



FAYETTE COUNTY
School District

RtI Plan

LEA PLAN

Board Approved October 19, 2021

Introduction and Overview

Response-to-Instruction (RtI) is the process of aligning appropriate assessment with purposeful instruction for all students. Response to Instruction is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment. The tiered approach to providing layers of intervention for students needing support requires a common understanding of system-wide, non-negotiables in terms of instructional practices.

RtI is understood to be an evidence-based approach to providing early intervention to struggling learners in general education settings. Its core principles are that Tier 1 evidence-based instruction is provided with fidelity, student progress is monitored frequently, students' responsiveness to instruction is evaluated, and instruction is adapted as needed (National Association of State Directors of Special Education, 2005; Vaughn & Fuchs, 2003). It has come to the forefront of education reform efforts in recent years, with both federal legislation and state initiatives promoting use of RtI and similar initiatives. RtI has promise in serving as a mechanism to address NCLB and IDEA 2004 mandates, concerns about traditional special education identification procedures, the disproportionate representation of minorities in special education, the integration of general and special education, and the delivery of evidence-based programs to students.

The RtI process includes several key components:

- Evidence-based instruction as the core of classroom pedagogy.
- Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring.
- Variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally.
- Faculty and staff instructional teams in each school serve as the driving force for instructional decision making in the building.
- Purposeful allocation of instructional resources based on student assessment data.

All students participate in general education learning. Students requiring interventions to meet individual learning expectations will receive support through a systematic and purposeful process. The number of students requiring interventions will decrease as the level of intensity of the intervention increases.

What is Response to Instruction (RtI)?

RtI integrates core instruction, assessment, and intervention within a multi-tiered system to maximize student achievement and reduce behavior problems. Through implementation of RtI, schools identify and monitor students at risk, use problem-solving and data-based decision making to provide research-based interventions and adjust the intensity of interventions based on the student's response. Response to Instruction done well at the classroom level will provide data from which educators can make instructional decisions for individuals and groups of students. Given high quality decisions, RtI shows promise in supporting all students, especially those at risk of failing to achieve state performance standards.

What are the Core Principles of RtI?

- Students receive high-quality, research-based instruction by qualified staff in their general education setting.
- Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
- Movement between tiers should be guided by a data-driven decision-making process.
- Universal screening and progress monitoring are the basis for instructional decisions.

How is behavior addressed in the RtI model?

Positive Behavior Supports (PBS) is a national research-based model for reducing discipline referrals, reducing the number of students suspended and/or expelled, reducing the number of students in special education, and improving student achievement. PBS uses a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research validated practices and the environments in which teaching and learning occur. This model is consistent with RtI principles.

The goal of PBS in Fayette County Schools is to enhance the capacity of schools to educate all students, especially those with challenging social behaviors, by establishing an effective continuum of PBS systems, data, and practices model. The proactive design for PBS is to address the needs of students in Tier I, whole school/district; Tier II, strategic interventions for students with challenging behavior; and Tier III which addresses the more serious behaviors that often require functional behavior assessments and behavior intervention plans.

Key Elements of PBS

Effective, efficient, and relevant school wide discipline is based on a balance of four key elements:

1. Clearly specified outcomes that are related to academic achievement and social competence.
2. Data-based decision making that guides selection and modification of curricula and practices, evaluation of progress, and enhancement of systems.
3. Evidence-based practices that have a high probability of outcome achievement for students.
4. Systems that support adult adoption, high fidelity implementation, and sustained use of effective practices.

Introduction and Overview

Who are the key players and what are their roles?

Central Office Leader—Know the Response to Instruction process and support the implementation through a vision of outcome-based service delivery and tangible support for a successful effort.

Principal—Know the Response to Instruction process and support the implementation through a vision of outcome-based service delivery and resources for successful implementation.

Building Level Data Specialist—Gather and organize data and provide coaching for data interpretation. Monitor and organize the problem-solving process. It's best that this person does not have full time classroom responsibilities.

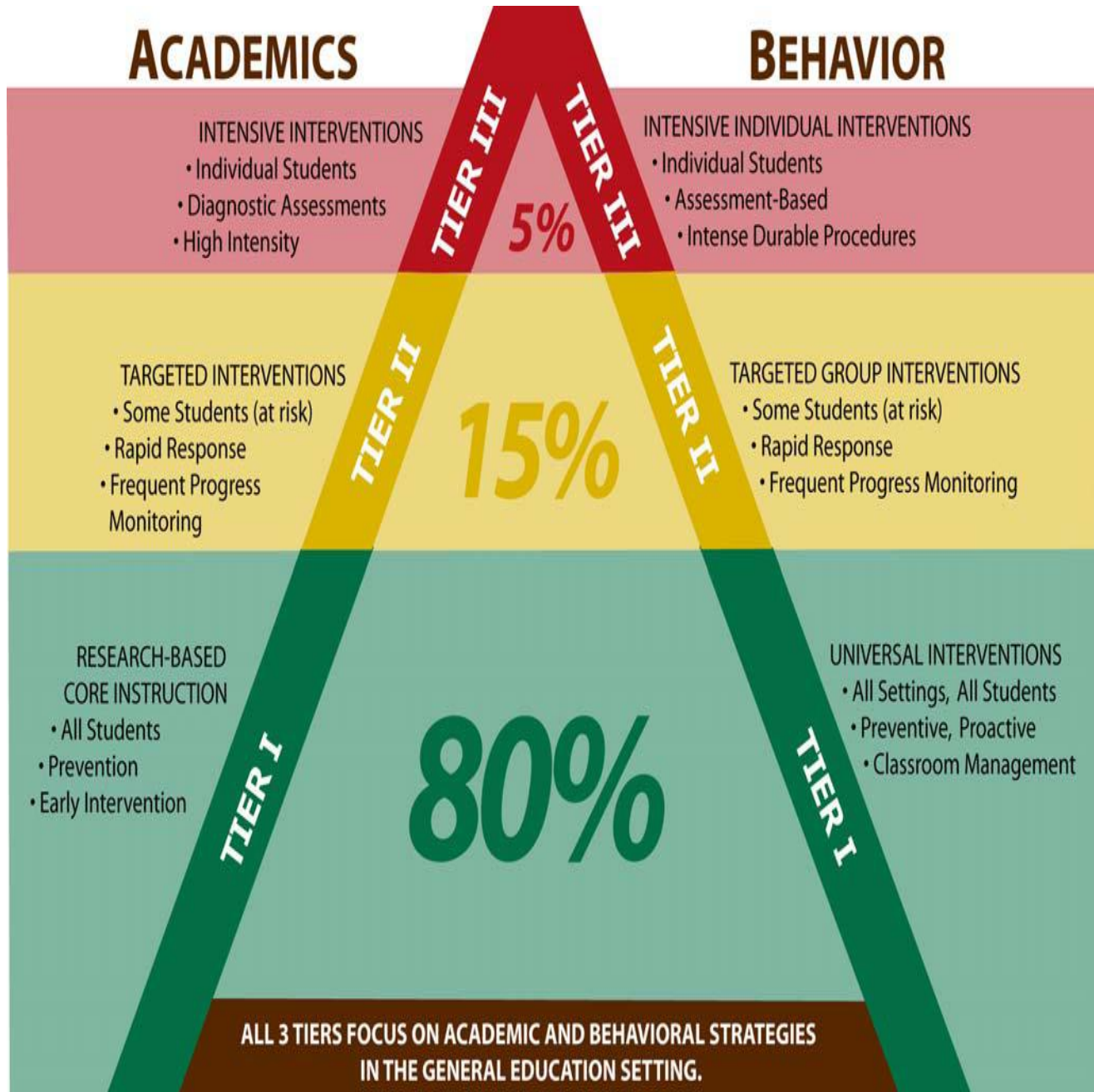
General Education Teacher—Implement instruction and interventions with fidelity, evaluate, and identify students who are at risk and adhere to decision-making protocol adopted at the district and school level.

Special Education Teacher—Collaborate with general education teacher to support core instruction and small group interventions and adhere to decision-making protocol adopted at the district and school level.

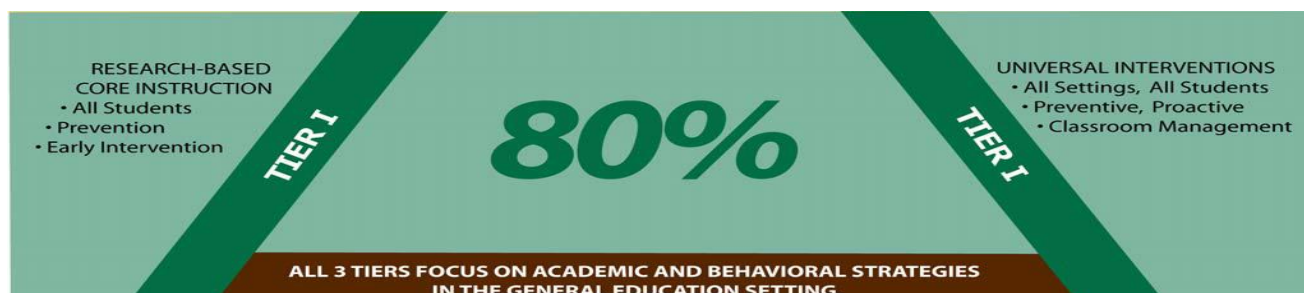
Specialist and Support Staff—Collaborate with general education teacher to support core instruction and small group interventions and adhere to decision-making protocol adopted at the district and school level.

Parent/Families/Guardians—Collaborate with teachers regarding identified need, share information about child and family as appropriate, and support student learning at home.

Response to Instruction (RtI) is based on a multi-tier approach to meeting the needs of all students.



RtI Tier I



What is Tier I Instruction?

Tier I instruction is core instruction delivered by the general education teacher and should meet the needs of 80% of students in the classroom through high quality researched based core instruction.

What are the Standards for Tier I Instruction?

In the Fayette County School District the expectations for high quality instruction that is delivered with fidelity has been defined in the non- negotiable in terms of instructional practices of “Teaching, Learning. Monitoring” and outlined in school walk through form.

What Are the Universal Screeners Used in Tier I?

Universal Screeners are used to measure effectiveness of Core Instructional. Some examples of Universal Screeners for academics include, but are not limited to, AimsWeb, Performance Series, classroom assessments, Alabama Comprehensive Assessment Program Summative Assessment, PreACT, ACT with Writing, ACT WorkKeys and other assessments. An example of Behavior Universal Screeners is response to Tier I school wide Positive Behavior Support program.

What Does Research Indicate the Expectations are at Tier I?

Research shows that 80% of students should be successful with evidence based differentiated instruction implemented with fidelity in the classroom.

What Should I Do If Students Do Not Meet Standards Based on Universal Screeners?

Students who need additional interventions based on Universal Screeners for all students should be referred to your Tier II Problem Solving Teams at your school.

RtI Tier II



Who are the key players on a Problem Solving Team (PST)?

PST membership must include administrators and classroom teachers. Teams may also include special education teachers, literacy/reading coaches, school counselors, and specialists. PSTs are usually best facilitated through grade level teams or department teams. The number of PSTs in a school will be determined by each school's needs.

Who makes the decision to refer a student to a Problem Solving Team (PST)?

Classroom teachers, grade level teams, administrators and counselors may refer a student to a PST.

When should a student be referred to a Problem Solving Team (PST)?

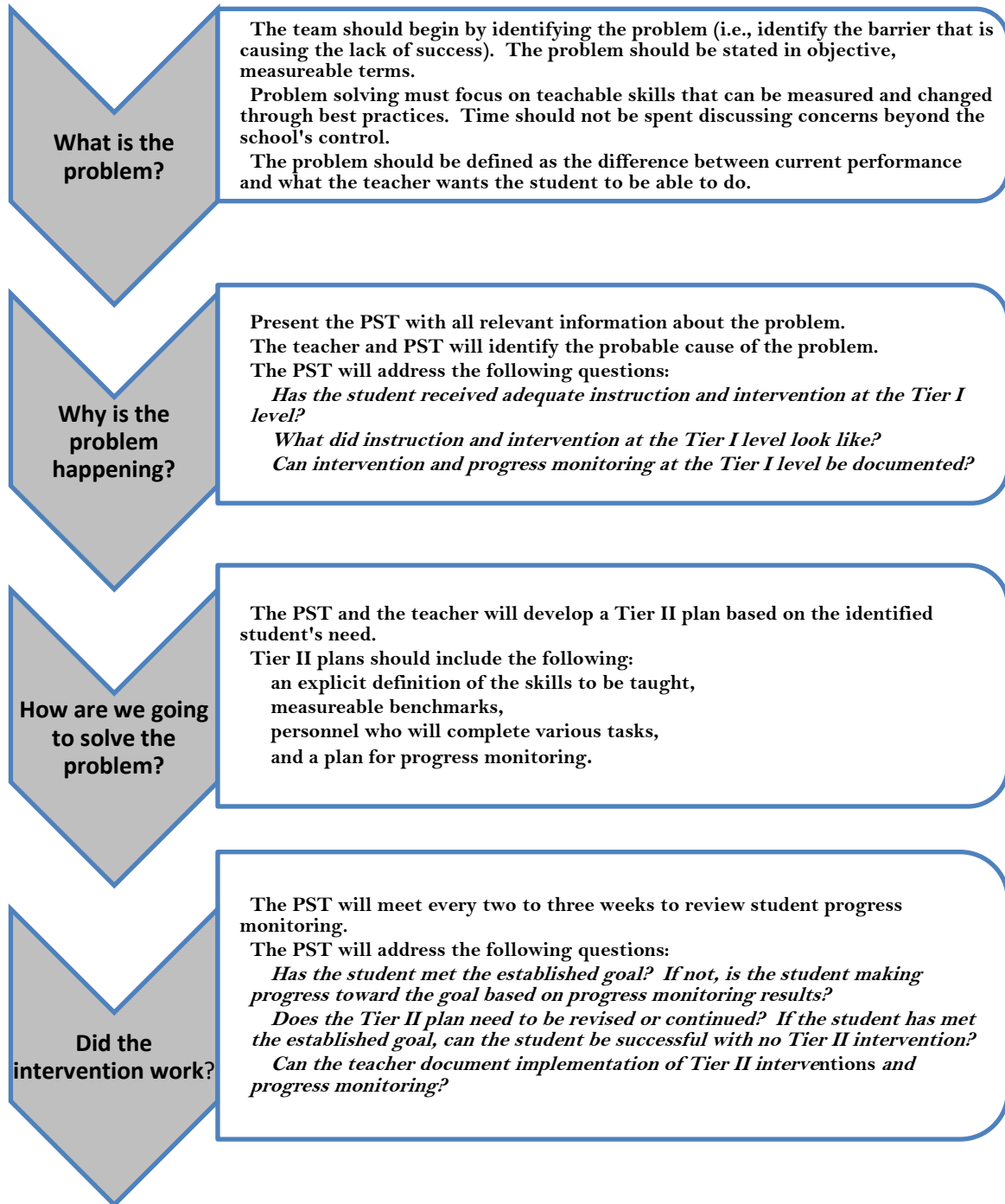
- If a student is screened for academic, attendance and behavioral concerns, and is identified as being high-risk for being unsuccessful, that student should be referred to a PST. Three times a year (fall, winter and spring) teachers will review universal screener data and other indicators such as attendance, in order to evaluate the effectiveness of core instruction implementation.
- Once instruction begins, if a student exhibits little or no success with Tier I interventions, the student should be referred to a PST.
 - In the initial referral to a PST, the teacher must provide the following:
 - Student work samples
 - Results of universal screening and progress monitoring
 - Student attendance
 - Parent contact logs
 - Any other available documentation

How should parents be involved in Tier II?

Parents must be notified by the referring teacher that additional intervention may be needed for the student. A parent letter and progress reports will be sent to notify parents of intervention and progress. Documentation of parent contact through phone calls, written communications, etc., must be provided by the referring teacher.

RtI – Tier II

What are the steps in the process?



RtI – Tier II

What services should be provided to a student in Tier II?

Tier II interventions are designed for students who are not adequately progressing in Tier I instruction. These interventions provide additional attention, focus, and support and usually take place in the general education classroom. Tier II interventions should begin as soon as possible after students have been identified through screening or benchmark assessments and should be monitored regularly. Materials and strategies should be specialized, research or evidence-based interventions that are based on the needs of the students. Steps should be taken to ensure interventions are implemented with fidelity. Materials and strategies should also be aligned with Tier I instruction and should include more opportunities for modeling, providing examples, corrective feedback, and student practice.

Teachers can maximize instruction by offering each student the following:

Academic Interventions	Behavioral Interventions
<ul style="list-style-type: none">● Opportunities for re-teaching in short sessions using a brisk pace.● Opportunities for multiple, flexible grouping of students.● Adjust and extend time on task for students with skill deficits.● Drill repetition and/or practice review using technology or supplemental resources to allow students to access content in multiple ways.● Opportunities for completing tasks in smaller steps.● Increased opportunities for concept reinforcement using visuals, charts and models.	<ul style="list-style-type: none">● Assign students to Check and Connect to provide increased mentoring and monitoring of behavior.● Provide regularly scheduled small group counseling sessions.● Re-teach behavioral expectations thoroughly and reinforce on a regular basis.● Provide increased positive, active supervision.● Reduce the amount of down time between activities.● Intervene quickly at the first sign that the student is losing control.● Allow time for students to refocus and regain control.

Tier II Intervention is explicit, systematic, and aligned with Tier I instruction. Instructional interventions are differentiated, scaffolded, and targeted based on the needs of individual students as determined by assessment data.

Tier II instruction for enrichment should contain sufficient depth, breadth, and complexity to increase individual student skills and concept formation.

How should progress with Tier II interventions be monitored?

Assessment should be more focused, diagnostic in nature, and should be based on specific skill needs. Results should lead directly to intervention services. Once an intervention is in place, response to the intervention should be monitored regularly (i.e. bi-weekly or weekly).

When selecting assessments at the Tier II level, the focus should be on identifying the specific skills that need work and how to best meet specific academic or behavioral needs. Discussion of student progress in Tier II should take place formally in team meetings as well as informally between the general education teacher and interventionist or specialized teachers.

RtI Tier III



What does Tier III mean?

Tier III interventions are designed for students who are not responding to Tier I or II instruction and interventions. These interventions should be provided by a specialized teacher who is highly skilled in the area of weakness. Materials and strategies should be specialized research or evidence-based interventions based on the needs of the students who will receive the intervention.

Tier III interventions should be provided by a specialized teacher or counselor who is highly skilled in the particular area of weakness.

Tier III interventions usually take place outside the general education classroom (could be before or after school).

What services should be provided in Tier III?

Tier III interventions are intended for students with significant deficits or underachievement and require the most intensive services available. A decision to move a student to Tier III interventions is determined by a problem-solving team after several documented individualized interventions in Tier II have resulted in limited progress (i.e., achievement gap between student's progress and expected benchmark remains significant). The interventions in Tier II are skill specific and should be delivered by someone highly skilled in that area. (See List of Academic Interventions/ Behavior Interventions attached).

What type and how often should a student be progressed monitored at Tier III?

The frequency of assessment should increase in Tier III to weekly or biweekly. There is an extreme sense of urgency; therefore, the response to the intervention should be monitored more frequently.

Communication and interpreting progress monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record that can be easily understood by teachers, administrators, parents, and students.

Decisions regarding Tier II intervention services are determined by a Student Support Team and should be based on diagnostic assessments and progress monitoring. Plans should be made by the team to review student progress on a regular basis in order to make timely instructional decisions. When teams are discussing prescriptive interventions at Tier III, they should consider a reasonable target for the student within a specified period of time to implement the intense services. If the student is successful with the intervention and demonstrates sufficient progress the team may consider whether the student is able to move to Tier I or Tier II. If the student does not make sufficient progress in Tier III, the team may consider several options, including referring the student for a special education evaluation. It is imperative that proof is available to confirm that the interventions were implemented with fidelity.

What does grouping look like at Tier III?

Intensity of instruction is increased by increasing the amount of time provided to the student per day and decreasing the group size.

How long should Tier III plans last?

In the case of school-based referrals the School-wide Student Support Team will develop Tier III Plans with the help of the student's parent/guardian. Documentation from Tier I and Tier II Plans must be provided prior to consideration for Tier III plans by the SSST. Data from progress monitoring, including behavior and academic, must be included. A student may continue on the Tier III plan indefinitely. Movement between tiers should be fluid. According to Alabama Administrative Code, "Before a child is referred for special education services, pre-referral intervention strategies must be implemented in the general education program and monitored [by the Student Support Team] for a minimum of eight weeks and be determined unsuccessful." Therefore, the Tier III plan must be implemented for a minimum of eight school weeks (i.e. 40 instructional days).

What about parent referrals for students to be evaluated for Special Education Services? (IDEA)

In the case of parent referrals the School-wide Student Support Team will invite the parent to help develop a Tier III plan and inform the parent about the referral process. After the plan is developed and data is collected a MET will be scheduled and a Referral for Evaluation will be considered. If the Referral for Evaluation is accepted at the MET, the Tier III plan will be implemented simultaneously with evaluation process. If the parent referral is not accepted the SSST will reconvene to determine the appropriate plan for the child.

Who are the members on the School-wide Student Support Team?

This committee comprises faculty/staff from the entire school-across grade levels and subject areas. The following individuals will be on the SSST:

Administrator – principal or assistant principal

Teacher requesting support (i.e. general ed. teacher of the child)

Counselor

At least one teacher

Auxiliary members may include, but are not limited to: special ed. teachers, paraprofessionals, reading coaches, school nurse, OT/PT, graduation coaches.

What about students who are declassified from IDEA services?

Once a child is no longer eligible for special education services, they will be referred to the School-wide Student Support Team to determine support needed for the student to transition back to the classroom. Accommodations that were in the student's last Individual Education Plan (IEP) will be included in the plan.

Tier III Services

<u>Academic Interventions</u>	<u>Behavior Interventions</u>
<p>Tier I instruction with additional scientifically researched based programs in area of deficiency (Math/Reading)</p> <p>One-on-One intensive instruction in area of deficiencies</p> <p>Small group instruction for additional reinforcement</p>	<p>Functional Behavior Assessment</p> <p>Behavior Intervention Plans</p> <p>One-on-One Check and Connect Program</p> <p>Individualized Positive Behavior Support Awards Program to acknowledge appropriate behavior.</p> <p>Small group instruction in conflict resolution, anger management or social skills class based on need.</p>

EFFECTIVE BENCHMARKS & GOALS

(Adapted from School Improvement Guide Book, Alabama Department of Education)

benchmark *n.* 1) a standard by which something can be measured or judged
2) incremental measures or checkpoints on progress toward student achievement goals throughout the year

In reviewing School Improvement Plans statewide the review teams discovered some common errors schools made in writing benchmarks: (*this list is not exhaustive*)

- "ARMT/Stanford 10 scores"... That assessment is not an incremental checkpoint measuring progress throughout the year. Using these results alone provides no time to make instructional adjustments or plan for student remediation.
- "Review of unit/chapter test scores." Merely reviewing scores is not a benchmark. Scores can be recorded, reviewed, and put on a grade distribution form but that will not make a difference in student achievement. Using standards-based assessments with an assigned Mastery/Non-Mastery level can be a tool to identify non-mastery students for re-teaching specific standards.
- "Nine weeks grades will improve in reading and math." Improvement in the number of As, Bs, and Cs in a grading period may not tell whether

standards are being mastered. Standards-based assessment results can inform and influence who needs further instruction and/or support.

Points to Ponder

- ✖ Benchmarks must be measurable and should include numbers or "he started here and want him to be there" vocabulary.
- ✖ Benchmarks must be incremental (at regular intervals).
- ✖ Benchmarks should be related to student achievement.

Criteria for Well-Written Goals

Well-written goals will meet the following criteria:

- The goal should be specific about what you are trying to do.
- The goal should indicate some measurable evidence that can help you determine whether you've met the goal.
- The goal should be realistic to accomplish.
- The goal should be attainable in the time frame indicated.
- There should be a need for the goal.
- The goal should be student-teacher oriented and realistic.
- The goal should be aligned with district, state, and national standards.

EACH GOAL SHOULD BE SMART	CLARIFICATION
S pecific gap	Boys' attendance in Grade 5 is 20 percent lower than girls.
M easurable outcomes	Boys' attendance in Grade 6 will improve by 10 percent during the year 2008-2009 as measured by attendance records.
A ttainable and realistic	Acknowledge the gap or identified need, but don't try to solve major problems in one year. Don't set your school up for failure.
R elated to student achievement	Gather baseline data and establish benchmarks for monitoring progress.
T ime bound	Set appropriate timelines.

Team Actions for the Continuum of Instruction

Tier I	Tier II	Tier III
<ol style="list-style-type: none"> 1. Universal screening or benchmarking conducted at school level. 2. Evidence based curricula and strategies in place for all students and differentiation documented through the general education environment. 3. At risk students identified in an area of instructional delay (language, academics, behavior). 4. Data gathered and analyzed by classroom general education teacher for decision making that indicates a need for Tier 2 interventions. 5. Notify parents of student progress. 6. Document parent contact through phone calls, written communications, etc. 7. Where applicable, student referred to Problem Solving Team. <p>Required documentation – RtI Referral Form, Strengths and Needs Checklist(s), Universal Screener Assessment Reports, Documentation of Repeated Parent Contact</p>	<ol style="list-style-type: none"> 1. Parents notified that additional intervention is needed for student. <p>Required documentation – Intervention Initiation Parent Letter</p> <ol style="list-style-type: none"> 2. Problem Solving Team reviews existing data and collaborates to create Tier II Plan and plan for progress monitoring. <p>Required documentation – Tier II Student Intervention Plan and Goal Page(s)</p> <ol style="list-style-type: none"> 3. Tier II Plan implemented along with ongoing progress monitoring to determine effectiveness of interventions. <p>Required documentation - Parents Progress Report</p> <ol style="list-style-type: none"> 4. Progress monitoring data discussed with Problem Solving Team. PST determines whether to continue, discontinue or amend Tier II Plan. Where applicable, PST refers student to Student Support Team. 	<ol style="list-style-type: none"> 5. Parents notified that additional intervention is needed for student. <p>Required documentation – Parent Invitation to Tier III Meeting</p> <ol style="list-style-type: none"> 6. Student Support Team reviews existing data and collaborates to create Tier III Plan and plan for progress monitoring. <p>Required documentation – Tier III Student Intervention Plan and Goal Page(s)</p> <ol style="list-style-type: none"> 7. Tier III Plan implemented along with ongoing progress monitoring to determine effectiveness of interventions. <p>Required documentation - Parents Progress Report</p> <ol style="list-style-type: none"> 8. Progress monitoring data discussed with Student Support Team. SST determines whether to continue, discontinue or amend Tier III Plan. Where applicable, SST initiates special education referral. <p>Required documentation – SST referral for special education</p>

RtI Forms

APPENDICES A-F

FAYETTE COUNTY SCHOOL DISTRICT

Meeting Documentation

school _____

date _____

type of meeting (check one)

☐ Problem Solving Team (Tier II)

☐ Student Support Team (Tier III)

Meeting Agenda

NEW REFERRAL

1. Review historical data from referral form
2. Review results of universal screeners.
3. Utilize Strengths/Needs Checklist to determine areas of focus.
4. Determine goal.
5. Determine method of intervention.
6. Determine method for progress monitoring.
7. Complete Intervention Plan; team keeps original.
8. Complete top portion of Goal Page; teacher takes original; team keeps copy.
9. Prepare Intervention Initiation Parent Letter; teacher sends home with student.
10. Implement Intervention Plan and track data.

INTERVENTION PLAN REVIEW

1. Review existing intervention plan.
2. Review data collected since last meeting.
3. Determine next step
 - a. continue plan without amendment
 - b. continue plan; amend intervention
 - c. discontinue plan
 - d. refer to SST or SPED
4. Complete Parent Progress Report; teacher sends home with student.
5. Complete new Goal Page and Intervention Plan (if applicable).
6. Complete Parent Invitation to Tier III SST Meeting (if applicable); teacher sends home with student.
7. Gather paperwork for referral to SST/SPED (if applicable).

Roles and Responsibilities

ALL TEAM MEMBERS are responsible ensuring effective use of time.

responsibility	team member
Meeting Documentation Form	
Strengths and Needs Checklists	
Parent Letters, including progress reports	
Student Intervention Plan/Student Reading Improvement Plan	
Goal Page	
Maintain resources (monitor available copies; make additional copies as needed)	

Students to be Discussed

[illegible]

FAYETTE COUNTY SCHOOL DISTRICT

Response-to-Intervention (RtI) Referral Form

(to be completed by referring teacher prior to meeting)

Name		Date of Birth
Race/Ethnicity	Gender	Grade
Parent/Guardian		Phone Number
Address		

Reason for Referral (Check all that apply; attach completed Strengths and Needs Checklists)

☐

reading

☐

math

☐

behavior

Student Record Review - Each area must be addressed - or- indicated as not applicable (n/a)

Attendance Last year - # Days _____Present _____Absent This year - # Days _____Present _____Absent	Retentions Year(s): _____ Grade(s): _____	Academic Grades <i>Previous School Year Final Grades</i> Subject: _____ Grade/Score: _____ _____ _____ _____ <i>Current School Year _____ Nine Weeks</i> Subject: _____ Grade/Score: _____ _____ _____ _____ _____
Discipline Record Number of Classroom Discipline Reports _____ Number of Office Referrals _____ Number of Out of School Suspensions _____ Number of In-School Suspensions _____		Currently Receiving <input type="checkbox"/> Individual Guidance <input type="checkbox"/> Mental Health Counseling <input type="checkbox"/> Tutoring
Special Concerns <input type="checkbox"/> Medical concerns <input type="checkbox"/> Medical diagnosis <input type="checkbox"/> Social/Family conditions that impede learning <input type="checkbox"/> Attendance concerns <input type="checkbox"/> Other _____		(This area is covered by the 'Currently Receiving' section above)

Attach documentation of repeated parent contact and printed reports for universal screener assessments

signature of referring teacher

date

student name _____ date _____

Strengths and Needs Checklist (Reading)

Strengths	Needs
<input type="checkbox"/> identifies letters in name <input type="checkbox"/> traces name <input type="checkbox"/> writes name independently <input type="checkbox"/> identifies letters of alphabet <input type="checkbox"/> recognizes rhyming words <input type="checkbox"/> identifies initial sound of words <input type="checkbox"/> identifies final sound of words <input type="checkbox"/> identifies medial sound of words <input type="checkbox"/> demonstrates knowledge of letter sounds <input type="checkbox"/> segments words into syllables <input type="checkbox"/> fluently reads words from below grade level most common words list <input type="checkbox"/> fluently reads words from on grade level most common words list <input type="checkbox"/> fluently reads words from above grade level most common words list <input type="checkbox"/> segments words by syllable <input type="checkbox"/> segments words by phoneme <input type="checkbox"/> changes and blends sounds to produce new words <input type="checkbox"/> blends sounds to read words (cvc spelling pattern) <input type="checkbox"/> blends sounds to read words (cvce spelling pattern) <input type="checkbox"/> blends sounds to read words (vowel diagraphs and other vowels) <input type="checkbox"/> reads one syllable words <input type="checkbox"/> reads two syllable words <input type="checkbox"/> reads multisyllabic words <input type="checkbox"/> reads grade level text with 90% accuracy <input type="checkbox"/> reads grade level text with fluency <input type="checkbox"/> identifies main idea of text read aloud <input type="checkbox"/> identifies main idea of text read in group setting <input type="checkbox"/> identifies main idea of text read independently <input type="checkbox"/> identifies details of text read aloud <input type="checkbox"/> identifies details of text read in group setting <input type="checkbox"/> identifies details of text read independently <input type="checkbox"/> summarizes text read aloud <input 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independently

student name _____

date _____

Strengths and Needs Checklist (Mathematics)

Strengths	Needs
<input type="checkbox"/> identifies written numerals to 9 <input type="checkbox"/> identifies written numerals to 20 <input type="checkbox"/> identifies written numerals to 30 <input type="checkbox"/> identifies written numerals to 100 <input type="checkbox"/> counts by rote to 10 <input type="checkbox"/> counts by rote to 20 <input type="checkbox"/> counts by rote to 100 <input type="checkbox"/> counts backwards from 10 <input type="checkbox"/> counts backwards from 20 <input type="checkbox"/> counts by 2s <input type="checkbox"/> counts by 5s <input type="checkbox"/> counts by 10s <input type="checkbox"/> counts forward from a number other than one <input type="checkbox"/> identifies 10 more than a given number <input type="checkbox"/> identifies 10 less than a given number <input type="checkbox"/> counts groups of 10 objects or less <input type="checkbox"/> counts groups of 20 objects or less <input type="checkbox"/> counts groups of 50 objects or less <input type="checkbox"/> counts groups of 100 objects or less <input type="checkbox"/> compares sets of objects <input type="checkbox"/> correctly identifies place value <input type="checkbox"/> solves addition problems within 10 (picture form) <input type="checkbox"/> solves addition problems within 10 (equation form) <input type="checkbox"/> solves addition problems within 10 (word problem form) <input type="checkbox"/> solves addition problems within 20 (equation form) <input type="checkbox"/> solves addition problems within 20 (word problem form) <input type="checkbox"/> solves addition problems within 100 (equation form; no regrouping) <input type="checkbox"/> solves addition problems within 100 (equation form; with regrouping) <input type="checkbox"/> solves addition problems within 100 (word problem form; no regrouping) <input type="checkbox"/> solves addition problems within 100 (word problem form; with regrouping) <input type="checkbox"/> solves subtraction problems within 10 (picture form) <input type="checkbox"/> solves subtraction problems within 10 (equation form) <input type="checkbox"/> solves subtraction problems within 10 (word problem form) <input type="checkbox"/> solves subtraction problems within 20 (equation form) <input type="checkbox"/> solves subtraction problems within 20 (word problem form) <input type="checkbox"/> solves subtraction problems within 100 (equation form; no regrouping) <input type="checkbox"/> solves subtraction problems within 100 (equation form; with regrouping) <input type="checkbox"/> solves subtraction problems within 100 (word problem form; no regrouping) <input type="checkbox"/> solves subtraction problems within 100 (word problem form; 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student name _____ date _____

Strengths and Needs Checklist (Behavior)

Strengths	Needs
<input type="checkbox"/> stays in assigned area during seatwork/independent working time <input type="checkbox"/> stays in assigned area during centers <input type="checkbox"/> stays in assigned area during small group instruction <input type="checkbox"/> stays in assigned area during whole group instruction <input type="checkbox"/> stays in assigned area while working on a computer <input type="checkbox"/> stays in assigned area while walking in line <input type="checkbox"/> demonstrates on-task behavior during seatwork/independent working time <input type="checkbox"/> demonstrates on-task behavior during centers <input type="checkbox"/> demonstrates on-task behavior during small group instruction <input type="checkbox"/> demonstrates on-task behavior during whole group instruction <input type="checkbox"/> demonstrates on-task behavior while working on a computer <input type="checkbox"/> chorally responds during small group instruction <input type="checkbox"/> chorally responds during whole group instruction <input type="checkbox"/> follows directions the first time <input type="checkbox"/> uses kind words with classmates <input type="checkbox"/> uses kind words with teachers <input type="checkbox"/> raises hand before speaking <input type="checkbox"/> keeps hands and feet to self <input type="checkbox"/> uses school supplies appropriately <input type="checkbox"/> respects school property <input type="checkbox"/> other _____ <input type="checkbox"/> other _____	<input type="checkbox"/> stays in assigned area during seatwork/independent working time <input type="checkbox"/> stays in assigned area during centers <input type="checkbox"/> stays in assigned area during small group instruction <input type="checkbox"/> stays in assigned area during whole group instruction <input type="checkbox"/> stays in assigned area while working on a computer <input type="checkbox"/> stays in assigned area while walking in line <input type="checkbox"/> demonstrates on-task behavior during seatwork/independent working time <input type="checkbox"/> demonstrates on-task behavior during centers <input type="checkbox"/> demonstrates on-task behavior during small group instruction <input type="checkbox"/> demonstrates on-task behavior during whole group instruction <input type="checkbox"/> demonstrates on-task behavior while working on a computer <input type="checkbox"/> chorally responds during small group instruction <input type="checkbox"/> chorally responds during whole group instruction <input type="checkbox"/> follows directions the first time <input type="checkbox"/> uses kind words with classmates <input type="checkbox"/> uses kind words with teachers <input type="checkbox"/> raises hand before speaking <input type="checkbox"/> keeps hands and feet to self <input type="checkbox"/> uses school supplies appropriately <input type="checkbox"/> respects school property <input type="checkbox"/> other _____ <input type="checkbox"/> other _____

FAYETTE COUNTY SCHOOL DISTRICT
Intervention Initiation Parent Letter

[date]

Dear Parent/Guardian of [student],

Because the Fayette County School District is committed to quality education for all students, we are monitoring student performance in academics and behavior so we can provide additional help to students when needed. Based on a review of data collected at school, we believe that your child would benefit from additional support through a program called Response to Instruction or RtI.

Our school's RtI team, which includes your child's teacher, school administration, and other school personnel, has collaboratively reviewed information about your child's current performance and has developed a plan for intervention designed to improve their skills. The team has also developed a plan for monitoring your child's progress and communicating with you about how the interventions are working.

Over the coming weeks, an individual from our school will be working with your child to improve their skills in the area(s) identified by our team by following a specific plan designed to meet your child's needs. Information about your child's progress will be sent home on a regular basis to keep you informed.

We look forward to working with your child and watching their skills develop and grow.

If you have any questions about RtI or your child's plan, please contact [RtI school chairperson] at [school phone number] or via email at [RtI chairperson's email address].

Sincerely,

Response to Instruction Team

[school name]

FAYETTE COUNTY SCHOOL DISTRICT

Tier II Student Intervention Plan

Name		Date of Birth
Race/Ethnicity	Gender	Grade
Parent/Guardian		Phone Number
Address		

Initial Tier II Goal

By _____, student will be able to _____ with _____ % accuracy
(date) (specific, measurable goal)

as measured by _____ as a result of _____
(name of assessment) (description of intervention)

provided by _____ during ____ sessions per week for a minimum of ____ minutes per session.
(teacher's name)

notes/comments

teacher

date

PST team member

date

PST team member

date

PST team member

date

PST team member

date

PST team member

date

Tier II Progress Review

Date _____

Problem Solving Team Decision (check one)

- ☐ continue Tier II intervention with same goal and intervention
- ☐ continue Tier II intervention with revised goal or intervention
- ☐ discontinue Tier II intervention
- ☐ refer to Student Support Team for Tier III Intervention Plan

Revised Tier II Goal (if applicable)

By _____, student will be able to _____ with _____ % accuracy
(date) (specific, measurable goal)
as measured by _____ as a result of _____
(name of assessment) (description of intervention)
provided by _____ during ____ sessions per week for a minimum of ____ minutes per session.
(teacher's name)

notes/comments

teacher

PST team member

PST team member

PST team member

PST team member

PST team member

date

date

date

date

date

date

student name _____ date _____

Tier II Goal Page

By _____, student will be able to _____
(date) (specific, measurable goal)

with _____ % accuracy as measured by _____ as a result
(name of assessment)

of _____ provided by _____ during
(description of intervention) (teacher's name)

_____ sessions per week for a minimum of _____ minutes per session.

Progress Monitoring

	assessment utilized	student score/ benchmark score	progress made	intervention provided
baseline data		/		
date_____		/		M T W T F
date_____		/		M T W T F
date_____		/		M T W T F
date_____		/		M T W T F

Student Progress Graph

	baseline	week 1	week 2	week 3	week 4
	absences (circle)	M T W T F	M T W T F	M T W T F	M T W T F

FAYETTE COUNTY SCHOOL DISTRICT
Parent Progress Report (Tier II)

[date]

Dear Parent/Guardian of **[student]**,

We are providing **[student]** with extra assistance to improve their skills in the area of

___ word-level reading skills

___ reading comprehension skills

___ math computation skills

___ math reasoning and problem-solving skills

___ behavior skills

___ other _____

We measure your child's progress with these skills on a weekly basis and the results of these progress measurements are graphed in the attached chart. Based on our progress measurements, we believe that, at this time, your child is

___ making good progress and we plan to continue the intervention at this time.

___ making some progress and we plan to continue the intervention at this time.

___ making limited progress and we plan to make changes and continue interventions.

___ making limited progress and we plan to refer to the Student Support Team for Tier III Intervention.

If you have any questions about RtI or your child's plan, please contact **[RtI school chairperson]** at **[school phone number]** or via email at **[RtI chairperson's email address]**.

Sincerely,

Problem Solving Team

[school name]

**Goal Page attached*

FAYETTE COUNTY SCHOOL DISTRICT
Parent Invitation to Tier III SST Meeting

[date]

Dear Parent or Guardian of **[student]**,

In an effort to help our students be successful at school, **[school]** has formed a Student Support Team. The mission of the team is to identify the needs of students who are struggling in academics or behavior and work as a team to identify strategies and develop interventions which can help these students be more successful at school.

For the last few weeks, data relevant to your child's learning and/or behavior has been collected to be reviewed by the members of the Student Support Team. A Student Support Team (SST) meeting has been scheduled for **[date]** at **[time]** in order to discuss the data and formulate research-based strategies and interventions to help your child be successful in the classroom.

We consider you, the parent, to be a key member of the team and your input is important to us. We encourage you to participate in this meeting. Because our meeting schedule is full, it is very important that each meeting begin promptly at the time indicated above. If you are unable to make it to school at this time, the team will be happy to reschedule the meeting or schedule a separate meeting to review the plan at a time that is convenient for you.

We believe that this process will be helpful for your child. The Student Support Team will collect data relevant to your child's learning and monitor his/her progress.

If you have questions regarding the RtI process or your child's plan, please contact **[RtI school chairperson]** at **[school phone number]** or via email at **[RtI chairperson's email address]**.

Sincerely,

Student Support Team

[school name]

Parent, please mark the appropriate space below and return this letter to your child's teacher.

___ I can meet at the day and time indicated above. I will attend the meeting.

___ I cannot meet at the day and time indicated above. Please call me at _____ (phone number) to reschedule the meeting.

___ I cannot meet at the day and time indicated above. I would like the team to meet without me.

___ I'd like the Team to call me during the meeting so I can participate via telephone. Please call me at _____ (phone number) at the day and time indicated above.

Parent signature _____

FAYETTE COUNTY SCHOOL DISTRICT

Tier III Student Intervention Plan

Name		Date of Birth
Race/Ethnicity	Gender	Grade
Parent/Guardian		Phone Number
Address		

Initial Tier III Goal

By _____, student will be able to _____ with _____ % accuracy
(date) (specific, measurable goal)

as measured by _____ as a result of _____
(name of assessment) (description of intervention)

provided by _____ during ____ sessions per week for a minimum of ____ minutes per session.
(teacher's name)

teacher

date

SST team member

date

SST team member

date

SST team member

date

SST team member

date

SST team member

date

Tier III Progress Review

Date _____

Student Support Team Decision (check one)

- ☐ continue Tier III intervention with same goal and intervention
- ☐ continue Tier III intervention with revised goal or intervention
- ☐ discontinue Tier III intervention; refer to Problem Solving Team for Tier II Intervention
- ☐ refer for special education evaluation

Revised Tier III Goal (if applicable)

By _____, student will be able to _____ with _____ % accuracy
(date) (specific, measurable goal)
as measured by _____ as a result of _____
(name of assessment) (description of intervention)
provided by _____ during ____ sessions per week for a minimum of ____ minutes per session.
(teacher's name)

notes/comments

_____	_____
teacher	date
_____	_____
SST team member	date
_____	_____
SST team member	date
_____	_____
SST team member	date
_____	_____
SST team member	date
_____	_____
SST team member	date

student name _____ date _____

Tier III Goal Page

By _____, student will be able to _____
(date) (specific, measurable goal)

with _____ % accuracy as measured by _____ as a result
(name of assessment)

of _____ provided by _____ during
(description of intervention) (teacher’s name)

_____ sessions per week for a minimum of _____ minutes per session.

Progress Monitoring

	assessment utilized	student score/ benchmark score	progress made	intervention provided
baseline data		/		
date_____		/		M T W T F
date_____		/		M T W T F
date_____		/		M T W T F
date_____		/		M T W T F

Student Progress Graph

	baseline	week 1	week 2	week 3	week 4
	absences (circle)	M T W T F	M T W T F	M T W T F	M T W T F

FAYETTE COUNTY SCHOOL DISTRICT
Parent Progress Report (Tier III)

[date]

Dear Parent/Guardian of [student],

We are providing [student] with extra assistance to improve their skills in the area of

___ word-level reading skills

___ reading comprehension skills

___ math computation skills

___ math reasoning and problem-solving skills

___ behavior skills

___ other _____

We measure your child's progress with these skills on a weekly basis and the results of these progress measurements are graphed in the attached chart. Based on our progress measurements, we believe that, at this time, your child is

___ making good progress and we plan to continue the intervention at this time.

___ making some progress and we plan to continue the intervention at this time.

___ making limited progress and we plan to make changes and continue Tier III interventions

___ making limited progress and we plan to complete a referral for special education

If you have any questions about RtI or your child's plan, please contact [RtI school chairperson] at [school phone number] or via email at [RtI chairperson's email address].

Sincerely,

Response to Instruction Team

[school name]

**Goal Page attached*

FAYETTE COUNTY SCHOOL DISTRICT
Student Support Team Referral for Special Education

Name		Date of Birth
Race/Ethnicity	Gender	Grade
Parent/Guardian		Phone Number
Address		

Tier II plan initiation date _____ number of weeks Tier II interventions were provided _____

Tier III plan initiation date _____ number of weeks Tier III interventions were provided _____

brief description of interventions provided in Tier II
brief description of interventions provided in Tier III
comments

teacher	date
SST team member	date
SST team member	date
SST team member	date
SST team member	date
SST team member	date

*Attach copies of the following to Student Support Team Referral for Special Education

- ☐ RtI Referral Form
- ☐ Universal Screener Assessment Reports
- ☐ Strengths and Needs Checklists
- ☐ Intervention Initiation Parent Letter
- ☐ Tier II Student Intervention Plan
- ☐ Tier II Progress Review Documentation
- ☐ Tier II Goal Pages
- ☐ Parent Progress Reports (Tier II)
- ☐ Parent Invitation to Tier III SST Meeting
- ☐ Tier III Student Intervention Plan
- ☐ Tier III Progress Review Documentation
- ☐ Tier III Goal Pages
- ☐ Parent Progress Reports (Tier III)
- ☐ Dated and graded work samples in the suspected area of difficulty
- ☐ Completed Work Sample Cover Sheet for each work sample included

Completed Student Support Team Referral for Special Education and required attachments should be sent to the Special Education Coordinator.

FAYETTE COUNTY SCHOOL DISTRICT

System-Level PST Annual Report

school _____ school year _____

RtI Chairperson _____

Students Receiving Interventions during the Current School Year

	number	percentage
total students enrolled in the school		
students receiving Tier II or Tier II intervention		

	number	percentage
students in any Tier II intervention		
students in Tier II reading intervention		
students in Tier II math intervention		
students in Tier II behavior intervention		

	number	percentage
students in any Tier III intervention		
students in Tier III reading intervention		
students in Tier III math intervention		
students in Tier III behavior intervention		

Data Regarding Race/Ethnicity of Students Receiving Intervention

	number	percentage
Hispanic/Latino of any race		
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or other Pacific Islander		
White		
Two or more races		

More Intensive Intervention Needed by Students

Students Moving From Tier II to Tier III during the Current School Year

	number	percentage
students in any Tier II intervention		
students in all Tier II intervention moving to Tier III		
students in Tier II reading intervention moving to Tier III		
students in Tier II math intervention moving to Tier III		
students in Tier II behavior intervention moving to Tier III		

Students Moving From Tier III to SPED During the Current School Year

	number	percentage
students in any Tier III intervention		
students in all Tier III intervention moving to SPED		
students in Tier III reading intervention moving to SPED		
students in Tier III math intervention moving to SPED		
students in Tier III behavior intervention moving to SPED		

Less Intensive Intervention Needed by Students

Students Moving From Tier III to Tier II during the Current School Year

	number	percentage
students in any Tier III intervention		
students in all Tier III intervention moving to Tier II		
students in Tier III reading intervention moving to Tier II		
students in Tier III math intervention moving to Tier II		
students in Tier III behavior intervention moving to Tier II		

Students Moving From Tier II to Tier I during the Current School Year

	number	percentage
students in any Tier II intervention		
students in all Tier II intervention moving to Tier I		
students in Tier II reading intervention moving to Tier I		
students in Tier II math intervention moving to Tier I		
students in Tier II behavior intervention moving to Tier I		