

Fort Payne City Schools RtI/MTSS Handbook

PREVENTION
for all Students

ENRICHMENT
for all Students

INTERVENTION
for all Students



👋 Every Student Empowered - 👋 Every Student Succeeds - 👋

Multi-Tiered Systems of Support

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Introduction

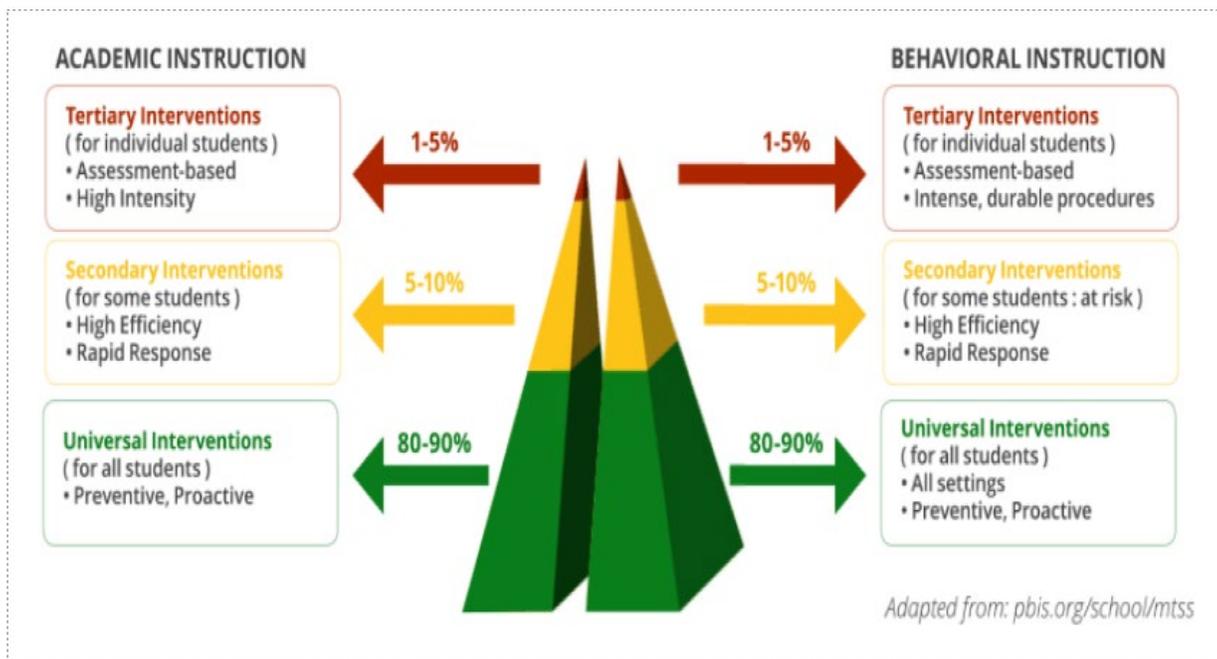
The purpose of Response to Instruction (RTI) is to improve educational outcomes for all students. Specifically, RTI provides early intervention to struggling learners in general education settings. RTI provides a continuum of evidence-based, tiered interventions with increasing levels of intensity and duration. This document defines the central components of RTI and provides explanations of procedures that will assist Problem Solving Teams (PSTs) in their team meetings, data collection, and monitoring of a student's response to instruction.

Main components of RTI:

- Multi-tiered system
- Universal screening to identify students
- Frequent progress-monitoring
- Data-driven decision-making to guide the selection of evidence-based intervention

Additionally, RTI is encompassed within the Multi-tiered System of Supports (MTSS) which is a model that uses data-driven problem-solving and incorporates system-level change to address both the academic and non-academic needs of all students. This model is often intertwined with the Whole Child approach.

Response to Instruction is defined as an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, attendance, and behavioral needs. RTI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems (ALSDE, 2009).



Alabama's Multi-Tiered System of Supports and RTI:

In 2021, Fort Payne City Schools joined a pilot with the State Department of Education to begin a comprehensive overhaul of the traditional RTI model to transform the role of the state and district support to a comprehensive Alabama Multi-Tiered System of Supports (AL-MTSS) model that is all inclusive to serve the “whole” child.

AL-MTSS will encompass the current RTI framework and expand academic and behavioral supports into a more comprehensive system of supports, as well as provide a repository of state programs and initiatives that can be used, measures of impact or effectiveness, and the alignment of other national evidence-based practices (please refer to [Section IV of the Alabama Literacy Act Implementation Guide](#)). The AL-MTSS is a comprehensive framework that encompasses the academic, behavioral, physical, mental health and wellness, and social-emotional needs to support the whole child. The AL-MTSS uses a proactive, team-driven approach that involves stakeholders: state, regional, district, school, higher education, community, family, and student to ensure equitable access to opportunities that will improve outcomes for every student.

The mission of an RTI framework within an MTSS model is to ensure all students' academic needs are met. While the [Alabama Literacy Act](#) provides an important opportunity to address core reading instruction and intervention needs of ALL students with reading deficiencies, some students with reading deficiencies may ultimately be found to meet the eligibility requirements for special education and have a disability and a need for special education services pursuant to the Alabama Administrative Code (AAC).

Moving from Rtl framework to AL-MTSS Framework

Alabama's Multi-Tier System of Supports (AL-MTSS) is a comprehensive framework that encompasses the academic, behavioral, physical, mental health and wellness, and social-emotional needs to support the whole child.

Fort Payne City School System-MTSS (Multi-Tiered System of Supports) is committed to the overall continuous improvement process currently in place (Rtl) and is tailored to meet the realities in the individual classroom. To fully realize the impact MTSS will have on student achievement, our MTSS team is creating a plan with the following considerations:

- Rather than a standalone initiative, MTSS is a systemic approach to improving instruction and supports at all levels.
- Proactivity and prevention are fundamental to the successful implementation of MTSS.
- Local school district and the community are vital partners.
- MTSS will align with school districts' continuous and ongoing improvement efforts.
- Integrated plans that address students' academic, behavioral, social, and emotional needs
- A schoolwide approach to student support, with teachers, counselors, psychologists, and other specialists working as a team to assess students and plan interventions.
- Parent involvement
- Grades 4-12

MTSS is about the whole child with emphasis on Tier 1 instruction. MTSS is focused on the importance of thinking holistically about the whole child in educational settings and the effects of positive school climate, social-emotional learning, and productive teaching strategies on achievement. That means it supports academic growth, but many other areas, too. These include behavior, social and emotional

needs, and absenteeism. MTSS serves as a framework to support practitioners in using data to ensure that all students are equipped with the academic and behavioral skills they need to succeed. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement.

The elements of MTSS include:

- Multiple tiers of instruction, intervention, and support
- Includes learning standards and behavioral expectations
- Problem-solving process
- Data evaluation
- Communication and collaboration
- Capacity building infrastructure
- Leadership

Our Journey

Year one

Building on MTSS: setting a direction
Building a shared vision
Fostering acceptance of group roles
Creating high performance expectations
Communicating the direction

The Road Ahead

Year two

Building Capacity
In-LEA coaching/connecting

Year three

Building sustainability
In-LEA Coaching

Fort Payne City Schools will focus first and foremost on instruction – solid, strategic core instruction, and systematic, focused interventions as well as attendance. As we work through this implementation, a district MTSS (RtI) Team will refine screening tools, progress monitoring tools, goal setting forms, and data management systems that complete the MTSS (RTI) process for FPCS.

To effectively employ MTSS (RtI)

Schools should seek successful educational and behavioral outcomes for all students, regardless of challenges. This may involve significant interventions for a segment of the student population, with the goal of moving these individuals into reduced interventions as they progress. The flexibility of this framework allows students to move from tier to tier as needed, without prescribed timelines. The elements of MTSS include:

- Multiple tiers of instruction, intervention, and support
 - Includes learning standards and behavioral expectations
 - Increasing levels of intensity
- Problem-solving process
 - Collaborative and team-based decision making to determine which students need interventions
- Data evaluation
 - Interpretation of data to determine student progress and action steps
- Communication and collaboration
 - Teamwork focused on building relationships and using data to improve those relationships
- Capacity building infrastructure
 - Professional development and coaching along with written plans
- Leadership
 - Active involvement and administration of practices

Minimum Requirements of MTSS (RTI)

Each of our schools has one or more problem solving teams designed to address the unique and individual needs of our students. In addition to addressing the typical challenges faced by many students, these teams are also designed to address instruction for such issues as generalized or specific learning problems, characteristics of dyslexia, characteristics of ADHD, and generalized or specific behavior problems, etc. (See the revisions to the [Alabama Administrative Code](#)). These teams meet at least once, every four weeks to review progress of ALL students in the school.

Team members should serve in the following roles to facilitate the work of the team:

Chairperson

- Determines which students will be reviewed during each month
- Shares student list with team members prior to the meeting
- Invites teachers of students to be reviewed to attend the meeting if they are not part of the team
- Oversees completion of final data analysis of progress monitoring

Secretary

- Records decisions made regarding each student reviewed
- Generates parent progress reports

Timekeeper

- Allocates time available to discuss each student
- Helps to ensure the team budgets time efficiently and concludes on time

Data Manager

- Presents and explains progress monitoring graphs for each student discussed by the team
- Gathers student intervention documentation forms from intervention teachers for PST review

ROBLEM SOLVING TEAM'S WORK AND RESPONSIBILITIES

The work of the PST will ensure the consistency and effectiveness of the school's implementation of the RTI framework. Much of the work of the PST is documented by the materials included in the Student Intervention Folder which should include the PST Student Intervention Documentation Form; PST Student Intervention Plan, and copies of progress reports sent to parents.

The following responsibilities detail the work to be accomplished by the PST in assisting with the implementation of the RTI framework at the school level:

1. The PST ensures that academic attendance, and behavior screening data are gathered and utilized, as well as other important information to determine student needs for interventions and to verify the effectiveness of the school's Tier I instruction.

Students in Grades K-3

Generally, all students in grades K-3 should be screened in the academic areas of math and reading as well as behavior at the beginning of each school year.

Additionally, their progress should be monitored through benchmark assessments conducted at midyear and at year's end. This data should be reviewed by the PST to make sure that each student who needs intervention is provided that intervention in a timely manner.

Students in Grades 4-12

After benchmark testing, schools may elect to begin the screening process through a records review by examining performance on high stakes tests such as the ACT, ACAP (Reading & Math) combined with a review of attendance, grade or course failures, and other risk factors.

2. The PST ensures that tiers of scientific, research-based instruction and intervention are provided with consistency.

The consistent provision of scientific, research-based instruction and tiers of intervention is a key element of the RTI framework. The PST's review of data from screening, benchmark assessments, and progress monitoring will provide initial information about the effectiveness of instruction and interventions. Administrators should also be collecting and maintaining information through walkthroughs and observations that may be used to evaluate the environment in the classroom and to document consistency of the school's implementation of scientific, research-based instruction and interventions.

3. The PST ensures that decisions to move students through the tiers are made with consistency and are based on student data.

Generally, decisions are based on data derived from screening procedures, benchmark testing, and progress monitoring.

Examples of criteria or decision rules used to determine the student's need for initial intervention could include (but are not limited to) the following:

- All students who score well below benchmark on the ACT Plus Writing or the ACAP will be considered for intervention in the identified area of need.
- All students who score below the 10th percentile on any component of the screening measure will be considered for intervention in the identified area of need. Examples of criteria or decision rules used to determine the student's need for movement to a more intensive level of intervention could include (but are not limited to) the following:
 - If the student progress monitoring data reflect/indicate no improvement, the PST should begin to discuss the need to intensify or alter the intervention.
 - If the student progress monitoring data reflect less than 50% of the goal-based rate of improvement (ROI) after at least 8 weeks of intervention, the PST should consider the need to intensify or alter the intervention.
 - Rate of Improvement (ROI)- A student's rate of improvement on progress monitoring tests is the number of units of measure (i.e. words read correctly, correct responses, correct digits) a child has made per week since the beginning of the supplemental intervention. To discover this rate, divide the total number of units gained by the number of weeks that have elapsed. (ex. 16wrc/9 weeks= 1.5 wrc/week). The rate of improvement is compared to the rate of improvement of a typical peer and is one of the factors considered in determining whether a student has made adequate progress. The at-risk student's rate of improvement must be greater than the rate of improvement of a typical student in order to "close the gap" and return to grade level functioning.

4. The PST ensures that screening data and additional assessment data as needed are used in selecting specific interventions to meet individual student intervention needs.

When screening results suggest a need for reading or math intervention, vision and hearing screening should be completed and those results of initial screening or benchmark assessments should be considered by the PST. When screening results suggest a need for reading intervention, the PST will need to analyze screening results to determine the type of reading intervention which will best meet the student's needs (i.e. word-level intervention or comprehension intervention).

When screening results suggest a need for math intervention, the PST will need to analyze results to determine the type of math intervention which will best meet the student's needs (i.e. basic operations interventions and math fluency or reasoning and concept application interventions).

5. The PST ensures that an intervention plan which includes appropriate and measurable intervention goals is established for each student who receives intervention.

The PST will develop an intervention plan for each student receiving intervention. Intervention goals are set by determining the student's baseline level of performance on the task which will be used for progress monitoring and then by deciding the level of performance on the progress monitoring task which should be achieved by the student by the end of the year. Goals should be established to result in meaningful and measurable academic or behavioral gains.

6. The PST will ensure that appropriate progress monitoring tools are selected to measure the student's response to the intervention.

With data-based decision making, it is vitally important that the data appropriately reflect the intervention outcomes. If inappropriate progress monitoring tools are utilized, effective interventions could be abandoned because the data do not reflect the actual gains made by the student as a result of

the intervention. *For example, if reading comprehension is the intervention focus, it would not be appropriate to monitor comprehension gains with a measure of reading rate. As we encourage the student to read, summarize, and reflect, it may be that a progress monitoring tool that primarily measures reading rate would not provide information about the degree to which the student's comprehension skills are changing.*

7. The PST ensures that student progress monitoring is conducted on schedule.

When progress is monitored frequently, the PST will have substantial data upon which to make recommendations regarding the student's response to intervention within a reasonable time period.

8. The PST reviews- each student's accumulated progress monitoring data on a specified schedule (generally, each student should be reviewed monthly).

PST meetings should consist of systematic review of the progress monitoring data accumulated for each student receiving intervention as well as discussion of factors related to the student's response to the intervention. Progress monitoring data should be graphed and the goal ROI and cumulative achieved ROI should be available for discussion.

9. The PST ensures that parents of students receiving intervention are provided with regular data-based intervention progress reports.

The AAC and federal laws and regulations specify that parents of students receiving interventions must be notified periodically of specific progress made by the student. The progress monitoring data discussed at the monthly PST meeting along with progress graphs and PST recommendations should be shared with parents. A Parent Notification of Intervention Letter will be sent to parents by the PST within one week of initiation of intervention. An Intervention Progress Report will be sent to the parent at regular intervals (weekly).

10. The PST ensures that, as students transition out of interventions as a result of academic or behavior gains, their progress continues to be monitored for a reasonable period (generally 10-12 weeks) to ensure a smooth transition into tiers of reduced instructional or behavioral support. When a student achieves intervention goals and grade-level standards are met, the PST may determine that the student should transition to Tier I Instruction without intervention support. When students transition to Tier I without intervention support, progress monitoring should be continued for a reasonable period of time to ensure a successful transition and to monitor maintenance of gains achieved.

*****Special Education Completion Considerations**

When the IEP team finds that a student is no longer in need of special education services, the IEP team may determine that the student should transition to either Tier II or Tier III interventions. In coordination with the IEP team, the PST will ensure that appropriate intervention support and progress monitoring are provided to the student who is no longer in need of special education services.

*** A statement will be written on the SPE eligibility report stating the student will be placed on the PST for monitoring. A copy of the report will be given to the PST Chairperson.

The Problem-Solving Process

1. What is the problem/interference?

The concerns about a student should be stated in objective, measurable terms, using direct measures of academics and/or behavior. The definition of the concern must focus on teachable skills that can be measured and can be changed through the process of instruction.

Gaps can be defined as the difference between what is observed/ measured and an expectation for a student. Expectations can be developed based on normative standards, criterion-based measures, instructional standards, developmental standards and/or state assessments.

2. Why is the problem happening?

Gather relevant information about the student and develop potential hypotheses about the probable causes of the gap. Gathering information may involve further examination of classroom products, information supplied by parents, observations in the instructional settings, or examination of data from state assessments.

3. How are we going to solve the problem?

Develop an instructional and/or behavioral intervention plan that matches the identified student need and has the most likelihood of success.

A good intervention plan:

- explicitly defines the skills/concepts to be taught;
- focuses on measurable objectives such as number of behavior incidents or reading fluency measures;
- defines who will complete various tasks, when and how;
- describes a plan for measuring and monitoring effectiveness of instruction (including a quantifiable baseline and target goal for the skill to be developed).

Implement the plan

- Monitor the intervention for fidelity of implementation.
- Progress monitor regularly.
- Use graphs or other display to make student performance visible.
- Determine, based on data, whether the intervention or goal needs to be modified.

4. Did the intervention work?

- Evaluate student to determine his/her response to the intervention.
- Decide based on data if the intervention needs to be changed.
- Consider whether the intensity of the intervention needs to be increased by:
 - reducing the size of the group;
 - increasing the amount of time/ frequency; or
 - narrowing the focus of the instruction.
- Repeat the problem-solving process if necessary.

Progress Monitoring Tools

Collecting data on how the student is progressing is an essential component of RTI. The goal of progress monitoring is to determine if the intervention is appropriate and if the intervention is working. The frequency of progress monitoring will depend on the intensity of the intervention and the nature of the skill deficits being addressed.

A variety of progress monitoring tools may be used at the local school's decision. However, all schools are required to use the Fort Payne City Schools System's benchmark and formative assessment tool.

General procedures to address the needs of the students are as follows:

Screening Tools –

NWEA MAP Data, ACAP data, i-Ready data, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Curriculum-based Measures, Benchmark Tests

Also see the [Alabama Dyslexia Resource Guide](#)

Intervention Goal Setting

In setting the student's intervention goal, the PST will determine the desired rate of improvement (ROI) on the progress monitoring task.

RtI/MTSS Process:

Within the first 3 weeks of school, teachers participate in a data meeting to review data for their students. Teachers compile a list of students who performed below proficiency as measured by that particular assessment/screener.

1. **Must Screen all students 3 times a year. Use 1st Screener (benchmark) to determine watch list.**
 - A. Bench mark dates: Fall- Winter- Spring-
 - B. Tools used for screening: NWEA MAP, i-Ready, DIBELS, STAR
2. **If student is not making progress with core curriculum, the teacher should make a referral for PST; must have tier I data (at least 8 weeks).**
 - A. teacher makes referral to counselor/PST Chairperson
 - B. counselor will send forms to be completed by teacher/teacher will receive email listing forms to be completed
 - C. teacher completes the following forms: (1) Request to the Problem-Solving Team form, (2) Student Data Worksheet, (3) Social/Emotional Issues Worksheet, (4) Tier one Documentation of Student Interventions/Strategies
 - D. counselor requests vision and hearing screening be completed on referred student
3. **Once all forms are completed by the referring teacher, the PST must meet to determine if referral should move to tier II.**
 - A. PST completes: Meeting Summary form and Recommendation form
4. **If student moves to tier II- classroom teacher provides instruction in small group setting/one-on-one intense re-teaching/strategies for referral problem. Progress monitoring should occur at least every 2 weeks preferably 1 time per week for a minimum of 8 weeks.**
 - A. PST completes meeting summary form and PST recommendation form
 - B. letter sent home to parent
 - C. teacher should send home progress report weekly
5. **PST meets after minimum 8 weeks of tier II instruction to determine progress. Teacher must have 8 weeks of data charted to show progress or lack of progress.**
 - A. PST decides if child remains on tier II or goes back to tier I. If making progress may leave in tier II. If not making progress may leave in tier II and change accommodations. If not making progress may move to tier III.
 - B. PST completes meeting summary form and recommendation form
6. **If student moves to tier III**
 - A. send letter home to parent
 - B. move student to SRB program outside of core curriculum-5 days per week
 - C. progress monitoring 1 time per week for minimum of 8 weeks – teacher sends home weekly progress report
 - D. Teacher and PST completes tier III documentation form to document what type of intervention will be done. At the end of the 8 weeks the teacher will complete the rest of this form to document results.
7. **PST meets after minimum 8 weeks to look at data**
 - A. if making progress leave in tier III or move back to tier II
 - B. if some progress- leave in tier III and continue for another 8 weeks
 - C. if no progress – refer to SPE
 - D. all documentation must accompany the referral
 - E. PST contacts parent

RTI/ PST Documentation and Forms

Required RTI/PST Documentation:

Each student who is being monitored by an RTI/PST should have a folder containing the following documents:

- SRIP (k-3)—if applicable
- RTI Worksheet
- Student Intervention Forms
- Parent Notification of Intervention Letter
- Intervention Progress Reports
- Progress Monitoring Data Graphs

The PST should maintain the following documentation of its meetings:

- RTI/PST Meeting Sign-In Sheet
- RTI/PST Meeting Minutes

*** If a student is referred to Special Education, the original documents noted above will be sent along with the referral and the copy will be kept at the school.

What are the Tiers

Tier I refers to the Core Universal Instruction, Strategies and Supports. This core academic and SEL instruction with supports is designed and differentiated for all students in all settings. Students in Tier I are typically expected to meet learning targets. Tier I instruction is the key component of the MTSS framework. It is the core program in which all students receive high-quality evidence-based instruction. Generally, academic and SEL instruction and supports are designed and differentiated for all students. Tier I instruction incorporates the academic curriculum that is aligned with state standards. The intent of the core program is to deliver a high-quality instruction to all students with the expectation of meeting grade level standards and preparedness for the future.

Tier II refers to Targeted Supplemental Intervention and Supports. These are additional and more focused interventions, enrichments and supplemental supports that align with the core academic and SEL instruction. Approximately 10–15 percent of students need targeted supplemental interventions and supports while continuing to be instructed in the core program. Tier II is delivered by a classroom teacher and may be supported by other specialists. Tier II consists of the academic and/or SEL intervention that are provided to students who show a need for additional support beyond what they received in Tier I. Tier II interventions are designed to meet the needs of students who are exceeding or at risk in academic and/or SEL achievement. The needs of these students are identified through universal screening, progress monitoring, diagnostic assessments and problem-solving processes. Intervening academic and social emotional strategies are typically delivered through smaller group or individualized instruction and are administered with a focus on meeting the specific needs of the students.

Tier III refers to the Intensive Individualized Interventions and Supports in addition to core academic and SEL instruction. Tier III provides intensive intervention and supplemental supports aligned with state standards. These intensive interventions are provided to students with the greatest need for personalized attention. Tier III also provides an opportunity to conduct further diagnostic study of the student's needs to plan for more comprehensive programming and interventions. A small percentage of students, in the range of 1–5 percent, would need the intensive individualized interventions and

supports of Tier III. Tier III refers to the academic and SEL interventions that are provided to students who show a need for intensive and individualized help that is provided beyond Tier II. Tier III interventions are provided to students who are considered to have an exceptional academic and/or SEL need. Effective interventions will be linked to assessment and problem-solving data, will be progress-monitored regularly and will be evaluated for fidelity. If not responsive, students may be considered for special education evaluation or Section 504 as determined by the building MTSS team.

Tier I

Tier One interventions are done with the full class.

- Repeated opportunities for practice and review.
- Additional opportunities for correction and feedback.
- Increased time on task, engaged in instruction and practice.
- Drill repetition and/or practice review.

Tier II

Tier Two interventions are done in small groups in the general education classroom, but they are more than testing, measuring and monitoring.

Materials and strategies should be specialized, research or evidence-based interventions that are based on the needs of the students needing the intervention and should be implemented with fidelity.

Materials and strategies should also be aligned with Tier I instruction, and should include more opportunities for modeling, providing examples, corrective feedback, and student practice. Teacher can maximize instruction by offering each student more of the following:

- Opportunities for practice and review.
- Opportunities for correction and feedback.
- Time on task, engaged in instruction and practice.
- Drill repetition and/or practice review.
- Opportunities for completing tasks in smaller steps.

Tier III

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

- Usually involve SRB (Scientifically Researched Based) interventions that are individually tailored to meet the student's learning needs.
- Often reserved for more persistent and atypical problems that might not be resolved by standard interventions.
- Requires analysis of the environmental/instructional conditions and skill deficits.

Instructional Strategies

Tier I Instruction

Tier I (or core) instruction is present at all three levels of the tiered model.

Maximize instruction for all students by offering each student more of the following:

- Repeated opportunities for practices and review.
- Additional opportunities for correction and feedback.
- Increased time on task, engaged in instruction and practice.
- Drill repetition and/or practice review.
- Monitoring of students to observe and question as they work.
- Integration of cooperative experiences into instruction.
- Opportunities for information to be presented using multi-sensory techniques.

Curriculum and Instruction

Tier I instruction is designed for all students. This core instruction is delivered by the general education teacher and should meet the needs of at least 80 percent of the students. All students should receive high quality research-based instruction that is delivered with fidelity utilizing a curriculum that is viable, rigorous, and standards driven.

Tier I instruction should also include universal supports that are available to all students in both academics and behavior. Teachers should routinely use a variety of supports as soon as a student begins to struggle in their classroom. Strategies should include flexible grouping, differentiated instruction, re-teaching, and multiple opportunities for practice. Teachers may also adjust their method of instruction and provide additional support and/or accommodations.

Assessment

Assessment should include universal screenings and progress monitoring. Schools should have a process for reviewing all students' progress through universal screening tools. Universal screenings are administered to all students to determine their level of mastery of grade level standards. Screening measures should provide an initial indication (baseline data) of which students are entering the school year at risk of academic difficulties because they lack the development of critical academic and/or behavioral skills as well as students who have exceeded benchmarks and need more challenging curricula. This baseline data is the best indicator of that student's level of performance at the beginning of progress monitoring. Information gathered from these screening tools will allow teachers to differentiate their instruction based on what students already know and can do. Once the baseline has been established, schools should create benchmarks for progress monitoring and provide a structure for reviewing and discussing screening and progress monitoring data so that effective adjustments to instruction can be made.

Tier II Instruction

Tier II instruction is designed for students who are not adequately progressing in Tier I instruction. Interventions as part of Tier II instruction provide additional attention, focus, and support and take place in the general education classroom. Tier II interventions should begin as soon as possible after students have been identified through screening or benchmark assessments and should be monitored regularly and charted showing rate of improvement (ROI). Materials and strategies should be specialized, research or evidence-based interventions that are based on the needs of the students needing the intervention and should be implemented with fidelity. Materials and strategies should also be aligned with Tier I instruction and should include more opportunities for modeling, providing examples, corrective feedback, and student practice.

Teachers can maximize instruction by offering each student the following:

- Opportunities for re-teaching in short sessions using a brisk pace.
- Opportunities for multiple, flexible grouping of students.
- Adjust and extend time on task for students with skill deficits.
- Drill repetition and/or practice review using technology or supplemental resources to allow students to access content in multiple ways.
- Opportunities for completing tasks in smaller steps.
- Increased opportunities for concept reinforcement using visuals, charts and models.
- Opportunities for self-correcting or teaching personal management skills.
- Targeted classroom management for students with behavioral deficits.

Curriculum and Instruction

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

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

Assessment

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

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

Tier III Instruction

Struggling learners who continue to have difficulty mastering grade level expectations after receiving Tier I and Tier II instruction or students who exhibit severe deficits (two grade levels below) in academic areas or behavior should receive Tier III interventions. Materials and strategies should be specialized research-based interventions based on the need of the individual student who will receive the intervention.

Teachers can maximize instruction by offering each student the following:

- Daily opportunities to provide specific intense instruction targeted to skill deficit.
- Opportunities to partner with instructional specialists for additional time on task.
- Clearly written instructions in a step-by-step manner with illustrations and explicit examples.
- Opportunities to develop skills with varied text and supplementary materials at different levels of reading difficulty.
- Increased opportunities for students to summarize during instruction.
- Use of an additional program for students significantly below grade level.
- Opportunities for instruction broken into smaller chunks with more opportunities to respond and receive feedback.
- Opportunities for continuous review of previously taught materials.

Screenings: Universal screener, Tier II progress monitoring

Procedures: PST develops a Tier III intervention plan. Intervention teacher progress monitors one time weekly. Change method of instruction if ROI is not sufficient in 3-4 weeks.

Curriculum and Instruction

Tier III interventions are intended for students with significant deficits or underachievement and require the most intensive services available. A decision to move a student to Tier III intervention is determined

by the PST after several documented individualized interventions in Tiers I and II have resulted in limited progress. The interventions should increase in intensity. The specific nature of the intervention is based on progress monitoring data and/or diagnostic assessment information.

Tier III interventions take place OUTSIDE the general education classroom in individual or small group settings. Tier III is NOT provided by the child's general education teacher who provides core instruction. The location and service provider will vary from school to school and will depend on the type of intervention the student needs. These locations/providers could be Title I services, math or reading labs, reading specialists; Strategies and Seminar Classes (secondary); behavior intervention groups or counseling groups or other groups as defined by individual schools. Tier III can continue as long as the student is making an adequate ROI as defined by the PST team.

Assessment

The frequency of assessment should increase in Tier III. There is an extreme sense of urgency; therefore, the response to the instruction should be monitored more frequently. Diagnostic assessments should be given to provide a comprehensive look at the student's strengths and areas of need.

Questions and Answers about Response to Instruction and Problem- Solving Teams

Questions and Answers about RTI/PSTs

What is the criterion for successful targeted instruction/intervention?

Targeted instruction/intervention is successful if the student is on target to reach the intervention goal set by the student's PST. The PST must collect evidence to determine whether the student's goal will be met using progress monitoring instruments such as CBMs.

How long should interventions be implemented in the RTI process?

RTI typically does not have time deadlines, however, please note that the SPE law requires a minimum of eight (8) weeks when applicable. A student may remain in the RTI process indefinitely. The amount of time a student participates in the process depends on the significance of the learning deficit. Students with significant skill deficits may require several years of intervention to close learning gaps. Interventions should be continued as long as the student exhibits a positive response.

When does the PST make the decision to refer a student for special education evaluation?

The PST may refer a student for special education when they have substantial documentation that the student has received targeted instruction and research-based intervention to address the student's specific skill deficits and the student is not responding positively to instruction/intervention.

Documentation should include:

- Problem Solving Team (PST) Student Intervention Plan
- Student Intervention Documentation Forms
- Parent Notification of Intervention Letter
- Intervention Progress Reports
- Progress Monitoring Data Graphs

Progress monitoring data graphs should provide evidence that Tier II and Tier III interventions were provided and given sufficient time to work.

If a parent requests an immediate special education evaluation, is the school obligated to comply?

If a parent requests an evaluation, schools should explain the RTI process and the services the student will receive during the documentation period. Schools may not talk parents out of requesting an evaluation; however, it is expected that parents will be informed of the current evaluation practices. If the parent still would like to request a special education evaluation, contact the special education staff at the local school to initiate the appropriate referral process. Progress monitoring will run concurrently with the SPE evaluation process.

Definition of Response to Intervention (RTI) Terms:

Accommodations

An accommodation is an amendment to teaching or testing that has effectively removed a barrier preventing a student from demonstrating content mastery. Accommodations allow a student to have equal access to learning. Often, accommodations are used in coordination with an IEP or 504 plan, where the specific accommodation is clearly outlined for a classroom or testing setting.

Behavioral Intervention Plans (BIP)

Also referred to as Behavior Support Programs (BSP), Behavior Intervention/Improvement Plans (BIPs) are often used for students based upon teacher observations, student assessments or screeners, and/or teacher-collected data identifying the need for additional behavioral supports.

Benchmark Assessment

Universal screening method is repeated 2 to 4 times per year. that provide valuable information about each student's areas of strength and need, and can offer a snapshot of progress over time. Screeners are given at regular intervals during the school year. The data from universally screening students helps educators keep abreast of any changes in student learning.

Comprehensive Assessment System

A comprehensive assessment system includes a variety of assessment types (like formative assessments and summative assessments) to properly serve all students and their needs. A comprehensive assessment system is used to assess learning at all levels of the system: individual students, classrooms, schools, districts, and statewide.

Core Curriculum

Core Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

Curriculum Based Measurement (CBM)

A "family" of assessment instruments that are designed to assess basic skills progress using tests with a number of common features. CBM tests are: (a) standardized, (b) short (i.e. usually less than 5 minutes), (c) easy to administer and score over time, (d) technically adequate, and (e) sensitive to improvement.

Data-Based Decision Making

Data-based decision-making includes inspecting relevant data to student performance and problem-solving through team meetings to make decisions about instruction, intervention, implementation, and disability identification (in accordance with state law). Relevant data may be universal screener data, historic academic and behavioral performance data, observational data, and peer performance data to draw comparisons and conclusions on the root cause of students' barriers to learning to their fullest potential.

Diagnostic Assessment

Diagnostic assessments can be informal or standardized assessment tools that help educators identify a student's specific area of need. Diagnostic assessments typically occur after a universal screening period. These assessments can be formal (e.g., standardized achievement test) or informal (e.g., work samples).

Differentiation

Differentiation in MTSS includes tailoring instruction for ALL students' readiness levels, interests, strengths, and learning preferences based on current data from assessments. Core instruction at Tier 1 should be explicit, differentiated, and include flexible grouping and active student engagement according to their needs. The content of instruction, delivery of instruction, and targeted level of instruction can be differentiated to match all students' learning styles and needs.

Equity in Education

The basic meaning behind equity in education is the pursuit of creating an educational system that caters to all students and develops their educational experience accordingly. This means that no matter what a student's background, language, race, economic profile, gender, learning capability, disability, or family history, each student has the opportunity to get the support and resources they need to achieve their educational goals.

Fidelity of Implementation

Implementation fidelity refers to the degree to which an intervention, system, process, or program is delivered as intended.

Formative Assessment

These assessments provide data that assess the efficacy of Tier 1 core instruction during the instructional period. Assessment-elicited evidence of a student's status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics. Class-based formative assessments are the quick "check-in" assessments teachers incorporate during units to gauge whether or not students are mastering the standards.

Functional Behavioral Assessment (FBA)

An FBA is used when developing a behavior intervention plan for a student. The process involves using student data (or, if needed, collecting preliminary data) to determine which behavior(s) they are struggling with and/or the behavioral skill that requires support.

Goal Line

The goal line represents the progress a student is expected to make throughout the year. Visually depicted, a goal-line is a line on the graph that connects an individual student's baseline performance to their expected mid-year or end-of-year performance goal. Creating a goal-line involves establishing a baseline and determining the expected goal.

Growth Rate = Rate of Improvement (ROI)

When a student is referred to PST, to determine the overall desired growth rate by calculating:

Goal minus the baseline divided by the total number of anticipated weeks of intervention.

Calculate the progress toward the overall desired growth rate:

PM Data minus baseline divided by the number of weeks of intervention

The rate of improvement is compared to the rate of improvement of a typical peer and is one of the factors considered in determining whether a student has made adequate progress. The at-risk student's rate of improvement must be greater than the rate of improvement of a typical student in order to "close the gap" and return to grade level functioning.

Intervention

An intervention is an intentional, research, or evidence-based program, instructional activity, or strategy to target a specific academic/social-emotional/behavioral skill. Interventions are delivered with a specific frequency and duration over a defined number of weeks, depending on the level of need. Interventions may be delivered in a variety of contexts such as small groups, one on one, afterschool, and tutoring.

Learning Support

A learning support is a research-based resource used during Tier 1 core instruction for all students. As a support, they are meant to complement an existing curriculum by providing additional practice, strategies, tools, and explanations. They can be ongoing throughout the year and are often reused to assist in different points of the curriculum.

Level of Performance

This is another factor that is considered in determining whether a **student has made adequate progress**.

MTSS

MTSS is a Multi-Tiered System of Supports that wraps around an entire school. As a system-level structure, it provides academic, behavioral, social-emotional, and attendance support for all students. Data is gathered and utilized to address academic and non-academic needs, such as attendance and social-emotional concerns, ensuring a holistic approach to support.

Multi-tiered early intervention system

Student scores on the universal screening tool are aligned with the level or "tier" of intervention that matches the students' severity of need. As progress monitoring data indicates changes in the students' severity of need, students can move flexibly to levels or "tiers" of intervention that match their need.

PBIS (Positive Behavioral Interventions and Supports)

PBIS is a preventative framework for supporting the development of positive and prosocial behaviors in schools and classrooms. PBIS includes using practices, tools, and strategies that work to reward or reinforce positive behaviors. The model runs counter to using exclusionary discipline practices in schools, such as suspensions, expulsions, detentions, and time-outs.

Progress monitoring

A system that is linked to a multi-tiered early intervention system, is specified explicitly (i.e. tools, timelines and processes), is continuous (i.e. the same assessment tools are used across the levels of severity) and is technically adequate (i.e. reliable and valid for the purpose for which they are being used). www.rti4success.org

Response to Intervention (RTI)

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.

Risk Status

Student scores on the universal screening tool are evaluated according to pre-determined cut scores and are then assigned to benchmark (students scoring above the cut score), strategic (students scoring between the cut scores set for moderate and high-risk status) and intensive (students scoring below the cut score set for high risk status) risk groups.

Scaffolding

Scaffolding refers to a method where teachers offer a particular kind of support to students as they learn and develop a new concept or skill. In the instructional scaffolding model, a teacher may share new information or demonstrate how to solve a problem.

Scientifically Research Based Instruction/Intervention

An instructional strategy, program or intervention is considered scientifically research based if the results have been replicated by three or more studies, the findings can be generalized (factors have been controlled so that student progress can be attributed to the strategy or tool being researched), the scientific method is used, standards have been met through a rigorous peer review process, and the findings are longitudinal.

Social-Emotional Learning (SEL)

In social-emotional learning (SEL), the curriculum and/or strategies taught are specifically designed to develop the skillset for understanding and managing emotions, building resilience, problem-solving, and developing healthy relationships. Students learn from explicit instruction as well as from the actions and behaviors they are observing from others.

Tiers:

MTSS, as a foundation, provides academic, behavioral, and social-emotional interventions organized into tiers (or levels) of support.

Tier 1: Teachers provide differentiated core instruction to the whole class (ALL students);

Tier 2: Teachers provide differentiated core instruction to the whole class + additional targeted instruction for students in need (often in small groups);

Tier 3: Teachers provide differentiated core instruction to the whole class + additional targeted instruction (often small group) + intensive intervention (provided in a setting other than regular classroom). The intensity/frequency and duration of the intervention are considered based upon need.

Universal Screening

All students are tested on a standard test(s) for the purpose of determining which students may be sufficiently different from expectations to warrant more intensive intervention. (Universal screening differs from individual screening which is based on testing a subset of student, usually one at a time, in a process that typically is initiated by teacher referral.)

Setting the Right SMART Goal (Branching Minds)

After collecting a baseline score with your progress monitoring assessment, it's important to articulate clear criteria for what is deemed to be sufficient improvement by developing a goal. A useful acronym to guide this process is SMART.

1. Specific: they should have a clear articulation of what you are trying to accomplish

Example: **The student will improve reading fluency.**

2. Measurable: they should be evaluated using a quantitative assessment

Example: The student will improve reading fluency **as measured by _____ Oral Reading Fluency**

3. Attainable: they should be both feasible and ambitious

Example: The student will improve reading fluency as measured by **moving from the 18th to the 25th percentile on _____ Oral Reading Fluency**

4. Relevant: they should be grounded in clear context of why you've determined the goal

Example: The student will improve reading fluency as measured by moving from the 18th to the 25th percentile on _____ Oral Reading Fluency. **Reaching the 25th percentile meets our district criteria for returning to tier 1 level of support.**

5. Time-bound: they should clearly state when the goal should be achieved

Example: The student will improve reading fluency as measured by moving from the 18th to the 25th percentile on _____ Oral Reading Fluency **by 12/15/2022**. Reaching the 25th percentile meets our district criteria for returning to tier 1 level of support.

(Adapted from branchingminds.com)

RTI/MTSS / PST Documentation and Forms

Fort Payne City Schools

REQUEST to the School Problem Solving Team

Student Name		Grade	
School	<input type="checkbox"/> WVES <input type="checkbox"/> LRIS <input type="checkbox"/> FPMS <input type="checkbox"/> FPMS	Referring Teacher	

TO: Problem Solving Team Chair

I request that the above-named student be reviewed by the PST to assist in providing interventions in an effort to improve his/her overall academic performance. I have observed problems that interfere with his/her educational progress in the following area(s)

<input type="checkbox"/>	1. Academic performance
<input type="checkbox"/>	2. Low or Failing Grades
<input type="checkbox"/>	3. Behavior
<input type="checkbox"/>	4. Discipline
<input type="checkbox"/>	5. Other, specify:
These referrals must be made within the first twenty (20) days of a school year if the child failed the preceding year.	Date:
PST Chair to initial	
Referring teacher to initial receipt of the Student Data Form	
Date for student to be brought to the PST (must be within two (2) weeks):	

Attach documentation

Fort Payne City Schools STUDENT DATA SHEET

Student		Grade		Date	
Referring Teacher		School <input type="checkbox"/> WVES <input type="checkbox"/> LRIS <input type="checkbox"/> FPMS <input type="checkbox"/> FPHS			
Date of Birth		Gender <input type="checkbox"/> Male <input type="checkbox"/> Female			
Ethnicity	<input type="checkbox"/> Black <input type="checkbox"/> White <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian <input type="checkbox"/> Other				
Father/ Guardian		Phone			
Mother/ Guardian		Phone			
Address					
Email					
<input type="checkbox"/>	Notification Letter	Date			

REASON FOR REFERRAL

- Student failed either of the preceding two grades and has been suspended
- Expelled for more than twenty (20) days in the current school year.
- Mathematics
- Reading
- Other Content Area(s) _____
- Behavior
- Attendance

	Attendance			Attendance	
Grade	Absent	Present	Grade	Absent	Present
1 st			7 th		
2 nd			8 th		
3 rd			9 th		
4 th			10 th		
5 th			11 th		
6 th			12 th		
Current Year Attendance					

(Complete Social/Emotional Worksheet

Fort Payne City Schools Social/Emotional Worksheet

Student		Grade		Date	
Teacher		School	<input type="checkbox"/> WVES <input type="checkbox"/> LRIS <input type="checkbox"/> FPMS <input type="checkbox"/> FPHS		

(Please complete the form to the best of your ability. Give factual data based on a comparison to peers rather than opinion-based responses.)

<input type="checkbox"/>	No Problems
Student is disruptive in class	
<input type="checkbox"/>	Fidgets
<input type="checkbox"/>	Is overly active
<input type="checkbox"/>	Does not remain in seat
<input type="checkbox"/>	Talks out of turn
<input type="checkbox"/>	Disturbs other when they are working
<input type="checkbox"/>	Constantly seeks attention
<input type="checkbox"/>	Overly aggressive with others (i.e., physical fights)
<input type="checkbox"/>	Belligerent towards teachers and others in authority
<input type="checkbox"/>	Defiant or stubborn
<input type="checkbox"/>	Impulsive
<input type="checkbox"/>	Can't wait his/her turn
<input type="checkbox"/>	Acts without thinking of the consequences
Student is withdrawn	
<input type="checkbox"/>	Shy, timid
<input type="checkbox"/>	Has difficulty making friends
<input type="checkbox"/>	Sits alone in cafeteria
<input type="checkbox"/>	Does not join in classroom group activities
<input type="checkbox"/>	Overly conforms to rules
<input type="checkbox"/>	Appears to daydream or be out of touch with the class
<input type="checkbox"/>	Has difficulty expressing feelings
Student is anxious	
<input type="checkbox"/>	Appears depressed
<input type="checkbox"/>	Rarely smiles
<input type="checkbox"/>	Appears to be tense
<input type="checkbox"/>	Appears frightened or worried
<input type="checkbox"/>	Cries easily
<input type="checkbox"/>	Does not trust
<input type="checkbox"/>	Reports fears or phobias (such as fears of coming to school)

Other social/emotional behaviors	
<input type="checkbox"/>	Lacks self-confidence
<input type="checkbox"/>	Says "can't do" even before attempting
<input type="checkbox"/>	Reacts poorly to disappointment
<input type="checkbox"/>	Is overly sensitive to disappointment
<input type="checkbox"/>	Depends on others
<input type="checkbox"/>	Clings to adults
<input type="checkbox"/>	Pretends to be ill
<input type="checkbox"/>	Has poor grooming or personal hygiene
<input type="checkbox"/>	Been on runaway status
<input type="checkbox"/>	Left class without permission
<input type="checkbox"/>	Cursed school personnel
<input type="checkbox"/>	Threatened to harm school personnel or wished school personnel harm
<input type="checkbox"/>	Been suspended for fighting
<input type="checkbox"/>	Attempted suicide
<input type="checkbox"/>	Received tobacco violations at school
<input type="checkbox"/>	Received drug/alcohol violations at school
Classroom interest	
<input type="checkbox"/>	High
<input type="checkbox"/>	Average
<input type="checkbox"/>	Low
<input type="checkbox"/>	Other, please specify: _____
Classroom participation	
<input type="checkbox"/>	Almost always
<input type="checkbox"/>	Frequently
<input type="checkbox"/>	Occasionally
<input type="checkbox"/>	Seldom
Classroom preparedness	
<input type="checkbox"/>	Always brings necessary supplies
<input type="checkbox"/>	Usually brings supplies
<input type="checkbox"/>	Seldom comes to class with supplies
<input type="checkbox"/>	Never comes to class with supplies
Motivation	
<input type="checkbox"/>	Completes homework
<input type="checkbox"/>	Completes about half of the assignment
<input type="checkbox"/>	Tends to give up easily
<input type="checkbox"/>	Has difficulty getting started on assignments

Fort Payne City Schools

Problem Solving Team (PST) Meeting Summary Form

Student		Grade		Date	
Meeting Date		School	<input type="checkbox"/> WVES <input type="checkbox"/> LRIS <input type="checkbox"/> FPMS <input type="checkbox"/> FPHS		

Summary of Discussion:

Meeting Notes:

<input type="checkbox"/>	Parental Contact: <input type="checkbox"/> Telephone <input type="checkbox"/> Parent Letter <input type="checkbox"/> Email <input type="checkbox"/> Face-to-Face
Academic Instructional Intervention in the area(s)	
<input type="checkbox"/>	Reading
<input type="checkbox"/>	Math
<input type="checkbox"/>	Behavioral RTI <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Behavior Problems <input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, Please explain</i>
<input type="checkbox"/>	Conduct Functional Behavior Assessment
<input type="checkbox"/>	Behavior Intervention Plan (BIP)
<input type="checkbox"/>	Hearing/Vision Screening
<input type="checkbox"/>	Medical Follow-up
<input type="checkbox"/>	Referral to School Counselor
<input type="checkbox"/>	Referral to Community Agency
<input type="checkbox"/>	Move Student to Watchlist
<input type="checkbox"/>	Move Student from Tier I to Tier II
<input type="checkbox"/>	Move Student from Tier II to Tier III
<input type="checkbox"/>	Continue Instructional Intervention(s) in General Education Classroom
<input type="checkbox"/>	Continue Instruction Intervention during 4 th Block Intervention
<input type="checkbox"/>	Refer Student for testing (after completing 3 tiers of intervention) must have documentation
<input type="checkbox"/>	Intervention successful/continue plan
<input type="checkbox"/>	Intervention not successful/modify current plan
<input type="checkbox"/>	Other

Fort Payne City Schools

Parent Notification of Tier 2 Intervention

Dear Parent/Guardian:

As part of district- and state-wide efforts to meet individual student needs and improve student achievement, [insert school name] works to consistently track your student's progress toward grade level goals, both academically and behaviorally. Interventions (extra support) will be provided as needed to all students who do not meet expected levels of achievement in reading, writing, math, and/or behavior. This system is called Response to Intervention (RtI).

Based on academic testing results, classroom performance, and/or teacher recommendation, (student name) has been identified as a student who could benefit from intervention services. This letter is to notify you of your child's placement in:

Tier II, best described as supplemental or small group instruction that your child will receive in addition to core curriculum instruction provided by his/her classroom teacher. Your child may be in this tier for up to eight (8) weeks before final progress is determined, and further support is provided, if needed.

The additional [support that your child will be provided includes:

If you have any questions or concerns, please contact us at:

Phone number:

E-mail address:

Please understand that ongoing assessment and progress monitoring of interventions throughout the year aid in determining the need to continue, change, or discontinue intervention services. Our goal for providing interventions to your child is to ensure that (student name) will be successful in meeting the Alabama grade level expectations and requirements. If you have any questions, please contact your child's classroom teacher or counselor.

Sincerely,

Fort Payne City Schools Intervention Form for Tier II

Student Name		Grade		Date	
Classroom Teacher			Subject		
School	<input type="checkbox"/> WVES <input type="checkbox"/> LRIS <input type="checkbox"/> FPMS <input type="checkbox"/> FPHS				
Target Area(s)	<input type="checkbox"/> Academic <input type="checkbox"/> Behavior				
Sufficient Progress? (If no, additional intervention form should be completed)				<input type="checkbox"/> Yes <input type="checkbox"/> No	

Strategies/Interventions		Date
<input type="checkbox"/>	Re-teach concept in one-on-one/small group	
<input type="checkbox"/>	Multiple attempts to complete homework	
<input type="checkbox"/>	RTI Intervention during 4 th Block	
<input type="checkbox"/>	Reading Partners	
<input type="checkbox"/>	Chunking/Feedback	
<input type="checkbox"/>	Highlight Notes	
<input type="checkbox"/>	Assignment Sheet	
<input type="checkbox"/>	Extended Time (Homework Assignments-Short)	
<input type="checkbox"/>	Peer Tutoring	
<input type="checkbox"/>	Provide Study Guide	
<input type="checkbox"/>	Retake Tests	
<input type="checkbox"/>	Repeat Directions	
<input type="checkbox"/>	Alternative Learning Center (ALC)	
<input type="checkbox"/>	Other:	
<input type="checkbox"/>	Other:	
Interventions for Tier Two may include		
<input type="checkbox"/>	Explicit and systematic small group instruction outside of the regular classroom	
<input type="checkbox"/>	Supplemental instruction has been provided using a different teaching strategy	
<input type="checkbox"/>	Student has been provided with additional practice activities	
<input type="checkbox"/>	Instruction has been provided targeting specific areas of weakness	
<input type="checkbox"/>	Other _____	

Proposed Schedule (i.e., number of sessions per week, length of each session):

Subject:				Teacher:	
M	T	W	Th	F	Total Minutes

Fort Payne City Schools

Parent Notification of Tier 3 Intervention

Dear Parent/Guardian:

As part of district- and state-wide efforts to meet individual student needs and improve student achievement, [insert school name] works to consistently track your student's progress toward grade level goals, both academically and behaviorally. Interventions (extra support) will be provided as needed to all students who do not meet expected levels of achievement in reading, writing, math, and/or behavior. This system is called Response to Intervention (RtI).

Based on academic testing results, classroom performance, and/or teacher recommendation, (**student name**) has been identified as a student who could benefit from intervention services. This letter is to notify you of your child's placement in:

Tier III, best described as intensive interventions that occur daily and with the guidance of the Problem-Solving Team. Your child may be in this tier for 8-16 weeks before final progress is determined, and further support is provided, if needed.

The additional support that your child will be provided includes:

The Problem-Solving Team's (PST) purpose is to review and consider all available information and to recommend additional educational strategies and interventions to further assist your child. We welcome and desire your participation in the decision-making process.

If you have any questions or concerns, please contact us at:

Phone number:

E-mail address:

Please understand that ongoing assessment and progress monitoring of interventions throughout the year aid in determining the need to continue, change, or discontinue intervention services. Our goal for providing interventions to your child is to ensure that (student name) will be successful in meeting the Alabama grade level expectations and requirements. If you have any questions, please contact your child's classroom teacher or counselor.

Sincerely,

Fort Payne City Schools Intervention Form for Tier III

Student Name		Grade		Date	
Classroom Teacher			Subject		
School	<input type="checkbox"/> WVES <input type="checkbox"/> LRIS <input type="checkbox"/> FPMS <input type="checkbox"/> FPHS				
Tier 3 Referral Date		Intervention Start Date			
Sufficient Progress? (If no, additional intervention form should be completed)				<input type="checkbox"/> Yes <input type="checkbox"/> No	

Strategies/interventions that were used in Tier II

Strategies/Interventions		Date
<input type="checkbox"/>	Re-teach concept in one-on-one/small group	
<input type="checkbox"/>	Multiple attempts to complete homework	
<input type="checkbox"/>	RTI Intervention during 4 th Block	
<input type="checkbox"/>	Reading Partners	
<input type="checkbox"/>	Chunking/Feedback	
<input type="checkbox"/>	Highlight Notes	
<input type="checkbox"/>	Assignment Sheet	
<input type="checkbox"/>	Extended Time (Homework Assignments-Short)	
<input type="checkbox"/>	Peer Tutoring	
<input type="checkbox"/>	Provide Study Guide	
<input type="checkbox"/>	Retake Tests	
<input type="checkbox"/>	Repeat Directions	
<input type="checkbox"/>	Alternative Learning Center (ALC)	
<input type="checkbox"/>	Other:	
<input type="checkbox"/>	Other:	
Interventions for Tier Two may include		
<input type="checkbox"/>	Explicit and systematic small group instruction outside of the regular classroom	
<input type="checkbox"/>	Supplemental instruction has been provided using a different teaching strategy	
<input type="checkbox"/>	Student has been provided with additional practice activities	
<input type="checkbox"/>	Instruction has been provided targeting specific areas of weakness	
<input type="checkbox"/>	Other _____	

Describe the Tier III intervention to be attempted. (Please complete all information as noted).

Scientifically Based Research (SBR) Program: _____

Proposed Schedule (i.e., number of sessions per week, length of each session, where intervention will take place):

Subject:				Teacher:	
M	T	W	Th	F	Total Minutes

Intervention Teacher		Time Span	_____ weeks
Implementation Date		End Date	
Frequency	<input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> Th <input type="checkbox"/> F	Duration	_____ Minutes
Progress Monitoring	<input type="checkbox"/> Weekly <input type="checkbox"/> Bi-Weekly <input type="checkbox"/> Other: _____		
Evaluation of Success of Intervention. (Please check the appropriate response and complete all information). Compare baseline data to goal data. Attach documentation.			
<input type="checkbox"/> Yes <input type="checkbox"/> No	Sufficient Progress? (If no, additional intervention form should be completed)		
<input type="checkbox"/>	Planned intervention was successful in meeting child's needs. This intervention will be continued in the current setting.		
<input type="checkbox"/>	Planned intervention was not successful in meeting the child's needs. Another intervention will be conducted to attempt to meet child's needs.		
<input type="checkbox"/>	Planned intervention was not successful in meeting the child's needs. Referral is being considered due to: <input type="checkbox"/> Special Education <input type="checkbox"/> Other: _____		

RTI Instructional Tier Move Documentation

Student Name: _____

Teacher(s): _____

Date: _____	Move from _____ to _____
Reason/Data/Notes: _____	
Current Intervention	New Intervention/Suggestions
Goal	ROI (Rate of Improvement)

Date: _____	Move from _____ to _____
Reason/Data/Notes: _____	
Current Intervention	New Intervention/Suggestions
Goal	ROI (Rate of Improvement)

RtI

Flow Charts

RtI Flowchart

**Must Screen
all students 3
times a year.**

1. If student is not making progress with core curriculum teacher should make referral for PST; must have tier I data (at least 8 weeks).

- A. teacher makes referral to counselor/PST Chairperson
- B. counselor will send forms to be completed by teacher/teacher will receive email listing forms to be completed
- C. teacher completes the following forms: (1) Request to the Problem-Solving Team form, (2) Student Data Worksheet, (3) Social/Emotional Issues Worksheet, (4) Tier one Documentation of Student Interventions/Strategies
- D. counselor requests vision and hearing screening be completed on referred student

2. Once all forms are completed by referring teacher, the PST must meet to determine if referral should move to tier II.
 - A. PST completes: Meeting Summary form and Individual Instruction Plan form

3. If student moves to tier II- classroom teacher provides instruction in small group setting/one-on-one intense re-teaching/strategies for referral problem. Progress monitoring should occur at least every 2 weeks preferably 1 time per week for a **minimum of 8 weeks**.

- A. PST completes meeting summary form/recommendation form
- B. letter sent home to parent (Letter for Intervention (Entrance))
- C. PST team completes Tier II Individual Instruction Plan
- D. teacher should send home progress report weekly

4. PST meets after minimum **8 weeks** of tier II instruction to determine progress. Teacher must have 8 weeks of data charted to show progress or lack of progress.
 - A. PST decides if child remains on tier II or goes back to tier I. If making progress may leave in tier II. If not making progress may leave in tier II and change accommodations. If not making progress may move to tier III.
 - B. PST completes meeting summary form/ recommendation form

5. If student moves to tier III
 - A. send letter home to parent (Letter for Intervention)
 - B. move student to SRB program outside of core curriculum- 5 days per week
 - C. progress monitoring 1 time per week for minimum of 8 weeks – teacher sends home weekly progress report
 - D. Teacher and PST completes Tier III Instructional Plan form to document what type of intervention will be done. At the end of the **8 weeks** the teacher will complete the rest of this form to document results.

6. PST meets after minimum **8 weeks** to look at data (PST completes Meeting Request Form)
 - A. if making progress leave in tier III or move back to tier II (Tier III Instructional Plan is completed by teacher.
 - B. if some progress- leave in tier III and continue for another 8 weeks (Tier III Instructional Plan is completed)
 - C. Tier III meeting summary/Recommendation form completed
 - D. if no progress – refer to SPE
 - E. all documentation must accompany the referral
 - E. PST contacts parent

RtI Tips

Tier I

Tier One interventions are done with the full class.

- Repeated opportunities for practice and review.
- Additional opportunities for correction and feedback.
- Increased time on task, engaged in instruction and practice.
- Drill repetition and/or practice review.
- Minimum of 8 weeks

Tier II

Tier Two interventions are done in small groups, but they are more than testing, measuring and monitoring. Materials and strategies should be specialized, research or evidence-based interventions that are based on the needs of the students needing the intervention and should be implemented with fidelity. Materials and strategies should also be aligned with Tier I instruction, and should include more opportunities for modeling, providing examples, corrective feedback, and student practice. Teacher can maximize instruction by offering each student more of the following:

- Opportunities for practice and review.
- Opportunities for correction and feedback.
- Time on task, engaged in instruction and practice.
- Drill repetition and/or practice review.
- Opportunities for completing tasks in smaller steps.
- Minimum of 8 weeks

Remember, Tier II intervention is not a place. It is a service that is provided to students needing additional support in the core instruction.

Tier III

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

- Usually involve interventions that are individually tailored to meet the student's learning needs.
- Often reserved for more persistent and atypical problems that might not be resolved by standard interventions.
- Requires analysis of the environmental/instructional conditions and skill deficits.
- Minimum of 8 weeks

Progress monitoring tips:

Chapter tests are not progress monitoring. Progress monitoring measures the SAME skill set repeatedly so that you can see a student's growth over time.

Pre-referral Process for Language Minority Students

TO: Counselors, EL Teachers, Special Education Lead Teachers, RtI/PST Team Leaders, and Principals

FROM: Christy Jackson

- All EL students exhibiting academic or social concerns must go through the EL committee.
- The EL committee will be responsible for ensuring that all accommodations are being implemented in the classroom.
- If EL student has <4 years of formal schooling in English it should be considered that more time is needed to continue interventions and allow the EL student more time to acquire English.
- The following **REVISED** flow chart will be implemented for EL students experiencing difficulties:

Pre-referral Process for Language Minority Students FORT PAYNE CITY SCHOOLS

Step 1 Is the student experiencing academic difficulties after EL plan has been reviewed and amended? Amendments may include new interventions or modify and intensify current services. Documentation of amended plan required. The student's language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student's language level of learning. Collect current and past WIDA ACCESS scores and teacher/parent interview information. If YES... Go to Step 2

Step 2 Is the curriculum effective for language minority students? NO....Then, adapt, supplement, and accommodate existing curriculum through EL plan- Keep evidence of all activities implemented in Step 2. All progress monitoring, SRB data and accommodations MUST be placed in student EL file. The EL student's language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student's language level of learning. If problem continues move to Step 3.

Step 3 Has the student's problem been validated? NO.... Problem must occur in all settings and be reflective in student's work samples in spite of accommodations. Student must receive scientifically based instruction in all core academic areas. This must be reflective in student's EL file. The EL student's language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student's language level of learning. The problem cannot be the primary result of the following:

- Lack of proficiency in any language (a discrepancy of two or more grade levels or years between the student's grade level or age in language and ability).
- Nonstandard English constitutes a barrier to learning (only a foreign language or nonstandard English spoken at home, the language at home exhibits strong dialectal differences).
- Limited opportunity to acquire depth in English (English not spoken in the home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning).
- The student's limited English proficiency is the determining factor for a special education referral.

If problem continues and the above factors have been ruled out as the cause move to Step 4.

Step 4 Is there evidence of systematic efforts to identify the source of difficulty and take corrective action? The EL Team must analyze and document the following:

Teacher	Instruction	Student	Curriculum
1. Qualifications	Delivery Method	Experiential background	Continuity of exposure
Are you HQ? What is your certification?	What kind of instruction? One-on-one, small group, etc.	How long has student been in US? How long has student spoken English? What language is spoken at home?	How much time in curr.? Has curriculum changed from year to year?
Teacher	Instruction	Student	Curriculum
2. Experience with EL	Sequence Instruction	Language proficiency level (ACCESS)	
What kind/amount of training to work with EL students?	Do you deliver instruction in sequence?		Name of curriculum used
Teacher	Instruction	Student	Curriculum
3. Teaching styles different methods	Documentation of Re-teaching material	Cultural Characteristics	Use of EL Strategies
Teacher	Instruction	Student	Curriculum
4. Instructional management	Documentation of Teaching prerequisite skills	Documentation of Learning styles Patterns of strengths/Weakness	Use of EL Strategies
What is your instructional Management of classroom?			
Teacher	Instruction	Student	Curriculum
5. Behavior management style	Lang. of Instruction style	Socioeconomic status/ Primary language in home	Documentation of EL Strategies

If problems continue in spite of the accommodations in Step 4, move to Step 5

Step 5 Do difficulties continue in spite of alternatives? YES.... Referral to PST

The student will be placed in tier II intervention for a minimum of 8 weeks. If Tier II is ineffective after the 8 weeks then the student would move to Tier III intervention. If Tier III intervention is ineffective after 8 weeks, then consideration is made for possible SPE referral.

Documentation of all student accommodations and interventions must be attached to PST Referral along with this form. Referral will not be accepted if all documentation is not attached.

Step 6 PST implements RTI strategies and determines if referral to SPE if needed

***** If parent makes a SPE referral of EL student, the School Psychometrist will conduct parent interview, step 4 will be completed by general education teacher and student will be placed in tier III intervention. The general education teacher will submit documentation of instruction on the EL student's learning level of language as determined by WIDA ACCESS.**

RtI to Referral: FPCS Required Documentation

Alabama requires a minimum of 8 weeks in each tier of RtI and a minimum of 8 weeks of tier 3 interventions documented by PST team prior to a referral to SPED. Based on the FPCS approved RTI plan, the following information is required in the individual student PST file PRIOR to a special education referral and should be turned into SPED department or the SPE Lead Teacher with a request for a SPED Referral from the PST Team. This information becomes part of a student's special educational records once referred.

FORT PAYNE CITY SCHOOL PST TEAM REQUIREMENTS FOR RTI:

Tiered Instruction and Intervention for Grades K-12:

Tier I

- ___ Documentation of Core instruction in general education classroom;
- ___ Documentation required of effectiveness of differentiated interventions to meet individual student needs.

Also, prior to moving to Tier II:

- ___ Documentation of specific reason referred to Tier II with universal screening data included,
- ___ Documentation: At the time of Tier II referral, the counselor will request Vision and Hearing screening to be performed by the nurse to rule out vision and hearing issues
- ___ Documentation of letter sent home from PST Team informing parent of moving student to Tier II

Tier II

Documentation required:

- ___ Detailed Referral to Tier II
- ___ Detailed Tier II Plan to include effective, differentiated intervention and accommodations embedded in all general education content classes (specific detail of interventions and outcomes) Examples in RTI plan.
- ___ Documentation of weekly Progress report sent home to the parent, detailing intervention program being utilized and student progress in the program
- ___ At the end of 8 weeks of intervention, PST team meets and teacher presents all intervention data and documentation of student outcome
(Example: a rate of improvement progress chart) and PST Team determines if Tier III intervention is required at this time.
- ___ Documentation of letter sent home from PST Team informing parent of moving student to Tier III with intervention data and documentation of student outcome from Tier II.

Tier III

Intensive intervention classes

Documentation Required:

- ___ Amount of time daily, 5 days weekly of class and dates student attended.
- ___ SRB Program used daily and person responsible
- ___ Data from 3 universal screenings, or the number completed within the year to date
- ___ Documentation when parent was informed weekly of student progress
- ___ Documentation of the accommodations in classroom and progress or lack of progress student made in Tier III, including the program used, student baseline data, weekly progress in program, and end of progress monitoring data in a rate of improvement progress chart must be included in SPED referral packet and a copy sent home to the parent also informing the parent that PST Team decision. Student remains in Tier III until Referral process is completed and if IEP (if needed) is developed to address needs if eligible.

Parent Referrals Trigger IMMEDIATE TEIR III interventions to occur simultaneously during referral process. The Plan must go in effect the day the referral is signed or as soon as possible after the meeting.

RtI Behavior:

TIER I: school-wide discipline plan, instruction in proper social skills and conflict resolution, consistent school-wide behavioral expectations.

Teacher will collect data on specific behavior concerns

TIER II: communication between parent and teacher, behavioral motivational charts, positive and negative reinforcement as needed; Self-management strategies; Behavioral contracting; School-home note system; Basic classroom alterations; Behavior specific praise.

Continue TIER I interventions during TIER II

TIER III: conduct a functional behavior assessment, weekly counseling sessions, SRB behavior program; behavior support plan

Continue TIER I and TIER II interventions during TIER III

During the second and third tiers, teachers will record data as to which behavioral modification strategies were used, their effects, and any changes that the student has undergone. This data will be used to determine which behavioral strategies are working and which should be reconsidered in order to improve them.

Helpful Websites

- <http://www.rti4success.org>
- <http://totalrti.com>
- www.easycbm.com
- <http://www.interventioncentral.org>
- <http://www.fcrr.org>
- <http://www.studentprogress.org>
- <http://www.rtinetwork.org>
- <http://www.jimwright.org>
- <http://www.readingrockets.org>
- <http://www.nichcy.org>
- <http://www.nifl.gov>
- <http://w-w-c.org>
- <http://uoregon.edu>
- <http://www.wri-edu.org/partners/sound-partners.htm>
- <https://www.branchingminds.com/blog/reminders-to-strengthen-foster-family-engagement-within-mtss-process>