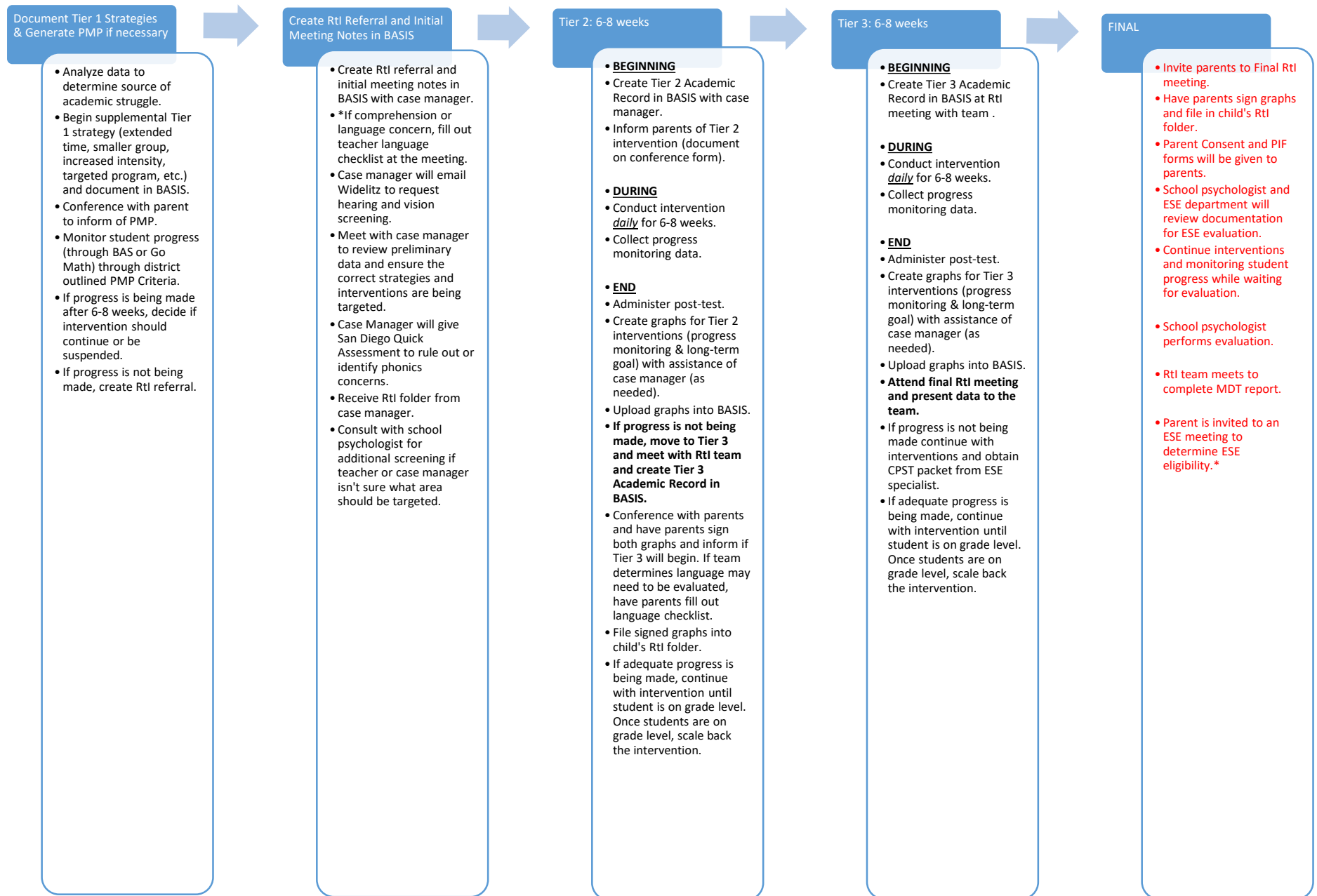


My student is working below grade level – what do I do?



***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: _____

Teacher/Grade: _____

Case Manager: _____

Step in Rtl Process	Date Completed	Notes
PMP created/Tier 1 strategies documented		
1 st conference with parent		
Meet with Case Manager to: <ul style="list-style-type: none"> Create RTI referral in BASIS Assess student to identify/rule out phonics concerns (circle one): <ul style="list-style-type: none"> PHONICS IS/IS NOT A CONCERN; Assessment used: _____ Date: _____ Initial: _____ Create Initial Meeting Notes and Tier 2 academic record in BASIS 		Area of weakness: Reading Math Writing Behavior Targeted area of instruction: _____ Tier 2 intervention: _____ Progress monitoring assessment (weekly data collection): _____ Goal (example: reading – tied to BAS): By (date) _____, (student) _____ will increase BAS instructional level from _____ to _____.
Tier 2 intervention started		
6-8 weeks later, create Tier 2 graphs: <ul style="list-style-type: none"> Intervention progress monitoring data Intervention goal (tied to BAS for reading) 		
Meet with Case Manager to: <ul style="list-style-type: none"> Review intervention data – decide if Tier 2 needs adjustment 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 nd conference with parent to review Tier 2 data and have parent sign graphs		
Submit signed graphs to student's Rtl folder		
Tier 2 follow up meeting: <ul style="list-style-type: none"> 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 style="list-style-type: none"> Intervention progress monitoring data Intervention goal (tied to BAS for reading) 		
Meet with Case Manager to: <ul style="list-style-type: none"> Review intervention data – decide if Tier 3 needs adjustment Set up Tier 3 follow up meeting with Rtl team Upload graphs in BASIS 		
Tier 3 follow up meeting: <ul style="list-style-type: none"> Present data to team Decide next steps (scale back to Tier 2, continue with Tier 3, or move forward with ESE evaluation) 		
Final Rtl meeting: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> MDT form completed by RTI team 		
Turn in completed checklist and folder to ESE department		

Goal & Graphs: Intervention progress monitoring goal on graph and a long-term goal (6-8 weeks) on graph and in BASIS

Graphs can be found at: <http://www.browardprevention.org/mtssrti/rti/>, click on "Graph Templates" and find appropriate grade level.