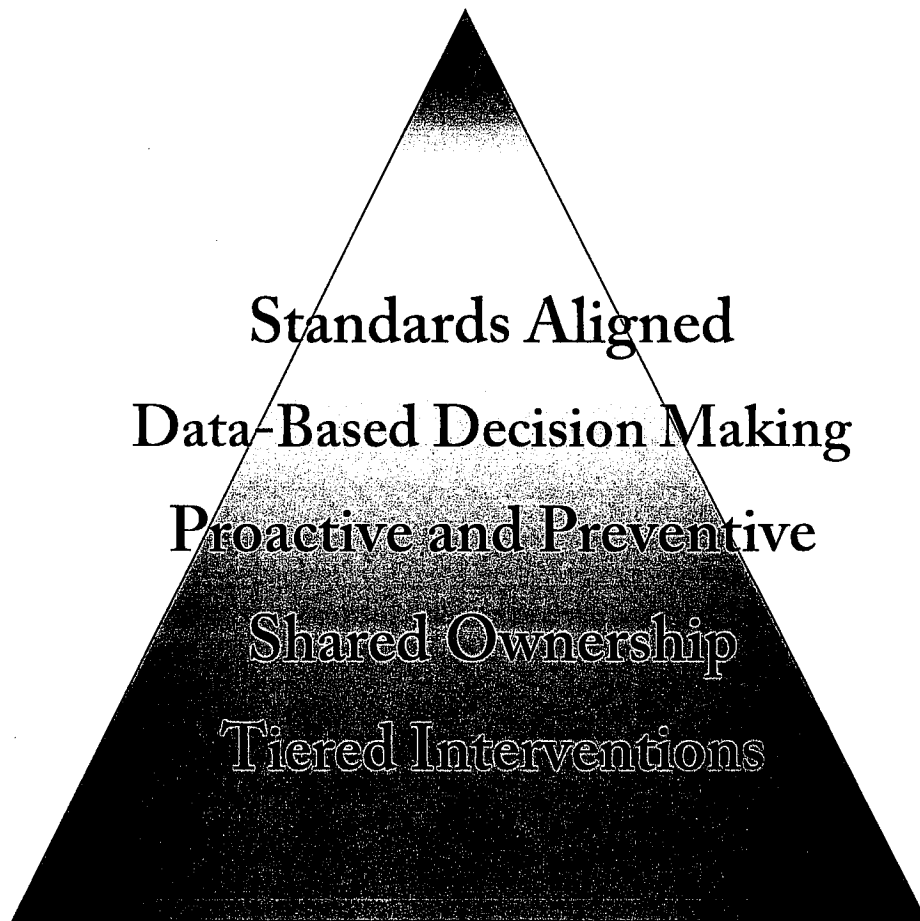


# Williamsport Area School District

## Response to Instruction and Intervention



## Definition and Beliefs

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### *Why RtII and Why Now?*

The overarching goal of RtII is to improve student achievement using research based interventions matched to the instructional need and level of the student. RtII is a comprehensive, multi-tiered, standards aligned strategy to enable early intervention for students at academic or behavioral risk. This strategy allows educators to identify and address academic and behavioral difficulties **prior** to student failure.

### *RtII Defined*

RtII is a framework for providing comprehensive support to students and is not a single instructional practice. RtII is a prevention oriented approach to linking assessment and instruction that can inform educators' decisions about how best to teach their students. A goal of RtII is to minimize the risk for long-term negative learning labels and outcomes by responding quickly and efficiently to documented learning or behavioral concerns. RtII is not a single person but the responsibility of all teachers inclusive of classroom, title, special education, specialists, ESL, and para-educators as frontline interventionists, all whom should be prepared to deliver all three levels of tiered interventions.

### *WASD District Beliefs:*

- For ALL students, RtII begins at the classroom level and with the classroom teacher
- Teachers need to know, use, and understand the value of assessments data. Frequent and balanced use of multiple assessments provide important district level, building level, and classroom level data to make program and instructional decisions
- All students deserve to receive supportive interventions with or without a learning label
- Classroom teachers need to provide daily interventions to students that are at-risk of academic or behavioral failure.
- Any type of extra instructional teaching support is "*in addition to*" classroom teacher support to students at the Tier 2 and Tier 3 level, but it does not "supplant" classroom teacher instruction and their responsibility of providing tiered interventions
- Interventions are delivered in the form of whole and small group and are planned for from a "data" informed teaching mindset
- Constant and continuous data analysis and monitoring at all levels (district, building, classroom) will provide critical feedback on systemic , programmatic, and instructional changes

**Congruent Models: National and Pennsylvania**

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*National Center of Response to Intervention Model:*

RtII is a comprehensive, three tiered, standards-aligned problem solving approach to enable early intervention for students who may be at risk for academic or behavioral problems. RtII integrates assessment and intervention within a multi-level prevention system to maximize student achievement . Within RtII, teachers and schools use data to 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 growth.

*Core Characteristics of Pennsylvania's RtII Framework*

Pennsylvania has defined its RtII framework around six major components. Unique to PA is the inclusion of Parental Engagement as a major characteristic of response to intervention. Each component is described below.

1. **Standards-aligned Instruction:** All students receive high-quality, research-based instruction in the general education standards-aligned system.
2. **Universal Assessments/Screening:** All students are screened to determine progress against grade-level benchmarks.
3. **Shared Ownership:** All staff (general education teachers, special education teachers, specialists, Title 1, ESL) assumes an active role in students' assessment and instruction in the standards-aligned system.
4. **Data-based Decision Making:** Multiple assessments are used to analyze student performance and to guide school decisions on instructional changes, choices of interventions, and appropriate rates of progress. Data sources include classroom assessments, 4-Sight, GRADE, DIBELS, Weekly/Unit core (Reading and Math) assessments, Classroom Diagnostic Tools (CDT), Keystone Exams, course grades, PSSA, etc.
5. **Tiered Intervention and Intervention Delivery:** Some students receive increasingly intense levels of targeted scientifically, research-based interventions with proven effectiveness dependent upon student need. Instruction is differentiated, provided with fidelity, and often provided in flexible groups.
6. **Parental Engagement:** Parents are frequently and regularly informed of their child's progress in the classroom in particular if receiving tiered interventions, are given suggestion on how to help their child at home, and receive detailed information regarding their child's progress.

## Understanding Tiers of Intervention

### What RtII is and what RtII is not:

RtII <i>Is</i>	RtII <i>Is Not</i>
<ul style="list-style-type: none"> <li>• RtII is built on an inclusion philosophy and the majority of interventions should occur in the classroom</li> <li>• High quality classroom instruction is the best intervention</li> <li>• Classroom teachers deliver “interventions” at all tiered levels</li> <li>• RtII can start immediately in the classroom by the classroom teacher-no referral is needed</li> </ul>	<ul style="list-style-type: none"> <li>• It is not a location, room, learning label, or assignment</li> <li>• It is not pull-out instruction</li> <li>• It is not a single person</li> <li>• It is not a special education process</li> <li>• Students do have to be “referred” to RtII</li> <li>• RtII is not a destination to rush to evaluation</li> <li>• RtII does not replace the child study process that may lead to evaluation</li> </ul>

### *RtII is Built on Shared Ownership*

The RtII framework, by design, promotes shared ownership of student learning across staff and programs. All staff (general, special, Title 1, ESL, paraeducator, etc.) assume an active role in each level of tiered instruction in the RtII model. *Why?-- All staff share all students.*

### What is a tiered intervention?

Classroom assessment data is used to determine when a student has or has not responded to instruction at any level of the prevention system. Increasing the intensity of an intervention can be accomplished in a number of ways such as lengthening instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction. Also, intensity can be increased by providing intervention support from a teacher, specialist with advanced training in a specialty area (e.g., a reading specialist or a special educator), and other qualified staff members including instructional aides. It is important to remember at every RtII Level, each level is added to the previous Tier 1 + Tier 2 + Tier 3... if needed to show student growth. *One level of intervention does not replace or stop if a student needs additional support and moves to a more intense Tier of support.*

### What are differentiated learning activities?

Teachers use student assessment data and knowledge of student readiness, learning preferences, to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve mixed instructional groupings, team teaching, peer tutoring, learning centers, individualized/tiered practice and accommodations to ensure that all students have access to the instructional program. Differentiated instruction should occur in Tier I practices within the core classroom experience.

## Understanding Tiers of Intervention

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### *Tier I*

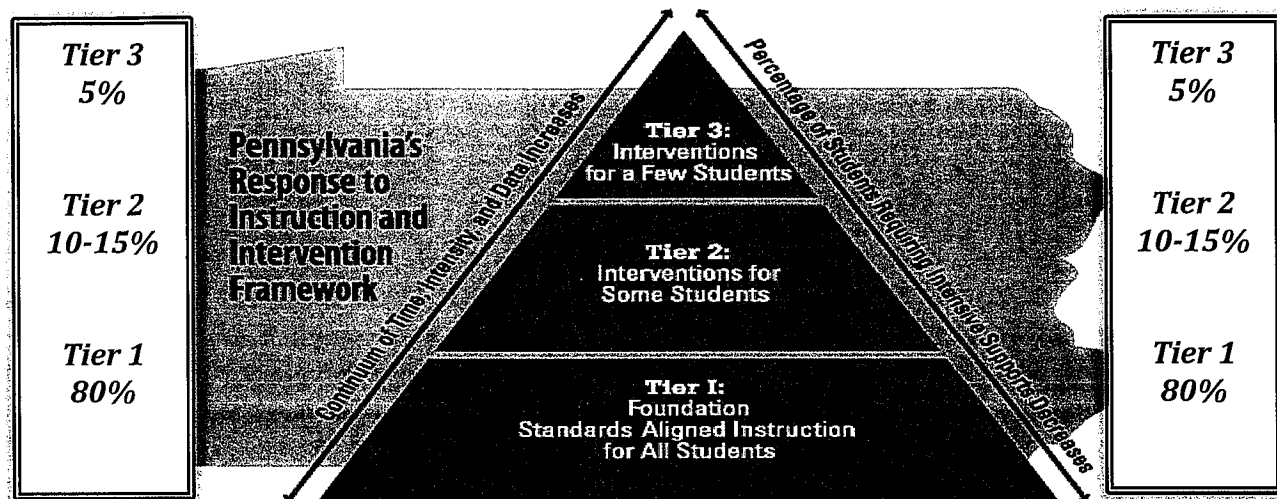
- *Tier 1* | At-risk children who have been identified through a Universal Assessment process receive research-based instruction, sometimes in small groups, sometimes as part of a class wide intervention. A certain amount of time (generally 6-9 weeks @45 instructional days) is allotted to see if the child responds to the intervention. Each student's progress is monitored closely. If the child does, indeed, respond to the research-based intervention, then this indicates that perhaps his or her difficulties have resulted from less appropriate or insufficiently targeted instruction or needed additional instruction within the core. The interventions can continue and be in-place and students remain at the Tier I support level.

Classroom Teachers provide Tier 1 core instruction in the general education classroom, and have an active role in delivering Tier 2 and Tier 3 interventions and monitoring activities. Specialists, interventionists, and paraprofessionals all are available to assist core instruction. This allows for differentiation of core instruction in smaller, flexible groups within the core. All staff is used to scaffold and differentiate instruction in the core curriculum and to ensure that additional opportunities to learn are available to students through the tiered service delivery system. Paraprofessionals provide key support to students with reinforced learning, instructional practice and fluency tasks and progress monitoring.

### *Tier II and Tier III*

- All staff is involved in the delivery of Tiers 2 and 3 interventions. Some Tier 2 activities and data gathering may be provided in the general classroom by general education staff; while other staff may help provide tiered instruction to other groups.
- Title I, special educators and other given the role of interventionist, *regardless of identification* may provide instruction at the Tier 2 level and participate in progress monitoring activities at all levels of tiered instruction based on design of the school's RtII framework.
- Librarians, music, and art and all staff may also participate in various ways with RtII implementation, including delivery instruction with professional development... taking an "All Hands on Deck" approach

## Understanding Tiers of Intervention



## Three Tiers of Intervention

The RtII pyramid is a recognizable graphic that we are all familiar with—depicting three tiers of intervention. The pyramid graphic represents the progression of support across the multi-level prevention system. Tier I—Tier 2—Tier 3 interventions. A common and essential understanding of each is essential to successfully support students. At all levels, attention is on fidelity of implementation, data-driven instruction, targeted skill work, monitoring progress and recognition of student strengths. Movement to less intensive levels of the prevention framework should be a high priority, as appropriate. *Tiered interventions should and may stay in-place all year if students are making progress.*

- **Tier 1--Primary prevention:** high quality core instruction that meets the needs of most students—80% of students are successful
  - Example: In a typical classroom of 25 students 20 students should be successful with the core curriculum delivered by the classroom teacher
  - Instructional format is whole and small group instruction
  - **Who:** Tier I is delivered by classroom teacher
  - **What:** Tier I support—which includes small group, re-teaching as needed, and strategy teaching
  - **Duration:** may occur all year and as long as the student is making progress even with accommodations. Specific interventions should be implemented for @45 instructional days before moving to Tier II planning and support
  - **Action Plan:** Classroom teacher should keep a class log of students receiving intervention, parent contacts, and types of intervention/strategies they have put into place. Grade Level Teams meet and discuss instructional strategies at least once a week.

- **Tier II--Secondary prevention:** evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students—15% of students may need a Tier 2 intervention in addition to core instruction. Small group instruction that would normally occur in Tier I would continue and students would receive a “double dose” of intervention small group time.
  - Example: In a typical classroom of 25 students this is about 4 students
  - Format small group instruction 3-5 students
  - Who: Classroom teachers, Title I Teachers, Instructional Aides, Volunteers may deliver a Tier II intervention
  - What: Tiered lessons are delivered supportive of skill work in the core, Tier II groups are assessed more frequently to determine progress, may not need to last all year
  - Duration (typically 9 weeks 20- to 30-minute sessions), and frequency (3 or 4 times per week) of instruction
  - Action Plan: At Tier 2—A student action plan is created, interventions are documented by the classroom teacher, assessments are collected and analyzed, Grade Level Teams meet and discuss instructional strategies at least once a week
  
- **Tier III--Tertiary prevention:** individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention-5% of students need an additional interventions beyond Tier II, other Tiers of intervention do not stop , Tier II intervention is delivered in addition to core instruction and Tier II intervention—Triple Dose
  - Example: In a typical classroom of 25 student this about 2 students
  - Who: Determined by RtII team. Instructional format is individual or small group from 1-3 students
  - What: Tier III intervention is specific, targeted to a finite set of skills has a definite beginning and ending period approximately 45 instructional days
  - Duration (typically 9 weeks 20- to 30-minute sessions), and frequency (3 or 4 times per week) of instruction
  - Action Plan: After documenting Tier 2 strategies, if student growth is minimal or negative, classroom teacher will meet and discuss the need for Tier 3 support from the building’s RtII Team.

**What should I do if I have significantly more students than the suggested percentages?**

This is a sign that the classroom teacher needs to reteach and strengthen core instruction, carefully plan and deliver connected small group instruction, and address large skill deficit issues through whole and small group instruction. Collaborate with team members, coaches, and principals for instructional ideas. Remember, the core should be successful with approximately 80% of students, if not, it is an indicator that we need to strengthen the core.

**What impact does RtII have on students who are not struggling?**

An important component of an effective RtII framework is the quality of the primary prevention level (i.e., the core curriculum), where **all** students receive high- quality instruction that is aligned to PA's achievement standards. This allows teachers and parents to be confident that a student's need for more intensive intervention or referral for evaluation is not due to ineffective classroom instruction or lack of support. In a well-designed RtII system, primary prevention should be effective and sufficient for about 80% of the student population.

**Can students move back and forth between levels of the prevention system?**

Yes, students should move back and forth across the levels of the prevention system based on their success (response) or difficulty (minimal response) at the level where they are receiving intervention, i.e., according to their documented progress based on the data.



**RtII Needs High Functioning School and Grade Level Teams**

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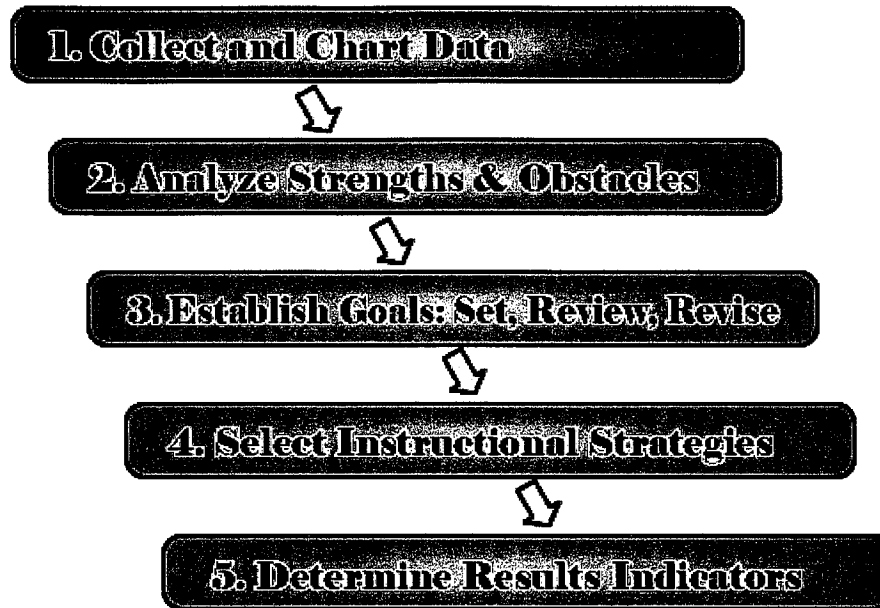
**Data Teams:**

- **School Data Team/School Improvement Team:** A school team with representatives of all grade/content areas analyzes data with a view toward developing school-wide goals for improvement. The previous year's PSSA, PVAAS, Keystone Exams, CDT, course grades and other summative data can be reviewed as well as benchmark data (4Sight, DIBELS, GRADE etc), behavior/discipline information and local assessments. This team is reviewing and holding the "big picture" of building success toward increasing achievement and school improvement.
- **Grade Level Teaming:** Grade-level teams meet periodically (at least once a week) to review screening data, plan instruction, make instructional adjustments and monitor student progress. Students at risk for academic or behavioral failure are identified and instructional plans are developed to meet the needs of students at risk and those students performing at benchmark to ensure continued growth at the Tier 1 and Tier 2 levels. Title I, Special Education, and Coaches are important members to offer suggestions, support with interventions, and assist progress monitoring. These teams also adjust core instruction across the grade and identify students at risk for academic difficulties based on classroom and district assessments.
- **RtII Data Team:** This team is responsible for the allocation of Tier 3 interventions that is needed beyond grade level teams that are implementing Tier I and Tier II interventions. The classroom teacher, with documentation of Tier I and Tier 2 interventions, frequency, duration, strategies, parent contact, and assessments would come and "present" student data to determine if a Tier 3 intervention is necessary.

RtII Team can assign Tier 3 interventions based on needs of students and student data. Teams of teachers and other school staff as appropriate meet more frequently (1 per month) to monitor student progress, the fidelity of intervention implementation and the impact of instruction on student learning. In some cases the school may assign this responsibility to the **grade level team or an established RtII Team.**

**Grade Level Team and RtII Data Review Process:**

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**Tier 1 Analysis****(Team Meeting Occurrence—1 weekly)**

First, the team should review whole-grade performance on the universal screening conducted for that grade level. The team should review what percentage of students is at each performance/risk level: benchmark (low risk), strategic (some risk), and intensive (high risk). Next, the team uses the percentages at each level to set measurable goals to achieve by the next review point. The goals should be stated in terms of the percentage of students making a particular amount of progress toward the identified benchmark.

After reviewing the students' current performance and setting goals for the next universal screening, the team generates whole-class instructional strategies to consider implementing to improve student performance. Ideas should be shared and recorded in a list that is easily viewed by everyone. The team analyzes and rates the listed strategies according to the extent to which they are evidence based, practical, and available or according to the feasibility of their creation. Finally, the team selects which strategies to implement during the next intervention period.

The team should then discuss the logistics of the strategies, such as how to locate or create necessary materials, teaching each other the strategy by using peer modeling and coaching. The team also makes plans for self-monitoring of the strategies. Then, a "to-do list" is created for strategy implementation. Strategy implementation should last @45 instructional days.

## Tier 2 Analysis—

### (Team Meeting Occurrence—1 weekly)

Once Tier 1 strategies have had the chance to be fully implemented, monitored, and assessed for effectiveness, the team now identifies if there are students in need of Tier 2 interventions. *Remember, all Tier 1 interventions will stay in-place and Tier 2 interventions will be “in addition to” the Tier 1 supports.* Students meeting criteria for Tier 2 services are identified based on their risk level for academic difficulties as indicated by benchmark scores. More specifically, students whose performance is below grade level expectations and in the bottom 10-20% result of their classroom peers. All available data on these students are reviewed, such as universal screening scores and progress-monitoring data. In reviewing each student's data, all areas of assessment should be considered to determine what kind of learning profile the student has and to ensure that the assessments validate each other. Based on all of this information, the team decides which students need Tier 2 interventions. For each of the identified students, the team sets a measurable goal in terms of specified benchmark scores for the next review point an *Individual Student Action Plan* is put into place for 45 instructional days.

The team now focuses on tiered intervention strategies. Based on students' needs in Tier 2, the team determines which strategies apply. Grade Level Teams should select strategies that are research based, highly scripted, and targeted to particular types of instructional problems. Methods for implementing the strategy are planned by identifying instructional groups and the frequency and duration of the interventions. In addition to the individual student plan, the classroom teacher needs to self-monitor that all strategies and interventions are implemented as planned. The team then makes plans for monitoring the progress of students in Tier 2 at least twice a month.

## Tier 3 Analysis

### (RtII Building Meeting Bi-monthly)

Next, the team focuses on identifying students and planning interventions for Tier 3. Students chosen for Tier 3 are typically those performing the lowest on universal screenings (i.e., those whose performance places them in the greatest risk category). Students for Tier 3 are identified by the same process described for Tier 2. Because these students need the most intensive supports, however, planning for specific interventions according to need may be more involved than Tier 2 planning. For instance, a closer look at progress-monitoring data may be necessary to make decisions for students in Tier 3. Students in need of Tier 3 interventions supports should be brought before the RtII building team for instructional ideas and available resources. All Tier 1 and Tier 2 interventions stay in-place and Tier 3 interventions are “in addition to” these supports.

### *Summary*

The overarching goal of RtII is to improve student achievement using research based interventions matched to the instructional need and level of the student. RtII is a comprehensive, multi-tiered, standards aligned strategy to enable early intervention for students at academic or behavioral risk. This strategy allows educators to identify and address academic and behavioral difficulties **prior** to student failure.

Each building with varying grade levels will have some building-based decisions to make regarding allocation of resources and how best to utilize assessment data, schedules, and team assignments.

### *Building Specific Areas to Address :*

- Student Action Plan (sample)
- Grade Level Team --Data Review
- RtII Team to determine Tier 3 Resources
- List of Universal Assessments and Cut Scores
- Support Systems Available in the Building
  - RtII Timing of Interventions

SAMPLE

Williamsport Area School District

STUDENT INTERVENTION ACTION PLAN

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

Initial Date of Plan: \_\_\_\_\_

Teacher -----

<b>Target Area of Concern:</b>
<b>Baseline Data/Universal Screener (Dibels, GRADE, Check-Ins, Weekly Assessment, EV Math Unit)</b>

**ACTION PLAN (for next 6 to 9 weeks)**

<b>Measurable Outcome Goal including method of measuring progress:</b>
<b>Intervention (Scientific/Research-based Strategy):</b>
<i>Name/Describe Intervention</i>
<b>Frequency/Intensity (i.e. 30 min. a day, 3x a wk. in a small group of 3 assessed at least wkly):</b>
<b>Additional Instructional Strategies or Supports (Accommodations) Needed:</b>
<b>Person Responsible (Name of person responsible for implementation and data collection):</b>
<b>Comments:</b>

Target Review Date \_\_\_\_\_ Actual Review Date \_\_\_\_\_  
Target Review Date \_\_\_\_\_ Actual Review Date \_\_\_\_\_

Grade Level Team Members



Response to Instruction and Intervention (RtII) Framework—Reference Guide  
 (By Building Model)

	Tier 1	Tier 2	Tier 3
Core Instructional Area Reading-Math Science-Social Studies			
Grouping	Whole Group Small Group		
Time			
Assessment Universal Screening			
Goals of Instruction			
Interventionist	Classroom Teacher		
Setting	Classroom		
Timeline for Monitoring	45 days- 9 weeks	45 days- 9 weeks	45 days- 9 weeks
Parent Involvement Parent Contacts			
Resources			

Universal Assessments  
Student Progress Monitoring

\*List the types of Universal and Diagnostic Assessments at your building level

Progress Monitoring	Tier 1	Tier 2	Tier 3
Universal Assessments			
Frequency			
Cut-Scores			
Data Review			
Specific goal being measured?			

# WASD Student Support - Referral Checklist

## Academic Concerns

### Before referring a student to Student Support for academic concerns:

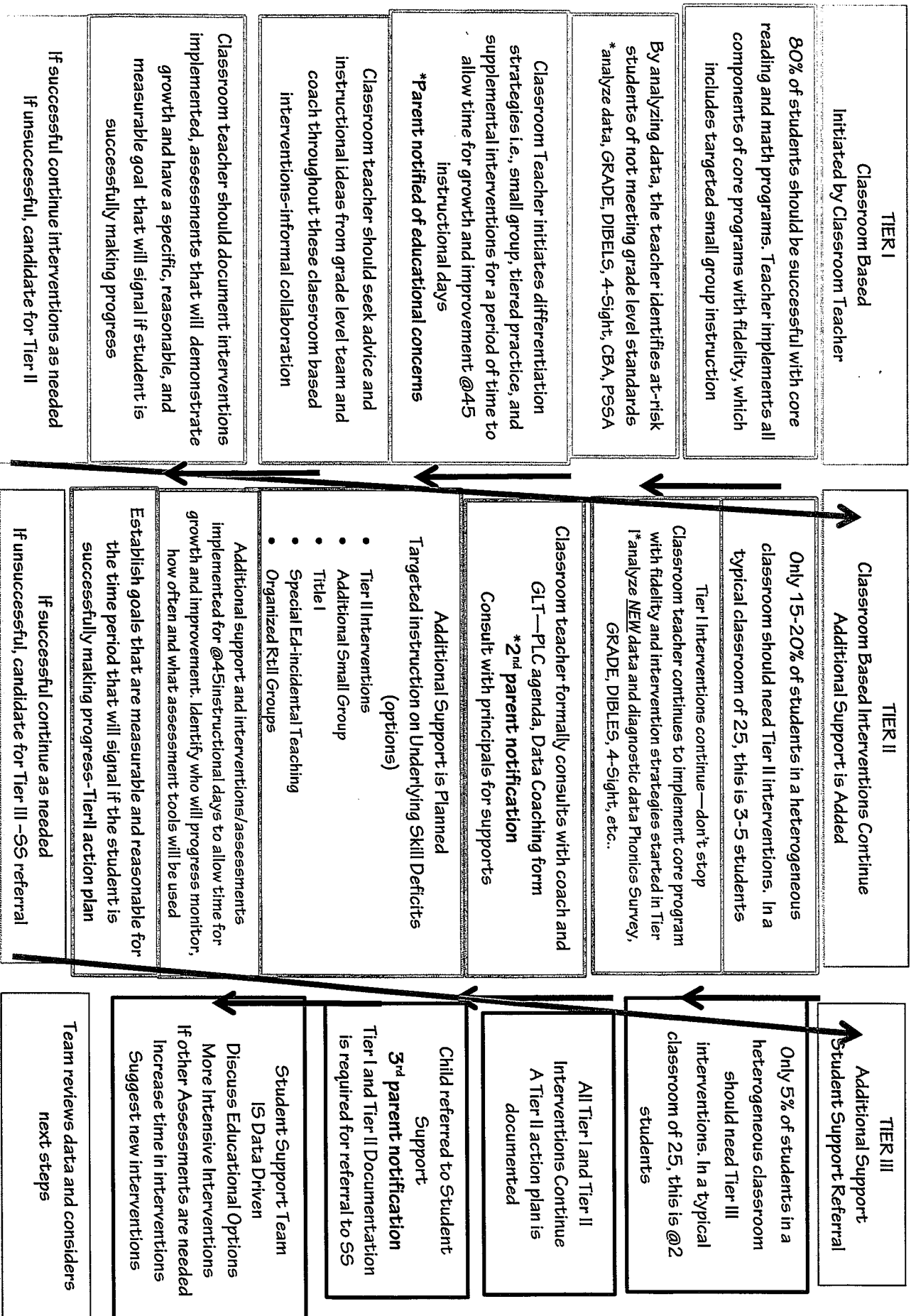
- Analyze classroom and benchmark assessments—be specific and focus on skills you are most concerned about and why these skills are significantly deficient enough to warrant a student support referral
- Initiate interventions before referring to Student Support
- Allow interventions to work for approximately 45 days and be prepared to demonstrate the effectiveness and the implementation of a Tier II action plan
- Document interventions and track progress - ideally in Exceed! (45 days)
- Consult with grade level team
- Consult with Instructional Coach, invite coach to observe student and instruction; they may work with student as well to offer specific suggestions.
- Contact parents/family with concerns and offer specific suggestions of what they can do at home—keep documentation of this contact
- Complete Student Support Referral Form
- Bring completed Student Support Referral Form to the Principal
- Have ready samples of student work, assessments (classroom and district) , report cards, etc. to demonstrate specific needs
- Be prepared to discuss and present to the Student Support team implemented classroom interventions , assessments, and suggestions from coach/Grade level team

## Behavioral Concerns

- Document behaviors
- Initiate classroom interventions before referring to Student Support
- Consult with grade level team
- Contact parents/family with concerns
- Document interventions and track progress\* (ideally in Exceed!)
- Complete Student Support Referral Form
- Bring completed Student Support Referral Form to the School Counselor



Williamsport Area School District--Response to Instruction and Intervention



**WASD Middle Level  
RTII - Student Support  
Meetings**

Weekly RTII Meetings occur on a weekly basis by grade level. Students are identified to implement Tier I universal academic interventions by subject area teachers for 45 days. Parent contact is made to inform parents.

All Tier I documentation will occur at grade level RTII meetings will documentation be made in Gaggle folders for 45 days. Behavior referrals must be discussed with principals prior to scheduling a SS meeting.

Student makes progress while Tier I universal academic interventions are being implemented. Grade level team determines that action plan was a success after 45 days. Parents are informed of progress. No Student Support meeting necessary.

Behavioral concerns should be discussed as a team and follow SWPB procedures with parental contacts documented in EXCEED. Students can be scheduled for SS meeting to complete FBA or BP.

After 45 days of Academic Tier I universal intervention and lack of progress is determined - RTII team will complete Student Support Referral Form and return to counselors.

Counselor will discuss referral with principal for approval for SS.

Unapproved students will be discussed with RTII team.

Special education supervisor will be informed of IEP student referrals.

Principal will inform counselors to add student to SS agenda in order to complete FBA or behavior plan.

Approved students will be added to SS meeting agenda by counselor.

Special education supervisor will be informed of IEP referrals.

Permission to reevaluate must be agreed to by parents before FBA or behavior plan development.

Counselor will add to SS meeting agenda and invite necessary stakeholders to complete FBA or BP, including parents.

Counselor will add to SS meeting agenda and invite necessary stakeholders to complete Tier II action plan.

Contact will be made to secure substitute if needed for SS meeting for coverage with building secretary.

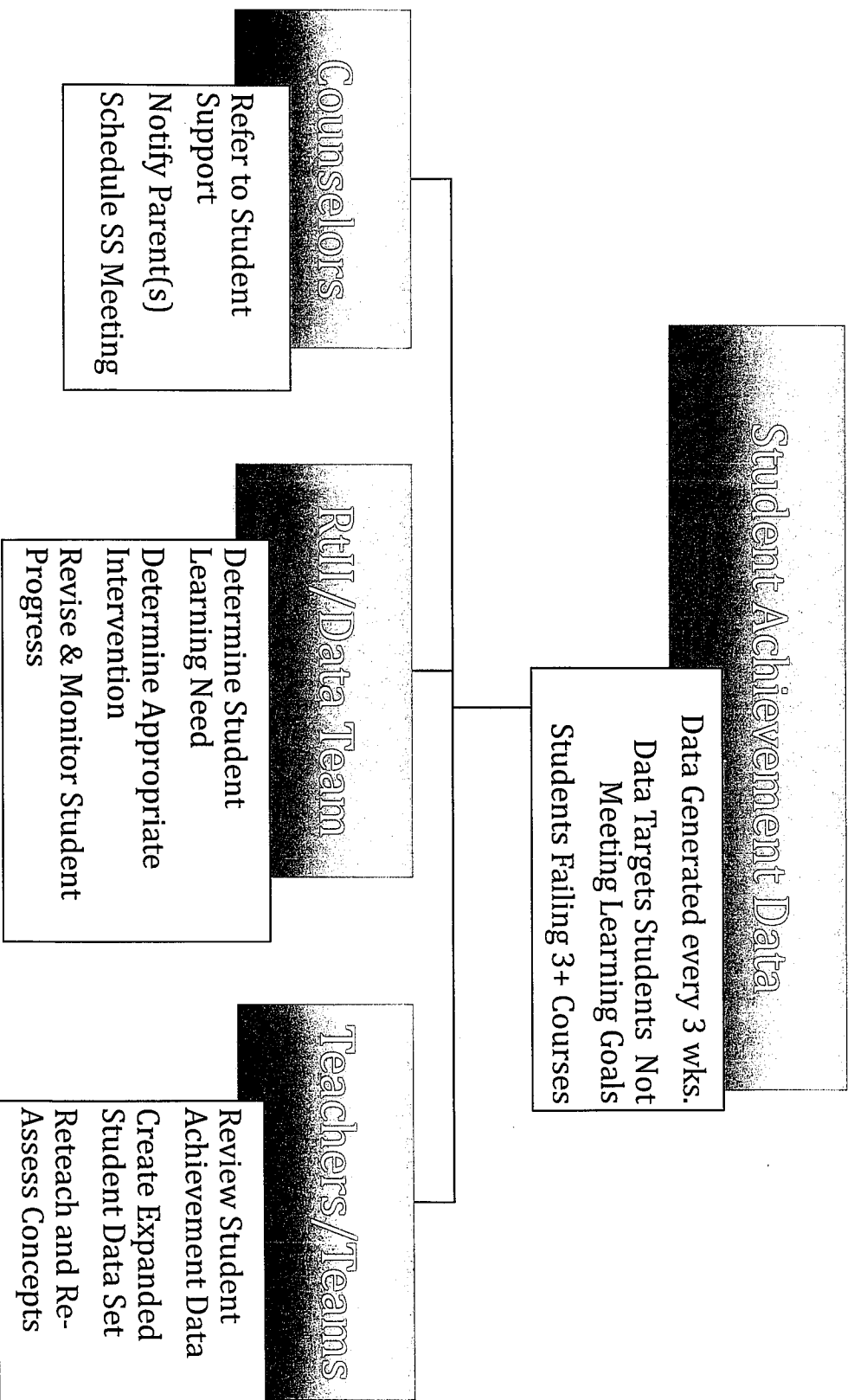
Student Support Meeting will be held and meeting notes will be documented in EXCEED. Recommended Tier II interventions will be discussed and action plan developed.

Special education supervisor will issue an Invitation to Participate in an IEP Meeting to the parent before SS meeting. The SS meeting will be an IEP meeting.

Follow up meeting will be scheduled as necessary to follow up on Tier II action plan and progress. The date will be determined at initial Student Support Meeting.

# ***RtII Referral Flowchart***

Students Failing Three or More Courses



# *Williamsport Area High School*

## *RtII High Impact-Rapid Response Strategies for Struggling Learners*

### 1. **Vocabulary**

- Preview key vocabulary at start of units and lessons
- Emphasize the key vocabulary during lesson.
- Students summarize and use key vocabulary at end of lessons.

### 2. **Reading Comprehension**

- Comprehension strategies guide reading assignments
- Focus on “Tested Seven Comprehension Strategies” i.e. *Main Idea, Sequencing, Compare/Contrast, Fact/Opinion, Cause/Effect, Literary Elements, & Inferences*
- Strategy immersion across all literacy blocks

### 3. **Summarizing**

- Summarizing distributed across lesson
- Classroom organized into numbered pairs
- Students summarize at lesson closure (+answering essential question)

### 4. **Writing to Raise Achievement**

- At some point in lesson, teacher asks students to summarize, clarify, explain, list, give example, etc. **IN WRITING**
- Implement Collins Writing Experience Daily
- Writing to inform
  - Teachers use Writing Standards Map with Assignments Guide when making writing assignments
  - Each content area has a required number of writing assignments per week

### 5. **Extra Organizational & Instructional Focus for Students with Disabilities**

- Inclusion/Co-teaching setting for grade level curriculum
- Double dose each day as a **preview to inclusion class**
- Double dose time scaffolds grade level content and assignments.

6. Teachers prepare unit lessons in monthly intervals in order to collaborate w/ colleagues, share resources, and to plan strategies for implementation

## Data-Driven Instructional Coaching

Teacher Name:	Student:	Date:
<b>Goal (Specific and Measurable):</b> From a classroom perspective, whole group, small group, or individual student—what concern(s) does the teacher need support?		
<b>Baseline Data (specific and measurable)</b> What data the teacher has collected that illustrates/support the concern?		
<b>Timeline: From coaching contact to assessment</b> From goal identification to measurement—what is the timeline?		
<b>Evidence: Results of Effectiveness</b> What is a reasonable/desired result after teaching actions and strategies are applied?		
<b>Strategies:</b> Strategies employed by the classroom generated in consultation/collaboration with coach		
<b>Resources</b> Identify resources (time, setting, materials, people, etc) that the teacher will need to implement strategies		
<b>Teaching Actions:</b> Describe teaching actions needed to implement strategies		
<b>Coaching Actions:</b> Describe any requested coaching support		
Next follow-up meeting:		



# Response to Intervention (RtI) Instructional Framework: A Parent's Quick Reference Guide

	Tier 1: Foundational Core Instruction for All Students	Tier 2: Targeted Group Instruction for Some Students	Tier 3: Intensive Instruction for a Few Students
<b>Focus: Standards Aligned System</b>	All students receive instruction in the general education standards aligned curriculum	Students at risk for failure who do not respond to Tier 1 (general education) receive additional support	Students significantly behind who have not responded well to Tier 1 or Tier 2 efforts receive additional support
<b>Program</b>	Program based on research (what we know to work) and following PA state standards (what students should know and be able to do) delivered with fidelity (as intended)	Interventions based on research delivered with fidelity (as intended) that are specialized and based on student needs	Interventions delivered with fidelity (as intended) that address student strengths and needs in an intensive and explicit way using strategies based on research
<b>Grouping</b>	Flexible Grouping	Small groups of students with similar abilities and needs	Individual or very small groups of students with similar abilities and needs
<b>Time</b>	<b>Reading:</b> 90+ uninterrupted minutes minimum per day <b>Math:</b> 60+ uninterrupted minutes minimum per day	Data driven based on individual student progress: Recommendations include at least 30 minutes/day in addition to Tier 1 or as intended by the intervention plan	Data driven based on individual student progress: Recommendations include 30-60 minutes daily in addition to Tier 1 or as intended by intervention plan
<b>Assessment: Universal Screening and Progress Monitoring</b>	Universal Screening: Brief assessment of all students Progress Monitoring: Continuous measuring and comparing of student learning to determine progress and adjust instruction	Monitoring student progress on target skill(s) monthly or twice per month based on the needs of the student	Monitoring student progress on target skill(s) weekly
<b>Goal(s)</b>	Grade level achievement or above	Eliminate gap between present achievement and grade level expectations	Eliminate or narrow gap between present achievement and grade level expectations
<b>Instructor</b>	General education classroom teacher with support from other building staff to reinforce learning, as needed	Classroom teacher or specialist (e.g., SLP, reading specialist, behavior specialist) or other staff as intended by the intervention	Classroom teacher or specialist (e.g., SLP, reading specialist, behavior specialist) or other staff as intended by the intervention
<b>Setting</b>	General education classroom	Small group in the classroom or another appropriate setting within the school	Appropriate setting within school
<b>Behavior Support</b>	Effective school-wide behavior supports	Specialized behavior plans provided/monitored by teacher and parents	An assessment of student behaviors, known as a Functional Behavior Assessment (FBA) and the development of specialized behavior plans with teacher and parents
<b>Professional Development</b>	Focused, specialized, and ongoing to provide relevant training based on the needs of students and school staff	Focused, specialized, and ongoing to provide training in specialized interventions	Focused ongoing training in specialized interventions
<b>Parent Involvement</b>	Information about student progress provided to parents via report cards and parent-teacher conferences	Ongoing, frequent communication with parents regarding progress on target skill(s); parents participate in intervention change decisions	Ongoing, frequent communication with parents regarding progress on target skill(s); parents participate in intervention change decisions

