

2020-2021 School Year RTI² Procedures

Response to Instruction and Intervention Framework

Dr. David Stephens
Superintendent of Bartlett City Schools

Reading and Mathematics

Elementary K-5

Middle 6-8

High 9-12

Revised May 2020

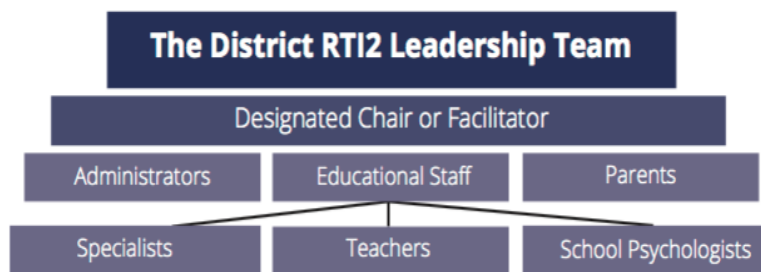
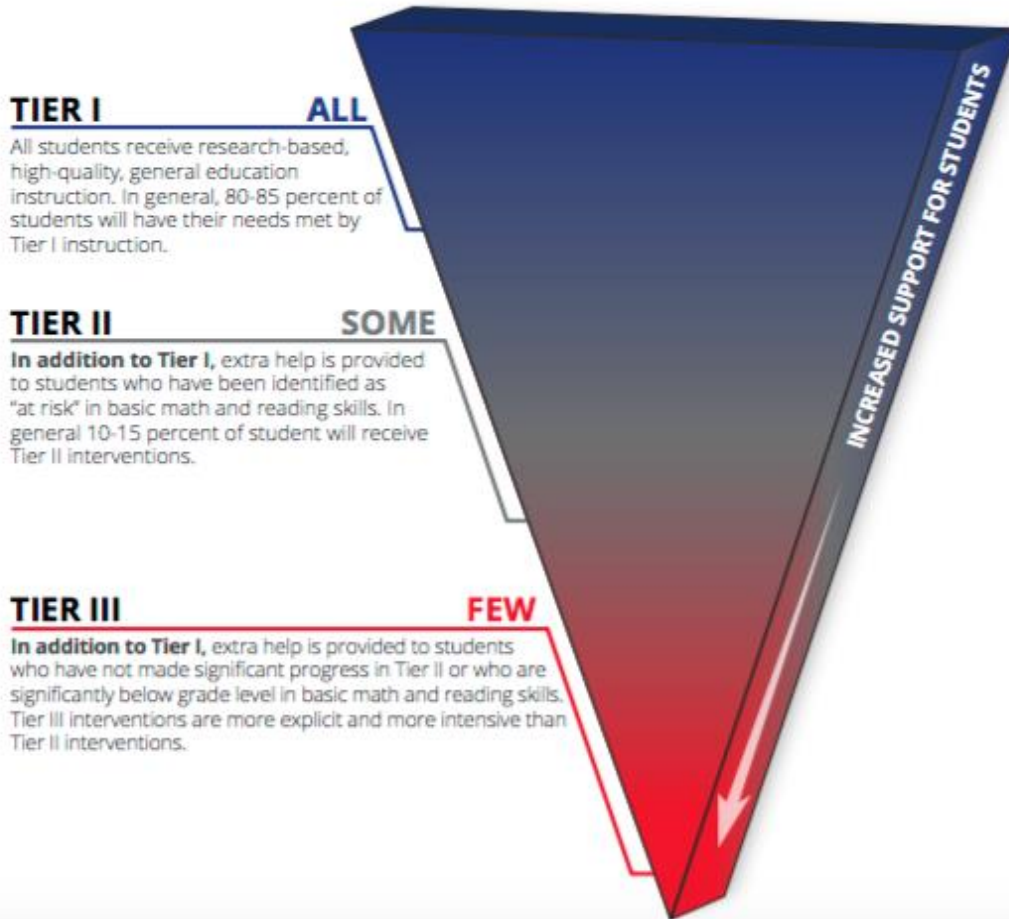
The revised model notes emphasis for “ALL” students. The percentages are noted within the text.

Tennessee RTI² Model

Response to Intervention and Instruction

GUIDING PRINCIPLES

► Leadership ► Culture of Collaboration ► Prevention & Early Intervention



The link for the RTI Manual:

https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf

Intervention Programs Synopsis

Grade Level	Program	Description	Student
Elementary Reading			
K-5 Reading	Aimsweb	Universal Screener Progress Monitoring	Tier I, Tier II, and Tier III – Screener & Monitoring
K-5 Reading Intervention Menu	Road to the Code Road to Reading Florida Center for Research/Live Binders Great Leaps Fountas & Pinnell	K-1 Phonics and Decoding K-2 Blending, Sight Words K-5 The Five Pillars	TA According to skill deficit
Sped K-5 Reading	Aimsweb System 44 (Grade 3-5)	Universal Screener, Progress Monitoring, & Intervention	Tier IV - Sped
Elementary Math			
K-5 Math	Aimsweb	Universal Screener Progress Monitoring	Tier I, Tier II, and Tier III – Screener & Monitoring
K-5 Math Intervention Menu	Intervention Central: <u>www.interventioncentral.com</u> HSP Math Intervention http://www.gosbr.net Math specific skills: http://www.thatquiz.org Moby Max IXL	Math Computation and Math Reasoning	According to skill deficit
Sped K-5 Math	Aimsweb Number Worlds (K-8) Reflex Math (K-12)	Universal Screener, Progress Monitoring, Intervention	Tier IV – Sped
Middle School Reading			
6-8 Reading	Aimsweb	Universal Screener Progress Monitor	Tier I, Tier II, and Tier III Screener & Monitor
6-8 Reading Menu	Great Leaps Intervention Central: www.interventioncentral.com Florida Center for Reading Research: http://www.fcrr.org/interventions/Interventions.shtm The IRIS Center: https://iris.peabody.vanderbilt.edu/ebp_summaries/ Scientifically Based Research: http://www.gosbr.net Read, Write, Think: http://www.readwritethink.org	Sight & Text Fluency Phonics & Decoding The Five Pillars	According to skill deficit

Sped 6-8 Reading	Aimsweb System 44 (Grade 6-8)	Universal Screener, Progress Monitoring, Intervention	Tier IV – Sped
Middle School Math			
6-8 Math	Aimsweb	Universal Screener Progress Monitoring	Tier I, Tier II, and Tier III – Screener & Monitoring
6-8 Math Menu	Intervention Central : www.interventioncentral.com HSP Math Intervention http://www.gosbr.net Math specific skills: http://www.thatquiz.org IXL or Moby Max	Math Computation and Math Reasoning	According to skill deficit
Sped 6-8 Math	Aimsweb Number Worlds (K-8) Reflex Math (K-12)	Universal Screener, Progress Monitoring, Intervention	Tier IV – Sped
High School Reading and Math			
9-12 Reading	Aimsweb Data, TCAP & Grades	Universal Screener Progress Monitoring	Tier I, Tier II, and Tier III – Screener & Monitoring
9 -12 Math	Aimsweb Data, TCAP & Grades	Universal Screener Progress Monitoring	Tier I, Tier II, and Tier III – Screener & Monitoring
Sped 9-12 Reading	Aimsweb System 44 (Grade 9-12)	Universal Screener, Progress Monitoring, Intervention	Tier IV – Sped
Sped 9-12 Math	Aimsweb Reflex Math (9-12)	Universal Screener, Progress Monitoring, Intervention	Tier IV – Sped

2020 Response to Instruction and Intervention Local Operational Process

1. RTI ² Implementation Manual On File at Each Local School
2. RTI ² District Team Members On File at Each Local School
3. RTI ² Local Team On File at Each Local School
4. RTI ² Fidelity Monitoring Documentation on File at Each Local School
5. After benchmarking, <u>Tier II and Tier III Students</u> must have RTI² Folder Worksheet completed and on file and in an individual RTI ² Folder.
6. If students are scoring at or below the 25% and 10%, the teacher needs to complete the Student Referral to RTI² Team form and general classroom accommodations form .
7. The Permission for Vision/Hearing Screening form should be completed if applicable.
8. When the initial RTI ² Team Meeting is held with the local school RTI ² team, all bold printed items above must be brought to the team meeting.
9. At the beginning of the team meeting, the school support team agenda(s) or minutes are reviewed inside the school team binder.
10. Each student scoring at or below the 25% or 10% should be listed on the List of Students At Risk Form . Each student should be discussed, and the form completed.
11. The Intervention Assignments Form is then completed on each student name that is listed on the List of Students At Risk Form . Individual Student Intervention Plans are completed and then added to the folder.
12. The teacher is then given the Intervention Documentation Form (or folder) to take back for use in the classroom.
13. At the end of the meeting, each Tier II and Tier III placement student will receive a folder. The RTI² Folder Worksheet , Student Referral to RTI² Team form , Student Intervention Plan and the Intervention Documentation Form will all be placed in this folder.
14. For students scoring at or below the 25% and 10%, data points need to be tracked weekly.
15. The RTI ² team will meet 4.5 to 5 weeks to discuss on-going student data .
16. The RTI ² team process will be repeated after each universal screener.
17. Throughout student data discussions, the RTI ² team will make appropriate Special Education referral recommendations. The psychologists will review each recommendation before a referral process is completed.

K-12 MINIMUM RECOMMENDED INSTRUCTIONAL TIMES

K-2 Reading and Mathematics Minimum Recommended Instructional Times

ELA	Kindergarten	First	Second
Tier I	150 minutes* daily	150 minutes* daily	150 minutes* daily
Tier II**	20 minutes	30 minutes	30 minutes
Tier III***	40-45 minutes	45-60 minutes	45-60 minutes
Mathematics	Kindergarten	First	Second
Tier I	60 minutes daily	60 minutes daily	75 minutes daily
Tier II**	20 minutes	20 minutes	30 minutes
Tier III***	40-45 minutes	40-45 minutes	45-60 minutes

3-5 Reading and Mathematics Minimum Recommended Instructional Times

ELA	Third	Fourth	Fifth
Tier I* Daily	Minimum of 90 minutes (120 minutes recommended)	Minimum of 90 minutes (120 minutes recommended)	Minimum of 90 minutes (120 minutes recommended)
Tier II**	30 minutes	30 minutes	30 minutes
Tier III***	45-60 minutes	45-60 minutes	45-60 minutes
Mathematics	Third	Fourth	Fifth
Tier I*	90 minutes daily	90 minutes daily	90 minutes daily
Tier II**	30 minutes	30 minutes	30 minutes
Tier III***	45-60 minutes	45-60 minutes	45-60 minutes

*It is strongly recommended that Tier I ELA and mathematics be 90 minutes of uninterrupted instruction.

6-12 Minimum ELA Recommended Instructional Times:

ELA	6-8 (traditional)	6-8 (block)	9-12 (traditional)	9-12 (block)
Tier I*	55 (daily)	90	55 (daily)	90
Tier II**	30 additional	30 additional	30 additional	30 additional
Tier III***	45-55 additional	45-60 additional	45-55 additional	45-60 additional

*It is strongly recommended that Tier I be a minimum of 45 minutes of uninterrupted instruction.

2020-2021
BCS Response to Instruction & Intervention (RTI²)
Teacher Implementation
Elementary (Grades K-5)

Grade Levels	RTI² Reading	RTI² Math
<u>Core Instruction Requirements</u> All Kindergarten – Fifth Grade All students for Tier I Core-90 uninterrupted minutes in Reading block All students for Tier I Core-60 to 90 minutes in Math block <u>See State RTI Manual pp. 28 - 35</u>	Benchmark Testing Aimsweb-3 times per school year (Sept. 1-11, Dec. 1-11, & May 3-14)	Benchmark Testing Aimsweb-3 times per school year (Sept. 1-11, Dec. 1-11, & May 3-14)

<p><u>Intervention Requirements</u></p> <p>Tier II – III Kindergarten- Fifth Grades</p> <p>Recommended Group Ratio - 1:5</p> <p>(see page 3 of the district manual for specific time requirements)</p> <p>See <u>State RTI² Manual</u> pp. 74</p>	<p>It is recommended that students who are assessed as Tier II receive an additional 30 minutes per day of intervention or Tier III receive an additional 45-60 minutes of intervention per day.</p> <p>3 days a week for greater skill deficit with face-to-face instruction on needed skills (may use menu of researched based lessons)</p> <p>Math and reading deficits must be addressed.</p> <p>RTI Team decisions for expanding face to face for greater skill deficit or 3 days Reading and 2 days Math as an example may vary.</p> <p>Continuous Progress Monitoring weekly for Tier II, III and Sped students</p>	<p>Students who are assessed as a Tier II receive an additional 30 minutes per day of intervention or Tier III receives an additional 45-60 minutes of intervention time per day.</p> <p>3 days a week for greater skill deficit with face-to-face instruction on needed skills (may use Envision Intervention or menu of researched based lessons)</p> <p>Math and reading deficits must be addressed.</p> <p>RTI Team decisions for expanding face to face for greater skill deficit or 3 days Reading and 2 days Math as an example may vary.</p> <p>Continuous Progress Monitoring weekly for Tier II, III and Sped students</p>
Sped K-12	Daily in Area of Deficit	Daily in Area of Deficit

2020-2021
BCS Response to Instruction & Intervention (RTI²)
Teacher Implementation
Middle & High (Grades 6-12)

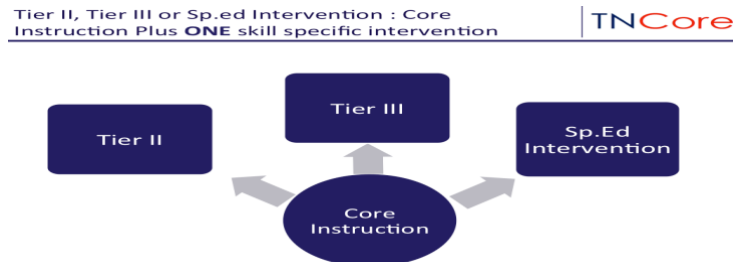
Grade Levels	RTI² ELA	RTI² Math
<p><u>Core Instructional Requirements</u></p> <p>Sixth – Eighth Grade & SPED 6-8</p> <p>All students for Tier I Core- 55 minutes in ELA block</p> <p>State RTI Manual pp. 36 -41</p>	<p>Benchmark Testing</p> <p>Aimsweb-3 times per school year (Sept. 1-11, Dec. 1-11, & May 3-14)</p>	<p>Benchmark Testing</p> <p>Aimsweb 3 times per school year (Sept. 1-11, Dec. 1-11, & May 3-14)</p>

<p>Ninth – Twelfth Grade</p> <p>All students for Tier I Core- 55 minutes in ELA block</p>	<p>Benchmark Testing TCAP or EOC</p> <p>Aimsweb-3 times per school year (Sept. 1-11, Dec. 1-11, & May 3-14)</p>	<p>Benchmark Testing TCAP or EOC</p> <p>Aimsweb-3 times per school year (Sept. 1-11, Dec. 1-11, & May 3-14)</p>
<p><u>Intervention Requirements</u></p> <p>Sixth – Twelfth Grades</p> <p>Grades 6-8 Recommended Group Ratio - 1:6</p> <p>Grades 9-12 Recommended Group Ratio - 1:12 (smaller groups are suggested for individualized intervention)</p> <p>See State RTI² Manual pp. 34-41</p>	<p>Students who are assessed as Tier II receive an additional 30 minutes per day of intervention or Tier III receive an additional 45-60 minutes of intervention per day Math and reading deficits must be addressed.</p> <p>RTI Team decisions for expanding face to face for greater skill deficit or 3 days Reading and 2 days Math as an example may vary.</p> <p>Continuous Progress Monitoring weekly for Tier II, III and Sped students.</p>	<p>Students who are assessed as a Tier II receive an additional 30 minutes per day of intervention or Tier III receive an additional 45-60 minutes of intervention time per day Math and reading deficits must be addressed.</p> <p>RTI Team decisions for expanding face to face for greater skill deficit or 3 days Reading and 2 days Math as an example may vary.</p> <p>Continuous Progress Monitoring weekly for Tier II, III and Sped students.</p>
<p>Sped K-12</p>	<p>Benchmark Testing</p> <p>Aimsweb-3 times per school year (Sept. 1-11, Dec. 1-11, & May 3-14) PM weekly – Intervention -Daily in Area of Deficit</p>	<p>Benchmark Testing</p> <p>Aimsweb-3 times per school year (Sept. 1-11, Dec. 1-11, & May 3-14) weekly – Intervention -Daily in Area of Deficit</p>

***Please note that the window for RTI has been decreased due to data collection, instruction in RTI between two benchmarks.**

2020-2021 RTI²
BCS Implementation for School Level Teams
Grades K-12

Procedures	Location of Forms	Accountability
Step 1: Form RTI Team at School Level. Meet & Monitor every 4.5 weeks. pg. 7 & 8	https://www.tn.gov/education/instruction/t DOE-rti2/rti2-rediect/rti-educators/t DOE3-rti-educators-implementation-guide.html · 1.2 School Team Assignments · 1.2 School Team Meeting Agenda	Send electronic copy of School Team Assignments to Central Office. kford@bartlettschools.org
Step 2: Create folders for all students. pg. 9 & 10	1.2 RTI Folder	Keep at school Yellow for Tier II students Red for Tier III students
Step 3: Place scores from Aimsweb & Compass in folder. Complete RTI Referral pg. 11 & 12	1.2 Referral to RTI Team	Classroom teacher keeps this form in folder for every student identified.
Step 4: Hearing & Vision Forms	Pg. 13 & 14	
Step 5: Initial School Team Data Form tracks students with initial universal screener. pg 15	1.2 Initial School Team Data Management	Classroom teacher keeps this form to document universal screener, and identify Tier II and Tier III students.
Step 6: Intervention Assignments Form goes to School Site Based Team pg. 16	1.2 Intervention Assignments	Recommendations are made from the RTI team for students below the 25 th or 10 th percentile.
Step 7: The Student Intervention Documentation Form will document Tier II and Tier III Interventions pg. 17 & 18	1.2 Student Intervention Plan 1.2 Intervention Documentation Form	The psychologist must have this form documenting all the RTI steps.
Step 8: On-going/School Team Data Management pg. 19	1.2 On-going School Team Data Management	
Step 9: The school psychologist begins gap analysis. pg. 29	3.4 Gap Analysis Worksheet	The school psychologist completes these forms.
Step 10: Referral Decision Tree	4.4 Referral Decision Tree	The RTI Team Completes



The goal for Special Education is to assist students with skill deficits not to teach or deliver Tier I Core Instruction. There are worksheets available (SEE RTI Coach or Teacher) to assist the General Education and Special Education Teacher to identify the skill that a child needs most. The General Education teacher delivers core instruction on grade level standards with differentiation.

STEP 1: 1.2 SCHOOL TEAM ASSIGNMENTS

At a Glance: School Level RTI ² Support Team Assignment of Roles and Responsibilities		
Name(s)	Roles	Responsibilities
	Principal/Designee	Establish and maintain school-level procedures and timelines for instruction and intervention; assessment protocols; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development. He/she appoints or selects a school-level RTI ² chair/facilitator and a team of representatives from the school level.
	Chair/Facilitator	Establish procedures for instruction and intervention practices; assessment protocols; monitoring and reporting assessment data; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development.
	Instructional Coach	Critiques established procedures for successful delivery of instruction and intervention for reading, English/language arts, writing, and mathematics; provides ongoing professional development and coaching for the successful achievement of all students.
	Classroom Teachers <input type="checkbox"/> Elementary <input type="checkbox"/> English/language arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Other	Interpret established school-level procedures to deliver high quality instruction and intervention; follow implementation guidelines for administering and analyzing appropriate assessments; delivering instruction and intervention with high levels of fidelity; and participating in assessing, planning, and attending/facilitating in appropriate professional development sessions for the purpose of ensuring success for all students.
	Specialists <input type="checkbox"/> School Psychologist <input type="checkbox"/> Special Education <input type="checkbox"/> Speech/Language <input type="checkbox"/> Others	The specialist serves the school to help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation.
	School Counselor	Instructional planning according to academic ability using analysis of appropriate assessments; consults with teacher/students to ensure delivery of high quality instruction/intervention; participates in appropriate professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students.
	Teacher of English Learners (ELL)	Serves students whose native language is not English; delivers an appropriate program to teach English; delivers high quality instruction and intervention; participates in appropriate professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students.
	Parents	Represent parental concerns and provide informative feedback for communication and support. To help parents understand purpose and strengthen parental involvement in the RTI ² process. To establish effective reporting of progress to parents.

STEP 1: 1.2 SCHOOL TEAM MEETING AGENDA
School Level RTI² Support Team Meeting Agenda

Purpose: School Level RTI² Support Teams meet to identify students scoring below 25th percentile on universal screening assessments. Progress monitoring data and goals are discussed to determine next steps. Additional diagnostic assessments may be needed. Interventions are assigned to target instructional needs/deficits.

	Action	Notes
1.	Initial meeting to identify students at risk. Use Initial School Level RTI ² Support Team – List of Students “At Risk” (Example 4) form.	
2.	On-going data team to identify student progress. Use On-Going School Level RTI ² Support Team– List of Students “At Risk” (Example 5) form.	
3.	Students at risk are assigned to appropriate interventions and assessments. Use Next Steps – Assignment of Interventions for Students “At Risk” (Example 6) form.	
4.	Student intervention and progress monitoring documentation is initiated or continues. Use Student Intervention Documentation Form (Example 7).	
5.	Parent progress reports indicate type of progress. Have parents expressed appreciation or concerns about progress? Interventionist uses a parent progress monitoring letter (See Component 1.6) to send home results every 4.5 weeks.	
6.	Additional Actions:	
7.	Additional Actions:	

Signatures of team members attending:

STEP 2: 1.2 RTI FOLDER

Student Name _____ Teacher Name _____

Each student will have a copy of this form in his/her folder to ensure the RTI process is followed.

Bartlett City Schools RTI² Folder

Relevant documentation (listed below) is to be maintained in this folder

Tier I Documentation

Student benchmark assessment data (Percentile)	<u> % </u>
Student referral to RTI ² team (Form)	<u> Y or N </u>
Vision and hearing (Form)	<u> P or F </u>

Tier II Documentation

Student Intervention Plan (Completed at RTI Meeting)	<u> Y or N </u>
Intervention Documentation (Form)	<u> Y or N </u>
Fidelity checklist(s)	<u> Y or N </u>
Parent notification letter(s)	<u> Y or N </u>
Progress monitoring data points	<u> Y or N </u>

Date of RTI² Meeting

Tier II Review documentation

Plan successful, continue until benchmark is reached

Progress monitoring data	<u> Y or N </u>
Intervention plan evaluation	<u> Y or N </u>

Modify plan and then review

Progress monitoring data	<u> Y or N </u>
Intervention plan evaluation	<u> Y or N </u>
Modified Student Intervention Plan	<u> Y or N </u>

Date of RTI² Meeting

Tier II Review documentation

Plan successful, continue until benchmark is reached

Progress monitoring data	<u> Y or N </u>
Intervention plan evaluation	<u> Y or N </u>

Modify plan and then review

Progress monitoring data	<u> Y or N </u>
Intervention plan evaluation	<u> Y or N </u>
Modified Student Intervention Plan	<u> Y or N </u>

Date of RTI² Meeting

Bartlett City Schools RTI² Folder

Relevant documentation (listed below) is to be maintained in this folder

Tier III Documentation

	<u>Date of RTI² Meeting</u>
Tier II gap analysis	<u>Y or N</u>
Student Intervention Plan (Completed at RTI Meeting)	<u>Y or N</u>
Intervention Documentation (Form)	<u>Y or N</u>
Fidelity checklist(s)	<u>Y or N</u>
Parent notification letter(s)	<u>Y or N</u>
Progress monitoring data points	<u>Y or N</u>

Tier III Review documentation

	<u>Date of RTI² Meeting</u>
<u>Plan successful, continue until benchmark is reached</u>	
Progress monitoring data	<u>Y or N</u>
Intervention plan evaluation	<u>Y or N</u>
<u>Modify plan and then review</u>	
Progress monitoring data	<u>Y or N</u>
Intervention plan evaluation	<u>Y or N</u>
Modified Student Intervention Plan	<u>Y or N</u>

Tier III Review documentation

	<u>Date of RTI² Meeting</u>
<u>Plan successful, continue until benchmark is reached</u>	
Progress monitoring data	<u>Y or N</u>
Intervention plan evaluation	<u>Y or N</u>
<u>Evaluation Requested</u>	
Referral Decision Tree	<u>Y or N</u>
Tier III gap analysis	<u>Y or N</u>
Student Referral for evaluation form	<u>Y or N</u>
Parent Input	<u>Y or N</u>
Teacher input	<u>Y or N</u>

STEP 3:**1.2 REFERRAL TO RTI TEAM****See individualized forms specific to grade level K-12.****Student Referral to RTI² Team**

Student Name: _____ Birthdate: _____ Age: _____ Date: _____

School: _____ Teacher: _____ Grade: _____

Parents/Guardian: _____ Contact info: _____

Student's Current Performance

Target area	Benchmark score	√ if below 25 th percentile
Reading		
Phonological Awareness		
Phonics		
Reading Fluency		
Reading Comprehension		
Vocabulary		
Math		
Math Computation		
Math Problem Solving		
Written Expression		
Writing		

****For the earliest skill area checked, please attach the corresponding page of differentiation strategies**

Informal/Additional Assessments	Score
Student's Instructional reading level (i.e. DRA, lexile)	
Student's Independent reading level (i.e. DRA, lexile)	
Other (please specify)	
Other (please specify)	

Special Education/Program Interventions:

- ☐ ESL
 ☐ Counseling
 ☐ Other: _____
- ☐ Speech/Language
 ☐ Tutoring/ Reading Club
 ☐ Medical: _____
- ☐ SPED

STEP 3**1.2 REFERRAL TO RTI TEAM**

There are additional Differentiated Strategies that accompany this form. **Please download the complete set. Classroom Accommodations (If appropriate)**

<i>Check those that apply (max 3 at a time)</i>	General classroom Accommodations	<i>Date started</i>	<i>Date(s) reviewed</i>	Notes/Observations (optional)
	Small group reading instruction at ability level			
	Small group math instruction at ability level			
	Preferential seating			
	Directions given in short, clear, steps			
	Directions repeated frequently			
	Verbal/non-verbal prompts, cues			
	Directions repeated by student			
	Pair up with another student for assistance			
	Allow ample response time			
	Frequent review			
	Visual aids			
	Use of manipulatives			
	Assignments and/or tests read aloud			
	Oral assessments			
	Modified/shortened assignments			
	Daily/weekly behavior plan			
	Other:			

Step 4

Permission for Vision/Hearing Screening

Date _____

Name of Child _____

Dear _____,

With your permission, vision/hearing screenings will be completed by school personnel. These screenings must be conducted to rule out any difficulties your child may have as a result of vision or hearing issues.

_____ I give permission for vision/hearing screening.

_____ I do not give permission for the vision/hearing screening.

Signature of Parent/Guardian

Date

If you have questions, you may contact _____ at

(901)_____.

Hearing/Vision Screening

Student Name _____
Last First

Teacher _____ Grade _____ School _____

School System _____ Date _____

Pure Tone Screening

(Screening Level)	1000 Hz (25 db HL)	2000Hz (25 db HL)	4000Hz (25 db HL)
RIGHT EAR:	_____	_____	_____
LEFT EAR:	_____	_____	_____

✓= Pass X=Fail

_____ Pass _____ Could Not Screen

_____ Rescreen _____ Absent

(Screener's Signature)

_____ Further Testing Indicated

_____ Student has a history of hearing impairment that does not adversely affect skills in the areas of communication, academic, social or vocational competence.

_____ Student is certified as hearing-impaired. Refer to Special Education file for documentation.

Vision

Distant Vision: _____ Pass _____ Fail Near Vision: _____ Pass _____ Fail

Right: _____

Right: _____

Left _____

Left: _____

* Documentation of school-wide vision and hearing screenings of K, 2nd, 4th & 6th grade students can be attached if completed within the current school year.

STEP 5: 1.2 INITIAL SCHOOL TEAM DATA MANAGEMENT

Use this form when students are first identified as Tier 2 or 3 by Aimsweb.

Initial School Level RTI² Support Team – List of Students “At Risk”

Initial universal screening is administered and data collected by the teacher as soon as possible to identify students “at risk.” All students who fall below the 25th percentile will receive appropriate interventions and will be monitored using progress monitoring. Teams work to determine and schedule appropriate interventions for each student.

School: _____

Date: _____

Grade/Subject: _____

Universal Screening: _____

Year: _____

Cut Score: _____

Select One (X): Fall _____ Winter _____

Spring _____

Percent below: 25th percentile _____10th percentile: _____

Student	Teacher	Previous Intervention	Universal Screening Score	Other Data	Retained Yes/No	Tier II Tier III

Signatures of team members attending:

STEP 6:

1.2 INTERVENTION ASSIGNMENTS

Next Steps– Assignment of Interventions for Students “At Risk”

Use this form when students are first identified as Tier 2 or 3 by Aimsweb.

Students “at risk” are assigned to a specific intervention to address the area of deficient. Corresponding progress monitoring (PM) are administered a minimum of every two weeks and data are collected by the interventionist to monitor student progress in the intervention.

Student	Tier II Tier III	Intervention Program Target	Delivered by Name of Interventionist	Name of Progress Monitoring Assessment	Notes

Signatures of team members attending:

This form is necessary for referrals

Step 7: 1.2 Student Intervention Plan and Documentation Log

RTI² Team Notes

Student Intervention Plan

Student: _____

Teacher: _____

Grade: _____

School: _____

Meeting Date: _____

☐ Initial Meeting/Intervention Plan

☐ Follow-Up Meeting/Revised Intervention Plan

Specific Area of Concern

☐ Phonological Awareness

☐ Phonics

☐ Math Calculation

☐ Math Reasoning

☐ High Achievement

☐ Reading Fluency

☐ Reading Comprehension

☐ Vocabulary

☐ Attention/Behavior

☐ Speech/Language

☐ Written Expression

Data-Based Decision

☐ Tier 1 with ongoing assessment in _____

☐ Tier 2 with required Progress Monitoring in _____

☐ Tier 3 with required Progress Monitoring in _____

☐ Referral to next level of support with parent/guardian present

☐ Continue SPED intervention with Progress Monitoring in _____

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A				
B				
C				

*Intervention must be linked to skill deficit area

Notes: _____

Team members involved in approving this plan with name and relationship to the student

The 1.2 Student Intervention Plan template is available at the following link

<https://www.tn.gov/education/instruction/tdoe-rti2/rti2-rediect/rti-educators/tdoe3-rti-educators-implementation-guide.html>

[1.2 Student Intervention Plan](#)

STEP 7:

STEP 7:

STUDENT INTERVENTION DOCUMENTATION FORM	School Year	
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Student		School		Grade	
Vision Test Date	Results Pass (P) Fail (F)	Hearing Test Date	Results Pass (P) Fail (F)	EOY Test Scale Score	

[illegible]

Use this form to document student's progress that have already been identified as Tier 2 or 3.

Step 8: Sample On-Going School Level RTI² Support Team– List of Students “At Risk”

There is an electronic form in the resources folder

On-going progress monitoring (PM) are administered a minimum of every two weeks and data are collected by the interventionist to monitor student progress in the intervention. Grade level and/or subject specific teams meet every 4.5-5 weeks to make appropriate adjustments in the delivery of interventions for each student.

School: _____

Date: _____

Grade/Subject: _____

PM Goal		PM Assessment		PM Assessment	
Percent below		25 th percentile		10 th percentile	
Year		Select one: X	Fall	Winter	Spring

Student	Teacher	Intervention	Progress Monitoring Assessment	Progress Monitoring Assessment	Intervention Change Yes/No	Tier II Tier III	Request Parent Meeting

Signatures of team members attending:

Department of Exceptional Children

Progress Monitoring for Students in Special Education

*All students benchmark on grade level.

Results of benchmark determine whether the student will be monitored on grade level or off.

*If the student scores **Tier 1 or 2**, the student will be monitored **on grade level in their area of identified exceptionality**.

- Gathering data for students scoring in Tier one can be used to determine if the student continues to be eligible for special education

*If the student scores **Tier 3**, the student will be monitored **on their instructional level in their area of identified exceptionality - (this will be completed and noted in aims web)** When a student is up for reevaluation, the teacher will complete one probe on grade level in their area of exceptionality **(this will be completed on paper – as the student’s instructional level is noted within the computer)**. The school psychologist will use the student’s benchmark and grade level probe to determine the student’s gap.

Bartlett City Schools will follow the RTI² manual as a process for monitoring fidelity. This process includes a description of who is responsible for **fidelity monitoring** and how often **fidelity** in Tier III intervention will be monitored. Student attendance and documented reasons for absence should be taken during interventions in Tier III.

The **fidelity** of implementation per intervention will be assessed throughout the process; however, the minimum requirement is a combined total of 8 checks:

1. 3 checks in Tier II where 2 must be a direct observation and one indirect.
2. 5 checks in Tier III where 3 must be direct observations and two must indirect.
3. Indirect can be a
review of implementation data (i.e., student attendance, lesson plans, **progress monitoring** results).
Direct should be ongoing **fidelity** documentation of intervention and include:

Interventions used;
Evidence of implementation at 80% or greater;
Student attendance;

Progress monitoring results; and

Any other anecdotal information that might account for the student's progress or a lack thereof. The direct observations should be unannounced. Tier III **fidelity monitoring** must be focused on individual students to ensure that each student is receiving interventions as prescribed. Interventions must be implemented with **integrity**. If the intervention is not implemented with **integrity** of at least 80% or greater, the **interventionist** should be supported with training until **integrity** reaches 80%.
Examples of personnel who can do **fidelity monitoring**:

Principals, administrators or other appointed designees;
Instructional coaches, literacy/numeracy coaches;
RTI Coordinators, fidelity monitors, or fidelity teams; and
School psychologists, special education teachers or guidance counselors.

*The referral process requires a minimum of 5 direct observations in the referred student's skill deficit area.

RESPONSE TO INTERVENTION SUPPORT PLAN & FIDELITY

SUPPORT ROLES: LEAD TEACHER or DESIGNATED ADMINISTRATOR

RESPONSE TO INTERVENTION COACH

RESPONSE TO INTERVENTION SPECIALISTS

Response To Intervention Coach: To support the full implementation of the Response to Instruction and Intervention process; coach and support teachers to meet students' needs in regard to instruction and intervention.

Reports to the Base School Principal and follows professional duties and attends professional development as assigned by the school.

PERFORMANCE RESPONSIBILITIES:

1. Support classroom teachers' use of appropriate research-based intervention strategies and materials for working with students identified as needing a response to intervention.
2. Monitor and provide feedback for a caseload of students who are identified as needing intervention as directed by the Response to Intervention team.
3. Completes intervention screening and progress monitoring of students as needed.
4. Completes all required records and reports.
5. Assists with ongoing professional development.
6. Observes and evaluates teachers as needed.
7. Uses oral and written communication skills effectively.
8. Performs such other duties as assigned by the principal or the Director of Teaching and Learning or designee.

Response to Intervention Teacher: To ensure that students identified with a need for intervention receive proper instruction and progress monitoring leading to academic achievement.

Reports to the Base School Principal and follows professional duties and attends professional development as assigned by the school.

PERFORMANCE RESPONSIBILITIES:

9. Assists classroom teachers with appropriate research-based intervention strategies and materials for working with students identified as needing a response to intervention.
10. Assumes caseload of students who are identified as needing intervention as directed by the Response to Intervention team.
11. Completes intervention screening and progress monitoring of students as needed.
12. Completes all required records and reports.
13. Assists with in-service presentations as needed.
14. Uses oral and written communication skills effectively.
15. Performs such other duties as assigned by the principal or the Director of Teaching and Learning or designee.

FIDELITY MONITORING

Fidelity is the accuracy or extent to which Tier III materials and other curricula are used as intended by the author/publisher. **Fidelity monitoring** is the **systematic** monitoring by a responsible instructional leader (e.g. principal, instructional coach) to determine the extent to which the delivery of an intervention adheres to the protocols or program models as originally developed. In Tier III, **fidelity monitoring** will focus on the intervention specific to each student and will use reliable and valid measures.

Bartlett RTI² Support Team Tier I and II Fidelity Checklist

School: _____ Year: _____

Principal: _____

Person(s) Responsible for Tier I & II Fidelity Monitoring: _____

First Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				
Second Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of other Fidelity Checks (Attach documentation)
1 st Check				
Third Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				
Fourth Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				

*Attach School Team meeting agendas

Alternate Forms for Intervention Checks are below that can be used to support School Based Decisions:

TIER II: Form [3.6 Tier II Direct Observation Rubric](#)

TIER III: Form 4.6 [Tier III Fidelity Checklist](#)

Fidelity Checklist

3 checks in Tier II where 2 must be a direct observation and one indirect per nine weeks.

5 Checks in Tier III where 3 must be a direct observation Date _____

Observer: _____ Interventionist: _____

School: _____ Grade: _____

Start Time: _____ End Time: _____

Program: _____ Skill(s): _____

The Intervention is:

Description	Yes	No
Provided by or supervised by a highly qualified teacher with training in area of intervention		
Targeting one specific area of need/deficit/skill		
Targeting as a skill that was identified as an area of need by an assessment		
Occurring in addition to Tier I instruction		
Delivered in a small-group format		
Delivered with fidelity		
Delivered with evidence based materials		
Provided the appropriate amount of time daily		
Provided the appropriate amount of time weekly		
Progress monitored at least every other week		

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

Signature

Fidelity Monitoring Five-Minute Direct Observation

Tier II or Tier III

STUDENT NAME _____ Unannounced
 Instructor: _____ Date/Time _____
 Observed by: _____ Area of Intervention: _____

Program/Skill: _____ Number of students in group: _____

WHAT TO LOOK FOR	NOTES
Active engagement of all students	
Modeling of instructional tasks	
Multiple chance to practice tasks	
Explicit instruction	
Corrective feedback	
Materials organized and readily available	
Engagement of students in independent activities	
Encouragement/direct praise	
Needed intervention provided	
Intervention began and ended on time	

Positive #1	
Positive #2	
Suggested Changes	
Next Steps	

I certify that everything reported on this form is accurate and correct and that interventions are being implemented with integrity at least 80% of the time.

Signature

Fidelity Checklist

5 Checks in Tier III where 3 must be direct observations and two must be a review of implementation per nine weeks.

Instructor: _____ Date/Time: _____

Observed by: _____ Area of Intervention: _____

Lesson Number: _____ Number of students in group: _____

Start and Stop Time: _____ Total Time of Observation: _____

High level of implementation=2

Inconsistent level of implementation=1

Low level of implementation=0

AREA	Level of Implementation			Comments
Materials and Time				
Teacher and student materials ready	2	1	0	
Teacher organized and familiar with lesson	2	1	0	
Instruction/Presentation				
Follows steps and wording in lessons	2	1	0	
Uses clear signals	2	1	0	
Provides students many opportunities to respond	2	1	0	
Models skills/strategies appropriately and with ease	2	1	0	
Corrects all errors using correct technique	2	1	0	
Provides students with adequate think time	2	1	0	
Presents individual turns	2	1	0	
Moves quickly from one exercise to the next	2	1	0	
Maintains good pacing	2	1	0	
Ensures students are firm on content prior to moving forward	2	1	0	

School RTI² Support Team Tier III Fidelity Checklist for indirect observations

School: _____ Year: _____ Principal: _____

Person(s) Responsible for Tier I Fidelity Monitoring: _____

First Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				
2 nd Check				
Second Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of other Fidelity Checks (Attach documentation)
1 st Check				
2 nd Check				
Third Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				
2 nd Check				
Fourth Nine Weeks	Person checking fidelity	*School Team Meeting Date	*School Team Meeting Date	Description of Other Fidelity Checks (Attach documentation)
1 st Check				
2 nd Check				

Parent Contact Log

Parents should be contacted for any student that regresses or advances in Tiers. A Parent Brochure is posted on the Bartlett City Schools website at <http://bartlettschools.weebly.com/>

Type	Date/Time	Parent/Student	Phone/Email
Notes:			

Type	Date/Time	Parent/Student	Phone/Email
Notes:			

Type	Date/Time	Parent/Student	Phone/Email
Notes:			

Additional Parent Forms under section 1.6 for each content area are located on the TN Core RTI website at <http://www.tn.gov/education/article/tdoe3-rti-educators-implementation-guide>

STEP 9: Assigned School Psychologist completes:

Student Name: _____

Date: _____

Grade: _____

Current Tier: _____

Gap Analysis Worksheet

Assessment Used:	
Student's current performance:	
Student's current rate of improvement (ROI):	
Current benchmark expectation:	
End of year benchmark expectation:	
Number of weeks left in the school year:	

Step 1: Determine Gap

_____ / _____ = _____			Is Gap Significant?
Current benchmark Expectation	Current performance	Current Gap	<input type="checkbox"/> Yes <input type="checkbox"/> No

If Gap is significant complete Step 2

**Step 2: Gap Analysis**

_____ - _____ = _____
End of year benchmark Current performance Difference

_____ / _____ = _____	Is this reasonable*?	
Difference Weeks left in the year Rate of Improvement Needed	<input type="checkbox"/> Yes <input type="checkbox"/> No	
OR		
_____ / _____ = _____		
Difference Student's Current ROI Number of weeks to meet goal		

*A

reasonable ROI is one in which is no more than twice (2x) the ROI of typical peers

STEP 10:

Referral Decision Tree

(To be completed at follow-up RTI² Team meeting prior to making a Special Education Referral)

Student Name: _____ Grade: _____

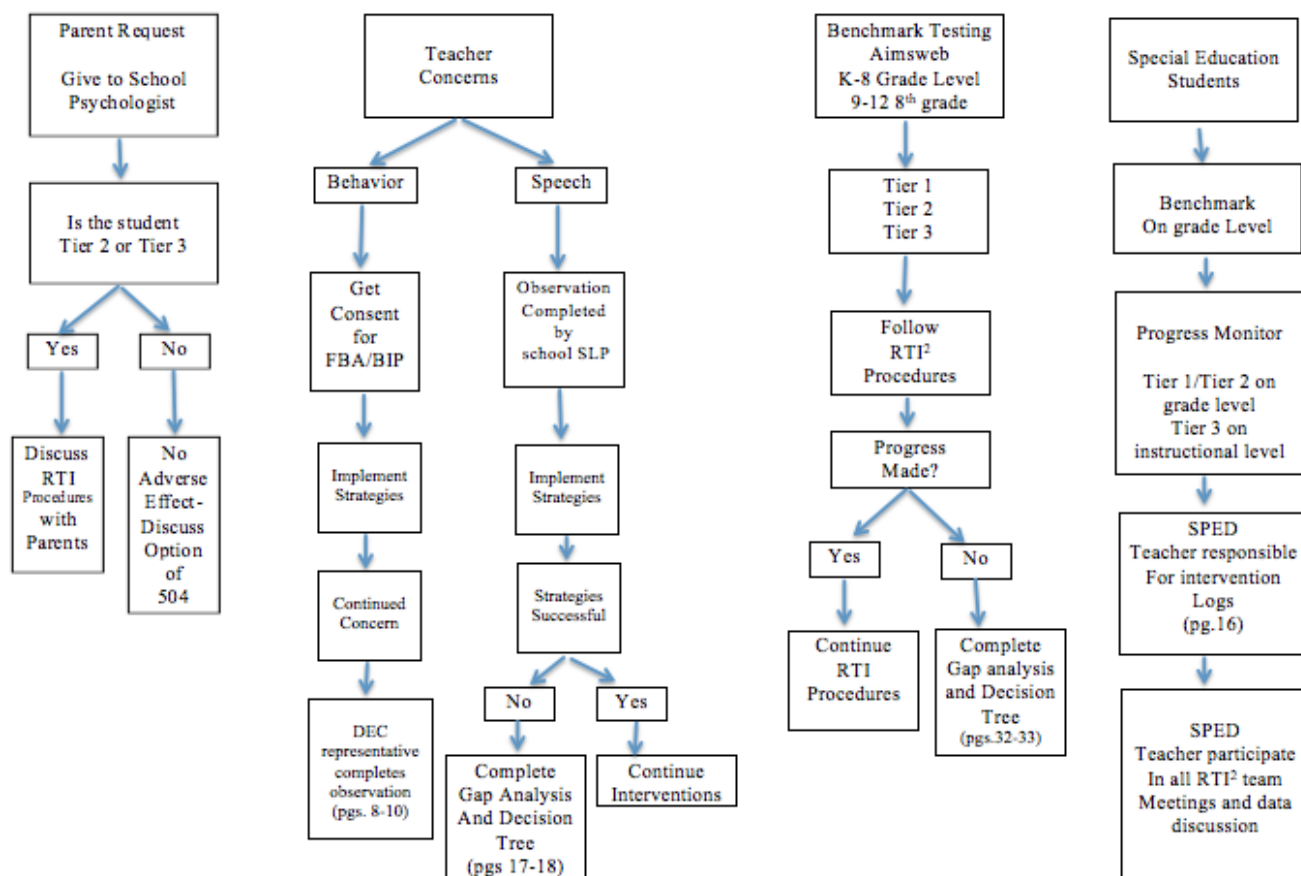
Teacher: _____ Date of Review: _____

Tier III Intervention(s) have occurred daily for 45 minutes in addition to core instruction <input type="checkbox"/> Intervention logs attached <input type="checkbox"/> (5) Fidelity checks completed and attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Implementation integrity has occurred with at least 80% fidelity	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student has been present for majority of intervention sessions	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier III intervention(s) adequately addressed the student's area of need	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier III intervention was appropriate and research-based Research based interventions are: <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Standardized <input type="checkbox"/> Peer reviewed <input type="checkbox"/> Reliable/valid <input type="checkbox"/> Able to be replicated	<input type="checkbox"/> Yes <input type="checkbox"/> No
Progress monitoring has occurred with at least 10-15 weekly data points –OR- 8-10 bi-monthly data points at Tier III <input type="checkbox"/> Progress monitoring graphs attached <input type="checkbox"/> Parent notification letters attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
Gap analysis indicates that student's progress is not sufficient for making adequate growth with current interventions	<input type="checkbox"/> Yes <input type="checkbox"/> No
The following have <i>preliminarily</i> been ruled out as the <i>primary</i> cause of the student's lack of response to intervention <input type="checkbox"/> Visual, motor, or hearing disability <input type="checkbox"/> Emotional disturbance <input type="checkbox"/> Cultural factors <input type="checkbox"/> Environmental or economic factors <input type="checkbox"/> Limited English proficiency <input type="checkbox"/> Excessive absenteeism	<input type="checkbox"/> Yes <input type="checkbox"/> No

****** If the Intervention team answered, "Yes" to all of the above questions, the team should consider referring for a psycho-educational evaluation. If the Intervention team answered "No" to any of the questions, that area should be addressed prior to referral.

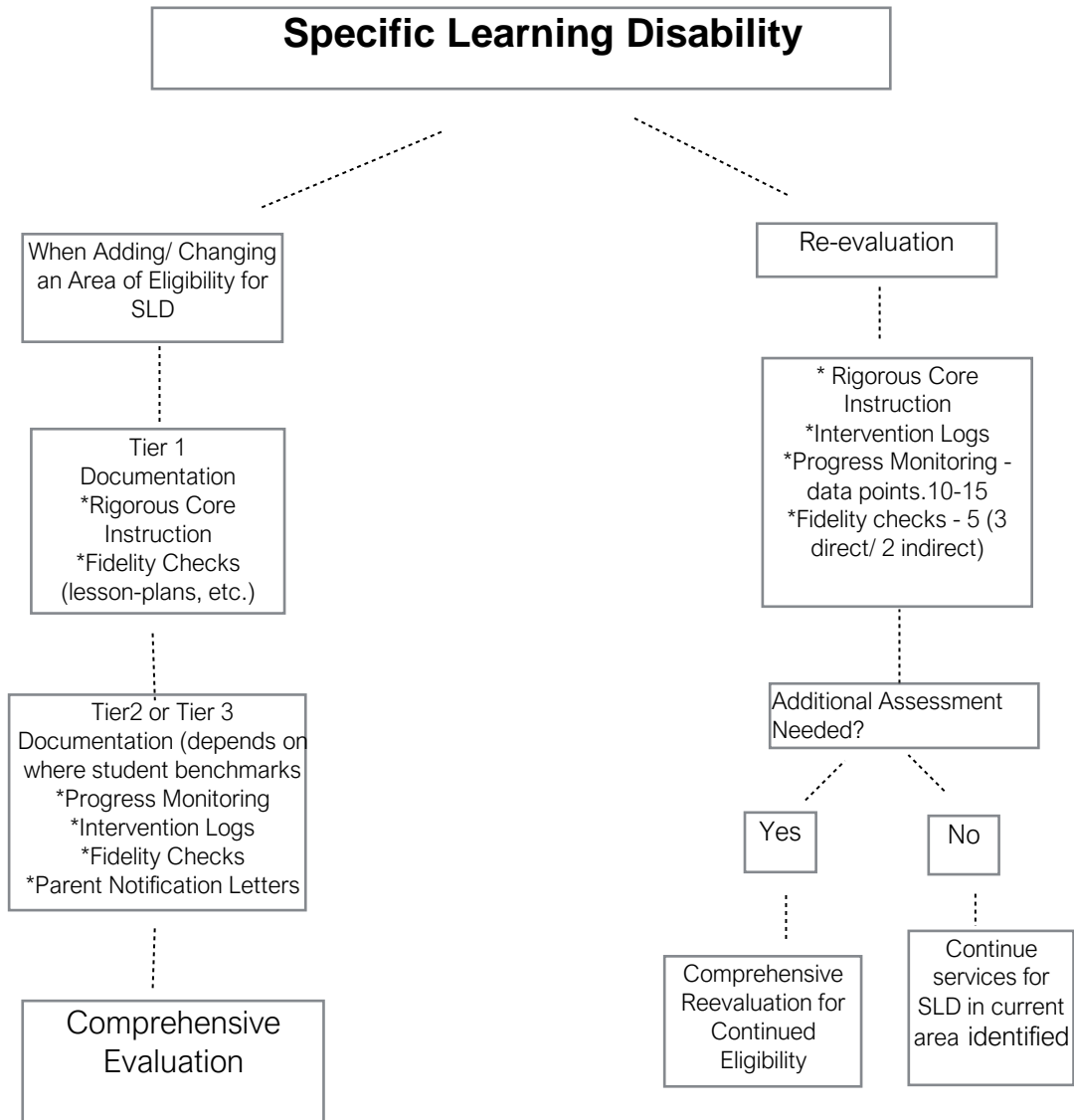
Team members involved in approving this plan with name and relationship to the student:

Special Education and RTI²



*** All SPED students working toward a HS diploma will participate in benchmark assessments, will be progress monitored thru aims web, and interventions will be altered when needed. Data should be used to create an Instructionally Appropriate Individualized Education Plan.**

RTI² Procedures for Students with Specific Learning Disabilities



Student Support and Interventions Team Referral For Comprehensive Evaluation

This referral form is completed by the school-based team when the decision is made to refer a student for a comprehensive evaluation for Special Education consideration. Data and documentation gathered through the tiered intervention process should be reviewed prior to referral.

☐ **Parent Referral** ☐ **School/Teacher Referral** Date _____

Name: _____ Birth Date ____/____/____ Age ____

Race/Ethnicity _____ Gender _____ Grade _____

School _____ School System _____

Teacher _____ Parent(s) _____

Address _____

Phone (home) _____ Work _____ Cell _____

Email address _____ Primary Language spoken _____

Problem Identification (check all that apply)*:

- ☐ Phonological Awareness ☐ Phonics ☐ Reading Fluency ☐ Reading Comprehension
- ☐ Vocabulary ☐ Math Calculation ☐ Math Problem Solving ☐ Written Expression
- ☐ Attention/Behavior ☐ Speech/Language ☐ High Achievement ☐ Other _____

*For Reading, Math, and Writing Concerns, the following RTI² documentation MUST be included:

- _____ Student benchmark data
- _____ Student Progress monitoring data
- _____ Student Intervention Plan(s)
- _____ Fidelity Monitoring form(s)
- _____ Intervention Log(s)
- _____ Parent notification letter(s)
- _____ Gap Analysis

Cumulative Record Review:

Attendance: Current Year _____ Days present _____ Days absent _____ Days tardy _____

 Last year _____ Days present _____ Days absent _____ Days tardy _____

 Retentions _____ List previous schools attended _____

Discipline Record: Number of discipline reports _____ List Violations _____

Number of Out of School Suspensions _____ In-School suspensions _____ Detentions _____

Testing Information: TCAP or other _____

	Year:	Year:	Year:
Area	Results/Percentiles	Results/Percentiles	Results/Percentiles
Reading/ ELA			

Math			
Science			
Social Studies			

Academic Grades:

Subject Area	Year/Semester	Year/Semester	Year/Semester	Year/Semester
Reading				
Math				
Science				
Social Studies				
Language Arts				
Spelling				
English				
Other:				

Exclusionary Factors

Please include relevant information as it applies to the following:

Limited English Proficiency:

Is there another language other than English spoken by the student? _____

Is there another language other than English spoken in the student's home? _____

Have English Learner services been provided? _____

Visual Impairment:

Does the student have a history of significant vision problems? _____

Hearing Impairment:

Does the student have a history of significant hearing problems? _____

Orthopedic Impairment:

Does the student have any physical or motor impairments: _____

Behavior Problems:

Does the student exhibit behavior(s) or emotional difficulties that interfere with learning?

Does the student have a current behavior plan or Functional Behavior Assessment (FBA)? _____

Environmental/Cultural/Economic Factors:

Are you aware of any environmental factors that may be impacting this student's ability to learn?

Motivational Factors:

- Does the student want to succeed in school? ☐ Yes ☐ No
- Does the student seek assistance from teachers, peers, or others? ☐ Yes ☐ No
- Does the parent report efforts made at home to complete homework or study assignments? ☐ Yes ☐ No
- Is the student making an effort to learn? ☐ Yes ☐ No
- Are the student's achievement scores consistent with the student's grades? ☐ Yes ☐ No

Situational Trauma:

Has the student experienced recent trauma? (i.e. parent divorce, death or illness of family member, etc)

Are there other situations that could create stress or emotional upsets? _____

Has there been a significant change in the student's classroom performance within a short period of time (6-12 months)? _____

Medical:

Does the student have any known medical issues that interfere with learning? _____

Describe classroom interaction with peers and teacher: _____

Additional Comments: _____

Person completing form:

Name/Job Title

Signature

Date

For Office Use only

Date Received: _____ Received From: _____

Date Parents notified _____ Scheduled Meeting date: _____

PARENT INPUT

Child's Name: _____ Birthdate: _____ Today's Date: _____

Mother's name: _____ Father's name: _____

Child resides primarily with (check one): _____ Mother _____ Father _____ Both parents _____ Joint Custody

Please list names of others living in the home.

<u>Name</u>	<u>Age</u>	<u>Relationship to Child</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Developmental/Medical History

1. Were any problems reported during pregnancy? (health, illnesses, injuries, medication)

Was pregnancy full-term? Yes/No _____ How many weeks? _____ Child's Birth weight _____

Any other problems with labor or delivery? _____

2. Were developmental milestones met (check one): early _____ late _____ on time _____

Please list ages at which your child first: sat unaided _____; walked independently _____; spoke single words _____; spoke using 2-3 words _____; was toilet trained _____(days) _____(nights)

3. List important medical information including serious illnesses, injuries, and hospitalizations such as frequent ear infections, tubes in ears (hearing problems), seizures, allergies, etc. _____

4. Please list current medications your child is taking. _____

5. Has your child ever had visual problems or worn glasses? _____

6. Has your child ever received services for developmental and/or communication delays? _____

7. Has your child ever received a psychological or psycho-educational evaluation? If so, when and where? _____

8. Have special education services been provided in the past? _____

9. Describe any behavior problems noticed at home or reported by teachers: _____

Home/Community

1. What are your child's successes? _____

2. What things are hard for your child? _____

3. Please list any sports, hobbies, etc _____

4. How does your child get along with adults? _____ Peers? _____

5. Have there been any recent changes at home that may be impacting your child's performance at school? _____

Please report any other concerns or relevant information on the back of this page.

General Education Teacher's Input

(Indirect Observation)

School System: _____ School: _____ Grade: _____

Name of Student: _____ Date of Birth: ____/____/____ Age _____

Carefully consider the following questions and provide as much information as possible regarding this student's typical daily performance in your classroom. His or her behavior should be evaluated in comparison to a typically functioning student of the same age and in terms of appropriate developmental stages and expectations.

Describe this student's reading skills (e.g., decoding, comprehension, and fluency).

Describe this student's math skills (e.g., calculation, numerical concepts, and word problems).

Describe other academic concerns/performance levels (e.g., science, social studies, and problem-solving skills).

Describe this student's behavior in the classroom (e.g., following rules, attention to task, organizational skills, relationships to peers, and problems or concerns).

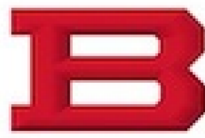
☐ Yes ☐ No This student does *not* perform academically in the classroom in a manner that is commensurate with current academic standards.

Printed Name of Person Completing Form

Job Title

Signature of Person Completing Form

Date



Bartlett City Schools

School: _____

Permission to Conduct a Functional Behavior Assessment

Date _____

Dear _____,

As discussed in our conference/phone contact on _____, we would like to implement
(date)
behavior interventions in the classroom to help _____
(name of child)
experience success.

With your permission, school personnel will conduct a functional behavior assessment and develop a behavior intervention plan for your child.

_____ I **give** permission for the school to conduct a functional behavior assessment and develop behavior intervention plan.

_____ I **do not give** permission for the school to conduct a functional behavior assessment and develop a behavior intervention plan.

Signature of Parent/Guardian

Date

If you have questions, you may contact _____ at
(901)_____.

Direct Observation

Completed by: (circle one) Teacher

Speech Pathologist

DEC Representative

Student's Name: _____

Grade: _____

Observer: _____

Date: _____

Subject Observed: _____

Time of Day: _____

1. Where was the student seated during this lesson? _____

- ☐ Small group
- ☐ Whole group
- ☐ Individual
- ☐ Working with peer

2. Describe the lesson/activities of the class during this observation. _____

3. Describe the student's performance during the observation session. Include strengths and area of need.

4. Describe this student's behavior during this lesson. _____

5. Was the student attentive during this lesson? ____yes____no

Describe: _____

6. Comments/Concerns: _____

Signature of Person completing form

Title

Printed name of person completing form

Indirect Observation:

Completed by: (circle one) Teacher

Speech Pathologist

DEC Representative

Student's Name: _____

Grade: _____

Observer: _____

Date: _____

Please check the items that are problematic for the student and give explanation.

1. Behavior/Socio- Emotional

	Activity Level: ____ Overactive ____ Lethargic		Ability to stay on task
	Response to correction from teachers/others		Attendance
	Attention span		Peer Relationships
	Disruptive (Physical-motor/Verbal)		Motivation

2. Work Habits

	Turns in assignments		Organizational skills
	Follows directions		Neatness
	Completes assignments independently		

3. Communication

	Vocabulary Development		Listening comprehension
	Oral Expression		Speech/Articulation
	Verbal fluency (stuttering)		Grammar Usage

4. Reading

	Phonemic Awareness		Ability to recall sequence of a passage
	Phonics/Word attack/Decoding		Adequacy of sight words; high frequency words
	Fluency		Confuses letters with similar appearance (ex. "b" for "d", "n" for "h")
	Vocabulary		Ability to read and follow directions
	Comprehension		

5. Math			
	Understanding of basic number concepts and facts		Differentiates between essential and nonessential information in problem solving
	Computation		Confuses operational signs
	Uses fingers for computation		Difficulty with word problems

6. Written Language			
	Handwriting		Spelling
	Ability to express thoughts in writing		Capitalization/Punctuation/subject-verb agreement
	Copies written text correctly		Reverses letters/transposes words

Explain any additional problem areas: _____

Behavior Observation

Completed by: (circle one) Classroom Teacher

Speech Pathologist

DEC Representative

Student's Name: _____

Grade: _____

Observer: _____

Date: _____

The following are patterns of behavior typically observed with students when there is something interfering with learning. Please check the behaviors observed.

Academic Performance

- _____ Decline in grades
- _____ Lack of motivation
- _____ Work below abilities
- _____ Currently failing
- _____ Adequate performance

Attendance

- _____ Absenteeism
- _____ Tardiness
- _____ Pattern of absences (Fridays, Mondays)
- _____ Adequate Attendance

Behavior Observed

- _____ Active or restless
- _____ Makes inappropriate noises
- _____ Unpredictable behavior
- _____ Overly sensitive to criticism
- _____ Easily distracted
- _____ Disturbs other students
- _____ Excessive daydreaming
- _____ Pouts and sulks
- _____ Impulsive and excitable
- _____ Excessive demands on teacher
- _____ Satisfactory Conduct

Social Skills

- _____ Appears unaccepted by peers
- _____ No sense of fair play
- _____ Immature
- _____ Denies mistakes or blames others
- _____ Appropriate social skills

Observations

- _____ Uncooperative with teachers/staff
- _____ Uncooperative with other students
- _____ Aggressive
- _____ Depressed affect
- _____ Crying spells
- _____ Easily frightened
- _____ Resistant to authority
- _____ Openly defiant
- _____ No or few friends
- _____ Isolated from others
- _____ Negative self talk
- _____ Upset with less than perfect performance
- _____ "wets or soils" clothes
- _____ Physical complaints

Comments: _____

Strengths: _____

Signature of person completing form

Title

How to Use the Tier 1 Worksheets

The Tier I worksheets are based on the TN Academic Standards and are meant to facilitate the collaboration between the special education and general education teacher to increase access to the general education curriculum. These worksheets may be used as a tool to differentiate instruction and assist in the identification of necessary scaffolds and supports. **Please see RTI Coach or Teacher for worksheets.**

For more detailed information on the process of creating Instructionally Appropriate IEPs, please refer to Instructionally Appropriate Individualized Education Plan guidance document.

Directions**Step 1**

Print the Skills Worksheet that matches the projected or current (if mid-year) grade level for the student. Complete relevant identifying information; “position” indicates the title of the person completing the skills worksheet.

GRADE and SUBJECT
Tier 1 Common Core Skills Worksheet

Student: _____

Date: _____

Completed by: _____

Position: _____

School: _____

County: _____

Step 2

Gather and analyze data on the student’s prior performance in each strand of the curriculum.

Review Common Core strand for:**Analyze data on student performance and note all data reviewed to assess performance in this strand:**

- | | |
|--|---|
| <input type="radio"/> TCAP student performance data | <input type="radio"/> Parent/teacher observations |
| <input type="radio"/> Benchmark assessments | <input type="radio"/> Classroom assessments |
| <input type="radio"/> Student work samples | <input type="radio"/> Diagnostic reports |
| <input type="radio"/> Attendance and discipline data | <input type="radio"/> Running Records |
| <input type="radio"/> Curriculum Based Measure (CBM) | <input type="radio"/> Progress Monitoring Data |

Step 3

Taking into account the student's previous performance, predict the level of instruction that the student will need to successfully master the curriculum in each strand. Use a check mark to indicate which areas are critical to meeting the standard *and* will require specialized instruction and/or supports.

Check the areas that will require specially designed instruction *that are critical to meeting the standard*.

Step 4

After completing Step 3, consider the data and the student's present level of performance to decide if goals are needed to address specific skills.

Does the student have a specific skill deficit which will impact their access to the content?

YES: Address areas of need in PLEP

NO: Check one or more justifications

- ☐ Accommodations available (specify):
- ☐ Area of strength in PLOP
- ☐ New content
- ☐ Other (specify):

Step 5

Use the space provided for any additional relevant notes.

Additional comments regarding the need for specialized/scaffold instruction

WEB RESOURCES

Intervention Central offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning.

<http://www.interventioncentral.org>: Good Source for BEHAVIOR MANAGEMENT, BEHAVIOR CHARTS AND GRAPHING

The IRIS Center offers interactive modules, case study units, and a variety of activities, the purpose of which is to provide research-validated information about working with students with disabilities in inclusive settings.

<http://iris.peabody.vanderbilt.edu>

In any classroom supporting student achievement, two components would be visible: good teaching and good behavior. The SPDG website focuses on both of those elements through information about good instructional practices in the classroom. In addition, SPDG helps to support teachers to work with families, encouraging teachers to help families support the learning that takes place in the schools.

<http://www.tnspdg.com>

The role of the public education system is to prepare *all* students for success after high school. Response to Instruction and Intervention is designed to empower educators to give every student the opportunity to meet high expectations and the support to reach them.

<https://www.tn.gov/education/instruction/tdoe-rti2/rti2-redirect/rti-educators/tdoe3-rti-educators-implementation-guide.html>

Behavior Interventions in a Response to Instruction and Intervention (RTI²) Model

<https://etbsp.utk.edu/response-to-instruction-and-intervention-behavior/>

Step One:

In grades K–8, districts should administer a nationally normed, skills-based universal screener (AIMSWEB) as part of the universal screening process. It measures academic skills in six general areas (i.e., basic reading skills, reading fluency, reading comprehension, math calculation, math problem solving, and written expression).

Step Two:

In grades K–12, school teams should consider the results of the skills-based universal screener compared to other classroom-based assessments. These may include but are not limited to: standards-based assessments, grades, formative assessments, summative assessments, classroom performance, and teacher observations, in addition to any other relevant information such as medical or family history.

Step Three:

In grades K–12, students identified as “at risk” based on multiple sources of data should be administered survey-level and/or diagnostic assessments to determine student intervention needs. Survey-level assessments that can be used to help drill down further to measure characteristics of dyslexia such as PASS and PWRS. The RTI Coach has these survey level assessments.

Step Four:

After a school-based team has reviewed multiple sources of data in the screening process and identified skill deficits in need of intervention, parents shall receive notification of the student’s performance and need for intervention. BCS has an initial parent RTI letter after the first two benchmark periods.

Step Five:

Sometimes difficulties in reading can be attributed to characteristics that are associated with dyslexia. The RTI Team should discuss, ensure documentation, alert the administrative team that a parent letter (see attached) will be sent. Prior to sending the letter, the psychologist and principal must approve. Once the letter is sent, the Dyslexia Intervention Resource should be decided and implemented. Fidelity specific to dyslexia must occur.

Step Six:

The administrative team designee alerts the Power School Attendance Operator to designate the Dyslexia Code. The code must remain at least 1 year.



Date:

Dear Parent/Guardian of _____,

Our team at [school name] is committed to identifying and addressing the needs of each individual student to understand and maximize their potential. All students are given reading and math screenings throughout the school year.

These screenings are part of RTI², Response to Instruction and Intervention, which is a tiered instruction program used for all students. This multi-tier approach allows us to efficiently address the educational needs of students who may require additional support and/or other types of instruction.

All students receive core reading, math, and writing instruction in the general education classroom (RTI² Tier I), which provides rich learning opportunities aligned with the Tennessee academic standards. In addition to Tier I instruction, students whose screenings show the need for more assistance will receive the intervention in RTI² Tier II or Tier III. Generally, this means small group instruction focused on the area in which the student is struggling.

Sometimes difficulties in reading can be attributed to characteristics that are associated with dyslexia. Based on performance within [school name]'s universal screening process, your child has been identified with difficulties in reading in the following areas:

- ___ Phonological awareness: a broad category comprising a range of understandings related to the sounds of words and word parts
- ___ Phonemic awareness: the ability to notice, think about, and work with the individual sounds in spoken words
- ___ Alphabet knowledge: understanding that letters represent sounds which form words
- ___ Sound/Symbol recognition: understanding that there is a predictable relationship between phonemes (sounds in spoken language) and graphemes (the letters that represent those sounds)
- ___ Decoding skills: using knowledge of letters and sounds to recognize and analyze a printed word to connect it to the spoken word it represents (also referred to as "word attack skills")

As the school staff, we are pleased to have this opportunity to provide your child with this needed assistance. If you have additional questions or concerns, please contact your child's teacher.

Respectfully,

Insert Signature and Insert District/School Contact Information

Parent Signature _____ Date _____

Dyslexia Intervention Resource Appendix

K-5 Buildings

Road to the Code

Road to Reading

Fountas & Pinnell

Heinemann	Leveled Literacy Intervention Systems	Yes	Yes	Yes
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Southwest Core Resources – Explicit Instruction for Phonics Intervention

6-12 Buildings

Southwest Core Resources – Explicit Instruction for Phonics Intervention

Dr. Buck at Rivercrest is Orton-Gillingham trained

K-12 SPED

Scholastic Read 180 Next Generation
Scholastic System 44 Next Generation

The Phonological Awareness Skills Screener (PASS) and The Phonics and Word Reading Survey (PWRS) are informal survey level assessments that can be accessed. Password required

<https://www.tn.gov/education/article/tdoe3-rti-administrators-intervention-resources>

Appendix H: Dyslexia-Specific Intervention Checklist

		Cite evidence from the program materials and explain how the intervention meets each of these descriptors.
Program Design	Evidence-Based	
	Multisensory (visual, auditory, tactile, kinesthetic)	
	Direct Instruction Targeting Reading, Writing, and Spelling	
	Systematic (from easiest/most basic progressing methodically to more difficult)	
	Cumulative (steps based on what has already been learned)	
	Systematic Review of Concepts	
Critical Concepts	Phonological Awareness	
	Sound-Symbol Association	
	Syllable Structure	
	Morphology	
	Syntax	
	Semantics	