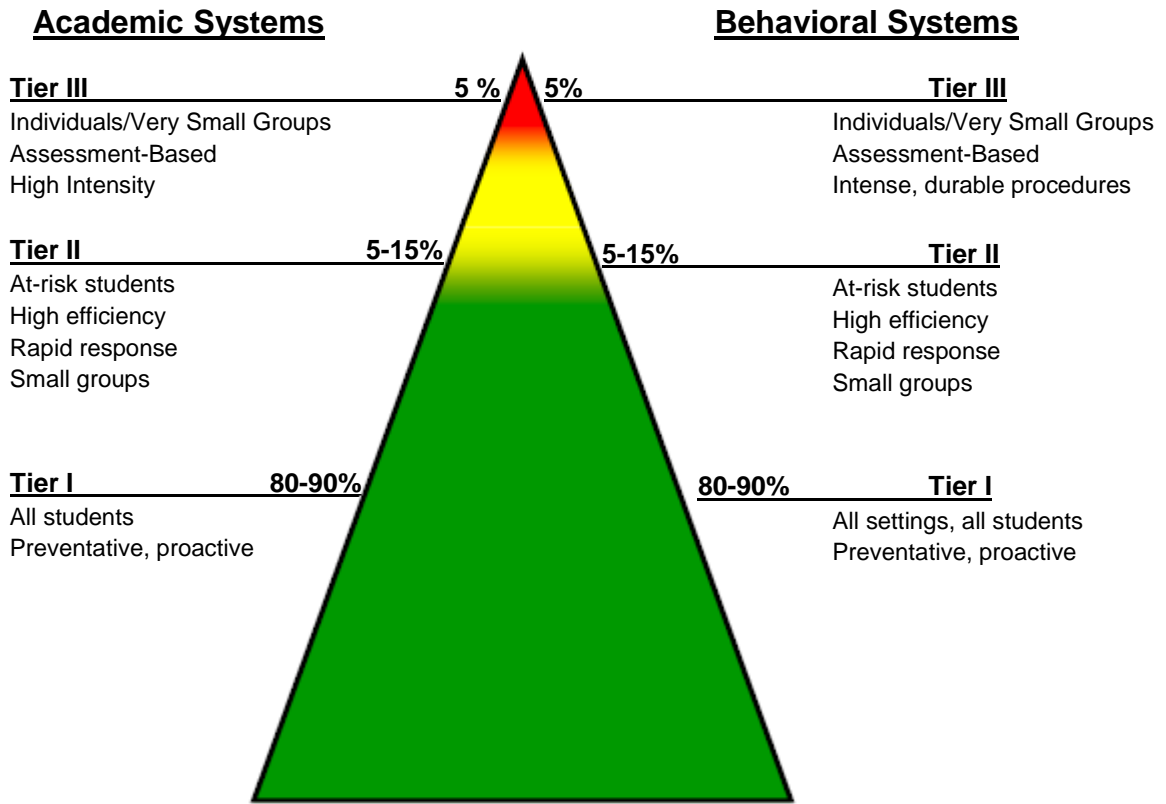


Stark County Elementary School Response to Intervention (RtI) Building Plan

What is RtI?

RtI stands for Response to Intervention. It is a school-wide, systematic process of interventions designed to lead to school success for all. This comprehensive service delivery model is designed for general education students who are having difficulty with the general core curriculum or maintaining appropriate school behavior. A building-based team provides intervention, support and monitoring of students' academic, social-emotional and behavioral needs. Although not required, parental involvement is an important element of the program. The main goal is to promote student success by delivering research-based interventions and using students' responses to these interventions to determine instructional needs. Special education can be a product of this process but is NOT the primary goal.



Vision Statement

We believe...

- All students can learn if provided appropriate research-based curriculum and instruction, time and support.
- Early intervention is the key to student success.
- Collaboration and use of a problem-solving model is an effective method for decision-making.
- Educational decisions should be made based on data collected through screening, progress monitoring, diagnostic testing and teacher input.
- Use of a multi-tiered model for interventions provides students with appropriate individualized educational support.

Objectives

- 100% of students requiring assistance will be provided appropriate interventions/instruction
- Screening data will be recorded on all students
- 90% of students entering RtI will successfully return to the general education curriculum or will make appropriate gains with continued RtI support

Screening & Progress Monitoring Plan

- Kindergarten through 5th grade students will be screened for reading and math using STAR assessments three times a year (fall, winter, spring).
- Teachers may also use running records from the McGraw-Hill Wonders to monitor reading fluency.
- Classroom data and observations will be used to identify focusing and hyperactivity issues.
- Data from IAR, ESGI, and other classroom assessments will also be used to make decisions.
- Office referrals and attendance records will be used to screen for other specific behavior issues.

Academic Intervention Plan

Tier I - Core Curriculum

- **Core Instruction (*Responsibility: General Ed. Teacher*)**
 - Reading: McGraw-Hill Wonders K-5, 400-450 minutes per week or 85-90 minutes per day, including differentiated reading instruction
 - Math: Eureka Math K-5, 55-60 minutes per day
- **Targeted Tier I Best Practices (*Responsibility: General Ed. Teacher*)**

Classroom teachers will modify or supplement the general curriculum with best practice and differentiated instructional strategies, when necessary, in order to increase student progress. Targeted Tier I best practice may be used with individual students or small groups through differentiated instructional strategies. See Appendix B for a list of instructional best practices.
- **Monitoring Effectives of Core Curriculum (*Responsibility: General Ed. Teacher*)**

Academic curriculum must be implemented with integrity, including differentiated instruction and best practices. This is key to the RtI progress, as it cannot be determined that students are not responding to instruction when it is not being delivered with integrity and fidelity. If less than 80% of regular education students across a grade level are meeting benchmark targets in reading, writing, or math, an analysis of core instruction should be initiated.

Tier II - Targeted Group Interventions

- **Tier II Interventions and Accommodations (*Responsibility: General Ed. Teacher and Interventionists*)**

Tier II interventions are considered when students are not responding to core curriculum and targeted Tier I best practice. The STAR Team will use the Decision-Making Rules in Appendix A. Interventions should be implemented in addition to the core curriculum. See the Intervention list in Appendix B as a reference in determining which interventions to use. Consider accommodations at this time and document all accommodations on the Student RtI Form, which should be completed for each student on Tier II, for each area of concern, by an interventionist and current teacher.

Collect data and indicate which accommodations have been provided and look at effectiveness of accommodations. Clearly identify the skill(s) that need addressed and create a goal. Tier II students will be progress monitored at least twice per month to measure responsiveness to the interventions being delivered. The intervention and progress monitoring tool should match and measure the same skill. Teachers should communicate progress regularly with parents.

Tier II students should receive 8-10 weeks (25-32 sessions) of intervention. General education teachers will inform parents that the student will be receiving these interventions, with a formal notification done by the STAR Team. The Tier II student participates in small group instruction based upon instructional needs. Groups meet 4-5 times per week, 20-30 minutes per session.

Tier III – Intensive, Individualized Interventions

- **Referral to RtI Building Team (*Responsibility: General Ed. Teacher*)**

Contact the parent and complete the RtI Team Academic Referral Form (Appendix C). Use the Decision Making Rules to ensure student meets criteria. Submit the Intervention Team referral to the principal. All Tier II data should be attached to provide support and documentation of interventions and accommodations implemented.

- **RtI Building Team Meeting (*Responsibility: Intervention Team*)**

Pre-meeting activities take place. These include parent involvement, including meeting notification and explanation of the RtI process. Diagnostic testing may be considered prior to the meeting to provide insight into the nature of the problem.

The RtI Building Team, including the student's parents, meet to develop a Tier III plan for the student. An individualized goal is created targeting a specific deficit area and intervention options are brainstormed as a team. A Tier III intervention plan is created and a copy is provided to the parent and to those who work with the student. Data is collected over the course of the intervention and a follow-up meeting is set with the RtI Building Team to review progress. The RtI Building Team will use the Decision-Making Rules as a guide in determining how to proceed with Tier III interventions.

- **Tier III Interventions and Accommodations**

Tier III students receive 8-10 weeks (32 to 50 sessions) of interventions. These are small-group or individual instruction with no more than 2-3 students who have similar instructional needs share similar instructional strengths and weaknesses. The group meets 4-5 times per week, 25-30 minutes per session. This intervention is in addition to the student's Tier II intervention or could replace the Tier II intervention if it is an explicit, intensive intervention that is provided 60 minutes/day. Continue to document accommodations and their impacts. Interventions should now be documented on student's Tier III Intervention Plan by student's interventionist.

Social Emotional Intervention Plan

***If student is a danger to self or others, speak to the principal immediately.**

Tier I – Standard Classroom

- **Core Instruction (*Responsibility: General Ed. Teacher*)**

- Behavior: Second Step, 20-30 minutes weekly instruction and regular reinforcement
- Teaching of school expectations and classroom procedures
- Classroom behavior management system

- **Targeted Tier I Best Practices (*Responsibility: General Ed. Teacher*)**

Universal interventions in the classroom should be used for any student exhibiting difficulty. These may include reteaching, redirection, and individual reinforcement. Students may need assistance with organization using agendas and weekly folders. Contacts to parents/guardians should be made as needed.

- **Monitoring Effectives of Core Curriculum (*Responsibility: General Ed. Teacher*)**

Social emotional curriculum and classroom management systems must be implemented with integrity. 80% of regular education students in a classroom should meet benchmarks for behavior based on the classroom management system.

Tier II – Targeted Intervention/Need-Based Learning

- **Behavior Team Referral (*Responsibility: General Ed. Teacher*)**
 - Tier II interventions are considered when students are not responding to core curriculum and targeted Tier I best practice. Unlike Academic RtI, students are referred to the Behavior Team at the Tier II level. Use the Decision-Making Rules (Appendix A) to determine when to refer student to Behavior Team.
 - Refer student to office and remove from area if needed
- **Tier II Interventions and Accommodations (*Responsibility: General Ed. Teacher and Interventionists*)**

Common Tier II practices involve small groups of students or simple individualized intervention strategies. Targeted interventions are an important part of the continuum of behavior support needed in our school. Targeted interventions also are recommended as an approach for identifying students in need of more intensive, individualized interventions.

Interventions should be implemented in addition to the core curriculum. See the Intervention list in Appendix B as a reference in determining which interventions to use. Consider accommodations at this time and document all accommodations on the Student RtI Form, which should be completed for each student on Tier II, for each area of concern, by an interventionist and current teacher.

Tier II students should receive 8-10 weeks of intervention. General education teachers will inform parents that the student will be receiving these interventions, with a formal notification done by the Behavior Team. The interventionist will collect data and indicate which accommodations have been provided and the team will look at effectiveness of accommodations.

Tier III – Intensive, Individualized Interventions

- **Referral to RtI Building Team (*Responsibility: General Ed. Teacher*)**

Contact the parent and complete the RtI Team Behavioral Referral Form (Appendix C). Use the Decision Making Rules to ensure student meets criteria. Submit the Intervention Team referral to the principal. All Tier II data should be attached to provide support and documentation of interventions and accommodations implemented.
- **RtI Building Team Meeting (*Responsibility: Intervention Team*)**

The RtI Building Team, including the student's parents, meet to develop a Tier 3 intervention plan. An individualized goal is created targeting a specific deficit area and intervention options are brainstormed as a team. A Tier III intervention plan is created and a copy is provided to those who work with the student and to the parent. Data is collected over the course of the intervention and a follow-up meeting is set with the RtI Building Team to review progress. The RtI Building Team will use the Decision-Making Rules as a guide in determining how to proceed with Tier III interventions.
- **Tier III Interventions and Accommodations**

At this level it is important that Stark County Elementary focuses its attention to addressing the challenges of behaviors that are dangerous, highly disruptive, and/or impede learning and result in social or educational exclusion. In addition, the design and implementation of individualized supports are best executed when they are conducted in a comprehensive and collaborative manner. This process will include the individual with behavioral challenges and people who know him/her best all working together to promote positive change. Support will be tailored to specific needs and circumstances. The goal of Tier III interventions is to diminish problem behavior and, also, to increase the student's adaptive skills and opportunities for an enhanced quality of life.

Tier III students receive 8-10 weeks of interventions. This intervention is in addition to the student's Tier II intervention. Continue to document accommodations and their impacts. Interventions should now be documented on student's Tier III Intervention Plan.

Roles & Functions of RtI Teams

STAR Team: The STAR (Stark Title and RtI) Team is responsible for designing and delivering Tier II and Tier III academic interventions. This team is made up of the RtI Coordinator, interventionists, and classroom teachers.

Behavior Team: The Behavior Team is responsible for providing support for teachers to meet the social and emotional needs of students. This team is made up of the school principal, social worker, school psychologist, RtI Coordinator, and teacher representatives.

RtI Building Team: When students have failed to respond to Tier I and Tier II interventions, they may be referred to the RtI Building Team. The RtI Building Team is made up of a combination of regular education staff, special support staff, and the child's parents. The RtI Building Team follows a systematic meeting flow in the development of an intervention plan. The team will engage in the problem solving process, develop intervention plans, monitor progress, make data-based decisions about students, and refer for special education entitlement when appropriate.

- RtI Building Team Assigned Roles:
 - Team Coordinator – schedules, organizes, maintains paperwork, works with teachers and interventionists to plan interventions and ensure integrity of interventions
 - Facilitator – runs meeting and follows problem-solving steps, keeps time
 - Record Keeper – records, copies and disseminates meeting notes
 - Referring Teacher – gives input and provides data
 - Interventionist/STAR Team representative – provides information about interventions and student data
 - Education Resource – provides information for appropriate interventions, testing, etc
 - Parent – provides input
- RtI Building Team meetings will be held as needed to work on implementation of the building plan, communication to internal and external publics, and for meetings on individual students in Tier III.
- The RtI Building Team will provide resources & support to staff (resource kit, professional articles, etc.).
- Files will be kept in the principal's office.

Parent Involvement

Communication with parents regarding student performance is important for all children. This is especially true with RtI. Teachers should communicate assessment data with parents and explain why and how their child will receive interventions. Parents will also be a part of the Building RtI Team at the Tier III level.

- All parents receive information on RtI through the Parent-Student Handbook and SCES website.
- Parents will be contacted regularly throughout the process and informed of intervention and progress by phone calls, letter, and data graphs.
- Parents should become part of the problem-solving team in Tier III. Active participation is encouraged. If a parent is unable to attend, copies of the team notes will be sent home.

Evaluation of the Program

The following data will be collected to assess effectiveness of the program:

- Number of students in Tier II and Tier III at each quarter during the school year.
- Number of problem solving referrals for Tier III during each quarter
- Number of special education referrals during each quarter
- Number of students referred and found eligible for special education services
- Parent attendance at Tier III meetings

Affirmation Statement

The team will remain student-focused and make the best possible decisions in each individual case. Participants will follow the problem-solving steps to make decisions. Interventions and data collection will be implemented with integrity. The team will make its best effort to involve parents in the process and provide support for students with research-based curriculum & interventions.

Appendix A: Decision-Making Rules

Decision-Making Rules

Tier I (Core Curriculum – all students receive)

- Curriculum implemented with integrity, including differentiated instruction and best practices
- 80% of students are meeting benchmarks for academics or behavior

Criteria for Tier II Interventions

- At least one of the following assessment measures is below standard:
 - Student is scoring below the 25th NATIONAL percentile on benchmark measure(s)
 - Student's classroom performance indicates he/she is not responding to core curriculum (skill issue not behavior, focus, etc.)
 - Statewide assessment data (if applicable) indicates that student did not meet or exceed expectations.
- Skill deficit must be clearly identified (please refer to Skill Deficit Checklist on Tier 3 referral form for assistance)
- Evidence that classroom interventions have been implemented with integrity and fidelity

Note: Students receiving Tier II interventions should not exceed 20% of grade level.

Tier II (Minimum of 20 minute blocks of support. with 25-32 intervention sessions)

Criteria for return to Tier I (Core Curriculum – If possible, interventions should be faded out before return.)

- Progress monitoring data indicates student is meeting standards and is back at "grade level" according to NATIONAL norms (i.e. progress monitoring data indicates a minimum of three consecutive data points above the aim line)
- Classroom teacher will complete follow-up progress monitoring for 2 months after Tier II intervention is discontinued.
- Team agreement

Criteria for referral to Tier III Intervention Team

- Student must receive a minimum of 8-10 weeks (25 to 32 intervention sessions) of Tier II intervention with integrity and fidelity (70% of group is making progress)
- A minimum of one revised intervention if student is not initially responding favorably
- 6-7 data points including a "flat" or decreasing trend line; rate of improvement will not be enough to meet goal; 3 consecutive points below aim line
- At least one of the following assessment measures is below standard:
 - Student is scoring below the 10th NATIONAL percentile on benchmark measure(s)
 - Student's classroom performance indicates he/she is not responding to core curriculum (skill issue not behavior, focus, etc.)
- Accommodations have been implemented and documented

Note: If criteria is not met, student remains in Tier II. This may be for an extended period of time.)

Tier III (Minimum of an additional 25 minute block daily. with a minimum of 32 intervention sessions)

Criteria for return to Tier II Interventions

- Progress monitoring data indicates score between 10th and 25th NATIONAL percentile
- Progress monitoring data indicates three consecutive data points above the aim line.
- Team agreement

Criteria for movement to Entitlement

- Student must receive a minimum of 8-10 weeks of individual problem solving and Tier III intervention in any area where entitlement support would be considered
- A minimum of one revised intervention at the Tier III level if student is not responding
- Data indicates one or more of the following: 6-7 data points including a "flat" or decreasing trend line; rate of improvement will not be enough to meet goal; after fading intervention, student's data indicates less favorable response
- Interventions have been delivered with integrity and fidelity
- Accommodations have been implemented and documented
- Team agreement

Note: If criteria are not met, student remains in Tier III.

Decision-Making Rules (Social Emotional Learning)

Tier I (Core Curriculum – all students receive)

- Social-emotional curriculum implemented with integrity, including differentiated instruction and best practices
- Teaching of school expectations; implemented classroom management system
- 80% of students are meeting benchmarks for behavior based on classroom management system

Criteria for Tier II Interventions

- At least one of the follow assessment measures is below standard:
 - Student's classroom performance indicates he/she is not responding to Tier I (teacher referral)
 - Student has received 3 Office Discipline Referrals
 - Student requests support from Social Worker
- Skill deficit must be clearly identified (please refer to Skill Deficit Checklist on Tier 3 referral form for assistance)
- Evidence that classroom interventions have been implemented with integrity and fidelity

Note: Students receiving Tier II interventions should not exceed 20% of grade level.

Tier II (Minimum of 20 minute blocks of support, with 25-32 intervention sessions)

Criteria for return to Tier I (Core Curriculum – If possible, interventions should be faded out before return.)

- Progress monitoring data indicates student is meeting standards and is back at "grade level" according to national or state norms (i.e. progress monitoring data indicates a minimum of three consecutive data points above the aim line)
- Classroom teacher will complete follow-up progress monitoring for 2 months
- Team agreement

Criteria for referral to Tier III Intervention Team

- Student must receive a minimum of 8-10 weeks of Tier II intervention with integrity and fidelity (70% of group is making progress)
- A minimum of one revised intervention if student is not initially responding favorably
- 6-7 data points including a "flat" or decreasing trend line; rate of improvement will not be enough to meet goal; 3 consecutive points below aim line
- At least one of the follow assessment measures is below standard:
 - Student is scoring below the 10th national or state percentile on benchmark measure(s)
 - Student's classroom performance indicates he/she is not responding to core curriculum (skill issue not behavior, focus, etc.)
- Accommodations have been implemented and documented

Note: If criteria is not met, student remains in Tier II. This may be for an extended period of time.)

Tier III (Minimum of an additional 25 minute block daily, with a minimum of 32 intervention sessions)

Criteria for return to Tier II Interventions

- Progress monitoring data indicates score between 10th and 25th national or state percentile
- Rate of improvement is average or approaching average
- Team agreement

Criteria for movement to Entitlement

- Student must receive a minimum of 8-10 weeks of individual problem solving and Tier III intervention in any area where entitlement support would be considered
- A minimum of one revised intervention at the Tier III level if student is not responding
- Data indicates one or more of the following: 6-7 data points including a "flat" or decreasing trend line; rate of improvement will not be enough to meet goal; amount of intensity of support is necessary to maintain the goal (if intervention has been faded and skills have not been maintained)
- Interventions have been delivered with integrity and fidelity
- Accommodations have been implemented and documented
- Team agreement

Note: If criteria are not met, student remains in Tier III.

Appendix B: Instruction/Intervention Resources

Instructional Best Practices

(from John Hattie's meta-analysis and Robert Marzano's research)

- A Clear Focus for the Lesson
- Offer Overt Instruction
- Get the Students to Engage With the Content
- Give Feedback
- Multiple Exposures
- Have Students Apply Their Knowledge
- Get Students Working Together
- Build Students' Self-Efficacy

Academic Intervention List

- Leveled Literacy Intervention
- Orton-Gillingham
- Six Minute Solution
- Rewards
- PALS
- Wonderworks McGraw Hill Intervention
- Eureka Math Preteaching or Reteaching
- Step Up to Writing

Behavioral Intervention List

- Second Step
- Counseling services
- Modification of procedures
- Increased supervision
- Check in-Check out Plan (CICO)
- Target small group instruction in social skills
- Simple individualized behavior plan
- Home
- School behavior connection plan
- School based mentor
- Lunch Buddy
- Contracts

Appendix C: RtI Forms and Documents

Stark County Elementary School

RtI Team Referral Form

General Information

Student Name: _____ Date of Birth: _____ Grade: _____

Referring Teacher: _____ Date: _____

Parent/Guardian: _____ Phone: _____

Contact Prior to Referral Date: _____ Phone Call ____ Note Home ____ Conference ____

Student Strengths, Talents, or Interests

Student Strengths, Talents, or Interests		
1.	2.	3.

Student Skill Deficit(s): Limit of 2 primary areas

Reading:

- ___ phonemic awareness
- ___ vocabulary
- ___ comprehension
- ___ phonics
- ___ fluency (accuracy & speed)

Math:

- ___ number concepts
- ___ computation
- ___ problem solving

Writing:

- ___ written expression
- ___ other: _____

Social/Emotional:

- ___ social skills
- ___ study skills
- ___ behavior
- ___ other: _____

Other Student Information

Circle any of the following services the student has received.

Speech OT PT Counseling Special Education ESL Other _____

Other significant student information (medications, diagnosis, retention, attendance, etc.) _____

Tier II Interventions: List the last two interventions tried for each skill deficit area identified.

Skill Deficit Area #1: _____

Name of Intervention	Begin Date	End Date	Outcome

Skill Deficit Area #2: _____

Name of Intervention	Begin Date	End Date	Outcome

Accommodations: _____

Assessment Data: Please attach ALL of the following documents.

- Progress monitoring graphs
- Assessment Information: Running Records, STAR, CBM, etc
- Current year's grades
- RtI Documentation Form

RtI Process Checklist

Tier I: Core Curriculum

- Academic curriculum implemented with integrity, including differentiated instruction and best practices
- 80% of students are meeting benchmarks for academics
- Classroom interventions tried and data that shows the results:
 - _____
 - _____

Tier II: Targeted Intervention

- Student must receive a minimum of 8-10 weeks (25 to 32 sessions) of Tier II intervention with integrity and fidelity (70% of group is making progress)
- A minimum of one revised intervention if student is not initially responding favorably
- 6-7 data points including a "flat" or decreasing trend line; rate of improvement will not be enough to meet goal; 3 consecutive points below aim line
- At least one of the following assessment measures is below standard:
 - Student is scoring below the 10th NATIONAL percentile on benchmark measure(s)
 - Student's classroom performance indicates he/she is not responding to core curriculum (skill issue not behavior, focus, etc.)
- Accommodations have been implemented and documented

Note: If criteria is not met, student remains in Tier II. This may be necessary for an extended period of time.)

Teacher Signature

Date

Principal Signature

Date

Stark County Elementary School

Behavior Team Referral Form (Tier 2)

General Information

Student Name: _____ Date of Birth: _____ Grade: _____

Referring Teacher: _____ Date: _____

Parent/Guardian: _____ Phone: _____

Contact Prior to Referral Date: _____ Phone Call ____ Note Home ____ Conference ____

Student Strengths, Talents, or Interests

Student Strengths, Talents, or Interests		
1.	2.	3.

Student Skill Deficit(s): Limit of 2 primary areas

Social/Emotional:

____ social skills

____ study skills

____ behavior

____ other: _____

Other Student Information

Circle any of the following services the student has received.

Speech OT PT Counseling Special Education ESL Other _____

Other significant student information (medications, diagnosis, retention, attendance, etc.) _____

Assessment Data: Please attach ALL of the following documents.

- Progress monitoring graphs
- Assessment Information: charts, etc.
- Current year's grades
- RtI Documentation Form

Tier I Interventions: List the last two interventions tried for each skill deficit area identified.

Skill Deficit Area: _____

Name of Intervention	Begin Date	End Date	Outcome

Accommodations: _____

RtI Process Checklist

Tier I: Core Curriculum

- Academic curriculum implemented with integrity, including differentiated instruction and best practices
- 80% of students are meeting benchmarks for academics
- Classroom interventions tried and data that shows the results:
 - _____
 - _____

Teacher Signature

Date

Principal Signature

Date

Stark County Elementary School RtI Meeting Notice

Date: _____

Dear Parent/Guardian:

The Stark County Elementary School RtI Building Team will be meeting to review your child's educational needs. We are planning a meeting as follows:

Student Name: _____ Meeting Location: _____

Meeting Date: _____ Meeting Time: _____

The purpose of this meeting will be:

- _____ to discuss a referral for your child for a possible Tier III plan.
- _____ to evaluate your child's current Tier III plan.
- _____ to discuss educational/instructional options for your child.
- _____ to discuss: _____

The following people have been invited to attend this meeting:

Participants may include those professionals who have had significant contact with your child or may have knowledge of your child's needs.

- | | | |
|----|--------|---------|
| 1. | _____ | _____ |
| | (Name) | (Title) |
| 2. | _____ | _____ |
| | (Name) | (Title) |
| 3. | _____ | _____ |
| | (Name) | (Title) |
| 4. | _____ | _____ |
| | (Name) | (Title) |
| 5. | _____ | _____ |
| | (Name) | (Title) |
| 6. | _____ | _____ |
| | (Name) | (Title) |

Please try to attend this meeting and help us determine what your child needs. You are welcome to bring any information, including formal or informal test results, work samples, and medical records to the meeting. You are also welcome to bring other people with you to this meeting.

Please contact me if you will need to reschedule the meeting time or date.

Jenna Bibb, Principal

309-695-6123

jbibb@stark100.com

Stark County Elementary School

Tier II RtI Form

Student Name: _____ Teacher: _____ Grade: _____ School Year: _____

Other Services Currently Receiving:

Speech OT PT Counseling Special Education ESL Other _____

Goal #1	Date Created	Review Date	
Skill Deficit Choose one skill deficit as a focus. Include any additional information.			
Reading: Choose an item.		Writing: Choose an item.	
Math: Choose an item.		Social/Emotional: Choose an item.	
Goal: After 25-32 sessions (8-10 weeks), how much growth would be appropriate in the identified problem?			
By Type date here, student name will increase from current level to goal level as measured by progress monitoring tool.			
Intervention			
Name and Description of Intervention	Start Date	Review Date	Sessions/Week Min/Session Interventionist
Progress Monitoring			
Tool	How often?	Person Completing	
Evaluation Use drop-down menus below to evaluate the effectiveness of the intervention			
Results of Intervention: (drop-down)		Data Decisions:	
Notes:			

Goal #2	Date Created	Review Date	
Skill Deficit Choose one skill deficit as a focus. Include any additional information.			
Reading: Choose an item.		Writing: Choose an item.	
Math: Choose an item.		Social/Emotional: Choose an item.	
Goal: After 25-32 sessions (8-10 weeks), how much growth would be appropriate in the identified problem?			
By Type date here, student name will increase from current level to goal level as measured by progress monitoring tool.			
Intervention			
Name and Description of Intervention	Start Date	Review Date	Sessions/Week Min/Session Interventionist
Progress Monitoring			
Tool	How often?	Person Completing	
Evaluation Use drop-down menus below to evaluate the effectiveness of the intervention			
Results of Intervention: (drop-down)		Data Decisions:	
Notes:			

Goal #3	Date Created		Review Date			
Skill Deficit Choose one skill deficit as a focus. Include any additional information.						
Reading: Choose an item.		Writing: Choose an item.				
Math: Choose an item.		Social/Emotional: Choose an item.				
Goal: After 25-32 sessions (8-10 weeks), how much growth would be appropriate in the identified problem?						
By Type date here, student name will increase from current level to goal level as measured by progress monitoring tool.						
Intervention						
Name and Description of Intervention		Start Date	Review Date	Sessions/ Week	Min/ Session	Interventionist
Progress Monitoring						
Tool		How often?		Person Completing		
Evaluation Use drop-down menus below to evaluate the effectiveness of the intervention						
Results of Intervention: (drop-down)			Data Decisions:			
Notes:						

Goal #4	Date Created		Review Date			
Skill Deficit Choose one skill deficit as a focus. Include any additional information.						
Reading: Choose an item.		Writing: Choose an item.				
Math: Choose an item.		Social/Emotional: Choose an item.				
Goal: After 25-32 sessions (8-10 weeks), how much growth would be appropriate in the identified problem?						
By Type date here, student name will increase from current level to goal level as measured by progress monitoring tool.						
Intervention						
Name and Description of Intervention		Start Date	Review Date	Sessions/ Week	Min/ Session	Interventionist
Progress Monitoring						
Tool		How often?		Person Completing		
Evaluation Use drop-down menus below to evaluate the effectiveness of the intervention						
Results of Intervention: (drop-down)			Data Decisions:			
Notes:						

Stark County Elementary School

Meeting Agendas

Initial Meeting:

- 1.** Assess Teacher and Parent Concerns (5 minutes)
- 2.** Student Strengths and Talents (5 minutes)
- 3.** Review Data (5 minutes)
- 4.** Intervention and Goal Setting (10 minutes)
- 5.** Next Meeting Date (5 minutes)

Follow-Up Meeting:

- 1.** Review Interventions, Goal, and Progress (5 minutes)
- 2.** Intervention and Goal Setting (10 minutes)
- 3.** Next Meeting Date (5 minutes)

Stark County Elementary School

RtI Building Team Tier III Intervention Plan (Initial)

Date: _____ Student Name: _____ Teacher: _____ Grade: _____

Team Members Present	

Student Strengths and Talents	5 minutes
List student's strengths, talents, preferred activities, or incentives that motivate the student.	

1. Problem Identification: Assess Teacher and Parent Concerns	5 minutes
Review concerns listed on the RtI Referral Form. Prioritize no more than 2 concerns.	

2. Problem Analysis	5 minutes
Identify why problem occurs and if it is a problem with skills or performance.	

3. Review Data	5 minutes
Review any background or baseline data collected on the student (i.e., attendance and office disciplinary referral records, student grades, direct observation data, parent conference notes, counselor notes, interventions provided and results, etc.).	

4. Intervention and Goal Setting **10 minutes**

Target Area: Describe in measurable, observable terms the academic deficits and/or behavior that is to be changed.	Goal: After 32 sessions (8-10 weeks), how much growth would be appropriate in the identified problem?	Progress Monitoring: List tool, frequency, and person responsible.
	By Type date here, student name will increase from current level to goal level as measured by progress monitoring tool.	

Tier II Intervention

Name and Description of Intervention	Start Date	Review Date	Sessions/Week	Min/Session	Interventionist

Tier III Intervention

Name and Description of Intervention	Start Date	Review Date	Sessions/Week	Min/Session	Interventionist

5. Next Meeting Date **5 minutes**

Set approximate next meeting date. Answer any questions.

Evaluation (to be completed at next meeting)

Use drop-down menus below to evaluate the effectiveness of the intervention

Results of Intervention: (drop-down)	Data Decisions: (drop-down)

Stark County Elementary School

RtI Building Team Tier III Intervention Plan (Follow-Up)

Date: _____ Student Name: _____ Teacher: _____ Grade: _____

Team Members Present	

1. Review Previous Intervention, Goal, and Evaluate Progress	5 minutes
Review progress from prior intervention cycle.	

2. Intervention and Goal Setting		10 minutes
Target Area: Describe in measurable, observable terms the academic deficits and/or behavior that is to be changed.	Goal: After 32 sessions (8-10 weeks), how much growth would be appropriate in the identified problem?	Progress Monitoring: List tool, frequency, and person responsible.
	By Type date here, student name will increase from current level to goal level as measured by progress monitoring tool.	

Tier II Intervention																
Name and Description of Intervention								Start Date	Review Date	Sessions/Week	Min/Session	Interventionist				

Tier III Intervention																
Name and Description of Intervention								Start Date	Review Date	Sessions/Week	Min/Session	Interventionist				

3. Next Meeting Date	5 minutes
Set approximate next meeting date. Answer any questions.	

Evaluation (to be completed at next meeting)

Use drop-down menus below to evaluate the effectiveness of the intervention	
Results of Intervention: (drop-down)	Data Decisions: (drop-down)