

Waco Independent School District
RTI manual
22-23



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Section 1

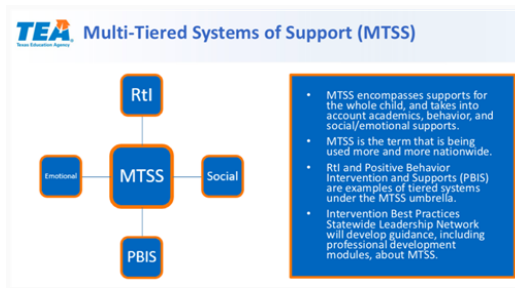
Overview of RTI

RTI is a framework that many schools use to provide targeted support to struggling students. It focuses on the “whole child.” RTI supports a multi-tiered system of support in academics (**Response to Intervention- RTI**) and behavior (**Positive Behavioral Interventions and Supports**) and the student’s social and emotional needs.

How RTI Works

RTI is not a particular curriculum. It is a proactive approach that has several key components:

- Universal screening for all students
- Increasing levels of targeted support for those who are struggling.
- Integrated plans that address student’s academic, behavioral, social, and emotional needs.
- The use of evidence-based strategies with professional development for staff
- Frequent monitoring of students’ progress
- School-wide approach. Teachers, counselors, administrators, and other specialists work as a team with a problem-solving approach.
- Parent communication, so parents are aware of interventions and progress of their child.



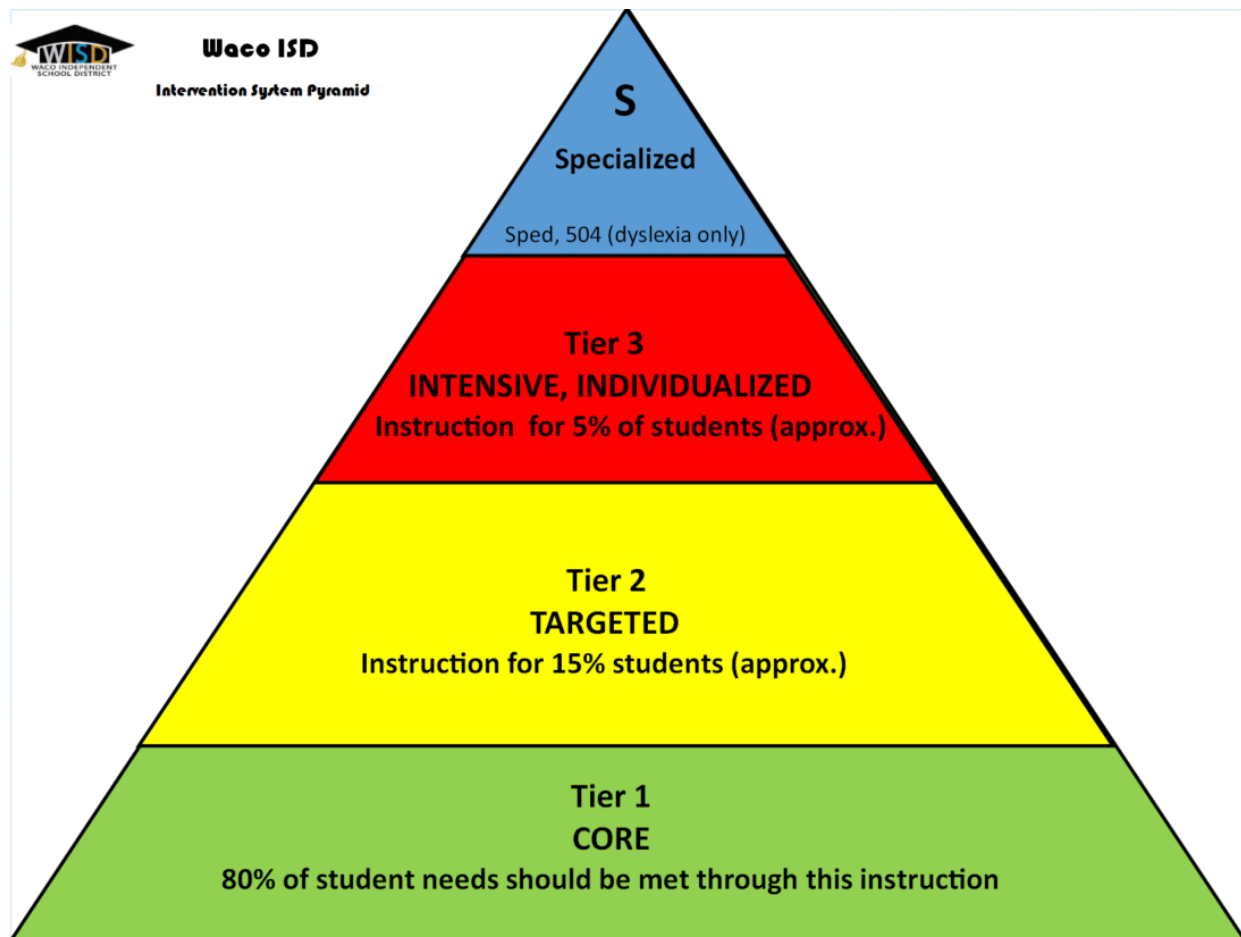
This manual aims to guide the processes and procedures in **RTI (academic)** and **behavior (PBIS)** interventions in Waco ISD.

Section 2

A Tiered System Approach

Waco ISD will use a Tiered System of Service Delivery regarding RTI and behavior.

A tiered service delivery system is necessary to efficiently and effectively support all children, not just those who struggle in school. The tiered service delivery system is crucial to ensure all students achieve high levels and achieve college and career readiness.



Tier 1 Core Instruction

At Tier 1, all students receive scientific, research-based core instruction implemented with integrity and emphasizing grade-level standards and school-wide behavioral expectations. Instruction at Tier 1 should be differentiated and include flexible grouping and active student engagement. To ensure 80% of students' needs are met at Tier 1, high-quality instruction is essential. Features of high quality, research-based instruction include (Chard et al., 2008):

- Standards-Based Curriculum: a curriculum based upon the State Standards (or district standards).
- Differentiated Instruction: students have different levels of background knowledge and school readiness. Differentiated instruction engages each student in active learning according to his/her needs. The content of instruction, delivery of instruction, and targeted level of instruction can be differentiated.
- Flexible Grouping: a combination of the whole group, small group, and individual instruction allows teachers to create fluid groups that meet the needs of all students.
- Active Student Engagement: ensuring all students are actively involved during instruction and are not passive recipients. This can be accomplished with high rates of opportunities to respond and ample time to practice skills.
- Classroom Behavior Strategies: proactively and explicitly teaching the expected behaviors and routines, frequent use of reinforcement and praise (4:1 positive to negative feedback loop), quick and efficient transition times, and consistent instructional response to misbehavior (verbal and non-verbal cues, precorrection, change of seating). Early-stage interventions (Planned discussion, Correction planning, Increasing positive interactions, Data collection, Goal setting, Building a supportive relationship). See link for more information on behavior intervention systems: [Behavior handbook 2020-21](#).

A solid Tier 1 should be sufficient to help 80% of students meet or exceed grade-level expectations measured by a standardized summative assessment. Suppose Tier 1 instruction is not successful in meeting the needs of 80% of the school's population. In that case, the School Leadership Team (see meeting section for further explanation of the team purpose, members, and agenda) should consider possible solutions to create a better match between students' needs and the core curriculum and instruction (e.g., improving explicit instruction, differentiation strategies, use of flexible grouping, and maximizing active student engagement).

Tier 2 Targeted Group Intervention

At Tier 2, students identified as being at-risk academically or behaviorally through universal screeners are provided scientific, research-based interventions in addition to the core. Students who score lower than the percentile 25% on the Universal Screener and other data points would benefit from Tier 2. Approximately 10 to 15% of students will need supplemental instruction at Tier 2. Tier 2 interventions are implemented with groups of students demonstrating common skill deficits or social/emotional/behavioral risk characteristics. These students should be observed and a collaborative intervention plan is developed, monitored, and documented in Branching Minds by the classroom teacher.

- The classroom teacher provides Tier 2 instruction in either push-in or pull-out settings, such as after-school tutorials or built-in time in the schoolmaster schedule (e.g., Grit/Anchor time).
- Targeted group interventions must be more explicit: more intensive than core instruction; more supportive in the form of encouragement, feedback, and positive reinforcement; carefully scaffolded;
- Ideally, groups are approximately 5-8 students, for elementary, and 6 to 8 students or larger groups divided into a few groups of 6 to 8 students, for middle and high schools.
- Targeted group interventions typically involve an additional 60-90 minutes of instruction (outside of core instruction) provided each week (e.g., two to three 30-minute intervention periods).
- Progress monitoring should occur every three weeks. This data should be entered into Branching Minds by the classroom teacher.
- Grade level content meetings should occur monthly (after PBM) or end of the unit assessment at the elementary level. At MS and HS, Grade/content level meetings should occur monthly. (See meeting section for further explanation of the team's purpose, members, and agenda).
- Students are expected to be in Tier 2 intervention for 9-12+ weeks with 3-4 data points (See entrance and exit criteria section).

Waco ISD will use the following for Tier 2 interventions:

Reading- HMH guiding reading, Level Reading Library (scholastic), Progress Learning (9-12)

Math- Pearson Black Box, IReady (K-5), Pearson Intervention Lessons, Google intervention drive, Iready (6-8), Iready, Progress Learning (9-12)

Behavior- Check in-check out, structured mentorship, meaningful work, social-emotional curriculum, Saturday school

Please note: all Tier 2 interventions should be teacher-led and **in addition** to core instruction. Students should receive face-to-face instruction.

See Appendix for Intervention instructional strategies.

Tier 3 Intensive Individualized Intervention

Tier 3 is an intervention for students who have not demonstrated progress with targeted group interventions at Tier 2 and require more time in more intensive interventions OR students identified as being at-risk academically or behaviorally (10th percentile or lower) through universal screeners. Approximately 5-10% of students will require this level of intensive, systematic & explicit instruction at Tier 3 for a student to progress and show growth. Tier 3 interventions are distinguished from Tier 2 interventions because they are individualized. They may also include strategies for maximizing student outcomes during core instruction or Tier 1 and support at home or in the community. These plans are revised by the Student Assistance Team (SAT) and progress monitoring in Branching Minds by the Specialist.

- The SIT would provide a Tier 3 intervention in a “pull-out” setting.
- Interventions are explicit and systematic, provide immediate feedback and occur outside the core instruction.
- Occur with smaller student-teacher ratios. Ideally, 1-on-1, however, groups of 3 to 5 students or a larger group divided into a few groups of 3-5 students, is acceptable for middle and high schools.
- Intensive intervention occurs 4-5 times a week, typically for 30-45 minutes a day.
- Progress monitoring should occur weekly or biweekly and be entered into Branching Minds.
- SAT should meet every 2-3 weeks to look at the growth in Tier 3, considering referrals
- Students are expected to be in Tier 3 intervention for 12-18+ weeks with 6-10 data points. (See entrance and exit criteria section)

Waco ISD will use the following for Tier 3 intervention:

Reading- LLI, F&P Phonics (K-5), Reading Plus, IReady Reading, Neuhaus (6-8), Reading Plus, IReady Reading (9,10)

Math- Do the Math, IReady Math (K-5), IReady Math (6-9)

Behavior- Behavior support plan, PASS (Positive Approach to Student Success), First Step Next

*Please note: all Tier 3 intervention instruction is provided by a specialist and **in addition to core instruction**. Students should receive face-to-face instruction. Computer-based programs may be used in rotations for larger groups.*

See Appendix for Intervention instructional strategies.

Waco ISD MTSS Intervention Tiers Descriptors

[illegible]

Entrance/Exit Criteria for Tiers

Waco ISD will use specific criteria for students entering and exiting tiers. Campuses must adhere to criteria, so consistency in the district is maintained.

Students are placed into Tiers after the BOY universal screener is completed at the campus. The Campus Leadership Team (CLT) will meet and review campus data, look for trends in the data and place, or review students' current tiers in Branching Minds. The Campus Leadership team may choose to make this a school data day where grade/content level teams are incorporated to look at the universal screening data and or district DBA data.

The Campus Leadership Team must be the group that leads to the placement of tiers. Leadership should be aware of students and campus personnel to meet student needs and master scheduling.

Sources of data that are to be considered in conjunction with the screener are as followed:

- STAAR Assessment
- DBA (CTA)
- Grades
- Attendance
- Vision/Hearing
- Behavior referrals

It is recommended that these meetings occur in an area where universal screening data can be projected. The CLT will focus on the students who are placed in the "on watch," "Intervention," and "crucial intervention area." The team will look at each student and determine where the student falls on the tiered system using the universal screening data and the other supporting data mentioned above.

An RTI record-keeping system log shall be maintained to document which tiers and the dates the team places students (see example in appendix) in tiers. This will need to be communicated to the appropriate classroom or SIT/IS/BIT teacher if they are not present by the Campus RTI Coordinator. In conjunction with the grade or content level, the classroom teacher will need to develop or revise the Tier 2 student learning plans based on specific skills that need to be "focused" on in Branching Minds. The SIT/IS/BIS teacher will need to develop or revise Tier 3 student learning plans in Branching minds focusing on "critical skills deficits" (see Flow chart and RTI checklist for steps).

The following are the criteria that should be used when placing students into the tier intervention system:

Tier 1 RTI decision-making guide:

Tier 1– Core w/ differentiation & flexible grouping	
Level of performance	Decision
The student's performance is above the 50th percentile, on screener, but concerns regarding student's academic performances or progress in grades and/or state testing	Consider modifying core w/ a differentiation plan to address student's needs
Between 25th– 50th percentile on screener and concerns regarding student's academic performance or progress in grades and/or state testing.	<p>A committee can place in Tier 2 support if at least two of the following criteria are met:</p> <ul style="list-style-type: none"> * The student has historically scored below the 25th percentile on CBM or universal screeners. * The student's scores did not meet "approaches" on the previous years state assessment. * The student has a pattern of grades or classroom assessments that is significantly below the class average or established guidelines for grade level expectations. In general, students are considered discrepant if they regularly perform below
Below the 25th percentile on the universal screener.	<p>Place student in Tier 2 intervention. Have classroom teacher create a student learning plan in Branching Minds.</p> <p><u>Please note: if data (grades, state assessment, DBA) DO NOT support the score obtained on screener, the student may need to be retested in a smaller group setting.</u></p>

Tier 2 RTI decision-making guide:

Tier 2 Targeted Interventions- Time: 9-12 weeks Required Data Point: 3-4 entered into BM (every 3 weeks) Entrance criteria: Fell between 10-25th percentile on universal screener, failed or approach state assessment one or more years in one or more subjects, student has a pattern of grades or DBA that are below average.		
Level of performance	Rate of Improvement	Decision
3 consecutive PM data points >25th percentile OR > set mastery criteria	Good growth	Move to Tier 1: Discontinue or fade Tier 2 intervention.
3 or more PM data points consistently between 10-25th percentile OR < set mastery criteria	Sufficient growth-Student data points show growth on upward trend	Stay in Tier 2: Continue student learning plan (Tier 2 interventions). Repeat cycle.
	Uncertain growth- Student data fluctuates	Stay in Tier 2: Review & Revise Student learning plan (Tier 2 interventions). Consider additional instructional strategies. Repeat cycle. After TWO Intervention cycles of uncertain growth, complete referral , request student be presented to SAT.
4 or more consecutive PM data points less than 10th percentile OR < set mastery criteria	Insufficient growth– Student data on downward trend	Move to Tier 3: Complete referral form and request student be presented to SAT for intensive intervention.

Tier 2 Exit criteria:

Move to Tier 1 if student has 3 consecutive PBM data points at or above 25th percentile OR above set mastery criteria as documented in BM.

Move to Tier 3 if student has completed two cycles with uncertain growth or one cycle of Insufficient growth.

Tier 3 RTI decision-making guide:

Tier 3 Intensive Instruction– Time: 12-18 weeks Required Data Points: 6-10 data points in BM (biweekly/weekly)

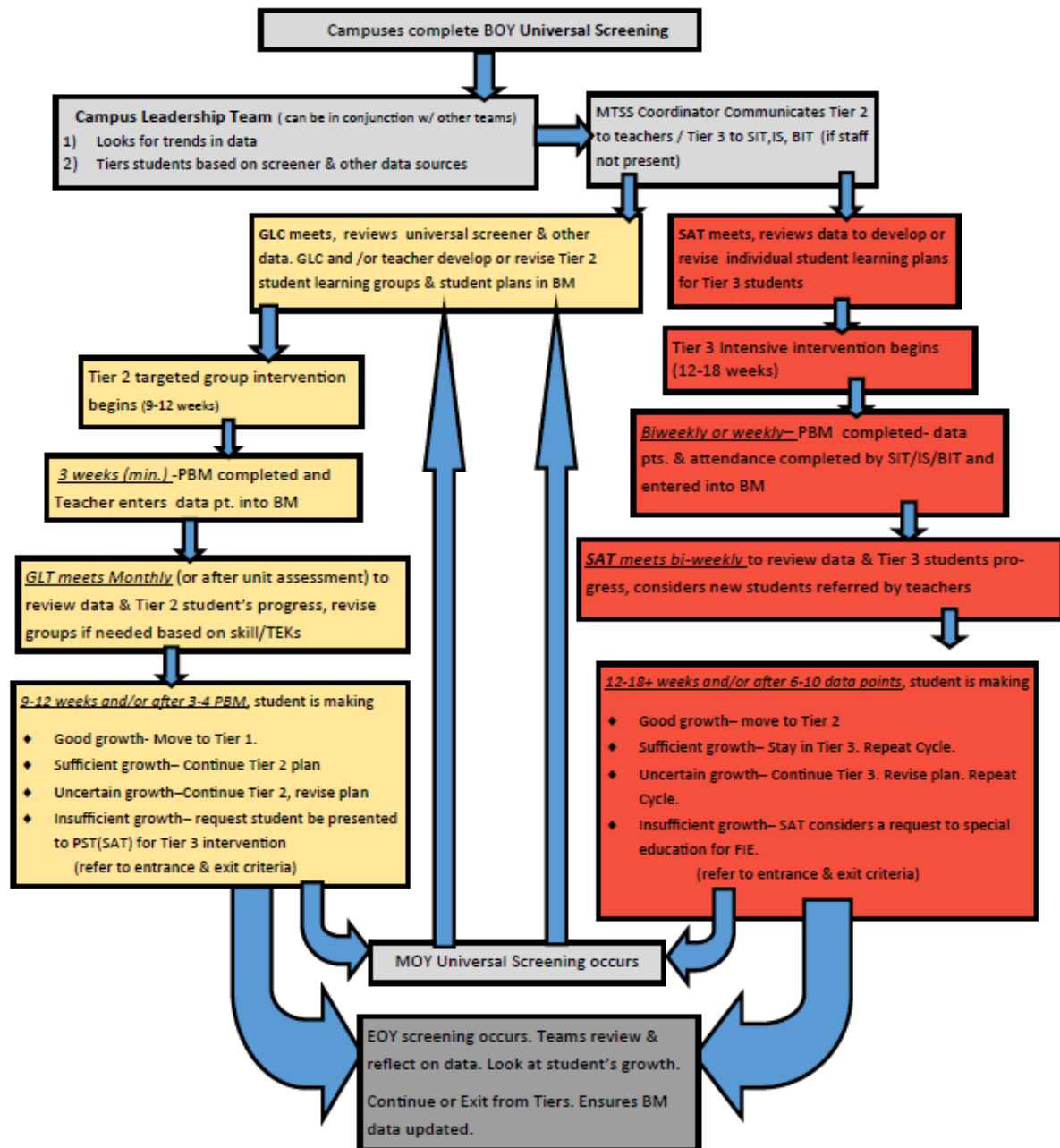
Entrance criteria: Fell below 10th percentile on universal screener, did not pass state assessment in one or more areas for two consecutive years or more, current or history of not passing one or more subject areas (average attendance , V/H issues ruled out) OR Insufficient growth in Tier 2 with documented data points in BM.

Level of performance	Rate of Improvement	Decision
6 or more consecutive PM data points at or above 10th percentile OR 6 > set mastery criteria	Good Growth	Move to Tier 2: SAT moves student to Tier 2 and revises student learning plan in BM.
6 or more PM data consistently between 1-9th percentile OR 6 < set mastery criteria	Sufficient growth– Student data shows growth on upward trend	Stay in Tier 3: Continue student learning plan (Tier 3 interventions). Repeat cycle.
	Uncertain growth– Student data fluctuates	Stay in Tier 3: Review & revise student learning plan (Tier 3 interventions). Consider additional instructional strategies. Complete Insights Survey. Repeat cycle.
After a cycle of 12-18 weeks, with 6 or more data points showing no growth.	Insufficient growth– Student data on downward trend	SAT considers a request of a Full Individual Evaluation through special education. <i>Rule out attendance & V/H issues that may impact student progress.</i>

Tier 3 Exit criteria:

Move to Tier 2 if student has 6 or more consecutive PBM data points at or above 10th percentile OR above set mastery criteria as documented in BM.

Recommendation to special education After a cycle of 12-18 weeks, with 6 or more data points showing insufficient growth or 2 cycles with uncertain growth.



Section 3

RTI Team Meeting

Three Types of RTI Meetings:

A healthy RTI system consists of three different types of meetings that have three specific functions and formats.

The Campus Leadership Team (CLT) Meeting: This meeting is conducted three times a year, after the BOY, MOY, & EOY universal screener. This meeting aims to review the school universal screening data, identify students less than the 25th percentile, and determine if they need Tier 2 instruction. The group looks at the data for students who place in the less than 10th percentile to determine if Tier 3 intervention is necessary. Please note other data sources, such as state testing, historical grades, referrals, and attendance; all need to be considered when placing students. If more than 80% of the school's students fall below the 25th percentile, Tier 1 instructional practices need to be reviewed.

The Grade Level/Content Team (GLT) or Cohort Team Meeting: This meeting happens monthly, during a dedicated grade/content/cohort meeting or PLC time with the RTI Coordinator and campus administration. PLCs (department and grade-level teams) serve a critical role in problem-solving at Tiers 1 and 2. PLCs provide a collaborative learning environment to support effective differentiated instruction and classroom management strategies at all tiers. GLC reviews data (unit assessments, universal screeners, DBA, grades, state assessment, attendance, referrals) and uses this information to problem-solve for students who need additional support in Tier 1 and 2. They plan for grouping, content, and delivery of interventions at Tiers 1 and 2.

The Student Assistance Team (SAT) Meeting: This meeting occurs at least every 3 weeks (may need to occur more often if SIT can not attend GLTs) and provides the time and space for individualized problem-solving for students not making sufficient progress in Tier 2 and determines the need for Tier 3 intervention. This team also reviews student's progress and growth in Tier 3. This team may also request additional testing for Special Education and related services and Section 504.

Meeting Type	School Leadership Meeting	Grade/Content/Cohort Team Meeting	Problem Solving (SAT) Team
Purpose	<p>Review overall school data to ensure fidelity of Tier 1 instruction.</p> <p>Place students in Tier 2 & 3 level and/ or review current Tiers based on BOY, MOY, EOY universal screening, and other data.</p>	<p>Discuss & problem-solve for students who aren't making sufficient progress in the core curriculum.</p> <p>Review and revise Tier 2 Plans and groups</p>	<p>Deeper dive problem-solving for students not making sufficient progress in Tier 2</p> <p>Review Tier 3 Progress</p> <p>Recommend students for special education or Section 504 referrals.</p>
Duration/Frequency	3x per year (post-universal screeners)	One planning period/PLC a month or after TCA	<p>Every 3 weeks (depending on the size of Tier 3 population)</p> <p>May need to meet more often if SIT can not attend GLT</p>
Members	<p>Principal</p> <p>RTI Campus Coordinator</p> <p>Instructional Specialist</p> <p>SIT/Behavior Specialist</p> <p>Counselor</p> <p>Grade-level rep (large schools) OR Gen ed rep (small schools)</p> <p>District C&I rep</p>	<p>All teachers who are working with Tier 2 students in that grade /content area.</p> <p>The principal or Principal Designee</p> <p>RTI Campus Coordinator</p> <p>Instructional Specialist</p> <p>Behavior Teacher (if applicable)</p> <p>Special Education Teacher (if applicable)</p>	<p>Principal</p> <p>RTI Campus Coordinator</p> <p>Instructional specialist</p> <p>SIT/Behavior Specialist</p> <p>Counselor</p> <p>Rotating gen ed teacher of the student being discussed</p>
Agenda (See full agendas in appendix)	<p>Evaluates the effectiveness of Tier 1 (core instruction). Looks for trends in data by grade, content, or teacher.</p> <p>Determine Tiers of students in need of intervention</p> <p>Answer the question, "Is Tier1 (core) instruction effective?" by looking at improvement in student outcome measures since the last meeting.</p>	<p>The meeting facilitator goes through Tier 2 students flagged for not making sufficient progress.</p> <p>Quick check-in, problem solving about what is happening for each student.</p> <p>Make/revise intervention plans.</p> <p>If the Grade-Level Community Team cannot develop an intervention plan, the teacher and or committee requests an SAT meeting.</p>	<p>Staff members who made the referral present data and the SAT team makes/revises intervention plans.</p> <p>This meeting runs with a clear agenda, using a timer.</p> <p>There must also be clear behavior norms and an active problem-solving mentality.</p>

RTI Teams: Staff, Roles, and Responsibilities

Critical to the functioning of an effective RTI team is communication and collaboration between all school personnel. It is essential to remember as we determine responsibilities within a system that, as educators, we own the success of all students.

Role	Duties	Staff Member Assigned (some staff may serve multiple roles)
Administrative Representative	<p>Facilitates monitoring of instructional integrity within grade levels/departments</p> <p>Provides leadership at RTI team meetings</p> <p>Ensures progress monitoring (data points and weekly sessions) for all students in Tiers 2 and 3 are completed and entered into BM</p> <p>Coordinates and sets agenda for Leadership Team Meetings</p>	
RTI Campus Coordinator	<p>Attends Leadership RTI team meetings. Assist teams in tiering students.</p> <p>Notifies appropriate staff of students in Tier 2 & 3 and ensures student learning plans are developed in Branching Minds.</p> <p>Submits RTI Tier log to Campus Admin and Director</p> <p>Provides leadership at Grade level/ content team meetings.</p> <p>Leads the SAT Teams. Coordinates and sets agenda for PST (SAT) team meetings.</p> <p>Ensure proper referral forms and documentation are completed before Tier 2/3 referrals</p> <p>Ensure Campus RTI letters are disseminated to parents (SB 1153)</p> <p>Submits required paperwork for special education and or 504 referrals</p>	

Grade-Level Representative	<p>Serves as a liaison between PLC/grade-level/department team and PST (SAT) team meetings</p> <p>Leads grade level/content meetings monthly to review Tier 2 students' progress monitoring data</p> <p>Coordinates and set agenda for grade/content meetings</p>	
Content Specialist /Student Intervention Teacher (SIT), Behavior Specialist	<p>Provides expertise to RTI teams regarding interventions and skill remediation</p> <p>Supports teams with data interpretation and ensures linkage of data to selected interventions</p> <p>Conducts PBM for students in Tier 3, enters data into Branching Minds, presents to appropriate teams.</p> <p>Enters Weekly sessions into Branching Minds</p>	
Instructional Specialist	<p>Consults/collaborate with classroom teachers regarding differentiated instruction</p> <p>Provides expertise to teams regarding interventions and skill remediation</p>	
Classroom Teacher	<p>Attends monthly Grade/content level meetings to discuss develop or revise Tier 2 student groups</p> <p>Creates Tier 2 student learning plan groups in Branching Minds</p> <p>Enters weekly sessions for Tier 2 sessions into Branching Minds</p> <p>Completes PBM every three weeks or after unit and enters data into Branching Minds</p> <p>Monitors student's progress and completes referral forms and request meetings for students in need of Tier 2 or Tier 3 intervention</p>	
Note Taker	<p>Ensures meeting notes for GLC and SAT are completed and entered in BM if the plan is developed or revised due to no progress</p>	
Timekeeper	<p>Sets and tracks the amount of time spent on each agenda item</p> <p>Monitors discussion to keep the team on task</p>	

SEE APPENDIX FOR TEAM AGENDAS

Section 4

PEIMS

Peims reporting requirements

Each LEA is required to report to the state annually the students who receive the intervention. The data is tracked by PEIMS. PEIMS needs to be notified of the date of when a student ENTERS (Tier 2 or 3) and when a student EXITS RTI. It is the responsibility of the campus RTI coordinator to notify the PEIMS clerk of this data.

Dates for PEIMS reporting

After each universal screening (BOY,MOY,EOY), the campus RTI coordinator needs to notify the PEIMS clerk of any students who are new to RTI and who have exited. Send only the names of new students and exited students.

In addition, the FALL peims submission of any student who should be coded as receiving intervention on your campus needs to be verified with the PEIMS clerk by RTI Campus Coordinator.

Scheduling of SIT in PEIMS

Beginning in the 22-23 school year, all elementary students who received tier 3 intervention and pulled by a SIT teacher will be scheduled for a SIT section in PEIMS. This scheduling will be entered by the campus counselor. The RTI campus coordinator will need to provide the campus counselor a list of students who will receive T3 pull out intervention after BOY CLT and MOY CLT. If students are added to T3 between the screeners, names need to be provided to the counselor as well.

Tracking Sheet

Waco ISD will use the following sheet to track the levels of intervention. This is done for two reasons: 1) To ensure compliance with the PEIMS mandate and ensure proper data is being submitted. 2) For campuses to determine how long a student has been on an intervention level, and if the student needs to be referred for more intense intervention, or a 504 or an IDEA referral.

Below is an example tracking sheet that can be found in the RTI google folder.

[illegible]

Section 5

RTI Assessments & Monitoring

Universal screener

The purpose of a universal screener is to evaluate overall school academic and behavior performance (Tier 1- core curriculum) and also identify students whose performance is not consistent with that of their peers. The fundamental questions the universal screener helps determine are:

- 1. All else being equal, are more than 20 percent of the students falling below the expected level in reading and or math?*
- 2. Does the data show trends by the content or grade level?*
- 3. Once trends are analyzed, are there students who continue to struggle and are not already identified as tier students, special education students, or Section 504 students (e.g., dyslexia)?*

The ultimate goal of universal screening is to proactively develop research-based, instructional, and behavioral practices that maximize success for all students within their grade level, general education curriculum, and expectations.

Waco ISD will use the following academic universal screeners to be completed three times a year (BOY- Fall, MOY- Winder, EOY- Spring):

Kindergarten: TX-KEA Texas Kindergarten Entry Assessment

Grades 1-8: STAR Renaissance (Reading and Math)

High School: STAR Renaissance (Math) Reading Plus (ELAR)

Progress Monitoring

Progress monitoring (PM) aims to determine if a student responds to Tier 2 and Tier 3 interventions. It gives the team information on whether the chosen intervention promotes student growth on targeted core and foundational skills.

Waco ISD will use the following tools for progress monitoring for Tier 2 every 3 weeks:

Elementary: Reading- *Renaissance* or *TCA* Math- *Renaissance* or *TCA*

Secondary: *Renaissance, TCA, Progress Learning (high school)*

Waco ISD will use the following for progress monitoring for Tier 3 weekly or every other week (biweekly):

Elementary: Math- *Do the Math*, Reading- *LLI Running Record* or *Renaissance*

Secondary: Math- *IReady* Reading- *Reading Plus, Renaissance*



Branching Minds

Branching Minds is the tool Waco ISD will use to assist with tracking within RTI. This includes the following support:

- create intervention groups
- write student learning plans
- track student's tier and interventions
- progress monitor
- data collection
- log communication and meetings

Staff members can access Branching Minds by logging into <https://wacoisd.branchingminds.com>. Staff login information is the same as staff email login information.

The access level is determined by the staff member's role in the district. Teachers can view class rosters. Below is an example of what a staff member will view when logging in.



Student Name	Grade	Reading	Math	Behavior	Writing	Speech	Science	Social Studies
Demo Student: Alta Vista	Demo38 1st Grade	Reading	Math	Behavior	Writing	Speech	Science	Social Studies
Demo Student: Alta Vista	Demo47 2nd Grade	Reading	Math	Behavior	Writing	Speech	Science	Social Studies
Demo Student: Belts Hill	Demo31 1st Grade	Reading	Math	Behavior	Writing	Speech	Science	Social Studies
Demo Student: Brazos High	Demo18 1st Grade	Reading	Math	Behavior	Writing	Speech	Science	Social Studies
Demo Student: Cedar Ridge	Demo33 1st Grade	Reading	Math	Behavior	Writing	Speech	Science	Social Studies

Branching Minds user guide can be found in the appendix of this manual. Campus RTI Coordinators can assist teachers and other campus staff in the utilization of this program. Monthly training will also be conducted by the district RTI coordinator and Instructional specialist.

Special Education Students Coding

Beginning in the 22-23 school year, special education students will be coded “S” in the areas they received resource or self contained instruction. This coding will be completed by the special education department. If a special education student is demonstrating a need for intensive, explicit instruction, a special education ARD needs to be held to address the need for “specialized” services. Once a student qualifies for special education, the ARD is the team that determines students' access to educational services, **not the SAT team**. All sped students who did not meet proficiency on STAAR, and not in coded “S”, should be a Tier 2 in BRM. All sped students should have an AIP written if they did not show proficiency on the state assessment.

Student Learning Plans

Wording:

Beginning in the 21-22 school year, all learning plans in Branching Minds will use the following wording when writing the goal: “_____ will receive accelerated instruction in the area of _____ (name broad strand based on data)”. Then, the skills and/or scaffold TEK will be entered in the comments section in progress monitoring before the week of intervention. This prevents the staff from having to rewrite the plan each time a new skill needs to be addressed and helps ensure alignment to the core instruction.

ELEMENTARY BROAD STRANDS:

Numbers and Operations	Algebraic Reasoning	Data Analysis	Geometry and Measurement
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Foundational Language Skills								
Phonetic Knowledge	Phonological Awareness	Spelling Knowledge	Print Awareness	Oral Language	Comprehension	Author's purpose and craft	Multiple Genre	Response

SECONDARY BROAD STRANDS

Numbers and Operations	Algebraic Reasoning*	Data Analysis	Geometry and Measurement
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Numbers & Alg Methods	Linear Functions*	Quadratics	Exponentials
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Developing and sustaining foundational skills	Comprehension*	Response*	Multiple Genres	Author's Purpose and Craft*	Composition
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A quality student learning plan would include the following:

Goals:

Achieve by- date (end of cycle or unit)

Description- measurable, skill-specific goal

Evaluated by who is implementing intervention

Progress Monitoring- what PBM tool and the success criteria

Progress monitoring:

Tier 2 should have 3-4 data points entered

Tier 3 should have 6-10 data points entered

Intervention:

Weekly sessions attendance entered (to-dos)

Goals						
Achieve By	Status	Description	Evaluated by	Progress Measured by	Notes	
10/26/20	Select Goal Outcome	2.3(B)* explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part	Pennie Graeber	Waco ISD - Teacher Created Assessment- Math 1 (Goal Score: 70)	...	

Progress Monitors	
Waco ISD - Teacher Created Assessment-Math 1	📅 ⌵
👤 Assigned to Pennie Graeber 📊 Goal Score: 70 📅 6/29/20 - 10/26/20	...

Interventions & Accommodations	
Fractions 📱 App	📅 ⌵
👤 Assigned to Pennie Graeber 👥 In a Group 📅 2x/week ⌚ 15min 📅 6/29/20 - 10/26/20 🔄 In Class (Teacher)	<div><div></div></div> 120/540 planned minutes ...

Supplemental Supports

Parent communication

Parent communication is a vital component of RTI. Parents provide information and insight on issues that may be occurring in the home setting that are adversely affecting the student's academic and behavioral competencies.

Waco ISD is required, as mandated by SB 1153 & HB 4545, to notify parents of their child's intervention and/or accelerated learning plan.

The notice (in writing) must:

- Be provided when the child begins to receive the assistance for that school year
- Be written in English or the parent's native language
- A reasonable description of the intervention provided
- Information collected regarding any intervention in the multi-tiered system of supports that has previously been used with the child
- An estimate of the duration for the use of intervention
- The estimated time frame for a report on the child's progress for the intervention

Accelerated Learning Plans are to be sent to parents at the beginning of the intervention, and any time a student moves in or out of Tier 2 or Tier 3. They are generated in Branching Mind after intervention plans have been written in the platform.

Waco ISD is required, as mandated by TEC 28.006 & 38.003, to notify parents of students who are at-risk (below 25th percentile) for reading difficulties in grades K-2,7 based on the approved universal screener. The below parent letter and copy of the universal screening results parent report should be sent home within 60 days of the screener.

 TEC 28.006 & 38.003 parent cover letter

The Campus RTI Coordinator ensures that the letters/plans are distributed to the parents of the students.

Section 6

Appendix

RTI Campus Year At Glance- completed and sent to Director by 9/9/22.

<https://docs.google.com/spreadsheets/d/1Jb3MovOQ3uBO48yB5KrdgVEXbkkdmi3ufDOjDUPLii4/copy#gid=0>

(Campus Name) RTI Year at Glance Calendar									
August	Dates	September	Dates	October	Dates	November	Dates	December	Dates
BOY Universal Screener		BOY Universal Screener		SAT meets- review data, progress, and plan for Tier 3, consider referrals		SAT meets- review data, progress, and plan for Tier 3, consider referrals		SAT meets- review data, progress, and plan for Tier 3, consider referrals	
RTI CC notifies staff of students who receive AI/RTI		CLT review BOY data (adding/updating BrM with) any new students or students with significant regression		GLT meets- review T2 students data, groups, and progress		GLT meets- review T2 students data, groups, and progress		GLT meets- review T2 students data, groups, and progress	
Teachers trained on how to look at data from Renaissance/Ed uphoria and write plans in BrM		GLT team meets to review data, group students for AI							
		Teachers write AI plans in Brm (based on EOY tiering) see reference chart							
		Letters and plans sent to parents (SB 1153 & HB 4545)							
		After school and Saturday school tutorials begin							

Elementary Intervention Resources

Tier 3 Math	Tier 3 Reading
<u>Interventions</u> Do the Math iReady - ThinkUp (supplemental resource to DTM) <u>Assessments</u> Do the Math (every 2 weeks)	<u>Interventions</u> Fountas & Pinnell <ul style="list-style-type: none"> • Leveled Literacy Intervention - LLI • Phonics and Word Study <u>Assessments</u> Reading Renaissance (every 3 weeks) **LLI Running Records administered as per program (not entered into BrM)
Tier 2 Math	Tier 2 Reading
<u>Interventions</u> iReady Teacher Toolbox Envision - Black Box <u>Assessments</u> iReady Lesson Assessment Taught Curriculum Assessment Math Renaissance (3 weeks)	<u>Interventions</u> Guided Reading <ul style="list-style-type: none"> • Scholastic Edge • Scholastic Leveled Library • Fountas & Pinnell Guided Reading/leveled readers Guided Reading - Jan Richards <u>Assessments</u> Reading Renaissance (monthly) **Running Records administered per guided reading (not entered into BrM)
Tier 1 Math	Tier 1 Reading
<u>Resources</u> Envision Math Teach Transform - District Google Folder Freckle Math <u>Assessments</u> Renaissance - BOY, MOY, EOY TCA's - Taught Curriculum	<u>Resources</u> iReady Teacher Toolbox Fountas and Pinnell <ul style="list-style-type: none"> • The Minilesson book • Word Study System • Interactive Read-Aloud • Independent Reading Libraries Lucy Calkins Writing and HMH Resources Patterns of Power, Freckle Reading, MyOn, IRead <u>Assessments</u> Renaissance - BOY, MOY, EOY TCA's - Taught Curriculum

Middle School Intervention Resources

Tier 3 Math	Tier 3 Reading
<u>Interventions</u> iReady - Diagnostic/Online/T. Toolbox Freckle Math Printables Readiness.Set.Go Math <u>Assessments</u> (every 2 weeks) Teacher Created Assessment: iReady Lesson Assessment Freckle (online/printable)	<u>Interventions</u> Reading Plus Online Program <ul style="list-style-type: none"> Small-Group Scaffolded Skills Lessons iReady Read Teacher Toolbox Neuhaus <u>Assessments</u> (every 2 weeks) Reading Plus (Silent Reading Fluency-WPM)
Tier 2 Math	Tier 2 Reading
<u>Interventions</u> iReady - Teacher Toolbox - ThinkUp Pearson Intervention Lessons Freckle printables Readiness.Set.Go Math <u>Assessments</u> iReady Lesson Assessment Freckle (online/printable)	<u>Interventions</u> Scholastic Edge Leveled Library/Guided Reading Scholastic Guided Reading Short Reads <u>Assessments</u> Teacher Created, TEKS-aligned from Freckle Reading Library
Tier 2 Science (5th grade STAAR failures only)	<u>Intervention</u> Stemscope
Tier 1 Math	Tier 1 Reading
<u>Resources</u> Pearson (SAVVAS) Digits Freckle <u>Assessments</u> Taught Curriculum Assessments	<u>Resources</u> Scholastic Curriculum Resources My Perspectives: SAVVAS Freckle ELAR MyON <u>Assessments</u> Taught Curriculum Assessments

High School Intervention Resources

Tier 3 Math	Tier 3 Reading
<u>Interventions</u> Strategic Learning for Math <ul style="list-style-type: none"> iReady - Diagnostic/Teacher Toolbox/Online <u>Assessments</u> (every 2 weeks) iReady Lesson Assessment	<u>Interventions</u> Reading Plus Online Program <ul style="list-style-type: none"> Small-Group Scaffolded Skills Lessons iReady Teacher Toolbox <u>Assessments</u> Reading Plus (Silent Reading Fluency WPM)
Tier 2 Math	Tier 2 Reading
<u>Interventions</u> Progress Learning Pearson Intervention Lessons <u>Assessments</u> Teacher Created Assessment <ul style="list-style-type: none"> Progress Learning Freckle 	<u>Interventions</u> Progress Learning <u>Assessments</u> Teacher Created Assessment <ul style="list-style-type: none"> Progress Learning
Science (8th and BIO STAAR/EOC failures only) Social Studies (8th and USH STAAR/EOC failures only)	<u>Intervention</u> Progress Learning
Tier 1 Math	Tier 1 Reading
<u>Interventions</u> Pearson (SAVVAS) Pearson Texas Freckle <u>Assessments</u> Taught Curriculum Assessment	<u>Interventions</u> District Curr. Pacing Guide/Resources My Perspectives: SAVVAS MyOn <u>Assessments</u> Taught Curriculum Assessment

Tier I Instructional Strategies – Tier I interventions are differentiated and meet the individual needs of ALL students (including Tier 2 & 3 students) with the use of the core curriculum.

"I do, We do, You Do together and/or You do Alone"

- Differentiate: Content, Product, Process
- Use multiple and flexible grouping for students (ex. Teams, partners, whole group, independent, by interest, by learning style)
- Use visual, charts, and models for concept reinforcement
- Say directions as you write or type them.
- Build in frequent opportunities for movement during instructions
- Use reading partners and skilled peer mentors to provide academic support
- Provide varied text or supplementary material at different reading levels
- Adjust and extend time as needed
- Use technological tools to allow students to access content in various ways
- Use graphic organizers to focus attention on key elements
- Divide into smaller segments; chunk material to give students opportunity to respond more frequently
- Stop often and summarize key elements
- Provide choice menus for assignments
- Anchor new knowledge to previously learned knowledge

Tier 1 Supplemental Materials:
Scholastic Edge
Countdown to STAAR
Imagine Math
Education Galaxy
Freckles

Tier II Instructional Strategies - Tier II offers more targeted approach with use of core and supplemental programs with the support of pre-teaching, re-teaching and reviewing materials with small groups of students.

"I do, We do again, You Do together, You do Alone"

- Explicitly state expectations and learning objectives.
- Provide instruction and model processes or procedures, including appropriate use of physical objects or visual representations (i.e., drawings, area models, number lines, magnetic letters, etc.)
- Monitor students as they are working.
- Provide students with additional opportunities to manipulate physical objects or visual representations to build conceptual understanding.
- Have students demonstrate and repeat directions, justify their choice of strategies, describe problem-solving approaches, reflect on efficiency of procedures, and estimate accuracy and reasonableness of solutions.
- Provide multiple worked examples or examples with errors that students can identify and correct.
- Provide corrective feedback to students more frequent.
- Break into smaller chunks.
- Error Correction: "Look at that (word/problem) again....." "Tell me what you did"
- Pace more frequently during lesson to allow student to repeat a word or phrase about the concept being taught.
- Illustrate/draw key points, no matter level of artistic ability, to focus and help with retention
- Use mnemonic cues (songs, cartoon, rhymes stories, images) for teaching math facts, vocabulary, step in process

Tier 2 Supplemental Materials:
Pearson Black Box
Imagine Math
HMH Guided Reading
Level Reading Library (Scholastic)

Tier III Instructional Strategies– Tier III offers individual, intensive practice on core and remediation content specific skills.

"We do"

- More intensive guided practice
- Increased eliciting responses
- Provides immediate & direct error correction "That word is ____ What Word?"
- Provides visual model with step by step instructions
- Multi– sensory approach, see it, say it, write it,

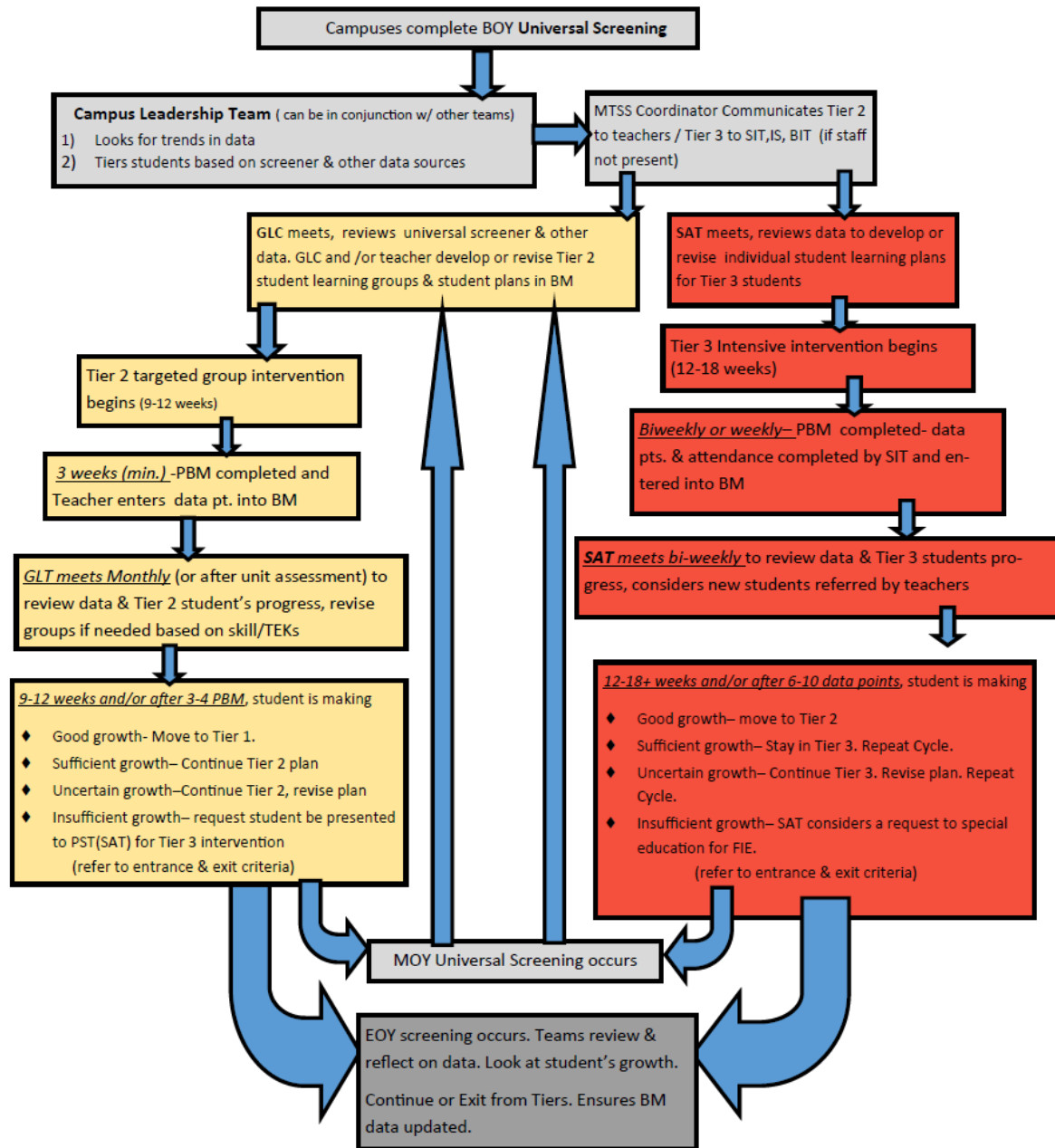
Tier 3 Instructional Programs:

Reading: LLI (1–8), ELA EOC labs (-12)
Math: Temi (K-2), Estar (3-5), Ready, Set, Learn (6-8), EOC labs (9-12)

Tier IV Instructional Strategies

Tier IV is specialized designed instruction as determined by a student's IEP and Section 504 plan for dyslexia.

Strategies are the same as Tier 3 but skill & services are determined by the appropriate committee.



RTI Campus Checklist

- ☐ Campus administration notifies campus of universal screening dates
- ☐ CLT develop Campus RTI calendar and sends copy to Director of Intervention
- ☐ Teacher completes screening on class
- ☐ Campus administration schedules CLT meetings & notifies appropriate teams members of dates and times
- ☐ Campus Leadership Team (CLT) meets and reviews universal screener data (recommendation: project data of universal screener/Eduphoria and Branching Minds (BM has STAAR scores, previous maps testing, DBA) so all team members can see data.
- ☐ Campus Leadership Team (CLT) looks for trends in data.
 - ☐ Are there trends in campus data?
 - ☐ Are there trends in grade levels?
 - ☐ Are there trends in specific teacher's rooms
- ☐ CLT places students in Tier 2
 - ☐ 10th-25th percentile on the screener
 - ☐ Did not pass or approaches on state assessment one year in one or more content areas
 - ☐ The student has a pattern of grades or classroom assessments that is significantly below the class average or established guidelines
 - ☐ Behavior
- ☐ CLT places students in Tier 3:
 - ☐ Below 10th percentile on the screener
 - ☐ Did not pass two or more years on the state assessment
 - ☐ Current or historically failing grades in one or more subject
 - ☐ Behavior
- ☐ RTI Campus Coordinator update tier in BrM and enters students placed in Tier 2 & Tier 3 on RTI google sheet
- ☐ Campus RTI Coordinator notifies classroom teacher of Tier 2 and SIT/IS/BIT teacher of Tier 3
- ☐ Campus RTI Coordinator notifies PEIMS clerk of students placed/exiting in RTI
- ☐ Campus RTI Coordinator notifies counselors of students who will receive T3-pullout.
- ☐ Grade Level Team meets to review universal screening data, determine Tier 2 groups based on skills deficits
- ☐ Teachers develop group student learning plans in Branching Minds
- ☐ SIT teacher develops individual student learning plans in Branching Minds
- ☐ Campus RTI Coordinator ensures required plans/letters are sent to parents
- ☐ The classroom teacher and SIT/IS/BIT enters weekly attendance sessions into Branching Minds
- ☐ SIT/IS/BIT teacher completes PBM biweekly or weekly for Tier 3. Enters data into Branching Minds
- ☐ The classroom teacher completes PBM every three weeks and enters into Branching Minds
- ☐ SAT continues to meets every 3 weeks to review Tier 3 student progress, determine any referrals
- ☐ GLT meets monthly to review Tier 2 program
- ☐ Teachers create learning plans for Tier 2 groups

Campus Leadership Team Meeting Agenda

- 1) Introductions (review purpose of the meeting)
- 2) Determine roles (facilitator, timekeeper, note keeper - meeting in BM)
- 3) Run the Universal screener Summary Report
- 4) Project universal screening data
- 5) **Evaluation:** Ask questions: Is our Tier 1 successful? Any trends on campus? Content? Grade level? Class?
- 6) **Identification:** Look at the individual students placed in Urgent Intervention (less 10th), Intervention (less than 25th), and On watch.
- 7) **Analysis:** Compare universal screening data to state testing, DBA (CTA), and grades. IS this data consistent? If the data is not consistent, do we need to retest in a small group?
- 8) **Implementation:** Does this data support the student needing intervention in the Tier as defined by screening?

Recommended Criteria:

Urgent intervention (Tier 3) :

Less than 10%

failed two or more years of state assessment

Current or historical failing grades/ DBA

Good or average attendance (if low attendance, consider looking at ways to improve attendance)

Intervention (Tier 2) :

Less than 25%

Approached or failed one year of state assessment

Current or historical grades below average

Good or average attendance

No history of vision or hearing issues

- 9) RTI CC enters student names under appropriate Tier 2 and Tier 3 on the log to document CLT's recommended interventions.

1. **Problem Identification** ("Who and what are we concerned about?"): the difference between what learning and/or behavior is expected and what actually occurs is clearly defined.
2. **Problem Analysis** ("Why do we think the problem is occurring?"): multiple sources of data are used (e.g. formative and summative assessments, attendance data, surveys, etc..) to generate possible cause(s) of the problem.
3. **Plan Implementation** ("What can we do about it?"): an intervention plan is developed collaboratively, documented and implemented. The plan contains learning goals, support activities that are research-based strategies maximize likelihood of success, and a plan for monitoring progress.
4. **Plan Evaluation** ("Was our support successful?"): Progress data are reviewed to determine if the plan was delivered with fidelity and the extent of impact in closing the gap toward expected performance. If positive impact is not evident, the problem-solving process begins again.

Grade Level/Content/Cohort Meeting Agenda

- 1) Introductions (review purpose of the meeting)
- 2) Determine roles (facilitator, timekeeper, note keeper - meeting in BM)
- 3) Pull the summary report from the universal screener, CTA, or unit assessments
- 4) Project the report so the team can look for trends
- 5) **Identification:** Review students identified for Tier 2 by CLT
- 6) **Analysis:** Analyze data (universal screener or CTA) & Determine groups based on target focus skills for students based on data
- 7) Determine the intervention used for the target group
- 8) **Implementation:** Develop/Review student learning plans into BM (time in intervention, skills, who will implement, and what CBM will measure progress)
- 9) **Evaluation:** Review of current student learning plans. What kind of progress is the student making based on PBM in Branching Minds? Look at the decision-making progress guide for the next steps.
- 10) Document meeting into BM meetings
- 11) Review next meeting date and time

1. **Problem Identification** ("Who and what are we concerned about?"): the difference between what learning and/or behavior is expected and what actually occurs is clearly defined.
2. **Problem Analysis** ("Why do we think the problem is occurring?"): multiple sources of data are used (e.g. formative and summative assessments, attendance data, surveys, etc..) to generate possible cause(s) of the problem.
3. **Plan Implementation** ("What can we do about it?"): an intervention plan is developed collaboratively, documented and implemented. The plan contains learning goals, support activities that are research-based strategies maximize likelihood of success, and a plan for monitoring progress.
4. **Plan Evaluation** ("Was our support successful?"): Progress data are reviewed to determine if the plan was delivered with fidelity and the extent of impact in closing the gap toward expected performance. If positive impact is not evident, the problem-solving process begins again.

The Student Assistant Team (SAT)

- 1) Introductions (review purpose of the meeting)
- 2) Determine roles (facilitator, timekeeper, note keeper - meeting in BM)
- 3) **Identification:** RTI CC presents the student(s) being referred to Tier 3
- 4) The classroom teacher defines the reason for student referral
- 5) The classroom teacher presents data for the student to PST (current interventions, how long implemented, PBM data, grades, state assessment/DBA, attendance, referrals)
- 6) **Analysis:** Team analyze problem and reviews data
 - a) What is the student's growth over time?
 - b) What is the data telling you about this student?
 - c) Are there patterns related to the student's academic or behavioral?
 - d) How does the student compare to their peers in relation to academic performance and behavior?
- 6) **Implementation:** Does the data support the need for individualized intervention Tier 3 instruction?
- 7) If yes, the team develops or revises Tier 3 student learning plan in Branching minds with a measurable goal
- 8) Document meeting on notes in Branching Mind
- (9) **Evaluation:** Review the progress of the current Tier 3 students. Look at decision-making criteria to continue Tier 3, move to Tier 2, refer to special education
- (10) Review the time and date for the next SAT team.

1. **Problem Identification** ("Who and what are we concerned about?"): the difference between what learning and/or behavior is expected and what actually occurs is clearly defined.
2. **Problem Analysis** ("Why do we think the problem is occurring?"): multiple sources of data are used (e.g. formative and summative assessments, attendance data, surveys, etc.,) to generate possible cause(s) of the problem.
3. **Plan Implementation** ("What can we do about it?"): an intervention plan is developed collaboratively, documented and implemented. The plan contains learning goals, support activities that are research-based strategies maximize likelihood of success, and a plan for monitoring progress.
4. **Plan Evaluation** ("Was our support successful?"): Progress data are reviewed to determine if the plan was delivered with fidelity and the extent of impact in closing the gap toward expected performance. If positive impact is not evident, the problem-solving process begins again.

RTI Classroom Teacher Checklist

Tier 1

- ☐ Identify the student(s) in your class who is struggling in one or one area (academic or behavioral) compared to the rest of your students
- ☐ Implement Tier 1 interventions. Examples might include the following:
 - Differentiate content, product, process* *Classwide reinforcement*
 - Use flexible grouping* *Clear classroom expectations*
 - Use visual organizers* *Classroom meetings*
 - Use peer buddy or tutor* *Offer choice menu*
- ☐ Contact parent and document in Branching Minds
- ☐ Complete a student conference or “get to know” inventory with student
- ☐ Check to see if the V/H screener has been completed. Rule out any V/H issues.
- ☐ Monitor progress for 4-6 weeks
- ☐ If concerns persist and the student has grades or class assessments that fall significantly below that of class or set criteria
- ☐ Email GLC chair & RTICC to request Tier 2 consideration by GLC
- ☐ Complete referral to Tier 2 referral (form in Branching Minds) If Behavior, complete Insights survey
- ☐ Present data (Tier 2 referral form) to GLC
- ☐ GLC problem solves students. GLC recommends: continued Tier 1 with additional instructional strategies or GLC places student in a Tier 2 group

Tier 2

- ☐ GLC agrees students would benefit from Tier 2 interventions
- ☐ The classroom teacher creates a student learning plan and adds a student to the group in Branching Minds
- ☐ Classroom teacher continues Tier 1 - core & instructional strategies in addition to the Tier 2 intervention
- ☐ Classroom teacher coordinates with RTI CC to ensure the letters/ AIP plan was sent to the parent
- ☐ The classroom teacher completes the weekly session documentation in Branching Minds
- ☐ The classroom teacher enters the progress monitoring data into BM for Tier 2 students
- ☐ Classroom teachers meet with the grade/content team monthly (or after unit assessment) and review the progress of Tier 2 students
- ☐ The classroom teacher continues to contact the parent and enter information in BM
- ☐ The tier 2 cycle was implemented for 9-12 weeks
- ☐ The classroom teacher ensures the 3-6 data points have been entered into Branching minds

- ❑ End of the 9-12 week cycle, the GLC reviews the progress of all students and completes the decision-making process to determine if students move to Tier 1, continues in Tier 2, or needs additional support of Tier 3 (refer to decision-making guide)
- ❑ If the student is not making “sufficient progress,” the teacher completes a Referral for Tier 3 form found in BM
- ❑ Teacher emails the RTI CC and requests the student be presented to SAT
- ❑ The teacher presents the referral for Tier 3 form with data (previous state assessment scores, grades, parent contacts, Tier 2 interventions, PBM data)
- ❑ SAT problem solves student and recommends: continue Tier 2 with additional strategies or interventions, or place the student in Tier 3

Tier 3

- ❑ SAT and/or SIT/IS/BIT revises student learning plan for Tier 3 interventions
- ❑ Classroom teacher continues Tier 1 core instruction with instructional strategies in addition to Tier 3 intervention
- ❑ The classroom teacher meets with the SAT team when his/her student’s progress is reviewed by the team as requested by RTICC (or SIT goes to GLT PLC)
- ❑ Classroom teacher coordinates with RTICC to ensure the letters/ AIP plan was sent to the parent
- ❑ The classroom teacher and SIT/IS/BIT teacher stay in communication about student’s progress
- ❑ If academic concerns continue, complete an insight survey
- ❑ Request an SAT Meeting for sped referral

Example Tier 2 teacher checklist referral form

Tier 2 Referral Form	
Moving a student from Tier 1 ➡ Tier 2	
<div>[[student.id]] [[student.full_name]] [[author.full_name]] [[school.name]]</div>	
Area(s) of Concern: Reading Math Behavior Other: _____	
Description of academic skill deficit or target behavior concerns. Give specific skill or TEKS deficits: <div></div>	
What are the students strengths/positive attributes? <div></div>	
Overview of Tier 1 Interventions implemented for 4-6 weeks with student: <div>[[current_plans]]</div> <p>If interventions and documentation from tier 1 are not in Branching Minds, please indicate the following: Instructional strategies implemented for 4-6 weeks with the student, including the intervention(s) start and end date, and frequency.</p>	
<div></div>	
Other data to be prepared to present: <ul style="list-style-type: none">> Grades> STAAR testing> District Based Assessments> Universal Screener> Absences> Student work samples	
<div>____ Yes, parent contact has been made about the academic concerns and documented in Branching Minds. ____ No, parent contact has not been made or documented in Branching Minds.</div>	
If No, please explain why: <div></div>	
Date of most recent hearing/vision screening: Did they pass? If no, was the parent contacted to follow up with physician? <div></div>	
<p><u>Upon completion of this form:</u></p> <ol style="list-style-type: none">1. Upload it into the students Supporting Documents section of Branching Minds with the title: Tier 2 Referral Form2. Notify by email the campus Grade Level Chair & MTSS Coordinator of the referral and request the student be presented to the GLC (Grade Level Committee)	

Example Tier 3 teacher checklist referral form

Tier 3 Referral Form							
Moving a student from Tier 2 ➡ Tier 3							
[[student.id]] [[student.full.name]] [[author.full.name]] [[school.name]]							
Area(s) of Concern: Reading Math Behavior Other: _____							
Description of academic skill deficit or target behavior concerns. Give specific skill or TEKS deficits: <div></div>							
What are the students strengths/positive attributes? <div></div>							
The student must have a learning plan with targeted skills and service minutes documented in Branching Minds prior to the referral for Tier 3 interventions.							
Start date of Tier 2 intervention:	End date:						
Overview of Tier 2 Interventions implemented for 9-12 weeks with student: [[current_plans]]							
*If there are no documented plans in Branching Minds for Tier 2 interventions refer to your Grade Level Team and begin Tier 2 interventions and documentation in Branching Minds							
<input type="checkbox"/> Yes, service minutes and 3-6 progress monitoring data points are documented in Branching Minds. <input type="checkbox"/> No, minute and progress monitoring are not documented in Branching Minds. If no, enter 3-6 documented PBM data points below: <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>		1	2	3	4	5	6
1	2	3	4	5	6		
Does the data support the student was making insufficient or uncertain progress?							
Other data to be prepared to present: <ul style="list-style-type: none">➤ Grades➤ STAAR testing➤ District Based Assessments➤ Universal Screener➤ Absences➤ Student work samples							
<input type="checkbox"/> Yes, parent contact has been made about the academic concerns and documented in Branching Minds. <input type="checkbox"/> No, parent contact has not been made or documented in Branching Minds. If No, please explain why: <div></div>							
Date of most recent hearing/vision screening: Did they pass? If no, was the parent contacted to follow up with physician? <div></div>							
Upon completion of this form: <ol style="list-style-type: none">1. Upload it into the students Supporting Documents section of Branching Minds with the title: Tier 3 Referral Form2. Notify by email the campus MTSS Coordinator of the referral and request the student be presented to the SAT (Student Assistance Team)							

Refer to google drive for Branching Minds User Guide