RTI Classroom Teacher Toolkit

HANDOUT 4

District-Wide: Writing Your MTSS Plan

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23-24 August 2022
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RTI/MTSS for Academics: District-Wide Planning Tool

Directions: This planning tool guides school districts to audit their current RTI/MTSS system for academic support, select priority goals to be addressed immediately, and decide which goals can be temporarily postponed. Follow these steps:

1. Appoint a recorder.
2. For every category below, review each RTI/MTSS goal. If you judge a goal as accomplished, mark the 'Status' column with a '0'. If you decide that a goal should be a priority to complete during the current school year, mark it with a '1'. If you believe a goal can be delayed until at least the next school year, mark it with a '2'.
3. Use the Discussion column to record any notes about a goal, including its current implementation, next steps, person(s) responsible, etc.

Tier 1: Core Instruction. The teacher delivers high-quality core instruction— at least 80% of students at each grade level perform at or above academic screening benchmarks through classroom instructional support alone.

Status (0,1,2)	GOALS: The teacher's whole-group instruction:	Discussion (current implementation; questions; next steps; persons responsible, etc.)
	- **[A.1.1]** maximizes time devoted to instruction by reducing or avoiding interruptions—e.g., overlong transitions, episodes of problem behavior, etc.	
	- **[A.1.2]** incorporates essential elements of explicit and systematic instruction into lessons.	
	- **[A.1.3]** for reading and mathematics instruction, uses programs and/or practices supported by research.	

| | - **[A.1.4]** provides differentiated instruction matched to student needs. | |

Tier 1: Classroom Intervention: Building Capacity. The school has prepared a 'toolkit' of resources and procedures to assist teachers in carrying out classroom (Tier 1) interventions.

Status (0,1,2)	GOALS: The school has:	Discussion (current implementation; questions; next steps; persons responsible, etc.)
	- **[A.1.5]** created a bank of academic intervention ideas accessible by all staff.	
	- **[A.1.6]** created a bank of classroom data-collection methods accessible by all staff.	
	- **[A.1.7]** defined the 'essentials' of Tier 1 intervention-planning meetings, including an agenda and setting (e.g., grade-level or instructional-team meetings; 1:1 meetings with consultants).	
	- **[A.1.8]** developed standardized form(s) to record classroom interventions.	
	- **[A.1.9]** developed at-risk profiles of students requiring Tier 1 intervention plans (e.g., elementary: candidate for retention; middle/high school: failing 2 consecutive marking periods).	

Status (0,1,2)	GOALS: The teacher:	Discussion (current implementation; questions; next steps; persons responsible, etc.)
	- **[A.1.10]** defines the student's presenting academic problem(s) in clear and specific terms.	
	- **[A.1.11]** chooses appropriate academic intervention(s) supported by research	
	- **[A.1.12]** selects method(s) of data collection suitable for tracking the student's intervention progress.	
	- **[A.1.13]** documents the classroom intervention plan in writing.	

Tier 1: Classroom Intervention: Teacher Skills. The classroom teacher is the 'first responder' for students with academic delays. That teacher gives additional individualized support to struggling students beyond what is provided in group instruction.

Tiers 2/3: Strategic/Intensive Intervention: Building Capacity. Students needing academic support at Tiers 2 and 3 receive high-quality interventions that target their specific academic deficit(s). Approximately 10-15% of students may need Tier 2/3 services across a school year.

Status (0,1,2)	GOALS: The school:	Discussion (current implementation; questions; next steps; persons responsible, etc.)

	- **[A.2.1]** verifies that Tier 2/3 academic services target off-grade-level skills gaps – rather than reteaching course content or providing homework help or test preparation.	
	- **[A.2.2]**has inventoried its Tier 2/3 programs and practices to ensure that they sufficiently address areas of need and are supported by research.	
	- **[A.2.3]**provides sufficient contact time (Tier 2: at least 3 times per week for 30 minutes; Tier 3: daily for 30 minutes) and a cap on group size (Tier 2: 7 students; Tier 3: 3 students).	
	- **[A.2.4]** has a process to periodically measure *intervention integrity* via direct observation, educator self-rating, work products, and/or attendance.	

Tiers 2/3: Data: School-Wide Academic Screeners. Screeners are administered to all students to identify those needing Tier 2/3 services.		
Status (0,1,2)	*GOALS: The school has:*	*Discussion (current implementation; questions; next steps; persons responsible, etc.)*

	- **[A.2.5]** selected a set of school-wide screeners that reliably detect significant areas of student academic risk. NOTE: These tools may screen for basic academic skills, general academic achievement, or a mix of the two.	
	- **[A.2.6]** identified any additional data sources (e.g., teacher nomination, state assessment results) to be used in determining student eligibility for Tier 2/3 services.	
	- **[A.2.7]** established specific cut-points for each data source (where appropriate) to determine eligibility for Tier 1/2/3 intervention support.	
	- **[A.2.8]** ranked all Tier 2/3 data sources in descending order of importance in determining student intervention placement decisions.	

Tier 2: Strategic Intervention: Data Analysis Team. The school has established a Data Analysis Team (DAT) to oversee placement of students in Tier 2 services.

Status (0,1,2)	GOALS: The Data Analysis Team:	Discussion (current implementation; questions; next steps; persons responsible, etc.)
	- **[A.2.9]** has a multi-disciplinary membership with a comprehensive building-wide knowledge of programs, staffing, and schedules that make	

	up Tier 2 academic support.	
	- **[A.2.10** meets at least 3 times per year (within 1-2 weeks of each school-wide academic screening) to enter students into or exit them from Tier 2 academic programs or services.	
	- **[A.2.11]** follows a structured DAT meeting agenda to include: sharing school-wide screening results with grade-level (Tier 1) teachers; identify students qualifying for Tier 2 services; matching eligible students to appropriate Tier 2 academic programming.	
	- **[A.2.12]** ensures that Tier 2 intervention plans are documented in writing before services begin. NOTE: The DAT may choose to write all intervention plans or delegate that task to assigned Tier 2 interventionists.	
	- **[A.2.13]** verifies that Tier 2/3 interventionists are setting outcome goals and collecting regular progress-monitoring data for each student on intervention (minimum of 2 times per month for Tier 2; weekly for Tier 3).	

Tier 3: Intensive Intervention: RTI/MTSS Problem-Solving Team. The RTI/MTSS

Problem-Solving Team meets to create individualized intervention plans for Tier 3 (intensive-need) students. Approximately 1-5% of students may be discussed by the RTI/MTSS Team in a given school year.

Status (0,1,2)	GOALS: The RTI/MTSS Problem-Solving Team	Discussion (current implementation; questions; next steps; persons responsible, etc.)
	- **[A.3.1]** meets on referred students within 1-2 weeks of initial referral.	
	- **[A.3.2]** has procedures in place (e.g., guidelines and a gate-keeper) to 'screen out' referrals that can be addressed at a lower level (Tier 1 or 2) of intervention support.	
	- **[A.3.3]** follows a standardized problem-solving meeting format, with formal meeting roles and steps.	
	- **[A.3.4]** produces a written record of RTI /MTSS Team meeting discussion, including a customized intervention plan.	
	- **[A.3.5]** routinely schedules follow-up meetings 6-8 instructional weeks after the initial meeting to evaluate intervention outcomes.	

RTI/MTSS District-Wide. The school district has adopted a process of planning and oversight to ensure that the RTI/MTSS model is implemented with fidelity and consistency across classrooms, grade levels, and schools.

Status (0,1,2)	GOALS: The school district has:	Discussion (current implementation; questions; next steps; persons responsible, etc.)
	- **[A.4.1]** established a district-level RTI/MTSS Leadership Team composed of central office and building representatives. This team meets every 4-8 weeks to implement and update the district RT/MTSS Plan, to ensure consistent implementation of RTI/MTSS across all schools, and to find solutions to challenges as they arise.	
	- **[A.4.2]** developed decision rules to determine when a general-education student on RTI/MTSS intervention is a 'non-responder' and requires referral to the special education eligibility team (CSE).	
	- **[A.4.3]** created a written RTI/MTSS implementation plan to cover all schools.	

Establishing and Running a District-Level MTSS Leadership Team:
Frequently Asked Questions

Frequently Asked Question	Action Steps
What is the purpose of the MTSS Leadership Team? The MTSS Leadership Team has several functions: (1) to draft and update a district MTSS implementation plan, (2) to keep all schools throughout the district in compliance with good MTSS practices, and (3) to identify and make available to schools the resources required to implement MTSS successfully. • *Drafting a multi-year plan* that will guide the district in the implementation of MTSS while using existing resources. The team's MTSS Plan should encompass a three-year rollout schedule. Each year, that plan is updated to accommodate changes in district funds and resources, changes in state and federal guidelines and regulations, and new findings in MTSS research. • *Supervising MTSS implementation.* The MTSS Leadership Team oversees that MTSS is implemented in a uniform manner throughout the school district. For example, the team ensures that the same procedures and measures are used to complete universal screenings in literacy across all classrooms or schools at each elementary grade, that MTSS Problem-Solving Teams in each building use a similar meeting process, and that each school observes the same decision rules in determining if a general-education student on intervention is a 'non-responder'. One caution: Be sure not to overlook 'dissident' voices when select MTSS Leadership Team members. Members who may have some reservations about MTSS but also possess experience and knowledge that would be valuable to the team.	☐ *Determine the team's scope and responsibilities.* At the district level, decide on what the scope, authority, and responsibilities of the MTSS Leadership Team are to be. Be sure to confront potentially difficult questions such as 'Will the Leadership Team's MTSS recommendations be binding on individual schools or merely advisory?' ☐ *Review state guidelines that may impact your MTSS Leadership Team.* Review any relevant guidelines or regulations from your state department of education to determine whether the state offers guidance on the makeup and functioning of the MTSS Leadership Team or content of an MTSS district plan.
Who should serve on the MTSS Leadership Team? Your district should assemble a multi-disciplinary team to serve as your MTSS Leadership Team. The team should include influential district administrators such as those who control resources (e.g., staff development funds; instructional budgets) or supervise staff (e.g., school psychologists, reading teachers) across the district that will participate in RTI. Additionally, the team should have representatives from school buildings to help the team to keep lines of communication open with its campuses. Finally, the membership on the team should be balanced to include representatives from important stakeholder groups (e.g., building administrators, general education teachers, etc.). .	☐ *Generate a recruitment list.* Create a list of positions and/or personnel from school buildings and at the district level to be recruited for the MTSS Leadership Team. Review the list to ensure that no important district department, school/ program, or stakeholder group has been overlooked.
How should MTSS Leadership Team meetings be organized? Team meetings should follow a fixed schedule, with a standard set of meeting agenda items regularly brought up for team discussion: • *Regularly scheduled meetings.* The MTSS Leadership Team should meet at least monthly to allow it to effectively oversee the MTSS implementation process across the district—and to respond to problems or challenges as they emerge. • *Standing meeting agenda.* In addition to those topics brought up for discussion by team members, the MTSS Leadership Team should establish a small set of 'standing agenda' items— key discussion topics that are revisited at each meeting. Examples of topics that might be included on a team's standing meeting agenda might include 'school-wide literacy screenings', 'resources for classroom interventions', and	☐ *Schedule meetings.* Create a schedule of MTSS Leadership Team meetings for the full school year—and ensure that those meeting dates are shared with all team members. ☐ *Draft a standing meeting agenda.* Select topics to be put onto a standing meeting agenda for the MTSS Leadership Team. Set time aside occasionally at team meetings to discuss items should be removed from or

'update in state MTSS guidelines and regulations'. • *Subcommittees.* If the MTSS Leadership Team is so large that frequent meetings are difficult to schedule and unwieldy to run, consider dividing the team's work among subcommittees (e.g., Assessment, Academic Interventions, Behavioral Interventions, District MTSS Plan). Each subcommittee would meet as frequently as needed to complete its work. The full MTSS Leadership Team may then meet less often (e.g., on a quarterly basis) to review and approve subcommittee recommendations.	added to the agenda. ☐ [Optional] *Develop a list of subcommittees.* Divide the duties of the full MTSS Leadership Team into subcommittees. For each subcommittee, select a descriptive name, define its duties, and recruit members from the larger team.
What are structured forms of planning that can benefit the MTSS Leadership Team? No MTSS Leadership Team is likely to think of all necessary steps or to avoid all pitfalls when implementing RTI. However, there are structured planning formats that teams can follow to increase the probability that they have considered the most important issues when preparing a district MTSS Plan: • *SWOT analysis.* In the complex MTSS planning process, it can be helpful to perform a SWOT ('strengths-weaknesses-opportunities-threats') analysis to determine those enabling and hindering forces within and outside of the school district that could affect MTSS implementation. (Directions and a form for conducting a SWOT analysis appear elsewhere in this chapter.) • *Stages of MTSS implementation.* When introducing any significant changes to a school system, the MTSS Leadership Team should think about planning for that systems-change by using a four-stage process: (1) Preparation; (2) Initial Implementation; (3) Institutionalization; (4) Ongoing Development/Updating. (A form that includes this four-stage planning process appears elsewhere in this chapter.)	☐ *Conduct a SWOT analysis.* Reserve time at an MTSS Leadership Team meeting to conduct a SWOT analysis, using the forms provided in this chapter. ☐ *Follow the four-stage systems change framework for all MTSS initiatives.* Make it a habit when creating and updating the district MTSS plan to subject each major component of the plan to the four-stage systems-change framework that appears elsewhere in this chapter.
How can the MTSS Leadership Team find resources to support RTI? The great majority of school districts that implement MTSS will do so largely by using their existing resources. The MTSS Leadership Team can help the school district to adopt an MTSS model by systematically inventorying district and building resources (personnel, instructional and assessment materials, staff development funds, etc.) that can be made available to support RTI. (The form *Inventorying Your District & School MTSS Resources* appears elsewhere in this chapter.)	☐ *Conduct an inventory of MTSS resources.* As one of its first acts, the MTSS Leadership Team should conduct a thorough inventory of resources available to support MTSS at the district level and at each school. This inventory should be updated yearly. To conduct the inventory, use the form *Inventorying Your District & School MTSS Resources* that appears elsewhere in this chapter.

Writing the District RTI/MTSS Academic-Support Plan: A Model

This document provides a 'starter' narrative that schools are welcome to adapt as they write their own RTI/MTSS-Academic District Plan. The sections below contain descriptions of Tiers 1, 2, and 3, as well as school-wide screening procedures. Included in each section are questions that your implementation team may want to consider as you write your MTSS plan.

Multi-Tier System of Supports (MTSS) is a school-wide model of student support. The foundation of MTSS is strong core instruction delivered in all classrooms. Our schools also use screening data to identify students who need additional intervention assistance. They then design specific intervention plans for those at-risk students to meet their learning needs and monitors their intervention progress.

All interventions used under MTSS should be 'research-based': shown through rigorous research to be effective in school settings. This document describes the MTSS plan for multi-tiered academic support currently in place in [SCHOOL/DISTRICT NAME].

Tier 1: Core Instruction

Teachers in all classrooms deliver effective instruction to reach the widest range of learners.

Essential Element	Questions for Your MTSS Plan	NOTES
Instructors include effective elements of direct instruction in their lessons. See Table 1: *How To: Deliver Direct Instruction in General-Education Classrooms* for a listing of these elements.	• *What framework will your school use to verify direct-instruction elements?*	
Teachers use frequent formative assessment strategies to track in real time their students' understanding of instructional content. Examples of formative assessment include rich questioning and discussion; comment-only marking that provides feedback without grades; student self-evaluation using rubrics or checklists, etc.	• *How will your school define & monitor teacher use of these assessment strategies?*	
Instructors employ feedback from formative assessments to reinforce instruction as needed by: (1) providing students with corrective feedback; (2) reteaching material; or (3) teaching additional skills or concepts required by learners.	• *How will your school verify the linkage between formative assessment and instructional decisions?*	
Teachers are able to use a variety of scaffolding and differentiation strategies to assist students who have difficulty with classwork.	• *What ideas for scaffolding and differentiating instruction are available to your teachers?*	

Tier 1: Classroom Intervention

The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional support to achieve success in core instruction. Tier 1 interventions are typically provided during core instruction.

Essential Element	Questions for Your MTSS Plan	NOTES
Teachers are encouraged to provide Tier 1 interventions to any student who, in their judgment, appears to need sustained assistance to master core instructional material. At minimum, however, it is an expectation that teachers will provide Tier 1 interventions to those students who: • **are failing a class, course, or subject area.** • **are receiving Tier 2 or Tier 3 supplemental intervention services.** • **are being considered for possible grade-retention**	• *What are your school's 'non-negotiable' indicators that a student requires Tier 1 intervention?*	
Teachers in our schools have two options to meet with colleagues to plan Tier 1 classroom interventions and to schedule follow-up meetings to evaluate student progress: • *Consultant.* Our schools have compiled a list of consultants available to meet with individual teachers to help them to create and to document an intervention plan. • *Team.* Teachers can bring students to their regularly-scheduled grade-level, instructional, or department teams to conduct intervention-planning meetings with their instructional colleagues.	• *What is your school's solution to the requirement that teachers talk with colleague(s) as they put together a classroom intervention plan?*	
All teachers have access to a 'toolkit' of research-based academic-intervention and accommodation ideas to use in assembling their Tier 1/classroom intervention plans. In addition, teachers are encouraged to consult Table 2: *Tiers 1-3: Internet Sources for Research-Based Interventions* for	• *What is your school's timeline and workplan to create and deploy a classroom intervention 'toolkit'?*	

additional district-approved internet sources of quality research-based intervention ideas.		
Tier 1 interventions are typically implemented for **4 to 8 instructional weeks**. Student groups for Tier 1 interventions are capped at **5 students**. Tier 1 interventions are **monitored at least bi-weekly** to allow the teacher to judge quickly whether interventions are effective or should be changed. A listing of tools appropriate for classroom progress-monitoring for a variety of student concerns appears in Table 3: *Methods to Monitor Tier 1 (Classroom) Interventions.*	• *What are your school's minimum expectations for high-quality classroom interventions?*	

Tier 2: Strategic Intervention

Our schools provide Tier 2 (strategic) interventions outside of core instruction. Students are recruited based on measures of academic performance (local data and school-wide screeners), grouped according to shared intervention needs, and assigned to research-based intervention programs that address those needs.

Essential Element	Questions for Your MTSS Plan	NOTES
Groups for Tier 2 interventions are capped at **7 students**. Tier 2 interventions are implemented for at least **6 to 8 instructional weeks**. At minimum, Tier 2 interventions are delivered at least **3 days** per week in **30-minute** sessions but may meet for longer sessions or more frequently depending on student need and availability of intervention staff.	• *What would your school define as the minimum expectations at Tier 2 for group size, length of session, frequency of session, and duration of intervention (in weeks).*	
Our schools use intervention programs and practices in Tier 2 that have research evidence of their effectiveness. Table 4: *Tier 2/3 Intervention Programs at a Glance* presents a list of the current evidence-based Tier 2 academic-intervention programs available at our schools.	• *How will your school inventory your existing programs and practices?* • *What standard are you adopting for 'evidence-based' or 'research-based'?*	
Intervention providers at Tier 2 monitor students' academic progress at least **twice per month** using appropriate instructional assessments.	• *What is the minimum schedule of progress-monitoring for your Tier 2 programs?*	

Tier 3: Intensive Intervention

Students with significant academic delays who have not responded to lesser levels of academic support receive Tier 3 (intensive) interventions. Tier 3 intervention plans are delivered individually or in small groups, consist of research-based elements, and are evaluated periodically to ensure that students are making adequate progress.

At our schools, an MTSS Problem-Solving Team ('MTSS Team') has been established to develop and oversee Tier 3 intervention plans. This team uses the problem-solving model, in which a particular student's unique intervention needs are analyzed and a customized intervention program is developed to match that student's needs.

Essential Element	Questions for Your MTSS Plan	NOTES
The MTSS Team is multi-disciplinary, made up of both teachers and support staff. The team: • follows a consistent, structured problem-solving model during its meetings. • schedules initial meetings to discuss student concerns and follow-up meetings to review student progress and judge whether the intervention plan is effective. • develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and people. • builds an 'intervention bank' of research-based intervention ideas for common student academic and behavioral concerns.	• *Does your school's MTSS Team have a multi-disciplinary membership and follow a structured problem-solving process?*	
The MTSS Team follows clear guidelines for when to accept a Tier 3 student referral. Generally, the MTSS Team reserves its meetings for any student with serious academic and/or behavioral challenges that has failed previously to make appropriate progress with Tier 1 (classroom) and Tier 2 (strategic) intervention services. However, the MTSS Team can also take referrals for students in sudden crisis or otherwise requiring immediate attention.	• *Does your MTSS Team have guidelines for determining when to accept a referral?*	
Tier 3 interventions are implemented for **6 to 8 instructional weeks**. At minimum, Tier 3 interventions are delivered **in 30-minute** sessions, 4-5	• *What capacity does your school have to deliver interventions at the*	

days per week but may meet for longer sessions depending on student need and availability of intervention staff.	*'intensive' level?*	

Tiers 2/3: Data: Screening for Academic Problems.

Students with academic delays eligible for Tier 2 (strategic) and Tier 3 (intensive) services are identified through use of school-wide academic screening tool(s) and local data.

Essential Element	Questions for Your MTSS Plan	NOTES
School-Wide Academic Screener. Our schools administer academic screening 3 times per year in grades K-8. Screening results and other data sources are used to identify those students who require Tier 2/3 services for academic intervention. See Table 5: *Tiers 2 & 3: Data Sources and Cut-Scores* for a listing of measures and data that determine Tier 2/3 eligibility.	• What cut-points will your school set for Tier 2 (typically 20-25th percentile) and Tier 3 (typically 10th percentile)? • If your screener includes multiple outcome measures (e.g., reading fluency; reading comprehension, etc.), which will you use to determine MTSS eligibility?	

Essential Element	Questions for Your MTSS Plan	NOTES
Local Data Sources. Our middle and high schools review the following 3 local data sources at **5-week** intervals throughout the school year: (1) grades; (2) attendance; (3) Office Disciplinary Referrals. These data sources were selected because they predict student success.	• *How frequently will your school examine these local data sources?* • *Who will be responsible for running data reports on these data sources?*	
At each 5-week checkpoint, the middle and high schools apply a matrix (see Table 6: *Matrix: Local RTI/MTSS Screening Data*) to identify students needing an MTSS response and to define what MTSS support they require.	• *Do the school responses in your completed local-data matrix become progressively more intensive for students flagged multiple times for the same problem?*	

Essential Element	Questions for Your MTSS Plan	NOTES
Data Analysis Team. Our schools have established a Data Analysis Team (DAT), whose responsibility is to evaluate school-wide academic screening data and local data, apply benchmark and cut-point norms, and identify those students eligible for Tier 2 and Tier 3 academic services. Membership on the DAT is determined by the principal.	• *Who should serve on your Data Analysis Team?*	

Additional Resources

Table 1: How To: Deliver Direct Instruction in General-Education Classrooms

The checklist below summarizes the essential elements of a direct-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

1. Increase Access to Instruction

Instructional Element	Notes
☐ **Instructional Match.** Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
☐ **Content Review at Lesson Start.** The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ **Preview of Lesson Goal(s).** At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
☐ **Chunking of New Material.** The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).	

2. Provided 'Scaffolding' Support

Instructional Element	Notes
☐ **Detailed Explanations & Instructions.** throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
☐ **Think-Alouds/Talk-Alouds.** When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ **Work Models.** The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).	
☐ **Active Engagement.** The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	
☐ **Collaborative Assignments.** Students have frequent opportunities to work collaboratively--in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).	
☐ **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).	

☐ **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).	
☐ **High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).	
☐ **Brisk Rate of Instruction**. The lesson moves at a brisk rate--sufficient to hold student attention (Carnine,1976; Gettinger & Seibert, 2002).	
☐ **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).	

3. Give Timely Performance Feedback

Instructional Element	Notes
☐ **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).	
☐ **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).	

4. Provide Opportunities for Review & Practice

Instructional Element	Notes
☐ **Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).	
☐ **Guided Practice.** When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).	
☐ **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).	
☐ **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).	

Table 2: Tier 1, 2, 3: Internet Sources for Research-Based Interventions

Listed below are Internet sources that meet the district's definition as 'research-based'. School staff can use these links to find or evaluate academic and behavioral intervention programs and strategies appropriate for Tiers 1-3.

Internet Intervention Source
Best Evidence Encyclopedia (*http://www.bestevidence.org/*). This site provides reviews of evidence-based reading and math programs. The website is sponsored by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE).
Evidence-Based Intervention Network (*http://ebi.missouri.edu/*). Sponsored by the School Psychology program at the University of Missouri, this site contains academic and behavioral intervention scripts suitable for classroom use.
Florida Center for Reading Research (*http://www.fcrr.org*). This website contains a search tool to find lesson plans to teach the five components of reading: *http://www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspx*
Instructional Intervention Tools Page (*http://www.rti4success.org/instructionTools*). Sponsored by the National Center on RTI, this page provides ratings to intervention programs in reading, math, and writing. Users can streamline their search by subject and grade level.
Intervention Central (*http://www.interventioncentral.org*). The site includes a range of academic and behavioral intervention ideas suitable for classroom use.
What Works Clearinghouse (*http://ies.ed.gov/ncee/wwc/*). Sponsored by the US Dept. of Education, this website has two major sources of intervention information: (1) Practice Guides: These free 60-100 page guides summarize current research for teachers on intervention topics like math instruction, reading interventions, and behavior management; (2) Program Reviews: This website reviews core instruction and intervention programs in reading/writing, math/science, and other academic areas. The site reviews existing studies and draws conclusions about whether specific intervention programs show evidence of effectiveness.

Table 3: Methods to Monitor Tier 1 (Classroom) Interventions

Teachers have a variety of tools that they can access to collect behavioral or academic information and monitor classroom interventions. This 'look-up' chart provides a review of the most common data sources and what they can measure:

Data Tool	What It Is	What It Can Measure
Archival Data	Existing data routinely collected by schools that provides useful ongoing information about the student's academic or behavioral performance.	• Attendance • Office disciplinary referrals • Other aspects of behavior or academic performance captured in the school database
Behavior Report Cards	A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., Poor-Fair-Good). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.	• General behaviors (e.g., complies with teacher requests; waits to be called on before responding) • Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)
Checklists	The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components. Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.	• Step-by-step cognitive strategies • Behavioral routines • Generalization: Target behavior carried out across settings
Curriculum-Based Measures/ Assessment	A series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures. CBM/CBA measures often include research-derived benchmark norms to assist in evaluating the student's performance.	• Speed and accuracy in basic academic skills: e.g., letter naming, number naming, number sense, vocabulary, oral reading fluency, reading comprehension (maze), production of writing, math fact computation
Grades	Represent in letter or number form the teacher's formal, summary evaluation of the student's academic performance on an assignment, quiz, test, or longer span of evaluation.	• Homework grades • Test grades • Quarterly report card grades

Interviews	Guided by prompts or questions, the student periodically provides verbal feedback about academic performance, conduct, or other relevant intervention targets. Interviews are most effective when brief and consistent in format, with structured questions designed to elicit objective student responses. The interviewer can also reference specific instruments to focus questions: e.g., checklist, rubric, rating scale.	• Student routines outside of class (e.g., use of study hall time, homework regimen) • Collecting covert information accessible only to the student (e.g., a learner's demonstration of ability to implement essential steps of a cognitive strategy)
Logs	Written adult or student entries that track the frequency (and perhaps additional details) of relevant academic performance and/or behaviors.	• Homework completion • Incidents of non-compliance • Student record of dates when he or she uses a self-guided academic intervention. • Listing of student-teacher meetings.
Observation	Data on behavior or academic performance collected during direct observation of the student. The objectivity and consistency of data is often improved if the observer uses instruments to structure the observation: e.g., checklist, rubric, rating scale.	• Academic engagement • Out of seat • Any other observable behavior of interest
Rubrics	An instrument designed to measure a student on complex tasks. In a rubric, the teacher defines the categories that make up the important dimensions of a task, develops written exemplars representing mastery for each dimension, and creates a rating scale to be used in evaluating a particular student's work for each dimension.	• Any complex, multi-dimensional task: e.g., participation in a discussion; writing a research paper; preparing and presenting a PowerPoint; completing and documenting a science lab project, etc.
Self-Monitoring	The student collects information about his or her own performance. The objectivity and consistency of data collection increases if the self-monitoring student uses a structured instrument (e.g., behavior report card, rubric, checklist, etc.).	• Collecting data from settings outside of the classroom (e.g., self-monitoring homework routines) • Monitoring covert information (e.g., student use of multi-step cognitive strategy to solve math problems)
Work Products	Student work that reflects performance on a series of similar in-class or homework	• Work completion • Work accuracy • Written evidence of problem-

	assignments (e.g., successive writing assignments or ongoing math homework). A work product is selected because it can reflect growth in the intervention target skill(s). The element(s) of the work product being tracked can be objectively measures and converted to numeric data (e.g., percentage of problems completed).	solving steps • Quality of student work (e.g., on writing assignments)

Table 4: Tier 2/3 Intervention Programs at a Glance

Listed below are intervention programs available in our schools to support Tier 2 and Tier 3 interventions. Each program description includes information about the type of academic deficit that it is designed to address:

Tier 2/3 Intervention Program	Grade Levels	Area(s) of Academic Deficit Targeted	Method for Delivering This Intervention Program	Frequency and Length of Sessions
Read 180: Computerized	6-8	Reading fluency, comprehension	Class-wide instruction; small-group instruction; Independent computer tutorial	3-5 days per week; 45-90-minute sessions
HELPS Program www.helpsprogram.org	6	Reading fluency	Trained Tutors (college practicum students; paraprofessionals)	3-5 days per week; 15-minute sessions

Table 5: Tiers 2 & 3: Data Sources and Cut-Scores

At several points during the school year, students in our buildings are recruited for Tier 2/3 academic interventions based on objective, reliable data sources.

ELA: Primary Data Sources. These school-wide screeners are the prime source for identifying students that need Tier 2/3 support in English Language Arts:

Data Source	Grade Range	Tier/Cut-Point
Measures of Academic Progress (MAP) Reading (Fall/Winter/Spring)	K-8	Tier 2: Below 20th percentile Tier 3: Below 10th percentile

ELA: Supplemental Data Sources. For students with *borderline* scores on the primary data sources (above), these additional data sources may be used to determine eligibility for Tier 2/3 support:

Data Source	Grade Range	Tier/Cut-Point
NYS ELA Test (Fall only)	3-8	Tier 2: Level 2 on State Test Tier 3: Level 1 on State Test
Fountas & Pinnell Benchmark Assessment System (BAS)	1-6	Student displays at least 1-year delay in reading levels.
Teacher Nomination	All grades	Student shows clear evidence of significant *off-grade skill* gaps requiring Tier 2/3 intervention support.

Table 6: Matrix: Local RTI/MTSS Screening Data for the Middle and High School

These 3 data sources will be reviewed every 5 weeks to identify at-risk students. The table (matrix) below includes the threshold for RTI/MTSS action and a listing of intervention actions for first, second, and third consecutive identification.

Data Sources

- **Office Disciplinary Referrals (ODRs).** Whenever a student is sent from the classroom for disciplinary reasons, a written incident report is completed. The event is entered into an electronic database.
- **Grades.** Course grades are updated during progress reports and issuing of report cards. For progress reports, teachers are to report a specific numeric grade for any student who is failing.
- **Attendance.** Attendance will be taken during each school period/day.

Data Source	5-Week Threshold Requiring RTI/MTSS Intervention	RTI/MTSS Action: 1st Time	RTI/MTSS Action: 2nd Time	RTI/MTSS Action: 3rd Time
Office Disciplinary Referrals (ODRs)				
Grades: At or Below _____				
Attendance/ Absences	4 absences	Student conference	Student conference/ parent contact/ check-in with teachers	Tier 3: RTI/MTSS Team Referral

RTI/MTSS for Academics Flowchart

Tier 1: Core Instruction. Teachers deliver high-quality core instruction to all students. Their lessons include instructional elements shown through research to optimize learning for at-risk students.

Tier 1: Classroom Intervention. General-education teachers accurately identify 'red-flag' students in their classrooms at risk for academic failure in core instruction. Teachers are able to provide these students with individualized academic support across several weeks or more. They also document these 'Classroom Support Plans' in writing to share as needed with other stakeholders.

School-Wide Academic Screening. The school assesses all students at 3 points during the year (fall/winter/spring) using school-wide academic screeners with benchmark norms to identify at-risk learners. At minimum, the school ensures that students falling below the 25th/20th percentile are picked up for Tier 2 (supplemental) or Tier 3 (intensive) academic intervention services. The academic screeners are the primary data source used to move students into and out of Tier 2/3 services.

Tier 2: Supplemental Intervention. Tier 2 services employ research-based programs or practices to target 'off-grade-level' skills. Group sizes are capped at 7 students. Minimum intervention contact time is 3 times per week for 30 minutes. Tier 2 students are monitored at least twice per month to track progress. Students enter into or exit Tier 2 after fall/winter/spring school-wide screenings.

Tier 3: Intensive Intervention. The Tier 3 RTI Problem-Solving Team ('RTI Team') meets on all Tier 3 students to develop customized intervention plans. Any staff member or school service can potentially be written into a student's Tier 3 plan.

The RTI Team follows clear guidelines for when to accept Tier 3 referrals, including documentation that a student has previously failed to respond to Tier 1/2 interventions.

Tier 3 services employ research-based programs or practices to target 'off-grade-level' skills. Group sizes are capped at 3 students. Minimum intervention contact time is 4-5 times per week for 30 minutes. Tier 3 students are monitored at least weekly to track progress.