Core Beliefs

- With appropriate support, teachers can assist a **wide range** of hard-to-teach students to achieve improved performance/adjustment.

- An intervention must be **implemented, monitored, reviewed, and changed** as necessary to judge its efficacy.

- No important decisions (in RTI) can be made without supporting data.

- Implement interventions with **fidelity**.
Doing what is right for children.
Need Help???

RTI Leadership Team Member

- Blue Track - Sisso
- Pink Track - Ola
- Orange Track - Dozier
- Yellow Track - Blanco
- Green Track - Daniels
RTI is...

- An education support service for ALL students
- A standardized procedure that guides data collection, analysis, development of interventions, and monitoring of student progress
- A structured problem-solving process with follow up (team leaders and teachers), so no student is left behind
From
Eligibility as a focus
Diagnose and Place
Get a Label

To
OUTCOME as the focus
Problem solving and Response to Intervention with supported documentation
STOP & CHECK

Did the assessment indicate that the majority of the class is deficient in any indicator?

*Tier one instruction should be tailored to meet the needs of the class.*
So what will change or has changed as we work with students in the RTI process?
Tier 1 - In consultation with one or two colleagues, teacher applies general, effective instruction strategies. (Core Curriculum, whole class, CHAMPS strategies)

Tier 2 - In consultation with RTI team member(s), teacher tries more targeted evidence-based interventions such as programs from the Struggling Math and Reading Charts, behavior plans, small groups with modified work etc.

Tier 3 - Using full team support, teacher and others implement highly intensive, evidence-based interventions such as FBA, Positive Behavior Intervention Plan, 1:1 counseling or classwork at more frequent intervals. The intensity level will increase.

All Tiers must be implemented, monitored, and documented.
### Grades 1

<table>
<thead>
<tr>
<th>Retained Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students not making progress Tier 1 Classroom Strategies</td>
</tr>
</tbody>
</table>

### Grade 2

<table>
<thead>
<tr>
<th>Retained Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students not making progress Tier 1 Classroom Strategies</td>
</tr>
</tbody>
</table>

Rigby Level 6
Who should be in RtI?

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Retained Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students not making progress Tier 1 Classroom Strategies</td>
</tr>
<tr>
<td></td>
<td>Rigby Level 18 or less</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Retained Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students not making progress Tier 1 Classroom Strategies</td>
</tr>
<tr>
<td></td>
<td>Rigby Level 22 or less</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Retained Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students not making progress Tier 1 Classroom Strategies</td>
</tr>
<tr>
<td></td>
<td>Rigby Level 25 or less</td>
</tr>
</tbody>
</table>
Who should not be in RtI?

ELL Students under 2 years
The RTI Model: Tier 1
During the 6-9 weeks of instruction

- **STEP 1- What Is The Problem?**

  To identify a problem, you need to start with three pieces of data:
  - Expected Level of Performance
  - Student Level of Performance
  - Peer Level of Performance

- **STEP 2- Why Is It Occurring?**

  - Determine/Brainstorm with RTI leadership team member why the student is not demonstrating the replacement behavior
  - Assessment data should be collected to validate your hypothesis.
  - Begin documentation process in Basis 3.0 by completing the Tier 1 Teacher Strategies.
  - Review cum folder.
The RTI Model

Tier 1: Intervention Design

RIOT  X  ICEL

Review        Instruction
Interview     Curriculum
Observation   Environment
Test          Learner
RIOT X ICEL

Broward County Public Schools
Diversity, Prevention & Intervention Department

RIOT X ICEL

An organizing framework to guide effective data collection and problem analysis during the 4 Step Problem Solving Process.

<table>
<thead>
<tr>
<th>R: Review</th>
<th>I: Interview</th>
<th>O: Observe</th>
<th>T: Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I Instruction “How?”</strong></td>
<td><strong>Teacher about:</strong></td>
<td><strong>Teacher:</strong></td>
<td><strong>Checklists &amp; questionnaires</strong></td>
</tr>
<tr>
<td>Permanent products:</td>
<td>• Expectations</td>
<td>• Antecedent conditions</td>
<td>• Level of assignment and curriculum material difficulty</td>
</tr>
<tr>
<td>• Classroom schedule</td>
<td>• Curriculum materials</td>
<td>• Consequences</td>
<td>• Opportunity to learn</td>
</tr>
<tr>
<td>• Lesson Plans</td>
<td>• Scope &amp; sequence</td>
<td>• Expectations</td>
<td>• Student’s opinions about what is taught</td>
</tr>
<tr>
<td>• Pacing</td>
<td>• Use of effective teaching and evaluation practices</td>
<td>• Pace</td>
<td>• Text readability</td>
</tr>
<tr>
<td>• Projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Worksheets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Written pieces &amp; Tests</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **C Curriculum “What?”** | **District staff/coaches about:** | **Student:** | **Curriculum-based assessment** |
| Permanent products: | • Effective implementation and expectations of curriculum | **Dimensions and nature of the problem** | **Discrepancy between setting demands (instruction, curriculum, environment) and student performance** |
| • Books | • Teacher about: | | **Functional hypothesis of performance deficit** |
| • Curriculum guides | • Use of curriculum | | **Student performance** |
| • Materials | • Content & application | | |
| • Scope & sequence | • Scope & sequence | | |
| • Standards/Benchmarks | | | |
| • Worksheets | | | |

| **E Environment “Where?”** | **Parents, principal, teachers, support staff about:** | **Parents, principal, teachers, support staff about:** | **Curriculum-based assessment** |
| • Class size & demographics | • Behavior management plans | • How they perceive the problem | **Discrepancy between setting demands (instruction, curriculum, environment) and student performance** |
| • Classroom/School rules | • Class rules | • Knowledge of expectations | **Functional hypothesis of performance deficit** |
| • Local achievement data | • Class routines | • Response to Intervention | **Student performance** |
| • Procedures & routines | | | |
| • School policies | | | |
| • Social & cultural norms | | | |

| **L Learner “Who?”** | **Parents, principal, teachers, support staff about:** | **Parents, principal, teachers, support staff about:** | **Curriculum-based assessment** |
| • Attendance & health records | • How they perceive the problem | • How they perceive the problem | **Discrepancy between setting demands (instruction, curriculum, environment) and student performance** |
| • Error analysis | • Student’s through: | • Knowledge of expectations | **Functional hypothesis of performance deficit** |
| • Permanent records: educational history, onset & duration of problem | • Behavioral rating scales and structured interviews | • Response to Intervention | **Student performance** |
| • Teacher perceptions of the problem, pattern of behavior | | | |
| • Test performance | | | |

(adapted from Howell & Nolet, 1999)
## The RTI Model

**Tier 1: 6-9 Weeks**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Documents/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify at-risk students at the first Rigby Data Chat. Teachers will analyze miscues to determine specific area of deficit (phonics, phonemic awareness, comprehension) for all students who are 2 or more grade levels below on Rigby.</td>
<td>Rigby Scores, Rigby Reflection Form</td>
</tr>
<tr>
<td>2</td>
<td>Review student’s CUM Folder. Determine ESE/ 504/ELL. Previous Retention, Attendance Pattern, Behavior Concerns, etc.</td>
<td>Cum Folder</td>
</tr>
<tr>
<td>3</td>
<td>After 6-9 weeks of instruction, create Tier 1 Supplemental Teacher Strategies on Basis 3.0 through Data Warehouse: <a href="http://web/dwh/">http://web/dwh/</a></td>
<td>Creating Supplemental TS (CAB)</td>
</tr>
<tr>
<td>4</td>
<td>After Tier 1 Supplemental Teacher Strategies, complete RTI Initial Referral to CPSTeam on BASIS 3.0 for all 2 or more grade levels below on Rigby.</td>
<td>Creating Initial Referrals (CAB), RTI Referral to CPSTeam (BASIS), Teacher Observation #1</td>
</tr>
<tr>
<td>5</td>
<td>Complete classroom observation of student.</td>
<td></td>
</tr>
</tbody>
</table>
Are you implementing the RtI Strategies with fidelity?

Focus Question: What do we expect all students to learn from the standard? What does meeting the standard look like?

New Florida Standards: List the Standard Code (ex. MAFS.5.OA.1.1.)

Question Stems:

Standard Unwrapped:

Essential Question:

Topic/Theme:

Materials/Resources:

Whole Group-Frustration Level-DOK 1 Task

Text/Level:
Skills:
Target Academic Vocabulary:
Tier 1 Words
Tier 2 Words
Tier 3 Words
Describe writing extension activity:

Small Groups-Instructional Level-DOK 2 Task

Below:
Text/Level:
Skills:
Target Academic Vocabulary:
Tier 1 Words
Tier 2 Words
Tier 3 Words
Describe writing extension activity:

Approaching:
Text/Level:
Skills:
Target Academic Vocabulary:

Centers-Independent Level-DOK 3 Task

Below:
Text/Level:
Skills:
Target Academic Vocabulary:

Meeting/Exceeding: (Enrichment Group)
Text/Level:
Skills:
Target Academic Vocabulary:
Tier 1 Words
Tier 2 Words
Tier 3 Words
Describe writing extension activity:

Intervention Groups/Double Dose-(Remediation group)

Far Below:
Text/Level:
Skills:
Resource:

Below:
Skills:
Resource:
The RTI Model
Tier 2: 6-9 Weeks

- Bring Framed Concern/Question to Leadership Team member to develop intervention plan.
- Monitor student progress with interventions 6-9 weeks.
- Create Tier 2 graph to chart weekly progress based on intervention area.
- Conduct 1 observation in the area of concern.
- Hold parent conference to review how the intervention is working.
### The RTI Model

**Tier 2: 6-9 Weeks**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Actions</th>
</tr>
</thead>
</table>
| 6 | Complete Tier 2 Academic/Behavior form on Basis. Interventions should specifically target area of deficit. | • Creating Academic Records (CAB)  
• Tier 2 Academic/Behavior form (BASIS) |
| 7 | Teacher and RTI contact meet and complete Initial Meeting Notes on BASIS.  
Teacher will have completed both the RTI Referral to CPSTeam, Tier 2 Academic/Behavior record, & Observation #1 before meeting with RTI Contact Person. | • Initial Meeting Notes (BASIS)  
• Tier 2 Academic/Behavior Form (BASIS)  
• Teacher Observation #1 |
| 8 | Send home Notification Letter. Call Parent                                                   | • Notification Letter (CAB) |
| 9 | Start 6 weeks of interventions outlined in the Tier 2 Academic/Behavior form.  
Teachers will collect weekly progress monitoring data on their intervention for 6 weeks (Due 6 weeks after Initial Referral on Basis). Upload Tier 2 graph to Basis. | • Tier 2 progress monitoring Data  
• Tier 2 Graph (BASIS) |
The RTI Model
Tier 2 or Tier 3 Determination

- RTI Team will brainstorm additional interventions and determine the need for either a Tier 2 or Tier 3 intervention.
- Come ready for the RTI meeting.
  - Bring cum folder, graphs, class work, test scores....

Continue to monitor and document progress in BASIS 3.0 every 6-9 weeks using the Follow-up Meeting Notes form.
The RTI Model
Tier 2 or Tier 3 Determination

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Teacher will meet with RTI contact at Monthly Review Tier 2 interventions &amp; graphs. Teacher &amp; RTI contact will complete CPST follow up notes. *If Tier 2 interventions are successful: continue to Step 10a. *If Tier 2 interventions are NOT successful: continue to Step 10b.</td>
<td>CPSTeam follow up notes (BASIS)</td>
</tr>
<tr>
<td>10a</td>
<td>If successful, continue Tier 2 interventions &amp; data collection for 6 weeks. Schedule parent/teacher conference to share data. Teacher will continue to meet with RTI contact at Monthly meeting to review Tier 2 interventions &amp; graphs. * Continue this process until student exits Tier 2, or interventions are NOT successful.</td>
<td>Parent Conference Form (paper or on Pinnacle) CPSTeam follow up notes (BASIS)</td>
</tr>
<tr>
<td>10b</td>
<td>If Tier 2 interventions are NOT successful: • RTI Contact and Teacher will decide whether to try a different Tier 2 intervention OR Move to Tier 3 intervention AND • RTI contact will e-mail Ms. Dozier to schedule a CPSTeam Meeting. • Teacher will check CAB calendar for meeting date, will print Parent Conference Notice from CAB calendar, and send notice home. • Teacher will complete Student Rating Form</td>
<td>CPSTeam follow up notes (BASIS) Parent Conference Notice (CAB Calendar) Student Rating Form (CAB)</td>
</tr>
</tbody>
</table>

A successful intervention can move the student down to Tier 1.
### The RTI Model:
### Tier 3: 12-15 Weeks

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation #2 (prior to CPSTeam Meeting)</strong>&lt;br&gt;Teacher will request the observation from other educator.</td>
<td><strong>Observation #2</strong></td>
</tr>
<tr>
<td><strong>CPSTeam Meeting will be held with parent and CPSTeam (Leadership Team, Teacher, Social Worker, School Psychologist, Parent).</strong>&lt;br&gt;Collaboratively develop a plan of action. NOTE: This may include a brief evaluation (DAR, Key Math), additional Tier 2 interventions, and/or the creating a Tier 3 intervention plan.</td>
<td>- Bring to meeting:&lt;br&gt;a. Tier 2 Record Form &amp; Graph (BASIS)&lt;br&gt;b. Current grades, work samples, behavior charts/discipline records&lt;br&gt;c. Student Rating Form (CAB conference)&lt;br&gt;d. Tier 3 Academic/Behavior Form (BASIS) * as needed&lt;br&gt;e. Laptop&lt;br&gt;• CPSTeam follow up notes</td>
</tr>
</tbody>
</table>
The RTI Model
Tier 3: 12-15 Weeks

<table>
<thead>
<tr>
<th>Tier 3 Interventions</th>
<th>CPST Team follow up notes</th>
</tr>
</thead>
</table>
| 14 Teacher will meet with RTI contact at Monthly meeting to review Tier 3 interventions & graphs.  
Teacher and RTI contact will complete CPST follow up notes.  
*If Tier 3 interventions are successful: continue to Step 14a.  
*If Tier 3 interventions are NOT successful: continue to Step 14b. | CPST Team follow up notes |
| 14a If successful, decide plan of action. This may include dropping back down to a Tier 2 intervention or remaining in Tier 3.  
Continue with data collection.  
Schedule parent/teacher conference to share data. | Parent Conference Form (paper or on Pinnacle). |
| 14b If Tier 3 interventions are NOT successful:  
• Try a different Tier 3 intervention OR make referral for a psychological evaluation.  
• RTI contact will e-mail Ms. Dozier to schedule CPST Team Meeting #2.  
• Teacher will check CAB calendar for meeting date, will print Parent Conference Notice from CAB calendar, and send notice home. | CPST Team follow up notes (BASIS)  
Parent Conference Notice (Cab Calendar) |
**The RTI Model**

**Tier 3: Determination**

<table>
<thead>
<tr>
<th>14a</th>
<th>If successful, decide plan of action. This may include dropping back down to a Tier 2 intervention or remaining in Tier 3. Continue with data collection. Schedule parent/teacher conference to share data.</th>
</tr>
</thead>
</table>
| 14b | If Tier 3 interventions are NOT successful:  
  - Try a different Tier 3 intervention OR make referral for a psychological evaluation.  
  - RTI contact will e-mail Ms. Dozier to schedule CPSTeam Meeting #2.  
  - Teacher will check CAB calendar for meeting date, will print Parent Conference Notice from CAB calendar, and send notice home. |
|     | • Parent Conference Form (paper or on Pinnacle).  
  • CPSTeam follow up notes (BASIS)  
  • Parent Conference Notice (CAB Calendar) |
The RTI Model
Tier 3 Determination
What are our interventions?

Tier 2

- Intervention - Double Dose
- Write-in Reader
- Journey’s Leveled Readers
- Guided Reading Resources
- iStation (ELL) and iReady - Completed with the assistance/guidance of teacher during Intervention group
- FAIR - FS Tool Kit
- Journey’s Toolkit
What are our interventions?

Tier 3

- Intervention Group - increase time
- Smaller Group – 3:1 ratio
- Reading/ Literacy Toolkit
- Journey’s Leveled Readers
- Guided Reading Resources
- FAIR- FS Tool Kit
- Nova Tutors
- LLI Reading Intervention
- iReady/ iStation- Completed with the assistance/ guidance of teacher during intervention group
Sources for Progress Monitoring

**Tier 1**
School-wide Assessments
- Rigby
- Chapter/diagnostic tests
- Common assessments
- I-Ready Diagnostic Test
- I-Station Diagnostic Test

**Tier 2 & 3**
Weekly specific progress monitoring for select students
- Letter names & Sounds Checklists
- Sight words Checklist
- Timed Oral Reading Fluency Probes
- Journey’s Cold Reads passages & questions (on BEEP)
- EasyCBM.com (various skills)
- Timed calculation probes – Fluency Tests
- Math word problems
- Journey’s Tool Kit assessments (on BEEP)
Sources for Interventions

For specific academic and/or behavioral plans, the following are excellent sources for standard, “off-the-shelf,” evidence-based interventions:

www.interventioncentral.org (General Interventions)
www.fcrr.org (Reading)
www.floridarti.usf.edu/ (RTI Info)
www.rti4success.org (General RTI Info)
Create RtI Referral
Create RtI Referral
Doing what is right for children.