

Richland County School District One

Response to Intervention Plan



**Dr. Craig Witherspoon, Superintendent
Richland County School District One
1616 Richland Street
Columbia, SC 29201**

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Problem-Solving Protocol

Introduction and Overview

Richland One's educators who are involved in the systematic Response to Intervention (RtI) implementation share the following beliefs about the ideal educational conditions for promoting student achievement. Using the following beliefs to guide our efforts is one way to ensure consistent movement toward maximizing student achievement:

1. Highly effective personnel deliver scientific, research-based instruction and evidence-based practices.
2. Curriculum and instructional approaches have a high probability of success for most students.
3. Instruction is differentiated to meet individual learning needs.
4. Reliable, valid, and instructionally relevant assessments include the following:
 - **Screening Measures:** Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction.
 - **Diagnostic Measures:** Formal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why a problem is occurring.
 - **Progress Monitoring Measures:** Ongoing assessment conducted for the purpose of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.
 - **Formative Measures:** Formal or informal ongoing assessment within effective teaching to guide instructional decisions.
 - **Summative (Outcome) Measures:** Typically administered near the end of an intervention cycle to give an overall perspective of the effectiveness of the instructional program.
5. Ongoing, systematic problem-solving is consistently used, from enrollment to graduation for all students, to make decisions across a continuum of student needs.

6. Student data is used to guide meaningful decision-making.
7. Professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.
8. Actively engaged administrative leadership for data-based decision making is inherent to the school culture.
9. All students and their parent(s) are part of one proactive and seamless educational system.

Chapter 1

Definition of Response to Intervention (RtI)

Response to Intervention (RtI) is defined in Richland County School District One as the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. RtI involves the systemic use of assessment data to most efficiently allocate resources in order to improve learning for all students. These components of RtI are essential to the development of a successful RtI implementation process.

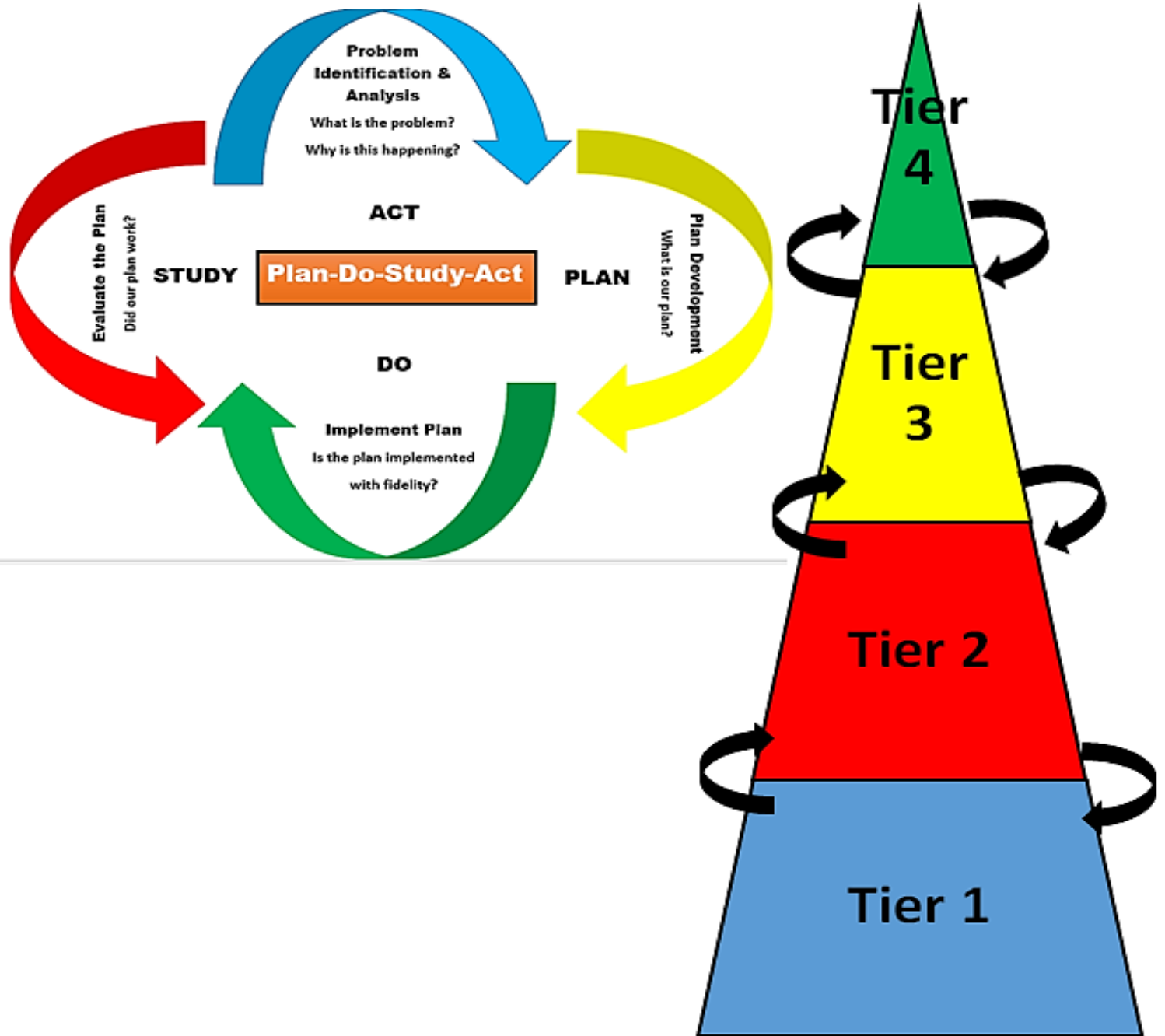
1. HIGH QUALITY INSTRUCTION/ INTERVENTION is defined as instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for most students. Individual responses to even the best instruction/intervention are variable. Selection and implementation of scientifically based instruction/intervention markedly increases the probability of, but does not guarantee positive individual response. Therefore, individual response is assessed in RtI and modifications to instruction/intervention or goals are made depending on results with individual students.

2. LEARNING RATE AND LEVEL OF PERFORMANCE are the primary sources of information used in ongoing decision making. Learning rate refers to a student's individual growth in achievement or behavior competencies over time. Level of performance refers to a student's relative standing on some dimension of achievement/performance compared to expected performance (either criterion- or norm-referenced). Learning rates and levels of performance vary significantly across students. Most students with achievement or behavioral challenges respond positively to explicit and intense instruction/interventions. Decisions about the use of more or less intense interventions are made using information on learning rate and level. More intense interventions may occur in general education classrooms or pull-out programs supported by general, compensatory or special education funding.

3. IMPORTANT EDUCATIONAL DECISIONS about intensity and the likely duration of interventions are based on individual student response to instruction across multiple tiers of intervention. Decisions about the necessity of more intense interventions, including eligibility for special education and/or exit from special education or other services, are informed by data on learning rate and level.

1 Batsche, G., Elliott, J., Graden, J., Grimes, J., Kovalski, J., Prasse, D., Reschly, D., Schrag, J., & Tilly, D. (2005). Response to Intervention: Policy Considerations and Implementation. Alexandria, VA: National Association of State Directors of Special Education

The Problem Solving Process... Data-Drive Decision Making

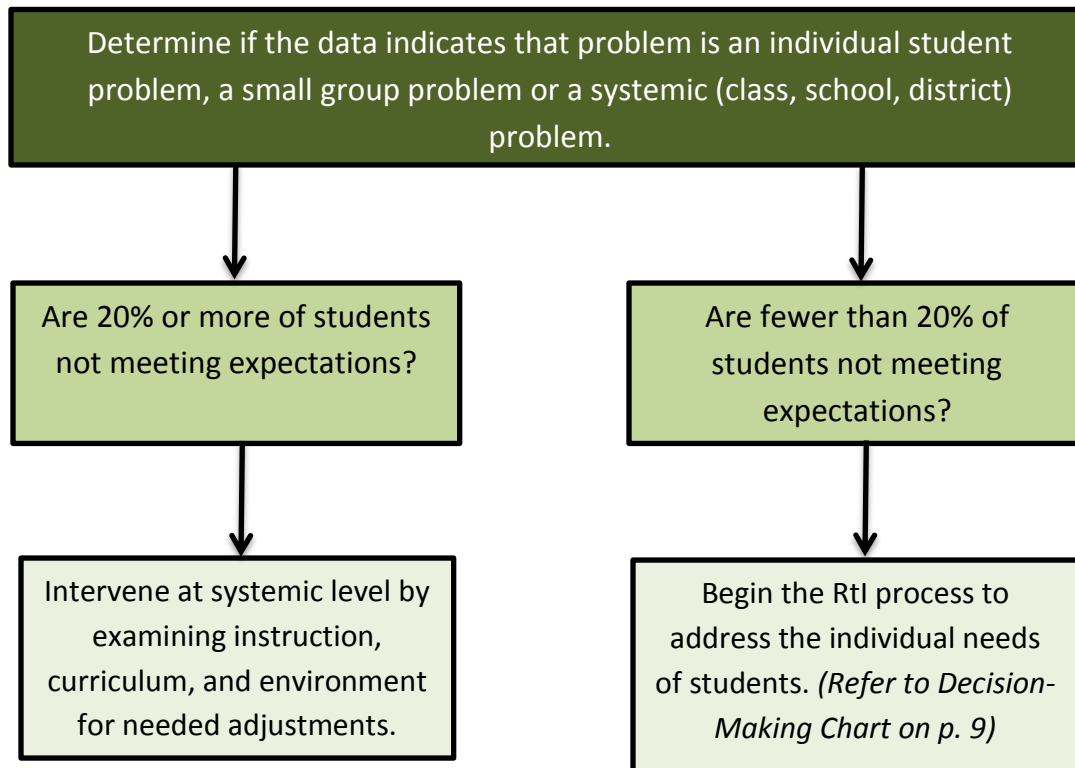


The Plan-Do-Study-Act protocol should be apparent at each tier. Student's movement from tier to tier should be flexible as determined by data.

Decision-Making Rubric for use with School-wide Screening

Response to Intervention Problem Solving Process

Decision Making Chart for use after school-wide screening



Before an intervention evaluation begins within the formal Response to Intervention process, student performance data as well as peer performance must be considered. Consideration must be given to the percentage of peers demonstrating performance similar to that of the targeted student. A determination must be made as to whether the issue is related to instructional, curricular, or environmental factors. When 20% or more of the students in a class show similar problems, the likelihood increases that intervening at a classroom, school-wide or systemic level may result in the greatest improvement for most students. Teams must ask, "Is it a large group problem, or an individual student problem?" By determining the percentage of students with similar problems, a decision can best be made regarding efforts to first address class-wide instruction, before individual /small group of students with targeted, supplemental intervention. When approximately 5% to 20% of the students are not meeting expectations, students may be targeted for individual/small group intervention. When 5% or fewer students are not meeting expectations, process should begin to evaluate for individual intervention.

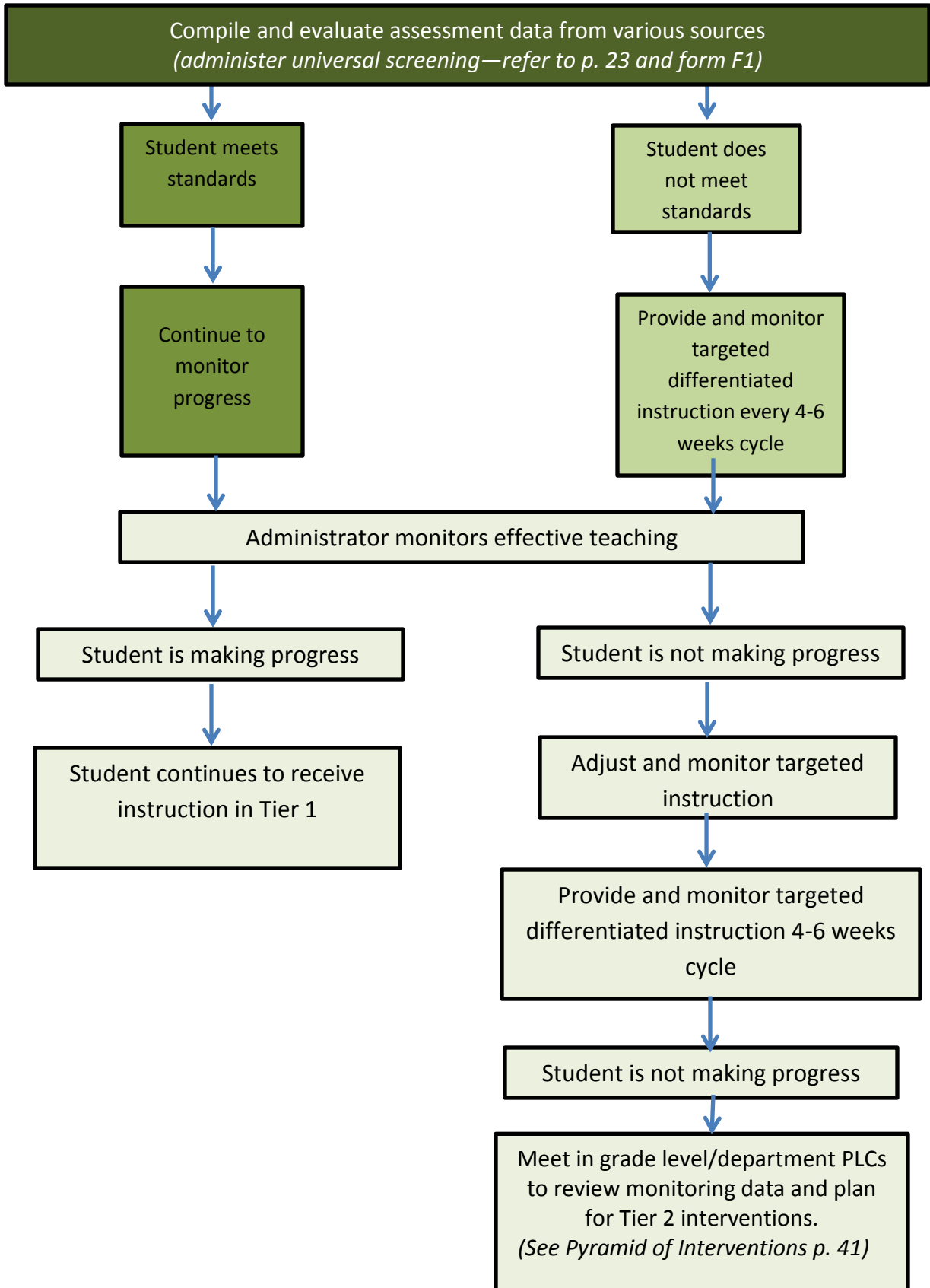
Imperative Questions for Tier 1

Imperative questions to ask while engaging in problem solving at the core, supplemental, and intensive levels include:

<p>Tier 1: Core Instruction and Universal Supports</p>	<p>Are students provided with well-delivered, scientific, research-based core instruction? How is this verified?</p>
	<p>What assessment tools or processes are used to identify instructional needs and the students' response to instruction?</p>
	<p>Is the core instruction/support effective?</p> <ul style="list-style-type: none"> • What percent of students are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more)? • What percent of students in subgroups are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more)? • If addressing an individual student's needs, what percent of students in their subgroup are achieving benchmarks/standards/behavioral expectations (approximately 80 percent)?
	<p>If core instruction is not effective,</p> <ul style="list-style-type: none"> • Is the curriculum appropriately matched to the needs of the students? • Is support provided for implementation fidelity?
	<p>To what extent is the school-based leadership team engaged in Tier 1-level problem solving in order to increase the effectiveness of core instruction/behavioral supports?</p>
	<p>How are parents and students involved or engaged in supporting effective core instruction/behavioral supports?</p>
	<p><i>What is the decision rule to determine if student(s) will require supplemental and more intensive, individualized intervention/support?</i></p>

Decision Making Chart for Tier 1

Implement Standards-based Core Curriculum Instruction



Teacher and Student Characteristics for Tier 1 Instruction

Tier 1 instruction takes place in the classroom using research based instructional strategies and resources aligned to the intent of grade level standards. The following statements represent characteristics that are common to all content areas in tier 1.

Section One: Learning Climate- a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted.

Teacher Characteristics:

- A. Creates learning environments where students are active participants as individuals and as members of collaborative groups
- B. Motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect
- C. Cultivates cross cultural understandings and the value of diversity
- D. Encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students
- E. Displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors
- F. Provides students equitable access to technology, space, tools and time
- G. Effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections
- H. Designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning
- I. Creates an environment where student work is valued, appreciated and used as a learning tool

Student Characteristics:

- A. Accepts responsibility for his/her own learning
- B. Actively participates and is authentically engaged
- C. Collaborates/teams with other students
- D. Exhibits a sense of accomplishment and confidence
- E. Takes educational risks in class
- F. Practices and engages in safe, responsible and ethical use of technology

Section Two: Classroom Assessment and Reflection- the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Teacher Characteristics:

- A. Uses multiple methods to systematically gather data about student understanding and ability
- B. Uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice

- C. Revises instructional strategies based upon student achievement data
- D. Uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions
- E. Co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance
- F. Guides students to apply rubrics to assess their performance and identify improvement strategies
- G. Provides regular and timely feedback to students and parents that moves learners forward
- H. Allows students to use feedback to improve their work before a grade is assigned
- I. Facilitates students in self- and peer-assessment
- J. Reflects on instruction and makes adjustments as student learning occurs

Student Characteristics:

- A. Recognizes what proficient work looks like and determines steps necessary for improving his/her work
- B. Monitors progress toward reaching learning targets
- C. Develops and/or uses scoring guides periodically to assess his/her own work or that of peers
- D. Uses teacher and peer feedback to improve his/her work
- E. Reflects on work and makes adjustments as learning occurs

Section Three: Instructional Rigor and Student Engagement- a teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving _

Teacher Characteristics:

- A. Teacher instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students.
- B. Teacher scaffolds instruction to help students reason and develop problem-solving strategies.
- C. Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.
- D. Teacher provides meaningful learning opportunities for students.
- E. Teacher challenges students to think deeply about problems and encourages/models a variety of approaches to a solution.
- F. Teacher integrates a variety of learning resources with classroom instruction to increase learning options.
- G. Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse.
- H. Teacher integrates the application of inquiry skills into learning experiences.
- I. Teacher clarifies and shares with students learning intentions/targets and criteria for success.

Student Characteristics:

- A. Student articulates and understands learning intentions/targets and criteria for success.
- B. Student reads with understanding a variety of texts.
- C. Student applies and refines inquiry skills.

Section Four: Instructional Relevance- a teacher's ability to facilitate learning experiences that are meaningful to students and prepares them for their future.

Teacher Characteristics:

- A. Teacher designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning.
- B. Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations.
- C. Teacher incorporates student experiences, interests and real-life situations in instruction.
- D. Teacher selects and utilizes a variety of technology that support student learning.
- E. Teacher effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges.
- F. Teacher works with other teachers to make connections between and among disciplines.
- G. Teacher makes lesson connections to community, society, and current events.

Student Characteristics:

- A. Student poses and responds to meaningful questions.
- B. Student uses appropriate tools and techniques to gather, analyze and interpret information from quantitative and qualitative evidence.
- C. Student develops descriptions, explanation, predictions, and models using evidence.
- D. Student works collaboratively to address complex, authentic problems which require innovative approaches to solve.
- E. Student communicates knowledge and understanding in a variety of real-world forms.
- F. Student communicates knowledge and understanding for a variety of purposes.

Section Five: Knowledge of Content- a teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.

Teacher Characteristics:

- A. Teacher demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students.
- B. Teacher maintains on-going knowledge and awareness of current content developments.
- C. Teacher designs and implements standards-based courses/lessons/units using state and national standards.
- D. Teacher uses and promotes the understanding of appropriate content vocabulary.
- E. Teacher provides essential supports for students who are struggling with the content.
- F. Teacher accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.

Student Characteristics:

- A. Student demonstrates growth in content knowledge.
- B. Student uses and seeks to expand appropriate content vocabulary.
- C. Student connects ideas across content areas.
- D. Student uses ideas in realistic problem solving situations.

Imperative Questions for Tier 2

Imperative questions to ask while engaging in problem solving at the core, supplemental, and intensive levels include:

<p style="text-align: center;">Tier 2: Supplemental Interventions and Supports</p> <p style="text-align: center;">*Note: These questions can be addressed in PLCs, grade level/department, data team, or school RTI meetings.</p>	<p>What specific supplemental intervention/support is planned to improve the performance of students who need additional instruction and support (more academic-engaged time, more focused intervention, smaller group, type of delivery, methodology, in addition to and aligned with core instruction, etc.)? Consider at least six pieces of information:</p> <ul style="list-style-type: none"> • Amount of additional time • Focus of the intervention and support • Specific instructional strategies/behavioral support • Method and frequency of progress-monitoring assessments • Evidence of fidelity • Sufficiency of intervention/support
	<p>How is the supplemental intervention implemented?</p> <ul style="list-style-type: none"> • Academic-Engaged Time – How much more time is provided? • Curriculum – What is used? • Personnel – Who, when, and where is it provided? Are the highest levels of instructional expertise and skill matched to the students with the most significant needs? How is support provided to ensure fidelity of implementation? • Parents – How are the student’s parents involved or engaged in supporting the interventions? How is the supplemental intervention implemented?
	<p>How effective is the supplemental instruction for groups of students who need additional instruction and support?</p> <ul style="list-style-type: none"> • What assessments are used for ongoing data collection aligned with core instruction? • How frequently are assessments conducted? How frequently are they analyzed by the team? • How are the student’s parents engaged in the progress monitoring and analysis of level of performance and rate of progress? • How does the team determine whether the instruction/intervention is effective? • If the intervention is ineffective (poor or questionable student response), how does the team monitor and support implementation fidelity? • What is the decision rule to determine if student(s) will require more intensive, individualized intervention/support?

Decision Making Chart for Tier 2

If a student is not making adequate progress after documented periods of intervention in Tier 1, the teacher refers student to the RtI PLC team (grade level/department).

PLC/RtI facilitator prepares for RtI PLC Team meeting.

RtI PLC meeting is held. RtI PLC team evaluates data and determines appropriate intervention(s) for student success.

Implement and monitor Tier 2 intervention. (Instruction may occur beyond the regular instructional time, but during the school day).

Administrator monitors instruction.

Teacher monitors student progress for 4-6 weeks.

RtI PLC team evaluates data and determines appropriate next steps.

Student is making progress.

Student continues instruction in Tier 1 with instructional adjustments.

Student is not making progress.

Student continues instruction in Tier 3 and may be referred to the school's RtI Team.

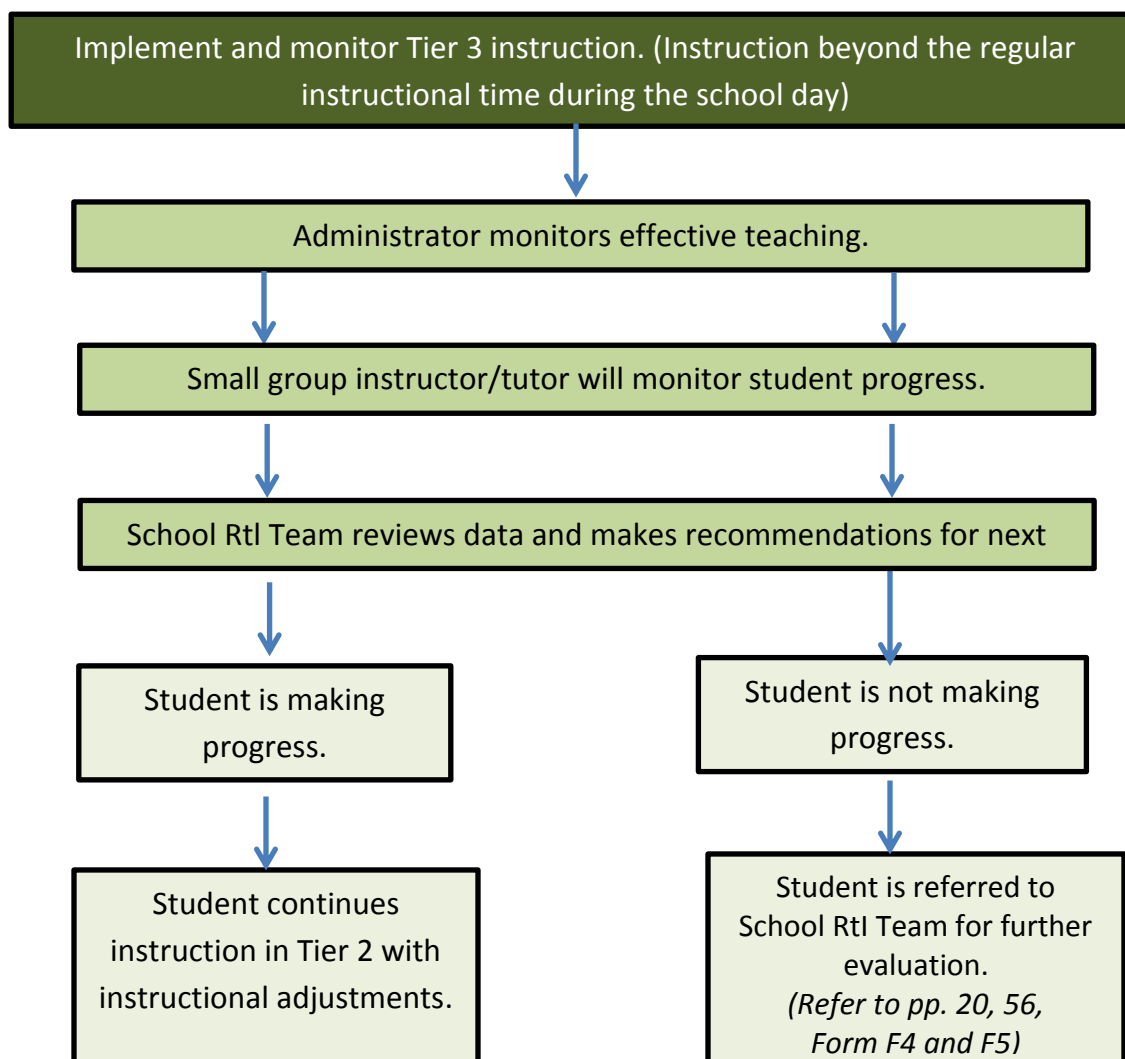
In Tier 2, students remain in the classroom as teachers use varied instructional strategies and/or materials aligned to the intent of the grade level standards. The data from the universal screening tool is analyzed and students are evaluated at least three times a year. The administrator should continuously monitor classroom for effective teaching. If a student is successful and meets standards, the student may return to the core instruction as outlined in the curriculum. If the student does not meet standard on Universal Screening and/or grade level standards, the teacher provides targeted, differentiated instruction in a small group setting within the classroom. Progress of targeted students must be monitored and documented at least every two weeks. A collaborative team (grade level, subject area, or campus determined) of 2 to 4 professionals should review documented progress of targeted students every 4-6 weeks. If data review indicates that the student is successful, the student should continue with core instruction with monitoring. If the student is unsuccessful and does not meet standard after a minimum of two reviews by collaborative team, student may be referred to the school's RtI team for Tier 3 services.

Imperative Questions for Tier 3

Imperative questions to ask while engaging in problem solving at the core, supplemental, and intensive levels include:

<p style="text-align: center;">Tier 3: Intensive Individualized Intervention and Support</p> <p style="text-align: center;">*Note: These questions can be addressed in PLCs, grade level/department, data team, or school RTI meetings.</p>	<p>What specific intensive, individualized intervention is planned to improve the level of performance and the rate of progress of the individual student (e.g., more academic-engaged time, more focused intervention, smaller group, type of delivery, methodology, in addition to, and aligned with core/supplemental instruction)? Consider at least six pieces of information:</p> <ul style="list-style-type: none"> • Amount of additional time • Focus of the instruction/intervention • Specific instructional/behavioral strategies • Evidence of fidelity • Sufficiency of instruction/support • Method and frequency of progress-monitoring assessments
	<p>How is the intensive, individualized intervention delivered?</p> <ul style="list-style-type: none"> • Academic-Engaged Time – How much more time is needed? • Curriculum – What does the student need? • Personnel – Who, when, and where is it provided? Are the highest levels of instructional expertise and skill being matched to the students with the most significant needs? How is support provided to ensure fidelity of implementation? • Parents – How are the student’s parents involved or engaged in supporting interventions to increase the students’ level of performance and rate of progress?
	<p>How effective is the intensive, individualized intervention for the student?</p> <ul style="list-style-type: none"> • What assessments are used for ongoing data collection? • How frequently are assessments conducted? How frequently are they analyzed by the team? • How, and to what degree, are the student’s parents involved or engaged in the progress monitoring and analysis of the student’s level of performance and rate of progress? • How unique is the student’s response in comparison to peers? • How do teams determine whether the intervention is effective? • What is the decision rule to determine any necessary adjustments to the instruction/interventions? • If the intervention is ineffective (poor or questionable student response), how does the team monitor and support implementation fidelity?

Decision Making Chart for Tier 3



Intervention resources in Tier 3 should be research-based and tailored to meet individual needs of students. Tier 3 instruction should be provided by trained interventionists during a time beyond the regular instructional period. Progress monitoring should occur weekly. Administrator should continuously monitor classroom for effective teaching. The teacher monitors targeted students and documents at least every two weeks. A collaborative team (grade level, subject area, or campus determined) of 2 to 4 professionals should review documented progress of targeted student every 4-6 weeks. If data review indicates that the student is successful, the student may return to Tier 2 or the core instruction as outlined in the curriculum. If the student returns to Tier 2 or core instruction, continued monitoring should occur. If the student is unsuccessful and does not meet standard after a minimum of two reviews by School Rtl team, student may be referred to Tier 4.

Imperative Questions for Tier 4

Imperative questions to ask while engaging in problem solving at the core, supplemental, and intensive levels include:

<p>Tier 4: Specifically Designed Learning</p> <p>Tier 4 – Students in Tier 4 interventions will be involved in deep, systematic, and formalized progress monitoring, data collection, and targeted instruction.</p> <p>Tier 4 interventions are individualized based on student assessment data.</p> <p>Documentation of progress is comprehensive and robust.</p>	Are only those students who need specially designed instruction by specially trained teachers placed in specialized programs ?
	Are data collection and progress monitoring clearly defined?
	Are goals for students clearly defined and measurable?
	Are services and methodology distinctly different from those routinely provided in the general education environment?
	Is consideration given to ensuring placement in the least restrictive environment?
	Parents - How are the student’s parents involved or engaged in supporting interventions to increase the students’ level of performance and rate of growth?
	Who is responsible for the delivery, monitoring, and recording of the intervention results?

Decision Making Process for Tier 4

Specialized Learning

Specialized learning is for those students whose behavioral, communication, intellectual, physical or multiple exceptionalities are such that he/she is considered to need placement in a special education program. Students are identified according to the categories and definitions of exceptionalities defined by the South Carolina Department of Education.

For students who have been identified as eligible and determined in need of specialized instruction and, if needed, related services, the IEP must indicate the student's category. Current categories include:

- Autism
- Deaf and Hard-of-Hearing
- Emotional Disability
- Speech/Language Impairment
- Learning Disability
- Intellectual Disability (mild, moderate, severe)
- Developmental Disability
- Orthopedic Impairment
- Visual Impairment
- Traumatic Brain Injury
- Other Health Impairment

Students with disabilities are served in the least restrictive environment, based upon individual needs. In an effort to meet the needs of students identified as having disabilities, Richland County School District One has a full continuum of special education programs.

Federal and state guidelines require that each student with disabilities participate with non-disabled students to the maximum extent appropriate to meet the needs of each student. "Continuum of services" refers to a range of placement options.

Richland One Special Education procedures follow the Special Education Process Guide for South Carolina (03-13) and may be accessed under resources by clicking on Special Education Process Guide for South Carolina at <http://ed.sc.gov/agency/programs-services/173/documents/SEPG-03202013.pdf>. The current Process Guide and other resources can also be found at www.richlandone.org under departments and Special Education.

Chapter 2

Universal Screening

What is universal screening?

Universal Screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the district, school, classroom, and students in reading and math. A universal screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics.

Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status. In screening, attention should focus on fidelity of implementation and selection of evidence-based tools with consideration for cultural and linguistic responsiveness and recognition of student strengths. For a screening measure to be useful, it should meet the following criteria (Jenkins, 2003):

- It should identify students who require further assessment.
- It should be practical.
- It should generate positive outcomes by accurately identifying students without consuming resources that could be put to better use.
- It should identify individuals in need of further assessment and possible movement to Tier 2 interventions.
- It should provide feedback about class performance to help school leadership identify when a teacher might require support.
- It should be implemented on a regular basis across grade levels, identify false negatives—(i.e. students who slip through the screening at one level, but are then identified at later points during the year).

Richland One's criteria for evaluating universal screeners:

- Easily Administered
- Research-based
- Highly correlated to skills being assessed
- Benchmark or predictor of future performance
- Reliability and validity
- Sensitive to small increments of change
- Data analysis and reporting component

District and school level administrators are expected to routinely review assessment data. The use of Richland One's summative assessments (Mastery Connect) will be used to progress monitor.

When do I administer a universal screening?

Universal screenings should be administered according to the instrument requirements and, at a minimum of three times a year (fall, winter, spring) in reading and math for students who demonstrate a need for additional support. Data from universal screenings will be maintained in a system database that is used for decision making in instruction. The following are options that may be used for universal screenings in Richland County School District One.

Pre-Kindergarten

- CPAA

Primary Level –Kindergarten – Grade 2

- Fountas & Pinnell Benchmark Assessment System
- STAR Math

Elementary Level

- The Fountas & Pinnell Benchmark Assessment System
- AIMS Web
- STAR (Reading & Math)

Middle Level

- AIMS Web
- STAR (Reading & Math)

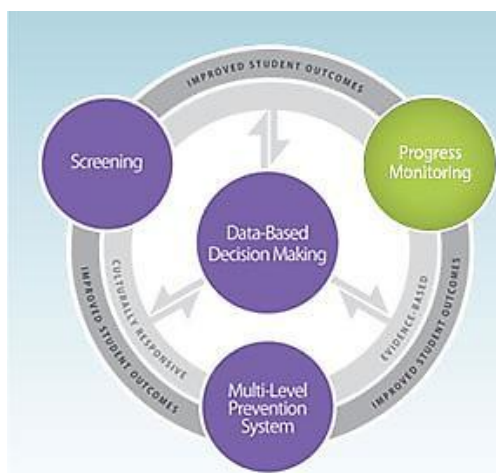
High Level

- STAR Reading & Math

Progress Monitoring

What is progress monitoring and how does it fit with Response to Intervention?

Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. In progress monitoring, attention should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.



Progress monitoring can be implemented with individuals or groups of students, a class, an entire grade or a school system. Within a classroom, teachers should know their students through assessments. Understanding that learning occurs at a different pace for all students, teachers should incorporate frequent opportunities for students to “show what they know.” The assessment strategy used for these frequent formative assessments should be deeply aligned with grade level state standards for any content area.

Several organizational structures need to be in place to support progress monitoring. First, schools should create schedules that allow for collaborative planning. The importance of a common understanding of state standards and expectations by teacher teams is essential. Secondly, schools should initiate content area vertical articulation (across grade levels K-12) to review data, instructional needs for mastery, and assessments. Finally, schools should establish a clear professional learning plan designed to support the use of a variety of assessment and intervention strategies.

The intensity of the progress monitoring increases as students move through the tiers of Richland School District One's Pyramid of Intervention.

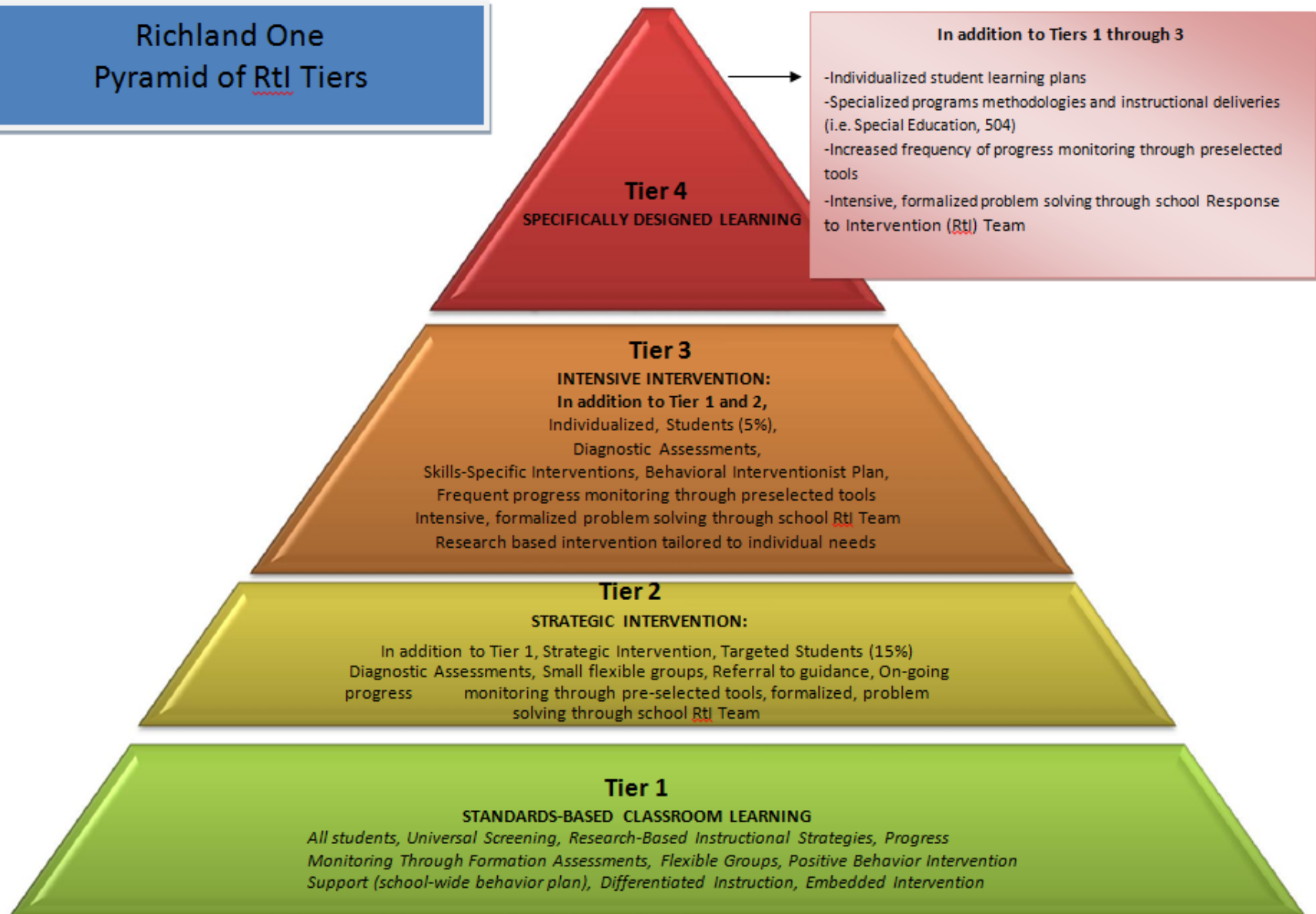
Tier 1—Universal screenings are used for reading, math and/or behavior for all students at all levels. Classroom teachers use frequent common formative assessments to measure progress. Teachers assist with determining benchmark criteria for success, use the data to collaboratively discuss instructional approaches, and design learning opportunities to address individual needs. Progress monitoring data is purposefully collected and organized, shared with students and parents, and is the driving force of the instructional program. It helps answer the question, “How well am I meeting the needs of the student?”

Tier 2—Students identified for Tier 2 interventions are regularly assessed to measure understanding and transfer of learning to core classrooms. The progress monitoring process used for the intervention is pre-identified at the district level based on the intervention components and should include curriculum based measures and/or standardized assessments. Benchmarks for expected progress are set and student progress toward these benchmarks is closely monitored through assessments.

Tier 3—Students identified for Tier 3 interventions will be closely monitored based on the interventions designed by the school’s RTI team during the problem solving process. At this level, clear documentation of progress monitoring data is needed to support the deep focus on the individual. Graphs or charts of assessment trends are recommended to show progress and identify whether transfer of learning to the core classroom is occurring.

Tier 4—Students in Tier 4 interventions may be referred to the school’s Response to Intervention (RtI) team to be considered for inclusion into a more specialized program designed to provide intense, deep, systematic and formalized, data collection, and targeted instruction. Tier 4 interventions are individualized based on student assessment data. Documentation of progress is comprehensive and robust.

Richland One
Pyramid of RtI Tiers



Description of Tiered Intervention System

TIER 1

All students participate in general education learning that includes:

- Universal screenings for all students to identify students in need of additional support.
- Implementation of the South Carolina State Standards through a standards-based classroom structure.
- Differentiated instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.
- Progress monitoring of learning through multiple formative assessments.

Standards –based classroom learning describes effective instruction that should be happening in all classrooms for all students.

- South Carolina curriculum standards are the foundation for the learning that occurs in each classroom for all students.
- Standards-based learning environments are necessary to ensure that all students have access to quality instruction. The fidelity of instruction ensures that at least 80% of students are successful in the general education classroom.
- Teaching and learning focuses on the South Carolina State Standards and include evidence-based instruction that is differentiated according to students' needs.
- Tier 1 includes instruction in the academic content areas, as well as other developmental domains such as behavioral and social development.
- Teachers utilize common formative assessment results and analysis of student work to guide and adjust instructions. The district has identified common formative assessments and a common protocol for analyzing and recording student progress.
 - Common Formative Assessments
 - Formative Assessments will be utilized in all classrooms for all students. Assessment results will guide discussions in PLC meetings.
 - All teachers in all classrooms should use a variety of assessment strategies to continuously track student progress or achievement.
 - The assessment process should be consistent among the teachers in a grade level/department and be aligned to district requirements for common assessment
 - Approve Common Formative Assessments

- Data from formative assessments should guide immediate decision making on instructional practices.
 - Educators will differentiate instruction by tailoring curriculum (standards), teaching environments, and practices to create appropriately different learning experiences for students.
 - Flexible groups are used to organize students for instruction based on need. Teachers utilize frequent formative assessments to establish and subsequently reorganize the groups.
- Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical to responding to student performance. Webb's Depth of Knowledge (DOK) provides guidance to teachers regarding the types of questions asked to obtain student feedback.
- Teachers should be provided appropriate support to ensure a thorough knowledge of content, questioning and feedback skills.
- Rigorous instruction based on the South Carolina State Standards is required. Vertical collaboration will support and challenge all teachers to provide instruction that requires students to demonstrate a depth of understanding.

Student Movement to Tier 2

- District approved common assessments are used to determine student progress toward grade level mastery of South Carolina State Standards.
- The universal screening process is used to identify students requiring additional screening for reading, math, and/or behavior deficits. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.
- Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom.
- During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of standards-based instruction. As student assessment data indicate a need for Tier 2 support, the school RTI team will follow procedures for decision making. The team will utilize the following questions to determine the reason for the need for additional support:
 - Is the learning concern a curriculum issue?
 - Is the learning concern an instructional issue?
 - Is the learning concern a student issue?
 The questions should be addressed in the order listed.
- Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining that Tier 2 support is needed. However, the RTI team and other educators involved should assess student performance and individual responses to Tier 1 instruction in a timely fashion.

What does Tier 1 look like in the standards-based classroom?

Examples of Tier 1	Non-examples of Tier 1
<p>First grade teachers administer running records frequently throughout the school year. The teacher uses the results to identify the skills and concepts with which students struggle. The teacher models the skills during reading aloud and writing sessions, teaches the concept during shared reading and provides opportunities to practice during guided reading.</p>	<p>First grade teachers administer a running record three times a year. Results of first running record are used to create reading groups. Reading groups progress through the basal. Second running record at mid-year is used to reorganize reading groups for continued basal work.</p>
<p>Fifth grade students work on the Revolutionary War. Teachers use a variety of instructional approaches to support struggling readers, support English Learners, and support advanced learners within the classroom.</p>	<p>Fifth grade teachers give students a packet of skill sheet activities to reinforce the skills taught.</p>
<p>Eighth grade students participate in a writing universal screening in August to help teachers identify individuals not meeting predetermined expectations and those surpassing predetermined expectations.</p>	<p>Eighth grade Science teachers assign a five page written report on human genetics. Evaluation rubric assesses content only.</p>
<p>Ninth grade Mathematics I teachers use short term flexible grouping to support students struggling with function tables. Students are identified based on a common assessment. Students move between rooms during a class period for a predetermined amount of time. Further common assessments are used to determine progress.</p>	<p>Ninth grade Mathematics I teachers provide whole group instruction to teach function tables. Students that are struggling with the concept are assigned a peer to provide assistance and support in mastering the concept.</p>
<p>Biology teachers collaboratively create teacher designed assessments. Data from common assessments is shared to identify students needing support. Data from common assessments is used as a springboard for teacher discussions about instruction and learning.</p>	<p>Accelerated Math II teachers administer district benchmarks and report results to department chair. Students are not informed of progress. Teaching team does not review data together.</p>

TIER 2

STRATEGIC INTERVENTION

In addition to Tier 1, targeted students participate in learning that is different by including:

- A standard intervention protocol process for identifying and providing research based interventions derived from need and resources.
- On-going progress monitoring to measure student response to intervention and guide decision-making.
- The question in Tier 2 becomes “What are we prepared to do when they do not learn?”
- Using universal screening data, summative assessment data and Tier 1 formative assessment data, teachers and instructional leaders should determine concepts, content areas, and/or specific skills needing support.
- Interventions should be developed and made available when specific students show weaknesses in those areas.
- All students who need Tier 2 intervention (in addition to Tier 1 instruction) should be identified through the universal screening and formative assessment protocol.
- A school-wide understanding of assessment data and projected levels of student mastery during the school year is required for effective Tier 1 and Tier 2 instruction in all content areas.
- Tier 2 interventions should be in place for students who are not being sufficiently successful or adequately challenged with Tier 1 interventions alone.
- Tier 2 interventions should be pre-planned, developed, and supported at the school level, thereby becoming “standard intervention protocols” that are proactively in place for students who need them.
- Tier 2 Reading intervention should be provided by a trained interventionist in accordance with the South Carolina Read to Succeed Law.
- Tier 2 interventions are not a substitution for Tier 1 instruction, but are layered in addition to the Tier 1 instruction that is provided.
- Schools should determine concepts and content areas that are likely to have been mastered by highly capable students and through strategies such as pretesting and curriculum compacting, and be prepared to provide acceleration.
- Tier 2 interventions should not be endless for individual students who are struggling. Schools must ensure that specific students are not labeled as being “Tier 2 students” and thereby create lower expectations or “tracking” for those students.
- Progress monitoring should be used for students involved in Tier 2 to measure the effectiveness of the intervention. Transfer of learning to the Tier 1 core classroom is the goal. The collaboration between the Tier 2 intervention teacher and Tier 1 classroom teacher(s) should be frequent and focused on progress monitoring data.
- Collaborative discussion and planning will support transfer of learning.
- Collaborative discussion and planning will support appropriate and rigorous instruction in the intervention class.
- Collaborative discussion and planning will create the language of a common instructional focus.

- Specific academic interventions should be established for students who are missing core academic skills (e.g. strong reading skills) to increase the probability that these high risk students will develop the necessary skills to be successful.
- Specific behavior interventions should be established for students who exhibit behaviors that negatively affect their academic and social success.

Student Movement to Tier 3

- The collaborative team (in PLC) will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction.
- Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented or if Tier 3 support is required.

What does Tier 2 look like in the standards-based classroom?

Examples of Tier 2	Non-examples of Tier 2
EIP second graders receive additional support on targeted skills during independent learning center work time.	Second grade students are placed in a reading group outside the classroom. This reading group is the student's only access to reading instruction during the school day.
Fourth grade small group math students take frequent assessments. Data is used to show student growth or lack of growth. Continued use of a particular intervention is based on student performance.	Primary student's additional interventions are determined by the teacher's observations only.
Sixth grade students needing support in application of reading skills to content material attend a Reading Connection class. Pre-identified strategies are reinforced by Reading Connection teachers and supported by classroom teachers. Assessments are used to determine evidence of application of skills to content reading.	Data from sixth grade math students' computer based Connections class remains in the Connections room.
Mathematics I Support Class implemented with dedicated time for Support Class teacher and Mathematics I teacher to routinely collaborate.	Mathematics I: Algebra/Geometry/Statistics Support Class taught in isolation with no connection to Mathematics I: Algebra/Geometry/Statistics general classroom instruction.

Tier 3

INTENSIVE INTERVENTION:

In addition to Tier 1 and Tier 2, targeted students in Tier 3 participate in learning that is different by including:

- Intensive, formalized problem solving to identify individual student needs.
- Targeted research based interventions tailored to individual needs.
- Frequent progress monitoring and analysis of student response to intervention(s).
- Individual, diagnostic, data driven instructional problem solving process where the question about a student expands to include the “why” as well as the “what”.
- Specialists (school psychologists, intervention specialists, behavior specialists, counselors, social workers, speech-language pathologists, etc.) participate in the problem solving process
- Problem solving at this stage is more in-depth and intensive and usually requires gathering and analyzing additional information about the student, performance strengths and weaknesses, background information, etc.

As the school’s Response to Intervention (RtI) Team conducts the problem solving process for Tier 3 students, the team should consider the following:

- identification of needs
- assessment
- educational plan
- implementation
- follow-up and support
- continuous monitoring and evaluation

Student Movement to Tier 4

- The Response to Intervention Team will confirm the fidelity of implementation of the intervention through monitoring of the problem solving protocols.
- If little or no progress is documented, the grade level/department RtI team will make a referral to the school’s Response to Intervention Team (RtI) for further evaluation.

What does Tier 3 look like in the standards-based classroom?

Examples of Tier 3	Non-examples of Tier 3
<p>Student is given additional drill and practice on specific area(s) of weakness in math which were targeted after an analysis of several formative assessments and interviews with the student. Progress toward goal is graphed on a weekly basis.</p>	<p>Student is given extra work in specific area(s) of math weakness.</p>
<p>Student is given a diagnostic reading test to determine specific instructional needs. A plan for the student is developed which recommends continuing the current Tier 2 reading intervention with the addition of tutoring sessions (3x a week) focused on his primary weakness. Progress monitoring established in Tier 2 is continued in Tier 3 with greater frequency.</p>	<p>Student is given additional reading assignments in lower level readers.</p>
<p>Data shared by teacher on the student's classroom behavior after trying several behavioral strategies led the school's RtI team to develop an individualized student behavior management plan. After five days of gathering baseline data, the teacher will implement the plan as developed. A RtI member is assigned to follow-up with teacher to answer any questions on data time sampling and to check fidelity of implementation.</p>	<p>Misbehaving student is moved to front of class. Teacher is directed to increase eye contact with student and stand in close proximity in order to decrease behavior incidents. Teacher is asked to keep data.</p>
<p>Student homework notebook is created with sections for assignments, teacher signatures, parent signatures. Student is assigned a mentor who checks notebook at school each morning and at end of day. The mentor instructs student in the use of an organizational protocol for classroom work and homework. Protocol is shared with parent. Together, student and mentor track (progress monitor) the effectiveness of the intervention.</p>	<p>Parent is instructed to make sure student completes homework assignments.</p>
<p>Team invites school psychologist to consult on case to discuss threshold for suspecting a disability as primary cause.</p>	<p>Team refers student for consideration of special education eligibility without involving school psychologist.</p>

Tier 4

SPECIALLY-DESIGNED LEARNING

In addition to Tiers 1 through 3, targeted students participate in learning that is different by including:

- Specialized programs, methodologies, or instructional deliveries
- Greater frequency of progress monitoring of student response to intervention

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. With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or in a separate setting.

For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. If a student has already been determined by the school district to have a disability, that should not require additional documentation of prior interventions when and if the student demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive evaluation to determine eligibility for additional disability areas.

The Response to Intervention (RTI) team will consider the following guiding questions when implementing and monitoring Tier 4 protocols:

- Are only those students who need specially designed instruction by specially trained teachers placed in specialized programs?
- Are data collection and progress monitoring clearly defined?
- Are goals for students clearly defined and measurable?
- Are services and methodology distinctly different from those routinely provided in the general education environment?
- Is consideration given to ensuring placement in the least restrictive environment?
- Who is responsible for the delivery, monitoring, and recording of the intervention results- English Learners (formerly called English Language Learners).

Rtl and Behavior (A Preventive Approach)

The Rtl model notes the relationship between academic performance and behavior. The problematic behavior of many students is directly related to academic deficits and their desire to escape difficult tasks. Therefore, it is essential that academic performance be reviewed and any deficits be addressed in conjunction with providing behavioral interventions. The following information is provided with the assumption that academic performance has been assessed and any identified deficits are being addressed through the RTI process.

Tier 1: 80-90% of Students - Universal Interventions

The basis for Rtl and behavior is the development and implementation of universal district-wide and school-wide expectations, rules, and procedures.

- In a preventive approach, the expectations for behavior are explicitly and systematically taught to all students through lessons and demonstrations similar to the way reading or mathematics are taught.
- A school-wide discipline plan is communicated and consistently implemented to encourage students to respond positively.
- Students achieving the behavior standards are recognized in the same way that students are recognized for academic excellence.
- Utilize universal interventions for all students, all settings that are preventive and proactive.

Tier 2: 5-10% of Students – Targeted Group Interventions

When 80-90% of students are responding positively to the school-wide plan, schools will identify those remaining students who many need more support. This group may include “at-risk” students. The strategies used should be highly efficient and cause a rapid response.

- Schools should collect and analyze behavior data, utilized the RTI team to identify students needing intervention and the specific skills to be targeted.
- The most common data used for decision-making at this level is discipline referrals.
- The data may also indicate specific classrooms or locations where discipline referrals are most frequent, indicating a need for more support in those areas.
- This data will enable schools to identify students with unacceptable externalizing behavior, but does not always identify students with internalizing behavior or less severe behavior.
- A screening measure will be used to identify at-risk student in these categories, as opposed to the most common screener, which is merely teacher identification.
- Once students have been identified through data analysis or screening, Tier 2 evidence-based interventions should be provided. The progress of student involved in Tier 2 evidence-based

interventions may be tracked using checklists, referral reports, or rating scales. Interventions strategies may include, but are not limited to the following:

- Targeting skills, providing interventions, and monitoring progress for small groups of students may include re-teaching and practice of specific behaviors (e.g., waiting for a turn, walking quietly in the halls, riding the bus without incident), development of appropriate social skills (e.g., asking for help, coping with negative comments from others, making friends, exhibiting kindness), or following school procedures (e.g., getting to class on time, following cafeteria/playground rules, properly using the media center).

Tier 3: 1-5% of Students – Intensive, Individual Interventions

Tier 3 interventions should include a more in-depth analysis by the RtI school team of the student's behavioral problems which would include a thorough review of all previous interventions. Students who are receiving Tier 3 interventions are most typically students who exhibit severe behaviors which must be addressed by intense customized strategies. These strategies must target the behaviors that the school wishes to extinguish and address other risk factors which are preventing school success. At the Tier 3 level RtI members should have strong knowledge of behaviors and developing Functional Behavior Assessments (FBA). Since families play a critical role in a student's achievement and development, a significant effort should be placed on engaging families in the development and support of any intervention. At this level:

- More frequent progress monitoring must occur to enable the school's RTI team to evaluate the effectiveness of the interventions.
- Support is assessment-based and intense with durable procedures.
- Collaboration among the team is essential.
- The student is continuing to receive Tier 1 interventions and possibly Tier 2.
- Further assessment may be required (i.e. behavior checklist, bearer rating scales, etc.)

Interventions and Programs

The interventions used at Tiers 2-4 should enhance the learning that is occurring in the Tier 1 classroom, address identified weaknesses in basic skills, and accelerate learning toward individual expectations. Continuous monitoring of the implementation of the intervention (fidelity) and progress monitoring data is critical to shaping the impact on student achievement. Schools have the responsibility to use scientifically researched and evidence-based intervention procedures to give students the best chance to be successful.

Specified interventions may include research or evidence-based interventions which are specialized in being specific to identifying certain individual students or groups of students with particular types of academic and behavioral problems. Research based and evidence-based interventions are evaluated with sound experimental designs that result in providing evidence of socially significant behavior changes.

Interventions can be categorized into three groups: scientifically proven, research based, and evidence-based.

1. Scientifically proven interventions mean that scientific results have already been published in peer reviewed journals using the scientific rigor described in the definition from NCLB (see chapter 3).
2. Research based interventions mean the methods, content, materials, etc. were developed in guidance from the collective research and scientific community.
3. Evidence-based interventions indicate that specific data is available that shows the intervention improves student outcomes.

Interventions at Tier 1 include the instructional practices and tools available to the teacher for use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier 1 interventions include:

Instructional	Behavioral
Instructional Practices: Seating arrangements Fluid and flexible grouping Lesson pacing Collaborative work Demonstrations of learning Differentiation of instruction Student feedback <u>Instructional Tools:</u> Level text Comprehension Toolkit Collections SuccessMaker Edgenuity TCA	<ul style="list-style-type: none"> • Social skills training • Liaison between school, family, community –collaboration • Parent conferences,/RtI meetings • Team/school behavior coaching • Home visits • DSS/ child abuse/neglect awareness • Consultation and analysis on collected data • Instructional consultants • Case findings (i.e. Child Find) • Awareness and education workshops and assemblies (i.e. attendance, support services, code of conduct, bullying, etc.) • Classroom rules review

It is critical to responding to student performance in all classroom learning environments. Student success is predicated on the teacher’s ability to identify areas of concentration, scaffold the learning for the individual to reach the expectation, and solidify the new learning.

Interventions at Tier 2 are typically standard protocols employed by the school to address the learning and/or behavioral needs of identified students. These protocols are typically implemented in a specific sequence, based on the resources available in the school. For example, at a Richland One School, students who are identified as needing additional reading support will go to a specified intervention based on their needs. During the RtI block, the teacher uses specific research based practices to address the group’s needs while keeping a clear focus on the state standards, grade level expectations in the content areas, and transfer of learning to the general classroom.

Collaboration between the intervention teacher and the general teacher team is required. During the intervention, progress monitoring is used to determine the student’s response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention teacher. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move to Tier 1 interventions. For a few students, the data team may consider the need for Tier 3 interventions based on individual responses to Tier 2 interventions. Tier 2 interventions include:

Instructional	Behavioral
<p><u>Instructional Practices:</u> Seating arrangements Fluid and flexible grouping Lesson pacing Collaborative work Demonstrations of learning Differentiation of instruction Student feedback</p>	<ul style="list-style-type: none"> • Workshops, seminars, Parent Universities • Volunteer functions • Student assessments-functional behavior assessments • Behavior Intervention Plans • Coordinate Crisis Intervention Team Training and Meeting • Attendance Intervention Plans (AIPs) • Group and individual interventions (i.e. problem solving, anger management, self-regulation, bully prevention, study skills)
<p><u>Instructional Tools:</u> HMH Intervention (Math Expressions) Edgenuity Read 180 TCA Tutors/Volunteers FASTT Math</p>	<ul style="list-style-type: none"> • McKinney-Vento referral • 504 Plan • Mentoring programs • ISS (Solution Center) • Check-In/Check-Out • Check and Connect • Behavioral contracts

Interventions at Tier 3 are tailored to the individual, and in some cases small group. The RtI (Response to Intervention) team should choose interventions based on evidence-based protocols and aggressively monitor the student’s response to intervention and the transfer of learning to the general classroom.

Tier 3 interventions include:

Instructional	Behavioral
<p><u>Instructional Practices:</u> Seating arrangements Fluid and flexible grouping Lesson pacing Collaborative work Demonstrations of learning Differentiation of instruction Student feedback</p> <p><u>Instructional Tools:</u> Soar to Success-Math System 44 SIPPS Edgenuity Read 180 TCA Tutors/Volunteers Reading Teachers Level Texts</p>	<ul style="list-style-type: none"> • Parent support group (i.e. Family Solutions) • Individual Education Plan (IEP) • Transitions planning for students and parents • Crisis Intervention Services • Home visits/parent-teacher conferences • RtI Multi-disciplinary teams for general and/or special education services/needs • Facilitate and collaborate with teachers and administrators on effective academic and behavioral strategies and interventions for students • School-based mental health referral • DSS referrals (for abuse/neglect) • Transition/re-entry services • Group/individual intervention and counseling • McKinney-Vento • RtI team meeting • Progress monitoring • Project READY (Richland County Sheriff Department) • Mentoring • Shadowing • Outside community services • Behavioral observations and consults

Interventions at Tier 4 are specially designed to meet the learning needs of the individual. These specially designed interventions are based on the individual learning and/or behavioral needs of the individual. Tier interventions include:

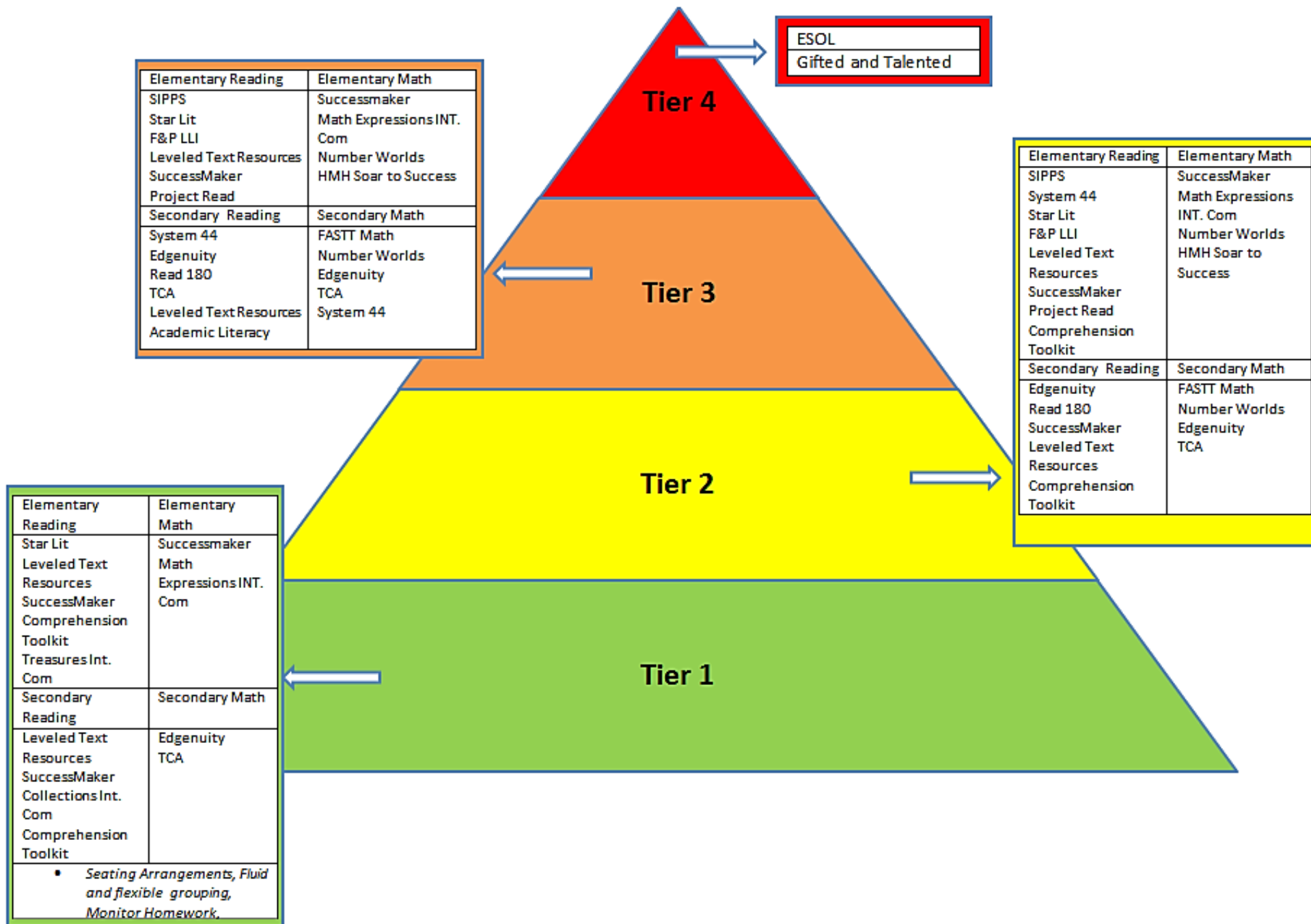
- Individualized Education Plan
- System 44
- Individual 1-1 Instruction

Resources available to support teachers and students:

Keys to Quality

- Research based professional developments
- Professional Learning Communities
- District Curriculum Guide
- Content Area Frameworks
- Online Assessment System
- Assessment items for progress monitoring

Richland One Pyramid of Interventions



Chapter 3

English Learners (EL) and English to Speakers of Other Languages Programs (ESOL) (South Carolina)

Purpose of the ESOL Program:

The English to Speakers of Other Languages (ESOL) program is designed to serve students in Grades K- 12 whose first language is one other than English and who have been determined to lack grade-level social and academic English language proficiency. The program is designed to provide students with targeted language support during the lengthy process of second language acquisition.

English learners face unique challenges in the classroom as they strive to learn academic content at the same time they are developing their initial English language skills. Many of these students have a history of interrupted or limited formal schooling; therefore, they may not have had the opportunity to develop literacy skills and content knowledge in their primary or home language.

Eligibility:

Upon enrollment in a school in Richland One, all students entering grades K-12 are administered the Home Language Survey to determine if a student has exposure to a language other than English. Students whose answers on the Home Language Survey indicate a primary or home language other than English, and who are not bilingual (fluent in English and another language), must be assessed for eligibility for ESOL services. The Home Language Survey consists of the following questions:

What is the first language you learned to speak?

What language do you speak most often?

What language is usually spoken in your home?

What language do you usually speak at home?

What language do you usually speak with your best friend?

What language do you usually speak at school?

Any student who answers most of these questions with a language other than English and who is determined not to be bilingual (fluent in English and another language) must be screened using the WIDA-Access Proficiency Test (W-APT) to determine eligibility for language assistance services. The W-APT screener, developed by the Center for Applied Linguistics (CAL) and the WIDA Consortium, of which South Carolina is a member, is a research-based instrument utilized by the 27 states that are members of the WIDA Consortium.

In Grades 1-12, students who score less than a proficiency level of 5.0 on the W-APT are considered to be English Learners (ELs) and are eligible for ESOL services. Such students will need language and academic support during the language development process.

Support may be individualized or may be offered through classes or resources available to all students, such as before-or after-school tutoring. The ESOL teacher, in collaboration with the content teachers, guidance counselor and appropriate administrators, can and should assist in determining and designing appropriate interventions and supports for ELs. Working in collaboration, these professionals serve the educational interests of ELs and ensure that they are properly supported during the language development period.

ESOL Instructional Delivery Models (Tier 4):

There are four state approved instructional models through which ESOL students are served.

- Pull-out model – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
- Push-in model (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher or an ESOL paraprofessional.
- A scheduled class period – students at the middle and high school levels receive language assistance and/or content instruction in a class composed only of ELs.
- Sheltered instruction - Students in grades 9-12 receive instruction in core classes in a manner which allows them to master the same content as native English speakers while improving their acquisition of the English language.

Assessment:

English Learners (ELs) must be assessed for proficiency on an annual basis, using the state approved assessment, ACCESS for ELLs. If students reach a Composite Proficiency Level of 5.0 or higher on Tier C of the ACCESS and meet or exceed standards on the state reading assessment they are considered proficient in English and will be exited from the program. If students score 5.0 on Tier C but do not meet standards on the state reading assessment or score between 4.0 and 4.9 on Tier C and meet or exceed standards on the grade level state reading assessment, teachers and ESOL program staff will determine whether the student should be exited from language assistance services. All students who exit the ESOL program must be monitored for two calendar years following their program exit.

Although the nature of the RtI Pyramid indicates that all students begin at Tier 1 and move upward through the tiers only if the interventions at the previous tiers are not sufficient to allow them to achieve, neither the Office for Civil Rights nor Title III under NCLB permits delayed eligibility testing for language minority students. Neither should language assistance be delayed in order to allow students to progress "normally" through the tiers. These students face unique obstacles, due to their lack of English proficiency, and it is essential that they receive immediate services and assistance in order to provide them with the educational support they require.

Eligibility for ESOL services automatically should be considered a Tier 4 Intervention.

- For the purposes of serving the student effectively and efficiently, the English Learner enters the Pyramid at Tier 3 and as the student progresses with language development and academic proficiency, the level of interventions needed to support the student will decrease accordingly.
- However, it also important to remember that many ESOL students spend most of their school day in the general classroom with accommodations provided according to the ESOL Department. During this time in the general classroom, ESOL students should receive the same Tier 1 interventions as other students in the class.
- The accommodations provided to Richland One ESOL students are considered Tier 2 and Tier 3 interventions appropriate to the student's English language proficiency needs

For the purposes of ESOL services as support for second language acquisition and development, the RtI Pyramid functions as a regressive model, rather than as a model of progressive interventions. As students approach grade-level proficiency, Tier 1 interventions, appropriate for all students, may be used to provide the only additional support needed.

Educators are accustomed to the fact that ELs need immediate social and content language development and support and understand the need to provide ELs with more targeted interventions than those to be provided to all students. **Although Tier 3 is a good entry level for many at-risk groups, the specially designed learning focus of Tier 4 (with its emphasis on specialized programs and specialized instructional delivery and methodology) describes the basic tenets of ESOL instruction.**

In addition, although ELs are considered to be at the Tier 3 level when eligible for ESOL services, this does not preclude those ELs who are found to need additional support from receiving it through the RtI process or when they meet eligibility criteria, through Special Education. These programs would support and supplement the specialized language acquisition interventions of the ESOL program, as well as address any other learning problems that may have been identified.

Gifted Learners

Purpose of Advanced Academic Programs

The South Carolina State Board of Education recognizes the need to provide gifted education services to identified students in Grades 1-12. Gifted and talented students are those who are identified in Grades 1-12 as demonstrating high performance ability or potential in academic and/or artistic areas. These students require an educational program beyond that normally provided by the general school program in order to achieve their potential.

In Richland County School District One, we provide services to students who are identified as academically and/or artistically gifted and talented in Grades 3-12.

When looking at a multi-faceted approach to response to intervention, the Office of Advanced Academics Programs believes it is important to realize that there are components of RtI that are non-negotiable. According to the Office of Public Instruction in Montana those components are:

1. Evidence-based curriculum and instruction
2. Ongoing assessment
3. Collaborative teaming
4. Data-based decision making
5. Fidelity of Implementation
6. Ongoing training and professional development
7. Community and family involvement
8. Strong leadership

Each of these components is an integral part of the instructional process and should apply to all students. *It is important to be aware, especially when thinking of advanced learners, that educators need to measure, not what they know, understand and are able to do **relative to their age peers**, but rather what they have learned during their time in the classroom. Gifted students learn at a much faster pace than other students and should not be expected to wait for their age peers to catch up. They may spend from three to six years of their school lives learning nothing new.* (Rogers 2002) Therefore, differentiating instructional methods and increasing the frequency and intensity of curriculum for gifted learners is the most appropriate practice. In gifted education, the interventions are based on the student's areas of strengths and the instruction, pacing, and progress monitoring should be directly related to the area of strength.

Gifted Program Eligibility

State Identification- must meet Dimension A (see below) or two of the three dimensions to qualify for services in the gifted and talented program. The area of strength, either verbal or nonverbal will equate to either English Language Arts or Mathematics services.

Dimension A- Aptitude

- 96th Percentile or higher composite score (this ALONE can qualify a student)
- 93rd Percentile or higher on verbal, nonverbal, quantitative, or composite score plus dimension B or C

Dimension B- Achievement

- 94th Percentile or higher on a nationally normed achievement test in reading or math

Dimension C- Academic Performance

- Performance Task Assessment

Grade Tested	Verbal	Nonverbal
2	16	16
3	18	18
4	16	22
5	18	25

- For Placement in Grades 7-12, a 3.75 on a 4.0 GPA Scale in academic disciplines will be used.

Instructional Tools

- AAP Teacher Created Content Units
- William and Mary Units
- Mentoring Mathematical Minds
- Larson Mathematics
- Hands on Equations
- AP and IB Courses
- Honors Courses

Instructional Modifications Options	
Acceleration	Assessment
Multi-Age Grouping	Curriculum Compacting
Enrichment	Rubrics
Independent/Directed Study	Internship/Mentorships
Interest Centers	Subject Grouping
Subject Advancement	Tiered Assignments/Products
Credit by examination	Early College Admission
Distance Learning	Extra-curricular programs
Explicit Instruction targeting skill deficits	Cooperative Groups

Tier 1- Gifted Education and Regular Education Classroom

At this level instruction begins with the adoption and use of an evidence-based curriculum, but effective teachers do not simply teach such a program page-by-page in the same way for all students. Rather, they differentiate instruction, providing instruction designed to meet the specific needs of students in the class (RtI Action Network)

- All Students- majority should have good outcomes (80%)
- Evidenced Based Core Curriculum- focus on all students in the grade level and response to core curriculum
- Pre-Assessment
- Large Group Instruction
- Guidance for Social and Emotional Needs of Gifted Students

Tier 1 Strategies for Differentiating Gifted and Talented Instruction	
Abstraction	Content goes beyond surface detail and facts to underlying concepts, generalizations, and symbolism
Active Engagement	Instructional Strategies that result in relevance and engagement for students
Choice Assignments	Provide opportunity for choices and flexibility with assignments and tasks
Flexible Tasks	Allow students to structure projects and investigations according to area of strength
Higher Order Thinking Skills	Questioning in discussing that requires analysis, synthesis, evaluation, critical thinking skills, creative thinking skills

- Periodic formal and informal assessments of all students
 - Mastery Connect
 - ACT Aspire
 - Teacher Created Assessments
 - Benchmark Assessments

Questions to Guide Instruction (from NC RtI Plan)

- Are at least 80% of your students proficient in each subgroup with foundational core?
- What is working? Why? How do you know?
- What's not working? Why? How do you know?
- Do teachers have the skills and content knowledge to provide effective instruction?

Tier 2- In Gifted Education Classroom

In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. (RtI Action Network) Gifted and Talented students may need increased support to continue to make progress at their rate of learning.

Support for students who need supplemental support (approximately 20% of students) may include:

- Curriculum and Instruction is connected to core content and standards and does not supplant core instruction
- Pre-Assessment
- Guidance for Social and Emotional Needs of Gifted Students
- Whole Group and Small Group
- Research Based Gifted and Talented Curriculum and Tools

Tier 2 Strategies for Differentiating Gifted and Talented Instruction	
Higher Order Thinking Skills	Questioning in discussing that requires analysis, synthesis, evaluation, critical thinking skills, creative thinking skills
Problem Based Learning	Provides the student with a problem and allows them to use various resources and skills to find a solution. The teacher serves as a coach in this model.
Theme Based Units	Using two or more disciplines to study a theme
Ability Grouping	High ability students put in separate groups for differentiation
Cluster Grouping	Top group of students in a grade placed into the same class
Competitions or Clubs	Math Olympiad, Destination Imagination, Future Problem-Solving, etc.
Complexity	Providing more difficult and intricately detailed content
Method of Inquiry	Relating content to how things work, methods used in the field
Organization	Changing the sequence of how content is taught
Theme-based units	A study of concepts through themes that focus on the application of reasoning to reading, writing, the creation of high quality projects, and the organization of learning

- Periodic Formal and Informal assessments to progress monitor include:
 - Mastery Connect
 - ACT Aspire
 - Teacher Created Assessments
 - Benchmark Assessments
 - Pre and Post Assessment of AAP Units
 - APEX

Tier 3- In the Gifted Education Classroom

At this level, students receive individualized, intensive interventions that target the students' areas of strengths to fully develop their potential. These students may continue to be served in the AAP classroom, honors, AP, or IB class. The gifted endorsed teacher will use progress monitoring data to determine areas in which the gifted student excels. The teacher will use differentiated instructional practices and intervention to facilitate the student's proficiency in these areas. Interventions include:

- Intensive instruction to supplant general education curriculum (approximately 5-10%)
- Research Based Gifted and Talented Curriculum
 - Part or all of the core curriculum may be replaced for this student
 - Instruction is the most intensive in the school and should differ significantly in pace, level, and complexity from age-level peers
 - This sometimes requires radical acceleration to meet the needs of the student.
- Whole Group and Small Group
- Pre-Assessment
- Specialized Curriculum/Programs
- Pullout Model with Ability Grouping
- Guidance for Social and Emotional needs of Gifted Students

Tier 3 Strategies for Differentiating Gifted and Talented Instruction

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Complexity	Providing more difficult and intricately detailed content
Method of Inquiry	Relating content to how things work, methods used in the field
Organization	Changing the sequence of how content is taught
Theme-based units	A study of concepts through themes that focus on the application of reasoning to reading, writing, the creation of high quality projects, and the organization of learning
Acceleration	Single Subject, Whole Grade, AP Courses, IB Courses, Dual Enrollment, Early College Admissions

- Periodic formal and Informal assessment to progress monitor
 - Mastery Connect
 - Pre and Post Tests
 - Teacher Created Assessments
 - IB/AP Examinations
 - ACT Aspire

Moving Students between the Tiers: Problem-Solving Model

1. Define the problem- Is the regular education instruction appropriate for this student? Is the student being successful? Does the student exhibit characteristics of a high performing student? Students who are gifted may require special provisions because they are performing above their age related peers in the classroom. Be specific.
2. Analyze the problem- In what areas does the student show an advanced level of performance? Would additional differentiation in the classroom be effective?
3. Develop a plan- Can the general education teacher meet the needs of the student by differentiating the curriculum? Plan for these interventions and then progress monitor for a specified amount of time (4-6 weeks). Develop an intervention plan for the teacher to follow and provide a goal that is measurable. What evidence (data) will be provided to prove if the intervention was successful?
4. Implement the plan- The general education teacher will implement the plan for the specified amount of time with fidelity and reliability.
5. Evaluate the plan- Did the student meet or exceed the stated goal? Does the progress monitoring (data) support the evidence provided?

Chapter 4

Fidelity and Response to Intervention (RtI)

Fidelity is the continuous monitoring of the implementation of interventions that are critical to determining the true impact on student achievement. Fidelity can have a tremendous impact in student achievement and must also address the integrity with which screening and progress monitoring are completed. Fidelity is important at these levels:

- District
- School
- Teacher
- Parent
- Student

How can schools ensure fidelity of implementation?

- Link interventions to improved outcomes (credibility)
- Definitively describe operations, techniques, and components
- Clearly define responsibilities of specific persons
- Create a data system for measuring operations, techniques, and components
- Create a system for feedback and decision making (formative)
- Create accountability measures for non-compliance

Schools in Richland County School District One have a responsibility to ensure each teacher in the building is versed in the language of standards-based teaching. As data teams in the schools review student achievement results, an awareness of the level of implementation of standards-based instruction in the building is key. With this school-wide standards based classroom implementation data, the team can begin to determine how tier instruction is impacting student performance.

The implementation of any intervention design requires monitoring by administrators and data team members in order to determine whether the level of intervention is carried out with fidelity and to determine whether the level of student response or non-response to intervention is or is not connected to the delivery.

Implementation fidelity can be impacted by a wide range of factors that schools should consider (Allen & Blackston, 2003; Yeaton & Sechrest, 1981):

- Intervention complexity
- Time and material resources required for the intervention
- The number of intervention agents

- Efficacy (actual and as perceived by the intervention agents and stakeholders)
- The motivation of the intervention agents and stakeholders

Fidelity has a great impact on student achievement. Research based teaching and learning practices are built on a foundation of fidelity to high standards of practice. Higher performing schools embed assessment of the fidelity of interventions. Often, the more intensive the intervention and instructional practices, the more need for rigorous fidelity checks to ensure efficacy. It is critical for schools to embrace and embed the importance of fidelity; what it is, who is involved, and more importantly, how it can be assessed for improved student achievement.

The following documents will provide examples of how schools can involve key stakeholders for an effective intervention model for fidelity.

School RtI Intervention Monitoring Roles and Responsibilities

School Leadership:

- Implement and share the school's RtI plan including monitoring interventions and addressing issues of fidelity.
- Create a school-wide focus on having assessment driven instruction.
- Develop staff understanding of the RtI process.
- Establish schedules to provide various times for intervention.
- Ensure that tiered standards-based instruction occurs and be prepared to seek out resources for additional support (*include in lesson plans*).
- Establish standard protocols of support for students in all tiers and follow up to ensure effectiveness.
- Establish a system for accountability among all participants (PLC/Data/grade level team meetings, RtI, etc.).

Classroom Teachers and Intervention Specialists:

- Implement intervention system with fidelity and with the belief that it can improve student achievement.
- Implement tiered instruction based on student data.
- Consistently use Formative and Summative assessments to guide classroom instruction and to develop tiered lessons (Keep documentation records to share with RtI teams).
- Consistently communicate and be prepared for all stakeholders; especially intervention team members, parents, administration, and students.

School Psychologists and Guidance Counselors:

- Participate in informal and formal consultations with teaching teams at all tiers with a focus on standards-based instruction.
- Provide training, direction, and support for progress monitoring and selection of interventions.
- Support foundational understanding of school wide RtI.

Parents and Families:

- Participate in informal and formal consultations with stakeholders by attending parent/student conferences or other school/district information sessions regarding academic achievement.
- Regularly communicate with teacher to ensure understanding or to provide support.

- Become an invested partner in the processes that support your child’s academic journey such as knowing and understanding your child’s data information, intervention plan, and steps to ensure growth and success.

Roles and Responsibilities

Response-to-Intervention is a process that involves a systematic approach and includes the use of research-based instruction and interventions for struggling learners. This approach depends on a team or committee to monitor student progress, as well as support the ongoing instruction of the students. The purpose of having an Rtl committee or team on a school-based team is to implement the Rtl approach by following the model adopted by the district.

There are a number of valuable staff members that contribute greatly to the success of the intervention process. The choice of the School Rtl Team members is critical. (*Refer to pp. 56-57*). All participants must exhibit respect and positive collaboration at all times. It is highly recommended that the following serve on the school’s Rtl team:

- District Level Administrators
- School leadership team members
- Classroom teacher
- Interventionist and instructional coach
- Guidance counselor
- Parents and/or guardians
- School Social Worker
- School Nurse
- Special Education Consultant (Tier 3 or 4)
- School Psychologist (Tier 3 or 4)

The roles and responsibilities of the various team members are as follows:

District Level Administrators

- Ensure that all principals and Rtl chairs participate in Rtl training and provide training to their staff
- Collect PLC/RTI schedules of team meetings and monitor implementation.
- Visit schools to observe PLC/Rtl meetings and provide feedback.
- Submit referrals for support for schools having difficulty implementing PLCs/Rtl.
- Submit electronic reports of PLC/Rtl visits for compilation of district data and trends.

School Leadership Team Members

- Ensure the implementation of the district Rtl plan through the monitoring of interventions and addressing issues of fidelity.
- Develop staff understanding of the Rtl process and procedures.

- Establish schedules allowing for appropriate interventions to occur.
- Make certain that Tier I standards-based instruction happens in all classrooms.
- Conduct a **data review meeting with teachers** (within six weeks of universal screening).

Classroom Teacher

- Implement the tiered intervention as outlined by Rtl committee and school-wide plan.
- Use formative and summative assessments to guide instruction.
- Plan and implement differentiation of instruction in class.
- Communicate consistently with the designated team member.

Guidance Counselor

- Collaborate with administrators about Rtl designs and implementation.
- Analyze academic and behavioral data to identify and support struggling students.
- Refer to school and community services, as appropriate.
- Communicate with classroom teacher.

Interventionist and/or Instructional Coach

- Implement the tiered intervention as outlined by Rtl committee.
- Communicate consistently with general classroom teachers.
- Model differentiated instruction, progress monitoring, and research based interventions.
- Adhere to the Rtl process with fidelity.

School Psychologist

- Participate in formal and informal consultations with teachers at all tiers.
- Support understanding of school-wide Rtl.

Parents and/or Guardians

- Participate in the parent and school partnership process.
- Be familiar with school academic standards.
- Expect consistent school communication regarding student achievement.
- Communication with teachers and school leadership if there are concerns regarding student support and school programs.

School Social Worker

- Serve as a community liaison to ensure adequate and appropriate resources for students and families.

- Assist team members to understand mental health and behavioral concerns of students.
- Provide relevant training.

School Nurse

- Determine level of health services needed for student to have academic success.
- Monitor health issues.
- Provide for administration of medication and treatment.

Special Education Consultant

- Participate in informal and formal consultations with teachers at Tiers 3 and 4.
- Support understanding of school-wide RtI and the special education process.

Roles of the RtI team members

In order to ensure that the RtI team functions in an effective manner, it is suggested that the following roles be established:

Role of team members	Duties
RTI chairperson	<ul style="list-style-type: none"> • Chairs the meeting • Schedules the meetings • Gathers information in advance of meetings • Sends parent notifications to parents
Recorder	<ul style="list-style-type: none"> • Takes notes • Fills out forms • Organizes documents
Timekeeper	<ul style="list-style-type: none"> • Monitor time during RTI meetings
Data Manager	<ul style="list-style-type: none"> • Stays in contact with referring teacher to monitor progress of intervention

Parent Information

Parents want the best for their children, including a successful and positive school experience. When a child is struggling in school, there is no time to waste. Working together, parents and teachers can keep the students on the road to school success and graduation.

As the parent of a struggling student, it is important for caretakers to:

- Communicate with your child's teacher;
- Ensure that your child attends school regularly;
- Encourage your child to do well in school;
- Understand the assessments your child takes;
- Ask how you can help your child at home;
- Understand and exercise your rights as a parent; and
- Collaborate with your child's school.

Your child may be having difficulties in school if he or she exhibits any of the following:

- **Lack of motivation, interest, or attention**
Child is unwilling to participate in school activities or assignments; may be inattentive in class.
- **Homework frustrations**
Child argues about doing homework, cries or has tantrums, or requires assistance with completing the work
- **Behavior problems**
Child is acting up in class or seeking attention from classmates.
- **Slipping grades**
Grades are steadily declining. Child indicates work is too difficult or student lacks necessary skills.
- **Low self esteem**
Child becomes withdrawn or makes negative comments about his or her abilities.

Questions parents may want to ask:

- Is the school using Response to Intervention (RtI) to provide extra help to struggling students?
- How will the school provide parents with information about the specific RtI process being used?

- What are the interventions and instructional programs being used?
- Will parents receive information on how to help their child at home?
- Will students receiving interventions miss important instruction?
- How will intervention be delivered so the student does not feel he/she is treated differently?

Parental involvement in education has been widely reviewed and found to be highly linked to student learning and achievement. Their participation is key component for an effective RTI framework within a school. Schools need to include parent communication and input in all phases of the problem-solving process.

Parent Involvement within tiered instruction

The following is an example of what level of involvement and communication should take place respective to the level of tiered instruction:

<u>Tier</u>	<u>Activity</u>	<u>How to involve parents</u>
Tier 1	Preparation for opening of school	Inform parents of the RtI processes.
Tier 1	Beginning of school events	Send RtI parent brochure.
Tier 1	Universal screenings	Provide student data to parents, upon request Conduct parent-teacher conferences for effective strategies.
Tier 2	Teacher team meetings	Obtain parental input.
Tier 2	Documentation of progress RtI team meeting	Send home progress reports Involve parents in intervention process. Provide strategies for at-home academic support.
Tier 3	RtI follow-up meeting Home interventions suggested by school personnel	Invite parent to RtI meeting. Communicate with parent about interventions and progress monitoring.
Tier 4	Screening	Inform parents of the screening process

Glossary

Glossary of Commonly Used Terms

Acceleration – Interventions that are implemented to increase the speed at which students acquire skills.

Accommodation – Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. When used appropriately, they reduce or even eliminate the effects of a child's disability but do not reduce or lower the standards or expectations for content.

Alternate Assessment – An assessment aligned with alternate achievement standards for children with the most significant cognitive disabilities; designed by the state and required in lieu of regular statewide assessments, when determined necessary by the child's IEP team.

Anchor Paper(s) – A sample of student work that exemplifies a specific level of performance. Raters use anchors to score student work, usually comparing the student performance to the anchor. For example, if student work was being scored on a scale of 1-5, there would typically be anchors (previously scored student work) exemplifying each point on the scale.

Assessment – Assessment is a broad term used to describe the collection of information about student performance in a particular area. Assessments can be formative or summative; and formal or informal.

At Risk – An at-risk student is a student with specific needs that may hinder academic achievement, graduation, or ability to successfully transition to college or career opportunities. Students may need support in any of the following areas

- Academic
- Social/Emotional
- Behavior/Health/Physical
- Graduation/Advisement/Advocacy

Baseline – An initial observation or measurement that serves as a comparison upon which to determine student progress.

Behavior Intervention Plan- A plan developed for students who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcers and consequences, and a plan for collecting and monitoring data. Behavior Intervention Plans should include positive behavioral support. For special education student, a BIP must be preceded by a Functional Behavior Assessment (FBA).

Benchmark – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels.

Benchmark Assessments – Student assessments used throughout a unit or course to monitor progress toward learning goals and to guide instruction. Effective benchmark assessments check understanding and application of knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

Benchmarks for Progress Monitoring – Measures that are used to determine student progress and to guide instruction. These measures may assess a specific skill such as number of correct words read per minute (reading fluency).

Common Assessments – Common assessments are the result of collaboration about what students should know, understand, and be able to do according to the standards at given time periods throughout the instructional year. Common assessments assess the standards and provide teachers a means for looking at student work.

Comprehensive Evaluation – In-depth evaluation provided when there is a suspected disability. It is conducted to determine if a student has a disability and to determine the educational needs of the student.

Concept Map – A concept map is a document that outlines the concepts, essential questions or enduring understandings, vocabulary, instructional tools, and assessments for each unit.

Content Standards – Content standards are broad statements of what students should know and be able to do in a specific content area. They state the purpose and direction the content is to take and are generally followed by elements.

Culturally and linguistically Responsiveness – Planning instruction and selecting resources with consideration of the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective. It is culturally validating and affirming.

Curriculum Map – A curriculum map provides an outline of the course content by units and may provide a suggested time schedule for each unit.

Data-based Instruction – An instructional approach in which student performance data is used to assess the effectiveness of the instruction and to make changes in instruction based on the data.

Data Point – A single point of data on a graph or chart that illustrates a student’s performance/progress.

Data teams – Teams of educators responsible for data analysis and decision making and that function at the level of the district, school, and grade (or content area) as well as across grade levels in the same content area (i.e., vertical teams); they may include school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

Depth of Knowledge – Depth of knowledge (DOK) is a term that refers to the substantive character of the ideas in the performance standards. DOK classifies the various levels of understanding that students must demonstrate as they encounter and master the content and skills within the performance standards. This schema for evaluating standards has four levels of knowledge: (a) recall, (b) skill/concept, (c) strategic thinking, and (d) extended thinking. Operational definitions and labels vary by subject.

Differentiation – Differentiation is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students. To differentiate instruction is to recognize students’ varying interest, readiness levels, and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

Elements – Elements support the content standard to identify specific learning goals associated with the standard.

Enduring Understanding – An enduring understanding is a big idea that resides at the heart of a discipline and has lasting value outside the classroom. Enduring understandings should be transferable between units of a course and between courses in the same content area.

English Learner (EL) – (formerly English Language Learner, ELL) Refers to students whose first language is other than English and whose command of English is limited. The term is sometimes used interchangeably with Limited English Proficient (LEP).

English to Speakers of Other Languages (ESOL) – ESOL is a state funded instructional program for eligible English Learners (ELs) in Grades K-12.

Essential Question – An essential question gets to the heart of a particular enduring understanding and helps students relate the factual knowledge to the concepts on the unit.

Evaluation – The process of making judgments about the level of student understanding or performance.

Exemplars – An example of student work which provides a model product.

Evidence-based interventions – Specific interventions supported by well designed, independent research studies. There is *evidence* that the interventions improve student outcomes. (Rathvon, 1999).

Feedback – Descriptive comments provided to or by a student that provide specific information about what a student is/is not doing in terms of performance needed to meet identified standards/learning goals.

Fidelity of implementation and instruction – 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.

Flexible Grouping – A type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static and teachers use data to establish and modify the composition of the student groups. Students may change groups based on performance and needs.

Fluency – The ability to read a text accurately, quickly, and with proper expression and comprehension. The ability to automatically recognize conceptual connections, perform basic calculations, and apply appropriate problem solving strategies.

Formative Assessment – A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose gaps in skill and knowledge, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance.

Frameworks – Frameworks are intended to be models for articulating desired results, assessment processes, and teaching-learning activities that can maximize student achievement relative to the State adopted Standards and Curriculum. They may provide enduring understandings, essential questions, tasks/activities, culminating tasks, rubrics, and resources for the units.

Functional Behavior Assessment – A problem-solving process for student behavior that uses techniques to identify what triggers a given behavior and to identify interventions that directly address it.

Gifted Student – A gifted student is one who demonstrates a high degree of intellectual and/or one or more creative abilities, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Guidance – Information provided to the student about what to do next, including steps or strategies to try in order to improve and progress toward identified standards/ learning goals.

Individualized Education Program (IEP) – A written document that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability. It is developed, reviewed, and revised in accordance with IDEA 2004.

Individualized Education Program Team (IEP Team) – Individuals who are responsible for developing, reviewing, or revising an IEP for a student with a disability.

Interventions – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidence-based specific instructional strategies and techniques and include progress monitoring.

Lexile – (also known as the Lexile Score or Lexile Measure) a standard score that matches a student’s reading ability with difficulty of text material. A Lexile can be interpreted as the level of book that a student can read with 75% comprehension. Experts have identified 75% comprehension level as offering the reader a certain amount of comfort and yet still offering a challenge. Lexiles range between BR (for Beginning Reader) and 1700.

Modifications – Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Performance Level Descriptors – A verbal statement describing each performance level in terms of what the student has learned and can do. These statements are available for each state-mandated assessment for each content area and grade level where applicable.

Performance Levels – A range of scores that define a specific level of performance as articulated in the Performance Level Descriptors. Each student receives a scale score and a performance level designation (e.g., does not meet standard, meets standard, or exceeds standard) when assessed on a state-mandated assessment. The Performance Level and Performance Level Descriptors provide more meaning to the scale score.

Problem Solving Process - Problem Solving is a process that uses the skills of professionals from different disciplines to study student achievement, implement scientifically based interventions, and evaluate impact on performance. More specifically, it is a four step process that includes: What is the problem? Why is it happening? What is our plan?

Problem Solving Team – A team of people, which may include school staff and parents, who use a problem solving approach to address a problem or area of need for a student.

Process Standards – Process standards define the means used to determine patterns of thought and behavior that lead to conceptual understanding.

Professional Learning Community – A group of individuals who seek and participate in professional learning on an identified topic.

Progress Monitoring – Progress monitoring is a scientifically based practice that is used to assess students’ academic and behavioral performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Pyramid of Interventions – It is a conceptual framework whose purpose is to enable all students to make great gains in school. It is a graphic organizer that illustrates layers of increasingly intense instructional efforts that can be provided to students according to their individual needs and progress.

Response to Intervention – Response to Intervention (RTI) is a practice of academic and/or behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. The student’s response is used as feedback to more accurately target interventions. When students do not make progress, increasingly more individualized interventions are introduced.

Research Based Intervention – one where the methods, content, materials, etc. were developed with guidance from the collective research and scientific community. (Harn, 2007)

Rubrics – Based on a continuum of performance quality and a scale of different possible score points, a rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

Scaffolding – Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher level than when performed independently. The opportunity to practice the skill at this level helps students advance to the point where they can operate at this high level on their own.

Scientifically-Based Research (SBR) – Research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to core academic development, instruction, and difficulties; and includes research that: (a) employs systematic, empirical methods that draw on observation or experiment; (b) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (c) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. [Section 9101(37) of ESEA; 34 C.F.R. § 300.35]

Schoolwide Positive Behavior Support – “A broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.” (Sugai et al., 2005) Positive Behavior Support (PBS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007).

Scoring Rubric – A scoring guide that enables teachers to make reliable judgments about student work and enables students to self-assess their work. A rubric is based on a continuum of performance quality and is built upon a scale of different possible score points to be assigned. A rubric identifies the key traits

or dimensions to be examined and assessed and provides key features of performance for each level of scoring (descriptors) which signify the degree to which the criteria have been met.

Standard – An indicator established by authority as a rule for the measure of quantity, weight, extent, value or quality. It defines the broad expectations for an area of knowledge in a given domain and may include an expectation of the degree to which students express understanding of that knowledge.

Standard Protocol Intervention – A process where a school or system uses pre-determined scientifically based interventions in a specific sequence with identified students, usually implemented at Tier 2.

Standards-Based Classroom – a classroom where teachers and students have a clear understanding of the expectations (standards). They know what they are teaching/learning each day, why the day’s learning is important to know or know how to do, as well as how to do it. They also know that they are working toward meeting standards throughout the year and that standards-based learning is a process, not an event.

Standards-Based Instructional Bulletin Board – one that is strategically placed in the classroom that provides examples of student work that have been correlated to the standards by elements. Generally, the student work, the task, the standard, and commentary on the work are posted; students and others can refer to it as a model or exemplar of student work that meets or approaches meeting the standard(s).

Strand – A strand is an organizing tool used to group standards by content.

Strategy – A loosely defined collective term that is often used interchangeably with the word “intervention”; however strategies are generally considered effective, solitary instructional/behavioral practices rather than a set of prescribed instructional procedures, systematically implemented.

Student Commentary – A student’s oral or written self-reflective, metacognitive comments that self-assess his or her progress toward the specified standard(s) and that provide feedback to the teacher about student understanding; as a result of effective self-assessment, students develop the skills necessary to self-adjust and become more independent learners.

Student with a Disability – Refers to a child evaluated as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as emotional disability), an orthopedic impairment, autism, traumatic brain injury, other health impairment, or a specific learning disability who needs special education and related services.

Student Work – Student work may or may not demonstrate that the student is meeting a standard. Student work should be used by the teacher to show the student what meeting the standard means.

Summative Assessment – A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for S. C. state standards and the state adopted curriculum where applicable.

Tasks – Tasks provide the opportunity for students to demonstrate what they can do, what knowledge they have, what understanding they have that relates to specific standards or elements. This demonstration may occur at any time during the course or at the end of the course.

Teaching Rubric – Teaching rubrics are explicitly designed to support as well as to evaluate student learning. Teaching rubrics have several features that support learning:

- Teaching rubrics are written in language that students can understand;
- Teaching rubrics are created with students as a result of the teaching that has occurred in the classroom (not before the teaching takes place);
- Teaching rubrics define and describe quality work;
- Teaching rubrics refer to common weaknesses in students' work and indicate how those weaknesses can be avoided, and;
- Teaching rubrics can be used by students to assess their works-in-progress and guide revision and improvement.

Tiered Instruction – Varying levels of instructional intensity within a tiered delivery model.

Trend Line – Line of a graph that connects data points. This is used to compare against the aim line to determine responsiveness to interventions. The trend line is what the student has actually achieved vs. the aim line which is the desired performance score.

Universal Screening – A quick process of assessing student performance, usually of an entire grade level and typically three times per year, to determine progress in relation to student benchmarks and thereby identify struggling students early; related directly to student learning standards.

Forms



Teacher List

Required form to be completed
by teacher

For Students Not Meeting Standard on Universal
Screening or Not Meeting Grade Level Standard

Teacher: SAMPLE

Grade/Subject: 3rd Grade

School Year: 2014 – 2015

Dates of Administrative Data Review meetings: _____

Date	Student Name	Not meeting standard		Comments Please list any current program placement (e.g. 504, SPED, ESL)
		Universal Screening (MAP)	Other	
8/25/2014	Andrews, Gary			
	Bennett, Ariel	Reading – 190		504, Attended ESY
	Cason, Barbara	Reading – 188		
	Davidson, Jose	Reading – 177		SPED – Math Only
	Everett, Beth	Math –EOY 200		
	Fladger, Kimberly	Math –EOY 201		
	Garrison, Charles			Have contacted RtI Facilitator

This form should be taken to the Administrative Data Review meeting.

Sample Form F1



Teacher RtI PLC Checklist for Tier 2

- | 1. Prior to initial Tier 2 RtI PLC meeting: | Date(s) Completed: |
|---|---------------------------|
| <input type="checkbox"/> Teacher will conduct and record universal screening results | _____ |
| <input type="checkbox"/> Teacher will complete Teacher List of Students Not Meeting Standard, Form F1 | _____ |
| <input type="checkbox"/> Administrator will hold a data review meeting with the teacher to review all student data. The meeting shall occur no later than 4- 6 weeks following the universal screening. | _____ |
| <input type="checkbox"/> Teacher will develop effective lesson plans that address environment, instruction, & assessment. | _____ |
| <input type="checkbox"/> Teacher will implement classroom interventions. | _____ |
| <input type="checkbox"/> Teacher will document student progress (progress monitoring). | _____ |
| <input type="checkbox"/> Teacher will meet with grade level/department team during professional learning community (PLC) meetings to review interventions and progress made. | _____ |
| <input type="checkbox"/> Teacher will contact parents regarding concerns. | _____ |
| <input type="checkbox"/> Teacher will implement two cycles of intervention, adjusting instruction as needed. Each cycle will be a minimum of 4-6 weeks. | _____ |
|
 | |
| 2. Referral Steps: | |
| <input type="checkbox"/> Teacher may use the Teacher PLC Checklist to Tier 2, Form F2-T2. | _____ |
| <input type="checkbox"/> Teacher will document all interventions on the Student Instructional Plan, F3 and plan to share data during RtI PLC Team meeting. | _____ |



Teacher Referral Checklist for Tier 3 Services

- | | Date(s) Completed: |
|---|---------------------------|
| 1. Prior to initial referral to Tier 3: | |
| <input type="checkbox"/> Teacher will conduct and record universal screening testing | _____ |
| <input type="checkbox"/> Teacher will complete Teacher List of Students Not Meeting Standard, Form F1 | _____ |
| <input type="checkbox"/> Administrator will hold a data review meeting with the teacher to review all student data. The meeting shall occur no later than 4- 6 weeks following the universal screening. | _____ |
| <input type="checkbox"/> Teacher will develop effective lesson plans that address environment, instruction, & assessment. | _____ |
| <input type="checkbox"/> Teacher will implement classroom interventions. | _____ |
| <input type="checkbox"/> Teacher will document student progress (progress monitoring). | _____ |
| <input type="checkbox"/> Teacher will meet with collaborative team during professional learning community (PLC) meetings to review interventions and progress made. | _____ |
| <input type="checkbox"/> Teacher will contact parents regarding teacher's concerns. | _____ |
| <input type="checkbox"/> Teacher will implement two cycles of intervention, adjusting instruction as needed. Each cycle will be a minimum of 4 - 6 weeks. | _____ |
|
2. Referral Steps: | |
| <input type="checkbox"/> Teacher may use the Teacher Referral Checklist to Tier 3, Form F2-T3. | _____ |
| <input type="checkbox"/> Teacher will document all interventions on the Student Instructional Plan, F3. | _____ |
| <input type="checkbox"/> Teacher will complete and submit the Referral to Rtl Team, Form F4 (making a copy for his/her own files). | _____ |
|
3. Prior to Rtl Team meeting for Tier 3: | |
| <input type="checkbox"/> Referring teacher gathers documentation listed on Referral to Rtl Team, Form F4. | _____ |
| <input type="checkbox"/> School Rtl Team Chair will distribute the Notice of Meeting, Form F7, to the student's teachers, administrator, and other staff (as appropriate). | _____ |
| <input type="checkbox"/> School Rtl Team Chair notifies the parent of the meeting using Parent Notification Letter, Form F8 and attaches Parent Response, Form F9. | _____ |
| <input type="checkbox"/> Student's teachers and other staff (as appropriate) complete and return the Notice of Meeting, Form F7, to the Rtl Facilitator. | _____ |



Student Instructional Plan

Response to Intervention – Elementary Reading

Required form to be completed and updated by teacher

Student _____ Student ID: _____ School: _____ Universal Screening Scores:
 Teacher _____ Grade: _____ Subject: _____ Fall: _____
 Winter: _____
 Spring: _____
 Date(s) of meetings: _____

Date	Elem. Reading	Specific Instructional Focus		Instructional setting/frequency <small>Setting: Whole Group, Small Group, Individual, etc. Frequency: Daily, Weekly, number of minutes, etc.</small>	Results of Intervention (Progress Monitoring Results)	Date(s) of parent contact
		Area of concern <small>i.e., main idea, summarization, two digit multiplication, etc.</small>	Strategies/Materials <small>(Please follow link to view Approved District Strategies/Materials)</small>			
			<input type="checkbox"/> F&P LLI <input type="checkbox"/> Comprehension Toolkits <input type="checkbox"/> Leveled Texts <input type="checkbox"/> StarLit <input type="checkbox"/> SuccessMaker <input type="checkbox"/> Other School Selected Resources			
			<input type="checkbox"/> F&P LLI <input type="checkbox"/> Comprehension Toolkits <input type="checkbox"/> Leveled Texts <input type="checkbox"/> StarLit <input type="checkbox"/> SuccessMaker <input type="checkbox"/> Other School Selected Resources			
			<input type="checkbox"/> F&P LLI <input type="checkbox"/> Comprehension Toolkits <input type="checkbox"/> Leveled Texts <input type="checkbox"/> StarLit <input type="checkbox"/> SuccessMaker <input type="checkbox"/> Other School Selected Resources			
			<input type="checkbox"/> F&P LLI <input type="checkbox"/> Comprehension Toolkits <input type="checkbox"/> Leveled Texts <input type="checkbox"/> StarLit <input type="checkbox"/> SuccessMaker <input type="checkbox"/> Other School Selected Resources			

*Attach assessment data, progress monitoring data, and most recent report card

Additional Comments: _____
 Form is maintained and kept with referring teacher's records. Complete for all students who are not successful after two cycles of Tier 1 and or Tier 2 intervention.

Form F3



Student Instructional Plan

Response to Intervention – Elementary Math

Required form to be completed
and updated by teacher

Student _____ Student ID: _____ School: _____ Universal Screening Scores:
 Teacher _____ Grade: _____ Subject: _____ Fall: _____
 Date(s) of meetings: _____ Winter: _____
 Spring: _____

Date	Elem. Math	Specific Instructional Focus		Instructional setting/frequency	Results of Intervention (Progress Monitoring Results)	Date(s) of parent contact
		Area of concern <small>i.e., main idea, summarization, two digit multiplication, etc.</small>	Strategies/Materials <small>(Please follow link to view Approved District Strategies/Materials)</small>			
			<input type="checkbox"/> Do the Math <input type="checkbox"/> Math Expressions Resources <input type="checkbox"/> HMH Soar to Success in Math <input type="checkbox"/> SuccessMaker <input type="checkbox"/> Other School Selected Resources	<small>Setting: Whole Group, Small Group, Individual, etc. Frequency: Daily, Weekly, number of minutes, etc.</small>		
			<input type="checkbox"/> Do the Math <input type="checkbox"/> Math Expressions Resources <input type="checkbox"/> HMH Soar to Success in Math <input type="checkbox"/> SuccessMaker <input type="checkbox"/> Other School Selected Resources			
			<input type="checkbox"/> Do the Math <input type="checkbox"/> Math Expressions Resources <input type="checkbox"/> HMH Soar to Success in Math <input type="checkbox"/> SuccessMaker <input type="checkbox"/> Other School Selected Resources			
			<input type="checkbox"/> Do the Math <input type="checkbox"/> Math Expressions Resources <input type="checkbox"/> HMH Soar to Success in Math <input type="checkbox"/> SuccessMaker <input type="checkbox"/> Other School Selected Resources			

*Attach assessment data, progress monitoring data, and most recent report card

Additional Comments:

Form is maintained and kept with referring teacher's records Complete for all students who are not successful after two cycles of Tier 1 and or Tier 2 intervention. Form F3



Student Instructional Plan

Response to Intervention – Secondary Reading

Required form to be completed
and updated by teacher

Student _____ Student ID: _____ School: _____ Universal Screening Scores:
 Teacher _____ Grade: _____ Subject: _____ Fall: _____
 Winter: _____
 Spring: _____
 Date(s) of meetings: _____

Date	Second. Reading	Specific Instructional Focus		Instructional setting/frequency	Results of Intervention (Progress Monitoring Results)	Date(s) of parent contact
		Area of concern <small>i.e., main idea, summarization, two digit multiplication, etc.</small>	Strategies/Materials <small>(Please follow link to view Approved District Strategies/Materials)</small>			
			<input type="checkbox"/> Edgenuity <input type="checkbox"/> Leveled Texts <input type="checkbox"/> Read 180 <input type="checkbox"/> SIPPS <input type="checkbox"/> StarLit <input type="checkbox"/> SuccessMaker <input type="checkbox"/> TCA <input type="checkbox"/> Other School Selected Resources	<small>Setting:</small> Whole Group, Small Group, Individual, etc. <small>Frequency:</small> Daily, Weekly, number of minutes, etc.		
			<input type="checkbox"/> Edgenuity <input type="checkbox"/> Leveled Texts <input type="checkbox"/> Read 180 <input type="checkbox"/> SIPPS <input type="checkbox"/> StarLit <input type="checkbox"/> SuccessMaker <input type="checkbox"/> TCA <input type="checkbox"/> Other School Selected Resources			
			<input type="checkbox"/> Edgenuity <input type="checkbox"/> Leveled Texts <input type="checkbox"/> Read 180 <input type="checkbox"/> SIPPS <input type="checkbox"/> StarLit <input type="checkbox"/> SuccessMaker <input type="checkbox"/> TCA <input type="checkbox"/> Other School Selected Resources			

*Attach assessment data, progress monitoring data, and most recent report card.

Additional Comments:

Form is maintained and kept with referring teacher's record. Complete for all students who are not successful after two cycles of Tier 1 and or Tier 2 intervention.

Form F3



Student Instructional Plan

Response to Intervention – Secondary Math

Required form to be completed and updated by teacher

Student _____ Student ID: _____ School: _____ Universal Screening Scores:
 Fall: _____
 Teacher _____ Grade: _____ Subject: _____ Winter: _____
 Spring: _____
 Date(s) of meetings: _____

Date	Second. Math	Specific Instructional Focus		Instructional setting/frequency	Results of Intervention (Progress Monitoring Results)	Date(s) of parent contact
		Area of concern <small>i.e., main idea, summarization, two digit multiplication, etc.</small>	Strategies/Materials <small>(Please follow link to view Approved District Strategies/Materials)</small>			
			<input type="checkbox"/> Cogitative Tutor <input type="checkbox"/> Edgenuity <input type="checkbox"/> FasttMath <input type="checkbox"/> Number Worlds <input type="checkbox"/> TCA <input type="checkbox"/> Other School Selected Resources	<small>Setting:</small> Whole Group, Small Group, Individual, etc. <small>Frequency:</small> Daily, Weekly, number of minutes, etc.		
			<input type="checkbox"/> Cogitative Tutor <input type="checkbox"/> Edgenuity <input type="checkbox"/> FasttMath <input type="checkbox"/> Number Worlds <input type="checkbox"/> TCA <input type="checkbox"/> Other School Selected Resources			
			<input type="checkbox"/> Cogitative Tutor <input type="checkbox"/> Edgenuity <input type="checkbox"/> FasttMath <input type="checkbox"/> Number Worlds <input type="checkbox"/> TCA <input type="checkbox"/> Other School Selected Resources			

*Attach assessment data, progress monitoring data, and most recent report card

Additional Comments: _____

Form is maintained and kept with referring teacher's records. Complete for all students who are not successful after two cycles of Tier 1 and or Tier 2 intervention. Form F3



Initial Referral to the School Rtl Team

Required form to be
completed by teacher

Student: _____ School: _____

Teacher: _____ Grade: _____ Subject: _____

Date: _____ First Referral: ___Y ___ N Repeat Referral: ___Y ___ N

Student receives Section 504 Accommodations: ___Y ___ N Student served by SPED: ___Y ___ N
(Includes Speech)

TO: Rtl Team

I request that the above named student be reviewed by the Rtl Team to assist in providing interventions in an effort to improve his/her overall performance.

TIER 1 AND 2 INTERVENTIONS: (Must be a minimum of 4 - 6 weeks)

I have observed problems that interfere with his/her educational progress in the following area(s):

Specific Area of Concern: _____

Initial Level of Performance (baseline): _____

Intervention Goal: _____

Current Level of Performance: _____

As the teacher bringing the student to the committee, I will provide **all** of the following applicable documentation:

- Grades / Report Card
- Common Assessments / Benchmarks / MAP Data
- Lesson Plans
- Student Instructional Plan, Form F4
- Interventions used and progress monitoring
- Attendance records / Behavior Log (Copies of Discipline Referrals/PowerSchool Records)

To be completed by the Rtl Team:

Initial and date receipt of the student referral	_____
Enter student on Rtl Team Referral Log, Form F7	_____
Date of intervention committee meeting	_____
Send Notice of Meeting Date, Form F8	_____
Send Parent Notification & Confirmation letters, Forms F9, F10 & F12	_____

This form should be completed by the referring teacher

Form F4



School Rtl Team Checklist For Tier 3

Optional resource for
Rtl Teams

1. Prior to the meeting:

- Rtl Team member enters referral on Referral Log, Form F6
- Rtl Team member sends Notice of Rtl Meeting, Form F7, to student's teachers and administrators
- Rtl Team member sends Parent Notification Letter, Form F8, and Parent Confirmation Letter, Form F9

- Rtl Team reviews data and makes recommendations for placement.
- Student Instructional Plan, Form F3 is updated by the referring teacher.
- Rtl Team Recorder completes the Rtl Team Meeting Minutes, Form F10
- Rtl Team will determine who will implement and continue to document instruction on the Student Instructional Form.

Date(s) Completed:

2. After the meeting

- A copy of the Rtl Team Meeting Minutes, Form F10, is placed in the Rtl folder in the student's cumulative folder.
- Rtl Team chairperson updates Referral Log information & submits to administrator every 4 – 6 weeks.
- Rtl Team chairperson sends copies of Rtl Team Meeting Minutes and Parent Notification of Meeting Results, Form F11, to parents if they were not able to attend the meeting.

3. Implementation Period:

- Rtl Team will conduct a progress review within six weeks.
- In special circumstances it may be necessary to meet more frequently.

4. Record Keeping:

- A Rtl folder must be maintained for each student referred to the Rtl Team. This folder should be placed in the student's cumulative folder.
- The Rtl Team is responsible for updating the Rtl folder and distributing necessary information regarding the student's intervention plan to the student's teachers.

Interventions for Tier 3 should:

- Have targeted objectives that are taught in an explicit and systematic manner
- Occur for an additional 90 minutes per week (max)
- Occur in a small group setting
- Be provided by the classroom teacher or other highly qualified teacher
- Be provided in the classroom, during tutoring, or via district approved interventions
- Have weekly Progress Monitoring
- Include a review of student data every 4 - 6 weeks

Optional form to ensure fidelity to Rtl process. Not to be placed in student's Rtl folder

Form F5



Notice of Rtl Meeting

To: _____ Name of School _____
 (Name of administrator and/or Rtl members)

The following student is being referred by the Response to Intervention Team:

Name: _____ Grade/Subject: _____

Purpose of Meeting:

Initial referral to Rtl team Review

Date of Meeting: _____ Time of Meeting: _____ Location: _____

Check all areas of concern that apply:

<p><u>Environment</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Frequent Tardies <input type="checkbox"/> Frequent absences <input type="checkbox"/> Frequent bathroom/nurse visits <input type="checkbox"/> Often lacks supplies <input type="checkbox"/> Change in appearance/dress <input type="checkbox"/> Unusual weight gain or loss <input type="checkbox"/> Appears fatigued or overly active <input type="checkbox"/> Frequent physical injuries <input type="checkbox"/> Easily distracted <input type="checkbox"/> Isolated self from others <input type="checkbox"/> Change in peer group <input type="checkbox"/> Uses obscene language and gestures <input type="checkbox"/> Other _____ 	<p><u>Instruction</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Fails to complete homework/assignments <input type="checkbox"/> Turns assignments in late <input type="checkbox"/> Participates reluctantly in classroom activities/discussions <input type="checkbox"/> Fails to respond to redirection <input type="checkbox"/> Fails to respond to small group instruction <input type="checkbox"/> Disrupts class by talking out <input type="checkbox"/> Demonstrates weaknesses in _____ <input type="checkbox"/> Other _____ 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress has declined <input type="checkbox"/> Not meeting standard on formative assessments (teacher made tests) <input type="checkbox"/> Benchmark scores below standard <input type="checkbox"/> Other _____
<p><u>Teacher Comments</u></p> <hr/> <hr/> <hr/>		
<p>Attach work samples (if unable to attend meeting)</p>		

Please provide below response to the Rtl chair by _____.

I will be able to attend the meeting: Yes No

Signature _____

Form F7



Parent Notification Letter

Date: _____

Dear Parent/Guardian of: _____:

Our school uses a problem solving model called Response to Intervention (RtI). RtI is a process designed to address the needs of all students and is intended as an early intervention to prevent long-term academic failure. Our RtI Team meets on a regular basis to offer assistance to students, teachers and parents regarding student success here in school.

A referral has been made to the RtI Team regarding your child's progress. The team will be reviewing all available information in order to develop an intervention plan and make other recommendations, as appropriate, to better assist your child in making successful progress in school.

This letter is to provide you with written notice that the RtI Team will be gathering data from a wide variety of sources including the student's cumulative file, school health records, teacher reports, other school records, and classroom work. If you have any additional information that you would be willing to provide that might help the RtI Team in planning effective educational strategies and recommendations for your child, please contact me. We will have an RtI meeting regarding your child. You are invited to be in attendance. Meeting details are below:

Date:	
Time:	
Location:	
Address:	
Phone:	
Contact:	

Sincerely,

RtI Team Chairperson _____



Parent confirmation to attend letter

In response to the notification of the RTI committee meeting to discuss my child's academic success, I

Printed name of Parent/Guardian

Please check one of the following:

plan to attend.

do not plan to attend. If you do not plan to attend, also check one of the following:

I waive my participation in the Rtl committee meeting, and I designate the Remaining members of the Rtl committee as the decision-makers for all purposes.

I cannot attend in person, but I wish to participate by telephone. The number at which I can be reached at the time of the meeting is

() _____

If you would like to attend but can't due to a scheduling conflict, please call us at

Parent/Guardian Signature

Date

Please return this completed form to the Rtl Chairperson by _____.



School Rtl Team Meeting Minutes

Name of School _____ Meeting Date _____

Check one: Initial Referral Rtl Referral

Name of Student _____ Student's current tier (1, 2, 3, 4) _____

PART I: REFERRAL/ REVIEW INFORMATION.

Reason for referral/review: _____

Student strengths & talents:

Review of current supports or intervention strategies:

Review of all related data:

Summary of findings:

PART II: TEAM RECOMMENDATIONS (Check only those that apply)

Recommended Tier placement: ___ Tier 1 ___ Tier 2 ___ Tier 3 ___ Tier 4

Develop intervention plan

Revise intervention plan

Continue implementing current plan

Course Change, e.g. AP English I to English I

Consider Credit/Grade Recovery Class

Referral made to:

Guidance Counselor

Student Intervention Team (SIT)

Gifted/Talented Program

Special Education

Other _____

School RtI Team Meeting Minutes, page 2

Student Name: _____ Date: _____

PART III: MEETING NOTES, continued

Date to review plan: _____
Date of next meeting

RtI Committee Member Attendance

<u>Name</u>	<u>Position</u>	<u>Date</u>



RtI Parent Follow-up Letter (if parent did not attend meeting)

Date: _____

Dear Parent/Guardian of _____:

The Response to Intervention (RtI) team met on _____ to discuss your child's success in the classroom. The committee will monitor your child's progress and will schedule another meeting in the near future.

You will be invited to the next meeting of our team. For your review, please find attached a copy of the minutes and recommendations from the last conference.

Please feel free to contact me at _____ (phone) or _____ (e-mail) if you have any questions or concerns. We look forward to working with you to ensure your child's academic success.

Sincerely,

RtI Chairperson



School Rtl Team Checklist for Tier 4

Optional resource
for RTI Teams

Prior to Tier 4 meeting, a Vision/Hearing Screen should be completed.

Date(s) Completed:

1. At the meeting:

- Rtl Team meets, reviews data, and makes recommendations using the Rtl Team Meeting Minutes, Form F10
- Rtl team updates the Student Instruction Plan, Form F1.
- Rtl Team will determine if student should be evaluated for Special Education or 504 services. (*Notice of Parents Rights and Request to Evaluate* must be given to parents)
- A copy of the Tier 4 Rtl Team Meeting Minutes, Form F10, is given to parent or guardian

2. After the meeting:

- A copy of the Rtl Team Meeting Minutes, Form F10, is placed in the Rtl folder in the student's cumulative folder.
- Rtl Team updates Rtl Student Placement Log, Form F6.
- Rtl Team chairperson sends copies of Parent Notification of Meeting Results letter, Form F12, and the Rtl Team Meeting Minutes, Form F10, to parents if they were not able to attend the meeting.

3. Implementation Period:

- Rtl Team will conduct a progress review within six weeks unless student is eligible for Special Education or 504 services.
- In special circumstances, it may be necessary for the Rtl Team to meet more frequently.

4. Record Keeping:

- A Rtl folder must be maintained for each student referred to the Rtl Team. This folder should be placed in the student's permanent record.
- The Rtl Team is responsible for updating the Rtl folder and distributing necessary information regarding the student's intervention plan to the student's teachers.

Interventions for Tier 4 should occur simultaneously with Tiers 1, 2 and 3. Tier 4 should:

- o Have targeted objectives that are taught in an explicit and systematic manner
- o Occur for more than 90 minutes per week
- o Occur in a small group or individual setting
- o Be provided by the classroom teacher or other highly qualified teacher
- o Be provided in the classroom or pullout setting
- o Progress monitor twice a week
- o Include a review of student data every 4 - 6 weeks

This form is designed to ensure fidelity to Rtl process. This form should **not** be placed in the student's Rtl folder.