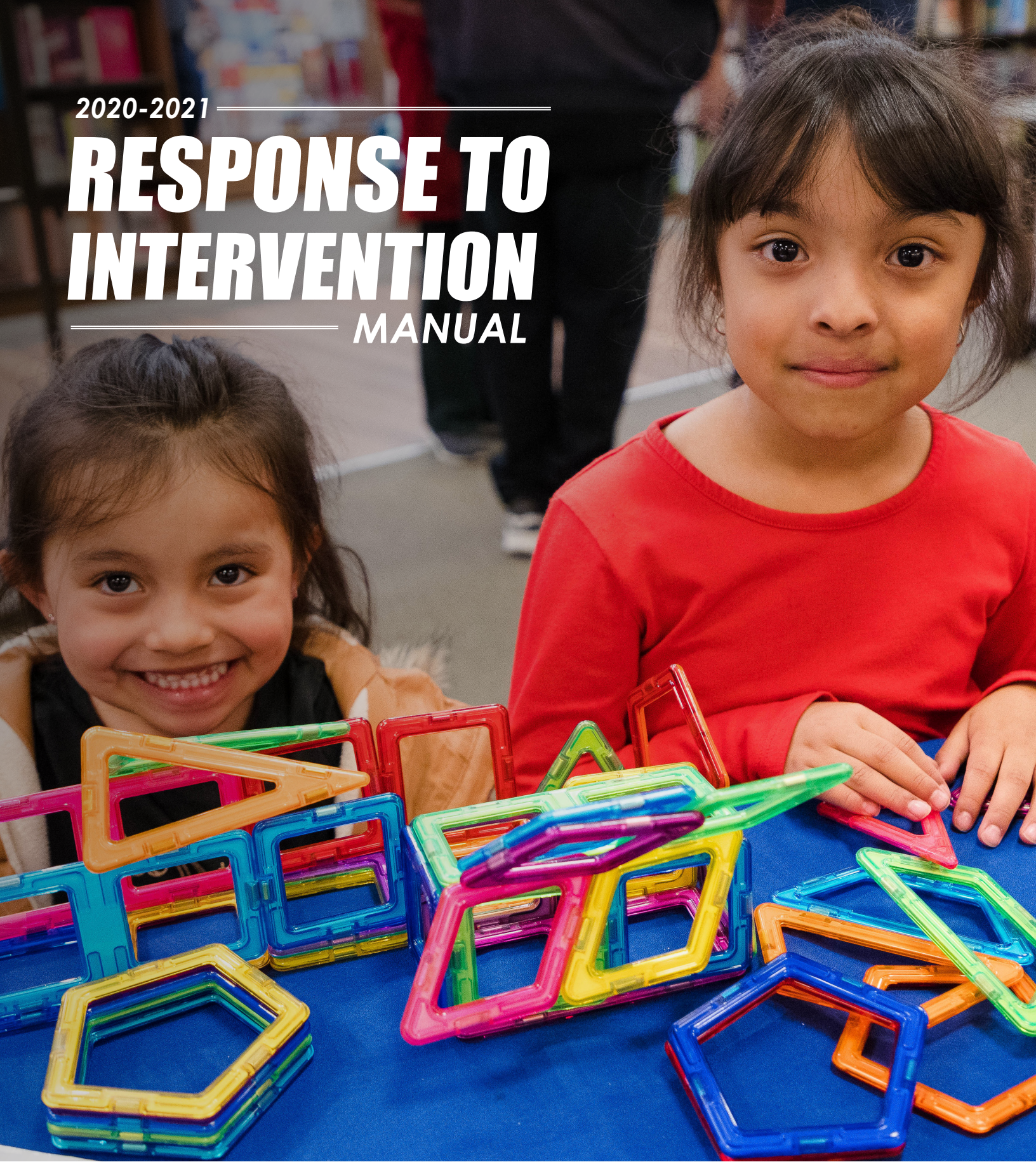


2020-2021

RESPONSE TO INTERVENTION MANUAL



#TeamSISD

Socorro Independent School District
Leading • Inspiring • Innovating

The right choice for
ENDLESS OPPORTUNITIES.

Socorro ISD

Response to Intervention

2020-2021

This manual is designed to guide schools and each campus RtI Team in the implementation of RtI, as well as the documentation for students coded at-risk.

Foreword

Response to Intervention (RtI) is a system in which a multi-tiered approach is used for the early identification and support of At-Risk students or students who are performing below standards, due either academic or behavioral challenges. This system is based on two fundamental beliefs. First, we, as educators, accept responsibility to ensure high levels of learning for every child. Second, we recognize all students can learn at high levels (Buffum et. al. 2012). In alignment with Operation College Bound and because research has shown that the RtI process is highly beneficial to student success, the Socorro Independent School District has created and released a handbook on the RtI procedures. Special thanks to the Wakulla County School District, whose RtI handbook was indispensable in the development of SISD's handbook.

Rtl and the Rtl Team

Rtl Goal

In SISD, our goal is to have a response to intervention process to achieve student success by providing additional strategies and resources to students whose potential is not being maximized through traditional classroom instruction.

To achieve this goal, we have aligned our process to the five Socorro ISD Strategic Directions:

1. A Safe and Supportive Learning Environment
2. College and Career Readiness
3. Highly Qualified, Effective Faculty and Staff
4. Home, School, Community Partnerships
5. Accountability for ALL

The Rtl Team

The Rtl Team is a campus-level team utilized to provide teachers with support when students are not successful in the classroom setting. An Rtl Team shall exist in each school and serve as the primary problem-solving team for academic and behavioral challenges faced by students.

GOALS of the Response to Intervention Team

- **Prevention** – The Rtl Team is accessible to all school personnel to prevent student learning difficulties or resolve them in their early stages.
- **Problem-Solving** – The Rtl Team will apply a problem-solving approach by clearly defining the problem, determining the root cause, and identifying the specific needs of students who are experiencing difficulties.
- **Intervention** – The Rtl Team will develop and assist the teacher in implementing appropriate interventions and will monitor progress to evaluate the results based on the defined problem.
- **Collaboration/Consultation** – The Rtl Team will coordinate school and community resources to help meet the individual needs of identified students.
- **Training** – The Rtl Team will facilitate training for school personnel and parents regarding Response to Intervention and the role of the Rtl Team.

Membership

While membership on the Response to Intervention team may vary from school to school, the following individuals generally comprise the core of the Rtl Team:

- **Administrator** – Principal or designee (assistant principal): **Required**
- **Student's Classroom Teacher(s):**
- **Parent(s)** – While parents may not be involved in the first Rtl on a student, they are to be invited to subsequent meetings. IDEA 2004 legislation requires that parents be involved with the intervention process.
- **School Counselor:**
- **SCEI Coach**
- **Grade Level Representative**

Rtl Team Member Responsibilities

Administrator (Principal or Designee: Assistant Principal)

- Makes accommodations for teacher to be present at meeting
- Assures fidelity of interventions
- Completes Notes Page in student's profile on Eduphoria

Student's Classroom Teacher:

- Administers academic diagnostic assessments
- Documents parent contacts
- Provides progress monitoring reports and any other data or documentation as needed
- Pulls data analysis reports

Parent(s):

- Provides relevant home/community information
- Provides relevant medical/social information
- Collaborates with school personnel in implementing interventions

School Counselor:

- Administers or arranges for behavioral screening tests and reports findings to the Rtl Team
- Assists the teacher in data collection for presentation to the Rtl Team
- Provides consultation, particularly on behavioral interventions, when applicable

SCEI Coach:

- Administers or arranges for academic screening tests and reports findings to the Rtl Team
- Provides intervention information and support to the teacher
- Assists with intervention implementation
- Provides consultation on interventions
- Provides resources to help teacher organize data collection
- Provides training on intervention implementation or data collection techniques

Other Teachers or Support Personnel:

- Contribute information regarding instructional methodologies and curriculum
- Assist in developing interventions from their area of expertise
- Provide support for interventions to the student's classroom teacher
- Manage paperwork generated by the Rtl process

*Special Education personnel are not part of the Rtl process at this time.

Student Support Team

What is a Student Support Team (SST)?

A Student Support Team is made up of a teacher's peers and other campus-level professionals who provide strategies and activities to the teacher that may prove effective for struggling students before being referred to Rtl.

Who determines when to convene an SST?

The teacher and campus administration determine when to convene an SST based on the student's progress and response to interventions. An SST may take place during a PLC in which professional staff members work together to understand why a student is struggling and offer possible solutions.

Things to Consider Prior to Convening an SST:

- Are there multiple data points indicating student's insufficient response to the interventions? Do these progress monitoring data points align with the targeted area of need?
- Were the interventions implemented with fidelity? Were the parameters of the research-based program followed? Were all of the components used? Was the required time adhered to? When a teacher chooses to do only part of a program, the program is not being implemented with fidelity. This process is not about how hard a teacher worked, but about how well the process was followed and whether or not the student responded with improved achievement.
- Is there evidence that the intervention was modified based on progress monitoring data to assure the best implementation of the intervention? An example of this would be a student receiving targeted interventions for three weeks, but the progress monitoring data indicates no positive change in achievement.
- Does the data analysis clearly indicate the expected student achievement, the achievement of the other students in the class, and the achievement of other students participating in the same intervention?
- Does the teacher have sufficient data and artifact collection?

Rtl Protocol

Rtl Protocol

I. Define the Student's Performance Profile

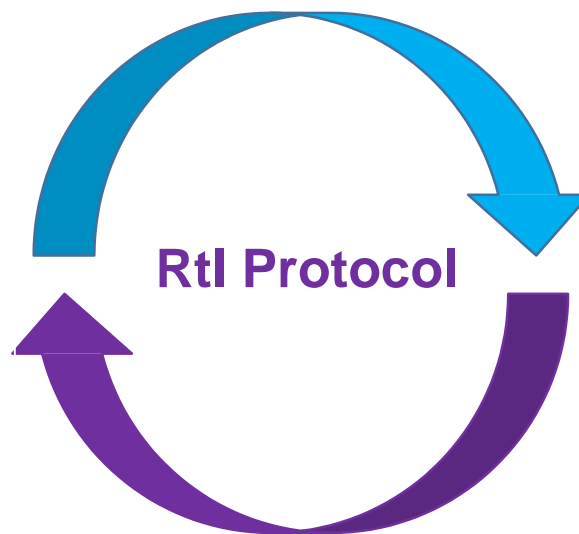
- Gather performance data on Eduphoria or OnDataSuite
- Notify parent(s) of intervention activities/screening after first round of interventions
- Determine the need to consider/restart a Student Support Team (SST)

II. Develop a Plan

- Review data
- Generate possible solutions
- Create Intervention Plan and Calendar based on specific identified need
- Determine progress monitoring
- Smart Goals (specific, measurable, attainable, reliable, timely)
- Request Rtl team meeting

IV. Evaluate

- Review effectiveness of plan based on measurable data
- Determine success based on rate of progress
- Evaluate effectiveness of interventions used
- If student is making progress, Rtl team may suspend Rtl or continue with new goals/interventions



Response to Intervention Team

III. Implement the Plan

- Implement according to written plan
- Collect data systematically
- Maintain Progress Monitoring Data Form
- Assure intervention calendar is implemented with fidelity
- Collect artifacts to support implementation

Developing an Intervention

What is an intervention?

An intervention is a specific academic/behavioral strategy that differs from activities occurring in the student's classroom. It is designed to provide an at-risk student with the necessary skills and academic/behavioral supports to allow him/her to achieve grade-level expectations.

An intervention is not:

- Simply completing a form – an intervention is what you do for the child
- A change of seating or preferential seating
- Small group or any other instruction, including going over the same material again, if the instruction is not specific to the student's identified challenge
- After-school tutoring
- Peer tutoring
- Intersession tutoring/Saturday tutoring
- Compass Learning, Istation, Lexia, computer time
- Progress monitoring without targeted intervention
- Parental contact
- Homework or peer buddies
- Retention
- In- or out-of-school suspension



**State Compensatory Education
 Nine Weeks Window Dates for Interventions (Eduphoria)
 2020-2021
Elementary**



Nine Weeks	Intervention Window for updates on Eduphoria	Intervention Window for updates on Eduphoria	Intervention Window for updates on Eduphoria
1st Nine Weeks Period	August 31 thru September 7	September 21 thru September 28	October 5 thru October 19
2nd Nine Weeks Period	November 2 thru November 9	November 30 thru December 7	December 14 thru January 4
3rd Nine Weeks Period	January 18 thru January 25	February 8 thru February 15	March 1 thru March 22
4th Nine Weeks Period	April 5 thru April 12	April 26 thru May 3	May 17 thru May 24



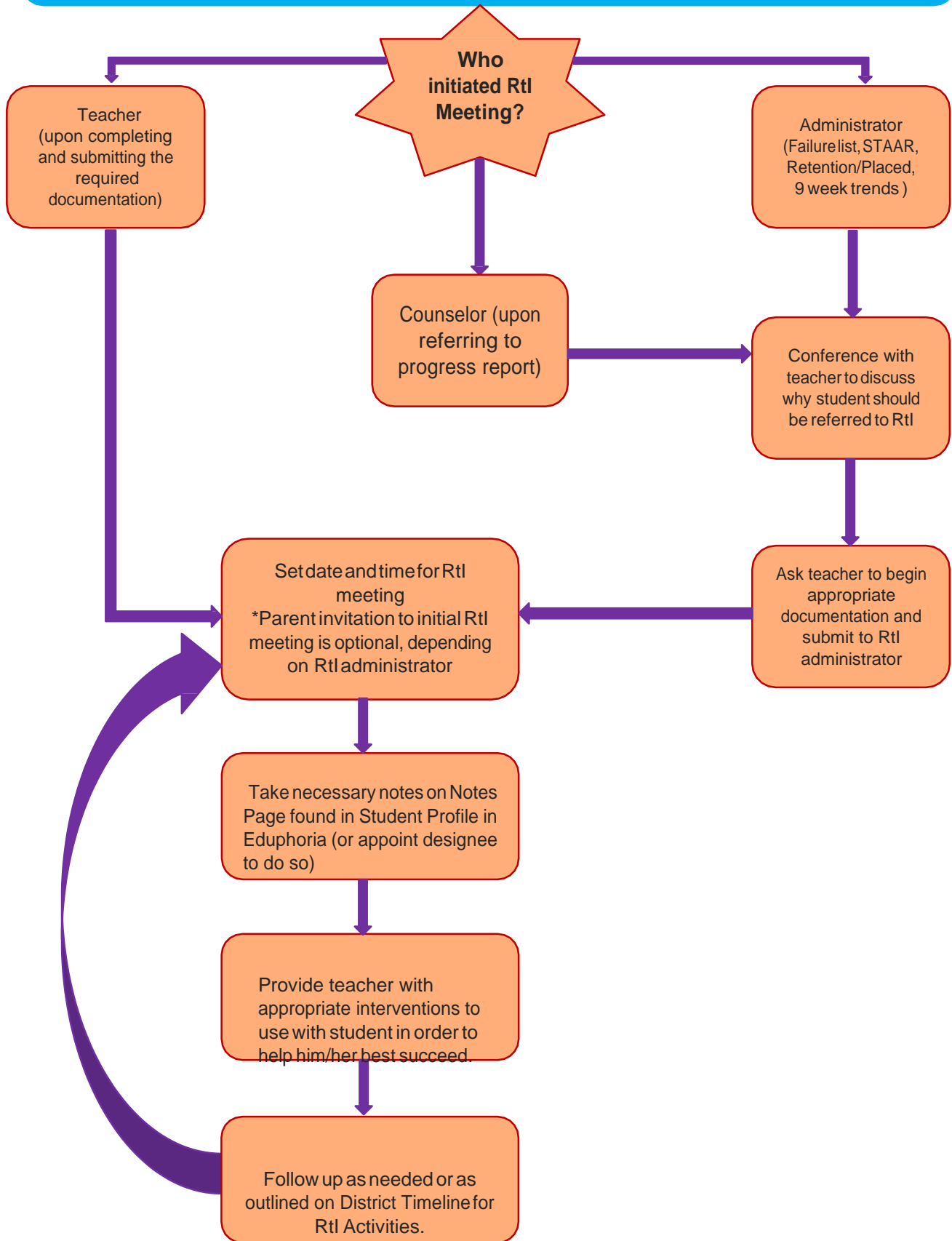
**State Compensatory Education
Nine Weeks Window Dates for Interventions (Eduphoria)
2020-2021
Secondary**



Nine Weeks	Intervention Window for updates on Eduphoria	Intervention Window for updates on Eduphoria
1st Nine Weeks Period	August 31 thru September 7	September 21 thru September 28
2nd Nine Weeks Period	November 2 thru November 9	November 30 thru December 7
3rd Nine Weeks Period	January 18 thru January 25	February 8 thru February 15
4th Nine Weeks Period	April 5 thru April 12	April 26 thru May 3

RTI Responsibilities			
JULY/AUGUST	<p>Items to complete within the first weeks:</p> <ul style="list-style-type: none"> • Develop a list of students previously coded through RTI. • Review failure list. • Schedule RTI meetings to review documentation with teachers. • Conduct meetings for students referred to RTI during the previous school year. Inform teachers of the previous recommendations and interventions for the student. • Create Targeted Intervention plans. 		
SEPTEMBER	<p>At-risk coding sheet to add/remove RTI codes.</p> <ul style="list-style-type: none"> • Conduct RTI meetings to review documentation with teachers. • Teachers input Interventions for failing students with an open RTI in Eduphoria (Form B). • RTI begins for the newly identified students. (Form A) • New students through the RTI process will be coded after the second meeting. • RTI team will assist with monitoring the implementation of campus interventions. • RTI team will support teachers with interventions. 		
OCTOBER	<p>At-risk coding sheet to add/remove RTI codes</p> <ul style="list-style-type: none"> • Analyze BOY assessments to identify students who are failing significantly. • Conduct meetings for possible referrals. • Conduct RTI meetings to discuss student progress and make student recommendations. • Students coded through PEIMS must have current documentation through Eduphoria. • New students through the RTI process will be coded after the second meeting. • October 30th- PEIMS Snapshot, all coding needs to be up to date to this point. 		
NOVEMBER/ DECEMBER/ JANUARY	<p>At-risk coding sheet to add/remove RTI codes</p> <ul style="list-style-type: none"> • Continue to document in Eduphoria. • Conduct RTI meetings to discuss student progress and make student recommendations. • Continue to progress monitor. • Upload artifacts, screeners, and data to show progress through the RTI cycle. • RTI team will assist with monitoring the implementation of campus interventions. • RTI team will support teachers with interventions. 		
FEBRUARY/ MARCH	<p>At-risk coding sheet to add/remove RTI codes</p> <ul style="list-style-type: none"> • Analyze MOY assessments to identify students who are failing significantly. • Continue to document in Eduphoria. • Conduct RTI meetings to discuss student progress and make student recommendations. • Continue to progress monitor. • Upload artifacts, screeners, and data to show progress through the RTI cycle. • Conduct meetings for possible referrals. 		
APRIL/ MAY	<p>At-risk coding sheet to add/remove RTI codes</p> <ul style="list-style-type: none"> • Analyze EOY assessments to identify students who are failing. • Conduct RTI meetings to close documentation for school the year. <p><u>RTI Follow-ups and wrap-ups</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>*Dismiss from RTI: Document on Eduphoria Remove RTI code</p> </td> <td style="width: 50%; vertical-align: top;"> <p>*Continue RTI Document on Eduphoria</p> </td> </tr> </table>	<p>*Dismiss from RTI: Document on Eduphoria Remove RTI code</p>	<p>*Continue RTI Document on Eduphoria</p>
<p>*Dismiss from RTI: Document on Eduphoria Remove RTI code</p>	<p>*Continue RTI Document on Eduphoria</p>		
<p><u>Special Considerations:</u></p> <ul style="list-style-type: none"> • Due to requirements of S.B. 1153, the RTI process must be documented through Eduphoria Live Forms. • Removal of codes is based on RTI Team decision. • Teacher should communicate progress with parent throughout the RTI process. • A meeting with the parent should be conducted before any referrals are made for special services. • Data should be reviewed often to identify students in need of being placed/removed from RTI. • When a student is referred to RTI, code must be added after the <u>second meeting</u>. • Journaling for at-risk students is highly encouraged and considered best practice. • For RTI documentation, use “FORMS” through Eduphoria. • For at-risk documentation use “JOURNAL” through Eduphoria. • It is the responsibility of the administrator in charge of at-risk coding to add/remove RTI codes. 			

Administration Process





RTI Expectations

New Student referral

A Step by Step Checklist

Before Meeting:

Student is performing below expectations, either academically or behaviorally.

- Parent Notification Form
- Teacher will provide interventions within the classroom. Document with Form A-Academic or Form BOF -Behavior.
- Collaborate with grade level/PLC team to provide possible interventions.
- Begin parent contact log

If no progress is noted:

- Teacher will complete the RTI Request Form and inform RTI team.
- Teacher will request Health Screening from nurse.
- Provide Form A or BOF as proof of interventions as well as any other artifacts and/or samples.
- Contact parent to let them know of the decision to commence with RTI.

During Meeting:

- Teacher will fill out Form AIP/BIP to devise a plan for interventions.
- An RTI member will fill out the Response to Interventions notes page during the meeting.
- An RTI member will schedule the next meeting to review results of interventions.
- An RTI member will record any responsibilities for the team members present.
- Form B/BPMF should be filled out during the intervention process to provide evidence for next meeting.

When no progress is noted after interventions have been in place, a final meeting will be held to review the interventions provided; consult special services if needed.

- Teacher will fill out the Student Academic Profile Sheet or Student Behavior Profile.
- Any other forms required by special services.

Journaling through Eduphoria for at-risk students and/or through the RTI process is highly encouraged and considered best practice.



RTI Expectations

Previously referred student

A Step by Step Checklist

Before Meeting:

Student is performing below expectations, either academically or behaviorally and has a previous RTI referral.

- Parent Notification Form
- At the beginning of the year, RTI team will contact teacher to begin documentation for student.
- Collaborate with grade level/PLC team to provide possible interventions.
- Begin parent contact log under Eduphoria Forms.
- Form B/BPMF should be filled during the intervention process to provide evidence for next meeting.

During Meeting:

- Teacher will fill out Form AIP/BIP to devise a plan for interventions.
- An RTI member will fill out the Response to Interventions notes page during the meeting.
- An RTI member will schedule the next meeting to review results of interventions.
- An RTI member will record any responsibilities for the team members present.
- Form B/BPMF Should be filled during the intervention process to provide evidence for next meeting.

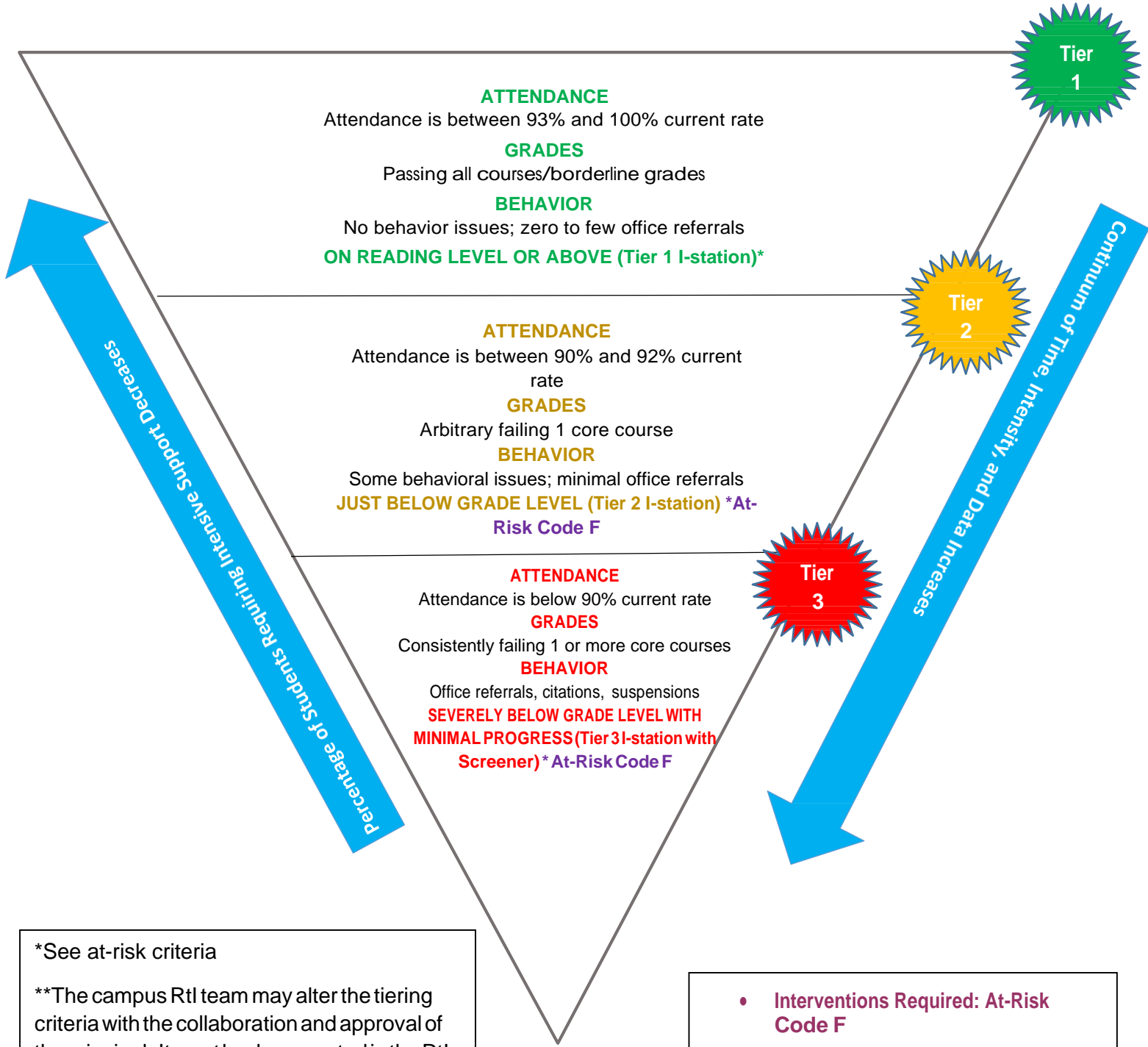
When no progress is noted after interventions have been in place, a final meeting will be held to review the interventions provided; consult special services if needed.

- Teacher will fill out the Student Academic Profile Sheet or Student Behavior Profile.
- Any other forms required by special services.

Journaling through Eduphoria for at-risk students and/or through the RTI process is highly encouraged and considered best practice.

Tiering Descriptors and At-Risk Criteria

Elementary K-2 Tiering Descriptors



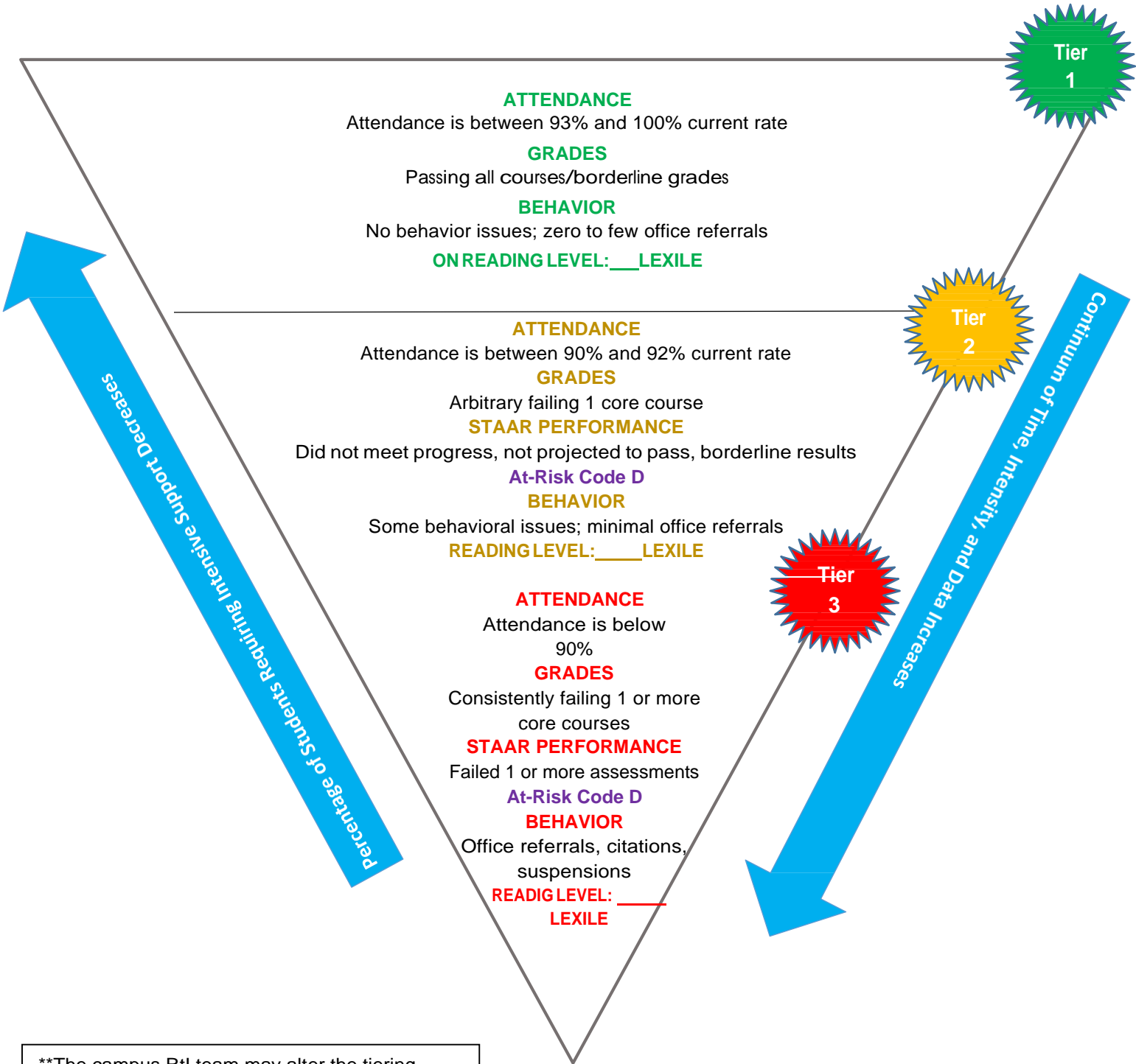
*See at-risk criteria

**The campus Rtl team may alter the tiering criteria with the collaboration and approval of the principal. It must be documented in the Rtl minutes and the agenda.

Please send any alterations to the tiering criteria approved by the principal to School Improvement Officer for district records.

- Interventions Required: At-Risk Code F
- Enter interventions for At-Risk Codes H and T only if student is failing

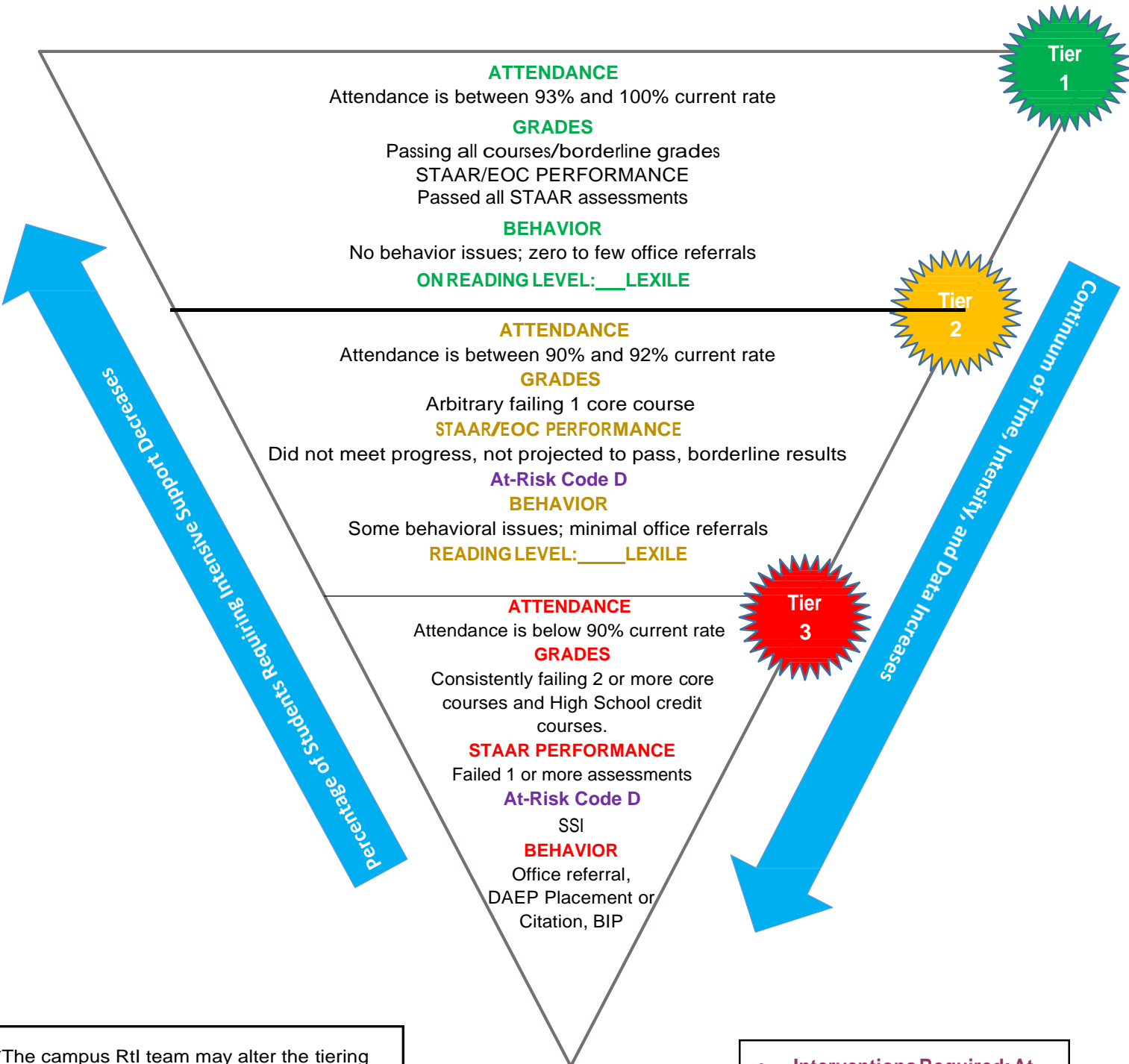
Elementary 3-5 Tiering Descriptors



**The campus Rtl team may alter the tiering criteria with the collaboration and approval of the principal. It must be documented in the Rtl minutes and the agenda. Please send any alterations to the tiering criteria approved by the principal to School Improvement Officer for district records.

3rd grade still considers BOY and MOY on I-station **At-Risk Code F**

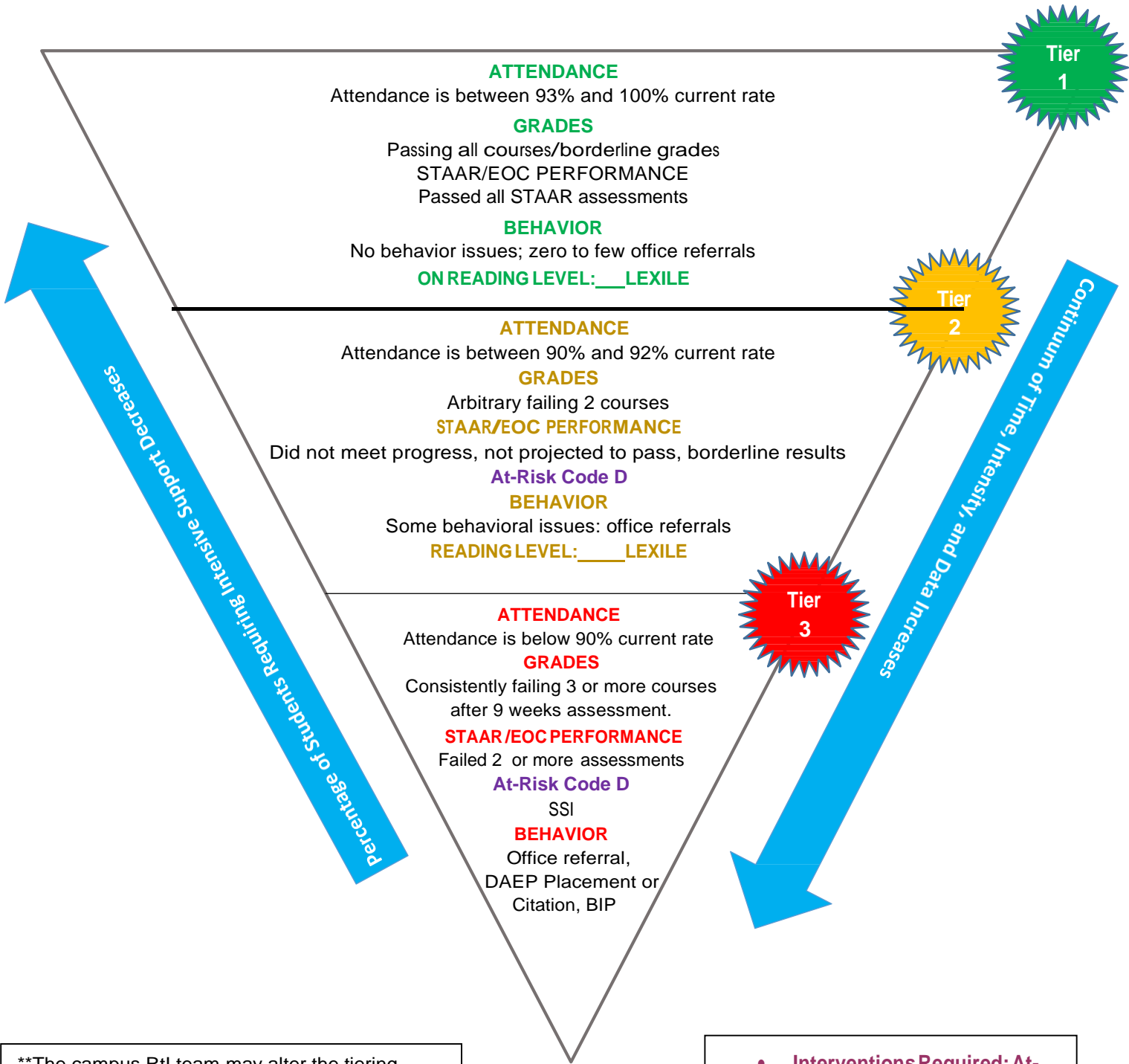
Middle School Tiering Descriptors



**The campus Rtl team may alter the tiering criteria with the collaboration and approval of the principal. It must be documented in the Rtl minutes and the agenda. Please send any alterations to the tiering criteria approved by the principal to the School Improvement Officer for district records.

- Interventions Required: At-Risk Codes C and D
- Enter interventions for At-Risk Codes H and T only if student is failing

High School Tiering Descriptors



**The campus Rtl team may alter the tiering criteria with the collaboration and approval of the principal. It must be documented in the Rtl minutes and the agenda. Please send any alterations to the tiering criteria approved by the principal to the School Improvement Officer for district records.

- **Interventions Required: At-Risk Codes C and D**
- **Enter interventions for At-Risk Codes Hand T only if student is failing**

At-Risk Criteria Pre-K Circle Progress Monitoring

Pre-Kindergarten students will be administered the Circle Progress Monitoring Assessment at the beginning (BOY), middle (MOY) and end (EOY) of the school year during the designated District testing windows. All students coded Limited English Proficient (LEP), whether served in the Bilingual Program or not, shall be identified as at-risk (Code H).

Grade	Time	Criteria for At-Risk Coding
Prekindergarten	BOY	<p>Students tested with Circle PMA will be identified and coded at-risk if they are identified as NMA (Needs More Assistance) at the beginning of the year (BOY) in the Overall Outcome section of the following measures:</p> <ul style="list-style-type: none"> • Rapid Letter Naming BOY (Code F-R) • Math Screener BOY (Code F-M)
	MOY	<p>Students tested with Circle PMA will be identified and coded at-risk if they are identified as NMA (Needs More Assistance) at the middle of the year (MOY) in the Overall Outcome section of the following measures:</p> <ul style="list-style-type: none"> • Rapid Letter Naming MOY (Code F-R) • Math Screener MOY (Code F-M)
	EOY	<p>Students tested with Circle PMA will be identified and coded at-risk if they are identified as NMA (Needs More Assistance) at the end of the year (EOY) in the Overall Outcome section of the following measures:</p> <ul style="list-style-type: none"> • Rapid Letter Naming EOY (Code F-R) OR • Rapid Vocabulary Naming Set of 3 (Code F-R) OR • Math Screener EOY (Code F-M)

- The at-risk coordinator must ensure that At-Risk coding is inputted into the PEIMS system before snapshot date.
- At-Risk indicator Code FR/FM: A student that is in prekindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactory on a readiness test or assessment instrument administered during the current school year.

Universal Math Screeners

Grade	Time	Criteria for At-Risk Coding
Kindergarten (District provided Mathematics Assessment)	BOY	Identified as Tier 3 after initial screening
	MOY	Identified as Tier 2 or Tier 3
	EOY	
1 st Grade (District provided Mathematics Assessment)	BOY	Identified as Tier 3 after initial screening
	MOY	Identified as Tier 2 or Tier 3
	EOY	
2 nd Grade (District provided Mathematics Assessment)	BOY	Identified as Tier 3 after initial screening
	MOY	Identified as Tier 2 or Tier 3
	EOY	
3 rd Grade (District provided Mathematics Assessment and STAAR)	BOY (Istation)	Identified as Tier 3 after initial screening
	MOY (Istation)	Identified as Tier 2 or Tier 3
	EOY (STAAR)	STAAR Unsatisfactory
4 th Grade to 8 th Grade (STAAR Results)	Previous year's STAAR Results	STAAR Unsatisfactory
9 th Grade to 12 th Grade (EOC Results)	Previous year's EOC Results	STAAR Unsatisfactory

- ISIP (Istation Indicators of Progress) Math can be used as Progress Monitoring for grades K-8.
- The at-risk coordinator must ensure that At-Risk coding is inputted into the PEIMS system before snapshot date.
- At-Risk indicator Code F: A student that is in prekindergarten, kindergarten, or grades 1, 2, or 3 and did not perform satisfactory on a readiness test or assessment instrument administered during the current school year.
- At-Risk indicator Code D: A student did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument.

Universal Reading Screeners

Grade	Time	Criteria for At-Risk Coding
Kindergarten (Istation)	BOY	Identified as Tier 3 after initial screening
	MOY	Identified as Tier 2 or Tier 3
	EOY	
1 st Grade (Istation)	BOY	Identified as Tier 3 after initial screening
	MOY	Identified as Tier 2 or Tier 3
	EOY	
2 nd Grade (Istation)	BOY	Identified as Tier 3 after initial screening
	MOY	Identified as Tier 2 or Tier 3
	EOY	
3 rd Grade (Istation and STAAR)	BOY (Istation)	Identified as Tier 3 after initial screening
	MOY (Istation)	Identified as Tier 2 or Tier 3
	EOY (STAAR)	STAAR Unsatisfactory
4 th Grade to 8 th Grade (STAAR Results)	Previous year's STAAR Results	STAAR Unsatisfactory
9 th Grade to 12 th Grade (EOC Results)	Previous year's EOC Results	STAAR Unsatisfactory

- DRA can be used for Progress Monitoring or a more specific screener.
- Istation/ISIP (Istation Indicators of Progress) can be used for Progress Monitoring, grades K-8.
- The at-risk coordinator must ensure that At-Risk coding is inputted into the PEIMS system before snapshot date.
- At-Risk indicator Code F: A student that is in prekindergarten, kindergarten, or grades 1, 2, or 3 and did not perform satisfactory on a readiness test or assessment instrument administered during the current school year.
- At-Risk indicator Code D: A student did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument.

At-Risk – Department of State and Federal Programs

AT-RISK INDICATOR CODE indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEQ §29.081, Compensatory and Accelerated Instruction).

Note: A student with a disability may be considered to be at-risk of dropping out of school if the student meets one or more of the statutory criteria for being in an at-risk situation that is not considered to be part of the student’s disability. A student with a disability is not automatically coded as being in an at-risk situation. Districts should use the student’s individualized education program (IEP) and other appropriate information to make the determination.

A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

Code	Definition
A	was not advanced from one grade level to the next for one or more school years;
C	is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
D	did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
E	is pregnant or is a parent;
F	is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
H	is a student of limited English proficiency, as defined by Section 29.052;
O	has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
P	has been expelled in accordance with Section 37.007 during the preceding or current school year;
Q	was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
R	is currently on parole, probation, deferred prosecution, or other conditional release;
S	is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
T	is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
V	Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
Z	has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

Toolbox of Interventions by Tiers

Toolbox of Interventions - Tier 1: Academic

Elementary District Initiatives

- o Standards Based Instruction
- o TEKS Resource System (YAG,VAD, IFD, Unit Assessments, Performance Assessments, and TVD)
- o Balanced Literacy Framework
- o Small Group Instruction/Guided Reading
- o Read Alouds
- o Shared Reading
- o Book of the Month
- o Language to Literacy Charts
- o Figure 19
- o Close Reading Strategy
- o Istation Reading and Math
- o Writing Portfolios
- o Writer's Workshop
- o Empowering Writers
- o Being a Writer
- o Creating STAAR Readers and Writers
- o Writing Benchmark Analysis
- o 90 minute Math Model
- o District created checkpoints
- o Mathematics Readers
- o Lone Star: Target the Question
- o Kagan Structures Collaborative Strategies
- o Marcia Tate Brain Based Strategies
- o EnVision Math (Pearson K-5)
- o STEMScopes
- o Science Fusion
- o MyWorld Social Studies (Pearson K-5)
- o Collaborative Teaching
- o Think Aloud
- o Higher Order Thinking Skills
- o Implementation of the ELPS
- o Interactive Notetaking Strategies

Progress Monitoring

- o District provided mathematics assessments (BOY, MOY, EOY)
- o District created checkpoints
- o District Benchmarks (Fall/Spring)
- o TEKS Resource System Performance Assessments

Secondary District Initiatives

- o Standards Based Instruction
- o TEKS Resource System (YAG,VAD, IFD, Unit Assessments, Performance Indicators and TCD)
- o Small Group Instruction
- o McGraw Hill Texas Math
- o Write Across the Curriculum
- o Kagan Structures Collaborative Strategies
- o Marcia Tate Brain Based Strategies
- o ISIP Math
- o Implementation of the ELPS
- o SIOP
- o Collaborative Teaching Models
- o Fundamental Five
- o Webb's DOK
- o Interactive Notetaking Skills

Toolbox of Interventions Tier 1: Behavioral

School-Wide Expectations and Rules

- o Stated in observable, measurable, and positive terms
- o Positive Behavior Intervention Support (PBIS)

Social Skills

- o Model and teach acceptable ways to obtain attention and how to ask for assistance
- o Teach communication skills
- o Model respect

Classroom Management Techniques

- o Classroom Behavior Plan
- o Anti-Bullying lessons
- o Greet students by name at the door
- o Provide frequent positive attention
- o Ignore inappropriate behavior while reinforcing a peer who is practicing expected behavior
- o Build "wiggle" breaks into schedule
- o Alternate teaching strategies to maintain attention span
- o Develop clear procedures for classroom tasks

This is not an all-inclusive list but is meant to provide guidance as intervention is planned.

Toolbox of Interventions - Tier 2: Academic

Tier 2 strategies must be intensified as identified by increased diagnosis of need. Progress monitoring aligned to identify need must occur bi-weekly or weekly to determine student response to intervention.

Tier 2 intervention occurs in addition to, not in place of, Tier 1.

Small Group (diagnosis, targeted instruction, and intensity must exceed Tier I small group)

Elementary

- o Data Based Targeted Interventions
- o Reteach lessons on Readiness Student Expectations
- o Texas Treasures Intervention Book
- o TCM Exploring Math
- o TCM Mathematics Readers
- o TCM Targeted Math Intervention Kits
- o Teacher Directed Intervention Lessons
- o Istation Reading and Math Interventions
- o SCEI Coach Interventions
- o STEMSCOPES
- o Intervention Central
- o Florida Center Reading Research (FCRR)
- o Khan Academy
- o Lead4ward TEKS Scaffolding Documents
- o Milestones

Secondary

- o Middle School/High School – Prentice Hall Literature
- o Middle School – Holt McDougal Literature (Supplemental Materials)
- o Scaffold support with ELL and Below Level support materials that are part of the adopted text
- o Additional small group instruction in math or reading – targeted to a data identified need
- o FCRR Center Activities and Empowering Students Instructional Routines – must be targeted to data identified need
- o Istation Reading and Math Interventions
- o Lexia
- o Read Write Gold
- o My Reading Coach
- o Intervention Central Site
- o National Center for Response to Intervention Site
- o On-Track Lessons Project Share
- o Khan Academy

Targeted

- o Reading fluency interventions (repeated reading, listening passage preview) specifically targeted to a small group,
- o Extended learning (e.g. after school)

Technology Assisted Instruction

- o Think Through Math (3-8)
- o IPAD/Tablet Math Apps

Progress Monitoring

- o District provided mathematics assessments (BOY, MOY, EOY)
- o District created checkpoints
- o District Benchmarks (Fall/Spring)
- o TEKS Resource System Performance Assessments

Individualized Diagnostic Assessment (required prior to increasing intensity to Tier 3) - Administered by Reading Coach

- o Istation Reading and Math
- o Developmental Reading Assessment (DRA)

Toolbox of Interventions Tier 2: Behavioral

Small group counseling

- o Provided by school counselors, school psychologists; topics determined by student need

Small group behavior intervention plan

- o Positive Behavior Intervention Support (targeted interventions)
- o Anti-Bullying
- o Board and card games (e.g., Sorry, Candy Land, UNO, Go Fish) with small groups to teach social skills
- o Behavior Education Program (BEP) – see page 71 of the Rtl Handbook

Classroom Management

- o Individualized daily note home
- o Altered routine (special tasks, shorter work periods with activity interspersed, etc.)
- o Specialized Goal Chart or Written Out Schedule

Other

- o Mentor
- o Administer Brief FBA or FBA – FBA required prior to increasing intensity of intervention to Tier 3.

Toolbox of Interventions - Tier 3: Academic

Specific Intensive Interventions: Students not responding to Tier 2 Increase frequency, duration, and monitoring.

Tier 3 instruction occurs outside the period of time designated for core instruction. It is in addition to targeted instruction offered during the 90-minute Reading Block (elementary), Reading Class (middle), or Math Class. Instruction must be targeted to data identified needs based on progress monitoring and diagnostic information. Instruction should address one or two areas at a time to ensure the ability to progress monitor response. A blanket approach with many targeted areas is not appropriate for Tier 3. Tier 3 instruction is offered daily (5 x per week).

Specific Intensive Interventions

- o Refer to Tier 2 Academic interventions
- o Increased Frequency, Duration, and Monitoring of Intervention
- o Tutoring by trained paraprofessional or volunteer in addition to targeted instruction from the teacher – tutoring must be explicit, from an approved material/program, and strategy must be research-based
- o Read 180
- o System 44
- o Extended use of math manipulatives – explicitly aligned to the targeted area of need
- o Differentiated Instruction Curriculum – e.g. using a lower grade level text for core instruction, based upon a lexile levels and a placement test
- o Targeted
- o Extended learning (e.g. after school) with specific targeted intervention

Progress Monitoring

- o Maintain Data on Progress Monitoring Data Chart
- o Maintain an intervention Calendar documenting when the intervention is delivered.

Individualized Diagnostic Assessment (if not done in Tier 2) - Administered by Reading Coach

- o Istation Reading and Math
- o DRA K-3

Toolbox of Interventions Tier 3: Behavioral

Behavior Intervention Plan

Individual counseling

- o Provided by school counselors, school psychologists
- o Regularly scheduled, targeted counseling

Individual Interventions

- o Student earns time to visit preferred adult on campus
- o Check in/Check out system (increased intensity)
- o Share control by offering choices (e.g., "Would you be a better listener sitting here or here?")
- o PBIS supported individual interventions
- o Daily Assignment Sheet

Other

- o Mentor – assurance that mentor contacts a minimum of twice per week and that this is an effective intervention

If collected data shows insufficient response to Tier 1, 2, and 3 interventions OR the layering of interventions is non-sustainable, then the RtI Team may wish to consider convening an SST to continue process toward special education referral.

Additional Tools and Forms



Response to Intervention Team Meeting Request Form

Student Name:	Teacher:
First Request: ___ Yes ___ No	Grade:

I request a meeting with the Response to Intervention Team to assist in providing interventions for the above named student. All Tier I documents are complete and attached. (Check all that apply.)

- Health Screener
- Student Performance data
- Parent Notification of Intervention letter and contact log
- Form A completed on Eduphoria (academic concern)
- Behavior Observation Form (behavior concern)

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

- Academic performance
- Behavior and/or discipline: Specifically _____
- Other: Specifically _____

Parent Conferences Held:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Response to Intervention Team Meeting scheduled for: _____



Socorro Independent School District

District Service Center 12440 Rojas Dr. El Paso, Texas 79928-5200 Phone Number 937-0000

Student Behavior Profile

A. Student Name		ID Number:	Date:
B. Parent Contact Information:		Grade:	
Name:		Retention (s) – Specify Grade Level (s)	
Address:			
Phone:			
C. DOB:		Placement (s) – Specify Grade Level (s)	
D. Attendance – Last Year		Attendance – Current Year	
Days Present _____ Days Absent _____		Days Present _____ Days Absent _____	
E. Area(s) of Concern – WHY ARE YOU REFERRING THIS STUDENT THE THE RtI TEAM? (Attach any availbale documentation)			
Vision and Hearing Screening Information is available in the student’s cumulative folder. This can be added at the RtI meeting. Refer to nurse if current screening information is needed.			
F. Date of Vision Screening (must be w/in past 12 months)		Date of Hearing Screening (must be w/in past 12 months)	
_____		_____	
Results: Within Normal Limits Yes No		Results: Within Normal Limits Yes No	
G. Rate the following characteristics as: (1) Never (2) Sometimes (3) Frequently			
Classroom Interaction with Teacher		Work Behavior	Classroom Interactions with Peers
Demands Teacher Attention		Difficulty following directions in sequence	Interacts with peers appropriately
Appears inattentive, easily distracted		Performs inconsistently from day to day	Disturbs others
Excessive concern with achievement		Working one or more grade levels below in a subject area	Lead, or joins others in inappropriate behavior
Participates in class discussion/activities		Difficulty completing assignments	Appears withdrawn
Responds appropriately to praise/correction		Unprepared for class (materials/assignments)	Engages in destructive and/or aggressive behavior
Impulsive – talks out – difficulty waiting turn		Difficulty in whole group	Picks on others
Misinterprets verbal questions and directions		Difficulty in small group	Is picked on by others
Makes inappropriate responses to conversation and questions		Difficulty working independently	Low frustration tolerance
Refuses to follow directions		Appears to try hard	Poor judgment in interpersonal relations
H. Attach Tier I intervention Plan documenting parent conferences.			
Services Received:			
_____ Speech/Language Therapy	_____ ESL/LEP/ELL Received:	_____ Tutoring	_____ BIP in place
_____ Physical Therapy	_____ Occupational Therapy	_____ Small Group/Ind. Guidance	_____ G/T
_____ Community Services	_____ 504 Accommodations	_____ Dyslexia	_____ At-Risk
J. Additional Comments/Information/Teacher Observations			



Socorro Independent School District

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Student Academic Profile - Elementary

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Student Academic Profile – Secondary – High School

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H. Attach Tier I intervention Plan documenting parent conferences.																																																																													
I. Services Received:			Special Education Services:																																																																										
_____ Community Services _____ Small Group/Ind. Guidance _____ 504 Accomodations _____ ESL/LEP/ELL _____ G/T _____ Dyslexia _____ Tutoring _____ At-Risk _____ BIP in place			Instruction/Specialized Support _____ Speech/Language Therapy _____ Physical Therapy _____ Occupational Therapy *If student is receiving special education services, request and ARD from speech therapist or diagnostician.																																																																										



Parent Notification of Intervention Activities/Screening

Student Name: _____ **Date of Birth:** _____

School: _____

Date Sent Home: _____ **Teacher:** _____

Dear Parent or Guardian,

In an effort to maximize individual student success, our school has a Response to Intervention Team. The mission of the Response to Intervention Team is to:

- Identify the needs of students who are struggling with their academics and who may be at-risk of school failure;
- Provide students with the academic, behavioral, and social support needed to succeed in school by implementing various strategies and interventions within the classroom.

This team is comprised of administrators, teachers, and other school personnel who are involved with your child’s learning.

At this time, it is believed that this process will be helpful for your child. The Response to Intervention Team will collect data relevant to your child’s learning and monitor his/her progress. The following activities can be completed as part of the Response to Intervention Team process:

Vision Screening	Classroom Observations	Curriculum Based Assessments
Speech Screening	Develop/Review Intervention Plan	Language Screening
Record(s) Review	Anecdotal Records	Educational Screening
Hearing Screening	Other: _____	

As this data is gathered, the Response to Intervention Team will meet to discuss appropriate strategies (be it enrichment or remediation) to help your child meet with success in the classroom. We consider you, the parent, to be a key member of the team. Your input is important and we encourage you to participate, as much as possible, in this process.

If you have any questions regarding the Response to Intervention Team process, call:

Response to Intervention Team Designee

Phone Number

Parent Signature

Date



Socorro Independent School District

District Service Center 12440 Rojas Dr. El Paso, Texas 79928 5200 Phone Number 937 0000

Response to Intervention Parent Notification Letter

Student Name: _____

School: _____ Grade: _____

Teacher: _____ Date: _____

Dear Parent or Guardian:

This letter is to inform you that your child, _____, will be placed in Rtl (Response to intervention) academic intervention due to difficulty in the area of _____. We assess all students several times a year to be sure they are working at grade-level. Teachers plan interventions to close students' learning gaps. We offer two tiers of intervention, Tier 2 and Tier 3. Teachers monitor students' progress in the intervention activities. When students have closed their learning gaps, they may no longer need intervention. We ensure that you as a parent are kept informed at every step.

Our team will be reviewing all available information in order to develop an intervention plan to best assist your child in being able to make successful progress in school. Small group instruction will be provided for your child during our scheduled Rtl time.

Your child will be placed in a _____ skill group starting on _____. The group will be working on _____.

Your child will receive intervention for _____. Your child's teacher will send a progress report every _____ weeks. During the school year the staff will continue to monitor the progress of your child and you will be notified of the results and recommendations.

If you have any questions about the intervention process or your child's skills that are being addressed through intervention, please contact:

Sincerely,

Rtl Team Designee

Phone Number



Socorro Independent School District

District Service Center 12440 Rojas Dr. El Paso, Texas 79928-5200 Phone Number 937-0000

Response to Intervention Parent Notification Letter

Student Name: _____

School: _____ Grade: _____

Teacher: _____ Date: _____

Dear Parent or Guardian,

We have recently completed the benchmark testing that it is required by the RtI Response to intervention. This assessment is designed to identify whether your child is ready to read on grade level (Tier 1) or whether your child needs additional intensive reading intervention (Tier 2, Tier 3) All students in the school will be placed into a skill group in Tier 1, 2 or 3. The results of the benchmark indicate that your child would benefit from placement in:

- Tier 1:** additional enrichment activities
- Tier 2:** additional instruction
- Tier 3:** additional, more intensive support

Your child will be placed in a _____ skill group starting on _____.

This group will work on the following skills:

- Early Literacy Skills:** These are the skills needed to begin to learn to read. It includes knowing the names and sounds of letters, understanding rhyming, and recognition of the beginning sounds of words.
- Decoding:** This means being able to recognize and sound out words. This is the foundation of reading.
- Fluency:** This means reading with at a good pace with few mistakes. This skill is important because students need to be able to read fluently to help them understand what they read.
- Comprehension:** This means understanding what was read. This skill is important because the main purpose of reading is to comprehend.
- Enrichment activities:** These activities will enhance the regular curriculum and expand on the Information that was learned.

Your child will receive intervention for _____. Teacher will send a progress report every _____ weeks. During the school year the staff will continue to monitor the progress of your child and you will be notified of the results and recommendations.

If you have any questions about this assessment or the recommendation, feel free to contact us.

Sincerely

RTI Team Designee

Phone Number



Socorro Independent School District

District Service Center 12440 Rojas Dr. El Paso, Texas 79928-5200 Phone Number 937-0000

Response to Intervention Parent Notification Letter

Student Name: _____

School: _____ Grade: _____

Teacher: _____ Date: _____

Dear Parent or Guardian,

We have recently completed the benchmark testing that it is required by the Response to Intervention (RTI). This assessment is designed to identify whether your child is ready to read on grade level (Tier 1) or whether your child needs additional intensive reading intervention (Tier 2, Tier 3) All students in the school will be placed into a skill group in Tier1, 2 or 3. The results of the benchmark assessment indicate that your child would benefit from placement in:

- Tier1:** additional enrichment activities
- Tier 2:** additional instruction
- Tier 3:** additional, more intensive support

Your child will be placed in a _____ skill group starting on _____.

This group will work on the following skills:

- Building Fact Fluency:** This includes _____. These skills are important because _____.
- Closing Core Skill Gaps:** This includes _____. These skills are important because _____.
- Enrichment Activities:** These are activities that enhance the regular curriculum and expand on information and skills already mastered. This is important to challenge students who have met grade level goals so they continue to grow and learn.

During the school year the staff will continue to monitor progress of your child and you will be notified of the results and recommendations. Your child will receive intervention for _____. Teacher will send a progress report every _____ weeks.

If you have any questions about this assessment or the recommendation, feel free to contact us.

Sincerely

RTI Team Designee

Phone Number



Socorro Independent School District

District Service Center 12440 Rojas Dr. El Paso, Texas 79928 5200 Phone Number 937 0000

Carta de Notificación de Respuesta a la Intervención de Comportamiento

Nombre del estudiante: _____

Escuela: _____ **Grado:** _____

Maestro/a: _____ **Fecha:** _____

Estimado Padre o Tutor:

Esta carta es para informarle que su hijo/a, _____, será referido a Respuesta a la Intervención (RTI) plan de comportamiento debido a dificultad en el área de _____.

Nuestro personal repasará toda la información necesaria para desarrollar una intervención eficaz para asistir mejor a su hijo/a y lograr un progreso efectivo en el comportamiento en la escuela.

Su hijo/a participará en la instrucción en el área de _____ comenzando el _____. El/Ella estará practicando _____.

Durante el año escolar nuestro personal supervisará el progreso de su hijo/a y le notificarán los resultados y recomendaciones. Su hijo/a recibirá intervención por _____. La maestra/o le mandará el reporte de progreso cada _____ semanas. Si usted tiene cualquier pregunta sobre el proceso de la intervención ó las destrezas que serán repasadas, no dude en comunicarse con:

Representante de RTI

Número telefónico

Atentamente,



Socorro Independent School District

District Service Center 12440 Rojas Dr. El Paso, Texas 79928 5200 Phone Number 937 0000

Carta de Notificación de Respuesta a la Intervención Académica

Nombre del estudiante: _____

Escuela: _____ Grado: _____

Maestro/a: _____ Fecha: _____

Estimado Padre o Tutor:

Esta carta es para informarle que su hijo/a, _____, será referido a Respuesta a la Intervención (RTI) intervención académica debido a dificultad en el área de _____. Evaluamos a los estudiantes consecutivamente en el año escolar para asegurarnos que están trabajando al nivel indicado. El personal docente planea intervenciones para lograr cerrar brechas de aprendizaje. Ofrecemos dos niveles de intervención, nivel 2 y 3. Las maestras supervisan el progreso de los estudiantes durante las intervenciones. Cuando los estudiantes logran cerrar las brechas de aprendizaje, no es necesario continuar con la intervención. Nos aseguraremos que usted este informado durante el proceso.

Nuestro personal repasará toda la información necesaria para desarrollar una intervención eficaz para asistir mejor a su hijo/a y lograr un progreso académico efectivo en la escuela. Se le proveerá instrucción en grupo pequeño durante el tiempo de RTI.

Su hijo/a participará en instrucción en el área de _____. Comenzando el _____. El grupo estará repasando _____. Su hijo/a recibirá intervención por _____.

La maestra/o de su hijo/a le mandará un reporte de su progreso cada _____ semanas.

Durante el año escolar nuestro personal supervisará el progreso de su hijo/a y le notificarán los resultados y recomendaciones. Si usted tiene cualquier pregunta sobre el proceso de la intervención o las destrezas que serán repasadas, no dude en comunicarse con:

Representante de RTI

Número telefónico

Atentamente,

Formative Assessment Strategies/Tools

Formative Assessment Strategies/Tools

Techniques to Check for Understanding	
Index Card Summaries/ Questions	Periodically, distribute index cards and ask students to write on both sides with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
Hand Signals	Ask students to display and designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand and can explain it (e.g., thumbs down). – I'm not completely sure about -- (e.g., wave hand).
One Minute Essay	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
Analogy Prompt	Periodically, present students with an analogy prompt: (A designated concept, principle, or process) is like – because --.
Web or Concept Map	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. http://www.graphic.org/concept.html
Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
Student Conference	One on one conversation with students to check their level of understanding.
3-Minute Pause	<p>The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.</p> <ul style="list-style-type: none"> • I changed my attitude about... • I became more aware of... • I was surprised about... • I felt... • I related to... • I empathized with...
Observation	<p>Walk around the classroom and observe students as they work to check for learning. Strategies include:</p> <ul style="list-style-type: none"> • Anecdotal Records • Conferences • Checklists
Self-Assessment	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
Exit Card	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
Portfolio Check	Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well- defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities
Quiz	<p>Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are:</p> <ul style="list-style-type: none"> • Multiple Choice • Matching • True/False • Paper and Pencil • Extended Response • Short Answer

Formative Assessment Strategies/Tools Continued...

Journal Entry	Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
Choral Response	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
ABC Summaries	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
Debriefing	A form of reflection immediately following on activity.
Idea Spinner	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
Inside-Outside Circle	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
Numbered Heads Together	Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.
One Sentence Summary	Students are asked to write a summary sentence that answers the "who, what, where, when, why and how" questions about the topic.
One Word Summary	Select (or invent) one word which best summarizes a topic.
Think-Pair-Share	Students think individually, then pair (discuss with partner), then share with the class.
Ticket to Leave	Closing activity where students respond in writing or verbally to short assignments.
Turn to your Partner	Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
Oral Questioning	<ul style="list-style-type: none"> • How is -- similar to/different from --? • What are the characteristics/parts of --? • In what other ways might we show show/illustrate --? • What is the big idea, key concept, moral in --? • How does -- relate to --? • What ideas/details can you add to --? • Give an example of --? • What is wrong with --? • What might you infer from --? • What conclusions might be drawn from --? • What question are we trying to answer? What problem are we trying to solve? • What are you assuming about --? • What might happen if --? • What criteria would you use to judge/evaluate --? • What evidence supports --? • How might we prove/confirm --? • How might this be viewed from the perspective of --? • What alternatives should be considered ? • What approach/strategy could you use to --?

Online Resources

Online Resources

- Access Center: Improving Outcomes for All Students K-8 (www.k8accesscenter.org)
- CK-12 (<http://www.ck12.org/student/>)
 - CK-12 helps students in K-12 practice and learn 5000+ Math and Science concepts in a fun and intuitive way. It is 100% free. Browse, learn, and practice at your own pace in your own learning and teaching style.
- Cooperative Learning (www.edtech.kennesaw.edu/intech/cooperativelarning.htm)
- Corrective Reading (www.sraonline.com)
- Curriculum Based Measurement Probes (<http://www.interventioncentral.org/index.php>)
 - This site has multiple CBM generators for:
 - Math
 - Letter Naming Fluency
 - Wordlist Fluency
 - Reading Fluency
 - Early Math Fluency
 - Behavior Report Card
- Curriculum Based Measurement Solutions (<http://www.easycbm.com>)
 - Free registration
 - Create and print probes
 - Track students online
- Florida Center for Reading Research (<http://www.fcrr.org>)
 - This site is used to disseminate information about research-based practices related to literacy and assessment for children in Pre-K through 12th grade.
- Intervention Central (www.interventioncentral.org)
- Free Books (<http://apps.microsoft.com/windows/en-us/app/free-books-23-469-classics-to-go/98149a51-3244-42d7-9377-ea69178c30fe>)
 - To describe an app in two words...Free Books is just that – Free Books!
 - Browse our handpicked collections, download any one of our 23,469 classic book instantly, and read anywhere with our included e-reader. On the go? We save your place automatically. We've crafted handpicked collections to make

browsing a snap, and commissioned hundreds of custom covers. This is the world of public domain literature like never before.

- Internet4Classrooms (<http://internet4classrooms.com>)
 - A comprehensive free web portal created to assist teacher to find free internet resources to use in classroom instruction.
- Building Capacity (<https://buildingrti.utexas.org/>)
 - Promote evidence-based practices for implementing RTI. This website provides instructional strategies, information and tools for stakeholders and parents.
- iXplain (<http://www.ixplain/>)
 - iXplain is a screencasting app for recording a lesson, a presentation, or to explain something to family or friends. It records your voice and pen at the same time and you can use images to annotate on them. It creates an mp4 video file which can be easily shared through email or uploaded to Facebook, YouTube, or other social media.
- Khan Academy (<https://www.khanacademy.org>)
 - Khan Academy is a nonprofit with a mission of providing a free, world-class education for anyone, anywhere.
- Learning Styles (www.learningstyles.net)
- Nearpod (<http://www.nearpod.com>)
 - The nearpod platform enable teachers to use their tablets to manage content on students' devices. It combines presentation, collaboration, and real-time assessment tools into one integrated solution.
- Newsela (www.newsela.org)
 - This is an online resource providing authentic literature for current events at different lexile levels and quizzes to monitor comprehension.
- Peer-Assisted Learning Strategies (PALS) (www.kc.vanderbilt.edu/pals/)
- Promethean Planet (<http://www.prometheanplanet.com/en-us/resources>)
 - Promethean Board interactive flipcharts created for teachers by teachers
- Promising Practices Network (www.promisingpractices.net)
- ReadWriteThink (<http://www.readwritethink.org/>)
 - Website dedicated to providing educators and parents with access to quality practices in reading and language arts instruction.
- ReadWorks (www.readworks.org)
 - ReadWorks provides free, research-based lessons and non-fiction passages for teaching comprehension

- SAILOn (<https://sites.google.com/site/sailonedu/>)
 - Subject Area Interactive Lessons On-line – a collaborative effort from Houston area school districts with links that correlate to the TEKS
- Time for Kids (www.timeforkids.com)
 - Time for Kids is a news magazine geared towards students in grades K-6
- Top Marks Free Interactive Board Resources (<http://www.topmarks.co.uk/interactive.aspx>)
- Vaughn Gross Center for Reading and Language Arts (www.texasreading.org/utclra/)
- What Works Clearinghouse (www.whatworks.ed.gov)

Bilingual

- Response to Intervention (RTI) and English Learners: *Making It Happen*
 - Jana Echevarria and Mary Ellen Vogt
 - ISBN-13: 978-0-13-704580-8

Behavior Strategies and Interventions

- CBM Warehouse (www.interventioncentral.org)
- Character Counts! (www.charactercounts.org)
- Character Education Organizations and Initiatives (www.cortland.edu/character/chared_orgs.html)
- National Association of School Psychologists (www.nasponline.org)
- Positive Behavioral Interventions and Supports (www.pbis.org)
- Project Achieve (www.projectachieve.info)
- Project Resilience (www.projectresilience.com)
- Rhode Island Technical Assistance Project (www.ritap.org)
- Social Skills Resources (www.uscm.med.sc.edu/CDR/social%20skills.html)

Parents

- LD OnLine (www.ldonline.org)
- Response to Intervention: A Primer for Parents (www.ldonline.org/article/15857 or nasponline.org/resources/handouts/rtiprimer.pdf)
- <http://www.sisd.net//site/Default.aspx?PageID=572>

- <http://www.sisd.net/site/Default.aspx?PageID=22784>
- <http://www.clemson.edu/olweus/>
- <http://www.sisd.net/HB5>
- <http://www.tea.state.tx.us/>
- http://www.esc19.net/house_bill_5.php
- <http://www.esc16.net/default.aspx?name=Parents.home>
- <http://strongfathers.com/>
- <http://www.tea.state.tx.us/student.assessment/staar/>
- <http://codes.lp.findlaw.com/txstatutes/ED/2/E/26>
- <http://www.ownyourownfuture.com/for-parents/>
- <http://www.militarychild.org/>
- <http://www.soarathome.org/>
- <http://www.khanacademy.org/>
- <http://www.mathplayground.com/>
- <http://www.mathmovesu.com/>
- <http://www.sisd.net/page/146>

Glossary

Rtl Glossary

- **AIP/PMP** – Academic Improvement Plan / Progress Monitoring Plan.

- **Behavior Intervention Plan (BIP)** – A behavior intervention plan is based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent as appropriate. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

- **Data Point** – A score on a progress monitoring assessment. Multiple data points are needed to determine whether or not a student is responding positively to an intervention.

Data-Driven Decision Making – The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

- **Discrepancy Statement** – A clear and measurable statement of student performance as compared to same-age peer performance.

Behavior example: When observed in circle time, Billy is on-task 30% of the time compared to classmates who are on-task 88% of the time.

Academic example: Susan, a third grader, is reading 65 correct words per minute (cwpm). Her peers are currently reading 95 correct works per minute (cwpm).

- **Duration** – How long a behavior or an intervention occurs. Used in the context of examining and observing three important factors: Frequency, Intensity, and Duration. For the purposes of documenting response to intervention, duration refers to the length (number of minutes) of a session multiplied by the number of sessions per school year. “Sufficient duration” is dependent on the program or strategy being used, the age of the student, and the type and severity of the problem. Many research-based programs provide guidelines or recommendations for duration.

- **Fidelity** – Fidelity refers to the accuracy and attentiveness with which an intended research design for instruction and/or intervention is implemented. This means that the intervention is implemented as the research base indicates. To support standardization, the person providing the intervention must generally follow a prescribed protocol in order to ensure a program or strategy’s fidelity.

- **Frequency** – How often a behavior or an intervention occurs.

- **Functional Behavior Assessment (FBA)** – This assessment is the process of determining the cause (or “function”) of behavior before developing an intervention of Behavior Intervention Plan. The intervention/BIP is based on the hypothesized cause (function) of behavior. The FBA is administered in Tier II by the assigned person at the school when behavior is being examined.

- **Gap Analysis** - Gap Analysis allows us to measure the difference between the student’s current level of performance and benchmark expectations.

- **Intensity** – The adjustment of duration, length, and teacher-to-student ratio for a child’s academic or behavioral needs.

- **Intervention** – The systematic and explicit instruction provided to accelerated growth in an area of identified need. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

- **Problem-Solving Process** – Steps a collaborative team, which includes general and special educators, and at times parents, completes to evaluate student data and to plan and monitor prescribed interventions.

- **Research-based Instruction/Intervention/Practice** – An evidence-based instructional practice or intervention found to be effective to address a particular learning or behavioral need. When appropriately used, children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice.

- **Specific, Measurable Outcome** – The statement describing the single, specific, desired result of an intervention. To be measurable, the outcome should be expressed in observable and quantifiable terms.

Example: John will demonstrate mastery of grade-level basic math calculation skills as evidenced by a score of 85% or better on the end of unit test on numerical operations.

Commonly Used Acronyms Chart

Term Acronym	Definition
AIP	Academic Improvement Plan – This is the Tier 1 Intervention Plan
AP	Assessment Period – There are three windows of assessment for Istation and TCM occurring in August/September, January, and April/May.
ASD	Autism Spectrum Disorder
BIP	Behavior Intervention Plan
DOE	Department of Education
ED	Emotionally Disturbed
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan
Instructional Team	This is the team that is used to review student data and plan interventions at the teacher level. It maybe any of the following: grade level team, cross-curricular team, department, etc.
LEA	Local Education Agency
PA	Phonemic Awareness – one of the five areas of Reading.
PBIS	Positive Behavior Intervention Support – the Tier I curriculum and instruction model for behavior
PM	Progress Monitoring – may be formal (mandated by district) or informal (managed by classroom teacher). Provides information to guide instruction.
Rtl	Response to Intervention
Rtl Team	Rtl Team – the school-based team through which the problem-solving model of Rtl is carried out.
SRI	Scholastic Reading Inventory – This online assessment is available for Read 180 classes and identified high school students. It provides a Lexile level for matching students to text.
SST	Student Support Team – convenes prior to Rtl to give recommendations to classroom teacher of possible interventions to use

Frequently Asked Questions

Frequently Asked Questions (FAQ's)

1. How does Rtl fit with the Progress Monitoring Plan?

Rtl is our Progress Monitoring Plan. The Tier 1, 2, and 3 Intervention Plans document the Progress Monitoring on targeted students. Other students are monitored through Universal Progress Monitoring (Istation, STAAR Math, STAAR Reading, etc.).

2. Will there be a list of strategies?

There is no such thing as a comprehensive list of strategies. However, some strategies are noted in the “Toolbox of Interventions by Tiers” section. It is important to note that specific programs/instructional tools are aligned with the tiers of Rtl. These programs are reserved for use with students needing intervention at the intensity of the noted tier. The teacher is responsible for assuring that the program is delivered as indicated in the research base of the program. This includes the instructional methodology, time on task, appropriate group size, etc.

3. Who is responsible for Rtl?

Since the focus of Rtl is strengthening the effectiveness of core curriculum for all students, ALL teachers are responsible for Response to Intervention. It involves good instructional practice that is expected in all classrooms for all students. Teachers at all levels will be using progress monitoring data to inform their instruction for all students. Monitoring of the Rtl process is the responsibility of the Response to Intervention Team working in conjunction with teachers and administrators at each school.

4. What is a reasonable time to implement an intervention before determining if it is effective or not?

Interventions differ in intensity and kind, so there is no specific length of time for an intervention to be implemented. The length of time will be determined by the Response to Intervention Team and will be dependent on progress monitoring results. A minimum length of time has been noted on the various documents and checklists in this plan. The Rtl Team may alter that requirement based on the severity of the problem.

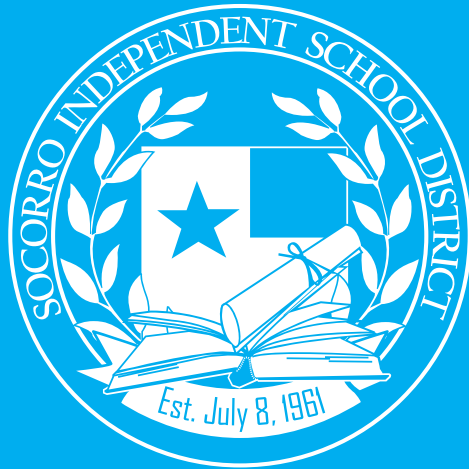
5. What happens when a new student is enrolled who was Tier II or Tier III in another district?

Review the student records. Bring the student to the Response to Intervention Team and determine what data is needed. Continue in the Rtl process with the student based on diagnostic and progress monitoring information.

6. What is the process if a parent requests special education testing and their child has not gone through the Rtl process?

If a parent submits a written request to a school district's Director of Special Education or to a district administrative employee for a Full Individual and Initial Evaluation of a student, the school district must, not later than the 15th school day after the date the district receives the request:

1. provide the parent with prior written notice of its proposal to conduct an evaluation consistent with 34 Code of Federal Regulations (CFR), 300.503; a copy of the procedural safeguards notice required by 34 CFR, 300.504; and an opportunity to give written consent for the evaluation; or
2. provide the parent with prior written notice of its refusal to conduct an evaluation consistent with 34 CFR, 300.503, and a copy of the procedural safeguards notice required by 34 CFR, 300.504.



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