# My student is working below grade level – what do I do?

# Document Tier 1 Strategies & Generate PMP if necessary

- Analyze data to determine source of academic struggle.
- Begin supplemental Tier 1 strategy (extended time, smaller group, increased intensity, targeted program, etc.) and document in BASIS.
- Conference with parent to inform of PMP.
- Monitor student progress (through BAS or Go Math) through district outlined PMP Criteria.
- If progress is being made after 6-8 weeks, decide if intervention should continue or be suspended.
- If progress is not being made, create Rtl referral.

## Create RtI Referral and Initia Meeting Notes in BASIS

- Create Rtl referral and initial meeting notes in BASIS with case manager.
- \*If comprehension or language concern, fill out teacher language checklist at the meeting.
- Case manager will email Widelitz to request hearing and vision screening.
- Meet with case manager to review preliminary data and ensure the correct strategies and interventions are being targeted.
- Case Manager will give San Diego Quick Assessment to rule out or identify phonics concerns.
- Receive Rtl folder from case manager.
- Consult with school psychologist for additional screening if teacher or case manager isn't sure what area should be targeted.

#### Tier 2: 6-8 weeks

# • BEGINNING

- Create Tier 2 Academic Record in BASIS with case manager.
- Inform parents of Tier 2 intervention (document on conference form).

#### • DURING

- Conduct intervention <u>daily</u> for 6-8 weeks.
- Collect progress monitoring data.

### • END

- Administer post-test.
- Create graphs for Tier 2 interventions (progress monitoring & long-term goal) with assistance of case manager (as needed).
- Upload graphs into BASIS.
- If progress is not being made, move to Tier 3 and meet with Rtl team and create Tier 3 Academic Record in BASIS.
- Conference with parents and have parents sign both graphs and inform if Tier 3 will begin. If team determines language may need to be evaluated, have parents fill out language checklist.
- File signed graphs into child's RtI folder.
- If adequate progress is being made, continue with intervention until student is on grade level. Once students are on grade level, scale back the intervention.

#### Tier 3: 6-8 week

## BEGINNING

 Create Tier 3 Academic Record in BASIS at RtI meeting with team.

## • DURING

- Conduct intervention <u>daily</u> for 6-8 weeks.
- Collect progress monitoring data.

### • END

- Administer post-test.
- Create graphs for Tier 3 interventions (progress monitoring & long-term goal) with assistance of case manager (as needed).
- Upload graphs into BASIS.
- Attend final RtI meeting and present data to the team.
- If progress is not being made continue with interventions and obtain CPST packet from ESE specialist.
- If adequate progress is being made, continue with intervention until student is on grade level. Once students are on grade level, scale back the intervention.

#### FINAL

- Invite parents to Final RtI meeting.
- Have parents sign graphs and file in child's RtI folder
- Parent Consent and PIF forms will be given to parents.
- School psychologist and ESE department will review documentation for ESE evaluation.
- Continue interventions and monitoring student progress while waiting for evaluation.
- School psychologist performs evaluation.
- Rtl team meets to complete MDT report.
- Parent is invited to an ESE meeting to determine ESE eligibility.\*

<sup>\*</sup>The intention of the RtI process is not to qualify children for ESE services. It is to provide interventions that lead to student progress.

Student Name: T	Feacher/Grade:	Case Manager:
Step in RtI Process	Date Completed	Notes
PMP created/Tier 1 strategies documented	-	
1st conference with parent		
Meet with Case Manager to:		Area of weakness: Reading Math Writing Behavior
Create RTI referral in BASIS		Targeted area of instruction:
<ul> <li>Assess student to identify/rule out phonics concerns (circle one):</li> </ul>		Tier 2 intervention:
<ul> <li>PHONICS IS/IS NOT A CONCERN;</li> </ul>		Progress monitoring assessment (weekly data collection):
o Assessment used: Date: Initial:		Goal (example: reading – tied to BAS): By (date) , (student)
Create Initial Meeting Notes and Tier 2 academic record in BASIS		will increase BAS instructional level from to
Tier 2 intervention started		
6-8 weeks later, create Tier 2 graphs:		
Intervention progress monitoring data		
<ul> <li>Intervention goal (tied to BAS for reading)</li> </ul>		
Meet with Case Manager to:		
<ul> <li>Review intervention data – decide if Tier 2 needs adjustment</li> </ul>		
Set up Tier 2 follow up meeting with team if moving to Tier 3 (committee)		
decision)		
Upload graphs in BASIS		
Request hearing and vision screening		
2 <sup>nd</sup> conference with parent to review Tier 2 data and have parent sign graphs		
Submit signed graphs to student's RtI folder		
Tier 2 follow up meeting:		
Tier 3 intervention decided upon		
Resources provided (or follow up with case manager after the meeting)		
Tier 3 academic referral created in BASIS		Targeted area of instruction (must match tier 2 target):
		Tier 3 intervention:
		Progress monitoring assessment (weekly data collection):
		Goal (example: reading – tied to BAS): By (date) , (student)
		will increase BAS instructional level from to
Tier 3 intervention started		
6-8 weeks later, create Tier 3 graphs:		
<ul> <li>Intervention progress monitoring data</li> </ul>		
Intervention goal (tied to BAS for reading)		
Meet with Case Manager to:		
<ul> <li>Review intervention data – decide if Tier 3 needs adjustment</li> </ul>		
Set up Tier 3 follow up meeting with Rtl team		
Upload graphs in BASIS		
Tier 3 follow up meeting:		
Present data to team		
<ul> <li>Decide next steps (scale back to Tier 2, continue with Tier 3, or move forward</li> </ul>	d	
with ESE evaluation)		
Final Rtl meeting:		
Invite parent to meeting		
Review data with parent		
Tier 3 graphs signed by parent		
Consent form and PIF form given to parents (if moving forward with ESE		
evaluation)		
Consent and PIF turned in to ESE department		
MDT Meeting		
MDT form completed by RTI team		
Turn in completed checklist and folder to ESE department		