Hancock County Schools

RTI² District Plan

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Section 1: RTI^2 Overview

       Response to Intervention and Instruction (RTI^2) is a comprehensive, instructional approach that addresses closing achievement gaps and providing high-quality differentiated instruction to all students.

       Response to intervention and Instruction (RTI^2) is used to determine whether a student has a specific learning disability in basic reading skills, reading comprehension, reading fluency, mathematics calculations, mathematics problem-solving, or written expression for students in grades Kindergarten through twelfth grade. With RTI^2, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

       There are seven key components of RTI^2 that will serve as a framework for the district plan. The following components will assist in the development of a strong RTI^2 model/plan to assist all students:

1. Universal screening
2. Progress monitoring
3. Tiered service delivery
4. Data-based decision making
5. Parent involvement
6. Fidelity of implementation
7. Professional development

Universal Screening

       Students are screened during the school year as per district assessment plan to identify those who need instructional support through interventions. If screening results indicate students are not meeting grade level skills, those students receive appropriate interventions in addition to differentiated instruction in the classroom to meet their needs. The Hancock County School System is using STAR to screen reading and math skill deficiencies for students in grades Kindergarten through grade eight. Kindergarten will complete STAR in the winter and spring. First grade through eighth grades will be tested in STAR during the fall, winter, and spring. High school (grades nine through twelve will use the Early Warning System. STAR Assessment Recommendations by Grade is shown on the following pages.

Progress Monitoring

       Progress monitoring is the process of using skill specific curriculum based probes to assess the progress of students in Tier II and Tier III after direct instruction is delivered. Progress monitoring data is used as one form of evidence when decisions are made to either continue or discontinue interventions. Progress Monitoring should reflect the area identified through the diagnostic screening and the curriculum which the students are being instructed. Elementary students who receive Tier II intervention are progress monitored every two weeks. Those elementary students who are Tier III are progressed monitored every one to

two weeks. High school students who receive Tier II and Tier III are progressed monitored every two to four weeks.

Tiered Service Delivery
The tiered service delivery is shown in the below diagram.

Tier III: Intensive Level
3 to 5% of students

Tier II: Targeted Level
10 to 15% of students

Tier I: Core Level
80 to 85% of students

Intensity of Intervention
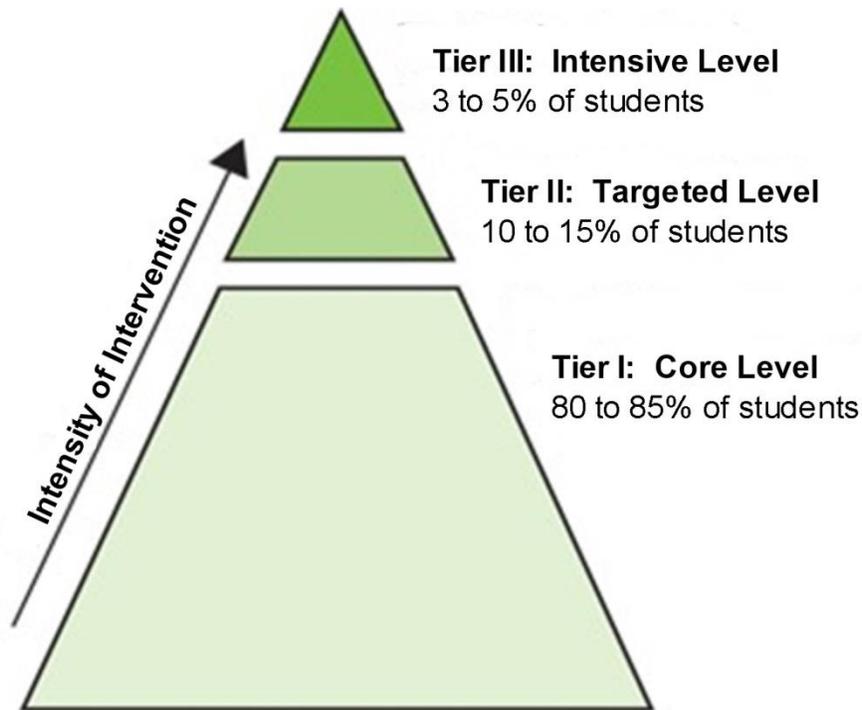
The tiered service delivery model simply means that students are placed in areas where their learning and skill acquisition determines the level of services for reading, math, and writing.

RTI^2 is a multi-tiered model. In Tier I (or core instruction), all students receive research-based, developmentally appropriate academic instruction within the general education classroom. Research indicates approximately 80 to 85 percent of all students will respond with success to core instruction alone.

Student progress monitoring data along with the universal screening results are utilized to identify students not meeting academic expectations. Students who have not responded to core instruction and differentiated instruction are recommended for Tier II.

Tier II (or supplemental instruction) provides research-based interventions for

students not making adequate progress in the core curriculum. Students in Tier II receive increasingly intensive academic instruction matched to their needs which is based on results of continuous progress monitoring in addition to Tier I (or Core instruction). Instruction in Tier II typically occurs in small groups in which the focus of instruction is the targeted area(s) of academic weakness. Progress monitoring will determine if the student has made adequate progress with the intervention or if additional supports are needed.

Approximately 3 to 5 percent of all students will require Tier III or intensive instruction in addition to core and supplemental instruction to be successful. Tier III requires intensive, individualized, research-based instruction. Tier III interventions are more intensive in order to target the student's academic skill deficits. Interventions are delivered in a smaller group setting, and the student's progress is monitored more frequently. Core academic instruction continues for students receiving Tier III interventions.

Data-based Decision Making
Student data is used as evidence for placing students into tiered interventions. Data is triangulated from assessments such as STAR and STAR along with state assessment scores, scores obtained from research based curriculum assessments, teacher anecdotal records, and professional judgment. All data is considered when placing students or removing them from the intervention model. Students are never placed or removed based on one piece of evidence.

Parent Involvement
Assessment data of Tier II and Tier III students is included with the school report card and/or progress reports. Parents of those students who are placed in the intervention model are notified with explanations of the actions taken by the school intervention team **and notified of progress regularly**.

Fidelity of Implementation
Fidelity is the accuracy or extent that Tier I materials and other curricula are used as intended by the author/publisher. Fidelity monitoring is the systematic monitoring by a responsible instructional leader to determine the extent to which the delivery of instruction or an intervention adheres to the protocols or program models originally developed.

Fidelity monitoring is a way to build a culture of collaboration to ensure that Tier I instruction is taking place with a high level of fidelity. Tier II fidelity monitoring must consist of two direct and one indirect fidelity check per each eight to ten data points collected. Fidelity checks for Tier III are comprised of three direct checks and two reviews of implementation data per each eight to ten data points.

Hancock County School System must have a process for monitoring fidelity. This process must include a description of who is responsible for fidelity monitoring. Personnel who can do Tier I fidelity monitoring may include:
- Principals, administrators or other appointed designees
- Instructional coaches, literacy/numeracy coaches
- RTI Coordinators, fidelity monitors, or fidelity teams

In TIER I, fidelity should be monitored using the TEAM evaluation process. Examples of fidelity monitoring in Tier I may include:
- Observations of teachers during the TEAM evaluation process

- Review of weekly lesson plans, scope and sequence guides, etc. by an administrator
- Review of teacher-submitted daily schedule to administrator
- School Level RTI² team meetings in which data is reviewed and discussed
- Implementation and alignment of Tennessee State Standards

Fidelity monitoring in TIER II may include:
- Observations or fidelity checks while interventions are taking place; three fidelity checks per marking periods, two of which will be unannounced direct observations
- Review of intervention lesson plans and/or schedules (this can include review of documented attendance and reasons for absence); and
- Review of progress monitoring data by an administrator, school psychologist, and leaders as designated by school site.

TIER III ongoing fidelity documentation of intervention should include:
- Interventions used
- Evidence of implementation at 80 percent or greater; four fidelity checks per marking periods, two of which will be unannounced direct observations
- Student attendance
- Progress monitoring results and
- Any other anecdotal information that might account for the student's progress or a lack thereof.

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 percent or greater, the interventionist should be supported with training until integrity reaches 80 percent.

Professional Development

Professional development is the essential piece of the RTI^2 model. Interventionists, general education teachers, administrators, both at the building level and the district level will be provided professional development to build a sound understanding of the philosophy and the execution the district expectations to build fidelity and to ensure successful implementation for our students.

Section 2:   Core Instruction – Tier I
All Levels

Tier I addresses the needs of all students. All students will receive instruction with grade level standards in small and whole group settings. Tier I is the first layer of prevention and it should be the focus of instruction, providing a strong foundation, and striving to meet the needs of all students   Core Curriculum and whole group instruction should be reviewed on an ongoing basis.

Tier I Checklist

	Universal screening assessment is given according to district policy.
	Data is disaggregated and analyzed by School RTI^2 Data Team
	The teacher should provide differentiated instruction within the core classroom instruction.
	The School RTI^2 Data Team may also refer students to Tier II based on data.

Section 3: Targeted Instruction - Tier II

Tier II provides academic interventions for students not making adequate progress in the core curriculum and who score below benchmark criteria in one or more critical areas on instruction. Students in Tier II receive increasingly targeted academic instruction matched to their needs based on results of continuous progress monitoring. Instruction in Tier II typically involves small groups of students focused on the targeted area/s of deficit.

Curriculum and Instruction

The supplemental, research-based instruction in Tier II is designed to meet the needs of students [who score below benchmark criteria in one or more critical areas of instruction] by providing individual instruction and/or small group instruction to support and reinforce skills taught by the classroom teacher. In Tier II, the interventionist may be the classroom teacher, a specialized teacher or an external interventionist specifically trained for Tier II supplemental instruction.

Tier II curriculum and instruction should be fidelity monitored on an on-going basis.

The School RTI^2 Data Team consists of a core team of people who have knowledge about the student. This could include RTI^2 Coordinator, classroom teacher(s), Principal/Curriculum Coordinator, intervention teacher, guidance counselor, School Psychologist, Instructional Coach, parent, etc.

Tier II Checklist

	Universal screening assessment is given according to district policy.
	The School RTI^2 Data Team has considered the following: ____**Core instruction has been implemented with fidelity** ____**The teacher provided differentiated instruction within the core classroom instruction.** ____**Data has been disaggregated and analyzed by School RTI^2 Data Team and the student has been found to fall between the 11 to 25th percentile.** ____**Student has been present for the majority of the instructional days** ____**Student passed vision and hearing screenings**
	Letter is sent to parents informing them of student need for additional intervention.
	The School RTI^2 Data Team develops an intervention plan based on student need.
	Intervention plan implemented with fidelity by the interventionist.
	Progress Monitoring is conducted every two weeks. (Progress Monitoring should reflect the area identified through the diagnostic screening and the curriculum which the students are being instructed.)
	Discuss progress monitoring at School RTI^2 Data Team meetings every four and half weeks.
	Documentation indicates that parents are informed of progress at middle and end of grading periods.
	The School RTI^2 Data Team may also refer students to Tier III based on data.

Section 4:   Intensive Instruction – Tier III

Tier III provides interventions for students who have received Tier I and Tier II interventions and continue to show marked difficulty in academic skills. A student that has been found to fall at or below the tenth percentile on STAR may go from Tier I directly to Tier III. Tier III research-based interventions are more intensive to target the student's academic skill deficits for remediation of existing problems. The interventions are more intense and the student's progress is monitored more frequently.

Curriculum and Instruction

Students who continue to have difficulty in acquiring necessary academic skills require instruction that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier III is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Intervention at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of a struggling student. Instruction is tailored to specific individual student learning targets or goals, and the duration of daily instruction is longer. Tier III curriculum and instruction should be reviewed on an on-going basis.

Tier III Checklist

	Universal screening assessment is given according to district policy.
	The School RTI[2] Data Team has considered the following: ____**Core instruction has been implemented with fidelity** ____**The teacher provided differentiated instruction within the core classroom instruction.** ____**Data has been disaggregated and analyzed by School RTI[2] Data Team and the student has been found to fall at or below the 10th percentile.** ____**Student has been present for the majority of the instructional days** ____**Student passed vision and hearing screenings**
	Letter is sent to parents informing them of student need for additional intervention.
	The School RTI[2] Data Team develops an intervention plan based on student need.
	Intervention plan implemented with fidelity by the interventionist.
	Progress Monitoring is conducted every one to two weeks.
	Discuss progress monitoring at School RTI[2] Data Team meetings every four and half weeks.
	Documentation indicates that parents are informed of progress at middle and end of grading periods.
	The RTI2 Data Team has reviewed the data and will inform the parents of the progress.
	Data indicates that student is not responding to Tier II interventions.
	Intervention Plan for Tier III is developed.
	If not progress, the School RTI[2] Data Team may also refer students for Special Education evaluation.

Section 5: Elementary RTI^2 Plans
Reading, Math, and Written Expression

	Tier I	Tier II	Tier III
Focus	For ALL students	For students identified with marked difficulties who have not responded to Tier I instruction	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions.
Program	Research Based Curricula aligned to Tennessee State standards	Core instruction + additional research based explicit interventions designed to meet the individual needs of the student. **Instruction is tailored to meet student's skill deficits.**	Core instruction + additional research based explicit interventions designed to meet the individual needs of the student. **Instruction is tailored to meet student's skill deficits.**
Grouping	Multiple and flexible grouping formats to meet student needs	Homogeneous small group instruction with a reduced number of students. Groups must be at the **comparable ability/instructional level.**	Homogeneous small group instruction with a recommended number of no more than 5 students. It is important that the group instructional focus be on the same skill deficits.
Frequency	60 minutes per day or more for reading/math as required by district using differentiated instruction	Five days per week for a minimum of thirty minutes each day, **in addition** to core instruction	Five days per week for a minimum of forty-five minutes each day per week, **in addition** to core instruction
Screening Assessment	STAR, State Assessment	STAR (optional), State Assessment, formative/summative assessments, and checkpoints	STAR (optional), State Assessment, formative/summative assessments, and checkpoints
Resources	Research based curricula selected during adoption by school based council, formative/summative assessments, and checkpoints	Sidewalks, SRA, FCRR, Spire, West Virginia Phonics, Camelot Math, Marilyn Burns, Wilson Reading	Sidewalks, SRA, FCRR, Spire, West Virginia Phonics, Camelot Math, Marilyn Burns, Wilson Reading

Section 6: High School RTI² Plans
Reading, Math and Written Expression

	Tier I	Tier	Tier
Focus	For ALL students	For students identified with marked difficulties who have not responded to Tier I instruction	For students with significant skill deficits and/or a sustained lack of adequate progress with interventions.
Program	Research Based Curricula based on TN Core Standards	Core instruction + additional research based intervention and strategies designed to enhance Tier I instruction.	Core instruction + additional research based explicit interventions designed to meet the individual needs of the student. **Instruction is tailored to specific individual student learning goals.**
Grouping	Multiple and flexible grouping formats to meet student needs	Homogeneous small group instruction with a reduced number of students. Groups must be at the **comparable ability/instructional level.**	Homogeneous small group instruction with a recommended number of no more than 15 students.
Frequency	One scheduled class period per day for ELA and math as required by district	Five days per week for a minimum of thirty minutes each day, **in addition** to core instruction	Five days per week for forty-five minutes each day per week in ELA **or** Math, **in addition** to core instruction
Screening Assessment	EOC, STAR	STAR, Early Warning System	STAR, Early Warning System

| **Resources**	Research based curricula selected during adoption by school based council, Formative/Summative Assessments, checkpoints		

Section 7: Dyslexia Specific Requirements

The process for determining whether a student demonstrates characteristics of dyslexia is the same process for the identification of all academic deficits under the RTI2 framework.

As a guideline, educators should look at students scoring below the 25th percentile compared to national norms on a skills-based screener, corroborating their performance with multiple sources of data (as described above) to determine those who are "at risk". Students who are considered "at risk" should receive appropriately aligned skills-based interventions in addition to Tier I instruction.

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. As required by the "Say Dyslexia" law, these survey-level assessments for reading must explicitly measure characteristics of dyslexia to include: phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills. Please see the department's Dyslexia Resource Guide for additional information on these requirements.

Further guidance concerning the "Say Dyslexia" Law can be found in the [FAQ "Say Dyslexia" Guidance Document](#).

Identify students with dyslexia characteristics

Use screening process

Notify parents (Sample letter in Appendix F of the *Dyslexia Resource Guide*)

"Say Dyslexia" Reporting Requirements Flowchart

Determine dyslexia-specific intervention

Use diagnostic assessments

Building-level plan for reporting

1. Designated person(s) reports names of students (receiving dyslexia-specific interventions) to attendance personnel
2. Attendance personnel select appropriate code in SIS/EIS ("Dyslexia")
3. Code remains throughout the school year
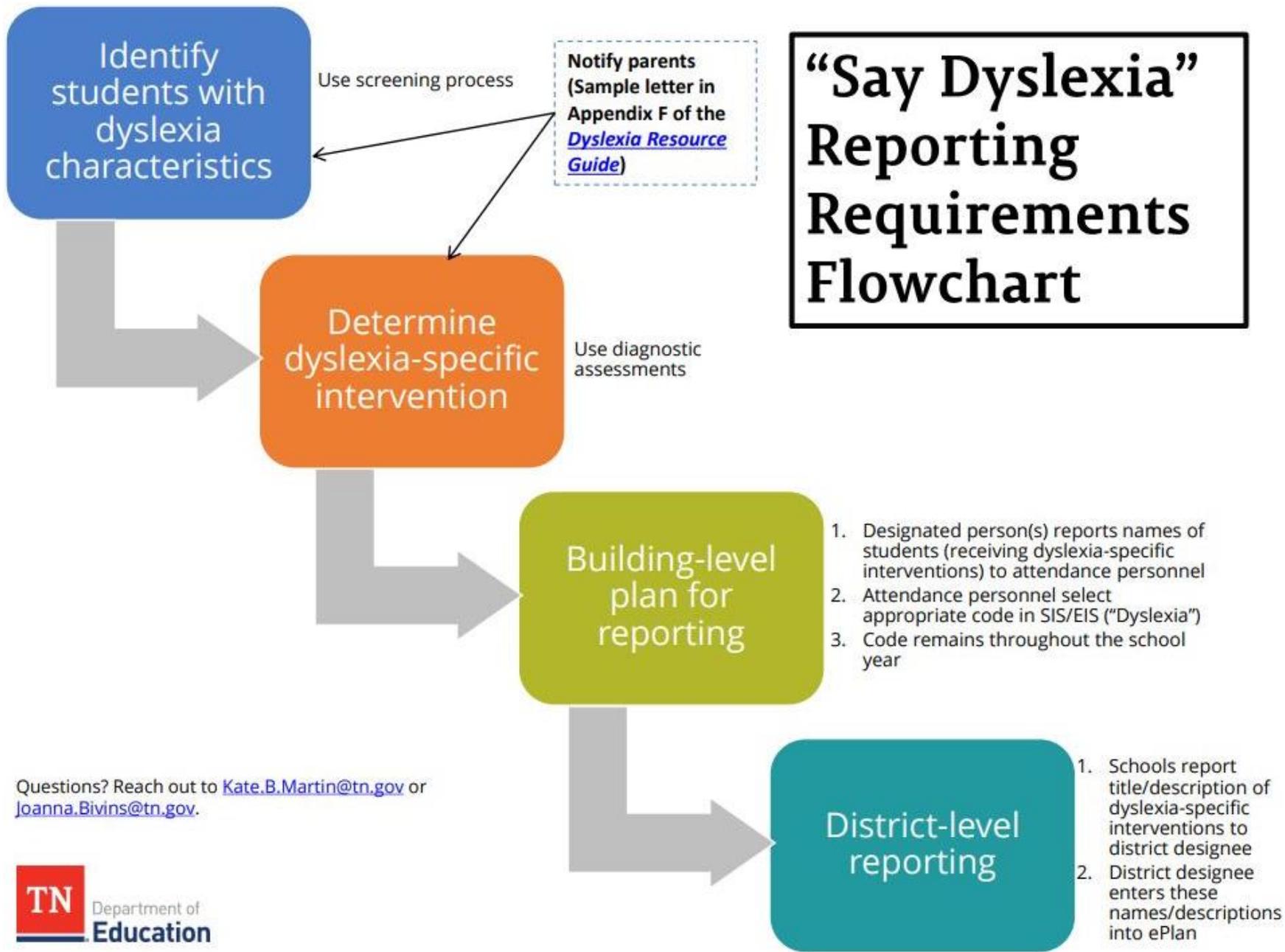
Questions? Reach out to Kate.B.Martin@tn.gov or Joanna.Bivins@tn.gov.

TN Department of **Education**

District-level reporting

1. Schools report title/description of dyslexia-specific interventions to district designee
2. District designee enters these names/descriptions into ePlan

Section 8: Forms

Initial Placement Letter

Progress Monitoring Form

Student Intervention Plan

RTI^2 Intervention Log

RTI^2 Intervention Log Codes Key

Intervention Plan Evaluation Semester 1

Intervention Plan Evaluation Semester 2

RTI^2 Team Meeting Notes

RTI^2 Teacher Input Form

Gap Analysis Sheet

Tier III Decision Tree

SPED Referral Decision Tree

Tier II/Tier III Direct Fidelity Check Form

Indirect Fidelity Check Form

Student: _____

Grade: _____ Subject: _____

Date: _____

Dear Parent,

Three times a year, each student at _____ is given a universal screening assessment (STAR) to determine his or her reading/math abilities. Your child's scores show that he/she is experiencing some challenges in reading and/or math. Along with the universal screening, your child's progress will be monitored every two weeks or more. Although he/she is receiving direct reading/math instruction daily in Tier I, he/she has still not shown the needed growth to maintain grade level progress.

Your child will now be receiving an additional _____minutes of interventions each day in Tier _____.

This Tier _____ intervention will be done in small groups with trained personnel using research based materials. Your child's progress will continue to be monitored every two weeks or more. Additional assessments maybe completed in order to inform instruction and intervention. It is our goal to provide the best instruction and materials to help your child succeed.

Providing daily opportunities for your child to read aloud and discuss what has been read at home, in any subject area, is strongly recommended. Reading is a skill and not a subject. Improvement in any skill area requires regular ongoing practice. If you have questions, or would like more information please contact your child's teacher.

Respectfully,

Student:_____

Grade: _____   Subject: _____

Date:_____

Dear Parent,

A letter previously notified you that your student is receiving additional interventions. During this intervention period, your child has been receiving small group, systematic intervention in reading and/or math. Your child has had his/her progress monitored every other week or more using assessments that are specific to the intervention being used. Attached you will find a copy of your child's progress monitoring. All progress monitoring is reported using a graph so that you can see the progress your child is making.

Based on our progress measurements, we believe your child is:

	Making **good progress** and we plan to discontinue the additional intervention. Your child will not need the additional intervention and will receive all reading and/or math instruction through his/her regular classroom.
	Making **good progress** and we plan to decrease the amount of additional intervention time being provided. Your child will now move from Tier 3 to Tier 2.
	Making **some/limited progress** and we plan to continue the intervention at this time.
	Making **poor progress** and we plan to consider changes in the intervention that we are providing. Your child will now move from Tier 2 to Tier 3.
	Making **insufficient progress** and we plan to change the intervention plan at this time. Further assessment and/or a parent meeting may be necessary.
	Other:

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,

Hancock County Schools

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

Reading	✓	Math	✓	Writing	✓	Other	✓
Phonological Awareness		**Early Numeracy**		**Written Expression**		**High Achievement**	
Phonics		**Math Calculation**				**Attention/Behavior**	
Vocabulary		**Math Reasoning/Problem Solving**					
Reading Fluency							
Reading Comprehension							

Data-Based Decision

☐ Tier 1 with progress monitoring (minimum of 3) _____   ☐ 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

_____   _____   _____

_____   _____   _____

RTI² Intervention Log

Name of Interventionist_____ **Grade** _____ **Month** _____ **Year**_____

Student(s) in group _____ **Intervention Group** <u>**Tier II**</u>   <u>**Tier III**</u>

<u>**SPED**</u>

Week 1	Date/Time	Intervention Used	Skill(s) Addressed	Students Absent	Additional Comments
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Week 2	**Date/Time**	**Intervention Used**	**Skill(s) Addressed**	**Students Absent**	**Additional Comments**
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Week 3	**Date/Time**	**Intervention Used**	**Skill(s) Addressed**	**Students Absent**	**Additional Comments**
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

RTI² Intervention Log

Name of Interventionist_____ **Grade** _____   **Month** _____ **Year**_____
Student(s) in group _____   **Intervention Group**   <u>**Tier II**</u>   <u>**Tier III**</u>
<u>**SPED**</u>

Week 4	Date/Time	Intervention Used	Skill(s) Addressed	Students Absent	Additional Comments
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Week 5	Date/Time	Intervention Used	Skill(s) Addressed	Students Absent	Additional Comments
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Week 6	Date/Time	Intervention Used	Skill(s) Addressed	Students Absent	Additional Comments
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

RTI² Intervention Log

Name of Interventionist_____ Grade _____ Month _____ Year_____

Student(s) in group _____ Intervention Group   **Tier II**   **Tier III**

Week 7	Date/Time	Intervention Used	Skill(s) Addressed	Students Absent	Additional Comments
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Week 8	Date/Time	Intervention Used	Skill(s) Addressed	Students Absent	Additional Comments
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Week 9	Date/Time	Intervention Used	Skill(s) Addressed	Students Absent	Additional Comments
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

SPED

RTI² Intervention Log Codes Key

Use for Attendance	Use for Skills
A = Absent TA = Teacher Absent T = Testing NS = No School O = Other (Please explain under Comments	PA = Phonemic Awareness P = Phonics F = Fluency V = Vocabulary C = Comprehension W = Writing MC = Math Calculation MP = Math Problem Solving EN = Early Numeracy

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Intervention Plan Evaluation (Every 4.5 weeks)

Student Name:_____

Semester 1

Review Date #1: _____   Review Date #2: _____

*Circle one per box   *Circle one per box

Is the progress:	Is the progress:
• Good - discontinue • Good – decrease time and intensity • Some/limited progress – continue • Poor – consider change ** • Insufficient – change** • Other:	• Good - discontinue • Good – decrease time and intensity • Some/limited progress – continue • Poor – consider change ** • Insufficient – change** • Other:
Is plan being implemented with fidelity?*	**Is plan being implemented with fidelity?***
• Fully # of fidelity checks _____ • Partially • Not Implement	• Fully # of fidelity checks _____ • Partially • Not Implement
Is documentation sufficient to make data based decision?	**Is documentation sufficient to make data based decision?**
• Yes • No	• Yes • No

*Refer to intervention log/fidelity checklists   ** If decision is made to modify intervention, a new Student Intervention Plan must be completed.

Team members initial review for date # 1 evaluation   _____   _____   _____   _____   _____   _____

Team members initial review for date # 2 evaluation   _____   _____   _____   _____   _____   _____
Other Important Notes:
_____
_____

This document should be used every 4.5 weeks to determine the effectiveness of the intervention program. The RTI Team will complete this document.

Intervention Plan Evaluation (Every 4.5 weeks)

Student Name:_____

Semester 2

Review Date #1: _____   Review Date #2: _____

*Circle one per box   *Circle one per box

Is the progress: • Good - discontinue • Good – decrease time and intensity • Some/limited progress – continue • Poor – consider change ** • Insufficient – change** • Other:	**Is the progress:** • Good - discontinue • Good – decrease time and intensity • Some/limited progress – continue • Poor – consider change ** • Insufficient – change** • Other:
Is plan being implemented with fidelity?* • Fully # of fidelity checks _____ • Partially • Not Implement	**Is plan being implemented with fidelity?*** • Fully # of fidelity checks _____ • Partially • Not Implement
Is documentation sufficient to make data based decision? • Yes • No	**Is documentation sufficient to make data based decision?** • Yes • No

*Refer to intervention log/fidelity checklists   ** If decision is made to modify intervention, a new Student Intervention Plan must be completed.

Team members initial review for date # 1 evaluation   _____   _____   _____   _____   _____   _____

Team members initial review for date # 2 evaluation   _____   _____   _____   _____   _____   _____

Other Important Notes:

_____

_____

This document should be used every 4.5 weeks to determine the effectiveness of the intervention program. The RTI Team will complete this document.

RTI^2 Team Meeting Notes

Grade Level: _____

Date: _____

Meeting Recorder: _____

Student: _____ Current Tier: _____	Team Decision:	Notes:	Tier I On Watch: ☐
Student: _____ Current Tier: _____	Team Decision:	Notes:	Tier I On Watch: ☐
Student: _____ Current Tier: _____	Team Decision:	Notes:	Tier I On Watch: ☐
Student: _____ Current Tier: _____	Team Decision:	Notes:	Tier I On Watch: ☐

Additional Notes:

RTI Teacher Input Form

Student's Name _____ **Teacher** _____

Grade _____ **Subjects Taught** _____ **Date Completed** _____

Please complete the following information for the above student as soon as possible as your input is required for this student's upcoming RTI meeting. Please return this form by _____.

Thank you…………. Teacher Name (please put in my mailbox)

Classroom/School Behaviors and Peer Interaction: **(Please check whether or not the student is able to do the following)**					
Yes	**No**		**Yes**	**No**	
		Attention to task, on task			Prepared for class
		Follows directions			Completes classroom assignments
		Complies with teacher instructions			Completes homework assignments
		Organizational skills			Works independently
		Transfer skills (copying from board, etc.)			Test taking skills
		Participates in class			Stays in seat
		Volunteers in class			Seeks teacher assistance
		Initiates discussions			Motivated
		Asks questions			Isn't aggressive
		Initiates interactions with other students			Isn't oppositional/defiant
		Plays/works well with other students			Displays appropriate social skills
		Makes friends easily			Has several/few friends in school
Any additional areas of strength or weakness which you feel are important in assessing this student's needs:					

Please describe parental concerns: (per conferences, emails or phone conversations)

Please complete backside as well

ENGLISH LANGUAGE ARTS
(Please check whether or a strength or weakness if applicable)

Strength	Weakness		Strength	Weakness	
		Sound symbol associations			Reading comprehension
		Letter recognition			Oral comprehension
		Sight vocabulary			Reading fluency
		Word attack skills			Spelling skills
		Grammar			Punctuation
		Handwriting			Writes complete sentences
		Writes a cohesive paragraph			Writes a cohesive essay
		Independent reading assignments			Reads orally
		Grasping new ELA concepts			Reads fluently

Any additional areas of strength or weakness which you feel are important in assessing this student's needs:

English Language Arts Performance   (Please check appropriate level for each)

Student is performing   ____ Above Grade Level   ____ At Grade Level   ____ Below Grade Level

Student's Motivation is   _____ High   _____ Average   _____ Low

Student's overall difficulties in this area   ____ None   ____ Minor   ____ Moderate

Student's current overall grade

MATHEMATICS PERFORMANCE
(Please check whether or a strength or weakness if applicable)

Strength	Weakness		Strength	Weakness	
		Paper & pencil math skills			Grasps new math skills
		Basic math calculation (without a calculator)			Word problems/reasoning

Any additional areas of strength or weakness which you feel are important in assessing this student's needs:

Mathematics Performance   (Please check appropriate level for each)

Student is performing   ____ Above Grade Level   ____ At Grade Level   ____ Below Grade Level

Student's Motivation is   _____ High   _____ Average   _____ Low

Student's overall difficulties in this area   ____ None   ____ Minor   ____ Moderate

Student's current overall grade

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 Current performance Current Gap Expectation	□ Yes □ 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	
OR	□ Yes □ No
_____ / _____ = _____ Difference Student's Current ROI Number of weeks to meet goal	

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

Step 3: Conclusion

_____

_____

_____

_____

_____

School Psychologist Signature

Tier III Decision Tree
(To be completed at follow-up RTI² Team meeting prior to movement into Tier III)

Student Name: _____ Grade: _____

Teacher: _____Date of Review: _____

Tier II intervention(s) have occurred daily for 30 minutes in addition to core instruction 　　　　□ **Intervention logs attached** 　　　　□ **(3) Fidelity checks completed and attached**	□ **Yes**　□ **No**
Implementation integrity has occurred with at least 80% fidelity	□ **Yes**　□ **No**
Student has been present for the majority of intervention sessions	□ **Yes**　□ **No**
Tier II intervention(s) adequately addressed the student's area of need	□ **Yes**　□ **No**
Tier II intervention was appropriate and research-based 　　　**Research based interventions are:** 　　　□ **Explicit** 　　　□ **Systematic** 　　　□ **Standardized** 　　　□ **Peer reviewed** 　　　□ **Reliable/valid** 　　　□ **Able to be replicated**	□ **Yes**　□ **No**
Progress monitoring has occurred with at least 10-15 weekly data points –OR- 8-10 bi-monthly data points 　　　　□ **Progress monitoring graphs attached** 　　　　□ **Parent notification letters are attached**	□ **Yes**　□ **No**
Gap analysis indicates that student's progress is not sufficient for making adequate growth with current interventions	□ **Yes**　□ **No**

** If the Intervention team answered "Yes" to all of the above questions, the student should be moved to Tier III. If the Intervention team answered "No" to any of the questions, that area should be addressed prior to the movement into Tier III.

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

_____

_____

SPED Referral Decision Tree
(To be completed at follow-up RTI[2] Team meeting prior to making a Special Education Referral)

Student Name: _____ Grade: _____

Teacher: _____Date of Review: _____

Tier III Intervention(s) have occurred daily for 60 minutes in addition to core instruction
    □ **Intervention logs attached**
    □ **(5) Fidelity checks completed and attached**
	□ **Yes**	□ **No**

Implementation integrity has occurred with at least 80% fidelity	□ **Yes**	□ **No**
Student has been present for majority of intervention sessions	□ **Yes**	□ **No**
Tier III intervention(s) adequately addressed the student's area of need	□ **Yes**	□ **No**

Tier III intervention was appropriate and research-based
    Research based interventions are:
    □ **Explicit**
    □ **Systematic**
    □ **Standardized**
    □ **Peer reviewed**
    □ **Reliable/valid**
    □ **Able to be replicated**
	□ **Yes**	□ **No**

Progress monitoring has occurred with at least 10-15 weekly data points –OR- 8-10 bi-monthly data points at Tier III
    □ **Progress monitoring graphs attached**
    □ **Parent notification letters attached**
	□ **Yes**	□ **No**

Gap analysis indicates that student's progress is not sufficient for making adequate growth with current interventions	□ **Yes**	□ **No**

The following have *preliminarily* been ruled out as the *primary* cause of the student's lack of response to intervention
    □ **Visual, motor, or hearing disability**
    □ **Emotional disturbance**
    □ **Cultural factors**
    □ **Environmental or economic factors**
    □ **Limited English proficiency**
    □ **Excessive absenteeism**
	□ **Yes**	□ **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:

_____

_____

Hancock County Schools   -   Tier II and Tier III Direct Fidelity Checklist

Interventionist: _____   Observed By: _____

School: _____   Total Time of Observation: _____

Start Time: _____   End Time: _____

Program: _____   Lesson Number: _____

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	
Evidence exists of program materials being used as designed	2	1	0	
Instruction/Presentation				
Uses research based materials	2	1	0	
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(s)	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	
Completes all parts of teacher-directed lesson	2	1	0	
Evidence exists that activities are student goal directed	2	1	0	
Classroom behavior management system is effective in providing an environment conducive to learning.	2	1	0	
Classroom Environment				
Teacher and student interactions are mutually respectful and positive in tone.	2	1	0	
Evidence indicates that the teacher implements activities that support student diversity	2	1	0	
General Observation of the Group				
Student engagement in lesson	2	1	0	
Student success at completing activities	2	1	0	
Teacher familiarity with lesson formats and progression through activities	2	1	0	
Teacher encouragement of student effort	2	1	0	
Transitions between activities were smooth and quick	2	1	0	

Names of Students in Group:

NOTES:

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.
Observer's signature: _____

Hancock County Schools
Indirect Fidelity Check(s) – Review of Implementation Data

Student Name: _____

Interventionist Name: _____

Implementation Data Reviewed	Date(s) Reviewed	Progress toward intervention goal	Non-progress toward goal	Comments or concerns
Lesson Plan (with detail of intervention used and/or skill addressed)				
Attendance (with reason for absence)				
Progress Monitoring (with rate of improvement or gap analysis information)				
Other anecdotal information (It should account for the student's progress or a lack thereof.) **Data: _____** _____ _____ _____ _____				

Date:

Dear Parent or 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, math, and writing screenings throughout the 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")
- Encoding skills: translating speech into writing (spelling)
- Rapid naming: ability to connect visual and verbal information by giving the appropriate names to common objects, colors, letters, and digits (quickly naming what is seen)

When students struggle with any of these reading areas, dyslexia-specific interventions may be effective to address the skill deficit. Students requiring intervention in these areas do not necessarily have dyslexia but could benefit from this type of instructional support.

Recommendations for accommodations, interventions, and specific programs will be developed, monitored, and communicated with you through our school's problem-solving teams.

Reports on your child's progress will be sent to you at least every four and a half weeks.

We are committed to your child's academic success and are glad to have the opportunity to provide your child with the necessary instruction and supports. For more information about characteristics of dyslexia, testing, classroom accommodations, and resources, please visit the
Dyslexia Resource Guide at [insert link] or request a printed copy. To request a copy or if you have questions, please contact [name] at [phone and email].

To learn more about RTI2, please contact STEP's Parent Training and Information Center for workshops and/or training materials at www.tnstep.org or call 800-280-7837.

Parent Information Resources

IDA Dyslexia Basics:
https://dyslexiaida.org/dyslexia-basics/
https://app.box.com/s/zflmi0e4a6xjt7tey3i9pw8nrmezftaw (in Spanish)

Kids Health Factsheet:
http://kidshealth.org/en/parents/dyslexia-factsheet.html

Understanding Dyslexia: (NCLD)
https://www.understood.org/en/learning-attention-issues/child-learningdisabilities/
dyslexia/understanding-dyslexia#item0