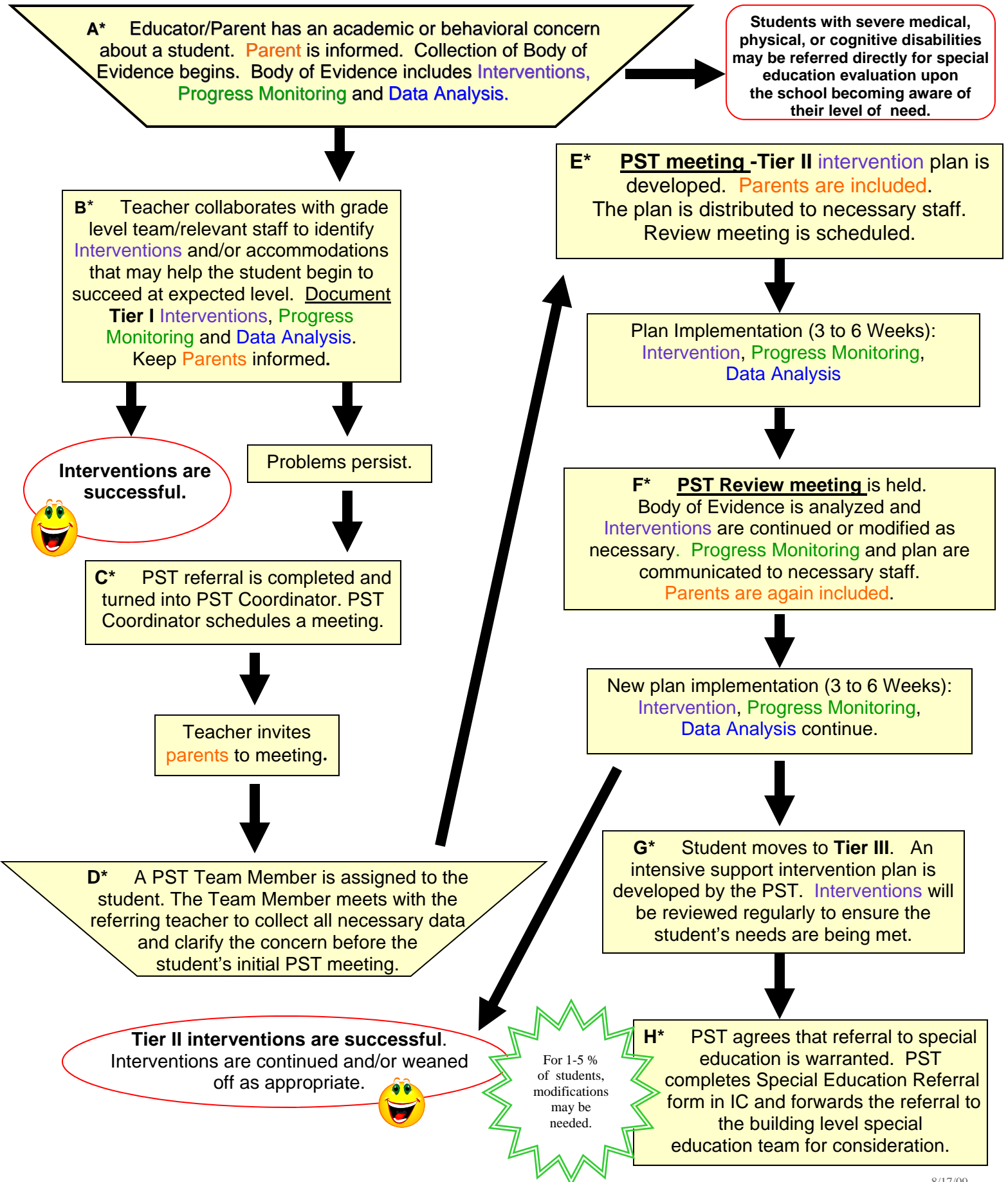


Forms



Indicators of RtI Implementation

Priority Rating:

Level of Implementation:

Low	Medium	High	Indicators of RtI Implementation:	(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			I. EFFECTIVE STUDENT INTERVENTION/PROBLEM SOLVING TEAM IN PLACE				
			Use of problem-solving and data driven decision making processes at the school, classroom and individual student levels				
			Function as a problem-solving team to address the needs of groups or individuals				
			Shared responsibility among general educators and specific program area specialists (e.g. special education, ELA, G/T, Title)				
			Focus on student outcomes vs. eligibility (team's main purpose is not special education referral)				
			Use of universal screening and prescriptive assessment for instruction				
			Use of progress monitoring techniques				
			Coaching and peer collaboration				
			Collaboration between educators and parents				

			II. HIGH QUALITY, STANDARDS-BASED CURRICULUM AND RESEARCH-BASED INSTRUCTION (80% SUCCESS RATE) IN GENERAL EDUCATION, ESPECIALLY IN THE AREAS OF:				
			Reading: Addresses 5 components (phonemic awareness; decoding/phonics/word recognition; fluency; vocabulary; comprehension) in an explicit, systematic, intensive manner with fidelity and sufficient duration				
			Writing/Spelling				
			Math: Addresses 4 essential domains (problem-solving; arithmetic skill/fluency; conceptual knowledge/number sense; reasoning ability)				

Indicators of RtI Implementation

			Behavior				
			Other:				
			Other:				
			Other:				
			Other:				

Priority Rating:

Level of Implementation:

Low	Medium	High	Indicators of RtI Implementation:	(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			III. PRESCRIPTIVE/ONGOING ASSESSMENT PRACTICES IN PLACE				
			Universal screening system to assess strengths and challenges of all students in academic achievement, talents and behavior				
			Structured data conversations occurring to inform instructional decisions				
			Direct measurements of achievement and behavior (learning benchmarks) that have a documented/predictable relationship to positive student outcomes				
			Progress monitoring that is systematic, documented and shared				
			Data management system in place (technology support)				

			IV. LEVELS OF INTERVENTION IDENTIFIED AND RESOURCES ALLOCATED				
			A range of research-based instructional interventions for any student at risk of not reaching their potential, including those identified as gifted/talented or those already experiencing academic failure (systematic model in place such as 3 tiered approach, pyramid of interventions etc.)				
			Utilization of both a standard protocol approach to providing interventions to groups of students with similar needs and an individual approach of providing interventions to any student with unique needs				

Indicators of RtI Implementation

			Informed as to the frequency, intensity and duration of an intervention that is needed for effectiveness				
			System in place to evaluate research-based interventions as to integrity/fidelity of implementation				
			Flexible groupings according to specific intervention needs				
			Allocation of staff to provide various interventions (flexible uses of staffing across all roles)				
			Availability of instructional programs/materials				

Priority Rating:

Level of Implementation:

Low	Medium	High	Indicators of RtI Implementation:	(1) Do not do this in our school	(2) Starting to move in this direction	(3) Making good progress here	(4) This condition well established
			V. ONGOING, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT THAT ADDRESSES RELEVANT AREAS ESSENTIAL TO EFFECTIVE IMPLEMENTATION OF RtI AND IMPROVED STUDENT OUTCOMES				
			Across all staff/roles				
			Involves families				
			Includes follow-up (e.g. coaching, professional dialogue, peer feedback etc.)				
			Professional development addresses relevant areas such as:	No development in this area	Area minimally addressed	Ongoing focus in this area	Extensive development in this area

<h2 style="margin: 0;">Indicators of RtI Implementation</h2>
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			Collaborative decision-making (e.g. professional learning communities)				
			Effective use of data, including that gathered through ongoing progress monitoring, in making instructional decisions				
			Collaborative delivery of instruction/interventions				
			Research-based instructional practices, including supporting materials and tools				
			What constitutes "interventions" versus "accommodations and modifications"				
			Prescriptive and varied assessment techniques				
			Progress monitoring techniques				
			Parent engagement strategies				
			Other:				
			Other:				
			Other:				
			Other:				
			Other:				

**Response to Intervention
Comprehensive Evaluation Tool Response to Intervention Model**

This evaluation tool is provided to assist in identifying what components of the Response to Intervention (RtI) model are in place in your buildings as well as possible needs of your building. School leaders should use this tool with Student Focus Team members to evaluate the components necessary for successful RtI implementation: District/Building Leadership, Collaborative Team Process, Curriculum, Assessment (including screening, benchmark, and diagnostic assessment).

School: _____

Primary Contact for RTI process:

Name/Title: _____

Phone E-mail: _____

Date of Evaluation: _____

District Administrator: _____

Problem Solving Team Referral Form

Student Name:	Student ID #	Date of Referral:
School:	Grade:	Referring Teacher:
Reason for Referral – Specific Area of Concern:		
INQUIRY 1: Assess Current Reality: Analyze and Interpret Data		
Summarize data:		
Discuss Patterns and discrepancies:		
Identify Specific Strengths:		
Identify Specific Concerns:		
Determine is more data is needed/identify focused assessment needs:		
INQUIRY 2: Why Are We Getting These Results?		
Examine possible barriers or practices that may be interfering with the student’s progress?		
Identify specific ways to address these barriers or practices:		
Identify previous interventions and effectiveness with data points:		
INQUIRY 3: Develop a Theory of Action		
Identify research-based intervention options that may assist the student:		
Select evidence-based, targeted intervention:		
INQUIRY 4: Set Measurable Goals		
Identify the evidence that will show that the student is progressing:		
Determine the progress monitoring tool and measurement frequency:		

INQUIRY 5: Create a Plan of Action
Who will Implement?
Set a Review Date:

**Problem Solving Team
 Review of Intervention(s) Form**

DATES OF PROGRESS MONITORING	DATA	NOTES

Problem Solving Team Referral Form

Student Name:	Student ID #	Date of Referral:
School:	Grade:	Referring Teacher:
Reason for Referral – Specific Area of Concern:		
INQUIRY 1: Assess Current Reality: Analyze and Interpret Data		
Summarize data:		
Discuss Patterns and discrepancies:		
Identify Specific Strengths:		
Identify Specific Concerns:		
Determine is more data is needed/identify focused assessment needs:		
INQUIRY 2: Why Are We Getting These Results?		
Examine possible barriers or practices that may be interfering with the student’s progress?		

Identify specific ways to address these barriers or practices:
Identify previous interventions and effectiveness with data points:
INQUIRY 3: Develop a Theory of Action
Identify research-based intervention options that may assist the student:
Select evidence-based, targeted intervention:
INQUIRY 4: Set Measurable Goals
Identify the evidence that will show that the student is progressing:
Determine the progress monitoring tool and measurement frequency:
INQUIRY 5: Create a Plan of Action
Who will Implement?
Set a Review Date:

**Problem Solving Team
 Review of Intervention(s) Form**

DATES OF PROGRESS MONITORING	DATA	NOTES

Equipo de Resolución de Problemas Forma de Remisión

Nombre del estudiante:	No. del estudiante	Fecha de la remisión:
Escuela:	Grado:	Maestro que hace la remisión:
Motivo de la Remisión – Área específica de preocupación:		
INTERROGANTE 1: Evalúe la situación actual: Analice e interprete los datos		
Resuma los datos:		
Discuta los patrones y las discrepancias:		
Identifique las fortalezas específicas:		
Identifique las preocupaciones específicas:		
Determine si se necesitan más datos/identifique las necesidades de enfoque de la evaluación:		

INTERROGANTE 2: ¿Por qué hemos obtenido estos resultados?

Examine las posibles barreras o prácticas que puedan estar interfiriendo con el progreso del estudiante

Identifique formas específicas de eliminar estas barreras o prácticas:

Identifique las intervenciones anteriores y efectividad con puntos de datos:

INTERROGANTE 3: Desarrolle una teoría de acción

Identifique opciones probadas de intervención que puedan ayudar al estudiante:

Seleccione los tipos de intervención específica de acuerdo a la evidencia:

INTERROGANTE 4: Establezca objetivos mensurables

Identifique la evidencia que mostrará que el estudiante está progresando:

Determine la medida que utilizará para controlar el progreso y la frecuencia de uso:






INTERROGANTE 5: Cree un plan de acción

¿Quién lo implementará?

Establezca una fecha de revisión:

Equipo de Resolución de Problemas
Forma para la Revisión de las Intervenciones

FECHAS DE CONTROL DEL PROGRESO	DATOS	NOTAS

INQUIRY 1: Assess Current Reality: Analyze and Interpret Data	Facilitator
 Identify Specific Strengths	3 minutes
 Summarize data	
 Identify Specific Concerns	
INQUIRY 2: Why Are We Getting These Results?	Facilitator
 Identify previous interventions and effectiveness with data points	2 minutes
 Determine if more data is needed/identify focused assessment needs	
INQUIRY 3: Develop a Theory of Action	All
Identify research-based intervention options that may assist the student (Brainstorm ideas):	7 minutes
Select evidence-based, targeted intervention:	3 minutes
INQUIRY 4: Set Measurable Goals	All
Identify the evidence that will show that the student is progressing:	3 minutes
Determine the progress monitoring tool and measurement frequency:	2 minutes
INQUIRY 5: Create a Plan of Action	All
Who will Implement? When? Where?	3 minutes
Set a Review Date:	1 minute

Action Plan

Indicator or Sub-Topic	Specific Actions	Resources	Timeline	Who Responsible	Date Evidence of Change

Planning Team: _____

Action Plan

--	--	--	--	--	--

Planning Team: _____

Action Plan

--	--	--	--	--	--

Planning Team: _____

Planning Team: _____

RtI ACTION PLAN/SPREAD SHEET

THIS IS AN EXPANDABLE WORD TABLE. EACH GRADE LEVEL TEAM SHOULD ROTATE AMONG TEACHERS TO USE A COMPUTER DURING THE “KID TALK” PST MEETINGS, AND ENTER INFORMATION STRAIGHT INTO THE TABLE. EACH CELL WILL ACCOMMODATE AS MUCH INFORMATION AS YOU WANT TO ENTER.

TO CREATE A NEW ROW (FOR A NEW STUDENT OR ONE YOU ARE REVISITING AT THE “REVISIT” DATE NOTED ON THE SPREAD SHEET), YOU CAN CLICK ON THE ROW ABOVE, THEN CLICK ON TABLE, INSERT, AND ROW BELOW, IN ORDER TO ADD AN UPDATED STUDENT RECORD. THUS, YOU ARE CREATING A CUMULATIVE RECORD FOR A STUDENT REFLECTED BY CONSECUTIVE ROWS IN THE TABLE. YOU CAN SEE “AT A GLANCE” WHAT HAS BEEN IMPLEMENTED, AND THE RESPONSE TO INTERVENTION, AS WELL AS NEXT STEPS.

IN ORDER TO PRINT A SINGLE STUDENT’S RECORD, JUST HIGHLIGHT THE ROWS FOR THAT STUDENT, THEN CLICK ON FILE, PRINT, AND SELECTION.

TO TRANSFER THE ENTIRE TABLE INTO EXCEL (FOR DATA ANALYSIS), CLICK ON EDIT, SELECT ALL, COPY, THEN GO TO EXCEL, OPEN A NEW “CHART” AND CLICK ON EDIT, THEN PASTE. VOILA! AN EXCEL SPREAD SHEET.

G/ Tr	Last Name	First Name	RtI IEP, ELL (or) 504	Primary Concern	Add'l Concern Or Info.	Start Score ***	Curr. Score ***	Intervention To Start This Week (Codes)	Current Date (mm/dd/yy)	Revisit Date for Progress Monitor (mm/dd/yy)	Re- ponse (+, NC or -)	Next Steps (in addition to interventions)

*****SCORES are required! Designate Rdg. For Reading, Wtg. For Writing, Ma for Math, or Beh. For Behavior. If possible, list measure (DRA2, BASC2, etc.). See the following page to know how to calculate progress per CDE.**

RtI TIER I, II, III INTERVENTIONS

NOTE TO TEACHERS:
ENTER THE CODE NUMBER FOR THE SELECTED INTERVENTIONS
INTO THE ACTION PLAN SPREAD SHEET.

Tier I Accommodations (General Ed. Classroom)

ACADEMIC:

IDRA. DRA-2 Focused Instruction by Reading Level. NOTE! SCORES OF CONCERN MUST BE SHOWN ON ACTION PLAN SPREAD SHEET, AND TRACKED OVER TIME.

Teacher Centered:

- I1. Use straightforward, organized instructions
- I2. Pre-Teach vocabulary (student writes/types/matches it).
- I3. Group material into chunks with related questions
- I4. Paraphrase information and make it meaningful to students
- I5. Tie new learning to previous knowledge
- I6. Illustrate work with a visual and verbal example, step-by-step
- I7. Ask for comprehension checks (students repeat back what is expected of them)
- I8. Provide word bank for full-ins

- I9. Ask students comprehension questions about the concepts:
 - How would you describe (or explain)?
 - What does this (story, character, idea) remind you of in real life?
 - How is _____ like what you learned before?

- I10. Coach students in “Make A Plan,” (check-off bullet point list) for multi-step tasks
- I11. Call students to attention when expressing key points or “wrap-ups”

- I12. Extended time
- I13. Flexible scheduling/breaks

- I14. Call students’ names before asking them a question
- I15. Assign peer helper for instruction comprehension, when appropriate
- I16. Pre-cue for transitions
- I17. Pre-arranged nonverbal signal for “get to work,” or “raise your hand to talk.”
- I18. Preferential seating

Tool Centered:

- I19. Literacy or Math software
- I20. Kidspiration or other graphic organizer software
- I21. Headphones/seat cushions/adaptive materials

BVSD Response to Intervention

- I22. Irlen (pastel) overlays
- I23. Assignment book/organizer
- I24. Assistive technology
- I25. Student can audiotape lectures
- I26. Use visual aids such as “webs,” “charts,” sectioned worksheets
- I27. Copies of materials provided at desk (printed or typed)
- I28. Homework assignments provided
- I29. Written outline provided

BEHAVIORAL:

- I30. Behavior/Performance Contract
- I31. Praise peers who are in compliance
- I32. Praise publicly, critique privately

- I33. Redirection/Calming:
 - I33a. Teacher positive self-talk
 - I33b. Allow time for calming
 - I33c. Assign a task for redirection
 - I33d. Use verbal and nonverbal cues

- I34. Giving Directions:
 - I34a. Use student name
 - I34b. Use signals to gain attention
 - I34c. Write directions on board
 - I34d. Model directions
 - I34e. Use buddy system

- I35. Interventions:
 - I35a. Proximity
 - I35b. Quiet redirection
 - I35c. Private nonverbal cues
 - I35d. Verbal reminders
 - I35e. Directives
 - I35f. Repeated practice
 - I35g. Parent contact
 - I35h. Inclusion in social skills groups

- I36. Schoolwide:
 - I36a. Second Step
 - I36b. Bully-proofing
 - I36c. Peace Place
 - I36d. PBS Other

FOR ELL Students:

BVSD Response to Intervention

I36. Progress monitor to compare ELL to other true-peer ELL's since their rate of progress cannot be compared to that of English-only peers.

I37. Background knowledge is built
To student experience
Between past learning and new concepts
Key vocabulary

I38. Culturally responsive instruction is fundamental at this tier and not an add-on.

I39. Explicit and linguistically appropriate instruction is also fundamental.

- I39a. Language Objectives
- I39b. Language forms
- I39c. Language functions

I40. Comprehensible Input

- I40a. Visual supports
- I40b. Real objects
- I40c. Modeling
- I40d. Gestures
- I40e. Explanation of content and tasks
- I40f. Appropriate speech for proficiency level

I41. Interactions

- I41a. L1 opportunities to clarify concepts
- I41b. Wait time for student responses
- I41c. Discussion groups
- I41d. Using a variety of question types to promote higher-order thinking skills

I42. Adaptation of content (text, assignment, assessments) to match student proficiency level

CLASSROOM:

I43. Post classroom rules in a positive tone (i.e.: "Do" vs. "Don't")

I44. Post class schedule

I45. Eliminate unnecessary distractions from walls & ceilings

I46. Keep work times quiet

I47. Provide students with their own workspace

I48. Provide a specific place for homework to be turned in

I49. Provide a "toolkit" of extra materials

I50. Visual schedule with motor or "time away" breaks built in

I51. Preferential seating

I52. Hold a weekly backpack and locker cleanout

I53. Attach a "high needs supplies" pouch to sides of desks with Velcro

I54. Designate a "cooling off" or "thinking corner" place

Tier II Accommodations (General Ed. And/or small group)

ACADEMIC:

Teacher-Centered:

- II1. Abbreviated assignments, same concepts
- II2. Flexible setting/group
- II3. Notebook checks for dividers, currency, calendar
- II4. Alternate test format (open book, multiple choice, or alternate response form)
- II5. Alternate test presentation (verbal or visual)
- II6. Alternative testing environment
- II7. Peer tutoring
- II8. Allow cursive, manuscript, or typed output for written assignments
- II9. Present only one section per page
- II10. Read directions aloud
- II11. Highlight, bold or underline key terms
- II12. Capitalize all absolute words
- II13. Group similar questions together

- II14. Break large projects or complex material into small chunks
- II15. Do weekly check-ins with students for work completion
- II16. Provide definitions for matching items

- II17. Distill daily material into main concepts, worded in simple, straightforward language.
 - II17a. Present these main concepts with visual cues (could be a Power Point, for example).
 - II17b. Have student type the main concepts into the computer.

- II18. Visual organizers for verbal material
- II19. Utilize Books on Tape so that student can join in discussions.
- II20. Ask more concrete questions, around general facts.
- II21. Utilize “study sheets” that have “cloze” statements (fill-in-the-blanks), T/F, Y/N or multiple choice responses, to reinforce learning.
- II22. Small group instruction, focused (literacy, math, etc.)
- II23. Choral reading
- II24. Have student trace letters, outline word shapes

- II25. ILP
- II26. Test Retakes
- II27. Before/After school tutoring
- II28. Daily organization checks

Tools-Centered:

- II29. Highlighted textbook or materials
- II30. Use 2-sided folder (To Do, and To Turn In)

BVSD Response to Intervention

- II31. Provide practice questions for study
- II32. Color code subjects, folders, and homework assignments
- II33. Present materials with large print, lots of space
- II34. Use manipulatives when possible
- II35. Allow dictionary, spellchecker or calculator during tests

BEHAVIORAL:

- II36. Ensure you are giving more positive than negative feedback
- II37. Keep compliments brief and specific
- II38. School wide Behavior Contract for work completion/rewards
- II39. Use cartooning to debrief problem situations
- II40. Ongoing parent contact (teacher or administrator)
- II41. BVSD discipline guidelines
- II42. Small peer group support with mental health provider

CLASSROOM:

- II43. Consider desks in rows & columns
- II44. Have students set up folders to make “study carrels”
- II45. Consider “centers” which students rotate through.
- II46. Use motor breaks, clapping rhythms, or lights out to help students re-focus

Tier III Modifications (General Ed. And/or small group)

ACADEMIC:

Teacher-Centered:

III1. Provide visuals, ask student to point to the correct objects or icons rather than required verbal response.

III2. Limit learning to one concept at a time, and new vocabulary to 3-5 words per week.

III2a. Incorporate lots of “real life” examples and implement “hands-on” applications.

III3. Role play out concepts/stories when possible.

III4. Provide 2-column notes with keywords

III5. Modified assignments/curriculum (same material, fewer/easier concepts)

III6. Ability level texts

III7. Modified tests

III8. Modified grading

III9. For students on an IEP, check their goals with them

III10. Boulder County Mental Health referral, or other outside supports

III11. Referral to CRT for consideration of IEP, 504 plan or other

Tool-Centered:

III12. Sensory toolkit

III13. Frequent snacks/hydration/motor breaks

III14. Adaptive materials

BEHAVIORAL:

III15. Mental health provider support

III16. Parent-school ongoing communication system

III17. Behavior contract school wide, monitored for progress

III18. Consider more intensive services

Tier 1 Universal Level - 100% of student population

High quality instruction and positive behavioral and social supports for 100 % of students: These accommodations and instructional strategies are provided for ALL students beginning with the regular education classroom teachers. If a teacher has identified a student as underachieving due to academic or social issues, these are supports that can be implemented by the classroom teacher.

If these (documented) strategies and accommodations are not successful, students will be targeted for Tier 2.

Academic Interventions	Date Implemented	Outcome	Comments/Specific Programs Used
General Classroom Strategies:			
Standards-based Instruction			
Standards-based Assessment <ul style="list-style-type: none"> • Screening Assessments • Progress Monitoring • Diagnostic Assessments • Outcome Assessments 			
Standards-based Grading			
Literacy: <ul style="list-style-type: none"> • Balanced Literacy • Variety of reading materials <ul style="list-style-type: none"> ○ Expository ○ Narrative • Variety of reading levels • Direct instruction in skills <ul style="list-style-type: none"> ○ Phonemic awareness ○ Word Recognition ○ Word study ○ Comprehension ○ Cueing systems ○ Writing process ○ Writing forms ○ Spelling ○ Oral language • Writing, Speaking and Listening for a variety of audiences and purposes using a variety of forms with materials that match the level of the learner 			
Math/Science/Literacy:			

BVSD Response to Intervention

Tier 1

<ul style="list-style-type: none"> • Evaluate assessments regularly to focus planning for effective instruction: <ul style="list-style-type: none"> ○ Determine strengths and next steps toward proficiency of curricular expectations ○ Write specific objectives for student learning 			
<ul style="list-style-type: none"> • Design instructional settings and groupings based on student need: <ul style="list-style-type: none"> ○ Large-group instructional episodes & experiences ○ Small-group instructional episodes & experiences ○ Individual 1:1 instructional episodes ○ Groups are flexible, fluid, and responsive to individual students' growth 			
<ul style="list-style-type: none"> • Include <i>to/with/by</i> levels of instruction for teacher/student interaction to scaffold instruction for students: <ul style="list-style-type: none"> ○ Explicit/direct/ ○ Modeled/ ○ Demonstrated ○ Shared/interactive ○ Guided instruction ○ Independent app. 			
<ul style="list-style-type: none"> • Ensure the following: <ul style="list-style-type: none"> ○ Students are engaged in meaningful, relevant, purposeful work ○ Teachers provide daily opportunities for students to communicate about their learning ○ Teacher focus is on student responses during an instructional episode in order for teachers to adjust their support to ensure learning occurs for each student 			

BVSD Response to Intervention

Tier 1

involved			
<ul style="list-style-type: none"> • Teach and Learn Together <ul style="list-style-type: none"> ○ Collaborate with a team of teachers to support all learners ○ Partner with parents 			

Positive Behavior Supports Tier One Strategies			
Classroom Management: <ul style="list-style-type: none"> • Establish a well-organized and structured classroom environment • Create environment where students feel safe to make a mistake • Value student engagement • Build a sense of community • Know students names • Greet students upon entry • Explicitly teach: <ul style="list-style-type: none"> ○ Expected behaviors ○ Procedures for homework, turning in assignments, homework, etc. ○ Self-management ○ Transitions • Use humor • Avoid sarcasm • Alternate between active and passive activities • Use visual cues throughout classroom 			
Redirection/Calming			
<ul style="list-style-type: none"> • Allow time for calming • Assign a task for redirection • Use verbal and non-verbal cues • Use student name 			
Giving Directions:			
<ul style="list-style-type: none"> • Use signals to gain attention • Write directions on board 			

BVSD Response to Intervention

Tier 1

<ul style="list-style-type: none"> • Model directions • Use buddy system 			
Discipline/Consequences			
<ul style="list-style-type: none"> • Student behavioral expectations are set, known, posted and taught 			
Addressing Behavior: <ul style="list-style-type: none"> • Proximity • Quiet redirection • Private non-verbal cues • Verbal reminders • Directives • Informal and Formal behavior plans or contracts 			
Teacher/Student Conference <ul style="list-style-type: none"> • pinpoint behavior to change • discuss appropriate behavior • emphasize student's strength 			

ELL Strategies			
Progress monitor to compare ELL to other true-peer ELL's since their rate of progress cannot be compared to that of English-only peers			
Background knowledge is built <ul style="list-style-type: none"> • to student experience • between past learning and new concepts • key vocabulary 			
Culturally responsive instruction is fundamental at this tier and not an add-on			
Explicit and linguistically appropriate instruction is also fundamental <ul style="list-style-type: none"> • Language Objectives • Language forms • Language functions 			
Total Physical Response			

BVSD Response to Intervention

Tier 1

<p>Comprehensible Input</p> <ul style="list-style-type: none"> • Visual supports • Real objects • Modeling • Gestures • Explanation of content and tasks • Appropriate speech for proficiency level 			
<p>Language activities and explicit instruction in:</p> <ul style="list-style-type: none"> • phonological awareness • alphabetic code • vocabulary development • comprehension strategies • repetitive language (moved from Comp. Input) • practice opportunities for speaking, listening, reading and writing skills in relation to content 			
<p>Interactions</p> <ul style="list-style-type: none"> • L1 opportunities to clarify concepts • Wait time for student responses • Discussion groups • Using a variety of question types to promote higher-order thinking skills 			
<p>Adaptation of content (text, assignments, assessments) to match student proficiency level</p>			

Differentiation (includes Advanced Learners)			
<ul style="list-style-type: none"> • Identify what we have to teach (our objectives). 			
<ul style="list-style-type: none"> • Figure out how our students are different from one another and how they best learn. 			
<ul style="list-style-type: none"> • Create our assessments, starting with the final, summative assessment and including many ideas for pre-assessments and formative assessments. 			
<ul style="list-style-type: none"> • Conduct the pre-assessments for 			

BVSD Response to Intervention

Tier 1

the unit or lesson, then contemplate the results and what the data mean for adjusting the learning experiences.			

Family Engagement Strategies			
• Welcome parents into the school and acknowledge their presence			
• Make a positive contact with parents within the first month of school			
• Ensure positive and proactive communication			
• Parent-teacher conferences that are meaningful, in a language, and format parents can understand			
• Extend personal invitations to parents			
• Share techniques and strategies for promoting and supporting learning at home			
• Encourage parents to participate in school decision making teams, committees and other school activities			
• Remove language barriers			
• Provide differentiated meeting (coffees, informal settings, small groups, language groups, open-ended agendas, Q&A)			
• Provide assistance to parents in understanding standards, report cards, and assessments			
• Consider alternative places to meet with parents			
• Trust that parents want to be involved in positive ways			
• Problem solve together			
• Celebrate student successes			
• Ensure that parents understand school systems and culture			
• Differentiated communication			
• Provide an environment that is safe and not intimidating for parents			
• Relationships, relationships, relationships			

BVSD Response to Intervention

Tier 1

• Ask parents what they need from us			

BVSD Response to Intervention

Tier 2 Targeted Interventions and Accommodations

5 to 15% of student population

Interventions: targeted, specific prevention or remediation for students whose academic performance is behind the norm for their grade level or educational setting. Progress monitoring is ongoing.

Academic Interventions	Date Implemented	Outcome	Comments/Specific Programs Used
General Classroom Strategies:			
Problem Solving Team Process: <ul style="list-style-type: none"> • Teacher has followed the BVSD RtI Flowchart • Teacher has engaged parents/guardians in the Problem Solving Team Process 			
Standards-based Instruction: <ul style="list-style-type: none"> • Accommodation(s): <ul style="list-style-type: none"> ○ Materials match level of learners ○ Scaffolding to meet standards ○ Sheltered classroom environment 			
Instruction is: <ul style="list-style-type: none"> • Targeted and designed to accelerate or enrich learning • Formed based upon diagnostic informational assessments • Supplemental • Research-based • Specific 			
Small Group Instruction: <ul style="list-style-type: none"> • Provided by classroom teacher and/or: • Provided by Interventionists • Focused on specific 			

BVSD Response to Intervention

<ul style="list-style-type: none"> strategies or skill development • Ongoing connection to classroom instruction • Pull “aside” vs. pull “out” • Push “in” services • Extended Day Opportunities • Tutoring Opportunities • 			
<ul style="list-style-type: none"> • Assessment is: <ul style="list-style-type: none"> ○ Diagnostic, forms instruction ○ Progress Monitoring is occurring as determined by Problem Solving Team Process ○ 			
Math/Science/Literacy:			
<ul style="list-style-type: none"> • Literacy: <ul style="list-style-type: none"> ○ Double Dose ○ Guided Reading Instruction ○ Guided Reading Plus Instruction with interventionists ○ CLIP strategy groups ○ SOAR instruction 			
<ul style="list-style-type: none"> • Math: <ul style="list-style-type: none"> ○ Math Intervention Blocks 			
<ul style="list-style-type: none"> • Science: <ul style="list-style-type: none"> ○ 			

BVSD Response to Intervention

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Positive Behavior Supports Tier Two Strategies			
Assessment: <ul style="list-style-type: none"> • Functional Behavioral Analysis • Progress Monitoring 			
Contracts: <ul style="list-style-type: none"> • Teacher, classroom contracts • Administrative Contracts • Parent/School Contracts 			
Behavior Support Plan: <ul style="list-style-type: none"> • Collaboratively written with teachers, administration, student and parents 			
Small Group Instruction: <ul style="list-style-type: none"> • Social Skills Groups • Social Skills Training • Class/Peer Support Meetings • Circle of Friends • Meetings with Counselor 			
Environmental Accommodations: <ul style="list-style-type: none"> • Assistive Technology • Graphic Organizers • Books on Tape • Copies of class notes • Visual schedules and other supports 			

ELL Strategies			
Assessments are: <ul style="list-style-type: none"> • Culturally and Linguistically Appropriate • Provided in both first language and in English • 			

BVSD Response to Intervention

Instruction is:			
<ul style="list-style-type: none"> • Sheltered • 			

Differentiation (includes Advanced Learners)			

Family Engagement Strategies			
<ul style="list-style-type: none"> • Invite and include parents in the Problem Solving Team process 			
<ul style="list-style-type: none"> • Always provide parent with translation services in their native language 			
<ul style="list-style-type: none"> • Ensure positive and proactive communication 			
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Tier 3 Targeted Intervention, Accommodations, Modifications

1 - 7% of student population

Intensive, individualized interventions for students who have an insufficient response to evidence-based interventions in the first two tiers.

Academic Interventions	Date Implemented	Outcome	Comments/Specific Programs Used
General Classroom Strategies:			
Problem Solving Team Process: <ul style="list-style-type: none"> • Teachers have followed the BVSD RtI Flowchart • Teacher(s) have engaged parents/guardians in the Problem Solving Team Process • Teachers and Service Providers collaborate to determine modifications (if any) needed to Standards Based Expectations 			
Standards-based Instruction: Modification(s): <ul style="list-style-type: none"> ○ Materials match level of learners ○ Grades reflect modified expectations ○ Time needed to complete work ○ Quantity of work expected ○ Determined by an IEP, ALP or 504 plan 			
Instruction is: <ul style="list-style-type: none"> • Individualized, targeted and designed to remediate and build compensatory skills • Formed based upon diagnostic informational assessments • Supplemental • Research-based 			

BVSD Response to Intervention

Tier 3

<ul style="list-style-type: none"> • Specific 			
<p>Small Group or One on One Instruction:</p> <ul style="list-style-type: none"> • Provided by classroom teacher and/or: • Provided by Interventionists • Focused on specific strategies or skill development • Ongoing connection to classroom instruction • Inclusive Opportunities: Pull “aside” or “in” vs. pull “out” services • Self-Contained Services may be necessary • Extended Day Opportunities • Extended School Year (if student qualifies) • Tutoring Opportunities • 			
<ul style="list-style-type: none"> • Assessment is: <ul style="list-style-type: none"> ○ Diagnostic, forms instruction ○ Progress Monitoring is occurring as determined by Problem Solving Team Process ○ Individualized 			
Math/Science/Literacy:			
<ul style="list-style-type: none"> • Literacy: <ul style="list-style-type: none"> ○ CLIP ○ 			
<ul style="list-style-type: none"> • Math: <ul style="list-style-type: none"> ○ Math Intervention 			

BVSD Response to Intervention

Tier 3

Blocks			
<ul style="list-style-type: none"> Science: <ul style="list-style-type: none"> ○ 			

Positive Behavior Supports Tier Two Strategies			
Assessment: <ul style="list-style-type: none"> Functional Behavioral Analysis Progress Monitoring 			
Contracts: <ul style="list-style-type: none"> Teacher, classroom contracts Administrative Contracts Parent/School Contracts 			
Behavior Support Plan: <ul style="list-style-type: none"> Collaboratively written with teachers, administration, student and parents 			
Small Group Instruction: <ul style="list-style-type: none"> Social Skills Groups Social Skills Training Class/Peer Support Meetings Circle of Friends Meetings with Counselor 			
Environmental Accommodations: <ul style="list-style-type: none"> Assistive Technology Graphic Organizers Books on Tape Copies of class notes Visual schedules and other supports 			

ELL Strategies			
Assessments are: <ul style="list-style-type: none"> Culturally and Linguistically Appropriate 			

BVSD Response to Intervention

Tier 3

<ul style="list-style-type: none"> • Provided in both first language and in English • 			
Instruction is: <ul style="list-style-type: none"> • Sheltered • 			

Differentiation (includes Advanced Learners)			

Family Engagement Strategies			
<ul style="list-style-type: none"> • Invite and include parents in the Problem Solving Team process 			
<ul style="list-style-type: none"> • Always provide parent with translation services in their native language 			
<ul style="list-style-type: none"> • Ensure positive and proactive communication 			
•			
•			
•			

Problem Solving Team Student Interview Information

Student Name _____ Grade _____ Date _____

1. What are your greatest strengths? In what areas do you do best?
What are you most proud of doing?

2. In what area(s) could you use the most improvement?
What things are most difficult for you to do at school?

3. What class gave you the most difficulty last year?
What is the one thing you can identify that made it difficult?

4. If we only picked one thing to focus on, what would you like for us to work on that would help you improve at school?

5. When you think about what area you need help improving, think about what helps you learn best:

Curriculum: Are there certain materials/papers/assignments that make learning more or less difficult (ex: true/false tests are confusing)? What is your favorite kind of assignment? What is your least favorite kind of assignment?

Instruction: What things does your teacher do that make things more or less difficult (ex: Directions are sometimes confusing. If I have an advanced organizer for notes, I can follow her lecture better)? What does your favorite teacher do that makes learning easier? What does your least favorite teacher do that makes it hard?

Environment: Are there things about the classroom, or where you study at home, that make learning more or less difficult (ex: Kids near me want to talk, so I join in)?

Learner: What things do you know about yourself that may offer clues that will help us help you be more successful (ex: If I have to write down assignments, I seem to remember homework better. What helps you to be comfortable with your peers/adults so that you can concentrate on learning)?

6. If the plan we develop works, how will things be different for you at school?

7. Would you like to be at the meeting to represent yourself and participate in developing a plan, or would you like to have someone represent you and meet with you after the meeting?

Problem Solving Team Parent Consent Form

Dear Parent/Guardian,

Our school is committed to supporting student success. If a student experiences a specific need in academics or behavior, it is important for school personnel and parents to work together. We want to include you in the planning and monitoring of your student's targeted interventions.

At this time we would like to request your permission for our Problem Solving Team to conduct a variety of assessments to specifically plan a targeted/intensive intervention for your student. As a result of these assessments, we request your permission for specialists to provide interventions to assist your student. A record of your student's assessment, interventions, and progress will be kept in an intervention file at the school. The quality and effectiveness of interventions for your student will be strengthened by your involvement.

Parent Consent Statement

I give consent for my student to participate in targeted assessment/intervention with the appropriate intervention specialist. I understand that I am invited to participate in the planning and monitoring of my student's school success as relates to these assessments and interventions. I understand that I will be given feedback as to the meaning and results of the assessments and interventions; and will receive information/ideas on how to support school success at home.

Parent/Guardian Signature _____ Date _____

Intervention Facilitator _____

Telephone _____

Email _____@bvsd.org

Problem Solving Team Meeting Notice

Date of Notice: _____ Initial _____ Second _____
Student: _____ Grade: _____ D.O.B _____
Teacher: _____
Meeting Date: _____ Time: _____ Place: _____

The purpose of this meeting is to develop interventions/strategies to help
_____ with _____

If you **can't** make this date and time, please let me know ASAP.

Problem Solving Team Meeting Notice

Date of Notice: _____ Initial _____ Second _____
Student: _____ Grade: _____ D.O.B _____
Teacher: _____
Meeting Date: _____ Time: _____ Place: _____

The purpose of this meeting is to develop interventions/strategies to help
_____ with _____

If you **can't** make this date and time, please let me know ASAP.

ATTRIBUTES OF A QUALITY LITERACY INTERVENTION PROGRAM

Attributes of a Quality Literacy Intervention Program

Qualities	Is this being done?	If no, what should be done?
Supplemental to quality classroom instruction; children experiencing difficulty should spend more time receiving direct reading instruction than those who are not		
Coordinated Instruction between classroom and intervention program		
Designed to bring student up to grade level standard as quickly as possible		
Delivered daily using a well planned, structured, and focused lesson		
Texts are at student's instructional level and include a variety of text types- fiction, nonfiction, narrative, informational, poetry		
Weekly assessment for close supervision for shifts in learning		
Does not waste time on unnecessary activities		
Instruction is delivered individually or in small groups of 3-5 students		
Develops fluency (repeated readings of text is a very effective approach)		
Instruction that focuses attention on words, letters, and word patterns in context (whole, part, whole) in both reading and writing		
Monitors and supports student understanding of text before, during and after reading		
Students write daily		
Intervention is provided by a professionally prepared, accomplished teacher		
Strong communication between home and school		
Groups are flexible and students can move in and out of intervention as their needs arise		

ATTRIBUTES OF A QUALITY LITERACY INTERVENTION PROGRAM

Groups are mostly based on skill need not reading level		

Cuestionario de Entrevista Para los Padres Interview Questionnaire for Parents

⇒ To be completed by school personnel during interview with parent.
Not to be completed by parent alone.

- This parent interview form must be completed during the Tier Two Problem Solving Team process, your school can opt to also complete it earlier in Tier One if the classroom teacher desires more information from the parents.
- This parent interview form will address the ELL parent information needs that is required for a second language special education referral.

Nombre del Estudiante

Student Name: _____

Escuela: _____ **Grado** _____ **No. de Identificación**
School: _____ Grade _____ ID # _____

Fecha de la Última Revisión de los Oídos **Resultados (pasó/falló)**
Date of Last Hearing Screening: _____ Results (pass/fail): _____

Fecha de la Última Revisión de la Vista **Resultados**
Date of Last Vision Screening: _____ Results: _____

¿Lleva anteojos/lentes de contacto? (Sí / No)
Glasses/Contacts? (Y/N) _____

Fecha de la Última Visita al Dentista
Date of Last Dental Visit: _____

Persona que está contestando este cuestionario
Person Completing Form: _____

Parentesco con el Estudiante **Teléfono de Contacto**
Relationship to Student: _____ Contact Phone Number: _____

Representante de BVSD
Representative: _____

1. ¿Tiene alguna preocupación sobre el rendimiento escolar del estudiante?

Do you have any concerns about the student's performance in school?

2. ¿A qué edad comenzó el estudiante a ir a la escuela?

At what age did the student start attending school?

3. ¿Ha sido el estudiante retenido en un grado o ha saltado de grado alguna vez? Si su respuesta es afirmativa, por favor explique las circunstancias.

Has the student ever been retained in a grade or skipped a grade? If yes, please explain.

4. ¿Ha asistido el estudiante alguna vez a una escuela afuera de los Estados Unidos de América? Si su respuesta es que sí,

Has the student ever attended a school outside of the United States of America? If so,

- **¿Cuántos niveles de grado llegó a completar?**

How many grades were completed?

- **¿Fue consistente su asistencia?**

Was attendance consistent?

- **¿Tiene copias del expediente académico del estudiante de estas escuelas?**

Do you have any school records?

- **¿Tuvo alguna preocupación en cuanto al nivel de aprendizaje del niño o a los servicios de educación especial?**

Were there any learning concerns or special education services?

5. **¿Tiene el estudiante antecedentes de (por favor explique cualquier punto en que su respuesta sea sí)** Does the student have a history of (please explain any item with a “yes” response):

- **¿Trauma emocional?** Emotional Trauma?

- **¿Trauma (golpe) en la cabeza?** Head injuries?

- **¿Enfermedades serias? ¿Tiene un diagnóstico médico?**
Serious medical illnesses? Is there a medical diagnosis?

- **¿Infecciones en los oídos?** Ear infections?

- **¿Alergias?** Allergies?

6. **¿Existen antecedentes familiares de:**
Is there family history of:

• **¿Dificultades en el aprendizaje/discapacidades? Si responde que sí, por favor explique.** Learning difficulties/disabilities? If yes, please explain.

• **¿Pérdida de la vista y/o del oído? Si responde que sí, por favor explique.**
Hearing and/or vision loss? If yes, please explain.

• **¿Desarrollo lento del habla/lenguaje? Si responde que sí, por favor explique.**

Show speech/language development? If yes, please explain.

7. ¿Alguna vez ha hablado el estudiante un idioma en casa distinto del inglés? Si responde que sí, ¿de qué idioma se trata?

Has the student ever spoken a language other than English in the home? If yes, what language?

8. Si los padres hablan un idioma distinto al inglés pero el niño habla inglés en casa, ¿con quién habla el niño inglés y qué años tienen estas personas (hermanos, amigos, etc.)?

If the parents speak another language other than English, but the child is speaking English at home, with whom does he/she speak English and how old are these individuals (siblings, friends, etc.)?

9. ¿Cómo fue la evolución del lenguaje nativo del estudiante (rápida, típica, un poco lenta)?

What was the student's native language development like (rapid, typical, and a little slow)?

10. ¿Cuáles son los patrones de uso del idioma en su casa? Es decir, ¿quién habla en qué idioma en su casa y a quién? (Ejemplo: ¿Hablan los padres en su idioma nativo al estudiante mientras los hermanos mayores le hablan en inglés?)

What are the patterns of language use in the home? That is, who speaks which language and to whom? (Example: Do parents speak the native language to the student while older siblings speak English?)

11. En su casa

In the home, do family members

- **¿Leen los miembros de la familia en su idioma nativo a los demás?**

Read to each other in the native language?

- **¿Mantienen conversaciones extensas en su idioma nativo que incluyen a los niños?**
Have extended conversations in the native language that includes the children?

12. En su relación social con los amigos, con los compañeros y con los padres, ¿qué idioma prefiere hablar el estudiante?

In a social interaction with friends, peers and parents, what are the language choices of the student?

BVSD Response to Intervention

Family Engagement Strategies

Family Engagement Strategies:			
Welcome parents into the school and acknowledge their presence			
Make a positive contact with parents within the first month of school			
Ensure positive and proactive communication			
Parent-teacher conferences that are meaningful, in a language, and format parents can understand			
Extend personal invitations to parents			
Share techniques and strategies for promoting and supporting learning at home			
Encourage parents to participate in school decision making teams, committees and other school activities			
Remove language barriers			
Provide differentiated meeting (coffees, informal settings, small groups, language groups, open-ended			

BVSD Response to Intervention

Family Engagement Strategies

agendas, Q&A)			
Provide assistance to parents in understanding standards, report cards, and assessments			
Consider alternative places to meet with parents			
Trust that parents want to be involved in positive ways			
Problem solve together			
Celebrate student successes			
Ensure that parents understand school systems and culture			
Differentiated communication			
Provide an environment that is safe and not intimidating for parents			
Relationships, relationships, relationships			
Ask parents what they need from us			