

The Response to Intervention (RTI) is a framework for providing systematic, comprehensive services to address academic and behavioral needs for students, preschool through grade 12. The Kentucky Department of Education established RTI to assist schools and districts in developing a comprehensive, instructional approach, which addresses closing achievement gaps and providing high quality differentiated instruction to all students.

The following are definitions of Response to Intervention (RTI):

“Response to Intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities” (National Center on Response to Intervention).

“RTI is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions” (NASDSE, 2006)

There are seven key components of RTI that will serve as a framework for the district RTI plan. The following components will assist in the development of a strong RTI model/plan to assist all students:

1. Universal screening
2. Progress monitoring
3. Tiered service delivery
4. Data-based decision making
5. Parent involvement
6. Fidelity of implementation
7. Professional development

### Universal Screening

All students are screened a minimum of three times during the school year, per the district assessment plan, to identify those who need instructional and behavioral support through interventions. If screening results indicate students are not meeting standards, those students receive appropriate interventions and differentiated instruction in the classroom to meet their needs. The committee for referral for Tier 3 assessments for intervention may review any student that scores well below grade level on the universal screener. The screener will be the foundation piece for students to move within the RTI system.

### Progress Monitoring

Progress Monitoring is the process of using skill specific curriculum based probes to assess the progress of students in Tier I and Tier II, after direct instruction has been delivered. Progress monitoring data is used as one form of evidence when decisions are made either to discontinue interventions or to continue interventions. Probes should be developed from the curriculum from which the students are being instructed. Students who receive Tier II interventions are monitored weekly with data results placed on district forms.

### Data-based Decision Making

Student data is used as evidence for placing students into the tiered service delivery model. Data is gleaned from the universal screener, along with state assessment scores, scores obtained from researched based curriculum assessments, and teacher anecdotal records and professional judgment. All data is considered when placing students in the intervention model or removing them from the intervention model.

### Parent Involvement

Parents of identified students will be provided an explanation of the importance of the assessments and how the data was used to identify students who are in need of intervention. Once data has been extracted from the assessments, parents are notified through written

communication of their student's need for intervention. Parents of those students who are identified in need of intervention will be invited to meet and discuss measures to help their child successfully reach their potential.

#### Fidelity of Implementation

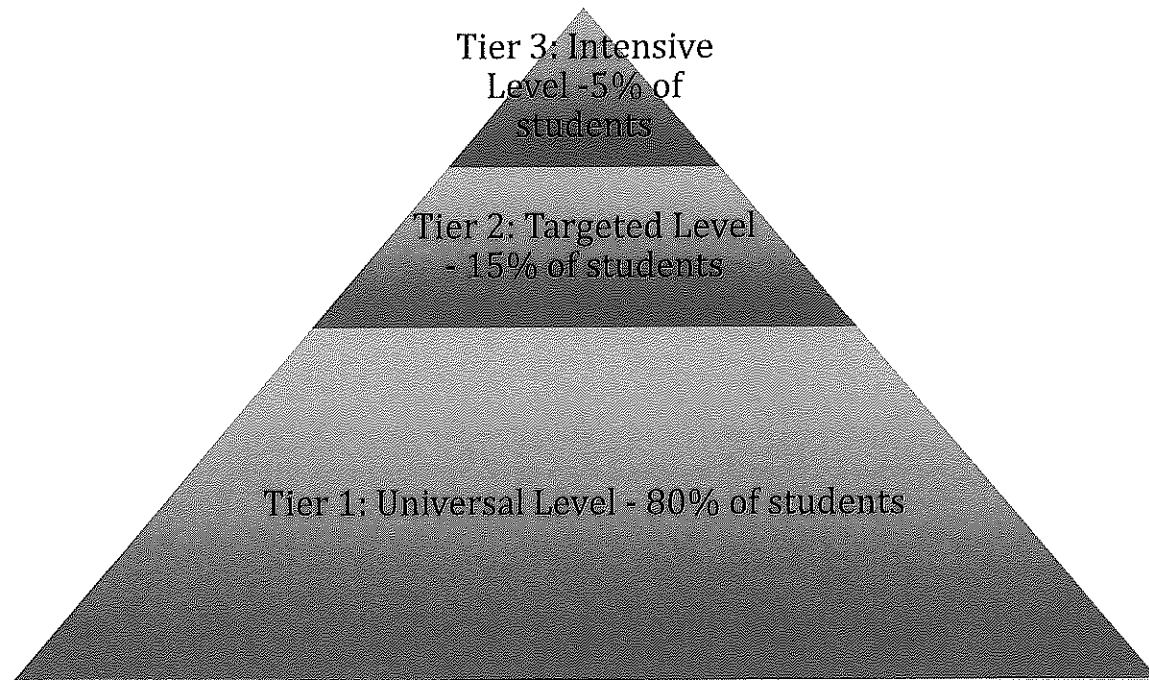
Fidelity as defined by Webster is faithfulness to something to which one is bound by pledge or duty, and it implies strict and continuing faithfulness to an obligation, trust, or duty. Fidelity to RTI means much the same thing. For RTI purposes, it is simply the implementation of interventions as determined by the validated research. It also could be said that it refers to teacher, student and parent "buy-in" to the importance of the entire RTI system. Without fidelity from all stakeholders, RTI is not as effective for the students and not as rewarding to the teachers and the parents.

#### Professional Development

Professional development is an essential piece of the RTI model. Interventionists, general education teachers, administrators, both at the building level and the district level will be provided professional development to build a sound understanding of the philosophy and the execution of the district expectations to build fidelity and to ensure successful implementation for our students.

#### Tiered Service Delivery

The tiered service delivery is shown in the diagram below.



The tiered service delivery model simply means that students are placed in areas where their learning and skill acquisition determines the level of which services for reading, math, and behavior are delivered.

RTI is a multi-tiered model. In Tier 1 or core instruction, all students receive research-based, developmentally appropriate academic and behavioral instruction within the general education classroom. Research indicates approximately 80% of all students will respond with success to core instruction alone.

Student progress data along with the universal screening results are utilized to identify students that are not meeting academic or behavioral expectations. Students who have not responded to core instruction and differentiated instruction are recommended for Tier 2.

Tier 2 or supplemental instruction provides research-based interventions for students not making adequate progress in the core curriculum. Students in Tier 2 receive increasingly intensive academic and/or behavioral instruction matched to their needs, based on results of continuous progress monitoring in addition to Tier 1 or core instruction. Approximately 15% of all students will respond with success to core and supplemental instruction. Instruction in Tier 2

typically occurs in small groups in which the focus of instruction is the targeted area(s) of academic or behavioral weakness. The universal screener, as well as progress monitoring, will determine if the student has made adequate progress with the intervention or if additional supports are needed. Tier 2 students will begin the new school year as a priority student for RTI, but RTI rosters will be generated through current year screener results. Tiered service delivery is provided for students in Preschool through grade 12 as listed below:

	<b>Communication</b>	<b>Reading</b>	<b>Math</b>	<b>Behavior</b>
<b>Preschool</b>	X			X
<b>Primary</b>	X	X	X	X
<b>Intermediate</b>	X	X	X	X
<b>Middle</b>		X	X	X
<b>High</b>		X	X	X

Intervention Review Team Design:

- 1 General education teacher
- School Administration
- RTI Specialist
- Other designated persons with materially relevant information on the student.

**Program Goal**

Students achieving success, staying in school and being prepared for College/Work/Adulthood

**Because**

Every student should have:

- Safe & Disciplined Schools
- Quality Teachers
- Challenging Curricula
- Effective School Leaders

The Dawson Springs RTI plan is not a guarantee of:

- Promotion
- Making the honor roll
- Passing a course
- Higher exam scores

The Dawson Springs RTI plan is not used for:

- Advanced Placement Classes
- Gifted Classes
- Any other class of choice

The Dawson Springs RTI plan does not include:

- Active 504 students with active Reading/Math goals
- Active IEP students with Reading/Math goals
- Active ESL students
- Behavior RTI students with an active behavior plan

### **Core Instruction – Tier 1 Regular Classroom Instruction**

“The focus of Tier 1 is on improving the core classroom instruction in academics and behavior that ALL students receive. Tier 1 instruction is designed to address the needs of the majority of a school’s students. By using flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers are able to meet instructional goals” (McCook, 2006).

### **Team – Staff Roles**

RTI is grounded in the use of collaborative teams for prevention and intervention. Team functions and membership vary depending upon the intervention within the tiered approach of RTI. However, the team processes are the same – planning, organizing, use of procedural

guidelines, and continuous evaluation of the effectiveness of academic/behavior instruction and interventions, and adjusting to meet the learning needs of students.

### **Tier 1 Checklist**

<b>Parent notification about forthcoming universal screener and its importance</b>
<b>Universal screening assessment given according to district policy</b>
<b>Data disaggregated by RTI specialist</b>
<b>Data indicates student is a grade level learner</b>
<b>Student placement in general education classroom, no interventions</b>

### **Supplemental Instruction – Tier 2 Pull out Instruction**

Tier 2 students are provided Tier 1 core instruction in addition to academic and behavior interventions for students not making adequate progress in the core curriculum. Students in Tier 2 receive increasingly intensive academic or behavioral instruction matched to their needs based on results of continuous progress monitoring. Instruction in Tier 2 typically involves small groups of students focused on the targeted area(s) of deficit.

### **Curriculum and Instruction**

“The supplemental instruction in Tier 2 is designed to meet the needs of students (who score below benchmark criteria in one or more critical areas of instruction) by providing individual instruction, small group instruction, and/or technology assisted instruction to support and reinforce skills taught by the classroom teacher. In Tier 2, the interventionist may be the classroom teacher, a specialized teacher, or an external interventionist specifically trained for Tier 2 supplemental instruction” (McCook, 2006).

### **Tier 2 Checklist**

<b>Parent notification about forthcoming universal screener and its importance</b>
<b>Universal screening assessment given according to district policy</b>
<b>Data disaggregated by RTI specialist</b>
<b>Data indicating student is below grade level expectations</b>
<b>Additional data is gleaned from other district or state assessments</b>
<b>Letter to parents informing of student need of intervention</b>
<b>School RTI placement meeting.</b>
<b>Intervention plan developed utilizing district forms</b>
<b>Intervention plan implemented with fidelity</b>
<b>Progress monitoring weekly</b>
<b>School Support Team review of progress data</b>

### **Intensive Instruction – Tier 3**

#### **Curriculum and Instruction**

Students who continue to have difficulty in acquiring necessary academic or behavioral skills may require an instructional plan that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier 3 is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions, and is based upon extensive individual assessments. Intervention at this level is more intensive and includes more explicit instruction designed to meet the individual needs of a struggling student. Instruction is tailored to specific individual student learning targets or goals. Tier 3 interventions are more



intensive to target the student's academic or behavioral skill deficits for remediation of existing problems. The interventions are more intense.

### Tier 3 Checklist

<b>Parent notification about forthcoming universal screener and its importance</b>
<b>Universal screening assessment given according to district policy</b>
<b>Data disaggregated by RTI specialist</b>
<b>Data indicates student is below grade level expectations</b>
<b>Tier 2 interventions unsuccessful</b>
<b>Additional data is gleaned from other district or state assessments</b>
<b>School RTI meeting with SST</b>
<b>Letter to parents informing of student need for and consent to assess.</b>

\*\* Any student that scores well below grade level on the universal screener may be reviewed by the committee for referral for Tier 3 assessments for intervention.

### Tier I Reading Elementary

<b>Focus</b>	For ALL students
<b>Program</b>	Research based curricula
<b>Grouping</b>	Multiple and flexible grouping formats to meet student needs.
<b>Time</b>	90 minutes per day or more for reading as required by SBDM
<b>Assessment</b>	Universal screener

<b>Interventionist</b>	General Education Teacher
<b>Setting</b>	General Education Setting
<b>Resources</b>	Research based curricula selected during adoption by school council

### Tier II Reading Elementary

<b>Focus</b>	For students with significant skill deficits and/or a lack of adequate progress with interventions in Tier 1 setting.
<b>Program</b>	Core instruction + supplemental classroom instruction by general education teacher + additional research based explicit interventions designed to meet the individual needs of the student. Instruction is tailored to the specific individual student learning goals.
<b>Grouping</b>	Homogeneous small group instruction with a maximum of 5 to 7 students. It is important that the group instructional focus be on the same skill deficits.
<b>Frequency</b>	A minimum of five days per week for thirty minutes each day, in addition to core instruction, or as prescribed by intervention.
<b>Duration</b>	At least a 6-12 week period
<b>Assessment</b>	Universal Screener, curriculum based probes, Progress data

<b>Progress Monitoring</b>	Weekly on targeted skill(s) and documented on district forms
<b>Interventionist</b>	General education teacher, interventionist, or other qualified building personnel
<b>Setting</b>	Pull Out/General Education Setting
<b>Resources</b>	Researched based curricula, teacher created materials, and school specific researched based interventions

### **Tier III Reading Elementary**

Students who continue to have difficulty in acquiring necessary academic skills may require an instructional plan that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier 3 is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions, and is based upon extensive individual assessments. Intervention at this level is more intensive and includes more explicit instruction designed to meet the individual needs of a struggling student. Instruction is tailored to specific individual student learning targets or goals. Tier 3 interventions are more intensive to target the student's academic or behavioral skill deficits for remediation of existing problems. The interventions are more intense

### **Tier I Math Elementary**

<b>Focus</b>	For ALL students
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<b>Program</b>	Research based curricula
<b>Grouping</b>	Multiple and flexible grouping formats to meet Student needs
<b>Time</b>	60 minutes per day or more for math as required by SBDM
<b>Assessment</b>	Universal Screener, State Assessment
<b>Interventionist</b>	General Education Teacher
<b>Setting</b>	General Education Setting
<b>Resources</b>	Research based curricula selected during adoption by site based council

### **Tier II Math Elementary**

<b>Focus</b>	For students with significant skill deficits and/or a lack of adequate progress with interventions
<b>Program</b>	Core instruction + supplemental classroom instruction by general education teacher + additional research based explicit interventions designed to meet the individual needs of the student. Instruction is tailored to the specific individual student learning goals.
<b>Grouping</b>	Homogeneous small group instruction with a maximum of 5 to 7 students. It is important that the group instructional focus be on the same

	skill deficits.
<b>Frequency</b>	A minimum 90 minutes per week, in addition to core instruction, or as prescribed by intervention.
<b>Duration</b>	At least a 6-12 week period
<b>Assessment</b>	Universal Screener, State Assessment, curriculum based probes, progress data
<b>Progress Monitoring</b>	Weekly/monthly on targeted skill(s) and documented on district form
<b>Interventionist</b>	General education teacher, interventionist, or Other qualified building personnel
<b>Setting</b>	Pull Out Setting
<b>Resources</b>	Researched based curricula, teacher created materials

### **Tier III Math Elementary**

Students who continue to have difficulty in acquiring necessary academic skills may require an instructional plan that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier 3 is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions, and is based upon extensive individual assessments. Intervention at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of a struggling student. Instruction is tailored to specific individual student learning targets or goals. Tier 3 interventions are more

intensive to target the student's academic or behavioral skill deficits for remediation of existing problems. The interventions are more intense

### **Best Practices for Reading**

Differentiated Instruction	Peer Tutoring
Thinking Maps/Graphic Organizers	Reading Mastery
Oral Reading Fluency	Literacy Centers
Classroom Behavior Plan	Flexible Grouping
Parent/Teacher Communication	Reading Mastery
Preferential Seating	iReady

### **Best Practices for Math**

Differentiated Instruction	Peer Tutoring
Thinking Maps/Graphic Organizers	Data Analysis
Parent Education about Curriculum/Materials	Investigations
Classroom Behavior Plan	Flexible Grouping
Parent/Teacher Communication	Preferential Seating

### **Best Practices for Behavior**

Classroom Behavior Management System	Praise
Procedures, Routines, and Expectations	Second Step
Parent/Teacher/Student Compacts	School-wide Rules
Positive Reinforcement	Character Education
Classroom Guidance	Parent Communication
Agendas/Wednesday Folder	<i>First Days of School</i>
Alpha Commands-positive specific directions telling the student what you want them to do	

### **Additional Forms**

## Parent Invitation/Notification for RtI Meeting

Form  
**L4**

Date \_\_\_\_\_

Dear Parent/Guardian of \_\_\_\_\_,  
(Student Name)

Our mission is to ensure that every child succeeds. You are invited to attend an RtI meeting to discuss better ways to meet the needs of your child.

We have scheduled a \_\_\_\_\_ meeting on \_\_\_\_\_  
(Type of Meeting) (Date)

at \_\_\_\_\_ to be held in \_\_\_\_\_.  
(Time) (Location)

You play an important role in the success of your child and the school welcomes any input you may have. We hope that you will agree to join us for this meeting.

- ☐ I will attend the RtI meeting as scheduled.
- ☐ I will need the following accommodations (interpreter, etc.) so that I can attend the meeting \_\_\_\_\_.
- ☐ I will not attend the RtI meeting.
- ☐ This time is not convenient for me. Please call (\_\_\_\_\_) \_\_\_\_\_ to reschedule. (Phone)

Please sign and return this letter with your child. You are welcome to call if you have any questions. Thank you for working with us to ensure your child's success.

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Sincerely,

Name: \_\_\_\_\_  
(School Official)

Phone: \_\_\_\_\_

## Parent Invitation/Notification for RtI Meeting



Date \_\_\_\_\_

Dear Parent/Guardian of \_\_\_\_\_,  
(Student Name)

Our mission is to ensure that every child succeeds. You are invited to attend an RtI meeting to discuss better ways to meet the needs of your child.

We have scheduled a \_\_\_\_\_ meeting on \_\_\_\_\_  
(Type of Meeting) (Date)

at \_\_\_\_\_ to be held in \_\_\_\_\_  
(Time) (Location)

You play an important role in the success of your child and the school welcomes any input you may have. We hope that you will agree to join us for this meeting.

- ☐ I will attend the RtI meeting as scheduled.
- ☐ I will need the following accommodations (Interpreter, etc.) so that I can attend the meeting \_\_\_\_\_.
- ☐ I will not attend the RtI meeting.
- ☐ This time is not convenient for me. Please call (\_\_\_\_\_) \_\_\_\_\_ to reschedule. (Phone)

Please sign and return this letter with your child. You are welcome to call if you have any questions. Thank you for working with us to ensure your child's success.

\_\_\_\_\_  
(Parent Signature) (Date)

Sincerely,

Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
(School Official)



# Dawson Springs Independent Schools

## Student Intervention Plan

Student Name: \_\_\_\_\_

Start Date: \_\_\_\_\_

Student Grade: \_\_\_\_\_

End Date: \_\_\_\_\_

### Student Service Results (Indicate One)

- ☐ 1. Successfully exited intervention
- ☐ 2. Exited to another intervention
- ☐ 3. Continue in Intervention
- ☐ 4. Moved from school
- ☐ 5. Graduated-Did not meet goals
- ☐ 6. Other \_\_\_\_\_

### Tier Status (Indicate One)

- ☐ Tier 1 (leave blank)
- ☐ Tier 2 ☐ Tier 3

### Intervention Type (Indicate One)

- ☐ Course ☐ ESS
- ☐ MAF ☐ RTA
- ☐ Other \_\_\_\_\_
- ☐ Acceleration ☐ Credit Recovery

### Intervention Content Areas (Circle)

- ☐ Reading ☐ Writing
- ☐ Reading/Writing (combined)
- ☐ Math ☐ Behavior
- ☐ Science (Optional)
- ☐ Social Studies (Optional)
- ☐ Other (Explain below) \_\_\_\_\_

### Intervention Materials 1

- ☐ Teacher Developed Intervention Lesson
- ☐ KDE Transitional
- ☐ Post-Secondary Transitional
- ☐ Vendor Program (Program Code \_\_\_\_\_)
- ☐ Vendor Provided Service
- ☐ Other \_\_\_\_\_

### Intervention Staff

- ☐ Certified ☐ Peer Tutor
- ☐ Classified ☐ Computer Based
- ☐ Volunteer ☐ Other \_\_\_\_\_

Total Hours Served: \_\_\_\_\_

### Delivery Location (Indicate One)

- ☐ On Site ☐ Off Site

### Delivery Method (Indicate One)

- ☐ In Person ☐ Blended
- ☐ Online
- ☐ Other Delivery Method (Explain below): \_\_\_\_\_

### Frequency (Indicate One)

- ☐ Daily ☐ Weekly
- ☐ 2 days/week ☐ Twice Monthly
- ☐ 3-4 days/week
- ☐ Other Frequency: \_\_\_\_\_

### Duration (Indicate One)

- ☐ < 30 minutes ☐ 60 minutes
- ☐ 30 minutes ☐ > 60 minutes
- ☐ 45 minutes

# Dawson Springs Independent Schools

## Student Intervention Plan

The following fields are optional for KDE  
but may be required by your district

### Funding Source (Indicate One)

- |  |                                |
|--|--------------------------------|
| <input type="checkbox"/> General Fund          | <input type="checkbox"/> IDEA  |
| <input type="checkbox"/> 21 <sup>st</sup> CCLC | <input type="checkbox"/> Other |
| <input type="checkbox"/> Title I               |                                |

Comments:

### Select all skill areas that apply

- |  |   |
|--|---|
| <input type="checkbox"/> Literacy Readiness      | <input type="checkbox"/> Reading Fluency    |
| <input type="checkbox"/> Reading Vocabulary      | <input type="checkbox"/> Reading Phonics    |
| <input type="checkbox"/> Reading Comprehension   |   |
| <input type="checkbox"/> Writing Mechanics       | <input type="checkbox"/> Hand Writing       |
| <input type="checkbox"/> Writing Content         | <input type="checkbox"/> Math Reasoning     |
| <input type="checkbox"/> Math Computation        | <input type="checkbox"/> Measurement        |
| <input type="checkbox"/> Math Number Sense       |   |
| <input type="checkbox"/> Math Numeracy Readiness |   |
| <input type="checkbox"/> Geometry                | <input type="checkbox"/> Algebraic Thinking |
| <input type="checkbox"/> Probability/Statistics  | <input type="checkbox"/> Behavior           |
| <input type="checkbox"/> Social/Emotional        | <input type="checkbox"/> Cognitive          |
| <input type="checkbox"/> Language                | <input type="checkbox"/> Adaptive Skills    |
| <input type="checkbox"/> Acceleration            | <input type="checkbox"/> Credit Recovery    |
| <input type="checkbox"/> Content Other           |   |

### Parental Involvement

- ☐ Parent Notified of Intervention Plan
- ☐ Included in Planning
- ☐ Provided Parent with Resources
- ☐ Parent Attended Intervention Meeting
- ☐ Parent Provided w/ Student's Data

### Referred

- ☐ Eye Exam
  - ☐ Medical Exam
  - ☐ Dental Exam
  - ☐ FRYSC
  - ☐ Other (Explain below):
-

# Referral for Rtl Services

Date of referral \_\_\_\_\_

Student \_\_\_\_\_

Grade \_\_\_\_\_

Referring Teacher \_\_\_\_\_

Subject \_\_\_\_\_

Data needed:

i-Ready

Reading score \_\_\_\_\_ Percentile \_\_\_\_\_

Math score \_\_\_\_\_ Percentile \_\_\_\_\_

Current Reading  
Program/level/lesson \_\_\_\_\_  
\_\_\_\_\_

Current Grades

Reading \_\_\_\_\_

Math \_\_\_\_\_

Please attach work samples.

# Dawson Springs Independent School Progress Monitoring Log

## GENERAL INFORMATION

<b>Student's Name:</b>	<b>Age:</b>	
<b>School:</b>	<b>Grade:</b>	
<b>Teacher:</b>	<b>Interventionist:</b>	
<b>Date Initially Accepted to Interventions:</b>		

Week	Day	Week of	Attended Intervention?			Strategy/Activity	Progress Monitoring Score
	M		Y	N	NA		
	T		Y	N	NA		
	W		Y	N	NA		
	Th		Y	N	NA		
	F		Y	N	NA		
	M		Y	N	NA		
	T		Y	N	NA		
	W		Y	N	NA		
	Th		Y	N	NA		
	F		Y	N	NA		
	M		Y	N	NA		
	T		Y	N	NA		
	W		Y	N	NA		
	Th		Y	N	NA		
	F		Y	N	NA		
	M		Y	N	NA		
	T		Y	N	NA		
	W		Y	N	NA		
	Th		Y	N	NA		
	F		Y	N	NA		

### Data Review:

#### Finding:

☐ Desired outcome met

☐ Making progress toward desired outcome

☐ Making little or no progress toward desired outcome

#### Decision:

☐ Discontinue interventions

☐ New targeted skill identified

☐ Continue with same plan

☐ Continue with revised plan:

☐ Increase intervention frequency

☐ Increase intervention duration/time

☐ Decrease group size

☐ Change program/strategy/interventionist