SOWEGA STEM CHARTER SCHOOL

RTI – UNDERSTANDING THE TIERS

Georgia has implemented a four-tier Response to Intervention (RTI) model in a) identifying and b) addressing students' academic and/or behavioral needs. Standards-based instruction, universal screening, and progress monitoring are the critical foundation elements of our model (Tier 1). Every public school in Georgia is mandated to teach the standards to all students based on their grade level and/or content area. Universal screening helps teachers identify students who will need more individualized assistance. Progress monitoring allows teachers to assess the effectiveness of instruction and to differentiate their assistance based on the instructional and/or behavioral needs of the students. When a variety of Tier 1 strategies are utilized and the student is not showing significant improvement, this should be the trigger that activates the school's RTI plan to bring more focused attention and more intensive instructional assistance that comprises Tier 2.

Tier 2 is characterized by the addition of more concentrated small-group or individual interventions that target specific needs and essential skills. All Tier 2 Interventions must be research proven and aligned to the needs of the student and resources of the school. Interventions may involve an increase in intensity, frequency, and duration of the strategies utilized in Tier 1, or they may be entirely different based on information shared among staff members. Collaboration by staff in delivery of rigorous instruction and appropriate Tier 2 interventions is vital in order to ensure a transfer of learning from Tier 2 to Tier 1 activities. Progress monitoring is more frequent and is vital in order to judge the effectiveness of the interventions based on the student's response to them. If such appropriate interventions-- implemented with fidelity and for an established duration-- are not effective then the staff must call upon the assistance of the Student Support Team (SST), which is Tier 3.

In Tier 3, SST is the structure and RTI is the process. Team members now individualize appraisal and interventions to determine barriers to learning and develop appropriate individual interventions for the student. If a variety of SST/Tier 3 interventions are finally determined not to be adequate and the need for more individualized assistance is thus documented, the SST will make an appropriate referral for consideration of placement of the student in an appropriate Tier 4 program. If found eligible, this student may be placed in Special Education, English to Speakers of Other Languages (ESOL), Gifted or other programs that are delivered by specially trained teachers.

In summary, the SST is mandated by federal court order and our RTI model is a systemic process to bridge behavioral and academic gaps. Ultimately, the success of any SST relies on the foundation of Tiers 1 and 2. Success is attainable when schools analyze their data to identify school-wide, classroom, and individual student needs and by their use of research based strategies and interventions led by ongoing professional learning, coaching, and measurement of student response to these supports. The Georgia Pyramid of Interventions/RTI is a robust school improvement framework which is guided by data-driven decision making and time-proven practices to proactively address the needs of all Georgia students in the 21st Century.

Tier 1: Standards Based Instruction of ALL students. IF a student is not progressing and is at risk according to assessments, discipline referrals, and/or other criteria, then that student will move to Tier 2.

Forms to Complete for Tier 2 Placement

1. **Placement for Tier 2 Form**
2. **Parent Notification Letter with Hearing/Vision Screener Agreement Included**
3. **RTI Tier 2 Parent Invitation Letter**
4. **The RTI Implementation Plan**
5. **Teacher's Log of Intervention Implementation**

Tier 2: Needs-Based Instruction for those students who are at risk. Once a student is placed into Tier 2, there will need to be more in depth assessments done to determine the needs of the student. Once the needs have been established, research-based interventions will be implemented by the teacher to either individual students or small groups. The teacher determines the frequency of the intervention(s) implementation based on the needs of the student. (Example: 2 times per week for 20 minutes each session). Progress monitoring of the student's achievement should be conducted once every 2-3 weeks. The intervention implementation period should be no less than 6 weeks. All information, such as data, charts, and examples of student work, will be kept in a folder provided at the beginning of the Tier 2 process. The RTI Coordinator will be monitoring the RTI Implementation Plan to ensure that interventions are being implemented with fidelity. IF the student is showing growth, continue with the intervention implementation plan. If a student is not progressing and is still at risk according to assessment, discipline referrals, and/or other criteria, then that student will move to Tier 3.

Forms to Complete for Tier 3 Placement

1. **Placement for Tier 3 Form**
2. **SST Process Initial Referral Form**
3. **Parent Notification Letter**
4. **The RTI Implementation Plan**

Tier 3: Student Support Team (SST) Driven Instruction for those students who are at risk. Once a student is placed into Tier 3, the SST process begins as well. In Tier 3, the Student Support Team will meet to participate in a problem solving process to guide the design of individualized interventions that best fit the student. During Tier 3/SST meetings, teachers will analyze all previous interventions, progress monitoring data, assessments, discipline referrals, and/or other criteria to determine which research-based interventions to implement. Once the research-based interventions have been decided, the teacher determines the frequency of the interventions and progress monitoring. The frequency of intervention implementation and progress monitoring of

the intervention(s) during Tier 3 should be increased from that of Tier 2 (Example: 4 times a week for 15 minutes each session) Progress monitoring of the student's achievement should be conducted once every 1-2 weeks. The intervention implementation period should be no less than 6 weeks. All information, such as data, charts, and examples of student work, will be kept in a red folder provided at the beginning of the Tier 3 process. The SST/RTI Coordinator will be monitoring the RTI Implementation Plan to ensure that interventions are being implemented with fidelity.   IF the student is showing growth, continue with the intervention implementation plan. If a student is not progressing and is still at risk according to assessment, discipline referrals, and/or other criteria, then that student will move to Tier 4.

**Forms to Complete for Tier 4 Placement
– SPED/ADMIN Department will take over the process**

1. **All previous documentation in Tier 2 and Tier 3 folders**
2. **Documentation of All SST Meetings**

Tier 4: Specifically-Designed instruction for those students who are at risk. Tier 4 is developed for students who need additional supports and meet eligibility criteria for special program placement including English to Speakers of Other Languages (ESOL), gifted education and special education.

Placement for Tier 2

Date: _____

Student Name: _____

Grade Level: _____

Referring Teacher Name: _____

Reason(s) for Tier 2 Referral:

Behavior: Student has received 3 discipline referrals. Total number of discipline referrals this school year: _____

Attendance: Student has at least 6 unexcused absences. Total number of absences this school year: _____

Student STAR Early Literacy Administration Grade K:Reading Scaled Score of 0-450. Actual Scaled Score:_

Student STAR Early Numeracy Administration Grade K:Math Scaled Score of 0-50. Actual Scaled Score:_

Student STAR Early Literacy Administration Grade 1:Reading Scaled Score of 0-625. Actual Scaled Score:__

Student STAR Early Numeracy Administration Grade 1:Math Score Range of 0-75. Actual Score Range:____

Student STAR Early Literacy Administration Grade 2:Reading Scaled Score of 0-725. Actual Scaled Score:__

Student STAR Early Numeracy Administration Grade 2:Math Score Range of 0-89. Actual Score Range:____

Student STAR Reading Administration Grades 3-5: Reading Scaled Score of 0-350. Actual Scaled Score: ____

Student STAR Math Administration Grades 3-5: Math Scaled Score of 0-443. Actual Scaled Score: _____

Student STAR Reading Administration Grades 6-7 _____
Student STAR Math Administration Grades 6-7   _____

Student was placed into Tier 2 last year/ Transferred to school with current placement as Tier 2

Georgia Milestones: _____Reading   _____Math (beginning and developing learners)

DIBELS Score: _____ Area(s) of weakness: phonemic awareness, phonics, fluency, vocabulary, comprehension - circle the areas of weakness (yellow and red areas) Grades: Reading _____ Math_____ Language Arts_____ (60% or below)

USA Test Prep: Reading Benchmark_____ Math Benchmark_____ (60% or below)

Other Measure(s): _____

_____   _____
Teacher Signature   **SST Coordinator Signature**
This form is to be completed by the teacher and stapled to the inside cover of the student's yellow Tier 2 folder

Parent Notification Letter Response to Intervention (RTI) Tier 2 Referral

Dear Parent of _____,

As part of continuous efforts to improve student achievement, all SOWEGA STEM CHARTER's students are consistently assessed and monitored to measure their progress in the curriculum over time. Regular education interventions (extra support) will be provided as needed to all students who are not meeting expected levels of achievement in reading, math, behavior, speech, and attendance. This system of providing interventions based on individual student needs is called Response to Intervention (RTI).

Your child has been referred to receive Tier 2 interventions based on the following area(s) of concern:
_____ Reading _____ Math _____ Behavior _____ Speech _____ Attendance

Through data analysis and knowledge of research-based interventions, we hope to develop a successful RTI Implementation Plan to help your child have a productive school year. A copy of your child's RTI Implementation Plan will be sent home for your review. Parental input is considered very important, so please do not hesitate to contact us if there are any questions.

As teachers are preparing your child's RTI Implementation Plan, we are asking for permission - as part of the RTI process - to conduct a hearing/vision screening to ensure that these factors are not interfering with your child's learning and/or behavior.

We appreciate your support of our efforts. If you have any questions, please contact me at **229-679-5555.**

Sincerely,

_____

Student Name: _____

_____ Yes, I agree for hearing/vision screenings to be completed

_____ No, I do not agree for hearing/vision screenings to be completed

_____   _____

Parent/Guardian Signature   Date

This form will be printed by the SST Coordinator and sent home by the teacher. The teacher will place a copy of this letter in the student's yellow Tier 2 folder.

Parent Invitation Letter for Tier 2

SOWEGA STEM Charter School

Dear Parent/Guardian of_____

Your child has been referred to Tier 2 of the Response to Intervention (RTI) Process. This is a regular education process whose function is to provide services to students identified as needing additional support. RTI is a systematic process to improve results in academic, behavioral and/or emotional areas for your child. This multi-tiered approach is to provide insight and specific suggestions to help the classroom teacher as well as the student. Your child has been referred to Tier 2 because of the following concerns:

Academic_____   Attendance _____

Behavioral_____   Emotional _____

A meeting has been scheduled for your child:

        Date: _____

        Time: _____

        Location: _____

Through collective efforts of the Response to intervention team, which consists of teachers, administrators, and others support staff, we hope to develop successful methods of helping your child have a more productive school year. You are invited and strongly encouraged to participate in this meeting. Parental input is considered very important. Please provide any information prior to the meeting that you feel will be helpful and return it to your child's teacher.

All information will be regarded as confidential, and is accessible only to those who have a legitimate need to know it. We appreciate your support of our collaborative efforts. If you have any questions, please contact me at: _____

Sincerely,

_____

___• Yes, I plan to attend the meeting.

___• No, I cannot attend the meeting but would like to participate via phone conference. I can be reached at the following number: _____.

___• No, I cannot attend the meeting, please contact me to reschedule.

___• No, I cannot attend. Please conduct the meeting without me and inform me of the outcome.

_____   _____

Parent/Guardian Signature   Date

This form will be printed by the SST Coordinator and sent home by the teacher. The teacher will place a copy of this letter in the student's yellow Tier 2 folder

RTI Tier 2 Implementation Plan

Date: _____

Student Name: _____

Grade Level: _____

Referring Teacher Name: _____

Research-Based Intervention(s): _____

_____

Description of Research-Based Intervention: _____

_____

_____

_____

Frequency of Research-Based Intervention (Write in the times under each day):

Monday	Tuesday	Wednesday	Thursday	Friday

Progress Monitoring Tool(s): _____

_____

*Interventions must be implemented with **Fidelity**. Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.*

_____   _____

Teacher Signature   RTI Coordinator Signature

This form will be completed by the teacher and signed by the SST Coordinator. The teacher will place a copy of this letter in the student's yellow Tier 2 folder

Teacher's Log of Intervention Implementation

Student Name: _____   **Interventionist:** _____

Week	Date/Time	* Intervention Used	Skill area addressed	Observations/Notes (optional)
Week 1				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 2				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 3				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 4				
Monday				
Tuesday				
Wednesday				
Thursday				

Week	Date/Time	* Intervention Used	Skill area addressed	Observations/Notes (optional)
Week 5				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 6				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 7				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 8				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Placement for Tier 3

Date: _____

Student Name: _____

Grade Level: _____

Referring Teacher Name: _____

Reason(s) for Tier 3 Referral:

Behavior: Student has received > 3 discipline referrals. Total number of discipline referrals this school year: ___

Attendance: Student has at least 10 unexcused absences. Total number of absences this school year: _____ Student was retained in current grade level.

Student STAR Early Literacy Administration Grade K:Reading Scaled Score of 0-450. Actual Scaled Score:_

Student STAR Early Numeracy Administration Grade K:Math Scaled Score of 0-50. Actual Scaled Score:_

Student STAR Early Literacy Administration Grade 1:Reading Scaled Score of 0-625. Actual Scaled Score:__

Student STAR Early Numeracy Administration Grade 1:Math Score Range of 0-75. Actual Score Range:____

Student STAR Early Literacy Administration Grade 2:Reading Scaled Score of 0-725. Actual Scaled Score:__

Student STAR Early Numeracy Administration Grade 2:Math Score Range of 0-89. Actual Score Range:____

Student STAR Reading Administration Grades 3-5: Reading Scaled Score of 0-350. Actual Scaled Score: ____

Student STAR Math Administration Grades 3-5: Math Scaled Score of 0-443. Actual Scaled Score: _____

Student STAR Reading Administration Grades 6-8

Student STAR Math Administration Grades 6-8

Student was placed into Tier 3 last year/ Transferred to school with current placement as Tier 3

Georgia Milestones: _____Reading _____Math (beginning and developing learners)

DIBELS Score: _____ Area(s) of weakness: phonemic awareness, phonics, fluency, vocabulary, comprehension - circle the areas of weakness (yellow and red areas)

Grades: Reading _____ Math_____ Language Arts_____ (60% or below)

USA Test Prep: Reading Benchmark_____ Math Benchmark_____ (60% or below)

Other Measure(s): _____

_____   _____

Teacher Signature   RTI Coordinator Signature
This form is to be completed by the teacher and stapled to the inside cover of the student's red Tier 3 folder

Student Support Team (SST) Process Initial Referral Form

Date: _____

Student: _____ Birth Date: _____

Homeroom Teacher: _____ Current Grade:_____

Has the student been retained? Yes___No ___   If so, what grade(s): _____

Does the student have a medical diagnosis? Yes___   No __ If so, what?
_____

Is the student taking medication? Yes__ No__ If so, what? _____ Does the student wear glasses? _____   Does the student wear hearing aids? _____

Is the student: excessively tardy? Yes__   No__   excessively absent?   Yes__   No __

Does the student receive: EIP__   Speech /Language ___   OT__
PT__   Other_____   Gifted _____   Previous Special Education services

_____

Please attach copy of last of report card

If applicable, please include most recent three years' data of the following:
GKIDS: Baseline __ End of the year: __   If checked, see student level reports attached

Georgia Milestones (if applicable):
Grade/Year: __ Rdg/ELA __ Math __ Science __   Soc. Stud. __
Grade/Year: __ Rdg/ELA __ Math __ Science __   Soc. Stud. __
Grade/Year: __ Rdg /ELA __ Math __ Science __   Soc. Stud. __

READING DATA
DIBELS: (composite) Fall _____   Winter _____   Spring _____

STAR Reading: Fall _____   Winter _____   Spring _____

Benchmarks: 1._____/____ 2._____/____ 3. _____/____   4. _____/_____
Other measures: _____

MATH DATA

Benchmarks: 1._____/____ 2._____/____ 3. _____/____   4. _____/_____

Other measures: _____

OTHER DATA

Science Data: Benchmarks: 1._____/____ 2._____/____ 3. _____/____   4. _____/_____
ELA Data: Benchmarks: 1._____/____ 2._____/____ 3. _____/____   4. _____/_____
          Social Studies Data: Benchmarks 1._____/____ 2._____/____   3. _____/____   4. _____/_____

Behavioral Characteristics

tense   anxious   courteous   impulsive   moody   hostile   responsible   cheerful

dependent   withdrawn   easily upset   eager for praise/please

Relations with Others:

outgoing; good-natured   communicates   patient

assumes leadership roles easily   seeks attention   has few friends

enjoys group activities   tactful   jealous

reacts positively to praise   physically aggressive   plays alone

   high degree of conformity to peer group expectations   independent

   refuses to follow the leadership of others

Attention

listens carefully   waits for complete instructions before beginning task

inattentive to most instructions   begins to work impulsively w/o listening to instructions

seems to understand most instructions

 Parents were notified of concerns on_____ by_____

   and method of contact (check):   phone   letter   in person   Other _____

   (Please attach appropriate documentation).

   Additional Comments:(if handwriting this form please check here and use the back):

   _____

   Student Data Form Completed by: _____ Date: _____

   Date rec'd by RTI Coordinator_____   Action Taken:_____

Communication Skills – Teacher Tool

Name of Student:	ID#	Date of Birth:	Age:		Date Completed:
School:	Teacher:	Grade:	ESOL: Yes/No	Primary Language:

Please indicate if skills appear to be adequate/inadequate for age:

Oral Expression	**Adequate***	**Inadequate**
		(Provide example below)
Can be understood when speaking	_____	_____
Makes sense in conversation	_____	_____
Uses age-appropriate vocabulary	_____	_____
Grammar and sentence structure are as mature as peers	_____	_____
Speaks in complete sentences most of the time	_____	_____
Relates events in proper sequence	_____	_____
Verbally interacts with peers in social situations	_____	_____
Responses to questions are appropriate	_____	_____
Shows no difficulty remembering words while speaking	_____	_____
Describes and provides information orally	_____	_____

Listening Comprehension

Attends to language based activities	_____	_____
Follows oral directions	_____	_____
Understands what is said	_____	_____
Remembers spoken information	_____	_____
Discriminates between words and sounds that are similar	_____	_____
Usually does not need repetition to understand	_____	_____
Is able to tune out noise distractions	_____	_____

Articulation/Voice/Fluency of Speech

Speech is easily understood	_____	_____
Speech sound production is similar to that of peers	_____	_____
Speech sound errors do not affect reading and spelling	_____	_____
Speaks fluently without excessive repetition or pause	_____	_____
Speaks at appropriate rate	_____	_____

Voice quality/pitch appropriate for age and sex   _____   _____

Speaking volume is appropriate   _____   _____

*Describe and provide examples for items checked as inadequate: (Use back if more space is required.)
_____
_____
_____

How do areas noted as inadequate affect the student in the classroom?
_____
_____
_____

*This form will be printed by the SST Coordinator and sent home by the teacher. The teacher will place a copy of this letter in the student's red Tier 3 folder

Parent Notification Letter Response to Intervention (RTI)-Tier 3

Date: _____

Dear Parent of _____,

As you may recall, your child has been receiving Tier 2 interventions (extra support) in the regular education classrooms based on their needs. Though research-based interventions have been implemented, there has not been adequate growth to meet the expected levels of achievement.

Your child has been referred to receive Tier 3 interventions based on the following area(s) of concern:
___Reading   ___Math   ____Behavior   ___Speech ___Attendance

A Student Support Team (SST) meeting consisting of parents, teachers, administrators, and others has been scheduled for _____. Through data analysis and knowledge of research-based interventions, we hope to develop a successful RTI Implementation Plan to help your child have a productive school year. Parental input is considered very important and your attendance is appreciated and invited.

In preparation for the scheduled meeting, we are asking for you to complete the attached **Student Background Information** form so we will have as much information about your child as possible when developing his/her RTI Implementation Plan.

We appreciate your support of our efforts. If you have any questions, please contact me at

229-679-5555.

Sincerely,

_____

Student Name: _____

____ Yes, I will attend the meeting.
____ No, I will not be able to attend the meeting. Please contact me with the results.

_____   _____
Parent/Guardian Signature   Date

This form will be printed by the SST Coordinator and sent home by the teacher. The teacher will place a copy of this letter in the student's red Tier 3 folder.

Student Background Information

Student's Name: _____ Birth-date: _____

Mother's Name: _____ Father's Name: _____

Student Lives with: Both Parents   Mother   Father   Other _____

Developmental History

Birth: Full term   Premature   Post-due date _____ Birth Weight _____

Were there any problems during pregnancy, at delivery, or after delivery?
_____

_____

Were developmental milestones met within average ranges (i.e. first words, sitting and pulling up, walking, toileting skills, etc.)?
_____

List student's major injuries, illnesses, operations, or disorders/syndromes: _____

_____

Is your child taking medication? No   Yes   (indicate names and doses)
_____

_____

Are there any physical or medical conditions present?
_____

Did your child attend pre-school or daycare   No   Yes   (Include Name)
_____

How did your child react when he/she started school?
_____

_____

Current Concerns

What are your main concerns with your child's functioning in school?
_____

_____

Does your child display average ability to play, work, follow directions, or communicate with others? Yes   No   (if not, please explain)
_____

_____

Have there been changes in his/her levels of success, effort, or ability? No__ Yes ____ (if so, explain) _____
_____

How does your child respond to correction and discipline at home?
_____
_____

How does your child get along with his/her siblings?
_____
_____

Does your child get along with other children in the neighborhood? Yes ___   No____

How much time is generally spent each night completing homework?
_____
_____

List some of your child's strengths and weaknesses:

Strengths:
_____

Weaknesses:
_____
Has your child received any services outside of the school system (i.e. private psychologist, individual/family counseling, evaluation, social worker, etc.) No___   Yes ____ (if so, which services and approximate date)_____

Behavioral Characteristics in the Home Setting (Circle all that apply):

Easily discouraged	is self-confident
Has extreme or unusual fears	has short attention span
Does not sleep well	has sudden mood changes
Is overly dependent for age	walks in sleep
Complains that others don't like him/her	is generally happy
Is considerate of others	sucks thumb/fingers
Has tantrums	does not eat well
Is abusive toward others	disobedient
Is overactive	daydreams a lot
Controls temper	stays to him/herself
Destructive	abusive to animals
Wets bed	holds grudges
Often sad	unmotivated

Information provided by: _____ Relationship:_____

Signature: _____ Date:_____

This form will be printed by the SST Coordinator and sent home by the teacher as part of the Parent Letter. The teacher will place a copy of this letter in the student's Tier 3 folder.

Student Support Team (SST) Notes Form

Date: _____

Student: _____

School: SOWEGA STEM CHARTER SCHOOL

Grade: _____

Academic Strengths (Be specific/Use data): _____

_____

_____

_____

_____

_____

_____

Current Problem/Need (Be specific/Use data): _____

_____

_____

_____

_____

_____

_____

_____

_Data:

GRADES as of _____				
	Reading	**ELA**	**Math**	**Social Studies**	**Science**
Quarter 1					
Quarter 2					
Quarter 3					
Quarter 4					

Benchmarks					
	Reading	**ELA**	**Math**	**Social Studies**	**Science**
Quarter 1					
Quarter 2					
Quarter 3					
Quarter 4					

Discuss Previous Intervention:

Interventions	Dates (Begin-End)	Person(s) Responsible	Outcome

Next Steps: _____
_____
_____
_____
_____
_____
_____
_____
_____

Team Members Present:

Name	Signature

RTI Tier 3 Implementation Plan

Date: _____

Student Name: _____

Grade Level: _____

Referring Teacher Name: _____

**Research-Based
Intervention(s):** _____
_____

_____

**Description of Research-Based
Intervention:** _____
_____

_____

_____

_____

Frequency of Research-Based Intervention (Write in the times under each day):

Monday	Tuesday	Wednesday	Thursday	Friday

**Progress Monitoring
Tool(s):** _____
___

_____

*Interventions must be implemented with Fidelity. Fidelity refers to the provision or delivery of
instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are
intervention integrity or treatment integrity which often refers to the same principle.*

_____   _____

Teacher Signature   **RTI Coordinator Signature**

*This form will be completed by the teacher and signed by the SST Coordinator. The teacher will
place a copy of this letter in the student's red Tier 3 folder*

Teacher's Log of Intervention Implementation

Student Name: _____   Interventionist: _____

Week	Date/Time	* Intervention Used	Skill area addressed	Observations/Notes (optional)
Week 1				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 2				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 3				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 4				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Week	Date/Time	* Intervention Used	Skill area addressed	Observations/Notes (optional)
Week 5				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 6				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 7				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 8				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

*This form will be completed by the teacher and placed into the student's red Tier 3 folder.

Teacher Checklist of Forms for Each Tier

Tier 1 Documentation
    Samples of student work   _____
    Assessment scores   _____
    Any documentation that student is at risk   _____
    All information goes into student's manila folder

Tier 2 Documentation   _____
    Placement for Tier 2 Form   **Date of Initial Tier 2 Placement**
    Parent Notification Letter with Hearing/Vision Screener   _____
    Agreement Included   _____
    Completed Vision and hearing form – from Nurse   _____
    Tier 2 Parent Invitation Letter   _____
    RTI Tier 2 Implementation Plan   _____
    Teacher's Log of Intervention Implementation   _____
    All information goes into student's yellow Tier 2 folder

Tier 3 Documentation   _____
    Placement of Tier 3 Form   **Date of Initial Tier 3 Placement**
    SST Process Initial Referral Form   _____
                                    Date of first SST Meeting
    Parent Notification Letter with Student Background   _____
    Information forms   _____
    SST Meeting Notes completed   _____
    RTI Tier 3 Implementation Plan   _____
    Teacher's Log of Intervention Implementation   _____

ALL INFORMATION IS PLACED IN THE STUDENT'S TIER 3 FOLDER.

<div align="center">

ATTENDANCE: LEVELS OF STUDENT NEEDS
SELECTED INTERVENTIONS FOR EACH TIER

</div>

Tier 1 = students whose good attendance could be maintained and cultivated as long as the universal, prevention oriented supports are in place.

Simple reminders of how important it is that students attend school. Model appropriate attendance by being present each day.

IF ATTENDANCE BECOMES AN ISSUE – 6 or more unexcused absences - REFER FOR TIER 2

Tier 2 = students who have a past history of moderate chronic absence face a risk factor (e.g. a chronic illness like asthma) which makes attendance more tenuous and need a higher level of more individualized support in addition to benefiting from the universal supports.

<u>**Intervention:**</u> Give students their own calendar to chart their attendance each month. Allow students to place stickers on the days or color the days that they are present at school. Decide upon a classroom reward for being present for certain numbers of days. (Example - Perfect Attendance for the Month - Lunch with a special person; Only Missed 1 Day this Month - 5 extra minutes of recess, etc.)

IF THE ATTENDANCE DOES NOT IMPROVE – 10 or more unexcused absences - THE SST PROCESS WILL BEGIN AT TIER 3

Tier 3 = students with several levels of chronic absence and/or face a risk factor (like involvement in the child welfare or juvenile justice system, homelessness or having a parent who has been incarcerated).

<u>**Intervention:**</u> Maintain weekly contact with the parent(s) of the students. On Friday of each week, contact the parent to let them know how many days that their child has missed for the week, month, and school year. If the parent does not answer the phone, please send a notice home that includes the same information (date this and keep a copy for your records). As always, praise the improvements with attendance during these conversations/notices.

IF THE ATTENDANCE DOES NOT IMPROVE: THE STUDENT WILL BE REPORTED FOR TRUANCY FOLLOW-UP.

<u>Web Sites:</u>

Intervention Central

RTI Action Network

Center on Response to Intervention at American Institutes for Research

Edutopia

Institute of Education Sciences

RTI Wire

Reading A-Z

PBIS World

<u>CCEC Web-Based Programs:</u>

STAR Reading (progress monitoring and instructional planning)
iRead (progress monitoring and intervention for grades 1-3 (CEIS))
IXL (progress monitoring and intervention for grades 1-3 (CEIS))
USA Test Prep (progress monitoring and intervention for grades 3-5)

ABE (progress monitoring and intervention for behavior)

<u>Reading Intervention Strategies</u>

- **"Click or Clunk?" -** A Student Comprehension Self-Check - Students periodically check their understanding of sentences, paragraphs, and pages of text as they read. When students encounter problems with vocabulary or comprehension, they use a checklist to apply simple strategies to solve those reading difficulties.

- **Advanced Story Map** - Students are taught to use a basic 'Story Grammar' to map out, identify and analyze significant components of narrative text (e.g., fiction, biographies, historical accounts).

- **Keywords: A Memorization Strategy -** In this mnemonic (memorization) technique, students select the central idea of a passage and summarize it as a 'keyword'. Next, they recode the keyword as a mental picture and use additional mental imagery to relate other important facts to the keyword. They can then recall the keyword when needed, retrieving the related information.

- **Main-Idea Maps -** This simple strategy teaches students to generate a graphic organizer containing the main ideas of an expository passage.

- **Mental Imagery** - Improving Text Recall - By constructing "mental pictures" of what they are reading and closely studying text illustrations, students increase their reading comprehension.

- **Oral Recitation Lesson -** This intervention builds student motivation and interest by having them participate along with the teacher in repeated public readings of a story across several days. Throughout the process, the entire class discusses the work as literature.

- **Phrase-Cued Text Lessons -** Phrase-cued texts are a means to train students to recognize the natural pauses that occur between phrases in their reading. Because phrases are units that often encapsulate key ideas, the student's ability to identify them can enhance comprehension of the text (Rasinski, 1990, 1994).

- **Prior Knowledge: Activating the 'Known' -** Through a series of guided questions, the instructor helps students activate their prior knowledge of a specific topic to help them comprehend the content of a story or article on the same topic. Linking new facts to prior knowledge increases a student's inferential comprehension (ability to place novel information in a meaningful context by comparing it to already-learned information).

- **Question-Generation -** Students are taught to boost their comprehension of expository passages by (1) locating the main idea or key ideas in the passage and (2) generating questions based on that information.

- **Providing Main Idea Practice through 'Partner Retell'** (Carnine & Carnine, 2004). Students in a group or class are assigned a text selection to read silently.
  Students are then paired off, with one student assigned the role of 'reteller' and the other appointed as 'listener'. The reteller recounts the main idea to the listener, who can comment or ask questions. The teacher then states the main idea to the class. Next, the reteller locates two key details from the reading that support the main idea and shares these with the listener. At the end of the activity, the teacher does a spot check by randomly calling on one or more students in the listener role and asking them to recap what information was shared by the reteller.

- **Promoting Understanding & Building Endurance through Reading-Reflection Pauses** (Hedin & Conderman, 2010). The student decides on a reading interval (e.g., every four sentences; every 3 minutes; at the end of each paragraph). At the end of each interval, the student pauses briefly to recall the main points of the reading. If the student has questions or is uncertain about the content, the student rereads part or all of the section just read. This strategy is useful both for students who need to monitor their understanding as well as those who benefit from brief breaks when engaging in intensive reading as a means to build up endurance as attentive readers.

- **Restructuring Paragraphs with Main Idea First to Strengthen 'Rereads'** (Hedin & Conderman, 2010). The student highlights or creates a main idea sentence for each paragraph in the assigned reading. When rereading each paragraph of the selection, the student (1) reads the main idea sentence or student-generated 'gist' sentence first (irrespective of where that sentence actually falls in the paragraph); (2) reads the remainder of the paragraph, and (3) reflects on how the main idea relates to the paragraph content

- **Summarizing Readings** (Boardman et al., 2008). The student is taught to summarize readings into main ideas and essential details--stripped of superfluous content. The act of summarizing

longer readings can promote understanding and retention of content while the summarized text itself can be a useful study tool.

- **Linking Pronouns to Referents** (Hedin & Conderman, 2010). Some readers lose the connection between pronouns and the nouns that they refer to (known as 'referents')—especially when reading challenging text. The student is encouraged to circle pronouns in the reading, to explicitly identify each pronoun's referent, and (optionally) to write next to the pronoun the name of its referent.

- **Apply Vocabulary 'Fix-Up' Skills for Unknown Words** (Klingner & Vaughn, 1999). When confronting an unknown word in a reading selection, the student applies the following vocabulary 'fix-up' skills:

  1. Read the sentence again.

  2. Read the sentences before and after the problem sentence for clues to the word's meaning.

  3. See if there are prefixes or suffixes in the word that can give clues to meaning.

  4. Break the word up by syllables and look for 'smaller words' within.

- **Compiling a Vocabulary Journal from Course Readings** (Hedin & Conderman, 2010). The student highlights new or unfamiliar vocabulary from course readings. The student writes each term into a vocabulary journal, using a standard 'sentence-stem' format: e.g., "*Mitosis* means…" or "A *chloroplast* is…". If the student is unable to generate a definition for a vocabulary term based on the course reading, he or she writes the term into the vocabulary journal without definition and then applies other strategies to define the term: e.g., look up the term in a dictionary; use Google to locate two examples of the term being used correctly in context; ask the instructor, etc.).

- **Encouraging Use of Text Enhancements** (Hedin & Conderman, 2010). Text enhancements can be used to tag important vocabulary terms, key ideas, or other reading content. If working with photocopied material, the student can use a highlighter--but should limit highlighting to important text elements such as main idea and key vocabulary terms. Another enhancement strategy is the 'lasso and rope' technique—using a pen or pencil to circle a vocabulary term and then drawing a line that connects that term to its underlined definition. If working from a textbook, the student can cut sticky notes into strips. These strips can be inserted in the book as pointers to text of interest. They can also be used as temporary labels—e.g., for writing a vocabulary term and its definition.

Math Intervention Strategies

From www.interventioncentral.com

- **Applied Math Problems: Using Question-Answer Relationships (QARs) to Interpret Math Graphics -**

  1. Distinguishing Among Different Kinds of Graphics

  2. Interpreting Information in Graphics

  3. Linking the Use of Question-Answer Relations (QARs) to Graphics in

Math

    4. Using Question-Answer Relationships (QARs) Independently to Interpret Math Graphics

- **Cover – Copy – Compare** - The student is instructed to cover the correct model on the left side of the page with an index card and to copy the problem and compute the correct answer in the space on the right side of the sheet. The student then uncovers the correct answer on the left and checks his/her work.

- **Math Computation** - Increase Accuracy and Productivity Rates Via Self-Monitoring and Performance Feedback: The teacher selects one or more computation problem types that the student needs to practice. Teacher creates a number of standardized worksheets with similar items to be used several days. Teacher prepares a progress-monitoring chart. Teachers creates a menu of rewards for student who exceeds his/her previously posted computation fluency score.

- **Math Problem-Solving** - Combining Cognitive and Metacognitive Strategies:

    Students are taught these steps:

    1. Reading the problem.
    2. Paraphrasing the problem.
    3. Drawing the problem.
    4. Creating a plan to solve the problem.
    5. Predict/Estimate the answer.
    6. Computing the answer.
    7. Checking the answer.

- **Number Operations: Strategic Number Counting Instruction** - The tutor explains the count-up strategy using a number line for addition as well as the strategy for counting up when subtracting.

    Intervention Steps:

    1. Create flashcards
    2. Review Count-up Strategies
    3. Complete Flashcard Warm-Up
    4. Repeat Flashcard Review
    5. Provide Performance Feedback

- **Peer Tutoring in Math Computation with Constant Time Delay** - While the times is running for 3 minutes the tutor follows this sequence:

    1. Presents Cards
    2. Provides Tutor Feedback
    3. Provides Praise
    4. Shuffles Cards

5. Continues until the timer stops

- **Self-Monitoring: Customized Math Self-Correction Checklists -**

  Intervention Steps:

    1. Develop the checklist
    2. Introduce the Checklist
    3. Provide Performance Feedback, Praise and Encouragement
    4. Provide Reinforcement for Checklist Use
    5. Fade the Intervention