

Huber Heights City Schools

RTI GUIDANCE Manual

November 2020



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What is Response to Intervention (RTI)?

A Parent's Guide

Response to Intervention (RTI) is a systematic approach to addressing your students' weaknesses and strengths in the classroom. Classroom teachers identify student strengths and weaknesses through the use of universal screeners, classroom tests, and student work. Teachers then address student needs to create opportunities to grow academically through additional assistance (intervention) or enrichment.

Parental support is a major component of RTI in order to make your students successful. A few quick and easy tactics can help make this process powerful.

1. **Review work that comes home with your student(s). Have them teach you how to do it.**
2. **Read with your student(s) regularly. Reading material can be school related or interest related.**
3. **Communicate with teachers regularly in order to assist the growth of your student(s) while going through this process.**

Below you will find a general glossary to assist you in understanding the terminology used in this process:

Tier 1: All students are a part of Tier 1 and receive grade level "core" instruction in the classroom. Interventions (if needed) are addressed in the classroom during "core" instruction. For intervention purposes, these students are generally on track with their grade level expectations and are given the opportunity to expand their learning/skills.

Tier 2: Students that are slightly below grade level expectations. These students will receive specific assistance to build up their areas of weakness in small group instruction.

Tier 3: Students that are significantly below grade level expectations. Targeted intensive intervention is provided to these students in order to fill academic gaps.

Interventions: Specific tactics or strategies used to target weaknesses assist students in meeting grade level standards.

Universal Screener: Huber Heights City Schools utilizes an assessment in order to determine each student's current level. The Universal Screener is administered four times per year to monitor student growth.

District Vision and Mission

Vision: Learning today, prepared for tomorrow - Warrior Pride.

Mission: Empowering our students to be academically and socially prepared for their futures through the support of excellent teachers and staff, families, and community partners.

We believe:

We believe that Response to Intervention (RTI) is a PROCESS of implementing high quality, research-based grade-level instruction based on learner needs. RTI includes monitoring each student's progress and adjusting instruction based on the student's response. This involves:

- Using differentiated instructional strategies for ***all*** learners.
- Providing ***all*** learners with scientific research-based interventions.
- Continuously measuring student performance using scientifically research-based progress monitoring for ***all*** learners.
- Making educational decisions based on students' response to intervention.

Goals of RTI in the Huber Heights City School District:

1. Modify instruction and implement scientifically based interventions based on student needs, with the ultimate goal being student success in the form of increased academic achievement and growth.
2. Identify and respond to student skill deficits as soon as possible.
3. Apply scientifically-based resources aligned to student needs to ensure student success by closely monitoring student progress based on up-to-date data.

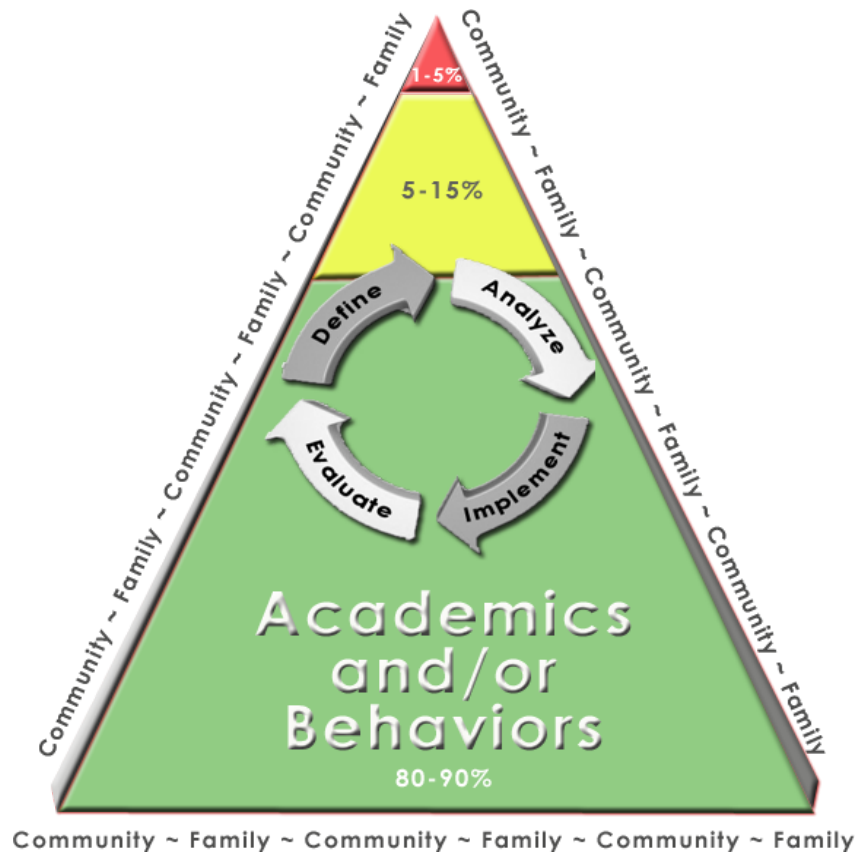
Universal Screener:

A multi-tiered system of support is in place, including strong core curriculum and differentiated instruction at a Tier 1 (classroom) level. Response to Intervention (RTI) includes screening all of our students, and utilization of data to guide educational decisions in a problem-solving model. Much as doctors use screens such as temperature and blood pressure checks to help determine which patients may require a deeper diagnosis with possible treatment and monitoring, our universal screeners help identify students who need further attention and more careful consideration. The purpose of screening activities is to predict possible academic and behavior problems as well as to identify areas of student strength. Students demonstrating needs, based on data based decision rules will receive instruction and proven, research based intervention at varying levels of intensity. By monitoring students throughout intervention, we are able to adjust the level of needed support.

Overview of Response-to-Intervention (RTI):

What is RTI?

RTI is a structured process that schools use to meet the academic, behavioral, and social-emotional needs of all learners. The multi-tiered system of support provides varying layers of intensity and includes strong core curriculum, differentiated instruction, and responsive intervention and enrichment.



Important Components of RTI

- **Responsiveness** to all student needs, including academic enrichment, remediation, behavior support, social-emotional support, language development, and other areas as needed
- **Universal Screening** data for key academic areas for each student
- **Data-driven instruction** and educational support based upon screenings and other information
- **Varied formats for support**, including in the classroom under the guidance of a teacher, as a small group in-class or through pull-out, or as one-on-one intensive support.
- **Monitoring progress** frequently and adjusting support as needed
- **Parent involvement**

Tiers of RTI

The RTI Process has three tiers. Each tier provides different levels of support.

In Tier 1: All students engage in high quality curriculum and differentiated instruction. A teacher provides instruction for all learners.

In Tier 2: In addition to core instruction, the school provides targeted interventions for select students. This includes enrichment, remediation, and social/emotional or behavior support.

In Tier 3: Students receive additional, intensive intervention based on individualized problem solving, with frequent progress monitoring.

Tier 1	Tier 2	Tier 3
Research-based instructional strategies	Targeted instruction	Intensified targeted support
Should be: <ul style="list-style-type: none"> ● Research-based instructional strategies such as <ul style="list-style-type: none"> ○ Marzano’s Key Strategies ○ Visible Learning Key Strategies ○ Explicit Instruction (I do, We do, You do) ● Differentiated ● Enriched for higher-performing students ● Scaffolded and supported for <ul style="list-style-type: none"> ○ English Language Learners ○ Students With Disabilities 	Should be: <ul style="list-style-type: none"> ● Small group ● Supplemental to tier 1 ● Targeted instruction focused on specific skills and/or learning strategies ● Frequently progress monitored ● Timely (starting efficiently and lasting at least 9-12 weeks) ● Planned ● Documented 	Should be: <ul style="list-style-type: none"> ● Determined through collaborative problem solving ● Inclusive of parents, teachers, and all other relevant people ● A smaller teacher-student ratio ● More intensive supplemental interventions (frequency, duration, group size) ● More frequently progress monitored ● Comprehensive (addressing all areas of concern)

Components across the Tiers

Teaming:

- Building Leadership Team, including representation from the District RTI Committee
- Teacher teams expand across tiers as needed to support students

Collaboration:

- At the district, building, grade/department, and individual student level

Problem Solving

- At the district, building, grade/department, and individual student level

Professional Development

- Tier 1: Effective instruction, behavior support, and content-area knowledge
- Tier 2: What is intervention; specific programs available
- Tier 3: Problem solving at the individual student level

Parent and Community Engagement

- Communication about how we support all students
- Involvement in determining system needs
- Involvement in Tier 3 problem solving

Effective Instructional Practices

- Research-based instruction and intervention
- Culturally-Responsive Practices

IAT - Academic Response to Intervention Flowchart

	Focus	Program	Grouping	Assessment	Individuals Responsible for Intervention
TIER 1	All students	Quality research-based instructional strategies	General education classroom	Benchmark 4 times per year (more frequently once identified at-risk)	General education teacher
← Minimum 6-9 weeks →					

Administer benchmark/collect baseline data

Determine students who have performs significantly below same grade peers

Determine specific deficit (e.g. attendance, behavior, academics), review data with grade level/support staff and develop a schedule for intervention and progress monitoring

Review progress monitoring data with grade level/support staff (TBT/grade level meetings)

**Significant progress not demonstrated go to
Data sheet discussed in TBT

Significant progress demonstrated
continue TIER I

- Support**
- Regular Classroom Teachers
 - Aides
 - Volunteers
 - Counselors
 - Title I/Reading Specialist
 - TOSA
 - Student

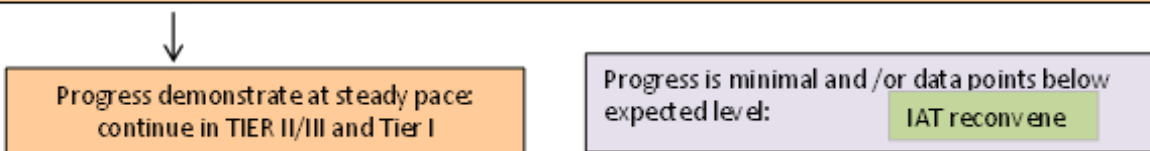
	Focus	Program	Grouping	Assessment	Individuals Responsible for Intervention
TIER II	Students with substantial difficulties who have not responded to TIER I (receive TIERS I & II)	Quality research-based instructional strategies/programs that supplement TIER I interventions at 20-30 minutes per day, 5 sessions per week*	Homogeneous small group instruction	Monitor progress every 3 weeks	Personnel determined by building TBT. Gen. Ed. Teacher continues TIER I instruction
← Minimum 9-12 weeks →					

Progress demonstrated at steady pace:
continue in TIER II and TIER I

Progress is minimal and/or
data points below expected

- Support**
- Same as Tier I
 - Consultation from Special Education/School

	Focus	Program	Grouping	Assessment	Individuals Responsible for Intervention
TIER III	Students with distinct difficulties who have not responded to TIER I & II (receive TIERS I & III)	Quality research-based instructional strategies/programs (more explicit and/or intensive than TIER II) 30-45 minute session, 5 sessions per week*	Homogeneous small group instruction	Monitor progress 1 time per week	Personnel determined in IAT meeting (teacher/specialist, etc.) Gen. Ed. Teacher continues Tier I instruction
← Minimum of 6-8 weeks →					



*These times are suggestions. The IAT makes the decision based on student needs.

Special education identification is NOT the end goal of the RTI process. However, it must be taken into consideration when working through the intervention process.

Tier 1

In Tier 1: All students will engage in high quality curriculum and differentiated instruction that continually evolves to meet the needs of our students. In the Huber Heights City School District, lesson delivery includes coherent instruction for all students that is based on learning standards. Instructional practices are differentiated to meet the needs of individuals and groups of students. 80-90% of students should be successful in core instruction with minimal intervention. All students are monitored with frequent formative and summative assessments, including screenings, that drive instruction and intervention through data based decision making. Tier 1 instruction includes establishment of behavioral expectations and creating a warm, caring learning environment. Academics and behavior are closely intertwined and are often looked at together.

Team Membership

1. Teacher-Based Teams (TBTs)
 1. Meet at least weekly to review data, reflect on student progress, and collaborate with colleagues to drive instruction and grow professionally in order to close students' gaps.

Students involved: ALL students

Goal Setting Guidelines



- Goals should be set to balance:
 - Meeting grade-level expectations or national benchmarks
 - Narrowing academic or behavior gaps
 - Determining a realistic rate of progress for the student


Instruction

General Instructional Strategies

This section identifies and defines General Instructional Approaches with a solid research base and aligned to OTES. General Instructional Approaches are overarching and apply to most teaching situations. These approaches apply K-12th grade.

General Instructional Strategies	Suggestions for how to use this strategy	OTES Standard
Having a clear purpose for learning and Learning Targets <ul style="list-style-type: none"> ● Understanding by Design (UbD) 	<ul style="list-style-type: none"> ● Post learning target and review with students 	Standard 4: Instruction
Formative Instructional Practices: <ul style="list-style-type: none"> ● Formative Assessments are given and analyzed ● Teachers provide detailed, timely feedback ● Use data to drive differentiated instruction in the classroom 	<ul style="list-style-type: none"> ● Include multiple modes of formative assessment including quizzes, exit tickets, discussion responses, technology-facilitated responses 	Standard 3: Assessment
Activate Prior Knowledge / Build Background Knowledge	<ul style="list-style-type: none"> ● Graphic organizers (KWL, ABC Chart) ● Videos ● Discussion ● Explicit link to previous content ● Explicitly teach key vocabulary 	Standard 1: Student Standard 2: Content Standard 4: Instruction
Develop 21 st century skills <ul style="list-style-type: none"> ● Critical thinking skills ● Technology ● Cooperative learning/collaboration 	<ul style="list-style-type: none"> ● Promote dialogue and Socratic discussion to engage students in critical thinking ● Embed technology into lessons ● Provide structured cooperative learning opportunities 	Standard 2: Content Standard 4: Instruction Standard 6: Collaboration and Communication
Explicit instruction including modeling and practice	<ul style="list-style-type: none"> ● Follow an “I do, We do, You do” format ● Structure time for review and closure at end of lesson 	Standard 2: Content Standard 4: Instruction Standard 6: Collaboration & Communication
Gradual release of responsibility	<ul style="list-style-type: none"> ● Individual student contracts ● Scaffold amount of support to decrease over the months/quarters/semesters of the year 	Standard 2: Content Standard 4: Instruction

	<ul style="list-style-type: none"> • “I do, We do, You do” format 	Standard 6: Collaboration and communication
<p>Discussion / Dialogue</p> <ul style="list-style-type: none"> • Teachers offering probing questions and discussion • Students engaging in rich dialogue to explain, justify, critique... 	<ul style="list-style-type: none"> • Socratic Seminar • Engage students in creating contrasts, classifications, and determining analogies or metaphors • Engage students in articulating a hypothesis 	Standard 2: Content Standard 4: Instruction Standard 6: Collaboration and Communication
<p>Differentiation</p> <ul style="list-style-type: none"> • Scaffolding • Enrichment 	<ul style="list-style-type: none"> • Use scoring guides (rubrics) to guide development of a student-selected independent project • Tiered assignments designed at different levels of complexity • Assignment menu • Anchor activities • Provide nonlinguistic representations 	Standard 2: Content Standard 4: Instruction Standard 6: Collaboration and Communication
<p>Combination of whole group, small group, and individual support</p> <ul style="list-style-type: none"> • Flexible grouping • Both heterogeneous and homogeneous small groups • Centers 	<ul style="list-style-type: none"> • Jigsaw • Group investigation • Targeted small-group instruction 	Standard 2: Content Standard 4: Instruction
<p>Student engagement</p> <ul style="list-style-type: none"> • Cooperative learning • Learning Communities • Hands-on learning • Collaborative instruction across content areas 	<ul style="list-style-type: none"> • Place students in cooperative and/or flexible ability groups when appropriate • Model and apply peer questioning/feedback • Engage students in generating and testing hypotheses 	Standard 2: Content Standard 4: Instruction
<p>Student ownership of learning</p> <ul style="list-style-type: none"> • Students know learning targets • Opportunities for student self-assessment and progress monitoring are included • Metacognition • Students demonstrate effective learning strategies 	<ul style="list-style-type: none"> • Ask students to set their own learning goals • Ask students to keep track of their progress on learning goals • Provide formative and summative feedback on goals • Ask students to assess themselves • Teach effective strategies for skills such as summarizing and note-taking 	Standard 1: Student Standard 3: Assessment Standard 4: Instruction
<p>Effective learning environment:</p> <ul style="list-style-type: none"> • maximizing learning time • Student-centered, 	<ul style="list-style-type: none"> •  Work with class to cooperatively create class expectations •  Post expectations 	Standard 1: Student

<ul style="list-style-type: none"> • Student-teacher relationship • evidence of high and clear expectations 	 Provide opportunities for relationship building such as greetings, morning meeting, circle time	Standard 5: Learning Environment Standard 6: Collaboration and Communication
Assignments <ul style="list-style-type: none"> • are worthy tasks for learning • include clear models and success criteria 	<ul style="list-style-type: none"> • Provide rubrics or model of assignments when presenting the task to students 	Standard 3: Assessment
Specific differentiation for Students identified as gifted	Alter: <ul style="list-style-type: none"> • Pace: Independent Learning, Alternate Assignment • Delivery: Mini lesson, higher-level text complexity • Depth: Tiered assignment, Increase complexity, Decrease structure, create “student expert”, apply • Breadth: Link to other content areas, Choice • Product: Choice board, Technology 	
Specific differentiation for English language learners <ul style="list-style-type: none"> • Addressing listening, speaking, reading, and writing 	<ul style="list-style-type: none"> • Increased use of visuals, models, real-world materials, gestures, TPR • Connection to primary language and culture: Access to native language support • Increased wait time • Checks for understanding • Activating/Building background knowledge • Use of small groups • Repetition, rephrasing • Provide sentence starters or sentence frames for speaking and writing 	
Specific differentiation for students identified with a disability	<ul style="list-style-type: none"> • Repetition, rehearsal • Simplified input (lower-level reading material) • Scaffold: simplify task then structure to get to next level (e.g. Concrete-Representational- Abstract sequence) 	

- Increased wait time
- Explicit instruction
- Explicit feedback

Content-Specific Curriculum and Instruction

Math:

Elementary:

- Ohio New Learning Standards
- [Huber Heights Curriculum Maps \(K-12\)](#)

Secondary:

- Ohio New Learning Standards
- Varied Level Classes

Reading

Elementary:

- Ohio New Learning Standards
- [Huber Heights Curriculum Maps \(K-12\)](#)
- Reading Plus (3-8)

Secondary:

- Ohio New Learning Standards
- Varied Level Classes
- Reading Plus (3-8)

Behavior / Social Emotional

Elementary:

- Behavioral Expectations are:
 - Clearly defined and shared by all staff
 - Taught to students for all settings on an ongoing basis
 - Reinforced

Secondary:

- Behavioral Expectations are:
 - Clearly defined and shared by all staff
 - Taught to students in all settings on an ongoing basis
 - Reinforced
- Student-teacher relationships/school connection is fostered through regularly scheduled opportunity for interaction.
- PBIS contributes to the positive climate at each building.
- PBIS lessons are taught at multiple times a year and reinforced through frequent review.
- Transitions are supported through systematic, structured learning and relationship-building opportunities

Resources / Forms

Math

[Math Resources](#)

Bridges Interventions (K-6)

Go Math Course Interventions (6-8)

Common Formative Assessments (K-12)

[Math XL](#) (Algebra)

Reading

Reading Street(K-3)

RAZ Kids (K-5)

Scholastic Book Room

ACT Workbooks (Gr. 3-8)

Read Theory (K-12)

Reading Plus (3-8)

Novels (Low, Middle, And Higher)

Behavior

PBIS

Progress Monitoring

Star 360 Benchmark results

Classroom summative/formative assessments/observations

Tier 2

Description

A targeted intervention that is provided to students that struggle to meet grade level standards. Students are identified for Tier 2 support based on universal screener data, additional assessment results and classroom performance. Students receive small group instruction that is implemented with fidelity, progress monitored for a defined length of time (approximately every three weeks), and targeted to identified students' needs, while continuing in Tier 1 classroom instruction

Team Membership

- Teacher teams/TBTs expand to include staff integral to efficiently understanding student needs and responding through automatic Tier 2 interventions
 - Teams must include: Classroom teachers
 - Teams may include: TOSAs, Title I Teacher, intervention specialists, gifted teachers, ESL teachers, counselors, psychologists, administrators, or anyone else needed to facilitate discussion of data-based decision making and formative instructional practices. (Parents may be added with K-3 students on RIMPS)

Students involved

- Students that are identified as "at risk" on universal screening, classroom assessments, classroom performance, classroom behavior
- Students who have not responded to Tier 1 interventions (5-20% of students)
- Students scoring within the 11% to 24% percentile, but to take "On Watch " students into consideration

Assessments

- Universal Screener for Reading and Math (STAR 360)
- Benchmarking (LLI , Scholastic, DIBELS, Reading Plus)
- Progress Monitoring - (Scholastic, DIBELS)

Goal Setting Guidelines

- Goals should be set to balance:
 - Meeting grade-level expectations or national benchmarks
 - Narrowing academic or behavior gaps

Determining a realistic rate of progress for the student

Instruction

General Intervention Strategies

- Supplemental instruction provided in addition to, not in place of, the core instruction in Tier 1.
- Research based programs/strategies
- Typically small group support through push-in, pull-out, or separate class setting
- Documented plan of interventions
- At least 20 - 30 minutes daily (or based on the program), for at least 6 -9 weeks
- Individual student progress is monitored

Content-Specific Intervention

<p><u>Math</u></p> <ul style="list-style-type: none">• Math Resources• Bridges Interventions (K-6)• Go Math Course Interventions (6-8)• Math XL (7-12)• Instructional Skills and Resources (Star 360) (K-12)
<p><u>Reading</u></p> <ul style="list-style-type: none">• Leveled Literacy Intervention (LLI) (K-8)*• Read Naturally (K-8)*• Reading A-Z/Raz Kids (K-6)• Scholastic Book Room• Instructional Skills and Resources (Star 360) (K-12)• Florida Center of Reading Research (K-12)• Read 180 (7-12)* <p>*Fidelity Checklists are included in the Forms Section</p>
<p><u>Behavior</u></p> <ul style="list-style-type: none">• Positive Behavior and Intervention Support (PBIS) (K-12)

Documentation

- Tier 2 interventions are planned in advance and documented.
- The following will be documented for each student receiving Tier 2 intervention, using the [Intervention Documentation Chart \(IDC\)](#).
 - Intervention components
 - Frequency of intervention
 - Duration of intervention (length of each session; start and end dates)
 - Who is providing the intervention
 - Progress monitoring: Who is collecting, What assessment, How frequently
 - Date for follow-up review
 - Attendance during RTI sessions
 - Student level of engagement during intervention

Progress Monitoring

- Teacher providing the intervention is responsible for documenting the student's progress on the targeted intervention.
- Students should be progress monitored every three weeks.
- The intervention should be reviewed after at least 3 data points (approximately every 9 weeks).
- Progress Monitoring data should be documented/recorded.

RIMPS (Reading Improvement and Monitoring Plans)

- Copy of RIMP forms K-3
- Procedural process of how to write description of who gets a RIMP
- At the end of the year, the RIMP must be placed into the student Cumulative folders

Important/Additional Information:

Items to consider before moving to Tier 3:

- At least two Tier 2 interventions have been tried.
- The right skill has been targeted in the intervention.
- The student has been present consistently (attendance).
- The intervention has been implemented as intended (fidelity).
- Increasing frequency or duration has been tried if the intervention has been occurring less than 5 days per week or less than 15 minutes per day
- **New** or **additional** intervention to increase opportunities for practice, or instruction in a different way (if the intervention has been occurring 5 days per week).

To add Tier 3 the items must have occurred:

- Tier 2 intervention has occurred and the Intervention Documentation Chart (IDC) has been completed
- Other diagnostic and classroom data have been considered.
- Background information has been checked, including attendance, vision/hearing screening, and school history

Tier 3

Students receive additional, comprehensive, targeted, intensive intervention based on individualized problem solving, with frequent progress monitoring. A collaborative team of staff comes together to design the intervention plan and ensure a common focus. Tier 3 intervention typically involves one-on-one intervention, or a small group. Tier 3 is to be an additional layer to Tier 1 and/or Tier 2. Therefore, Tier 1 and/or Tier 2 should continue when a Tier 3 intervention is implemented. Our approach needs to be intentional and strategic: all layered interventions are connected to the same purpose. Once an intervention plan is in place, the teacher(s) will implement the plan and monitor progress for 6-8 weeks before coming back together in a follow-up problem-solving meeting to evaluate progress and revise or update the plan.

Team Membership

- Teacher teams/TBTs expand to include staff integral to efficiently understanding student needs and responding through automatic Tier 2 interventions
 - Teams must include: Classroom teachers
 - Teams may include: TOSAs, Title I Teacher, intervention specialists, gifted teachers, ESL teachers, counselors, psychologists, administrators, or anyone else needed to facilitate discussion of data-based decision making and formative instructional practices. (Parents may be added with K-3 students on RIMPS).

Students Involved:

- Those who did not show growth during Tier 2 Interventions over 9-12 weeks of explicit instruction.

Goal Setting Guidelines

- Goals should be set to balance:
 - Meeting grade-level expectations or national benchmarks
 - Narrowing academic or behavior gaps

Determining a realistic rate of progress for the student

Instruction-General Intervention

Instructional plan is based on individualized intervention plan developed by the collaborative problem solving team. It may include components/programs from Tier 1 or 2, but is part of a special plan designed for this student.

Tier 3 Academic Intervention:

For a student who is struggling with content, it's important to determine the prerequisite academic skills in order to determine the areas of deficits. For a student who may need further enrichment, it's important to determine the mastery of grade level content in order to determine the areas of strengths. Intervention should target these skills deficits and strengths in an explicit and systematic way, and should be more intensive than Tier 1 or Tier 2 intervention. Intervention can be intensified by time, group size, or combination of interventions.

Behavior

- Specific, clear expectations and consequences
- 8 Positive Behavior Supports
- Functional Behavior Assessment to develop a Behavior Intervention Plan
- BIP (Behavior Intervention Plans)
- Parent/Teacher Meetings- At this level, school teams meet with parents and students to problem-solve for students.
- South Community Resources (Care Source/Medicaid)
 - Mental Health Component-small group and individual

Documentation

- Tier 3 interventions are planned in advance and documented.
- The following will be documented for each student receiving Tier 3 intervention, using the [Intervention Documentation Chart \(IDC\)](#).
 - Intervention components
 - Frequency of intervention
 - Duration of intervention (length of each session; start and end dates)
 - Who is providing the intervention
 - Progress monitoring: Who is collecting, What assessment, How frequently
 - Date for follow-up review
 - Attendance during RTI sessions
 - Student level of engagement during intervention

Progress Monitoring

- Teacher providing the intervention is responsible for documenting the student's progress on the targeted intervention.
- Students should be progress monitored every week.
- The intervention should be reviewed after at least 6 data points (approximately 6 weeks).
- Progress Monitoring data should be documented/recorded.

Important/Additional Information:

If further information is required to develop a Tier 3 intervention plan, additional data collection may be needed. These data streams may include, but are not limited to:

<ul style="list-style-type: none">• DIBELS Progress Monitoring• Running Records/LLI Benchmarking• Reading Plus	<ul style="list-style-type: none">• Read 180: SRI (7-9)• Curriculum-Based Measure (CBM) (Intervention Central)
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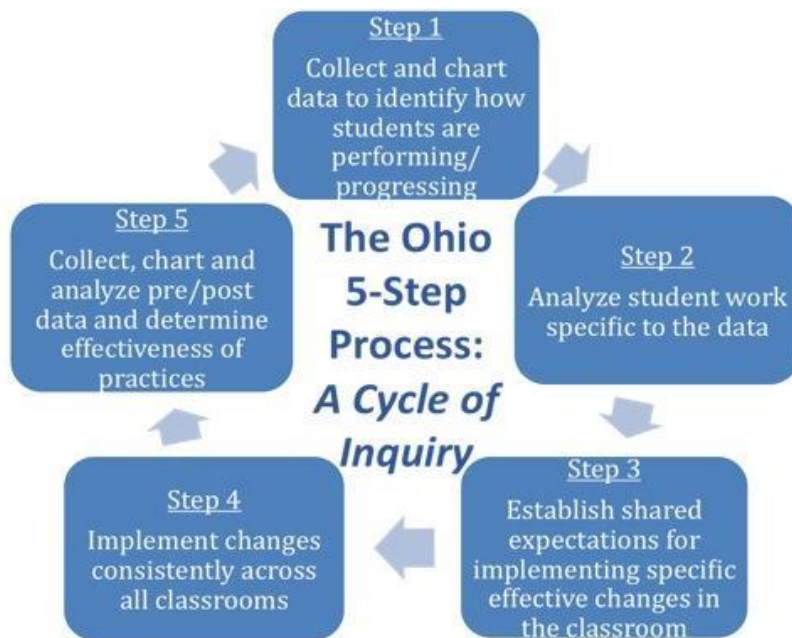
Continue Progress Monitoring from Tier 2 interventions (once every 3 weeks).

- Whichever progress monitoring tool is selected, essential components of progress monitoring include :
 1. Direct assessments of skills in academic standards
 2. Brief and quantifiable
 3. Research-based to be reliable and valid
 4. Standardized in administration and scoring
 5. Easily administered, scored, and interpreted
 6. Multiple forms of equivalent difficulty to allow for repeated assessment
 7. Can be administered frequently (weekly, bi-weekly, monthly)
 8. Sensitive to small increments of growth
 9. Standard estimated rates of improvement
 10. Efficiently identify students who are not demonstrating adequate progress and therefore require additional or alternative forms of instruction
 11. Either norm- or criterion-referenced

Teacher-Based Teams

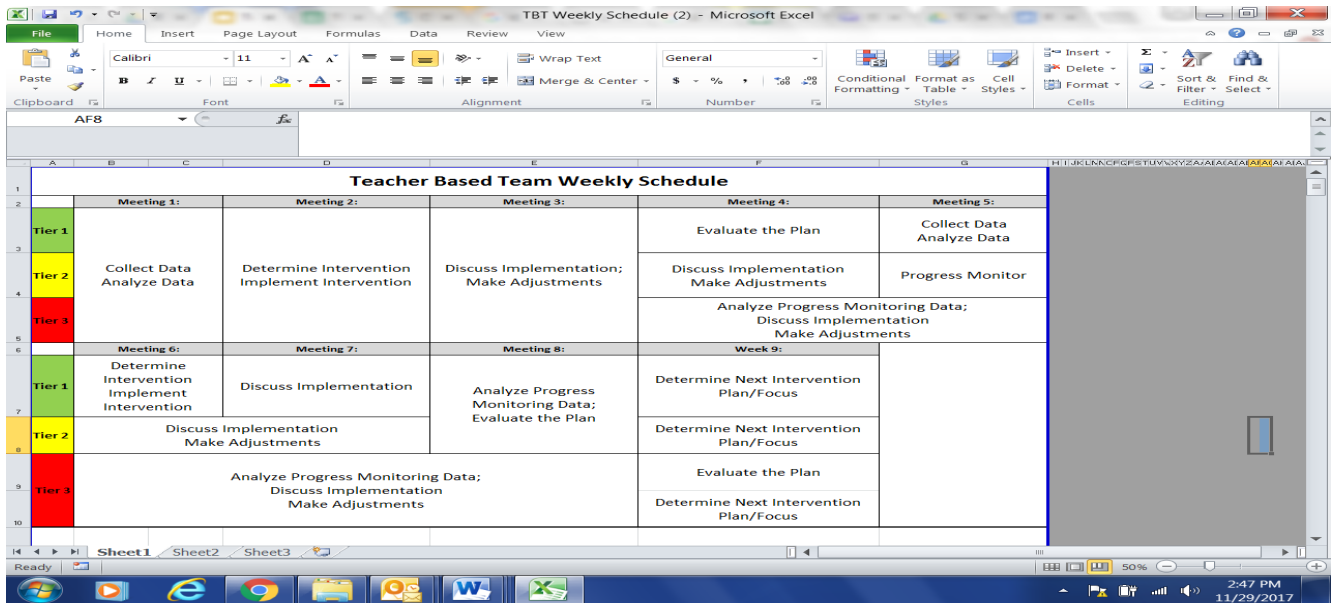
The purpose of a well implemented TBT is to facilitate data discussions and instructional planning to positively impact the students directly. The 5-step process is the integral framework in the structure of TBTs.

Click [HERE](#) to view video



- Importance of identifying, collecting, analyzing and effectively using relevant data to identify student strengths and differentiated learning needs.
- Importance of the need to disaggregate data by subgroup to understand skill deficits and address gaps between students based on race, poverty, English proficiency, and identified disability.
- Importance of developing shared accountability among team members for the success of all students.
- Importance of using data to continuously monitor student progress against performance targets and district and school established goals, strategies, and actions.
- Importance of addressing achievement and growth, and in getting past opinion through use of data and evidence-based practices.

K-3rd Grade



Weekly Task Descriptions

Collect Data Analyze Data	Determine Intervention	Discuss Implementation Make Adjustments	Analyze Progress Monitoring Data	Evaluate the Plan Determine Next Intervention Plan/Focus
Task:	Task:	Task:	Task:	Task:
Bring scored & analyzed data	Establish effective strategies reflective of students' needs	Analyze student artifacts	Bring scored & analyzed data from administered progress monitoring tool	Discuss the impact of instruction
Discuss strengths, needs, trends, misconceptions, etc.		Plan adjustments, if needed and decided upon	Discuss strengths, needs, trends, misconceptions	Evaluate level of implementation
Take Away:	Take Away:	Take Away:	Take Away:	Take Away:
Brainstorm possible instructional strategies	Implement the intervention as agreed upon and intended Bring Student Artifacts to mtg <i>Be sure to collect multiple samples from students at different levels (preferably 4 samples). *Remove students' names.</i>	Implement the intervention as agreed upon and intended	Consider next route	Administer Pre-Test

**Be sure to bring scored and analyzed post-test data to "Evaluate the Plan" meeting.*

4-6th Grade and 7-12th Grade

Teacher Based Team Weekly Schedule					
	Meeting 1:	Meeting 2:	Meeting 3:	Meeting 4:	Meeting 5:
Tier 1				Evaluate the Plan	Collect Data Analyze Data
Tier 2	Collect Data Analyze Data	Determine Intervention Implement Intervention	Discuss Implementation Make Adjustments	Discuss Implementation Make Adjustments	Progress Monitor
Tier 3				Analyze Progress Monitoring Data; Discuss Implementation Make Adjustments	
	Meeting 6:	Meeting 7:	Meeting 8:	Week 9:	
Tier 1	Determine Intervention Implement Intervention	Discuss Implementation	Analyze Progress Monitoring Data; Evaluate the Plan	Determine Next Intervention Plan/Focus	
Tier 2	Discuss Implementation Make Adjustments			Determine Next Intervention Plan/Focus	
Tier 3	Analyze Progress Monitoring Data; Discuss Implementation Make Adjustments			Evaluate the Plan	
				Determine Next Intervention Plan/Focus	

Weekly Task Descriptions

Collect Data Analyze Data	Determine Intervention	Discuss Implementation Make Adjustments	Analyze Progress Monitoring Data	Evaluate the Plan Determine Next Intervention Plan/Focus
Task:	Task:	Task:	Task:	Task:
Bring scored & analyzed data	Establish effective strategies reflective of students' needs	Analyze student artifacts	Bring scored & analyzed data from administered progress monitoring tool	Discuss the impact of instruction
Discuss strengths, needs, trends, misconceptions, etc.		Plan adjustments, if needed and decided upon	Discuss strengths, needs, trends, misconceptions	Evaluate level of implementation
Take Away:	Take Away:	Take Away:	Take Away:	Take Away:
Brainstorm possible instructional strategies	Implement the intervention as agreed upon and intended Bring Student Artifacts to mtg <i>Be sure to collect multiple samples from students at different levels (preferably 4 samples). *Remove students' names.</i>	Implement the intervention as agreed upon and intended	Consider next route	Administer Pre-Test

**Be sure to bring scored and analyzed post-test data to "Evaluate the Plan" meeting.*

Progress Monitoring Guidelines

Essential Features for Progress Monitoring Tools within Response to Intervention (RTI)

Overview of Different Assessments

SUMMATIVE ASSESSMENTS- Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process.

Essential Features: These assessments are given after learning and instruction has occurred.

DIAGNOSTIC ASSESSMENTS -While relatively lengthy, diagnostic assessments provide an in-depth, reliable assessment of targeted skills. Their major purpose is to provide information for planning more effective instruction and interventions. Diagnostic assessments should be given when there is a clear expectation that they will offer new or more reliable information about a child's academic or behavioral needs that can be used to help plan more powerful instruction or interventions. Diagnostic tests are generally not appropriate for documenting student progress; they are generally not sensitive enough to identify gains by individual students in a short period of time.

Essential Features: Content validity is paramount, in-depth, sufficient number of items to permit analysis of what students can/cannot do. Standardization is less important. Needs to assess skills directly.

FORMATIVE ASSESSMENTS - The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessments help staff recognize where students are struggling and address problems immediately. Formative assessments include test items that challenge your highest performing students and your lowest performing students.

- **Screening** - Administered to determine which children are at risk for difficulty and who will need additional intervention. Screening assessments are quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance. Administered to all students as an initial baseline, these assessments help to identify students who do not meet or who exceed grade level expectations. Results can be used as a starting point for instruction or to indicate a need for further evaluation. Also referred to as Benchmarking.

Essential Features: Reliable and valid, standardized, efficient, high sensitivity, accurate criteria, may over-identify to an extent. Can be an indicator.

Essential Features: Reliable and valid, sensitive to growth, efficient, multiple equivalent forms, standards for rates of growth. Can be an indicator.

- *What is Progress Monitoring?*
Progress monitoring focuses on individualized decision making in general and special education with respect to academic skill development at the elementary grades. It is one of the critical elements of RTI. Progress monitoring is conducted frequently (at least monthly).

Essential Features:

1. Direct assessments of skills in academic standards
2. Brief and quantifiable
3. Research-based to be reliable and valid
4. Standardized in administration and scoring
5. Easily administered, scored, and interpreted
6. Multiple forms of equivalent difficulty to allow for repeated assessment
7. Can be administered frequently (weekly, bi-weekly, monthly)
8. Sensitive to small increments of growth
9. Standard estimated rates of improvement
10. Efficiently identify students who are not demonstrating adequate progress and therefore require additional or alternative forms of instruction
11. Either norm- or criterion-referenced

Assessment Type	Examples:
Summative	Unit Tests, OST, OGT, End of Year Assessments, Common Assessments, post assessments
Diagnostic	LLI assessment, Brigance, Words Their Way Spelling Inventory, Diagnostic Decoding Survey
Formative	Observations, word lists, running records, pre/post assessments, student interview
Formative: Screening	Star 360
Formative: Progress Monitoring	Curriculum Based Measurements: reading, math, spelling, writing (easyCBM- FREE!, DIBELS) (see chart http://www.rti4success.org/progressMonitoringTools) Teacher Developed (see guidelines on www.interventioncentral.com)

Glossary

Benchmarking - Important student outcomes or goals for a grade within a particular domain (e.g., reading), that students should be achieving during the course of a school year. (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year benchmark assessments: assessments used to set benchmarks (e.g., according to local norms) and/or to determine whether students are achieving grade level standards.

Progress Monitoring - Progress monitoring is used to assess students' academic or behavioral performance, to quantify a student rate of improvement or responsiveness to instruction/intervention, and to evaluate the effectiveness of the instruction/intervention. Progress monitoring can be implemented with individual students or with a whole class.

Reading Improvement and Monitoring Plan (RIMP) - A school must create a reading improvement and monitoring plan, also known as a RIMP, for a student who is not on track (reading below grade level) within 60 days of receiving the reading diagnostic results. The district must involve the student's parent or guardian and the classroom teacher in developing the plan. The plan must include the student's identified specific reading deficiencies, a description of proposed supplemental instruction, a process to monitor the implementation of the student's instructional services (progress monitoring), a reading curriculum (that helps students to read at grade level, provides scientifically based and reliable assessment, and provides initial and ongoing analysis of each student's reading progress), and a statement that unless the student attains the appropriate level of reading competency by the end of grade 3, the student will be retained unless otherwise exempt.

Curriculum-Based Measurement (CBM) - Curriculum-Based Measurement (CBM) is a method teachers use to find out how students are progressing in basic academic areas such as math, reading, writing, and spelling.

Response to Intervention (RTI) - Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs.

District Leadership Team (DLT) - A District Leadership Team's purpose is to support instruction through data-minded goal setting, goal centered professional development and clear timely monitoring of progress. Goals have multiple components designed to make expectations explicit and provide a common focus for the district.

Building Leadership Team (BLT) - The purpose of a BLT is supporting improvement in instructional practice on a school-wide basis...establishing priorities for instruction and achievement...supporting the effective and ongoing use of data to monitor adult follow-through and student progress.

Teacher Based Team (TBT) - The purpose of a well implemented TBT is to facilitate data discussions and instructional planning to positively impact the students directly. The 5-step process is the integral framework in the structure of TBTs.

Ohio Improvement Process (OIP) - The OIP is a framework built around data discussions. These discussions occur with the support of a structured process. The goal is to assist the district/schools in developing strong communication which includes explicit expectations.

Intervention Assistance Team (IAT) - All students experiencing academic and/or behavior difficulties may not have a disability or require special education to meet their individual educational needs. In many cases,

modifications to the regular education program will address a student's particular needs without resorting to evaluations or special education services. The IAT is an informal collaborative process that is designed to help promote students' success in the regular education classroom.

Comprehensive, Continuous Improvement Plan (CCIP) - The Comprehensive, Continuous Improvement Plan (CCIP) is a web-based planning and grants management tool, and connects district goals for improvement to budgeted activities.

Decision Framework (DF) - The decision framework (DF) is intended to be a collaborative effort at both the district and building levels. The DF helps districts and buildings use data to identify and implement a limited number (one or two) of high yield strategies which will produce a significant increase in the performance of all students.

Functional behavior assessment (FBA) - Functional behavioral assessment (FBA) is a process used to identify specific target behaviors, the purpose or reason for behaviors displayed by individuals, and factors that interfere with the student's educational progression. A functional behavior assessment (FBA) can help figure out the cause of problem behaviors.

Behavior Intervention Plan (BIP) - A behavior intervention plan (BIP) is a plan that's based on the FBA. A BIP can help to replace problem behaviors with more positive ones.

Positive Behavioral Interventions and Supports (PBIS) - Positive Behavioral Interventions and Supports (PBIS) are positive behavioral interventions and systems used to achieve important behavior changes. This decision making framework guides the selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students

Common Formative Assessment (CFA) - Common formative assessment at the classroom level is a systematic and cyclical process designed to provide timely teacher/student feedback on curricula and student learning to improve both instructional practices and academic achievement.

Resources and Forms

General

[Intervention Central](#)

[RTI Intervention Bank](#)

[Form: Documentation of Progress Monitoring](#)

Math

[Math Resources](#)

[Curriculum Maps \(K-12\)](#)

Reading

[Curriculum Maps \(K-12\)](#)

Behavior

[40 Developmental Assets](#)

[Love and Logic](#)

Fill Your Bucket

Peer Counseling

Council on Child Abuse

Teacher Data

IAT Process (forms)

[IAT Referral Form](#)

[Intervention Documentation Chart](#)

[IAT Parent Contact Log](#)

Sample Lessons:

[Enrichment/Remediation Ideas for Exploratories](#)
[Sample Career Lessons](#)



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Acknowledgement

A special thank you to the contributing RTI committee members:

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