Multi-Tiered System of Support: MTSS

Monmouth Roseville

District

RtI Plan

Each student in Monmouth Roseville District #238 will be instructed by highly qualified personnel utilizing research based methods matched to student need as determined through assessment data. When data indicates additional instruction is needed students will participate in academic and behavioral interventions. Progress will be consistently monitored and additional data will be collected. When making decisions concerning student progress data will be utilized to ensure students' possibilities be infinite.

District #238

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I. VISION STATEMENT AND OUTCOMES

Monmouth-Roseville District #238, in partnership with our families and community, will establish a safe, supportive learning environment for all students to become contributing members in a culturally diverse society.

Each student in Monmouth Roseville District #238 will be instructed by highly qualified personnel utilizing research based methods matched to student need as determined through assessment data. When data indicates additional instruction is needed students will participate in academic and behavioral interventions. Progress will be consistently monitored and additional data will be collected. When making decisions concerning student progress data will be utilized to help ALL students reach their fullest potential.

II. TEAM STRUCTURE

District Level Team – District Leadership Team

Role

- Review district wide data to determine if the district is meeting identified standards. Identify trends in the curricular and instructional programs.
- Analyze the data to determine the effectiveness of academic and behavioral/social emotional learning.
- Coordinate district initiatives.
- Develop a district improvement plan based on the analysis of district wide data and district needs.
- Monitor the implementation of the district improvement plan.
- Review and analyze the Multi-Tiered System of Support (RtI and PBIS Systems) at least annually and revise the process based on analysis of the data and identified needs. Revise the written plan as needed.
- Identify professional development needs and goals.
- Communicate results of the district wide analysis with all stakeholders.

Configuration

The District Leadership Team will include the superintendent, representatives from the administrative team, representatives from the teaching staff, a parent, and other staff as needed.

Logistics

The District Leadership Team will meet monthly at a time that is mutually convenient. A calendar will be established at the beginning of each school year.

Building Based Team – Building Leadership Team

Role

- Review school wide data to determine if the building is meeting identified standards. Identify trends in the curricular and instructional programs.
- Develop a school improvement plan based on the analysis of school wide data and building needs
- Monitor the implementation of the school improvement plan.
- Review and analyze the Multi-Tiered System of Support (Response to Intervention and PBIS System) at least annually and revise the process based on analysis of the data and identified needs. Revise the written plan as needed.
- Identify professional development needs and goals.
- Communicate results of the school wide analysis with all stakeholders.

Configuration

The Building Leadership Team will include the principal, representatives from the teaching staff, a counselor, the building RtI coach, the building PBIS coach and other staff as needed.

Logistics

The Building Leadership Team will meet monthly at a time that is mutually convenient. A calendar will be established at the beginning of each school year.

Grade Level Teams (K-6)
Role

- Identify students in need of intervention and enrichment
- Analyze data and identify grade level curriculum and/or instructional needs
- Analyze data and identify Tier I and Tier II interventions and enrichment for individual students
- Group students to receive intervention and enrichment
- Monitor student progress
- Determine if additional intervention is required

Configuration

The Grade Level Team will include the RtI Coach, grade level general education teachers, a special education teacher, interventionists, ELL specialist, and others as needed.

Logistics

Grade Level Team meetings on the topic of RtI will be held once a month. Additional topics for Grade Level Team meetings will be determined on an as-needed basis. The team meeting will be scheduled before or after school. A calendar will be established at the beginning of each school year. The RtI Building Coach or their designee will facilitate the meetings.   All participants must review student progress monitoring data prior to the meeting.

Data Intervention Team (7-12)

Role

- Analyze data and identify curriculum and/or instructional needs at the Tier I level
- Analyze data and identify students in Tier I, Tier II
- Identify students in need of intervention
- Match students to interventions
- Monitor student progress
- Determine if additional intervention is required

Configuration

A Data Intervention Team will be identified at the Junior High School and the High School. The Data Intervention Team will include the RtI Coach, general education teachers that are representative of different grades and subject areas, a special education teacher, and others as needed.

Logistics

The Data Intervention Teams will meet once a month before or after school.   A calendar will be established at the beginning of each school year. The RtI Coach or their designee will facilitate the meetings.   All participants must review student progress monitoring data prior to the meeting.

Individual Problem Solving Team

Role

- Utilize the problem solving process to identify individual student needs
- Develop an individual intervention plan that includes intensive intervention
- Monitor student progress
- Determine if a consideration for special education is required

Configuration

Problem solving team members will include the parents, the principal, the general education teacher, the school psychologist, the counselor and/or social worker, the special education teacher, intervention providers, and others as needed.

Logistics

Individual problem solving meetings will be held at a time that is mutually convenient to the general education teacher and other team members. This may include teacher preparation times, before school, or after school. A facilitator, time keeper, and note taker will be designated.

III.   Coaching

The District will identify external and internal coaches for RtI and PBIS. The external coach will support the implementation of the multi-tiered system of supports (MTSS) at the district level by providing support to building level coaches, RtI instructional aides, and teams. The external coach will provide professional development, technical assistance, and coaching.

An internal coach or coaches will be identified at each building. The internal coach will support school personnel, RtI instructional aides, and grade level teams in the implementation of the multi-tiered system of supports (MTSS) at the building level. The primary goal of the internal coach is to build internal capacity within the school building for staff to implement and sustain MTSS best practices.

Coaching is the most effective form of professional development. Each building in District 238 will have an RtI Internal Coach that is supported by the External Coach/Coordinator of the district. Coaches will facilitate and sustain change to improve student outcomes. Coaching is about implementing Partnership Principles: equality, choice, voice, dialogue, reflection, praxis, and reciprocity. The coaches also foster Coaching Components such as: enrolling, identifying, explaining, modeling, observing, exploring, and supporting the faculty and staff of District 238.

External Coach / District Coordinator

It is the duty of the External Coaches to carry out and align the District Goals with Individual Buildings throughout the district. External coaches assist educators and administrators at the building leadership team level to support that infrastructure. Additionally, they support grade level team functioning by working alongside internal, building level coaches who are working to sustain successful RtI/MTSS implementation within the school across all teams. The External Coach continuously communicates with representatives from the state of Illinois, the Super Intendant of District 238, building administrators, Internal Coaches, and staff in each building to align RtI in District 238.

Job Responsibilities

1. Provide current research based information regarding MTSS at the state and national level to district coaches
2. Participate in state and national activities in regards to MTSS
3. Facilitates monthly RtI Meetings for Internal Coaches
4. Creates Monthly Agendas
        -Minutes are recorded
5. Communicates regularly with Internal Coaches and Building Principals
6. Travel if necessary to individual buildings for individual or group assistance
7. Creates goals and cohesiveness amongst the district
8. Works closely with RtI Administrator

9. Set up Benchmarking windows for next fiscal school year
10. Contact and Organize Sweep Teams for Buildings
11. Create and Distribute Benchmarking Schedule for District
12. Maintain communication with the head of Sweep Team to coordinate benchmarking dates
13. Present to the Board of Education
    - First half of year "Where are we with RtI"
    - Student Growth "How Student Triangles Have Grown"
14. Facilitate administration of SAPSI-D/S
15. Attend Grade Level Data Team Meetings
16. Provide data three times a year (fall, winter, and spring) to the Administrative or District Leadership Team
17. Troubleshoot or problem solve as needed

Internal Coach

It is the duty of the Internal Coaches to carry out and align the District Goals with Individual Building throughout the district. They work to sustain successful RtI/MTSS implementation within the school across all teams. The Internal Coach continuously communicates with the building administrator, the school faculty, Internal Coaches, and the External Coach to align RtI in District 238.

Job Responsibilities

1. Establish and Facilitate RtI Committee Meetings in the assigned building once a month
2. Facilitate Data Team Meetings
    a. Analyze screening data to determine if the core curriculum is meeting the needs of the majority of the students (80%). If needed, develop a whole class (tier 1) intervention plan.
    b. Are 70% of the students in the intervention group making satisfactory progress?
    c. If 70% are NOT making progress, what adjustments are being made?
    d. Analyze data to identify students not meeting standards.
    e. Identify students in need of tier 2 interventions based on the Decision Making Guidelines.
    f. Review data charts for each Tier II student.
    g. Identify students making satisfactory progress with current intervention and that require no change in programming.
    h. Identify students meeting the criteria for movement to a lower tier and identify a date for that change.
    i. Identify students not meeting identified goals. Determine if the intervention needs to be modified or if intervention needs to be increased through movement to the next tier.
    j. Assist with Problem Solving Paperwork
    k. Complete Data Team Summary Agenda
3. Assist teachers with benchmarking, STAR, and reports.
4. Facilitate makeup benchmarking assessments

5. Add new students into STAR / Troubleshoot STAR problems
6. Distribute District RtI Plan
    a. Educate the building on Tier 1, Tier II, and Tier III students / interventions
    b. Review Decision Making Guidelines
    c. Review the RtI District Process
7. Attend Problem Solving Meetings
8. Prepare and display Data Wall

Knox Warren

School Psychologist & **Social Worker**

1. Consult in regards to STAR
2. Observations for attention / behaviors
3. Data review / interpretation
4. Available for Late Start Wednesdays
5. Consult on Interventions
6. Case Manager for Problem Solving Meetings (informal / formal)

What is Benchmarking?

Benchmarking is an assessment that occurs three times per year for the purposes of evaluating the core and identifying students who may be at risk for not meeting expectations.

District 238 Benchmarking Tool
Kindergarten – 8th grade – STAR
Central (4, 5, 6) - STAR
High School – Early Warning System
STAR is a *benchmark* and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.
The STAR system components provide one comprehensive progress monitoring and *RTI* Solution.
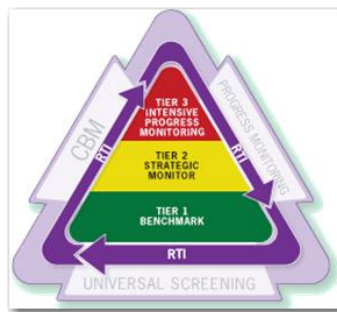
- **Benchmark** – Assess all students three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability.
- **Strategic Monitor** – Monitor at-risk students monthly and evaluate the effectiveness of instructional changes.
- **Progress Monitor** – Write individualized annual goals and monitor more frequently for those who need intensive instructional services.

When does Benchmarking occur?

There is a **two week window**, three times a year: **fall, winter, and spring**. The District RtI Coordinator will inform the Internal Coaches of the dates and then the Internal Coaches will relay the information to their individual building.

Which test does each school administer for benchmarking?

	Lincoln				Harding				Central				Junior High				High School			
Benchmark		**F**	**W**	**S**		**F**	**W**	**S**		**F**	**W**	**S**		**F**	**W**	**S**		**F**	**W**	**S**
	K STAR Early Literacy **1** STAR Reading & Math				**2** STAR Reading & Math **3**				STAR Reading & Math				STAR Reading & Math				Early Warning System			
Students Assessed	Kindergarten 1st Grade				2nd Grade 3rd Grade				4th Grade 5th Grade 6th Grade				7th Grade 8th Grade				Identified Tier 2 Students			
Location of Test	TBD				2nd-Library 3rd-Classroom				TBD				TBD				TBD			
Administrator	Classroom Teacher				Classroom Teacher				Classroom Teacher				Classroom Teacher				*Internal Coach*			
Scorer / Enter Scores into STAR	Computer Generated Results				Computer Generated Results				Computer Generated Results				Computer Generated Results				Computer Generated Results			

IV.   PROCEDURES FOR IMPLEMENTATION OF MULTI TIERED SYSTEM OF SUPPORT

Monmouth-Roseville District #238

1. Implement scientifically research-based instructional core curriculum with differentiated instruction.
2. Complete benchmark assessment three times per year (Fall, Winter, Spring) utilizing agreed upon screening tools (see assessment grid and early warning system data).
3. Grade level teams will meet and review all agreed upon benchmark assessment data and early warning system data.
4. Grade level teams will complete the following activities related to the benchmark assessment data:
   - Analyze screening data to determine if the core curriculum is meeting the needs of the majority of the students. If needed, develop a whole class/grade level (tier 1) intervention plan.
   - Analyze data to identify students not meeting standards.
   - Identify students in need of targeted tier 1 and tier 2 interventions based on the Decision Making Guidelines.
   - Classroom teachers will select interventions for targeted tier 1 students and document their interventions.
   - Select small group interventions for students based on identified needs and develop written intervention plans utilizing agreed upon forms. Tier 2 forms will be completed by the classroom teacher during the grade level team meeting.
   - Classroom teacher will send letters home to parents for children that will be receiving tier 2 interventions.
5. Implement intervention plans. Tier 2 interventions will be provided 20 – 50 minutes 2 – 5 times per week by identified interventionists.
6. The interventionist or others, as needed, will complete the progress monitoring for the tier 2 students every other week using identified progress monitoring tools.
7. Grade level teams will review progress monitoring data for targeted tier 1 and tier 2 students monthly at grade level team meetings. The grade level team will review the progress monitoring data and determine one of the following utilizing the Decision Making Guidelines:
   - Initiate whole class intervention
   - Discontinue intervention
   - Continue intervention
   - Modify intervention
   - Initiate tier 3/individual problem solving
8. Initiate tier 3/individual problem solving based on the identified criteria and as recommended by the grade level team. The classroom teacher will complete the tier 3 problem solving request form and give it to the principal along with the tier 2 intervention plan and progress monitoring data. The principal will review the referral and upon approval, the RtI Internal Coach will forward, by

scanning, to the school psychologist. Following approval by the principal, the classroom teacher will notify parents that individual problem solving and tier 3 interventions will be initiated.

9. The school psychologist will initiate the problem solving process. The school psychologist will contact classroom teacher and interventionists to review existing data and identify any additional data that needs to be collected. Additional data may include: diagnostic assessment, functional analysis, baseline of behaviors, and contact with parents, etc. The school psychologist will facilitate additional data collection. The problem will be identified, defined, and analyzed.

10. All problem analysis data will be shared with the problem solving team prior to the development of the individual intervention plan.

11. A problem solving team meeting including parents will be held to develop the individual intervention plan utilizing the agreed upon forms. A task list, assignments, and time lines will be determined. A method of evaluating and monitoring the interventions will be established.

12. The individual intervention plan will be implemented and monitored. The student will receive targeted intervention based on the individual problem solving plan a minimum 45 – 60 minutes (based on developmental level of student). Members of the team may model interventions or assist in the implementation. The interventionist or others as identified in the intervention plan will monitor progress on a weekly basis.

13. Individual problem solving team and the parent will meet every six to eight weeks to review and discuss student progress. The individual problem solving team will review the progress monitoring data and determine one of the following:
    - Continue intervention
    - Modify intervention
    - Add area of concern
    - Discontinue tier 3/individual problem solving and initiate tier 2 intervention
    - Initiate evaluation for special education

Entitlement for Special Education

1. The required special education procedures will be utilized to consider entitlement for special education.

2. The student will continue to receive intervention and progress monitoring as identified in the individual intervention plan until the evaluation is complete.

Scheduling

Tier 2 interventions will be provided during a 20 – 50 minute intervention block daily that is scheduled by grade level. During the intervention block, identified students will be provided interventions based on their written intervention plan while other students will participate in reinforcement or enrichment activities. This time will **NOT** be utilized to provide core curriculum instruction. Additional intervention time (more than thirty minutes) will be determined and scheduled on an individual basis based on the needs of the student and as indicated in the student's intervention plan.

Interventionists will include grade level teachers, title teachers, and aides. Special education teachers, additional aides, and other personnel may be utilized during the intervention period as they are available.

Notes: Transfer students will be screened upon enrollment   **READING ASSESSMENT GRID K - 12**

Screening (All Students)			Progress Monitoring (Selected Tool Based on Student Need)			Diagnostic Tools (Selected Tool Based on Student Need)			Outcome		
Grade	Screening	Frequency	Grade	Progress Monitoring	Frequency	Grade	Diagnostic Tools	Frequency	Grade	Accountability	Frequency
PK	Work Sampling	3x-FWS	K-1	STAR	T2-BiMonthly T3-Weekly	K-1	ISEL – Students Below 25%	2x/year	3-11	PARCC/PSAE	1x
			2-8	STAR Oral Reading Fluency	T2-BiMonthly T3-Weekly	K-6	Running Record	As Needed	8-11		1x
K	STAR Early Literacy	3x-FWS	3-12	STAR	T2-BiMonthly T3-Weekly	K-6	Leveled Literacy Intervention	As Needed	K-12	ACCESS (ELL)	1x
1-8	STAR Reading (Early Literacy as needed)	3x-FWS		STAR Individual Tools	T2-BiMonthly T3-Weekly	K-12	Informal Reading Inventory	As Needed			
6-8	STAR Reading	3x-FWS		STAR Individual Tools		K-12	Analysis of Curriculum Assessments	As Needed			
4-6	STAR Reading	3x-FWS				K-12	CORE Reading Assessments	As Needed			
3-11	PARCC	1x									
9-12	Early Warning System	3x-FWS									
7-11 TBD	ACT Aspire	1x									

MATH ASSESSMENT GRID

Screening (All Students)			Progress Monitoring (Selected Tool Based on Student Need)			Diagnostic Tools (Selected Tool Based on Student Need)			Accountability		
Grade	Screening	Frequency	Grade	Progress Monitoring	Frequency	Grade	Diagnostic Tools	Frequency	Grade	Accountability	Frequency
K-1	STAR	3x-FWS	K-1	STAR	T2-BiMonthly T3-Weekly	K-12	Analysis of Curriculum Assessments	As Needed	3-11	PARCC/PSAE	1x
1-8	STAR	3x-FWS	1-8	STAR	T2-BiMonthly T3-Weekly	K-8	Analysis of Aims Web	As Needed	8-11		1x
3-8	STAR	3x-FWS	3-8	STAR	T2-BiMonthly T3-Weekly	3-11	Analysis of PARCC/PSAE	As Needed			
3-11	PARCC	1x	9-12	Individualized Tools	T2-BiMonthly T3-Weekly	8-11	Analysis of EPAS	As Needed			
9-12	Early Warning System	3x-FWS									
7-11 TBD	ACT Aspire	1x									

BEHAVIOR/SOCIAL EMOTIONAL LEARNING

Under Construction

Screening (All Students)			Progress Monitoring (Selected Tool Based on Student Need)			Diagnostics (Selected Tool Based on Student Need)		
Grade	Screening	Frequency	Grade	Progress Monitoring	Frequency	Grade	Diagnostics	Frequency
K-12								Needed
K-12								Needed
K-12								Needed
K-12								
9-12								

Under Construction

V.   CORE CURRICULUM AND INTERVENTION PLAN

See "**Research Based Strategies and Intervention Resources**" document. This can be found on the district website and in the RtI Binder following the District RtI Plan.

VI.   DECISION-MAKING GUIDELINES

Tier I – 80% of student population

- Grade level learners

Criteria for participation in Enrichment Group

- Benchmarking data indicates scores at or above 75% on national norms
- Student is functioning in the top quarter of the class
- Team agreement

Targeted Tier I

Criteria for participation in Targeted Tier I Group

- Benchmarking data indicates scores between the 25-50% on national norms
- Student is performing at the "At Risk for Off Track" level (one risk factor) on the Early Warning System
- Team agreement

Criteria for movement to Tier II

- Student must receive a minimum of 6 weeks of Targeted Tier I intervention
- Student is not meeting identified standards as indicated by the report card
- Classroom data indicates student in functioning in the bottom quarter of the class
- Team agreement

Criteria for movement to Tier I

- Student is meeting identified standards as indicated by the report card
- Student is functioning within the average range of the classroom
- Team agreement

Tier II - 15% of student population

Criteria for participation in Tier II Group

- Benchmarking data indicates scores below the 25% on national norms
- PARCC/PSAE data indicates a level "below standards" or "academic warning"
- Student is performing at or above the "Off Track" level (two or more risk factors) on the Early Warning System
- Team agreement

Criteria for movement to Tier III

- Student must receive a minimum of 6 weeks of Tier II intervention
- Progress monitoring data indicates a minimum of three consecutive data points below the aim line
- Progress monitoring data must be below the 10% on national norms
- A minimum of one revised intervention
- Rate of improvement is below average
- Intervention must be administered with integrity - 70% of the intervention group is making progress
- Team agreement

Criteria for movement to Targeted Tier I

- Progress monitoring data indicates steady progress and a minimum of three consecutive data points on or approaching the aim line
- Rate of improvement is average to above average
- Team agreement

Tier III – 5% of student population
It is our general practice that all students will participate in Tier II intervention before Tier III intervention.

Criteria for participation in Tier III Group

- Benchmarking data level below the 10% on national norms
- PARCC data indicates a level "below standards" or "academic warning"
- Student is currently participating in individual problem solving
- Student is performing at the "Extreme Off Track" level (four or more risk factors) on the Early Warning System
- Team agreement

Criteria for movement to Entitlement

Student must receive a minimum of 6 weeks of individual problem solving and Tier III intervention

- A minimum of one revised individual intervention
- Progress monitoring data indicates a minimum of three consecutive data points below the aim line
- Progress monitoring below the 10% on national norms
- Rate of improvement is below average
- Student is performing at the "Extreme Off Track" level (four or more risk factors) on the Early Warning System
- Team agreement

Criteria for movement to Tier II

- Progress monitoring data indicates steady progress approaching the aim line
- Progress monitoring data indicates scores between the 10% and the 25% on national norms
- Rate of improvement is approaching average or average
- Student is performing at the "Off Track" or "At Risk" level (one or two risk factors) on the Early Warning System
- Team agreement

Problem Solving Agenda

PROBLEM IDENTIFICATION/Problem Solving Initial Meeting – Pre-Meeting

Completed by Psychologist, Social Worker, Classroom Teacher(s), Interventionist
Social Worker will contact parent regarding relevant background information and medical information. Psychologist will complete diagnostic assessment. The Internal Coach will attend each Problem Solving Meeting as well as facilitate.

Identify Student Strengths – Identify individual strengths, circumstances surrounding success, areas in which student is successful
Identify, Describe, and Prioritize Concerns
Problem Analysis
>**Analyze Problem –** Review relevant background information, Identify Tier I and Tier II interventions, Analyze student performance in four domain areas (Curriculum, Instruction, Environment, Learner)
>**Complete Diagnostic Assessment –** Identify performance standard, Identify baseline data needed to establish goals, Gather information utilizing RIOT procedures *If necessary* (Review, Interview, Observe, Test)
>**Develop Hypothesis -** Develop an explanation of why the student is having difficulty based on analysis of four domain areas and data collected

Define the Problem – Summarize the problem in observable, measurable terms
Review the Current Intervention Plan
Identify Goals/Desired Behaviors – Identify measurable goals, Set goals approximately 15-20% over baseline data
Schedule Meeting to Develop Intervention Plan

INTERVENTION PLAN – Team Meeting *(Develop Individual Intervention Plan)*

Psychologist and Social Worker will provide written information prior to the team meeting summarizing the results of the problem identification process. Parents are invited to discuss.

Review Problem Identification Information – Review problem analysis, and baseline data information, Review hypothesis and statement of problem, Review and revise goals/desired behaviors, Review any scales the Psychologist or Social Worker completed, and maybe add or adjust an intervention
Develop Intervention Plan – Brainstorm**,** Identify specific strategies, assign tasks, determine timelines, and identify resources. (Document on shared document for Problem Solving Process.)
Develop Evaluation Plan – Identify progress-monitoring data that will be collected, assign tasks, determine timelines, and identify resources
Schedule Follow-Up/Progress Review Meeting

PROGRESS REVIEW MEETING – Team Meeting *(Review and adjust plan if needed)*

Identify Purpose of the Meeting and Review Outcomes of Problem Solving Process – Review possible outcomes of the meeting
Review Progress on Goals – Review progress monitoring data for each goal, revise goals/desired behaviors as needed, revise intervention plan as needed
Identify Next Steps – Goals achieved discontinue problem solving**,** continue intervention plan without modifications, continue intervention plan with revisions, troubleshoot, refer for entitlement for special education
Schedule Follow-up/Progress Review Meeting

VII.   PROCEDURES FOR MEASURING INTEGRITY AND FIDELITY

FIDELITY PROCEDURES

Definition

Fidelity of implementation within the MTSS/RtI system refers to how closely the prescribed procedures of a process are followed. Fidelity of implementation is *"the degree to which teachers and other program providers implement programs as intended by the program developers."*

Fidelity of implementation of the MTSS/RtI Process includes four components:
Curriculum
- What is taught, content of instruction
- Are critical components being covered?

Instruction
- How the content is taught, instructional strategies, delivery of interventions
- Is instruction and intervention being delivered as designed?

Assessment
- How assessments are administered and interpreted
- Are assessments administered and scored reliably?

Process
- The procedures and systems of implementation
- Are the procedures being adhered to as planned?

Additional components to consider when planning for fidelity include the following five elements:

Adherence measures how well you implement the agreed upon plan without drifting from the core elements of the intervention. It includes implementation of the progress monitoring procedure.

Duration/Exposure refers to the frequency and intensity with which a student receives an intervention including the frequency of progress monitoring.

Quality of Delivery measures whether good teaching practices were used in the delivery of instruction and whether professional teaching standards were implemented.

Program Differentiation measures how well one intervention is differentiated from another and whether you avoid inserting pieces from other interventions.

Student Responsiveness refers to how engaged and involved students are in the intervention or activity and the amount of time that students are on task.

The following components must be evident in an RtI Model to ensure fidelity of implementation:
- A valid and reliable assessment system is in place.
- The curriculum is evidence based and includes grade level components across all tiers.
- Instructional practices and interventions are evidenced based and follow set parameters.
- Clear data based decision guidelines have been established and are utilized by all staff.

- Fidelity checks are predetermined and routinely applied.
- Personnel regularly communicate regarding student progress making adjustments as needed to maximize achievement.

Purpose of the Measurement of Fidelity

The purpose of measuring the fidelity of implementation of the MTSS/RtI process is to ensure improved outcomes for students. The results of **fidelity checks are not evaluative** in nature. However, the results may lead to modification of procedures, professional development, increased support, or modeling to ensure agreed upon implementation procedures are utilized. The results of fidelity checks should lead to positive discussions resulting in improved outcomes for students.

Procedures for Implementation of Fidelity Checks

The fidelity of MTSS/RtI must be measured at each tier and in each area described above. The following general guidelines will be utilized when measuring the fidelity of MTSS/RtI:

- Fidelity of curriculum, instruction, assessment, and process within RtI will be measured through the delivery of professional development, the use of permanent products, and the use of checklists.

- Data will be reviewed on an ongoing basis. The results of the assessment review may lead to a more intensive review of fidelity data including the development and implementation of more intensive fidelity checks.

- Whenever a **new** resource, instructional strategy, intervention, or curriculum, etc is adopted by the district/building, fidelity tools and procedures will be identified to ensure intended implementation.

- Fidelity checks will be random.

- Fidelity checks will not be utilized as part of a professional's evaluation.

The following tables outline specific procedures for the measurement of fidelity at tier 1, tier 2, and tier 3:

Tools and Logistics for Measuring Fidelity Tier 1

	Tools We Have to Measure Fidelity (Direct and Indirect)	How often we measure fidelity?	Who measures fidelity?

Curriculum
-<u>what</u> is taught, including intended and unintended outcomes, content of instruction
	Permanent Product
	• Pacing Guide
	  Mastery Connect
	• Lesson Plans
	
	Reading
	  (To be developed)
	
	Math
	  (To be developed)
		• As needed in conjunction with outcome data
		• Daily
			• Grade Level Teams
			
			• Administrator

Instruction -<u>how</u> content is taught, delivery	**Checklists** • Summary of Teacher Performance Rubric TBD (Charlotte Danielson) • Reading and Math TBD **Assessment Results** • Benchmark Assessment • SMART Goals	• Once a year • TBD • 80% Meeting (Tier 1) Three times per year • Monthly	• Administrator • TBD • Grade Level Teams
Assessment -how assessments are administered, interpreted	**Professional Development** • Professional Development provided to all staff involved utilizing assessment tool **Checklists** • Administering Benchmark Assessment	• As needed • Annual updates • Three times a year (Fall, Winter, Spring)	• Trainer • Grade Level Teams • Self-Reflection

Process -how processes, such as problem solving, are implemented	**Professional Development** • SAPSI-D • SAPSI-S **Permanent Product** • District RtI Manual **Checklist** • District RtI Checklist	• Once a year • Once a year • Reviewed throughout the year for revisions • Three times a year during benchmarking (Fall, Winter, Spring)	• RtI Committee • Internal RtI Coach • District RtI Coordinator District RtI Committee • District RtI Committee

CONSIDER FIVE ELEMENTS OF FIDELITY: ADHERENCE, EXPOSURE/DURATION, QUALITY OF DELIVERY, PROGRAM SPECIFICITY, AND STUDENT ENGAGEMENT

Tools and Logistics for Measuring Fidelity Tier 2 & 3

	Tools We Have to Measure Fidelity (Direct and Indirect)	How often we measure fidelity?	Who measures fidelity?
Curriculum -**what** is taught, including intended and unintended outcomes, content of instruction **Instruction** -**how** content is taught, delivery	**Checklists designed for products:** • General Intervention • 6minute solutions (optional if used) **Permanent Product** • Attendance Log • Intervention Log • Intervention Plan **Assessment Results** • Progress Monitoring • SMART Goals **Websites to search for fidelity checklists:** http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-protocols http://www.iup.edu/page.aspx?id=134567	• Minimum of 3 times a year • If 70% of intervention group is not making progress within six weeks • As determined by Individual Problem Solving Team • As needed in conjunction with outcome data • 70% Meeting • Monthly	• Self-Check • Internal Coach • Grade Level Teams • District RtI Coordinator Internal coach Grade Level Teams
Assessment -**how** assessments are administered, interpreted	**Professional Development** • Professional Development provided to all staff involved utilizing assessment tool	• As needed • Annual updates	• Trainer • Grade Level Teams
Process -**how** processes, such as problem solving, are implemented	**Permanent Product** • District RtI Manual **Checklist** • Individual Problem Solving Checklist TBD	• Reviewed throughout the year for Revisions • TBD	• District RtI Coordinator District RtI Committee • Problem Solving Team TBD

CONSIDER FIVE ELEMENTS OF FIDELITY: ADHERENCE, EXPOSURE/DURATION, QUALITY OF DELIVERY, PROGRAM SPECIFICITY, AND STUDENT ENGAGEMENT

FIDELITY TOOL - RTI PROCESS CHECKLIST

Fall

___ **Master schedule was created for the year and distributed to Administration and Internal Coaches**
    ____Assessment Schedule
    ____Data Team Meetings Scheduled
    ____Internal Coaches Meetings
    ____Building Leadership Meetings
___ **Fall Universal screening was completed at all grade levels**
    ____STAR K – 8 Reading and Math
    ____Type II or III Pre Test
    ____Early Warning System
___ **Fall Data Days were held**
    ____Tier I plans were developed (if necessary)
    ____Tier II students were identified
    ____Tier II intervention groups developed
    ____Tier II paperwork was completed
    ____Letters were sent to parents of Tier II students
___ **Data Analyzed by Internal Coaches**
___ **Data Presented and Reviewed with Administration**
___ **Grade Level Progress Monitoring Team meetings were held**
    ____ RtI Internal Coaches facilitated meetings
    ____Decisions were made based upon decision making rules/guidelines
___ **Tier 3 Individual Problem Solving Meetings scheduled and held**
    ____Parents invited/encouraged to attend meeting
    ____Tier 3 paperwork completed
    ____Decisions were made based upon decision making rules/guidelines
___ **Fidelity procedures were completed**
___ **Coaches meetings were held**

Winter

___ **Winter Universal screening was completed at all grade levels**
    ____STAR K – 8 Reading and Math
    ____Type II or III Mid-Point Check
    ____Early Warning System

___ **Winter Data Days were held**
    ____Tier I plans were developed (if necessary)
    ____Tier II students were identified
    ____Tier II intervention groups developed or modified
    ____Tier II paperwork was completed
    ____Letters were sent to parents of Tier II students

___ **Data Analyzed by Internal Coaches**
___**Data Presented and Reviewed with Administration**
___ **Grade Level meetings were held**
      ____RtI Internal Coaches facilitated meetings
      ____Decisions were made based upon decision making rules/guidelines
___ **Fidelity procedures were completed**
___ **Internal Coaches meetings were held**

Spring

___ **Spring Universal screening was completed at all grade levels**
      ____STAR K – 8 Reading and Math
      ____Type II or III Post Check
      ____Early Warning System
___ **Spring Data Days were held**
      ____Tier II students were identified for the next school year
      ____Tier II intervention groups developed for the next school year
      ____Tier II paperwork was completed
___ **Data Analyzed by Internal Coaches**
___**Data Presented and Reviewed with Administration**
___**District RtI Coordinator presented to the Board**
      ____Fall, Winter, and Spring Data
___ **Grade Level meetings were held**
      ____RtI Internal Coaches facilitated meetings
      ____Decisions were made based upon decision making rules/guidelines

____ **Internal Coaches meetings were held**
____**Procedure manual was reviewed and revisions made as needed**

___ **Master schedule was created for the next fiscal school year and administered to Administration and Internal Coaches**
      ____Assessment Schedule
      ____Benchmark Data Days
      ____Grade Level Progress Monitoring Data Meetings
      ____Coaches Meetings
      ____Building Leadership Meetings
      ____District Leadership Meetings

      ____**Transition meetings held**
      ____Lincoln
      ____Harding
      ____Central
      ____Junior High

General Intervention Checklist

Fidelity Check of Tier II and/or Tier III Interventions K-8

Instructor_____

	Fully Implemented	Partially Implemented	Not Evident
Instructor begins on time			
Instructor uses a planned intervention correlated to the skill deficit of the group			
Instructor has all materials organized and ready to use for planned intervention			
Instructor follows procedures for planned intervention			
Instructor maintains good pacing of intervention			
Instructor delivers lesson with enthusiasm			
Instructor effectively manages behavior of students			
Instructor uses positive communication with students			
Instructor provides multiple opportunities for the students to respond with appropriate wait time			
Instructor actively monitors the engagement of each child in the lesson			
Instructor provides specific corrective feedback when appropriate			
Intervention Logs are current, detailed, and meet district expectations			
Instructor ends on time			

Observer_____ Date_____ Time_____

PARENT INVOLVEMENT

A statement explaining the Response to Intervention System will be included in the District Handbook. Additional information will be provided through the District newsletter, parent orientation activities, and parent teacher conferences.

Parents will be contacted on a regular basis throughout the Response to Intervention - Problem Solving Process. Contact may be by phone or through active participation at meetings. Parents will be contacted at a minimum at the following times:

- To notify parents of participation in a Tier II intervention using STAR resource letter
- To initiate the Individual Problem Solving process
- As part of the data collection process
- To seek input and explain the Intervention Plan
- To review and report progress monitoring data

Contact with parents will be positive and stress the desire to assist the child to be successful in school.

A statement explaining the Response to Intervention System will be included in the District Handbook. In addition, a parent information sheet will be developed that provides information regarding the Response to Intervention System and the Three Tier Model.

105 North E St., Monmouth, IL 61462   (309) 734-4712   (phone)   (309) 734-4755   (fax)

Edward D Fletcher, Superintendent   efletcher@mr238.org   www.mr238.org

Dear Parent or Guardian,

We have recently completed the math benchmark testing that is required by the Response to Intervention program. This assessment is designed to identify whether your child is ready to read on grade level (Tier 1) or whether your child needs additional and/or more intensive reading instruction (Tier 2 and Tier 3). All students in the school will be placed into a skill group in Tier 1, 2, or 3 for a minimum of four cycle days a week. The result of the benchmark testing indicate that your child would benefit from placement in:

_____ Tier 1: REGULAR CURRICULUM + enrichment activities

_____ Tier 2: REGULAR CURRICULUM + additional instruction

_____ Tier 3: REGULAR CURRICULUM + additional, more intensive support

Your child will be place in a **(name of intervention program)** skill group starting on **(date of start of skill groups)**. This group will work on the following skill(s):

_____ **Building Fact Fluency**: This includes **(give examples of skills).** These skills are important because **(describe importance).**

_____ **Closing Core Skill Gaps**: This includes **(give examples of skills).** These skills are important because **(describe importance).**

_____ **Enrichment Activities**: This means activities that enhance the regular curriculum and expand on information and skills already mastered. This is important for students who have met grade-level goals so that they continue to improve and learn.

During the school year the staff will continue to monitor the progress of your child and you will be notified of the results and recommendations.

If you have any questions about this assessment or the recommendation, kindly contact me. Thank you for your continued interest in your child's school success.

Sincerely,

Monmouth-Roseville CUSD #238

105 North E St., Monmouth, IL 61462   (309) 734-4712 (phone)   (309) 734-4755 (fax)

Edward D Fletcher, Superintendent   efletcher@mr238.org   www.mr238.org

Estimados Padres/Guardianes,

Nosotros recientemente completamos los examenes de evaluacion comparativa que es requerido por el programa Intervencion de Respuesta. Esta evaluación es diseñada para identificar si su hijo está preparado para leer al nivel de su grado (Tier 1) o si su hijo necesita instruction adicional o más intenso en la lectura.Todos los estudiantes en la escuela serán puestos en grupos con habilidades en Tier 1,2 y 3 por el mínimo de un ciclo de 4 días por semana. Los resultados del examen de evaluación comparativa indica que su hijo se beneficiará en la colocación de :

_____ Nivel 1: CURRÍCULUM REGULAR + enriquecimiento de actividades
_____ Nivel 2: CURRICULUM REGULAR + instruction adicional
_____ Nivel 3: CURRICUÍLUM REGULAR + suporte más intenso, adicional

Su hijo será puesto **(name of intervention program)** comienza en el grupo **(date of start of skill groups)**. Este grupo estara trabajando en la siguientes habilidades:

_____ **Construyendo Factores de Fluidez**: Esto incluye **(give examples of skills).** Estas habilidades son importantes porque **(describe importance).**

_____ **Cerrar las capacidades básicas**: Esto incluye **(give examples of skills).** Estas habilidades son importante porque **(describe importance).**

_____ **Actividades de Enriquecimiento**: Esto quiere decir que las actividades del currículum que han mejorado y expandido en información ya son habilidades dominadas. Esto es importante para estudiantes que llegaron a sus metas adecuadas en su grado y continúan en seguir mejorando y aprendiendo..

Durante el año escolar nuestro personal seguirá evaluando el progreso de su hijo y se le mandará las notificaciones de los resultados y recomendaciones.
Si usted tiene alguna pregunta sobre estas evaluasiones o recomendasiones, puede contactarme.
Gracias por su continuo interes en el progreso escolar de su hijo.

Sinceramente,

Monmouth-Roseville CUSD #238

105 North E St., Monmouth, IL 61462   (309) 734-4712 (phone)   (309) 734-4755 (fax)

Edward D Fletcher, Superintendent   efletcher@mr238.org   www.mr238.org

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_____ Tier 1: REGULAR CURRICULUM + enrichment activities

_____ Tier 2: REGULAR CURRICULUM + additional instruction

_____ Tier 3: REGULAR CURRICULUM + additional, more intensive support

Your child will be place in a **(name of intervention program)** skill group starting on **(date of start of skill groups)**. This group will work on the following skill(s):

_____ **Early Literacy Skills**: This means the skilled needed to begin to learn to read. This includes knowing the names and sounds of letters, understanding rhyming, and recognition of the beginning sounds in words. These skills are important because they were necessary before children can learn to read.

_____ **Decoding**: This means being able to recognize and sound out words. This is important because it is the foundation of reading.

_____ **Fluency**: This means reading quickly with few mistakes. This skill is important because students need to be able to read fluently to help them understand what they read.

_____ **Comprehension**: This means understanding what was read. This skill is important because the main purpose of reading is to comprehend.

_____ **Enrichment Activities**: This means activities that enhance the regular curriculum and expand on information and skills already mastered. This is important for students who have met grade-level goals so that they continue to improve and learn.

During the school year the staff will continue to monitor the progress of your child and you will be notified of the results and recommendations.

If you have any questions about this assessment or the recommendation, kindly contact me. Thank you for your continued interest in your child's school success.

Sincerely,
Monmouth-Roseville CUSD #238

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Nosotros recientemente completamos los examenes de evaluacion comparativa que es requerido por el programa Intervencion de Respuesta. Esta evaluación es diseñada para identificar si su hijo está preparado para leer al nivel de su grado (Tier 1) o si su hijo necesita instruction adicional o más intenso en la lectura.Todos los estudiantes en la escuela serán puestos en grupos con habilidades en Tier 1,2 y 3 por el mínimo de un ciclo de 4 días por semana. Los resultados del examen de evaluación comparativa indica que su hijo se beneficiará en la colocación de :

_____ Nivel 1: CURRÍCULUM REGULAR + enriquecimiento de actividades
_____ Nivel 2: CURRICULUM REGULAR + instruction adicional
_____ Nivel 3: CURRICUÍLUM REGULAR + suporte más intenso, adicional

Su hijo será puesto **(name of intervention program)** comienza en el grupo **(date of start of skill groups)**. Este grupo estara trabajando en la siguientes habilidades:

_____ **Habilidades Tempranas de Literatura**: Esto significa que las habilidades necesarias para empezar a aprender a leer . Esto incluye saber los nombres y sonidos de las letras, entender rimas, y el reconocimiento de palabras iniciales. Estas habilidades son importantes porque son necesarias antes de que puedan aprender a leer.

_____ **Desciframiento**: Esto significa ser capaz de reconocer y pronunciar las palabras. Esto es importante porque es la base de la lectura.

_____ **Fluidez**: Esto significa leer con rapidez y con pocos errores. Esta habilidad es importante porque los estudiantes necesitan ser capaces de leer con fluidez para ayudarle a entender lo que leen.

_____ **Comprensión**: Esto significa entender lo leyeron. Esta habilidad es importante porque es el propósito principal de ser capaces de leer con fluidez y para ayudar que entiendan lo que ah leído.

_____ **Actividades de Enriquecimiento**: Esto significa que actividades que han mejorado en el currículum regular y expandido con la información y las habilidades que ya han mejorado . Esto es importante para estudiantes que ya han completado sus metas de nivel-de-grado asi pueden continuar mejorando y aprender.
Durante el año escolar nuestro personal seguirá evaluando el progreso de su hijo y se le mandará las notificaciones de los resultados y recomendaciones.
Si usted tiene alguna pregunta sobre estas evaluasiones o recomendasiones, puede contactarme. Gracias por su continuo interes en el progreso escolar de su hijo.

Sinceramente,

Monmouth-Roseville CUSD #238

105 North E St., Monmouth, IL 61462	(309) 734-4712 (phone)	(309) 734-4755 (fax)
Edward D Fletcher, Superintendent	efletcher@mr238.org	www.mr238.org

Dear Parent and/or Guardian,

Monmouth Roseville High School is using an Early Warning System (EWS) as our Response to Intervention (RtI). Response to Intervention (RtI) is a federal and state initiated program designed to help meet students' academic and behavioral needs. RtI examines the needs of each student and creates a plan that will provide intervention for selected students. The high school will be focusing on four key factors: attendance, office referrals, grades, and standardized test scores. The purpose of the Early Warning System is to allow the district and school to target interventions that support off-track or at-risk students while they are still in school. The goal of RtI and interventions is to provide each student with the necessary skills to be successful at grade level and prevent dropout.

This year, we are implementing Phase 1 of the Early Warning System: grades. All students will be Progress Monitored approximately every two weeks. Data used to Progress Monitor will be weekly grade submissions. Students will be identified by the classes they are failing. Once a student is identified through this process, an intervention plan is then put into place for each student. Interventions will be in the core content areas (English, Math, Science, and Social Studies). These interventions will take place during advisories.

At the beginning of the school year, students are randomly placed in Advisories. Once the first set of data is collected, advisory placements may change.

- Students will be moved to the advisory teacher for the class they are failing, but have the closest percent to passing. (Ex: Student is failing Math with a 43% and English with a 32%. The student would be moved to their Math teacher's advisory).

If a teacher sees a student is struggling in class, but the student is passing, the teacher (or student) may request to switch advisories.

Please feel free to contact us with any questions or concerns.

Sincerely,

Monmouth-Roseville CUSD #238

IX.   Glossary

Glossary of Terms
(Examples of terms to be included)

1. **Action items**: Explicit steps or tasks with identified person responsible and resources identified to carry out the task in a specific timeframe.

2. **Aim-line**: Line on a graph that illustrates a student's expected rate of progress over time.

3. **Alterable variables**: factors such as instruction, curriculum, environment that educators can change.

4. **Assessment Tools**: Instruments used for making decisions based on the review of products (student work), interviewing, observing or testing in the areas of instruction, curriculum, and learning environment.

5. **Benchmark Assessment**: An assessment that occurs three or more times per year for the purposes of evaluation the core and identifying students who may be at risk for not meeting expectations.

6. **Continuous parent outreach and support**: Parents are included in the RtI process and ongoing efforts are made to build regular communication and provide mutual supports and guidance between home and school.

7. **Core Instruction**: The delivery of the core curricula. The core curricula is deemed critical and usually made mandatory for all students of a school or school system. Core instruction and curricula must be scientific and research-based.

8. **Cut Scores**: Cut points on common benchmark assessments; specify the score at or below which students would be considered for intervention

9. **Decision-making rules**: A set of rules that are strictly adhered to in determining the effectiveness and efficiency of interventions as they relate to student progress.

10. **Diagnostic Tools**: Instruments that are designed and used specifically to identify strengths and weaknesses in student academic or social behavior skill

11. **District RtI Plan**: A district level action plan based on the results of a needs assessment, tied to district level goals, that represents next steps in implementation.

12. **Evidence-based**: A practice/program/strategy based on rigorous research designs, has demonstrated a record of success for improving student outcomes, and has undergone a systematic review process using quality indicators to evaluate levels of evidence.

13. **Fidelity**: The extent to which the instructional methods, curriculum, or assessments were used as consistently and accurately as they were intended by developer's specifications and/or research findings.

14. **Instructional Planning Form (IPF)**: A document completed by educators that clearly breaks down their intended instructional process across the dimensions of skills to be taught, time, materials, arrangement, and method of assessment.

15. **Intervention**: The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

16. **Leadership Team (District)**: This is the team that determines MTSS policies, reviews school-wide data regarding fidelity of implementation and student outcomes, and collaborates with school leadership teams. This team may be comprised of: superintendent(s), school administrators, parent representatives, or other relevant personnel.

17. **Multi-Tiered System of Supports (MTSS)**: a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data based monitoring for instructional decision-making to empower each student to achieve high standards.

18. **Problem**: a data based discrepancy between what is expected (e.g. standards or norms) and what is occurring (current performance).

19. **Professional Development**: any training, professional learning communities, technical assistance, coaching, and/or resources provided to support or improve staff knowledge and skills

20. **Progress Monitoring**: The systematic collection of data at regular intervals for decision making purposes related to student performance. Students' progress is evaluated in relation to a goal.

21. **Problem Solving**: A systematic four step process: problem identification; problem analysis; plan development and implementation; and plan evaluation.

22. **Problem Solving Team**: Group of education professionals coming together to consider student-specific data, brainstorm possible strategies/interventions, and develop a plan of action to address a student-specific need.

23. **Resource Allocation**: providing financial or personnel support for completion of MTSS activities

24. **School Leadership Team**: The team that determines MTSS school procedures, reviews school-wide data regarding fidelity of implementation and student outcomes, and collaborates with the district leadership team and grade level/department MTSS teams. This team represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and representative teachers.

25. **Scientifically-Based**: Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

26. **Scientifically-Based Reading Research (SBRR):** Scientifically-based reading programs address the five big areas of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—as defined in the Elementary and Secondary Education Act (ESEA) of 2001.

27. **Scientifically-Based Math Curriculum:** Scientifically-based math programs include the essential components of math instruction—conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive response—as recommended by the National Research Council (2001).

28. **STAR 360:** STAR is a *benchmark* and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web based data management and reporting system to determine response to intervention.
   The STAR system components provide one comprehensive progress monitoring and *RTI* Solution.

29. **Supplemental Instruction:** Any instruction provided to students IN ADDITION to core instruction. An example for clarification: within a 90 minute language arts block students may receive large group instruction, small group direct instruction, and time for independent practice.   Some students may receive additional small group direct instruction within the same 90 minute block in place of independent practice. This is considered *differentiated core instruction*, not supplemental instruction. Supplemental instruction is *in addition* to the time set aside for core instruction.

30. **Universal Data Tools**: instruments used for the purpose of identifying students who may be at-risk for not meeting academic and/or social behavior benchmarks.

31. **Work Assignments**: formal duties of personnel hired by the school district.

Know Warren Terms

Going to Grid and **Going to Case Study** are interchangeable terms.

Both mean that there is enough data to populate the form (grid) to start an official special education evaluation process.

Consent for screening is the form used to obtain permission when more information is needed to go to case study for observations, behavior scale etc.

Consent for evaluation is when we have completed the grid and parents have signed consent for a formal special education evaluation.

Observation: A member of Knox Warren will visit the student's class and observe their behavior and or academic performance.

X.   **District Forms** (Next page)

TIER 1 INTERVENTION PLAN

Goals should be SMART goals (**S** = Specific **M** = Measurable **A** = Attainable **R** = Realistic **T** = Timely)

Grade Level: _____   Teacher(s) Name(s): _____

Area of Concern:					
Data Used for Decisions:					
Date	**Team SMART Goal**	**Tier 1 Intervention, Strategies, Activities**	**Timeline**	**Responsibility**	**Evidence of Effectiveness**

Tier 2 Student Intervention Plan

Goals should be SMART goals (**S** = Specific **M** = Measurable **A** = Attainable **R** = Realistic **T** = Timely)

Student: _____   Grade: _____

Please document each intervention and the dates provided. Intervention(s) must be implemented consistently. Use multiple pages if necessary.

Focus: L = Language   PA = Phonemic Awareness P = Phonics F = Fluency FA = Fluency Accuracy V = Vocabulary C = Comprehension   B = Behavior
MC = Math Computation   MA = Math Application

Behavior Interventions: Tier 2: CICO (check in check out), SAIG (Social Academic Intervention Group), Mentoring, FBA/BIP

Focus	Intervention Description	Goal #	Start Date	End Date	# of Sessions per Week	# of Minutes per Session	Interventionist	Group Size Ratio

Goal #_____	Monitored by	Frequency	Tool	Start Date	Stop Date
Goal #_____	Monitored by	Frequency	Tool	Start Date	Stop Date
Goal #_____	Monitored by	Frequency	Tool	Start Date	Stop Date
Goal #_____	Monitored by	Frequency	Tool	Start Date	Stop Date
Goal #_____	Monitored by	Frequency	Tool	Start Date	Stop Date
Goal #_____	Monitored by	Frequency	Tool	Start Date	Stop Date

Date:						
Result of Intervention (circle one) Based on aimline and trendline graphs			Data Decision for this Intervention (circle one)			Notes:
Discrepancy Decreased	Discrepancy Increased	Discrepancy Unchanged	Discontinue Intervention	Fade Intervention	Modify Intervention	
			Continue Intervention	Intensify Intervention	Problem Solving Referral	

Date:						
Result of Intervention (circle one) Based on aimline and trendline graphs			Data Decision for this Intervention (circle one)			Notes:
Discrepancy Decreased	Discrepancy Increased	Discrepancy Unchanged	Discontinue Intervention	Fade Intervention	Modify Intervention	
			Continue Intervention	Intensify Intervention	Problem Solving Referral	

Date:						
Result of Intervention (circle one) Based on aimline and trendline graphs			Data Decision for this Intervention (circle one)			Notes:
Discrepancy Decreased	Discrepancy Increased	Discrepancy Unchanged	Discontinue Intervention	Fade Intervention	Modify Intervention	
			Continue Intervention	Intensify Intervention	Problem Solving Referral	

Date:						
Result of Intervention (circle one) Based on aimline and trendline graphs			Data Decision for this Intervention (circle one)			Notes:
Discrepancy Decreased	Discrepancy Increased	Discrepancy Unchanged	Discontinue Intervention	Fade Intervention	Modify Intervention	
			Continue Intervention	Intensify Intervention	Problem Solving Referral	

Date:						
Result of Intervention (circle one) Based on aimline and trendline graphs			Data Decision for this Intervention (circle one)			Notes:
Discrepancy Decreased	Discrepancy Increased	Discrepancy Unchanged	Discontinue Intervention	Fade Intervention	Modify Intervention	
			Continue Intervention	Intensify Intervention	Problem Solving Referral	

INTERVENTION DOCUMENTATION WORKSHEET
To Be Completed by Interventionist in Tier 2 and Tier 3

Week of:_____   Teacher: _____

Student	Monday				Tuesday				Wednesday				Thursday				Friday				Total # of Weekly Minutes
	T	P	F	#	T	P	F	#	T	P	F	#	T	P	F	#	T	P	F	#	

T= Time (Minutes Per Session)
P= Program (Name of Intervention)
F= Focus
#= Lesson or Activity #

Focus
A=Artic   L=Language
P= Phonics   F= Fluency
V= Vocabulary   C= Comprehension
PA= Phonemic Awareness
W= Writing
MC= Math Computation
MA= Math Applications
B= Behavior
SS = Social Skills
X= _____

Programming
Create your own legend for Program Name
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____

Goal Setting – Creating SMART Goals

Goals must be established for all students receiving Tier 2 and Tier 3 support. Goals should follow the SMART Goal formula. (S-Specific, M-Measurable, A-Attainable, R-Realistic, T-Timely

Required: STAR 360 Reading and Math Goals
  Choose the appropriate goal for each student.

Option 1: Catch Up/Keep Up

Students below the 40th percentile. For students below district proficiency, this option reflects the growth needed to reach proficiency ("catch up"). For students at or above district proficiency, this option describes the growth needed to stay within their proficiency category ("keep up").

Option 2: Stay Up / Move Up

Students above the 40th percentile. For students scoring within the district proficiency category but below the next higher category, this option shows the growth needed to move up to the higher category ("move up"). For students who are already scoring in the category above proficient, this option shows the growth needed to remain in this proficiency category ("stay up").

Required: STAR Early Literacy

Option 1: Moderate

Students below the 40th percentile.

Option 2: Moderately Ambitious

Students above the 40th percentile.

If an additional program is used to progress monitor, please select an option below:

Option 1: Guide to setting goals utilizing Rate of Improvement:
Step 1: Determine the ROI for students at the specific grade level. This may be obtained from the norm data chart (utilize the Spring norm for rate of Improvement/ROI) or from the Growth Chart provided.

ROI = _____

Step 2: The goal should reflect an ambitious rate of growth. To create an ambitious goal, multiply the average ROI by a value between 1.5 and 2.0. This number will be the expected gain per week

_____ x 2.0 = _____

     ROI   x 2.0   Ambitious ROI = Expected Gain per week

Step 3: Determine the number of weeks until the end of the school year (generally 30 if establishing the goal at the beginning of the year) or the intervention period. Multiply by the Expected Gain per week.   This will be the total gain for the year or intervention period.

   __30____ x _____ = _____

     Weeks   Expected Gain   Expected Gain for the Year/Intervention Period

Step 4: Add the Total Expected Gain to the initial benchmark score. This will provide the Smart Goal for the end of the school year.

Example:

Third Grade Reading: The student has a benchmark score of 20 wpm.

1.11 (ROI for Spring 50% from Norm Table) x 2 (Ambitious Rate of Growth) = 2.22 (Expected Rate of Growth per week)

2.22 x 30 weeks (Intervention Period) = 60.66 (Expected Gain for the Year)

60.66 + 20 (Benchmark Score) = 80. 66 (Smart Goal)

Given a third grade passage, student will read 81wpm with 95% accuracy by May15, 2014.

Option 2: Guide to Setting a Percentile Goal

Utilize the Norm Table for STAR

Option 1: If a student is **below the 25th percentile**, but **above the 10th percentile**, the student's goal will be to reach the 25th percentile by the end of the school year or intervention period.

Example:

Third Grade Reading: The student has a benchmark score of 42 wpm which is below the 25th percentile.

Given a third grade passage, student will read 98wpm with 95% accuracy by May15, 2014. (98 wpm is the spring benchmark score for the 25%)

Option 2: If a student is **below the 10th percentile**, that student's goal will be to reach the 25th percentile by the end of the school year or intervention period.

Example:

Third Grade Reading: The student has a Fall benchmark score of 10 wpm which is below the 10th percentile.

Given a third grade passage, student will read 73wpm with 95% accuracy by May15, 2014. (73wpm is the spring benchmark score for the 10%)

Option 3: Guide to Setting Mastery Monitoring Goal

Most classroom assessment relies on mastery measurement. Mastery measurement involves the assessment of mastery of a single skill or mastery of material to an identified criterion level. After mastery is demonstrated, the next skill in the sequence is assessed. For example, a kindergarten teacher may measure the mastery of the letter names or a fifth grade teacher may measure mastery of identifying details in a given reading passage. So at different times of the school year, different skills are assessed. Thus it is important to remember that test scores from different times in the school year cannot be compared because they are measuring mastery of different skills.

Examples:

Utilizing a set of flashcards, student will identify 100% of the letter names in three consecutive trials.

Given a sixth grade reading passage and a set of ten comprehension questions, the student will answer the comprehension questions with 90% accuracy in three consecutive trials.

Given a sixth grade passage, the student will identify the main idea with 100% accuracy in five consecutive trials.

TIER 3 PROBLEM SOLVING REQUEST

Name: Last _____ First: _____ Middle:_____ DOB: ____/____/___

Gender: ___ Grade:____   Parent(s) Name: _____

Address: _____ City, State & Zip: _____

Home Phone: _____   Work Phone: _____

Ethnic (please circle one) Asian   Black   Hispanic   American Indian   Alaskan Native   White   SIS#_____

Primary Language (other than English)   Parent/Student: _____/_____ Medicaid # _____

_____   _____

Indicate area of concern and document Baseline Data for area of concern: (before you did anything differently)

Reading: ____Basic ____Fluency ____Comprehension

      Screener used and findings _____

Math: ____Calculation ____Facts ____Problem Solving

      Screener used and findings _____

Writing: ____Motor ____Fluency ____Mechanics

      Screener used and findings _____

Behavior: Detailed description of behavior _____

      Frequency and Duration data _____

Communication: ____Speech ____Processing ____Language--Description of concern _____

      Screener used and findings _____

Vision: Description of concern_____

Hearing: Description of concern _____

Gross Motor: Description of concern _____

Tier 1 Data Summary

Targeted Area_____ Core Curriculum used in targeted area _____

80% of grade level peers are meeting expectations in Core Curriculum/targeted area _____yes _____no

Date started _____ Plan attached _____yes _____no (if not, summarize on next page)

Data attached _____yes _____no (if not, summarize findings on next page)

Tier 1 Written Summary (only if plan or data not attached)_____

_____

_____

_____

_____

_____

_____

Tier 2 Data Summary

Date started _____

% of students in this grade receiving Tier 2 interventions for same targeted area _____

Plan attached _____yes _____no (if not, summarize below)

Data attached _____yes _____no (if not, summarize response below)

Tier 2 Written Summary (only if plan or data not attached) _____

_____

_____

_____

_____

_____

_____

Submitted to principal by: _____
                                            Signature & Title   Date

Received & Approved by: _____
                                          Principal's Signature   Date

Note: Incomplete forms will be returned

Problem Solving

(to be used initially and at any appropriate follow up)

Student _____ DOB: _____   Date of meeting_____

Strengths/Likes:_____

_____

Definition of Problem: _____

Problem Identification

Area of Concern	Baseline Data	Expected Level	Average Peer	%class/ exp level

If more than one problem identified, which one is highest priority?_____

Analyze Problem—Why is it occurring? Where is breakdown? (Instruction, Environment, Curriculum, Learner)

_____
_____
_____
_____

Is this problem a **skill deficit** or **performance deficit**? (circle one)

Brainstorm solutions (jot list)

- _____   _____
- _____   _____
- _____   _____

Make Decisions

- Ready to set goals/intervention plan -- complete appropriate documents. (pages 3 and 4)
- Need more data--fill out Tasks to do list and set follow up date on Meeting Summary Form/page 1

- Identify **Case Manager**:_____ (oversees plan/makes sure tasks get done)

Tier 3 Individual Intervention Form

Student:	Grade:	Case Coordinator:	School Year:	Date of Meeting:	Date Parent Notified:

Problem Identification:	Hypothesis:

Observation Date:	Observation Notes:

Problem Analysis:

Intervention Plan

Tier 3 Intervention Focus:	Intervention Goal:

Intervention	Group Size Ratio	Minutes / Session	Sessions / Week	Interventionist	Progress Monitoring			Start Date	Review Date
					Tool	Frequency	Who		

Fidelity Check

Date Interventionist Trained:	Date Intervention Observed:

Next Meeting Date:	Participants:	

Rate of Improvement:	Intervention Results (mark one)			Data Decision (mark one)					
	Discrepancy Decreased	Discrepancy Increased	Discrepancy Unchanged	Reduce to Tier 2	Fade Intervention	Modify Intervention	Continue Intervention	Intensify Intervention	Referral to Special Ed.

Notes:

Next Meeting Date:	Participants:	

Rate of Improvement:	Intervention Results (mark one)			Data Decision (mark one)						
	Discrepancy Decreased	Discrepancy Increased	Discrepancy Unchanged	Reduce to Tier 2	Fade Intervention	Modify Intervention	Continue Intervention	Intensify Intervention	Referral to Special Ed.	

Notes:

Next Meeting Date:	Participants:	

Rate of Improvement:	Intervention Results (mark one)			Data Decision (mark one)						
	Discrepancy Decreased	Discrepancy Increased	Discrepancy Unchanged	Reduce to Tier 2	Fade Intervention	Modify Intervention	Continue Intervention	Intensify Intervention	Referral to Special Ed.	

Notes:

Next Meeting Date:	Participants:	

Rate of Improvement:	Intervention Results (mark one)			Data Decision (mark one)										
	Discrepancy Decreased	Discrepancy Increased	Discrepancy Unchanged		Reduce to Tier 2		Fade Intervention		Modify Intervention		Continue Intervention		Intensify Intervention		Referral to Special Ed.	

Notes:

Next Meeting Date:		Participants:	

Rate of Improvement:	Intervention Results (mark one)			Data Decision (mark one)										
	Discrepancy Decreased	Discrepancy Increased	Discrepancy Unchanged		Reduce to Tier 2		Fade Intervention		Modify Intervention		Continue Intervention		Intensify Intervention		Referral to Special Ed.	

Notes:

ADDITIONAL INFORMATION/ANECDOTAL NOTES