

Alexander Central School District
Response to Intervention Framework



Mission Statement: "Not all students learn the same way or at the same rate. Response to Intervention allows our District to collaboratively meet students' needs by providing varying levels of instructional support for all students. Individual student goals are established based on an ongoing review of data. While the interventions are implemented, progress is monitored and the information we gather is used to meet students' needs."

2018 RTI Study Group Members

Karen Adams: School Psychologist
LeAnn Brewster: Special Education Teacher
Kathy Busch: Director of Pupil Personnel
Ashley Cangialosi: Guidance Counselor
Katelyn Gibson: ESL Teacher
Allison Hamann: Special Education Teacher
Rose Howard: School Psychologist
Dr. Catherine Huber: Superintendent
Ryan Keating: Director of Curriculum and Instruction
Johnny Lucas: Social Studies Teacher
Pam Ohlson: Special Education Teacher
Janine Papili: Literacy Specialist
Sarah Perry: Mathematics Teacher
Allison Porter: Elementary Teacher
Deb Reding: Reading Teacher
Gretchen Rosales: Middle/ High School Assistant Principal
Jessica Sherman: Special Education Teacher
Matt Stroud: Elementary Principal
Shannon Whitcombe: Middle/ High School Principal

Table of Contents

Á

1. What is Response to Intervention?
2. Organizational Chart
3. What is Appropriate Instruction?
4. Screenings Provided to all Students
5. Interventions
6. Progress Monitoring/ Formative Assessment
7. Application of Student Information to Make Educational Decisions
8. (LEP/ELL) Considerations when Implementing RTI with Limited English Proficient/
English Language Learners
9. Notification to Parents
10. Ensuring Staff Knowledge and Skills Necessary to Implement RTI Programs
11. Use of RTI in Determination of a Learning Disability
12. Progress Monitoring of RTI Program
13. Building Schedules

Appendix

- I. Danielson Rubric
- II. Decision Trees
- III. Learning Gaps Matrix
- IV. Parent Letters
- V. RTI Process Flow Chart

3. What is Appropriate Instruction?

A school district's process to determine if a student responds to scientific, research based instruction shall include appropriate instruction delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.

[8 NYCRR §100.2(ii)(1)(i)]

Tier 1 Instruction

At least 80 percent of students at a grade level are proficient at Tier 1; a maximum of 15% of students should receive Tier 2 interventions, and a maximum of 5% should receive Tier 3 interventions.

- At least 80 percent of students at a grade level are proficient at Tier 1; a maximum of 15% of students should receive Tier 2 interventions, and a maximum of 5% should receive Tier 3 interventions.

At least 80 percent of students at a grade level are proficient at Tier 1; a maximum of 15% of students should receive Tier 2 interventions, and a maximum of 5% should receive Tier 3 interventions.

At least 80 percent of students at a grade level are proficient at Tier 1; a maximum of 15% of students should receive Tier 2 interventions, and a maximum of 5% should receive Tier 3 interventions.

At least 80 percent of students at a grade level are proficient at Tier 1; a maximum of 15% of students should receive Tier 2 interventions, and a maximum of 5% should receive Tier 3 interventions.

Á
Á
Á
Á

4. Screenings Provided to all Students

Á

A school district's process to determine if a student responds to scientific, research based instruction shall include screenings applied to all students in the class to identify those students who are not making academic progress at expected rates.

[8NYCRR §100.2(ii)(1)(ii)]

Á

Ù&^^} ă * Á Á | [çã^âÁ Á|Á c^â } • ÉÙ&^^} ă * Á ă|Á^Á|á-ÉÁ-ăá } dăă áÁ^ ^ăă|É@^ÁÁ
 cã ^•Á^|Áăăă^ { ăÁ^ăÁçăÉ ă c|ÉÁ] |ă * ÉÙ&^^} ă * Á • d^ { ^ } • Á @^ |ăÁ^çăăăăă ăÁ
 |^|ăă|Áă ăăăă } ^ăÁ ă@Á |ăă^É^ç^|Á& ||ă } { Áăă^ăÁ } Á@Á^ŸÚÁ^ă } ă * Á çă ăăă•ÉV@ÁUVÁ
 Čăčă [|^ÁÓ [{ { ă^ÁÁ• } [] • ă|Á^|Á&@ă^|ă * Áă ă^|ă @ * Á&^^} ă * Á ă ă | , • Á |Á@Á
 ăă dăčĂ

Á

Ù&^^} ă * Á ă|Á^Á | [çã^âÁ Á|Á c^â } • Á ŠÉFGă ÁŒČĂP [ăă &^ ăă * Á P [] [| • ÉÁÚÁ^ | • ^ • Dăă ăÁ
 ŠÉ^*^ } • Á^ | • ^ • Á Á ă@V@ • ^ Á ă|Á^Á |ăă^Á@^ÁÁ ^•ÁÁ^ăă^ |ă * Á@ÁUVŒÁ&^^} ă * Á
 , ă ă | , • Á çăÉ ă c|Éă ăÁ] |ă * ÉPă @Á&@ [|ÁUVŒÁ • ^ Á ă|Á && | Áă | Áă @ | • Á^Áăă ăă Á
 ^ • ^ ÁUVŒÉĂ

Á

V@Á || | , ă * Á&^^} ă * Á [| • Á ă|Á^Á • ^ăĂ

Á

Elementary		
Á	ELA	Math
2018-19	ÙVŒÉĂ	ÙVŒÉĂ
2019-on	T & Ō :ăă ÉPă Á	ÙVŒÉĂ
Middle and High School (Beginning once teachers have received training)		
Á	ELA	Math
2018-19	ÙVŒÉĂ	ÙVŒÉĂ
2019-20	ÙVŒÉĂ	ÙVŒÉĂ
2020-on	Š &ă^ Á^ç^ [] ^ăÁ	Š &ă^ Á^ç^ [] ^ăÁ

Á

- Á
- Á
- Á
- Á
- Á
- Á

5. Interventions

CB&I aq * Aq Aq Aq ia @A\{ Antervention Central Anterventionist a Aa a @A\A
[@A\A a & aq iA @ A A a ^ & d ^ A ^ \] \ } . a | A | A | A | \ | \ { ^ } q * A q A q c ^ } q } A | A q A
q a a q a a a c ^ a ^ } o | A { a | A | \] E V @ A | \ A ^ ~ a ^ . A | A a A ^ q a q } A ^ A @ A c ^ a ^ } o
] | | a | \ { G D A ^ | ^ & c ^ } A ^ A c a a ^ } & E a a e ^ a a A q c ^ } q } A d a e * a ^ A | A | | * | a e . E A ^ A ^ A a a a
q A ^ c ^ | { q ^ A A @ A q c ^ } q } A A ^ ~ & c a ^ E a a A ^ a e ~ | \ { ^ } o | A q , A @ A q c ^ } q } A A
& a | a a A ^ o | A } . ^ | A ^ a a A A | \ | \ { ^ } c a A q a a c ^ * | a e + A C E F F D A
O q A q c ^ } q } i s k A

a d a e * ^ A ^ a A | A ^ a a A ^ , A | a | E a q a A ^ ^ } & A A A | a | E A | A } & | a e ^ A a a @ a A
q A q | | A q A c a q * A | a | A | A ^ , A a a a } . A | A ^ a a * E C B & I a q * A q A ^ o @ A q a A
U a ^ E V a | { a A C E F F D A A q c ^ } q } A a q A a q * @ A A a A a ^ o | A a a } . A a a
 , @ | A a ^ } E a q A a ^ { [] } . d a e a a a a q A | A & a q * ^ A a A ^ a a ^ & a q } a | a a d | ^ A
C Y | a @ E C E F F D A
O a q | | ^ A ^ A ^ ~ & c a ^ A q c ^ } q } . A a q A a A ^ ~ } a A @ | A A
[@ | A a a a a q c ^ } q } E | ^ E a a a . d ^ & a } a | a q c ^ } q } E | |](#)
 . A

O q A q c ^ } q } A s n o t A

Core Instruction: A | @ ^ . A ^ . d ^ & c ^ } a d a e * a ^ A a a A ^ a a A | ^ q | ^ A a a A
 . c ^ a ^ } o A A a ^ | a a a ^ & a q } A ^ a a * A a A | } . a | ^ a A | A | ^ . d ^ & c ^ } q A
 P a @ E ^ a a A ^ . d ^ & c ^ } A A . . ^ } a a A a | { . A @ A | ^ } a a a } A ^ A a e . | [[{ A
 a a a ^ { a A ^ }] | | E A U V O K Y @ | A A A | [| c a q A | a | a ^ A a a d ^ * | a * A c ^ a ^ } o
 | ^ & a q ^ A | [a A | ^ A ^ . d ^ & c ^ } a | a a a . E a q ^ A | ^ q ^ A | a a a A ^ A | A | A a | ^ } o
 a e A a a q a a c ^ a ^ } o q c ^ } q } . E

Instructional Adjustment (Accommodation): A C B & I a q * A q A | a q } ^ | E A q } a E A
 a a A a A a A C E F F D A A q c ^ } a a a b . d ^ } a q a [A] [,] A e A q A
 a a | { { [a a a } O A A q c ^ } a a a A | @ | | A @ A c ^ a ^ } o | A | | A a a . . A a a a a a a e A A
 @ A ^ } ^ | a a ^ & a q } A | | a | \ { A a q ^ o A a q * a ^ A @ A ^ . d ^ & c ^ } a | a | } c ^ } o a a A
 , a q ^ o | A a ^ & a ^ A @ A c ^ a ^ } o A a e A ^ A a } q * A C Y | a @ E C E F F D A A q c ^ } a d a
 a a b . d ^ } o A A q c ^ } a a a A | A | { [c ^ A a a | a | A | A a } q * A | A a q | A c | ^ & c ^ } A a a
 . c ^ a ^ } o A | a | a e c | A @ A a e ^ A ^ . d ^ & c ^ } a | a | } c ^ } o a e A @ a A | a a A ^ | . E a q A
 q ^ . d ^ & c ^ } a a a b . d ^ } o | A | A c ^ a ^ } o A | @ A e A | | , A ^ a a | . E A | A a q } | ^ E A a e A
 q & | ^ A a a q * A @ { A ^ } | \ { ^ } o a a A a | o | A a a q * A ^ A | c | A ^ A c ^ } q * A | A @ A
 a [| \ A | A a ^ E a q A ^ . d ^ & c ^ } a a a b . d ^ } o | A | A | { [a a a a a c ^ a ^ } o A a e A | ^ a A
 a | a a q * A a a ^ | A e . a } { ^ } o A q A { a | A | A & @ } . o a a a | [c a a * A c ^ a ^ } o A a o A
] ^ | | { a e A a a a a a A a a | a a A | A a a a | | ^ c a a a @ } \ o | A e . a } ^ a A | | A
 C Y | a @ E C E F F D A q ^ . d ^ & c ^ } a | a [a a a a } . A e A . . ^ } a a A | \ { ^ } o A | A @ A
 Q a a q a a a a a A a a a a } A | a } . A a U . D | A | A ^ & c ^ } A e | A | a } . A ^ A a ^ A c ^ a ^ } o A
 , a o A | ^ & a a A ^ a . E A

Modification: A | A [a a a a } A a q * ^ . A @ A c | ^ & a a } . A ^ A @ a a c ^ a ^ } o A
 ^ c | ^ & c a a A | A | , A | A | . c | a a | A ^ | , | a q * A @ A a a a ^ { a A a a a a a a } . o A
 , @ A @ A c ^ a ^ } o A | A ^ A c a e a e a E O a q } | ^ A ^ A | [a a a a } . A e A ^ A q a * A A
 . c ^ a ^ } o A ^ A a e a | { | ^ a a } A | | a | \ { . A | A | a a a A ^ . c a a A ^ A @ A C E F F D A | | a | \ { . A
 a e . a } ^ a A | A @ A . o | A @ A | a e . A | A ^ a a * A @ A c ^ a ^ } o A | } . | o | ^ | . ^ A | c ^ . A | a * A
 a a . o | @ | A ^ | . A e A | o | A | a | a | A | A | A | E a q ^ . d ^ & c ^ } a | a [a a a a } . A e A
 . . ^ } a a A | \ { ^ } o A | A @ A q a a q a a a a a a a } A | a } . A a U . D | A | A ^ & c ^ } A e | A
 U | a } . A ^ A a ^ A c ^ a ^ } o A a o A | ^ & a a A ^ a . E A [a a a a } . A e A ^ A ^ | a | a | A | o A
 q & | ^ a a A | A e A ^ | a a a ^ & a q } A c ^ a ^ } o A a e A | [[{ A q c ^ } q } A | a } E a , ^ c | E A

à^&ě•^Á@Á•~{] ċ } Á Á@Á@Áċ á^} Á& Á^Á~ &&••~|Á Á@Á~||Á ċ |{ Á
, ā@ċ]|]|āe^Á ċ'ċ^} ċ }•Á& áÁ•d`&ċ } &Á&b•ċ ^} •Áċ } ^ĒÁÁ&dĀ
{ [áā ā * Á@Á [\ Á -Áċ ~**|ā * Á^} ^!āÁ á~ &āċ } Áċ á^} •Á Áá ^| Áċ Á@Á^ÁÁ
} ^* āā^Á -^&Á@Á [\ Áē āā •Á@Á [ā Á -Á ċ'ċ^} ċ } ĒŪ^á~ &ā * Á&ā^ { &Á
^ċ] ^&āċ } •Á ā|Á^~ |ċ Á@•^Áċ á^} •Áā|ā * Áċ |ċ |Á^ @ āÁ&@|Á@& |•ā * Á
@Á^|f|{ ā &Áā ā Á ā@Á^|•ĒÁ

Ü@~|áÁ@Ác á^} óÁ^Á^~||^áÁÁ Á@ÁÜÖÈÜÖÁæ NÁ

Á

Q|Á@~^Ác á^} Á) áá * ÁÁ&Q[|Á^æÁ^&áá * Á ç^} ç} • È@^ Á áÁ} ç~^ Á á@
á ç^} ç} • Á~|á * Á@Á^cÁ&Q[|Á^æÈQ|Ác á^} Á Á^&áá|æ{ ^} óÁ Á@Á áá * Á
|ç^|ÁÜVÁæ ÈÁc á^} çÁæ•|[[Áæ@|È|æ^Áç^|È|Á^} æç ^} ó~ • ç{]^cÁ@Á
æ}|[[|æÁ^&á} Á^Á(see appendix)È

Á

The Pre-CSE Teams (One for each building)

V@Áæ áá * Áæ Á áÁ ^ óÁ^~ || Á áÁÁ^•|[] • á|Á|Á~ çá * Á^c@|Á@ÁÜ^ÈÜÖÁ
|^~||áá æ^Á|Á@Á|{ { á^Á} ÁÜ^&áÁ^ &æ} ÈV@ÁÜ^ÈÜÖÁæ Á áÁ|^Á} • á^Á
&æ^Á@Á^Á|~ * @Á ÁÁ Á@Á áá * ÁÜVÁæ • Á á@Á^&•æ^Á &{ ^} çá} Á
á^|[] • çá * Á@Ác á^} Á@Á[óÁ^ Á^•|[] • á^Á ç^} ç} • È@ææ@|áÁÁ@Á
ÜVÁ áá * Áç^|Áæ • Á áÁ&{ ^Áæ@Á@ÁÜ^ÈÜÖÁ~||áá æ^Á^È^| á^Á Á@Á
Ü^ÈÜÖÁæ Á áÁ^Á

- Ö áá * Á|á áá á
- ÒÜÁæ@|Á Á^á^áDÁ
- Ü^&Q|| * á
- Ü&Q| |Á|^} • ^||:Á
- Ü|^&áÁ^ &æ} Áæ@|Áæ@|Á • [&æ^áá á@Á|æ^Á^Ác á^} DÁ
- U|^Áæ@|Á^Ác á^} ç[|ç^á
- Ü|æ^áÁç^|Á| çá^Á^Á^á^áDÁ
- ÒÜÖÁ@æ{ ç Á
- Qç^} ç} á

Á

The District RTI Advisory Team (meets quarterly K-12)Á

V@Á^á d áÜVÁçá|^ Á|~] Á ^Á~ æç|^ ÁSÈGÁ Á| çá^Áç^} á @Á ÜVÁ áÁÜ^ÈÜÖÁ
çæ • Á áÁ^Á^Á^} •|^Á{]æ &Á á@ÁÜVÁæ ^, [| ÈV@Áæ Á áÁ| çá^Á@Á
áá d á á@Á} á^Á^Á^} á * Áæ} áæÈ| áÁç^Á@Áæ ^, [| Á^Á^&•æ^Á áÁ
&{ { ~} æÁ&æ * ^Á Á@Á á d á á á á |Á^|Á^} |áÜVÁ^•ç} • Á áÁ| çá^Á|^} • Á
ç Á@Á áá * Áç^|Áæ • ÈV@Á|^] Á áÁ^Áæáá áÁ Á@Á^&ç|Á^Á^|{ Á áÁ
Q^d^ &ç} Á áÁ á & á^Á^| á^Á Á@Áæ@ * Á áÁ{ á á d á^Áæ • È

Á

Ü^À,^} &^Šã Á
Á

- Ó ~ { ÉÖÉÁ áä • ÉÁ ÉÇÉÍ ÉÁ's about time : planning interventions and extensions in elementary schoolÉÖ[[{ ä * ä } ÉÖáä áÄ[| ä } Á/^^Á/!^•ÉÁ
- Qç!ç^} ä } Á^} äÉÇÉÍ ÉÁResponse to Intervention - RTI ResourcesÉÜ^dãç^áÁ[{ Á @ä K , , É ç!ç^} ä } & } äÉ! * ÉÁ
- É^, Á[\ \ Üçæ^Öä^ &æä } Á^} äç } ÉÇÉÍ ÉÁMinimum Requirements of a Response to Intervention Program (Rti): Appendix A: New York State Regulatory Policy Framework for Response to Intervention. Ü^dãç^áÁ[{ Á @ä K , , É ÇÉ^ ^áÉ [çÉ] ^ &æ^áÜVÖ^ ää &^Éä] áÉÖ Á
- V@ÁM, ä^! ^ Á -á@Üçæ^ Á -Á^, Á[\ \ ÉÇÉÍ ÉÁResponse to Intervention: Guidance for New York State School Districts.Ü^dãç^áÁ[{ Á , , É^ ^! äÉ! * ÁÁ
- Y iä @ÉÁÇÉÍ ÉÁInterventionist, Consultant, Data Analyst: Descriptions of Shared RTI Roles. Ü^dãç^áÁ[{ Á @ä K , , É ç!ç^} ä } & } äÉ! * Éá • É^ -æ | É^ • Éç • @é^á' | [| ^' | ^çá^áÉ áÁ
- Y iä @ÉÁÇÉÍ ÉÁInterventions & Related Concepts: Definitions.Ü^dãç^áÁ[{ Á @ä K , , É , iä @ } | ä^É [É ä^á' -á • ÉÖÖÉ ç' æ& [{ ' [á' Á á^ -ä ää] • É á -Á
- Y iä @ÉÁÇÉÍ ÉÁHow to: Define intervention-related terms: Core instruction, intervention, instructional adjustment, modification.Ü^dãç^áÁ[{ Á @ä K , , É , iä @ } | ä^É [É ä^á' -á • Éçæ ää] iä @ á^ -ä ää] • ä ç' æ& Á { ' [áÉ á -Á
- Zææä ÉÖÉÇÉÍ ÉÁTransforming Schools for English Learners: A Comprehensive Framework for School LeadersÉÖ[| , ä ÉÁ

<p>Monitoring of student learning</p>	<p>V^æ&@!Á [] æ!·Á@Á! *!^•Á-Á! ~]·Á [-Ác á^) 0 Á Á@Á! :æ { ÉÁ æ á * Á á æ^Á·^Á-Áæ } [·æÁ! [] 0 Á Á æÁ á +! æ } ÉÁ</p>	<p>V^æ&@!ÁæÁ^ Á áÁ·c{ æææ Á ^ æÁ Áæ } [·æÁ +! æ } Á [{ Á á áææ æÁc á^) 0 Á^* æáá * Á@áÁ ~} á^!·æ áá * Á áÁ [] æ!·Á@Á]! *!^•Á-Á áææ æÁc á^) 0 ÉÁ</p>
<p>Feedback to students</p>	<p>V^æ&@!q Á^ááæ Á Ác á^) 0 Á Á^ Á æ áÁ-Á } ·á^) q^ Á @ Á ææ ÉÁ</p>	<p>V^æ&@!q Á^ááæ Á Ác á^) 0 Á Á^ Á æ áÁ-Á } ·á^) q^ Á @ Á ææ ÉÁ áÁ ·c á^) 0 Á æ^Á·^Á-Á@Á^ááæ Á Á @áÁæ } á * Á</p>
<p>Student self-assessment and monitoring of progress</p>	<p>Úc á^) 0 Á^~^) q^ Á·^•Áæ áÁ [] æ! Á @Á ææ Á-Á@áÁ,) Á! Áæ æ ·0@Á æ·^•{ ^ } Á! ææ áÁ^!+! æ &^Á ·æ áæá·Á</p>	<p>Úc á^) 0 Á [] Á^~^) q^ Á·^•Áæ áÁ { [] æ! Á@Á ææ Á-Á@áÁ,) Á! Á ææ ·0@Á·^•{ ^ } Á! ææ áÁ]!+! æ &^Áæ áæá·Á^ Á æ^Á ææ^Á·^Á-Á@áÁ +! æ } Á@áÁ ^æ } á * Á</p>

Á
Á
Á

II. Decision Trees:

Fillable .PDF on Alexander CSD Website



Alexander Central School District Tier 2 Decision Tree

To be completed by the student's teacher, grade level, or department

Student Name: _____
 Teacher: _____

Total students in this student's class: _____		Number of students in class receiving interventions: _____																								
Percent of students in class receiving interventions: _____																										
Record student score on up to three previous screening exams <table border="1"> <thead> <tr> <th>Assessment Name</th> <th>Date</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> </tbody> </table>		Assessment Name	Date	Score	_____	_____	_____	_____	_____	_____	_____	_____	_____	Please list additional assessment data that indicate this student needs Tier RTI supports below: <table border="1"> <thead> <tr> <th>Assessment Name</th> <th>Date</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> </tbody> </table>	Assessment Name	Date	Score	_____	_____	_____	_____	_____	_____	_____	_____	_____
Assessment Name	Date	Score																								
_____	_____	_____																								
_____	_____	_____																								
_____	_____	_____																								
Assessment Name	Date	Score																								
_____	_____	_____																								
_____	_____	_____																								
_____	_____	_____																								
Differentiated instruction has been provided.		Yes: _____ No: _____ Documentation Attached: _____																								
Student has been present for 90% of instructional days: Present _____ out of _____ days		Yes: _____ No: _____																								
Parent/ guardian has been notified of student progress (conferences, phone calls, letters, etc.).		Yes: _____ No: _____ Documentation Attached: _____																								
Student has passed vision and hearing screenings: <table border="1"> <tr> <td> Vision Screening Pass: _____ Fail: _____ Date: _____ </td> <td> Hearing Screening Pass: _____ Fail: _____ Date: _____ </td> </tr> </table>		Vision Screening Pass: _____ Fail: _____ Date: _____	Hearing Screening Pass: _____ Fail: _____ Date: _____	Yes: _____ No: _____																						
Vision Screening Pass: _____ Fail: _____ Date: _____	Hearing Screening Pass: _____ Fail: _____ Date: _____																									
Report card data shows that the student has scored a level 1 or 2 in Math and/ or ELA (elementary) or below a 70 on their report card (Middle and High School). Quarter 1: Math _____ ELA _____ Quarter 2: Math _____ ELA _____ Quarter 3: Math _____ ELA _____ Quarter 4: Math _____ ELA _____		Yes: _____ No: _____																								

If all questions are marked "yes," the student should be referred to the RTI building level team for possible Tier 2 intervention placement. If the answer to any of these questions are "no," the classroom teacher should address that area and a new Tier 2 decision tree should be completed.

Alexander Central School District Tier 3 Decision Tree



To be completed at follow-up Building Level RTI Team prior to movement into Tier 3

Student Name: _____
 Teacher: _____

Tier 2 intervention(s) have occurred at least 2-3 days per week for 30 minutes in addition to core instruction.	Yes: _____ No: _____ Documentation Attached: _____
Implementation integrity of the Tier 2 intervention program has occurred with fidelity (The intervention was carried out as it was intended)	Yes: _____ No: _____
Student has been present for at least 90% of intervention sessions. Present _____ out of _____ days= _____ %	Yes: _____ No: _____
Tier 2 intervention(s) addressed the student's area(s) of need.	Yes: _____ No: _____ Documentation Attached: _____
Tier 2 intervention was appropriate and research based. Research based interventions are: Explicit, systematic, standardized, peer reviewed, reliable and valid, are able to be replicated.	Yes: _____ No: _____ Documentation Attached: _____
Progress monitoring has occurred.	Yes: _____ No: _____ Documentation Attached: _____
Gap analysis indicates that student's progress is not sufficient for making adequate growth with current interventions.	Yes: _____ No: _____
Parent/ Guardian have been notified of child's progress.	Yes: _____ No: _____ Documentation Attached: _____

****If the team answered "Yes" to all of the above questions, the student should be moved to Tier III. If the Building Level RTI team answered "No" to any of these questions, that area should be addressed prior to movement into Tier III.****

Team members involved in completing this decision tree: _____

		<p>!^æð * LÁ c] æð Á ʔæð@ q } æð } Á ç [æ Á @ } Á^æð * Æ</p>	
	<p>Ö æ^áÁæ * ~ æ^Á æ áð! Á [ææ æ^ Á</p>	<p>Ú ^çã, Á cð! q Á Á ^•• [} Á Á d [á &^Á } ^, Á [ææ æ^ Á á Á \ ^ Á } &] o LÁ c^ Á • c á^ } o Á^ Á } Á^ Á æ o Á Á [ææ æ^ Á á Á dæ • æ } Á [á • LÁ] [çã^ Á c] æð Á ç [ææ æ^ Á ð • d^ & ç } LÁ æ @ & { { [] Á [[o Æ • ~ æ^ Á á á ^ æ^ Á LÁ çã ~ æ Á ^ • Á Á • c á^ } o Á æ ~ á ð * Á æ * ~ æ^ Á á Á ç [ææ æ^ Á</p>	<p>PÖÁY [á Á ÜOZÉSã • Á Šç^ ^ á Á Šã æ Á Qç ç^ } ç } Á</p>
	<p>Öã-æ ç Á & {] ^ @ } á ð * Á cð</p>	<p>W^ Á æ @ Á á Á • ^ { æ æ Á ! * æ á^ • Á ç È Æ ^ } } Öæ æ • Æ • d ^ à [æ á • Á á Á { æ • Æ æ • ^ Á á Á ^ ~ ^ & @ o D Á [á Á { ^ æ } } æ Á • d æ * á • LÁ^ & q [& ç Á ʔæð@ * LÁ Æ ç á Á æ \ • LÁ • ^ Á ^ } ç Á ð æ ^ ð æ ~ æ æ } LÁ æ ç æ Á q Á \ } [, á * ^ Á Á æ^ Á] ^ á æ ç } • LÁ æ @ • ^ È [] æ ð * Á ± æ È] o d æ * á • Æ</p>	<p>PÖÁY [á Á Šç^ ^ á Á Šã æ Á Qç ç^ } ç } Á ÜOZÉSã • Á</p>
Learning Gap/ Need		Strategies/ Approaches to Support the Learner	
T æ @	<p>Öã-æ ç Á !^ { ^ { à ð * Á æ @ æ o Á</p>	<p>Ú æ æ Á æ o q Á ^ o Á Á æ o æ ð • LÁ] [çã^ Á ^ ^ } & • Á Á æ o æ o Á æ o Á & ç & æ } LÁ • ^ Á æ ð ~ æ ^ • LÁ æ ç Á æ @ æ á • Á æ o ^ ð [] } ç^ Á</p>	
	<p>Öã-æ ç Á æ } á ð * Á Á</p>	<p>Pã çã @ Á ^ æ } ç Á ð • ð^ , [á • LÁ^ á^ & Á</p>	

<p>ā] [cæ) óá ^ cæ̃ • Á</p>	<p>© Á ~ { à ^ í Á - Á [à ^ { • Á ^ í Á æ ^ L Á • ^ Á æ Á [ç ^ æ Á Á Á [æ Á Á [à ^ { • L Á @ æ ^ Á c á ^ } • Á ^ ^ æ Á á ^ & ç̃ } • Á Á Á æ @ B c á ^ } ó Á Á @ & Á † Á } á ^ • cæ̃ á ā * Á</p>
<p>Q æ æ ā c Á Á ^ æ á Á c ó Á † Á [i á Á [à ^ { • Á</p>	<p>Q í ā } Á æ ^ í á Á á c á ^ } • Á ^ æ ā * Á ç ^ L Á @ Q á @ Á ^ , [á • Á Á Á æ @ [à ^ { • Á</p>
<p>Ü [, Á æ Á - Á & {] ^ ç̃ } Á</p>	<p>Ü á ~ & Á ~ { à ^ í Á - Á { • Á Á Á {] ^ ç̃ Á [ç æ ^ Á { æ ā ~ æ æ ^ • Á</p>
<p>Ú [à ^ { • Á ^ ~ ^ } & ā * Á • c } • Á Á & {] ~ cæ̃ } Á</p>	<p>Ô [] • á c } ó á ç ā , Á - Á c } • L Á ^ - ^ } & Á @ ^ ó æ æ æ Á Á Á c á ^ } ó • ^ L Á [[Á á ā * Á @ Á • c } • L Á • ^ Á - Á æ ā ~ æ æ ^ Á à b & L Á • ^ Á - Á & ç̃ æ Á</p>
<p>Q æ̃ ^ Á Á ç̃ ~ æ ā ^ Á & } &] • Á</p>	<p>W ^ Á ā] ^ É & { • á c } ó æ ~ æ ^ L Á [ç æ ^ Á ç ā ~ æ Á ç æ] ^ L Á • ^ • Á æ á Á ç æ̃ Á æ @ Á &] &] ó Á { ā [^ * ^ Á</p>
<p>Ö ä - æ c Á ç ā * Á [i á Á] [à ^ { • Á</p>	<p>W ^ Á &] & ^ c Á ç æ] ^ L Á @ Q á @ Á ^ Á [] ^ æ̃ } æ Á [i á • L Á @ æ ^ Á c á ^ } • Á • cæ ^ Á @ Á] [à ^ { Á Á @ & Á Á } á ^ • cæ̃ á ā * L Á • ^ Á - Á & ç̃ æ Á æ ā ~ æ æ ^ • Á</p>

Á

V. RTI Process Flow Chart

