SOH
RtI Student Service Handbook

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Seeds of Health is committed
to the academic, social and
emotional success of all students
by providing a systematic process
that determines students' needs,
designates and implements
appropriate interventions,
monitors students' progress,
and evaluates outcomes.

Wisconsin Definition of RtI

Response to Intervention (RtI) is a process for achieving higher levels of academic and behavioral success for all students through:

- High quality instructional practice
- Balanced assessment
- Collaboration
- Culturally responsive practices
- Continuous review of student progress (multiple measures)

Wisconsin Department of Public Instruction, 2010

Response to Intervention (RtI) Overview

Core Principles of RtI

RtI is grounded in the belief that ALL students can learn and achieve high standards when provided with effective teaching, research-based instruction, and access to a standards-based curriculum. A comprehensive system of tiered interventions—gifted and remedial—is essential for addressing the full range of students' academic and behavioral needs. Collaboration among educators, families and communities is the foundation of effective problem solving. On-going academic and behavioral performance data should inform instructional decisions. Effective leadership at all levels is crucial for RtI implementation.

Major Components

Core programming
- High quality instruction of Common Core Curriculum
- Essential outcomes identified based on Common Core Curriculum
- Essential outcomes assessed
- Differentiation practiced regularly

Collaborative practices
- Teams use collaborative time to discuss and address students' needs
- Teams use data to make decisions about servicing students

Balanced assessment system
- Students are assessed in reading and math three times a year
- Teachers use pre-testing, formative and summative assessments to evaluate student learning
- Diagnostic assessments are delivered to struggling students to break down specific academic needs
- The progress of students who are receiving interventions is regularly monitored

Culturally responsive practices
- Agency curriculum is delivered using a culturally responsive lens
- Teams use a culturally responsive lens when discussing and making decisions about students' needs

Leadership and support
- Administrators are involved in or knowledgeable about what occurs during collaborative team time
- Administrators are involved in decisions regarding core programming and student servicing planning

Family involvement
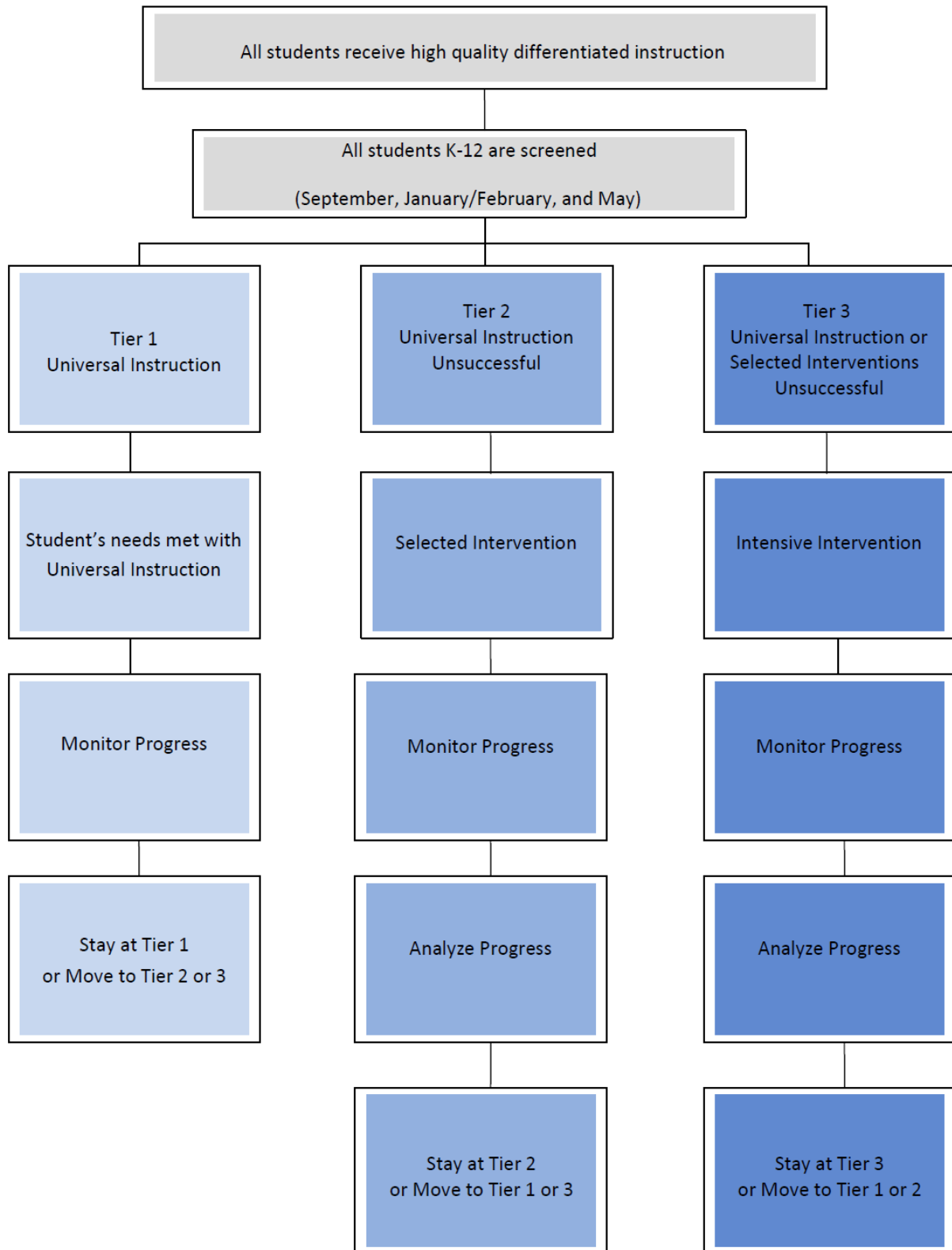- Families receive information regarding agency curriculum, assessment results, and student progress
- Families are involved in the problem-solving process

Systematic approaches to student servicing

- Scientifically researched or evidence-based intervention and extended instruction is implemented by the agency
- Programs have defined schedules and personnel to deliver interventions and extended instruction

RtI Model of Student Servicing Process

All students receive high quality differentiated instruction

All students K-12 are screened

(September, January/February, and May)

Tier 1 Universal Instruction	Tier 2 Universal Instruction Unsuccessful	Tier 3 Universal Instruction or Selected Interventions Unsuccessful
Student's needs met with Universal Instruction	Selected Intervention	Intensive Intervention
Monitor Progress	Monitor Progress	Monitor Progress
Stay at Tier 1 or Move to Tier 2 or 3	Analyze Progress	Analyze Progress
	Stay at Tier 2 or Move to Tier 1 or 3	Stay at Tier 3 or Move to Tier 1 or 2

RtI Tier Overview

Universal Instruction (Tier 1)

Universal instruction includes:

- Screening of students three times a year
- High quality instruction through a culturally responsive lens
- Essential outcomes identified based on Common Core Curriculum
- Essential outcomes assessed to guide instruction
- Differentiation is regularly practiced

Staff will:

- Analyze data from standardized assessments at least three times a year
- Discuss and support each other in best educational practices
- Share strategies for classroom management
- Share differentiated lessons

When a child's needs are not met universally, the following may occur:

- Communication with parents/guardians
- Conferences held with the student
- Consultation with previous teachers and additional school personnel
- Review of student's school history
- Discuss need for further diagnostic assessment

Selected Instruction (Tier 2)

Selected instruction includes:

- Research or evidence-based academic interventions in small group in addition to universal instruction
- Interventions are delivered with 80% fidelity
- Interventions delivered through a culturally responsive lens
- Monitoring of student progress

Staff will:

- Assign students to intervention groups based on diagnostic assessments
- Review progress monitoring charts on a continual basis
- Use decision rules to determine effectiveness of intervention option

When a child is struggling after high quality Tier 2 intervening, the following will occur:

- Discuss student progress and need for further diagnostic assessment
- Determine whether an intensive intervention plan should be developed
- Communicate with parent/guardian

Intensive Instruction (Tier 3)
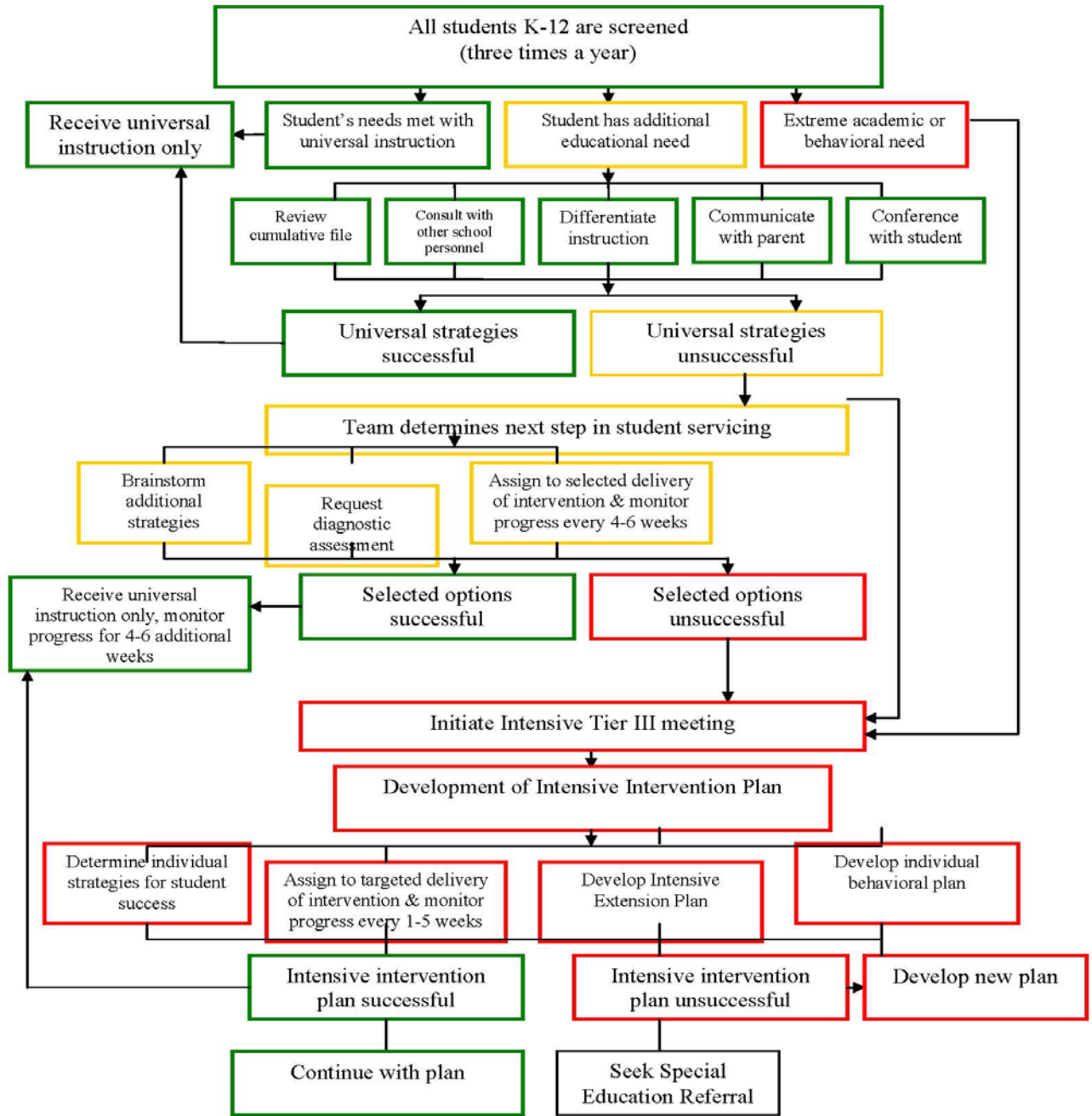
Intensive instruction includes:

- An individual intensive intervention plan based on input from parent/guardian and child (age appropriate)
- Individual interventions delivered with 80% fidelity
- Monitoring of student progress

Staff will:

- Hold a meeting involving parent/guardian and child (age appropriate) in the development and analysis of plan
- Complete a Culturally Responsive Checklist
- Develop an individualized plan for student
- Continually meet to review student progress

When a child is struggling after high quality Tier 3 research or evidence-based interventions:

- It is proven that the child is not struggling due to a lack of instruction
- Determine next steps for student based on data and systematic decision rules

```
                    All students K-12 are screened
                        (three times a year)
```

```
Receive universal     Student's needs met with    Student has additional    Extreme academic or
instruction only      universal instruction       educational need          behavioral need
```

```
          Review        Consult with     Differentiate    Communicate    Conference
          cumulative    other school     instruction      with parent    with student
          file          personnel
```

```
          Universal strategies              Universal strategies
          successful                        unsuccessful
```

```
          Team determines next step in student servicing
```

```
Brainstorm                          Assign to selected delivery
additional        Request           of intervention & monitor
strategies        diagnostic        progress every 4-6 weeks
                  assessment
```

```
Receive universal
instruction only, monitor    Selected options          Selected options
progress for 4-6 additional  successful                unsuccessful
weeks
```

```
          Initiate Intensive Tier III meeting
```

```
          Development of Intensive Intervention Plan
```

```
Determine individual    Assign to targeted delivery   Develop Intensive      Develop individual
strategies for student  of intervention & monitor     Extension Plan         behavioral plan
success                 progress every 1-5 weeks
```

```
          Intensive intervention        Intensive intervention      Develop new plan
          plan successful               plan unsuccessful
```

```
          Continue with plan            Seek Special
                                        Education Referral
```

Potential Response to Intervention (RtI) Decision Rules

	Expectations	Fidelity	Decision-making	Student progress
Universal (Tier 1)	Students will be screened in reading, math (grades1-12) and language (grades 7 -12) three times a year	Students who enter school in-between screening window will be screened upon entering school Delivery of the screener should be done in accordance with the intended instructions All new staff members will be trained on screening administration	Staff will collaboratively analyze student screening data no less than two weeks after screening results are available	Students who are in the 25th percentile or lower, based on their screening results, should be considered for intervention outside of universal setting Students who fall in the upper 2 percentile, based on their screening results, should be considered for extension interventions
Selected (Tier 2)	Decisions regarding intervention effectiveness are staff decisions, not based on individual analysis Staff may set individual student goals, when applicable, based on agency identified slopes and student expectations Upon conclusion of Tier 2 intervention, students will be assessed monthly to determine if skill has transferred into practice	Students must have received at least 80% of the intended interventions prior to decision-making Data for students receiving a Tier 2 intervention will be collected on an ongoing basis Scientifically research- or evidence-based interventions were delivered as intended Intervention instruction was delivered at least two times a week for at least 25 minutes Monitor progress every two weeks	Instructional teams will analyze Tier 2 progress monitoring results at least monthly Intervention options will not be considered effective or ineffective prior to at least 6 weeks of instruction	If the four most recent consecutive scores are all above the goal line, and the student has not met grade level expectations, keep the current intervention and increase the goal If the four most recent consecutive scores are all below the goal line, however student is making progress, keep the current goal and modify the instruction If the four most recent consecutive scores are all at the goal line, maintain the current goal and intervention If the six most recent consecutive scores are all below the goal line, consider Tier 3 intervention
Intensive (Tier 3)	Decisions regarding intervention effectiveness are an instructional team decision, not based on individual analysis Intensive intervention teams may set individual student goals, when applicable, based on district identified slopes and student expectations Upon conclusion of Tier 3 intervention, students will be monitored regularly for one month to ensure skill has transferred into practice	Students must have received at least 80% of the intended interventions prior to decision-making Scientifically research or evidence-based interventions were delivered at least 4 times a week for 25 or more minutes Upon conclusion of the Tier 3 intensive intervention, the team will hold a meeting to review student progress Monitor progress every week	Instructional teams will analyze Tier 3 progress monitoring results at least monthly Intervention will not be considered effective or ineffective prior to at least 6 weeks of instruction	If the four most recent consecutive scores are all above the goal line, and the student has not met grade level expectations, keep the current intervention and increase the goal If the four most recent consecutive scores are all at the goal line, maintain the current goal and intervention option If the four most recent consecutive scores are all below the goal line, keep the current goal and modify the instruction

Parent(s)/Guardian(s) Communication/Involvement

Seeds of Health believes that parent/guardian participation in the RtI process is a crucial partnership that is vital to understanding the whole student and the level of concern with regard to school success. When the parent(s)/guardian(s) are involved in their children's education, both children and parents are likely to benefit. Researchers report that parent participation in their children's schooling frequently:

- Enhances children's self-esteem
- Improves children's academic achievement
- Improves parent-child relationships
- Helps parents to develop positive attitudes towards school and a better understanding of the school process

(Patricia Clark Brown, author of *Involving Parents in the Education of their Children*. ERIC Digest)

Process for Communication with Families

- Our agency student servicing process is posted on the district website and a copy is available upon request at individual schools
- An explanation of Response to Intervention (RtI) is posted on the district website and available upon request at individual schools
- Essential Learning Outcomes are included in parent orientation packets and teachers' syllabi and will be posted on the district website
- Parents/guardians are informed of student screening results (MAP) three times a year or at parent/teacher conferences and they will be mailed home
- Students are provided with their screening results, with an explanation of what their score means to them, when age appropriate
- Parents/guardians are informed of interventions being delivered at Tier 2
- Parents/guardians are informed of student progress on interventions
- Students are a part of monitoring their own progress when age appropriate
- Parents/guardians are invited to be a part of any Tier 3 Student Support Team meeting involving their child
- Parents/guardians/students are provided ways to support student needs at home

Tier 1
Universal
Student Servicing

Essential Outcome
An Essential Outcome is a measurable learning target that is necessary for students to bring into their long-term memory. It is not negotiable as to whether or not the students know this concept or can do this skill; it is considered an essential part of student learning.

Grading and Reporting Philosophy Statement
Best practice indicates that academic grades should reflect what a student knows and can do in regard to their academic ability; it is best that any social, emotional, behavioral or compliance performance be reported separately.

21st Century Skills
Skills students will need to be successful in the 21st century workplace:
- Critical thinking and problem solving
- Collaboration and leadership
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective written and oral communication
- Accessing and analyzing information
- Curiosity and imagination

Balanced Assessment System
- Instructors will use their screening information, along with essential outcome **pre-assessment** results to **differentiate** instruction for readiness
- Instructors will **formatively assess** for a minimum of their Essential Outcomes
- Instructors will differentiate for students using a culturally responsive lens

Pre-assessment means either formally or informally assessing which students know the content being taught, which students need instruction, or which students struggle with the concept being taught.
Formative assessment refers to assessments used before or during learning to **inform** instruction.
Summative assessment refers to assessments that are typically given at the end of the instructional period or to identify whether a child has learned the Essential Outcome.

Differentiation

What does it mean to differentiate?
Ways to differentiate:

    Content-What you teach (Essential Learning Outcomes)
- Tiered expectations (multiple levels of complexity)
- Allowing choice for content, with the outcome the same
- Teaching content to some, allowing others to extend or engage in independent projects, pre-teaching or re-teaching content to others

    Process-How you teach the content
- The activities, lessons and approaches to bring about learning
- Different instruction or activities for different groups of students based on need, interest or learning style
- Offering choice of activities or projects

    Product-How the student demonstrates understanding
- Formative and summative assessments can be in multiple forms for the same outcome—oral, written, plays, posters, PowerPoints, etc. (appropriate to the skill/task being assessed)
- Truly measures mastery of content, not compliance of activity

Differentiation is:	Differentiation is not:
- Understanding where your students are in their learning - Facilitation of learning - Focusing on learning - Utilization of a balanced assessment system—pretesting, formative and summative assessment - Understanding the importance of accommodating and modifying to ensure equal access to learning - Responsive to diverse students' needs - Structured, planned and organized - Utilization of flexible grouping for multiple needs and reasons - Rigorous	- Teaching to all students without truly understanding who already knows the material to be taught "Sage on the stage" instruction - Focusing on teaching - Instructing to all using homework as grades, and a one-shot summative test - Feeling that accommodations and modifications are not the instructor's responsibility and are unfair - Unstructured - Another word for tracking - Giving additional busywork to accelerated students - Watering down the curriculum - A program, model, or recipe

Differentiation Preparation

- **Essential Outcomes** are identified for the class (material that is necessary to satisfying the requirements of the course/grade level/subject area and, in most cases, brought to mastery)
- Teacher understands the importance of **accommodating and modifying** for students and knows what is expected for students who have an IEP
- Students are informed of what is taught and what they need to learn (essential outcomes) prior to instruction beginning

- The teacher and students have determined a set of protocols, rules, or expectations prior to instruction that provide for smooth and consistent **classroom management**
- Teacher has organized the classroom to be conducive to small group work

Differentiation Readiness

- There is a **pretest** for each essential outcome
- Teacher identifies groups of students for **grouping of instruction** for, at a minimum, the **essential outcomes**
  - ✓ Students who already know the material
  - ✓ Students who need basic instruction, application and practice
  - ✓ Students who do not have the skills necessary to understand the concept to be taught
  - ✓ Students who need an accommodation or modification
- Teacher **develops engaging and relevant lessons** that have an identified objective for each group and accommodates and modifies as needed
- Teacher has a bank of appropriate, relevant and engaging **anchor activities** for students not receiving direct instruction
- Teacher uses **essential questions** for each unit of study to guide instruction and class discussions
- Teacher has predetermined and taught **classroom management** expectations and **collaborative learning skills**
- For those students who are learning a new Essential Outcome, potential **formative assessments** are identified and utilized throughout the lesson/unit of study
- **Summative assessments** are identified for each Essential Outcome that can genuinely measure whether a student knows or can critically think about the concept or that they can do what is expected

Differentiation Relevance

- Teachers understand and identify students' different **learning styles** and will occasionally offer choice of activities, classwork, and/or ways to demonstrate their knowledge (assessment)
  - ✓ Auditory, visual, kinesthetic, verbal/linguistic
- Teachers understand that students have **multiple intelligences** and varies lessons and classwork to promote these intelligences
- Teachers **vary grouping/collaborative learning** continuously
  - ✓ Sometimes for Essential Outcome content (readiness or ability)
  - ✓ Sometimes for lesson or activity choice (developed for different learning styles or intelligence)
  - ✓ Sometimes for interest (mixed ability and learning style)
  - ✓ Sometimes for sake of cooperative learning (mixed ability and learning style)

Differentiation Responsiveness

Teacher understands and applies all **layers of differentiation** expectations
- Teacher understands what it means to **be culturally responsive** in instructing and connecting with students
- Teacher uses **student data** to set goals with students, conference with them, and engage them in taking **ownership for their own learning**
- Teacher has **high expectations** of all students and works alongside them, **facilitating their learning**

- Teacher understands the **21st century skills** and how they relate to lesson planning, methods of learning and the process of learning
    - ✓ Critical thinking and problem solving
    - ✓ Collaboration and leadership
    - ✓ Agility and adaptability
    - ✓ Initiative and entrepreneurialism
    - ✓ Effective and oral written communication
    - ✓ Accessing and analyzing information
    - ✓ Curiosity and imagination

*Differentiation self-assessment found in Appendix B

Culturally Responsive Instruction

What are some elements of Culturally Responsive Teaching?
- Communication of high expectations
- Active teaching methods that promote student engagement
- Teacher as facilitator
- Positive perspectives on parents and families of culturally and linguistically diverse students
- Cultural sensitivity
- Reshaping the curriculum so it is culturally responsive to the background of students
- Culturally mediated instruction, characterized by the use of culturally mediated cognition, culturally appropriate social situations for learning, and culturally valued knowledge in curriculum content
- Student controlled classroom discourse
- Small group instruction and academically-related discourse

Why is cultural proficiency important?
- It is a tool for creating an environment in which everyone has equitable access to success. Elements include:
    - ✓ Assessing culture
    - ✓ Valuing diversity
    - ✓ Managing the dynamics of difference
    - ✓ Adapting to diversity
    - ✓ Institutionalizing cultural knowledge

Instructional Teams

Shared Responsibility: All staff (general education teachers, special education teachers, paraprofessionals and student servicing staff) assume an active role in students' assessment and instruction

Tier 1 & 2 Instructional Team Consists of:

Elementary School: Grade level teams, administrators and school counselor

High School: Teachers, paraprofessionals, administrators and school counselors designated to create and analyze data walls for a specific grade level

Tier 1 Instructional Team Expectations

- Students will receive screening in reading, math (grades 1-12), and language arts (grades 7-12) three times per year
- Students who enter school in-between the screening window will be screened upon entering school
- Teams will analyze the screening result data to identify students they need to examine further or who might be in need of additional or different educational options
- Teams will initiate diagnosing student concerns to align them with appropriate intervention needs
- If students have been unsuccessful with Tier 1 instruction, teams may assign students to appropriate academic or social/emotional Tier 2 or Tier 3 interventions (see Tier 2 or Tier 3 Instructional Team Expectations)
- Teams will communicate screening results to parents using meaningful terminology
- Teams document their meeting notes

Tier 2
Selected
Student Servicing

Includes Tier 2 and Tier 3
Interventions and Progress Monitoring

Tier 2 Instructional Team Expectations

- Using the diagnostic results, teams will prioritize student needs and identify which intervention is appropriate for each student
- Teams will communicate with parents/guardians when a student is identified as needing intervention
- Teams will review progress monitoring information at least monthly for any student on their team receiving a Tier 2 intervention
- Teams will use identified decision rules to determine effectiveness of intervention for individual students and make appropriate decisions
- Teams will continue to update parents/guardians of individual student progress

Intervention Teacher Expectations

- Access appropriate interventions
- Deliver interventions with fidelity
- Document and communicate progress monitoring data
- Document attendance
- Involve student in setting and reaching individual goals (age appropriate)

Intervening
(Intervention refers to both extension and remediation needs)

Interventions:
- Teach a new or never acquired skill
- Provide instruction for students *in addition to* differentiated universal instruction
- Provide modeling and explicit instruction
- Specific to student need
- Measurable

Effective Intervention:
- Will provide student with direct instruction
- Is not just practice of a skill
- Goes beyond a strategy for learning a new skill
- Uses credible resources
- Can address specific skill deficit, not just a canned program

Extension:
- Provides opportunity for growth, not just more of the same
- Brings about critical thinking
- Allows the student to problem-solve related to real life

Recommended length of intervention:

Duration (How many weeks the intervention should take place)
- Depends on the intervention and age of student
- Typically 8-16 weeks
- Depends on progress monitoring data to determine full length of intervention

Frequency (How many days a week; how many minutes a day)
- Tier 2: typically 25 minutes, two times a week (typically up to 8 students)
- Tier 3: typically 25 minutes, four times a week (typically up to 3 students)

Progress Monitoring

Progress Monitoring is a scientifically-based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring will be implemented with individual students receiving intervention.

Progress Monitoring Expectations

- Teachers are expected to monitor progress of students at Tier 2 at least every two- three weeks and instructional teams are expected to analyze the data at least once a month
- Teachers are expected to monitor progress of students weekly at Tier 3 and instructional teams analyze the results once a month
- Instructional teams will calculate peer goal line and student goal line on each student receiving intervention (Skyward RtI Tab)
- Instructional teams will analyze the slope trend line for success (see decision rules)

Tier 2 and 3 progress monitoring tools should meet the following criteria:
- Easy to administer
- Aligned to intervention
- Sensitive to small changes
- Valid scoring
- Encompass multiple versions of the assessments

Tier 3
Intensive Resources
Student Servicing

Tier 3 Process

Development of a Tier 3 Intensive Intervention Plan:

Tier 3 problem-solving is an instructional team approach through which students with significant needs are identified and measurable intensive options are collaboratively planned and continuously reviewed to address student progress.

Who develops the Tier 3 Intensive Intervention Plan?

The instructional team with other stakeholders, parent(s) and student (when age appropriate) will develop an individual plan.

Why would one develop a Tier 3 Intervention Plan?

Our staff members develop Tier 3 Intensive Intervention Plans when an individual student is experiencing academic, social, emotional or behavioral situations that require an individual plan to be developed that will provide a structure for student success.

Situations may include, but are not limited to:
- When Tier 2 interventions have been tried and progress monitoring data indicates a need for more intensive intervening
- Failing multiple classes
- Marked change in behavior or performance
- Continuous attendance issues
- Significant difficulty with organization and assignment completion
- Significant deficit in reading, writing or math as indicated by screening results, benchmark data or essential outcome mastery
- Social or emotional disruption
- Performing significantly above grade level

An instructional team should be initiated when basic skill levels are extremely low, when Tier 2 interventions have been tried without success, or when an instructor has tried multiple approaches to assist a student without success and feels he/she would benefit from collaborating with a problem-solving team.

Tier 3 Checklist

Prior to initiating a Tier 3 meeting, the following have been attempted by the instructional team:

- ✓ Contacted parent to collaborate about concern
- ✓ Held conference with student about concern (when appropriate)
- ✓ Discussed concern during instructional meeting
- ✓ Tier 1 instruction differentiated
- ✓ Tier 2 interventions/strategies tried and documented, unless situation was serious enough to warrant an instructional intervention without Tier 2 instruction
- ✓ Consulted with other necessary personnel: previous teachers, principal, counselor, special education case worker, etc.
- ✓ Reviewed student cumulative file and reviewed prior student servicing notes

Special Education Considerations

If a special education student is having a concern that would typically warrant the forming of a Tier 3 team, the staff member with the concern will consult with the student's special education case manager and a determination will be made as to whether or not an IEP meeting is reconvened.

Directions for Tier 3 Documentation

The initiating classroom teacher is responsible for documenting the following:
- Meeting notes
- Notes or team conclusions in the progress monitoring section
- Conclusion and recommendations sections

Tier 3 instructional team leader is responsible for the following:
- Documenting selected interventions
- Collecting and documenting progress monitoring results
- Documenting attendance (did the student receive at least 80% of intended interventions) in the progress monitoring notes section
- Giving a copy of the Intensive Intervention Plans to the principal

Tier 3 Expectations

The Tier 3 process is a problem-solving approach to address individual student needs for those who have not progressed through Tier 1 and/or Tier 2 instruction. It is not to be viewed as a pre-special education referral process.

When the Tier 3 team meets, the following steps should be taken:
- Input from staff, administrators, student and parent/guardian(s) solicited
- Complete the Culturally Responsive Checklist
- Review of student data, which could include, but is not limited to, standardized testing, screening results, benchmark assessments, classroom work, formative assessments, anecdotal data, observations, summative assessments, and progress monitoring data
- Prioritization of student needs
- Setting of a goal for student based on data
- Identification of intervention need, strategies to support need, accommodations to be made or ways to differentiate instruction
- Identification of tool to monitor progress along with the frequency of monitoring
- Identification of ways in which parent/guardian and student can support the intervention plan
- Setting of future dates for review of progress (at least monthly)

If all Tier 3 criteria have been met, the student may be considered for special education placement if one of the following occurs:

- Student's slope has flat-lined or has decreased
- The student has a high rate of progress (slope); however, they will not reach their same-age peers in any reasonable time
- The student's rate of progress (slope) is higher than that of the same-age peers; however, the school cannot maintain the intensity of intervening within a regular education setting

Specific Learning Disability Criteria

The implementation of Tier 3 does not automatically indicate a special education referral, but ensures that the student is not struggling due to a lack of valid instruction. In order for a referral for SLD to be made by an educator, it is mandatory that the following procedures be in place:

1. The student must demonstrate an achievement delay of 1.25 standard deviations on an individually administered formal achievement test.

2. The student must have received at least 2 interventions that were implemented with at least 80% fidelity and include a substantial number of additional minutes of instruction in addition to those all students receive. The intervention must teach a specific skill that has been identified as a student specific need.

3. The median of three data points (a valid assessment given three times) is used as a baseline measure of the student's present level of performance.

4. The instructional team will analyze the student's slope.

5. The instructional team will use assessment results from the diagnostician to determine intervention need.

6. When the child is receiving Tier 3 interventions the following will occur:

- Student will be in a group with no more than two other students.
- Only a certified teacher, an "interventionist", will deliver the intervention.
- Research or evidence based interventions will be used.
- Student will attend and receive at least 80% of intended interventions.
- Data will be collected at least weekly using a valid progress monitoring tool.
- Interventions will be delivered 4-5 times a week.
- An observation of at least one intervention being delivered must be completed by an IEP team member to ensure the intervention was delivered with 80% fidelity.

7. The instructional team will review the progress monitoring data at least monthly.

8. If all of the above criteria have been met, the student may be considered for special education placement if one of the following occurs:

- Student's slope has flat-lined or has decreased.
- The student has a high rate of progress (slope); however, he/she will not reach his/her same age peers in any reasonable time.
- The student's rate of progress (slope) is higher than that of the same age peers; however, the school cannot maintain the intensity of intervening within a regular education setting.

The **SLD Categories** (to be followed when student concerns are in one or more of the following areas):
- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

Appendix A: Data Boards

Data Board Creation

Materials Needed:
- One tri-fold board for each grade level
- One half 3x5 note card for each child
  - Different colors for different classrooms in elementary—four different 1st grade classrooms will need four different colors
  - Different colors for male and female in middle and high school
- Blue masking tape
- Different shape/colored mini stickers for key

Data needed:
1. Baseline data to use to build the board (MAP, SRI, Guided Reading Levels, total of running record expectations, fluency measure, etc)
2. Copies of the data you would like to triangulate with
   - Attendance, discipline, D/F list, WKCE results, students in at-risk programming, retained students, special education list, ELL list, ACT scores, writing prompt results, math assessment results, transfer students, etc.

Directions:
1. Determine what baseline data will be used to build your data wall for each grade level
2. Determine what data you would like to triangulate with at each grade level along with criteria for determining who will be flagged with that data
   a. Example: Anyone with 8 or more absences in a semester will get flagged for attendance or anyone below proficient on the WKCE will get a blue dot sticker on their Post It Note
   b. Triangulate with any diagnostic data you have—letter ID, phonics development, fluency, etc.
3. Develop a key for your triangulated data
4. Determine year long expectations for your baseline data for fall, winter and spring
5. Determine your ranges for the different tiers of instruction
6. Split up class lists within grade level teams or have each elementary classroom teacher take his/her own class. Have individuals write the first name and last initial as well as the score of their baseline data on the Post-It Notes
7. Have individuals triangulate their data using the key and mini stickers
8. Place the Post-It Notes on the board within the appropriate ranges
9. Once all students are placed on the board, have teams analyze the data using the following discussion points:
   a. Are there any students you feel will need to be re-tested on their baseline data because you suspect the results are not accurate? Create a list, who will retest and by when
   b. Create a list of observations
      i. Example: 80% of our students are where they should be or higher
      ii. Example: 75 % of our students who are below where they should be have attendance issues
   c. Are there students who your team believes will benefit from additional assessment, or diagnostic assessment (not determining that you will diagnose the issue at this time, just that they might benefit)
      i. What students are not fluent?
      ii. What students cannot decode new or unfamiliar words?
      iii. Do we know if our students who are below expected proficiency comprehend what they read?

Data Board Analysis Template

Observations	Additional Testing	Addressing Needs	Resources
What overall observations do you have about your results?	Who should be retested on the screener?	What will we do about students needing Tier 2 options?	What additional resources do you need to move forward?
What are your hypotheses as to why you observe this?	Who would benefit from more diagnostic testing?	What will we do about students needing Tier 3 options?	Notes/action items
Notes about specific student observation:		How will we address the needs of our students in the extension area?	

Kelly Schwegel©CESA 1, 2011

Appendix B: Differentiation

Differentiation Self-Assessment

		Yes	No
1	I have an identified set of **essential outcomes** for my courses or for reading, writing and math in elementary and all courses in middle and high school		
2	I consistently **pre-assess** the minimum of the essential outcomes to determine appropriate instruction for my students		
2	I consistently **group** my students in a flexible manner based on their knowledge		
4	I promote students taking responsibility for their own learning		
3	I consistently **group** my students in a flexible manner based on their interest, learning style, or intelligence type		
3	I know the **learning styles** of the students I teach		
2	I **formatively assess**, for a minimum of the essential outcomes, continuously to ensure that the students are learning. I do not grade these assessments, but use them to guide my instruction and grouping		
2	Students are provided with multiple opportunities to demonstrate their knowledge through a variety of **summative assessments**		
1	Students are informed of what is taught and what they need to learn prior to instruction beginning		
1	I engage students in a discussion about an **essential question** related to the essential outcomes prior to beginning a unit/lesson on that outcome		
1	The students and/or I have determined a set of protocols, rules or expectations prior to instruction that provide for smooth and consistent **classroom management**		
3	When developing tiered, grouped or differentiated lesson options, I often give **choice** through interest, product or process		
3	My students have identified their intelligence (Howard Gardner's **Multiple Intelligences**)		
4	I understand how to differentiate using a **multi-cultural** lens (cultural responsiveness)		
4	The students in my classroom set personal goals		
2	Students in need of an extension (students who know the material already) are provided with the opportunity to learn through creating, critically thinking, or problem-solving. They are never simply given additional work, asked to teach those who do not know the material, or left to guide their own learning without goal setting with the instructor		
4	I understand how 21st century skills are related to lesson planning, methods of learning and the process of learning		
4	I consider myself a facilitator of learning, where learning is the focus, as opposed to simply instructing, where it is the student's responsibility to learn.		
3	I am conscious of how I teach based on my own learning style and make a conscious effort to vary my instructional approach		
1	I understand the importance of accommodating and modifying for students and know what is expected for students who have an IEP		

Mapping of My Differentiation

Find your differentiation strengths. Shade in the chart for every **"yes"** you gave according to the # on the left of the chart.

Number of Yes answers					
5					
4					
3					
2					
1					
		1 **Preparation**	**2** **Readiness**	**3** **Relevance**	**4** **Responsiveness**
Number indicated on left side of self-assessment					

Areas of differentiation I need more professional development/coaching on:

My personal goal for developing my differentiation:

Accommodations, Modifications, Interventions…What's the Difference?

	STRATEGIES (Teacher technique)	DIFFERENTIATION (Additional or extended instruction based on classroom learning targets)	ACCOMMODATIONS (Environmental)	INTERVENTIONS (Direct Instruction on a deficit, or challenging extension of thinking)	MODIFICATIONS (Changes in curricular expectation)
What they ARE:	They are techniques or approaches that are used to deliver educational material or to manage classroom or individuals. Can be a plan of action to achieve a particular goal for attendance or behavior. The standard or expectation DOES NOT CHANGE.	Creating multiple paths so that students of different abilities, interests or learning styles experience equally appropriate ways to absorb, use and apply concepts. Can include re-teaching or pre-teaching within the regular education setting PART OF UNIVERSAL INSTRUCTION. The standard or expectation DOES NOT CHANGE.	Changes in the environment that assist a student in meeting a standard or expectation. The standard or expectation DOES NOT CHANGE. They allow students fair/equal access to education.	Supporting the learning of academic standard by **teaching** a new or never acquired skill. Extension of learning that is needed beyond what the universal instruction can offer**.** The standard or expectation DOES NOT CHANGE. They are measurable.	Changes in the curricular or behavioral expectations that are appropriate for a particular student's needs or abilities. The standard or expectation DOES CHANGE. They allow individual students the opportunity to be successful by changing the expectations for them.
Examples:	Giving small segments of a larger reading piece by piece until the reading is completed. Development of a student attendance calendar.	Pre-assessing, understanding your learners and presenting a lesson that is tiered according to needs. Providing multiple ways to demonstrate what was learned. Providing long-term, project-based learning opportunities to those who need a challenge.	Taking of a test in a separate room. Completion of work one-on-one with assistance. Preferential seating Assistive technology	Additional, direct instruction in area of reading comprehension. Reading Recovery Direct instruction on a mathematical concept that is provided in addition to the universal curriculum.	Not expecting the student to achieve at grade level (however adequate growth is still expected).
Where do they fit in our RtI model?	They support all aspects of education--academic, behavioral, social, emotional and attendance--in either the universal instruction or value-added instruction/intervention.	If instruction on the essential learning outcomes is truly differentiated based on readiness or ability, we have many more students leaving each classroom with the basic skills they need to master at that grade level. This leaves fewer students with the need for an intervention outside of the universal educational setting.	They will assist in removing barriers to learning at all levels or tiers.	They are the direct instruction that is provided to a group of students or an individual student to either close an achievement gap or to extend thinking. Typically the instruction that is delivered in Tiers 2 & 3.	They are typically our special education students who have received multiple interventions prior to their disability identification. Students who need a modification still participate in our interventions, when appropriate.

Appendix C: Collaborative Team Material

Instructional Team Meeting Calendar

August/September

- Review students who participated in Tier 2 and Tier 3 intervention the previous year
- Review students who did not meet their ELO's for the prior year
- Review student concerns
- Discuss ideas for supporting specific student needs in universal instruction
- Review student learning plans
    - Continue interventions from prior year or adjust interventions
    - Set up student account(s) in progress monitoring software
    - Identify slope/goal within the progress monitoring tool
- Discuss intervention plans for students considered for Tier 2 or Tier 3
- Record all team meeting notes and plans in the Skyward RtI
- Notify parents of updated interventions
- Administer universal screeners (MAP and others for SOHE)

October

- Review student concerns
- Discuss ideas for supporting specific student needs in universal instruction
- Develop Data Boards based on screening results
- Analyze all available data using the Data Board analysis reflection questions
- Discuss how to best differentiate (Tier 1)
- Discuss intervention plans for students considered for Tier 2 or Tier 3
    - Consider further diagnosis for intervention placement
    - Place in appropriate intervention
    - If Tier 2, send parent letter
    - Complete the culturally responsive checklist when student enters Tier 3
    - Set up student account(s) in Skyward system
    - Identify slope/goal within the progress monitoring tool
- Record all team meeting notes and plans in the Skyward RtI(shared drive SOHE)

November

- Review student concerns
- Identify students not meeting essential outcomes (Tier 1) and collaborate to address student needs
- Discuss ideas for supporting specific student needs in universal instruction
- Share differentiation ideas—anchor activities, extension ideas, differentiated lessons, cultural responsiveness

- Analyze effectiveness of interventions
- Analyze progress monitoring charts for those students receiving interventions and adjust as needed
- Communicate with parents and document the communication
- Record all team meeting notes and plans in the Skyward RtI(shared drive SOHE)

December

- Review student concerns
- Identify students not meeting essential outcomes (Tier 1) and collaborate to address student needs
- Discuss ideas for supporting specific student needs in universal instruction
- Share differentiation ideas—anchor activities, extension ideas, differentiated lessons, cultural responsiveness
- Analyze effectiveness of interventions
- Analyze progress monitoring charts for those students receiving interventions and adjust as needed
- Communicate with parents and document the communication
- Record all team meeting notes and plans in Skyward RtI (shared drive SOHE)

January

- Administer universal screeners(MAP)
- Review student concerns
- Identify students not meeting essential outcomes (Tier 1) and collaborate to address student needs
- Discuss ideas for supporting specific student needs in universal instruction
- Share differentiation ideas—anchor activities, extension ideas, differentiated lessons, cultural responsiveness
- Analyze effectiveness of interventions
- Analyze progress monitoring charts for those students receiving interventions and adjust as needed
- Communicate with parents and document the communication
- Record all team meeting notes and plans in Skyward RtI (shared drive SOHE)

February

- Administer universal screeners (MAP)
- Review student concerns
- Discuss ideas for supporting specific student needs in universal instruction
- Share differentiation ideas—anchor activities, extension ideas, differentiated lessons, cultural responsiveness

- Analyze all available data using the <u>Data Board analysis</u> reflection questions
- Discuss how to best differentiate (Tier 1)
- Discuss intervention plans for students considered for Tier 2 or Tier 3
  - Consider further diagnosis for intervention placement
  - Place in appropriate intervention
  - If Tier 2, send <u>parent letter</u>
  - Complete the <u>culturally responsive checklist</u> when student enters Tier 3
  - Set up student account(s) in Skyward system
  - Identify slope/goal within the progress monitoring tool
- Record all team meeting notes and plans in the Skyward RtI (shared drive SOHE)

March

- Review student concerns
- Identify students not meeting essential outcomes (Tier 1) and collaborate to address student needs
- Discuss ideas for supporting specific student needs in universal instruction
- Share differentiation ideas—anchor activities, extension ideas, differentiated lessons, cultural responsiveness
- Analyze effectiveness of interventions
- Analyze progress monitoring charts for those students receiving interventions and adjust as needed
- Communicate with parents and document the communication
- Record all team meeting notes and plans in the Skyward RtI(shared drive SOHE)

April

- Review student concerns
- Identify students not meeting essential outcomes (Tier 1) and collaborate to address student needs
- Discuss ideas for supporting specific student needs in universal instruction
- Share differentiation ideas—anchor activities, extension ideas, differentiated lessons, cultural responsiveness
- Analyze effectiveness of interventions
- Analyze progress monitoring charts for those students receiving interventions and adjust as needed
- Communicate with parents and document the communication
- Record all team meeting notes and plans in the Skyward RtI (shared drive SOHE)

May/June

- Administer universal screeners (MAP)
- Review student concerns
- Discuss ideas for supporting specific student needs in universal instruction
- Share differentiation ideas—anchor activities, extension ideas, differentiated lessons, cultural responsiveness
- Analyze all available data using the <u>Data Board analysis</u> reflection questions
- Adjust intervention plans for students receiving interventions
- Record all team meeting notes and plans in Skyward RtI (shared drive SOHE)
- Communicate students' interventions/progress with next year's teachers
- Communicate with parents and document the communication

GRADE LEVEL COLLABORATION

GRADE LEVEL: _____   DATE: _____   TEACHERS: _____
MEETING FACILITATED BY:_____

TOPICS	COMMENTS, NOTES, DECISIONS
SCHOOL-WIDE/GRADE-LEVEL LEARNING ACTIVITIES *(Capturing Kids Hearts, No Put Downs, field trips, cross age experiences, literacy activities, presentations)*	
• • • •	
STRATEGIC PLAN GOALS *(MAP achievement, test preparation, Successmaker, ability grouping, support)*	
• Reading Achievement	
• Math Achievement	
• Writing/Language Arts Achievement	
• Community Partnerships	

CONFIDENTIAL: TARGET STUDENTS

NEW STUDENTS	EXISTING STUDENTS

NOTE ANY PLACES HERE IN WHICH YOU WOULD LIKE GUIDANCE

RtI Intervention Parent Letter

(Date)

Dear parent/guardian of_____,

_____ School is committed to meeting student needs and monitoring their progress to ensure all students are successful. To assist us in doing this, _____has adopted and is using a process referred to as Response to Intervention or RtI. Response to Intervention is grounded in the belief that all students can learn and achieve when provided with effective teaching that is differentiated to meet students' needs. On-going performance data informs instructional decisions. Teachers and staff who work with your child meet on a regular basis to discuss student progress and develop plans for instructional support. It takes a strong partnership of parents and teachers working together to create the best possible learning opportunities for your child

Assessment data and classroom observation indicates that your child may benefit from targeted instruction in the area of _____. This instruction will be provided within the school day. Progress will be monitored on a regular basis and staff will keep you informed of your child's progress.

Please see the attached brochure on RtI for additional information. If you have further questions or concerns please contact _____ at _____.

_____
Teachers name printed

_____
Teacher's Signature

_____
Principal's name printed

_____
Principal's Signature

RtI Collaborative Team Checklist

Student:
Grade Level:
Area of Concern:

Tier 1

- ❑ Created data card for student and posted the card on Data Board, sorted by universal reading scores
- ❑ Used Data Board Analysis Form template to facilitate discussion about student needs
- ❑ Discussed differentiated classroom practices for student
- ❑ Consulted with other involved personnel; previous teacher, principal, counselor, special education teacher, etc.

Tier 2

- ❑ Initiated the RtI referral process for student in the RtI Skyward tab
- ❑ Contacted parent to collaborate about student concern at minimum, once per quarter
  - o Parent letter sent on _____ By whom: _____
  - o Parent communication; Mode: _____ Date: _____
- ❑ Completed the Intervention Plan (Form A) for Tier 2 intervention
  - o Determined appropriate research- or evidence-based interventions based on student needs
  - o Progress monitoring data has been collected, shared and analyzed
  - o Student has received selected intervention with 80% fidelity
- ❑ Completed the Intervention Plan Follow Up (Form B)
- ❑ Continued in current intervention, modified intervention or, if appropriate, recommended a Tier 3 meeting
- ❑ Recommended appropriate Tier 3 membership, given the child's needs.

Tier 3

- ❑ Reviewed Tier 2 data in Skyward RtI tab, Intervention Plan Form(s), and Intervention Follow Up Plan Form(s).
- ❑ Completed the Culturally Responsive Checklist
- ❑ Discussed and identified intervention(s)
- ❑ Developed a new Intervention Plan (Form A)
- ❑ Completed plan implemented with fidelity
- ❑ Completed Intervention Plan Follow Up (Form B)
- ❑ Instructional team discussed student progress at least monthly
- ❑ Contacted parent to collaborate about student concern at minimum, once per quarter
- ❑ Documented parent and student involvement in plan implementation
- ❑ Reviewed data and next steps determined by team (return to Tier 2, alter/add intensive intervention(s), or consider special education referral after two evidence- or research-based interventions have been administered with fidelity

Seeds of Health
Response to Intervention (RtI) Academic/Behavior Intervention Plan
Tier 2

Date of Instructional Team Meeting:

Student Name (First, MI, Last):   Grade:

School: Instructional team members:

Area(s) of concern: ☐ Academic   ☐ Behavior

Description of academic skills deficit and/or target behavior (Do not exceed space provided):

Research-based or evidence-based intervention (Do not exceed space provided):

Measureable goal of the intervention (Do not exceed space provided):

Intervention implemented by:

Beginning date: Ending date:

# of days per week: Length of each session: Frequency of progress monitoring:

Method of progress monitoring:

Baseline data:

Date/Method parent was notified of the Intervention Plan

Contacted by: Date:

Method(s):   ☐ Letter   ☐ Phone   ☐ Conference

_____   _____
Signature of Teacher   Date   Signature of Principal   Date

Seeds of Health
Response to Intervention (RtI) Academic/Behavior Intervention Plan
Tier 2 Follow Up

Date of Instructional Team Meeting:

Student Name (First, MI, Last):   Grade:

School: Instructional Team members:

Area(s) being addressed by intervention: ☐ Academic   ☐ Behavior

Intervention Progress Monitoring Results

1. Is the student progressing toward to goal? ◯ Yes   ◯ No   ◯ NA
2. Did the student reach the goal? ◯ Yes   ◯ No   ◯ NA

If "Yes" in question 1 or 2, determine the following:

◯ Move back to Tier 1   ◯ Continue intervention   ◯ Not applicable

If "No" in question 1 or 2, determine the following and explain below:

◯ Re-evaluate intervention and create a new plan using a different approach or strategy
◯ Modify intervention by increasing intensity/duration
◯ Recommend a Tier 3 intervention and convene a meeting
◯ Not applicable

Teacher :_____ Date _____
Principal: _____ Date _____

Progress monitoring data from teacher shared with parent/guardian:

By:_____ Date:_____

Circle One: Conference   Phone   In writing

Checklist for Culturally Responsive Practices

Student Name: _____   Date: _____

Directions: Respond to questions 1-7 below by checking the description that most appropriately matches the results of the interventions tried and the student's performance. Comments may be added by typing in the comment box below each question.

1. Were the interventions tried based on data, and provided at an appropriate frequency, intensity and duration?

If "A" applies, check the box. If "B" applies, complete the rubric.
A. ☐   The interventions tried were based on data and implemented with fidelity. This is not a primary factor in the student's learning or behavior difficulties in school.
B. ☐   The fidelity of the interventions may be a factor. Our team's analysis indicates:

		Interventions are based on data	Interventions are implemented with the appropriate frequency, intensity and duration	
0	☐	No information available at this time.	☐	No information available at this time.
1	☐	The intervention selected was based on: Previous assessment information. Progress monitoring was not attempted.	☐	Interventions were unable to be provided with the frequency, duration, or intensity planned. The effectiveness of the interventions cannot be determined.
2	☐	The intervention selected was based on: Previous assessment information teacher observation of the student's performance. Progress monitoring was infrequently attempted.	☐	Interventions were inconsistently provided at the frequency intensity, and duration planned. It is likely that a different schedule of intervention implementation would result in better student progress.
3	☐	The intervention selected was based on: Previous assessment information. Teacher observation of the student's performance. On-going classroom assessments. Progress monitoring was attempted at least at the beginning and end of the intervention.	☐	Interventions were usually provided at the frequency intensity and duration planned for the student. Implementation allows teams to draw conclusions regarding the effectiveness of the intervention.
4	☐	The intervention selected was based on: Consistently administered, frequent and varied assessments Progress monitoring probes were frequently administered and used to determine whether the intervention was effective.	☐	Interventions were consistently provided at the frequency, intensity and duration planned for the student. Implementation allows teams to draw conclusions regarding the effectiveness of the intervention.

Comments:

2. **How has the student's family been involved in the problem-solving process?**

		Staff and families share information and problem solve together		Translation is provided
0	☐	No information available at this time.	☐	No information available at this time.
1	☐	Concerns about the student have not been shared with the student's family. The school and family do not yet have a cooperative working relationship.	☐	Materials are not translated into the student's home language. An interpreter is not offered to the family.
2	☐	The student's family has been informed about school concerns. They have had some opportunities to learn how the school proposed to address the concerns. Opportunities for the school and family to mutually problem solve have not occurred.	☐	Some materials are translated into the student's home language. An interpreter is sometimes available and offered.
3	☐	The student's family and staff have had several opportunities to share and exchange ideas about strategies to support the student. Mutual problem solving occurs regularly. Opportunities for the family to participate in their child's schooling are often available.	☐	Written materials are usually translated into the student's home language. An interpreter is usually available and offered.
4	☐	A variety of information sharing approaches has been used on a consistent basis. Conversations between the student's family and staff consistently include mutual problem solving, information about family values, and the student's interests and experiences. Varying opportunities for the family to participate in their child's schooling are consistently available.	☐	Written materials are consistently translated into the student's home language. An interpreter is consistently available and offered.

Comments:

3. **Was there a mis-match between the student's race, culture, or unique background and experiences in the school environment that may contribute to the student's learning and/or behavioral difficulties?**

If "A" applies, check the box. If "B" applies, complete the rubric.

A. ☐ Information regarding the student's racial and cultural background was obtained by talking with the student and family, record review, observation and/or consultation with other staff members. Race, culture, and unique background and experiences are not a primary factor in the student's learning or behavior difficulties in school.

B. ☐ The student's race, culture and unique background and experiences may be a factor. Our team's analysis indicates:

		Student's culture, language and heritage is valued		Student has the opportunity to utilize prior knowledge, and learning style preferences are accommodated		Student understands the rules and expectations
0	☐	No information available at this time.	☐	No information available at this time.	☐	No information available at this time.
1	☐	The student has few opportunities to share his/her life experiences with others in the classroom. The student does not see him/herself represented in the curriculum and classroom materials. The student has few relationships with staff or peers that are trusting, reciprocal and supportive.	☐	The student has few opportunities to build on prior knowledge and experiences. The student experiences a few classroom activities with varied learning style activities and interactions.	☐	The rules and expectations are implied but not reviewed explicitly and regularly with the student. The student seldom participates in school activities designed to increase engagement and connection to school. The student seldom receives encouragement and support.
2	☐	The student has occasional opportunities to share his/her life experiences with others in the classroom. The student seldom sees themself represented in the curriculum and classroom materials. The student has some relationships with staff or peers that are trusting, reciprocal and supportive.	☐	The student has occasional opportunities to build on prior knowledge and experiences. The student experiences some classroom activities with varied learning style activities and interactions.	☐	Some rules and expectations are reviewed explicitly and regularly with the student. The student occasionally participates in school activities designed to increase engagement and connection to school. The student occasionally receives encouragement and support.
3	☐	The student has regular opportunities to share his/her life experiences with others in the classroom. The student occasionally sees themselves represented in the curriculum and classroom materials. The student has several relationships with staff or peers that are trusting, reciprocal and supportive.	☐	The student has regular opportunities to build on prior knowledge and experiences. The student's classroom experiences frequently incorporate varied learning style activities and interactions.	☐	Most of the rules and expectations are reviewed explicitly and regularly with the student. The student frequently participates in school activities designed to increase engagement and connection to school. The student frequently receives encouragement and support.
4	☐	The student has regular opportunities to share information regarding his/her life experiences with others in the classroom. This information is considered when instructional activities are planned. The student consistently sees themselves represented in the curriculum and classroom materials. The student has numerous relationships with staff or peers that are trusting, reciprocal and supportive.	☐	The student has regular opportunities to build on prior knowledge and experiences. The student's classroom experiences are consistently connected to his/her culture via community-based experiences and activities that use varied learning styles and interactions.	☐	All rules and expectations are explicitly taught, visually displayed, and regularly reviewed to ensure the student's learning and understanding. The school consistently participates in school activities designed to increase engagement and connection to school. The student consistently receives encouragement and support.

Comments:

4. Were language differences a factor contributing to the student's learning and/or behavioral difficulties?

If "A" applies, check the box. If "B" applies, complete the rubric.

A. ☐ Language differences are not a primary factor in the student's learning or behavior difficulties in school.

B. ☐ Language differences may be a factor. Our team's analysis indicates:

		Student's language skills are assessed		Interventions are provided to explicitly teach the use and understanding of oral and written language skills		Student has the opportunity to practice and regularly use new language skills
0	☐	No information available at this time.	☐	No information available at this time.	☐	No information available at this time.
1	☐	The student's use and understanding of oral and written language is not assessed.	☐	The student does not experience interventions to support the understanding and use of oral and written language. The student's language level and vocabulary development is not a match to the language used in classroom instruction. The student rarely has access to texts and other curriculum materials that are rich in visuals.	☐	The student has opportunities to practice oral and written language as part of instruction for the whole class. Instructive feedback is not provided.
2	☐	The student's use and understanding of oral and written language is assessed using quizzes and end-of-lesson tests.	☐	The student sometimes experiences interventions to support the understanding and use of oral and written language. The student's language level and vocabulary development is sometimes matched to the language used in classroom instruction. The student occasionally has access to texts and other curriculum materials that are rich in visuals.	☐	The student sometimes has opportunities to practice oral and written language as part of large and small group instruction. Instructive feedback is occasionally provided.
3	☐	The student's use and understanding of oral and written language is assessed prior to the start and at the end of instruction.	☐	The student usually experiences interventions to support the understanding and use of oral and written language. The student's language level and vocabulary development is usually matched to the language used in classroom instruction. The student usually has access to texts and other curriculum materials that are rich in visuals.	☐	The student has frequent opportunities to practice oral and written language in large and small group instruction. Instructive feedback is usually provided.
4	☐	The student's use and understanding of oral and written language is consistently and continually assessed.	☐	The student experiences consistent and frequent interventions to support the understanding and use of oral and written language. The student's language level and vocabulary development is consistently matched to the language used in classroom instruction. The student consistently has access to texts and other curriculum materials that are rich in visuals.	☐	The student has consistent, on-going opportunities to practice oral and written language skills in large and small group as well as individual instruction. Instructive feedback is consistently provided.

Comments:

49

5. **Was mobility or excessive absences a factor contributing to the student's learning and/or behavioral difficulties?**

If "A" applies, check the box. If "B" applies, complete the rubric.
A. ☐ Excessive absences and/or mobility are not primary factors contributing to the student's learning or behavior difficulties in school.
B. ☐ Absences and/or mobility may be a factor. Our team's analysis indicates:

		Attendance and mobility patterns are assessed		Interventions are provided to improve attendance and mobility and/or reduce the impact on learning and behavior		Engagement and connection to school are encouraged
0	☐	No information available at this time.	☐	No information available at this time.	☐	No information available at this time.
1	☐	The student's attendance and mobility patterns have not been investigated.	☐	The student has not yet experienced interventions to improve attendance or reduce the impact of poor attendance and/or mobility on learning and behavior. There has been no contact with the student's family.	☐	The student has not yet experienced opportunities to participate in activities that increase his/her connection to school.
2	☐	Information about the student's attendance and mobility was gathered from school records. Root causes of the observed patterns are not yet identified.	☐	The student sometimes experiences interventions that address the root cause of poor attendance and reduce the impact on learning and behavior. The new student and family have received initial information to help in the transition to a new environment.	☐	The student has some opportunities and receives some encouragement to participate in activities and events that will increase his/her connection to school.
3	☐	A good picture of the student's attendance and mobility was gathered from school records and interviews with the student and family. A hypothesis is formed regarding possible root causes of the observed patterns.	☐	The student often experiences interventions that address the root cause of poor attendance and reduce the impact on learning and behavior. The new student and family often receive support to adjust to school and build relationships with peers.	☐	The student has frequent opportunities and receives frequent encouragement to participate in activities and events that will increase his/her connection to school.
4	☐	A thorough picture of the student's attendance and mobility was gathered from school records and interviews with the student and family. Root causes of the observed patterns are well understood.	☐	The student consistently experiences interventions to resolve issues that address the root cause of poor attendance and accelerate the student's progress in learning and behavior. The new student and family consistently experience support to adjust to school and build relationships with peers.	☐	The student consistently has opportunities and receives encouragement to participate in activities and events that will increase his/her connection to school, including personal contact to invite involvement.

Comments:

50

6. **Were life stressors (i.e. family health, divorce, immigration trauma, witness to violence) a factor contributing to the student's learning and/or behavioral difficulties?**
    If "A" applies, check the box. If "B" applies, complete the rubric.
    A. ☐ Life stressors are not a primary factor contributing to the student's learning or behavior difficulties in school.
    B. ☐ Life stressors may be a factor. Our team's analysis indicates:

		Information about life stressors is gathered		Interventions are provided to reduce the impact of the life stressor		Student and family connect to community supports
0	☐	No information available at this time.	☐	No information available at this time.	☐	No information available at this time.
1	☐	Information about potential life stressors has not yet been gathered.	☐	The student has not yet received interventions to reduce the impact of the life stressor.	☐	The student and family have not yet been provided with information about community resources that might help them cope with the identified life stressor.
2	☐	The student and family provided some information about life stressors.

The lack of a trusting relationship between school and home limited the data available. | ☐ | The student has received some interventions to reduce the impact of the life stressor. | ☐ | The student and family have been provided with print material about community resources that might help them cope with the identified life stressor. |
| 3 | ☐ | The student and family provided some information about life stressors that may have impacted the student's performance in the past.

Incomplete data is available about current potential life stressors. | ☐ | The student has received frequent interventions to reduce the impact of the life stressor. | ☐ | The student and family have had explanations about available community resources.

Staff has provided some assistance to help the student and/or family access community supports. |
| 4 | ☐ | There is consistent on-going communication between the student, family and school about the impact of life stressors on the student's performance, including a complete history. | ☐ | The student has consistently received interventions to minimize the impact of the life stressor. | ☐ | The student and family have received regular, direct assistance to access community supports.

Family, school and community work together to support the success of the student. |

Comments:

7. Was socio-economic status a factor contributing to the student's learning and/or behavioral difficulties?

If "A" applies, check the box. If "B" applies, complete the rubric.

A. ☐ Socio-economic status is not a primary factor contributing to the student's learning or behavior difficulties in school.

B. ☐ Socio-economic status may be a factor. Our team's analysis indicates:

	Information about socio-economic status and how it impacts learning and/or behavior is gathered		Interventions are provided to reduce impact		Student and family connect to community supports
0	☐	No information available at this time.	☐	No information available at this time.	☐	No information available at this time.
1	☐	Information about the family's socio-economic status and how it impacts the student's performance in school has not yet been considered.	☐	The student has not yet participated in interventions to reduce the impact of the family's socio-economic status on his/her success in school.	☐	The family has not yet been provided with information about available community resources.
2	☐	The family provided some information about their socio-economic status and how it impacts the student's performance. The lack of a trusting relationship between school and home limits the information available.	☐	The student has experienced some interventions to reduce the impact of the family's socio-economic status on his/her success in school.	☐	The family has been provided with print material about available community resources.
3	☐	The family provided some information about their socio-economic status that may have impacted the student's performance in the past. Incomplete data is available about current status.	☐	The student often experiences interventions to reduce the impact of the family's socio-economic status on his/her success in school.	☐	The family has received explanations about available community resources. Some assistance to help the family access community supports has been provided.
4	☐	There is consistent on-going communication between the family and school about how socio-economic status impacts the student's performance in school.	☐	The student consistently experiences interventions to reduce the impact of the family's socio-economic status on his/her success in school.	☐	The family has received regular, direct assistance to access community supports. Family, school and community work together to support the success of the student.

Comments:

Appendix D
Instructional Team Logs

INSTRUCTIONAL TEAM MEETING LOG

We will focus on all students' achievement through data driven collaboration and continuous learning

DATE:_____**TIME:**_____**LOCATION:**_____

Team Members Present: _____

TEAM ROLES: **Team Leader:**_____**Notetaker:**_____**Timekeeper:**_____

Possible data considered during this meeting to ensure our decisions are data-based:
☐SRI ☐Standardized Testing ☐Classroom Assessments ☐Progress Monitoring Charts ☐Guided Reading /Running Records ☐Other _____

What did our data tell us?

Student servicing notes

Name of Student (if applicable)	Concern	Action

Parent contacts to make: **Who will make contact:**   **When:**

General meeting notes:

Action Step	Person Responsible	Target Completion Date

Agenda Items for next meeting:

DATE:_____**TIME:**_____**LOCATION:**_____

Tier 2 Student Servicing
Student Intervention Progress Review

Intervention Option:

Frequency (days per week/time per session):   Duration (how many weeks):

Individual delivering intervention: Individual monitoring progress:

Student Name	Progress Monitoring goal at end of intervention cycle	Slope expected	Slope gained	Interventions given/interventions expected	Progress
					☐making progress, continue with intervention ☐try another intervention at same tier ☐not making progress, initiate Tier 3 process ☐intervention successful, continue to monitor in Tier 1 ☐lack of fidelity to the intervention ☐Other:
					☐making progress, continue with intervention ☐try another intervention at same tier ☐not making progress, initiate Tier 3 process ☐intervention successful, continue to monitor in Tier 1 ☐lack of fidelity to the intervention ☐Other:
					☐making progress, continue with intervention ☐try another intervention at same tier ☐not making progress, initiate Tier 3 process ☐intervention successful, continue to monitor in Tier 1 ☐lack of fidelity to the intervention ☐Other:
					☐making progress, continue with intervention ☐try another intervention at same tier ☐not making progress, initiate Tier 3 process ☐intervention successful, continue to monitor in Tier 1 ☐lack of fidelity to the intervention ☐Other:

Student Name	Progress Monitoring goal at end of intervention cycle	Slope expected	Slope gained	Interventions given/interventions expected	Progress
					☐ making progress, continue with intervention ☐ try another intervention at same tier ☐ not making progress, initiate Tier 3 process ☐ intervention successful, continue to monitor in Tier 1 ☐ lack of fidelity to the intervention ☐ Other:
					☐ making progress, continue with intervention ☐ try another intervention at same tier ☐ not making progress, initiate Tier 3 process ☐ intervention successful, continue to monitor in Tier 1 ☐ lack of fidelity to the intervention ☐ Other:
					☐ making progress, continue with intervention ☐ try another intervention at same tier ☐ not making progress, initiate Tier 3 process ☐ intervention successful, continue to monitor in Tier 1 ☐ lack of fidelity to the intervention ☐ Other:
					☐ making progress, continue with intervention ☐ try another intervention at same tier ☐ not making progress, initiate Tier3I process ☐ intervention successful, continue to monitor in Tier 1 ☐ lack of fidelity to the intervention ☐ Other:

Considerations when analyzing student progress:

- Was there at least 80% fidelity to the delivery of the intervention?
    - Student attended required sessions
    - Student was engaged in intervention delivery
    - Individual delivering intervention adhered to best practice instruction
- Should team complete a Culturally Responsive Checklist to determine if other life factors are contributing to the intervention success?
- Was the tool used to monitor progress sensitive to small changes, valid and collected with fidelity?
- Are there any other factors we should consider (strategies, accommodations, time of day of intervention, child motivation, person delivering intervention, etc.) that would impact the outcome of this intervention delivery?

ACADEMIC AREA OF CONCERN (ELO)	BEHAVIOR AREA OF CONCERN (SPECIFIC)	INTERVENTION TO TRY (START DATE)	ADMINISTERED BY	FREQUENCY/DURATION (TIMES PER WEEK/TARGETED END DATE)	GROWTH EVALUATION	CONTINUE, DISCONTINUE OR NEW INTERVENTION

NOTES
(EXTENUATING CIRCUMSTANCES TO SHARE)

Tier 3 Intensive Intervention Plan

Student: _____ D.O.B. _____ Date:_____

Grade Level _____

Parent/Guardian: _____

Individuals present: _____

_____

_____

Notes of Situation:
Teacher/Staff Input:
Parent Input:
Other Input: (Include student strengths and interests)

Summary of Student Concerns		
Student Concern	Hypothesis regarding why this is occurring	Priority Level Low Medium High
		☐ L ☐ M ☐ H
		☐ L ☐ M ☐ H
		☐ L ☐ M ☐ H
		☐ L ☐ M ☐ H

What is our goal for this student?

Student Intervention/Progress Monitoring Plan		
Describe intervention/strategy/accommodation	Administered by:	Frequency/ duration
Monitoring of progress (Tool to be used and person to administer)	Slope expected	Frequency
Describe Intervention/strategy/accommodation	Administered by:	Frequency/ duration
Monitoring of progress (Tool to be used and person to administer)	Slope expected	Frequency

Describe ways in which the parent/student will support the intervention plan:

Intervention Review		
(When will we meet again as a team?)		
Date:	Time:	Place:
Who will organize meeting?	Attendees:	

Key Terminology

Accommodation: Manipulations in a student's environment that will remove or counter a barrier to their learning. They are practices and procedures intended to provide students with equitable access to grade-level content and assessments.

Adequate fidelity: The intervention has been applied in a manner highly consistent with its design and provided at least 80% of the recommended number of weeks, sessions, and minutes per session.

Balanced Assessment System: A comprehensive system of assessing students' abilities and needs at the state, school, classroom and individual levels.

Culturally Responsive Instruction: Inclusive content covered in the curriculum, reflecting the diversity of society that is based on how students from diverse backgrounds see themselves and their experiences in the curriculum, their prior knowledge including their culture and language, and on the idea that culture is central to student learning because there is strong evidence that cultural practices shape thinking processes.

Data analyst: A licensed person who is qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology. The methodology relies on valid and reliable data sources and progress monitoring data that exhibit adequate statistical accuracy for the purpose of identification of insufficient progress as compared to a national sample of same-age peers.

Data points: Assessment results gathered using an identified progress monitoring tool.

Differentiation: Additional or extended instruction based on assessment of the essential learning outcomes. Instruction considers learning style, intelligence, interest, goal setting, cultural responsiveness, and multiple approaches to teaching and assessing.

Diagnostician: A person who is qualified to analyze progress monitoring data in reading or math. This person will identify if the intervention is specifically addressing the student's identified need.

Duration: The amount of weeks an intervention will continue.

Essential Outcome: A measurable learning that is critical for students to bring into their long-term memory. Students knowing this concept or performing this skill is non-negotiable.

Evidence-based: Scientific, research-based interventions with substantial evidence of their effectiveness through multiple outcome evaluations. Includes programs, strategies, and assessments shown to have had positive outcomes in many schools.

Fidelity of Implementation: Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

Formative assessment: Assessments used before or during learning to **inform** instruction.

Frequency: The number of days in a week and time in a day an intervention is delivered.

Instructional teams: Teams of staff members who collaboratively use data to analyze student academic, social/emotional, and behavioral needs, initiate intervention options and monitor student progress.

Intensive intervention: A systematic use of a technique, program, or practice designed to improve learning or performance in specific areas of student need focusing on single or small numbers of discrete skills with substantial numbers of instructional minutes in addition to those provided to all students.

Intervention: A research-based instructional practice that teaches a new or not yet mastered skill. Interventions include direct instruction as well as application and practice.
- Interventions differ from modifications and accommodations in that they teach a specific skill to overcome an identified deficit.
- Wisconsin SLD law defines an intervention as "a substantial number of additional minutes of instruction in addition to those provided to all students." They must teach a discrete and identified skill that has been identified as student specific need.

Interventionist: A licensed educator who has implemented scientific, research-based or evidence-based, intensive interventions with the identified student.

Lexile: A Lexile (for example, 850L) is the most widely adopted measure of reading ability and text difficulty. The Lexile scale is an equal interval developmental scale. Regardless of the point on the scale, the amount of growth in ability required to move between two points is the same. The Lexile measure can be used to identify material at the appropriate difficulty level for the student.

Modification: Changes in the learning (curricular or behavioral) expectations that are appropriate for a particular student's needs or abilities.

Normative data: National averages that indicate grade level expectations, grade level ranges, or grade level growth expectancies.

Observer: A person who understands what constitutes a scientifically researched or evidence-based intervention and how to deliver the intervention.

Peer goal line: The progress slope same-age peers would achieve from the beginning of the intervention time to the end of the intervention time.

Performance measures: Data from multiple sources that can include formal assessments, culturally responsive checklist, attendance data, teacher observations, behavioral data, and students' work samples, etc.

Pre-assessment: Formally or informally assessing which students have mastered, need further instruction or struggle with the concept being taught.

Probes: Brief, direct measures of specific academic skills, with multiple equal or nearly equal forms that are sensitive to small changes in performance, and that provide reliable and valid measures of student's performance during interventions.

Progress Monitoring: A scientifically-based practice that is used to assess student academic and behavioral performance and evaluate the effectiveness of instruction and interventions/challenges. Progress monitoring can be implemented with individual students or an entire class.

> **Tier 1 Progress Monitoring** = Universal screening in reading and math that is administered and analyzed at least two times per year.

> **Tier 2 Progress Monitoring** = Data points that indicate the progress student is making based on intervention delivery. Data is collected every two weeks during the intervention delivery and up to a month after conclusion of intervention.

> **Tier 3 Progress Monitoring** = Data points that indicate the progress student is making based on intervention delivery. Data is collected at least weekly using a valid assessment tool.

Research-based: Research-based programs, strategies, and assessments have been shown to be effective in rigorous, scientific studies. Refers to "research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs" (United States Department of Education, 2009).

Response to Intervention (RtI): Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness.

RIT: "RIT" is an abbreviation for "Rausch Unit." The difficulty and complexity of test questions are measured using the RIT scale. A student's RIT score indicates that the student was answering questions correctly 50% of the time at that level of difficulty.

Slope: Used to analyze the rate of progress needed over time to reach a goal. It is calculated using the following: End score subtracted by beginning score and divided by the number of weeks of intervention. For example: 254-158/9 = 10.6 or the student would have to gain 10.6 points on their assessment each week to reach their goal.

Strategies: Teacher approaches to instruction, or the techniques used to address attendance or behavioral needs. These typically support intervention delivery.

Student goal line: The goal line on a graph which connects the student's initial performance level and date of that initial performance level to the data point of the

student's year-end goal and the date of that year-end goal. It represents the expected rate of student progress over time.

Summative assessment: Assessments that are given at the end of the instructional period or to identify whether a child has learned the non-negotiable target.

Systemic: Refers to accomplishing goals, solving problems, and making improvements at the school level.

Systematic: Refers to a planned and predetermined approach to accomplish a goal or solve a problem.

Tier 1: High quality instruction provided to all students in the general education setting through curriculum learning targets and behavioral expectations.

- Tier 1 includes the curriculum, programs, and services that are used with all students with the expectation that at least 80% of all students will make adequate progress according to screening benchmark expectations.
- Tier 1 is also used to differentiate instruction through a culturally responsive lens, taking individual as well as group needs into consideration.

Tier 2: Based on screening data, instructional team discussions and identification of student intervention needs, teams develop intervention plans for small groups of students with similar needs. Interventions are then delivered in small group settings for 8-10 weeks. No more than 10-15% of students should be identified as needing this level of intervention.

Tier 3: A problem-solving, team approach. Students with significant needs are identified and measurable targeted options are collaboratively planned and continuously reviewed to address student progress. The ratio of student to teacher is no more than 1:3 and interventions are typically delivered daily. No more than 1-5% of students should be identified as needing this level of intervention. Progress monitoring should occur at least weekly.

Trendline: The progress slope the student achieves throughout the intervention time. A slope is considered most valid when there are nine or more data points.

Universal screener: A valid and reliable assessment that is administered to all students approximately three times per year. It measures students' current levels of performance in relation to grade-level benchmarks. When a student falls below the cut score point on a screener, a second stage of assessment is conducted to more accurately predict which students are truly at risk for poor learning outcomes.

Validity: Refers to the extent to which an assessment or tool measures what it is intended to measure.

Resources

American Institutes for Research. *National Center on Response to Intervention.* U.S. Department of Education, Office of Special Education, *n.d.* Web. 1 May 2013. <http://www.rti4success.org>.

The Knowledge Loom. The Education Alliance at Brown University, *n.d.* Web. 1 May 2013. <http://www/knowledgeloom.org/>.

Nuri-Robins, Kikanza, et al. *Culturally Proficient Instruction: A Guide for People Who Teach.* Thousand Oaks: Corwin, 2002. Print.

Student Progress Monitoring. National Center on Student Progress Monitoring, n.d. Web. 1 May 2013. < http://www.studentprogress.org>.