are more intensive to target the student's academic or behavioral skill deficits, are delivered in a smaller group setting, and the student's progress is monitored more frequently. Core academic and behavior instruction continues for students receiving Tier III interventions.

### **Data-based Decision Making**

Student data is used as evidence for placing students into the tiered service delivery model. Data is collected from assessments such as STAR, AIMSWEB, scores obtained from curriculum based assessments and teacher anecdotal records and professional judgement. All data is considered when placing students or removing them from the intervention model. Students are never placed or removed based on one piece of evidence.

### **Parent Involvement**

Once data has been extracted from the assessments, parents of those students who are placed in the intervention model are notified with explanations of the actions taken by the school intervention team and notified of progress regularly. Benchmarking data can be shared with any parent who requests to see the data.

### **Fidelity of Implementation**

Fidelity is defined by Webster as faithfulness to something to which one is bound by pledge or duty, and it implies strict and continuing faithfulness to an obligation, trust or duty. Fidelity to RTI means the same thing. It is simply the implementation of interventions as determined by the validated research. It also could be said that it refers to teacher, student and parent buy-in to the importance of the entire RTI system. Without fidelity from all stakeholders, RTI is not as effective for the students and now as rewarding for the teacher and the parents.

### **Professional Development**

Professional development is the essential piece of the RTI model. Teachers, paraprofessionals, and administrators will be provided professional development to build a sound understanding of the philosophy and the execution the district expects to build fidelity and to ensure successful implementation for our students.

## **Section 2: Core Instruction-Tier I**

### **All Levels**

The focus of Tier I is on improving the core classroom instruction in academics and behavior that ALL students receive. Tier I research-based instruction is designed to address the needs of the majority of a school's students and implemented with fidelity. By using flexible grouping, ongoing assessments, and targeting specific skills, classroom teachers are able to meet instructional goals. Core curriculum and whole group instruction is reviewed on an ongoing basis.

#### **Tier I Checklist**

	Universal screening assessment is given according to district policy
	Data is disaggregated by school RTI teams.
	Notify parents of universal screener results if a student requires Tier II or III interventions
	Place students into appropriate tiers.
	If a student does not show progress, the teacher should complete the RTI Team Referral Form.

### **Section 3: Supplemental Instruction-Tier II**

Tier II provides Tier I core instruction in addition to academic or behavior interventions for students not making adequate progress in the core curriculum. Students in Tier II receive increasingly intensive instruction matched to their needs based on results of continuous progress monitoring. Instruction in Tier II typically involves small groups of students focused on the targeted area/s of deficit.

#### **Curriculum and Instruction**

The supplemental, research-based instruction in Tier II is designed to meet the needs of students who scored below benchmark criteria in one or more critical areas of instruction by providing individualized instruction, small group instruction, and/or technology-assisted instruction to support and reinforce skills taught by the classroom teacher. In Tier II, the interventionist may be the classroom teacher, a specialized teacher or a paraprofessional.

#### **Response to Intervention Team**

This group consists of a core team of people who have knowledge about the student. This could include the principal, special education coordinator, general education teacher(s), special education teacher(s), guidance counselor, reading specialist, social worker(s), and parent(s).

#### **Tier II Checklist**

	<b>Continue RTI for students who have transitioned from another school.</b>
	<b>RTI team reviews student data forms to develop a plan for interventions. A note recorder is designated to record information discussed at the RTI team meeting.</b>
	<b>RTI team sends letters to parents informing them of student need for additional interventions.</b>
	<b>Intervention plan implemented by qualified building personnel.</b>
	<b>Progress monitoring is conducting minimally every four weeks. Use curriculum or specific program tools to determine student progress and effectiveness of interventions.</b>
	<b>Discuss progress monitoring data at the RTI team meetings.</b>
	<b>Documentation indicates that parents are informed of progress.</b>



## **Section 4: Intensive Instruction-Tier III**

Tier III services include Tier I core instruction in addition to interventions for students not making adequate progress in the core curriculum with Tier II interventions. Tier III research-based interventions are more intensive to target the student's academic or behavioral skills deficits for remediation of existing problems. The interventions are more intense and the student's progress is monitored more closely.

### **Curriculum and Instruction**

Students who continue to have difficulty in acquiring necessary skills require instruction that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier III is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Intervention at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of a struggling student. Instruction is tailored to specific individual student learning targets.

### **Tier III Checklist**

	<b>Data indicates a student is not responding to Tier II interventions.</b>
	<b>The lack of progress and increased intervention is discussed at the RTI team meeting.</b>
	<b>Intervention Plan for Tier III is added to the Tier II plan.</b>
	<b>Intervention plan implemented by qualified building personnel.</b>
	<b>Progress monitoring is conducted minimally every four weeks.</b>
	<b>Document progress on the intervention plan and data collection form.</b>
	<b>RTI team reconvenes to review progress data.</b>
	<b>If no progress, refer student for special education evaluation.</b>
	<b>Documentation indicates that parents are informed of the progress.</b>

## Section 5: Elementary RTI Plan

	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>
<b>Focus</b>	For ALL students	For students identified with marked difficulties who have not responded to Tier I instruction	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions
<b>Program</b>	Research based curriculum	Core instruction + additional research based intervention and strategies designed to enhance Tier I instruction	Core instruction + additional research based explicit interventions designed to meet the individual needs of the student. <b>Instruction is tailored to specific individual student learning goals.</b>
<b>Grouping</b>	Multiple and flexible grouping formats to meet student needs	Homogeneous small group instruction with a reduced number of students. Groups must be at the <b>comparable ability/instructional level.</b>	Homogeneous small group instruction or individual instruction with a recommended number of no more than 5 students. It is important that the group instructional focus be on the same skill deficits.
<b>Frequency</b>	60 minutes per day or more for reading/math using differentiated instruction	A minimum of three days per week for thirty minutes, <b>in addition</b> to core instruction	A minimum of five days per week for thirty minute, <b>in addition</b> to core instruction
<b>Assessment</b>	Curriculum Based Assessments, Aimsweb, Star, Study Island Diagnostic Test, Classroom Observations	Aimsweb, Star, Study Island, Assessments recommended through intervention programs	Aimsweb, Star, Study Island, Assessments recommended through intervention programs
<b>Progress Monitoring</b>	3 times a year	Every four weeks	Every four weeks
<b>Resources</b>	Research-based curriculum	Superkids intervention materials, GoMath intervention materials, , Math Facts in a Flash, 6 minute Solutions, Journeys Intervention materials	Wilson Reading, Superkids, Aimsweb, Star, Study Island, Assessments recommended through intervention programs

## Section 6: Junior High RTI Plan

	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>
<b>Focus</b>	For ALL students	For students identified with marked difficulties who have not responded to Tier I instruction	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions
<b>Program</b>	Research based curriculum	Core instruction + additional research based intervention and strategies designed to enhance Tier I instruction	Core instruction + additional research based explicit interventions designed to meet the individual needs of the student. <b>Instruction is tailored to specific individual student learning goals.</b>
<b>Grouping</b>	Multiple and flexible grouping formats to meet student needs	Homogeneous small group instruction with a reduced number of students. Groups must be at the <b>comparable ability/instructional level.</b>	Homogeneous small group instruction with a recommended number of no more than 5 students. It is important that the group instructional focus be on the same skill deficits.
<b>Frequency</b>	One scheduled class period per day for ELA and math	A minimum of two days per week for thirty minutes, <b>in addition</b> to core instruction	A minimum of three days per week for thirty minutes, <b>in addition</b> to core instruction
<b>Assessment</b>	Freckle, Aimsweb, Star, Study Island Diagnostic Test, PSAT	Freckle, Aimsweb, Star, Study Island Diagnostic Test, PSAT	Wilson Reading, Freckle, Aimsweb, Star, Study Island Diagnostic Test, PSAT
<b>Progress Monitoring</b>	Fall semester; Spring Semester	Every 4 weeks	Every 4 weeks
<b>Resources</b>	Research-based curriculum	Research-based curriculum	Wilson Reading, Research-based curriculum

## Section 7: High School RTI Plan

	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>
<b>Focus</b>	For ALL students	For students identified with marked difficulties who have not responded to Tier I instruction	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions
<b>Program</b>	Research based curriculum	Core instruction + additional research based intervention and strategies designed to enhance Tier I instruction	Core instruction + additional research based explicit interventions designed to meet the individual needs of the student. <b>Instruction is tailored to specific individual student learning goals.</b>
<b>Grouping</b>	Multiple and flexible grouping formats to meet student needs	Homogeneous small group instruction with a reduced number of students. Groups must be at the <b>comparable ability/instructional level.</b>	Homogeneous small group instruction with a recommended number of no more than 5 students. It is important that the group instructional focus be on the same skill deficits.
<b>Frequency</b>	60 minutes per day or more for reading/math using differentiated instruction	A minimum of one day per week for thirty minutes, <b>in addition</b> to core instruction	A minimum of two days per week for thirty minutes, <b>in addition</b> to core instruction
<b>Assessment</b>	Study Island Diagnostic Test, PSAT, classroom based assessments	Study Island Diagnostic Test, PSAT, classroom based assessments	Study Island Diagnostic Test, PSAT, classroom based assessments
<b>Progress Monitoring</b>	Fall semester; Spring Semester	Every 4 weeks	Every 4 weeks
<b>Resources</b>	Research-based curriculum	Research-based curriculum	Research-based curriculum

## Section 8: Elementary, Junior High, and High School RTI Plan for Behavior

	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>
<b>Focus</b>	For ALL students	For students identified with marked difficulties who have not responded to Tier I instruction	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions
<b>Program</b>	Systematic plan for teaching/reteaching expectations; Code of Conduct; 2nd Step; Naviance	Systematic plan for teaching/reteaching expectations; Code of Conduct; Direct Social Skills Instruction	Systematic plan for teaching/reteaching expectations; Code of Conduct; Direct Social Skills Instruction
<b>Grouping</b>	Multiple and flexible grouping formats to meet student needs	Multiple and flexible grouping formats to meet student needs	Multiple and flexible grouping formats to meet student needs
<b>Frequency</b>	Daily; Thoroughly teach expectations at the beginning of school and review expectations after each extended school break; Provided by all school personnel	A minimum of one day a week in an individual or group setting , <b>in addition</b> to core instruction provided by school personnel	A minimum of two days a week in an individual or group setting, <b>in addition</b> to core instruction provided by school personnel
<b>Assessment</b>	Behavior Rubric; Referral Data; Annual Screeners;	Behavior Rubric (Completed every three weeks until student reaches Tier III.. When 3 data points with no progress have been completed, student moves to Tier III.);	Behavior Rubric completed weekly.
<b>Progress Monitoring</b>	Review referrals monthly. (_____ number of referrals qualify for Tier II.)	Review referrals monthly. Review documentation of progress monitoring for the behavior of concern (8 referrals and/or a pattern of behavior qualifies for Tier III.)	Review referrals monthly; Review documentation of progress monitoring for the behavior of concern
<b>Resources</b>	School specific behavior/expectation plan, PBIS	School specific behavior/expectation plan, PBIS	School specific behavior/expectation plan, PBIS

## **Section 10: Forms**

RTI Team Referral Form  
Student Data/Initial Team Meeting Form  
Letter to Parent  
Data Collection Form  
Behavior Rubric  
Behavior Intervention Plan  
End of the Year RTI Plan Review

# Student Concerns-BES

\* Required

1. Email address \*

---

2. Teacher's Name \*

---

3. Do you feel this student needs to be discussed at the RTI meeting or the Special Education Team meeting? \*

*Mark only one oval.*

☐ RTI Team

☐ Special Education Team

4. Student's Name \*

---

5. Grade Level \*

---

6. Does the student have \*

*Check all that apply.*

- ☐ IEP
- ☐ 504 Plan
- ☐ Rti Plan
- ☐ None of the above

7. Teacher Concerns \*

---

---

---

---

---

8. Interventions Tried \*

---

---

---

---

---

9. Student Strengths/Weaknesses \*

---

---

---

---

---



## Beecher RtI Initial Team Meeting Notes

Student:	Grade:	Date:
Teacher:		Previous Meeting Date:

### Baseline Data & Strengths

STAR – Reading	STAR – Math	GRADE	Student Strengths
Scaled Score: GE: PR: IRL: Lexile: ZPD:	Scaled Score: GE: PR: IRL: Lexile: ZPD:	Vocabulary: Comprehension: Total:	-Good Attendance -Asks/Accepts Help -Participates in Class -Able to focus on task -Follows Directions Well -Strong Math Skills -Strong Reading Skills -Neat & Organized -Other:
IAR-Reading	IAR-Mathematics	Discipline	
Level:	Level:		

PARCC performance levels: Level 1 did not yet meet expectations, Level 2 partially met expectations, Level 3 approached expectations, Level 4 met expectations, Level 5 exceeded expectations

Teacher Concerns	Potential Causes
	- Poor Attendance -Attention/focus -Participates in Class -Lack of foundational skills/knowledge -disorganized/sloppy work -Lack of motivation -Possible lack of support at home -Other:

Goal Based on Targeted Concern
Student will:

Teacher-Selected Interventions	Implemented By:	Data to be Collected	Collected by whom and when
1.			
2.			
Special Materials Needed:			
Intervention will begin:			

Case Liaison	Teacher meeting date/time	Who will contact parent

Date of next meeting:	Notes: Reminders:

Student:	Grade:	Date:
----------	--------	-------

Background Information/Instructional Strategies Implemented

Intervention Brainstorming

**Beecher School District  
Response to Intervention  
Meeting Invitation**

To:  
From:  
Re:  
Date:

A meeting has been scheduled for Rocco in an effort to improve academic achievement and/or behavioral performance. The reason for the meeting is to share information about your child and to discuss how we can work together to provide school support. We will discuss using the Response to Intervention (RtI) process to assist your child. We have asked appropriate staff members to review your child's records and to assist in developing and monitor his progress.

**You are a valued participant in this process and are invited to attend a conference at BES, scheduled for \_\_\_\_\_.**

At this meeting we will:

- \_\_\_\_\_ Discuss your child's current education needs and begin the RtI process
- \_\_\_\_\_ Review your child's progress using previously recommended interventions through the RtI process and discuss any new interventions as appropriate.

Your participation in this meeting is optional; however we look forward to working with you in any way we can to improve your child's school experience.

- \_\_\_\_\_ Yes, I can attend at the scheduled time.
- \_\_\_\_\_ No, I cannot attend, but I understand the team will continue in my absence. A summary of the meeting outcome will be sent home.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

**Please return to your child's teacher.**

**Beecher School District**  
Response to Intervention (RtI) Team Meeting - Parent Feedback Summary

Date \_\_\_\_\_

Your child's teacher referred \_\_\_\_\_ to the Response to Intervention (RtI) Team to receive assistance with academic and/or behavioral concerns observed in the classroom. The RtI process is being used to develop interventions to address identified problems and to measure the progress you child is making.

On \_\_\_\_\_, after considering many factors in your child's performance (diagnostic testing, problem identification, targeted interventions and progress monitoring), the RtI Team is recommending the following at this time:

- \_\_\_ Begin RtI Tier 2 interventions and collect progress monitoring data.
- \_\_\_ Continue RtI Tier 2 interventions and continue to collect progress monitoring data.
- \_\_\_ Continue RtI Tier 2 interventions and begin RtI Tier 3 interventions because adequate progress toward the student's goal has not been achieved.
- \_\_\_ Continue the current RtI tiers 2 & 3 interventions and obtain permission to screen your child. The permission for screenings is attached.
- \_\_\_ Continue the RtI process with progress monitoring by implementing a change of support to foster independence and ensure your child can be successful without the intervention support.

Recommended interventions: \_\_\_\_\_

To start on \_\_\_\_\_

As the RtI process continues, you may be invited to additional meetings to review your child's progress and discuss the most appropriate course of action.

- \_\_\_ Discontinue problem solving team support and monitor RtI Tier 1 in the classroom setting.

If you have any questions regarding this update, feel free to contact your child's teacher or the Special Service department at 708-946-2202 ex 5.

Sincerely,

\_\_\_\_\_  
Name and Title

Week of \_\_\_\_\_

Teacher \_\_\_\_\_

Teacher

[illegible]

**F= Focus**  
**O= Oral Expression**  
**PA= Phonemic Awareness**  
**P= Phonics**  
**F= Fluency**  
**V= Vocabulary**  
**C= Comprehension**  
**P=** \_\_\_\_\_

**N= Number Sense**  
**FF= Fact Fluency ( + -- X / )**  
**A= Application of Skills**

\_\_\_\_\_  
 (name program used)

**Teacher Signature**

- Effective Programming \_\_\_ Y \_\_\_ N Student Engaged \_\_\_ Y \_\_\_ N Ease of Implementation \_\_\_ Y \_\_\_ N
- If you answered no to any of the above, please give more detail on the back.

## Behavior Rubric

<b>Objectives</b>	<b>Low</b>  1 point column	<b>Low-Mid</b>  2 point column	<b>High-Mid</b>  3 point column	<b>High</b>  4 point column	<b>Total Earned Points</b>
<b>Behavior</b>	Child does not follow adult directions and ignores the rules of the classroom. Frequently needs corrective action to reduce the incidence of poor behavior .	Child follows few directions and frequently breaks the rules of the classroom. Sometimes needs corrective action to limit poor behavior	Child follows most directions and classroom rules. Seldom needs corrective measures to improve behavior.	Child follows directions and rules. Does not need corrective measures to follow directions behavior.	
<b>Attention</b>	Student does not pay attention in class and is often distracted by others. Ideas and instruction(s) frequently need to be repeated. Student does not stay on task.	Student occasionally wanders either physically or mentally. Instruction(s) and ideas sometimes need to be repeated. Student has trouble staying on task.	Student pays attention in class but needs complicated concepts/tasks either repeated or clarified. Student is usually on task.	Student pays attention in class and comprehends instruction as it is delivered in class. Student stays on task.	
<b>Conflict &amp; Opposition</b>	Student does not get along with peers and is both argumentative and defensive. When given directions the student often refuses to follow procedures. The student is loud, disruptive and full of anger. Seems to enjoy conflict.	Sometimes student does not get along well with peers. Can become defensive and argumentative. Sometimes the student refuses to follow directions. The student can be loud and disruptive.	The student gets along with others. The student is flexible and does not seek out conflict. The student follows direction and makes a conscious effort to avoid being disruptive.	The student gets along well with peers. The student is both flexible and congenial. The student follows directions and does not disrupt class.	
<b>Grades &amp; Performance</b>	Student often does not work in class. Student does not put forth a quality effort. Student makes many excuses and does not meet deadlines. Student's grades are far below ability levels.	Student work is inconsistent. Student does just enough to get by. Student could work harder and attain better grades. Student often finds ways to get around doing assigned work.	Student grades are good. Student hands in assignments on time. The student's achievement level is reflective of grade level mastery and individual abilities.	Student's grades are excellent. Their work ethic is exemplary in and out of the class. Student performs well above average. Student over0achieves to master subject areas.	

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Total Points \_\_\_\_\_

Tier III  
Beecher School District Behavior Intervention Plan

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

<b>Behavior Support Plan for:</b>
<b>Persons involved in creating, implementing and monitoring plan:</b>
<b>Targeted Challenging Plan:</b>
<b>Function of Behavior:</b>  <div style="display: flex; justify-content: space-around;"><span>Task Avoidance</span><span>Self-Stimulatory</span><span>Attention Seeking</span></div>
<b>Desired Replacement Behavior:</b>  
<b>Prevention Strategies:</b>  
<b>Skills necessary to engage in appropriate replacement behavior:</b>  
<b>Teaching methods to be used:</b>  
<b>Extinguishing/Consequence Management:</b>  
<b>Reinforcement:</b>  
<b>Monitoring:</b>

# End of the Year RtI Plan Review

Student Name \_\_\_\_\_

Teacher \_\_\_\_\_

## What current RtI Interventions are being used with this student?

Name of Intervention: \_\_\_\_\_

Number of days per week: \_\_\_\_\_

Number of minutes per session: \_\_\_\_\_

If no intervention is being used, what accommodations or modifications are used in the classroom?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## What changes would you recommend?

Different Intervention	Yes	Suggestion: _____	No
------------------------	-----	-------------------	----

Additional Intervention	Yes	Suggestion: _____	No
-------------------------	-----	-------------------	----

More days a week	Yes	Suggestion: _____	No
------------------	-----	-------------------	----

More minutes	Yes	Suggestion: _____	No
--------------	-----	-------------------	----

Do you recommend this student continue with an RtI Intervention Plan?      Yes      No

If no, why? \_\_\_\_\_