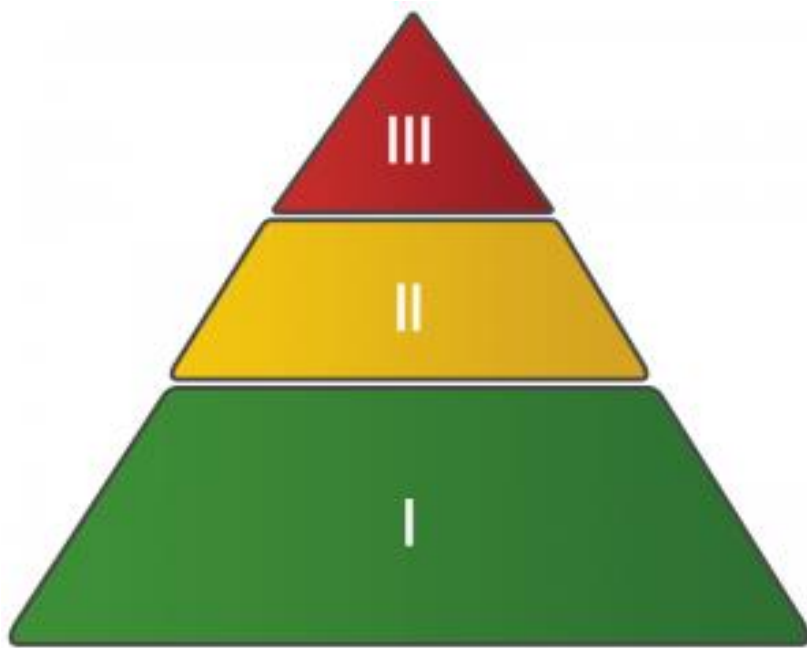


# Response to Intervention Support Manual



Florence One Schools



# Florence One Schools RTI FLOWCHART

Administer Universal Screener During Progress Monitoring Cycles as Indicated in District Data Collection Schedule (STAR)

**Tier I**  
 >80% of Students

Classroom teacher responsibilities:  
 -Core Instruction with differentiation

Classroom teacher responsibilities:  
 -Progress Monitoring  
 -Pre & Post Lesson assessment in addition to daily checks for understanding (CFU)  
 -Update documentation on EnrichRTI if child is at risk.

Student is meeting the district specified STAR scores

Continue current plan.

Student is not meeting district specified Star scores, but does not qualify for services.

Review all data with team to add additional strategies and decide next steps.

Move to Tier 1

**Tier 2**  
 5-15% of Students

Classroom teacher responsibilities:  
 -Core Instruction with differentiation  
 -Additional small group targeted learning during intervention and enrichment block with requested support from interventionist.

Classroom teacher responsibilities:  
 -modification of core instruction  
 -flexible grouping.  
 -Instruction for a minimum of 20 minutes per week of adaptive technology intervention.

Progress Monitoring at minimum bi-weekly:  
 -Specific Intervention Assessment  
 -Pre & Post Lesson assessment in addition to daily checks for understanding (CFU)  
 -Update documentation on EnrichRTI

Meets STAR cut-off score

Continue present plan if not meeting SMART Goal

Does Not Meet STAR cut-off score

Review all collected data with Data Team. Determine next course of action (ie: changed intervention, increase intensity, etc.)

Move student to Tier 2 if student meets current cut score (even if score supports moving to Tier 1)

**Tier 3**  
 1-5% of Students

Classroom teacher responsibilities:  
 -Core Instruction with differentiation  
 -Specialist/Interventionist will support core instruction consult via RTI

Classroom teacher responsibilities:  
 -modification of core instruction  
 -flexible grouping.  
 -Instruction for a minimum of 20 minutes per week of adaptive technology intervention.  
 Interventionist responsibility:  
 Push-in/Pull-out (based on master schedule) instruction for 45 minutes 4-5 times weekly.

Progress Monitoring at minimum weekly:  
 -Specific Intervention Assessment  
 -Pre & Post Lesson assessment in addition to daily checks for understanding (CFU)

Meets STAR cut-off score

Increase intensity upon moving to Tier 2

Does Not Meet STAR cut-off score and is not making adequate progress

Review all data with data team and complete SIT referral form ONLY after 3 full intervention cycles have been completed.

## RtI Model Overview

Elements	Tier 1 Core Curriculum and Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
<b>What</b>	<ul style="list-style-type: none"> <li>Tier 1 is for <i>every</i> student in a <i>general education</i> setting</li> <li>Tier 1 is the Core Instructional program provided to all students by the general education teacher in the general education classroom</li> <li>Tier 1 should meet the needs of 80%-90% of students. This means that instruction is differentiated including flexible grouping to meet diverse need of students in each classroom</li> </ul>	<ul style="list-style-type: none"> <li>Tier 2 should have no more than 5%-15% of students who were not meeting the Tier 1 cut scores as identified by the district (Star)</li> <li>In addition to Tier 1 modifications, Tier 2 instruction will occur in small groups no larger than 3-5 students and will address specific skill gaps identified</li> <li>Tier 2 offers <b>support, in addition</b> to the Core Instructional Program as a “double dose” – <b>Tier 2 does not replace core instruction</b></li> </ul>	<ul style="list-style-type: none"> <li>Tier 3 offers a high level of accelerated/intentional/targeted instruction</li> <li>Tier 3 is typically reserved for approximately 1%-5% of students in a class who will receive more intensive instruction <b>in addition to their Core Instruction</b></li> <li>Tier 3 instruction will occur in a small-group or one-to-one (<b>school-based master schedule will support ratio</b>)</li> </ul>
<b>Who (Student)</b>	<ul style="list-style-type: none"> <li>All students with flexible grouping</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teacher: Differentiation <b>within core instruction, daily check for understanding, and progress monitoring by using core formative assessment data</b></li> <li>Small-group instruction (3-5 students)</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teacher: <b>Differentiation within core instruction</b></li> <li>Individualized or small-group instruction (1-3) students</li> </ul>
<b>Who (Teacher)</b>	<ul style="list-style-type: none"> <li>Classroom teachers (General Education)</li> </ul>	<ul style="list-style-type: none"> <li>General Education Classroom Teacher - <b>core</b></li> <li>Adaptive technology intervention 3x per week; administered by classroom teacher <b>with reporting support from the Reading/Math Specialist</b></li> </ul>	<ul style="list-style-type: none"> <li>General Education Classroom Teacher</li> <li>Instruction provided by Specialist/ Interventionist 4x per week</li> <li>Adaptive technology intervention 1x per week; administered by classroom teacher</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>Core Instructional Block</li> </ul>	<ul style="list-style-type: none"> <li><b>During designated Intervention &amp; Enrichment Block or small group time during Core Instruction</b></li> <li>Adaptive technology intervention scheduled by classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li><b>Push-in/Pull out support in accordance with the school based master schedule</b></li> <li>Highly intensive, targeted experiences in a very small or individualized setting beyond the instructional block</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>General Education classroom</li> </ul>	<b>School-based master schedule will support classroom location</b>	<b>School-based master schedule will support classroom location</b>
<b>How</b>	<ul style="list-style-type: none"> <li>Whole class grouping</li> <li>Small- group flexible grouping</li> <li>Individual</li> </ul>	<ul style="list-style-type: none"> <li>Tier 2 occurs in small-group settings of <b>3-5 students</b></li> <li>Intervention is <b>support, and not in place of, Tier 1.</b></li> </ul>	<ul style="list-style-type: none"> <li>This tier provides greater individualized instruction</li> <li>Small-group setting (<b>1-3 students</b>)</li> </ul>

<b>Frequency of Progress Monitoring</b>	<ul style="list-style-type: none"> <li>All students will follow the district assessment administration calendar.</li> <li>RTI students will be identified using STAR</li> <li>RTI students will be assessed prior to the end of the RTI cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Daily checking understanding (CFU)</li> <li><b>General Education Teacher will use professional practices to determine additional formative assessments (purpose to determine growth and/or support required of Reading/Math Specialist)</b></li> <li>Progress monitoring must be delivered every 4 weeks followed with data review at least every 12 weeks. <b>(follow district independent reading level expectation {based on time of year})</b></li> <li>Curriculum/Technology Specialist Responsible for submitting data to Director of RTI every 12 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Daily checking understanding (CFU)</li> <li><b>Once a week</b> followed with data review every 3 weeks <b>(follow district independent reading level expectation {based on time of year})</b></li> <li>Interventionist responsible for inputting data from technology intervention into EnrichRTI</li> <li>Curriculum/Technology Specialist Responsible for submitting data to Director of RTI every 3 weeks.</li> </ul>	
<b>Frequency of Intervention Provided</b>	<ul style="list-style-type: none"> <li>Core Instructional Block</li> <li>Small-groups 4-5 times a week with classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>In addition to Tier 1 <b>(support core instruction)</b></li> <li>2-5x per week for a minimum of 20 minutes per session</li> </ul>	<ul style="list-style-type: none"> <li>In addition to Tier 1 <b>(support core instruction)</b></li> <li>Minimum of 4x per week, 45 minutes per session</li> </ul>	
<b>Duration of Intervention</b>	<ul style="list-style-type: none"> <li>During daily instructional block</li> <li>General interventions and progress monitoring by classroom teacher daily (CFU)</li> </ul>	<ul style="list-style-type: none"> <li>Follow Elementary Assessment Data Calendar (STAR cut scores will determine tier movement)</li> </ul>	<ul style="list-style-type: none"> <li>Upon monthly data review, data should be used to determine movement amongst Tiers(3-4 data points)</li> <li>Follow Elementary Assessment Data Calendar to hold monthly data meetings(STAR cut scores should be utilized along with intervention progress monitoring data)</li> </ul>	
<b>Forms</b>	<i>Dir. of Elementary Education/Dir. of RTI</i>		<ul style="list-style-type: none"> <li>Identify all Tier 2 and Tier 3 students</li> <li>Specialist sending with approval of Chief Academic Officer</li> </ul>	<ul style="list-style-type: none"> <li>Identify all students in Tier 2 and Tier 3</li> <li>Track student movement using EnrichRTi</li> <li>Curriculum/Technology Specialist sends to Director of RTI/Chief Academic Officer</li> </ul>
	<i>Teacher, Specialist, and Interventionist</i>	<ul style="list-style-type: none"> <li>Summative and Formative Assessments to monitor student progress</li> </ul>	<ul style="list-style-type: none"> <li>Progress Monitoring and communication via classroom teacher and interventionist</li> <li>Progress Monitoring no less than bi-weekly.</li> <li>STAR progress monitoring (using: Student Progress Monitoring Report, State Standards Report, Parent Report, <b>*Class Instructional Planning Report, **Instructional Planning Report.</b></li> </ul>	<ul style="list-style-type: none"> <li>Progress Monitoring and communication via Curriculum/Technology Specialist Directly</li> <li>Intervention Program Assessments</li> <li>STAR progress monitoring (using: Student Progress Monitoring Report, State Standards Report, Parent Report, <b>*Class Instructional Planning Report, **Instructional Planning Report.</b></li> </ul>

			<ul style="list-style-type: none"> <li>* Classroom teacher support,</li> <li>**specialist/interventionist support</li> </ul>	<ul style="list-style-type: none"> <li>* Classroom teacher support,</li> <li>**specialist/interventionist support</li> </ul>
	<b>Data Team</b>	Classroom grade level teams should discuss formative data/instructional strategies that demonstrate proven growth.	Data Protocol Submission to Curriculum/Technology Lead bi-weekly	Data Protocol Submission to Curriculum/Technology Lead weekly
<b>Materials</b>	Evidence-Based Instructional Programs		Appropriate Evidence-Based Intervention Materials matched to student skill deficits	Appropriate Intervention Materials matched to student skill deficit

# Florence One Schools RtI Support Manual

## Resources

This list outlines the resources available to all RTI staff district-wide that will best fit each child's needs. How the material is used, the student's ability level and the time/intensity of the intervention are based on information gathered from data collection.

<b>Tiered Resources</b>		
<b>Tiers</b>	<b>Literacy Tiered Resources</b>	<b>Math Tiered Resources</b>
1	<p>Core Instruction Program:</p> <ul style="list-style-type: none"> <li>-Lexia</li> <li>-Houghton-Mifflin's Journeys and Creating Captivating Readers</li> <li>-Pearson's Novels</li> <li>-HighScope</li> <li>-Reading Renaissance</li> <li>-Orton-Gillingham</li> </ul>	<p>Core Instruction Program:</p> <ul style="list-style-type: none"> <li>-DreamBox</li> <li>-Big Ideas</li> <li>-HighScope</li> <li>-Heinemann's Mastering Basic Math Facts</li> <li>-Happy Numbers</li> </ul>
2	<p><b>In addition to the Core Program:</b></p> <ul style="list-style-type: none"> <li>-Lexia</li> <li>-Fountas &amp; Pinnell's Level Literacy Intervention(LLI)</li> <li>-Reading Recovery</li> <li>-Orton-Gillingham</li> </ul>	<p><b>In addition to the Core Program:</b></p> <ul style="list-style-type: none"> <li>-DreamBox</li> <li>-Happy Numbers</li> </ul>
3	<p><b>In addition to Core Program and Tier 2 Resources:</b></p> <ul style="list-style-type: none"> <li>-Reading Recovery</li> <li>-Orton-Gillingham</li> <li>-Fountas &amp; Pinnell's Level Literacy Intervention(LLI)</li> </ul>	<p><b>In addition to Core Program and Tier 2 Resources:</b></p> <ul style="list-style-type: none"> <li>-Touch Math</li> </ul>

## RTI Schedule 2019-2020

### Universal Screening and Cycle 1: 8/19 – 11/8

STAR Reading 8/26-8/30 Grades K-6

STAR Math 8/26-8/30 Grades K-6

- Grade-Level Data Review Meeting to Place students in RtI Clusters - 9/3-9/6
- Original Student Movement Begins-9/9
- Tier 2 Progress Monitor- 9/25-9/27, 10/9-10/11
- RtI Data Review- 10/15-10/18
- New student movement begins 10/21
- Tier 2 Progress Monitor- 10/23-10/25, 11/6-11/8

### Cycle 2: 11/11 – 3/6

STAR Reading 11/13-11/15 Grades K-6

STAR Math 11/13-11/15 Grades K-6

- Grade-Level Data Review Meeting 11/13-11/15
- Data Review (Decisions for Moving Students within Tiers)- 11/20-11/22
- New student movements begins 12/2
- Tier 2 Progress Monitor- 12/18-12/20, 1/15-1/17
- Data Review(Decisions for Moving Students within Tiers)- 1/22-1/24
- New student movement begins 1/27
- Tier 2 Progress Monitor- 2/5-2/7, 2/19-2/21
- Data Review(Decisions for Moving Students within Tiers)- 2/26-2/28
- New student movement begins 3/2
- Tier 2 Progress Monitor- 3/4-3/6

### Cycle 3: 3/9 – 6/2

STAR Reading 3/11-3/13 Grades K-6

STAR Math 3/11-3/13 Grades K-6

- Grade-Level Data Review Meeting 3/18-3/20
- Data Review (Decisions for Moving Students within Tiers)- 3/18-3/20
- New student movements begin 3/23
- Progress Monitor- 3/25-3/27, 4/15-4/17, 4/29-5/1, 5/13/5/15
- Data Review(Summer Plan/Next Year Planning)- 5/18-5/20

## RtI Parameters

RtI parameters are meant to be used as a guide for scheduling. An uninterrupted, designated time needs to be incorporated into the master schedule based on student need. Decisions on placement may be made on a case to case basis with supervisor approval. ALL STUDENTS who are recommended for Tier 2 and Tier 3 must have both formal and informal guardian contact PRIOR to interventions beginning.

### Ratio

- Tier 2- Up to 1:5
- Tier 3- maximum 1:3
- Please record the **STAR score on the Lexia Spreadsheet** and color code the score yellow for Tier 2 and red for Tier 3.
  - After you run the STAR report, please add the Lexia score for all students identified as Tier 2 and Tier 3.
  - Ensure the Lexia Spreadsheet is shared with the Director of RTI.

Scheduling for Success: A 90 minute block will be created for uninterrupted ELA/Writing/Math intervention which will contained a designated time for all levels of intervention.

- **All Students receiving Tier 3 Reading will be scheduled first.**
  - We will prioritize students based on the following criteria
    - Students who have a STAR score and Lexia score that match for Tier 3 will be scheduled first. **No more than 3 students in a group.**
    - Students who appear on STAR for Tier, 3 but not on Lexia, will be scheduled next. STAR scores override Lexia scores. **No more than 3 students in a group.**
    - **Please schedule grade 1 Tier 3 first.**
    - **Reading Specialist/Interventionists should service Tier 3 students first.**
    - Students in Tier 2 will be scheduled last. **No more than 5 students in a group.**
    - Please create a list of students, **Tier 3 and Tier 2**, who do not fit into your schedule and forward the list to the supervisors.  
\*Please do not schedule these students until notified.
- **All Students receiving Tier 3 MATH intervention must be scheduled next.**
  - As a team, identify the students that will require math and reading. This will allow you to begin scheduling your T3 students for reading during I&E
  - In some buildings that may need to make decisions on which T2 Math students to take, please follow these parameters:
    - Please schedule primary (1 - 2) students first based on need. Schedule intermediate (3 - 5) T2 next.
- **Tier 2 Reading is to be scheduled first, then T2 Math -**



- T2 Math students may be seen during reading or math, whichever is best suited for scheduling and providing services to students. Just ensure students are not missing whole group instruction.
  - Math Specialists schedule should be utilized prior to giving students to an interventionist
  - Interventionists will schedule T2 reading students prior to T2 math students.
- \*\*Note, if there are any scheduling conflicts or questions, please speak to your supervisor and building principal. \*\***
- Any open periods for an interventionist is push-in. **Please indicate on your schedule which classroom/teacher you will be pushing in to.**
  - **Please make sure your schedule reflects the split period when providing services to T2 students.**
  - Formal Guardian Notification Letters can now be found in EnrichRTI and must go out prior to beginning Tiered Interventions.
    - Select child's name
    - Click "Add Program"
    - Click the drop down and chose "Response To Intervention"
    - Enter the "Domain" that describes child's need
    - For initial RTI referral chose "Initiate R2S"
    - Enter the "Reason" that best describes the child's need
    - Click "Submit" and fill out entire next form
    - For students in both Tier 2 and Tier 3, chose a date 4 weeks out, although students in Tier 3 must be progress monitored weekly.
    - Press Complete

Goals are a vital part of RTI. This allows us to monitor the progress of our students and determine the next steps. Each student that is seen for services is required to have a SMART goal, which will be housed in EnrichRTI. This goal should reflect a targeted area that will help the student to move along the learning continuum. The program does not drive the goal, student need does. If the student meets the SMART goal prior to the end of the cycle, there are two options: (1) create a new goal; (2) exit student to the Tier which provides the student with less intensive intervention.

### • S.M.A.R.T. Goals

- **Specific:** The goal should provide details towards what students will achieve, including specific skills and end results
- **Measurable:** The goal must be measurable with relevant data; how will you know when the goal is achieved?
- **Attainable:** The goal must be realistic given the resources that are available
- **Relevant:** The goal should be tied to helping the student achieve grade-level expectations
- **Time-Bound:** State when you expect the goal to be accomplished

<b>General Goal Example: Math</b>	The student will be able to add single-digit numbers
<b>S.M.A.R.T. Goal Example</b>	Within six weeks, the student will be able to use efficient strategies to add single-digit numbers up to 10

<b>General Goal Example: Reading</b>	The student will improve in letter-sound identification
<b>S.M.A.R.T. Goal Example</b>	Within six weeks, the student will be able to identify the letter-sound relationship of all consonants

“Key Components to Get Started” Checklist:

- Do I have a universal screener in which I administer three times per school year?
- Do I have evidence-based Core 1 instruction that is being implemented with fidelity (80% of students are meeting grade-level benchmark)?
- Do I have Tier 2 and Tier 3 evidence-based interventions?
- Do I have a master schedule designed with a designated, protected time for intervention daily?
- Do I have the appropriate staff designated to deliver services where required and expectations of their roles are clear?
- Do I have a data team with designated, protected time to meet monthly?
- Do I have designated, protected grade-level planning blocks for my entire school?
- Do I have a Student Intervention Team containing essential team members?
- Do I ensure that all students referred to Special Education Services have been through the RTI process?