

# Morgan County Schools: Response to Intervention

## Tier 1: All Students

- Taught by general ed teacher
- Relevant & Rigorous curriculum
- Progress monitored every 4 weeks using grades, benchmarks, assessments, & discipline referrals.
- Standards driven instruction
- Results in at least 80% of students demonstrating 75% mastery of standards &/or appropriate behavior.

## Tier 1 Instruction Includes

### Academic

- Pre-test screening
- Differentiated instruction
- Strategic teaching
- Flexible Grouping

### Behavior

- Rules/Behavior expectations
- Recognize demonstration of appropriate behavior
- Immediate correction/re-teach
- Reinforce appropriate behavior

Does the student demonstrate 70% mastery of standards and/or appropriate behavior?

### Tier 1: If Yes

Continue Tier 1 instruction for next standard and/or appropriate behavior.

### Tier 1: If No

Meet with student regarding non-mastery and/or inappropriate behavior

- Contact parent
- Move to Tier 2 for areas of non-mastery AND Continue Tier 1 instruction for next standard.

## Tier 2: Small Group &/or Individual

- Occurs immediately after demonstration of non-mastery &/or inappropriate behavior for a minimum of 6 weeks
- Taught by gen ed teacher
- Occurs 3-4 times a week for 30 minutes
- Intervention reporting and reflection done collaboratively in department, grade level &/or data meetings monthly

Tier 2 Intervention: Document interventions using Tier 2 Documentation Form Assessments every 2 weeks for progress monitoring.

### Academic

- Explicit Instruction
- Focus & support
- Specialized materials and strategies
- Opportunities for practice/review
- Opportunities for correction/feedback
- Opportunity to complete task in small steps

### Behavior

- Re-teach expectations
- Develop behavior contract
- Develop behavior report card
- Check-in/out systems
- Social Skills instruction
- Mentoring opportunities

Does the student demonstrate 70% mastery of standards &/or appropriate behavior?

### Tier 2: If Yes

Move out of Tier 2 Intervention  
Continue Tier 1 instruction for next standard &/or appropriate behavior.

### Tier 2: No

Continue Tier 1 instruction for next standards and/or behavior  
Conference with student  
Secure parental consent for Tier 3  
Tier 2 Documentation Form submitted to Problem Solving Team  
Move to Tier 3 intervention for areas of non-mastery

## Tier 3: Individual &/or small group—Document Interventions using Tier 3 form weekly

- PST determines intervention services
- Intensive, specialized, individual instruction &/or small group instruction taught by personnel determined by school. 3-5 times a week for 30 min/day
- Outside the regular classroom
- More frequent formative assessments & benchmark assessments for progress monitoring and item analysis
- Functional Behavior Assessment (FBA) / Individual Behavior Support Plans if behavior is a concern

Does the student demonstrate 70% mastery of standards &/or appropriate behavior?

### Tier 3: Yes

PST determines next steps &/or placement based on students measurable academic &/or behavior history

### Tier 3: No

PST determines next steps &/or placement based on student's measurable academic &/or behavioral history which may include special education referral.

## **PST (RtI) Process**

- 1. Student is brought up at PST meeting. PST Tier II Intervention Plan form is completed. Specific problem is identified, intervention is developed, and measurable goal written.**
- 2. Referring teacher(s) implements intervention plan for 30 days, while progress monitoring and recording data to support findings. Documentation must be attached to PST Intervention Plan form.**
- 3. Student is brought back before the PST. Progress monitoring results are reviewed and decision is made:**
  - a) if student has made enough progress to be dismissed, process stops, OR**
  - b) if interventions will continue in Tier II, send letter as parent contact, and keep a copy in the PST file, OR**
  - c) if student will continue in Tier II as well as begin Tier III for additional interventions/instruction. (Move to Step 4)**

- 4. Before starting Tier III interventions, you must meet with parents to get consent to gather additional information and inform them of additional support. (The Tier III Consent form will serve as your documentation of personal contact and consent to begin testing.)**
  
- 5. Complete the PST Intervention Plan for Tier III. Document interventions, dates, progress, and team recommendations on the Student Intervention Documentation form.**
  
- 6. Documentation (Spe. Ed. referral) includes:**
  - a. Documentation of Instruction**
  - b. Work Samples (in area of concern)**
  - c. Narrative Observation (in same area)**
  - d. Copy of Most Current Report Card**
  - e. School Assessment Scores**
  - f. Vision/Hearing reports (cleared)**
  - g. BASC - SOS**
  - h. Observation Checklist**
  
- 7. At conclusion of Tier III student is brought before PST to review rate of improvement, based on progress monitoring data.**

**Decisions:**

- a. Discontinue due to adequate progress
- b. Continue due to some progress
- c. Refer to Special Education due to very little or no progress.

**8. If decision is made to refer for special education evaluation, referring teacher completes a REFERRAL FOR EVALUATION FORM. (Pages 1-3 only)**

**Note: Every blank must be filled out completely. (retentions, absences, etc,)**

**9. A BASC-SOS is done on the student and added to the packet.**

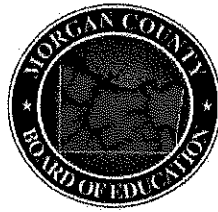
**10. Teacher sends the entire referral packet to your school's psychometrist at Central Office with notation of planning periods each day. (She will review packet for mandated requirements. If all required forms are not included, or are not completely filled out, packet will be returned to teacher for completion.)**

**11. A referral meeting will be scheduled at your school, and the teacher will be contacted with the time and date. (The parent will be invited, but it is the teacher's responsibility to inform a special education teacher of the meeting.)**

**12. At the referral meeting the decision will be made whether to accept or deny the evaluation.**

## **Reasons why the referral could be denied:**

- \* Student is making A's, B's, and C's on report card**
- \* Student has made adequate progress with interventions**
- \* Documentation of measurable data is not included**
- \* All required forms are not included in packet**
- \* All forms are not completely filled out**
- \* Appropriate instruction/interventions were not attempted  
(Must be scientifically research based programs.)**
- \* Interventions did not occur for the mandated amount of  
time (30 days for both Tiers), or have not been documented**
- \* A 504 Plan could accommodate the student without placing  
him/her in special education.**



# Morgan County Schools

## Response to Instruction (RTI)

### TIER 1

- Whole Group + Small Group standards driven instruction
- High-quality core classroom instruction using research-based programs and instructional methods
- “The best intervention is prevention. When core, Tier I instruction focuses on depth over breadth, all students benefit”, (RTI is a Verb, 2014). In other words, RTI *is not* a pathway to special education. RTI is prevention.

### TIER 1 COMPONENTS

Target Audience	All students
Instructional Focus	Research based programs, strategies, and instructional methods
Grouping	Differentiated and flexible grouping formats within the general education classroom (whole group & small group)
Instructional Time	Grades K-3 ALSDE guideline of 150 (120 core, 30 Tier II) minutes for language arts. Grades 4-6 ALSDE guideline of 120 (90 core, 30 Tier II) minutes for language arts.  60 minutes per day for math.
Assessment	Universal screening at beginning, middle, and end of academic year
Service Provider	General education classroom teacher
Setting	General education classroom

RTI Success proven Tools and Strategies for Schools and Classrooms; Whitten, Esteves, and Woodrow

**Does the student demonstrate 70% mastery of standards being taught? Does the student demonstrate 70% mastery of behavioral expectations?**

**Yes-** Continue Tier I instruction

**No-** Refer to the Problem Solving Team (PST) for Tier II Intervention Plan AND continue Tier I

## TIER II

- Focused supplemental instruction in small groups, research based interventions targeted at specific strengths and needs, progress monitoring.
- Occurs for a minimum of 30 days (when documenting for the PST)- Cannot count days student is absent. Document on the ***Student Intervention Document Form***.
- If no measurable progress is made after progress monitoring, change targeted skill-specific strategies.

## TIER II COMPONENTS

Target Audience	For students identified with marked difficulties and who have not successfully responded to Tier 1 efforts
Instructional Focus	Skill-specific research based interventions that consist of programs and/or strategies designed and employed to supplement, enhance, and support Tier 1
Grouping	Small group instruction based on skill deficits
Instructional Time	Minimum of 30 minutes per day, three to four times a week in small group, <u>in addition to Tier 1 instruction</u>  60 minutes per day for math.
Assessment	Universal screening at beginning, middle, and end of academic year
Service Provider	General education classroom teacher
Setting	General education classroom

RTI Success proven Tools and Strategies for Schools and Classrooms; Whitten, Esteves, and Woodrow

**Does the student show progress of standards being taught? Does the student show progress of behavioral expectations?**

**Yes-** Move out of Tier II, and continue Tier I

**No-**

- Continue Tier I and II instruction.
- Submit Tier II documentation to PST with measurable data.
- Meet with parents to obtain testing data consent on the "Tier III Consent" form.
- Move to Tier III intervention for non-mastery areas.



### TIER III

- Intensive interventions specifically designed to meet individual needs, instruction delivered in small groups or individually, frequent progress monitoring.
- Use of a research based, peer reviewed intervention program. Cannot use programs purchased by Special Education.
- Computer programs cannot be held responsible for student interventions.
- The intervention program or strategies should be selected to address the specific area of academic deficit for the student. *(i.e. using a program that addresses reading fluency when fluency is the primary issue or using a reading comprehension program when comprehension is the primary issue.)*
- Interventions determined by the PST must be documented for minimum of 30 days- Cannot count days student is absent. Document on the *Student Intervention Document Form*.

### TIER III COMPONENTS

Target Audience	For students identified with marked difficulties who have not fully responded to Tier 2 efforts
Instructional Focus	Research based interventions that consist of programs and/or strategies designed and employed to supplement, enhance and support Tier 1 and Tier 2
Grouping	Small group instruction or individual instruction
Instructional Time	Minimum of 30 minutes per day, three to five times per week individually or in small groups, <u>in addition to Tier 1 and Tier 2 instruction.</u>
Assessment	Progress monitoring every 5 days on target skills to ensure adequate progress and learning
Service Provider	Personnel determined by the school
Setting	Appropriate setting designated by the school

RTI Success proven Tools and Strategies for Schools and Classrooms; Whitten, Esteves, and Woodrow

Assisting Students Struggles with Readings: Response to Intervention and Multi-Tier Intervention in the Primary Grades: National Center for Education Evaluation and Regional Assistance, U.S. Department of Education

**Does the student show progress of standards being taught? Does the student show progress of behavioral expectations?**

**Yes-** PST determines next steps and/or placement based on student's measurable academic and/or behavior data.

**No-** PST determines next steps and/or placement based on student's measurable academic and/or behavior data which may include a referral to special education.