

WC Interventionist In-service

July 14 & 15, 2015

Please sit with your school
teams!



**WARREN COUNTY
SCHOOL DISTRICT**

*One Team, One Goal, High
Levels Of Learning For All!*

Agenda

Tuesday, July 14

- Review of FAQ/FSI
- Review paperwork with examples
 - Intervention plan
 - ROI
 - Decision tree
- Data teams
- Fidelity Monitoring

Wednesday, July 15

- Google Training
- Google Exploration and Practice
- Q & A

Norms & Purpose

NORMS

- Start on time/end on time
- Keep kids as our focus
- Be engaged - Limit sidebar conversations
- Ask questions

PURPOSE

- To reflect on our progress, our strengths, and our areas to strengthen
- To provide clarity to our work – consistent messaging
- To continue to improve our RTI² work

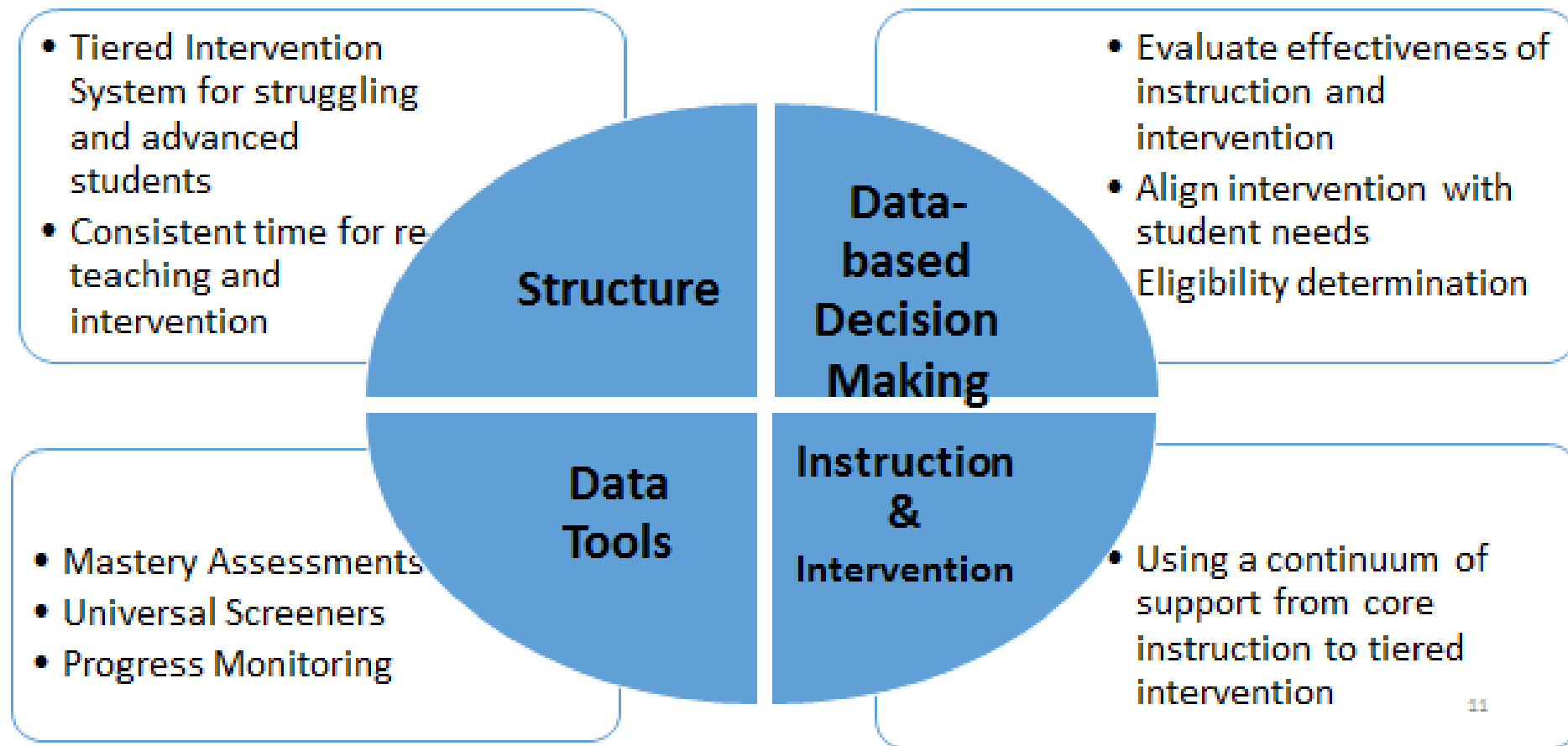
Reflecting on our Practice

RTI² Reflection Overview Survey – general overview

pages 4-6

- Complete as a school team from the school level.
 - Share out
 - Discuss district level

Essential Components of RTI²



Clarifying Language and Roles!

**Meeting
the needs
of all
students**

More Clarification...

- The RTI² model is only required in cases of suspected **learning disabilities**.
- If other disabilities are suspected such as OHI (ADHD), speech/language disability, autism, cognitive impairment then a referral can be made without going through the RTI² model.

Student Placement in Intervention

- Student placement is a responsibility of the school team
- STAR is the initial **RED FLAG**
- If a student is identified by STAR and the decision is made to place into intervention, more assessments can and should be conducted
 - To determine the student's exact instructional level and skill deficits
 - To further inform the student intervention plan

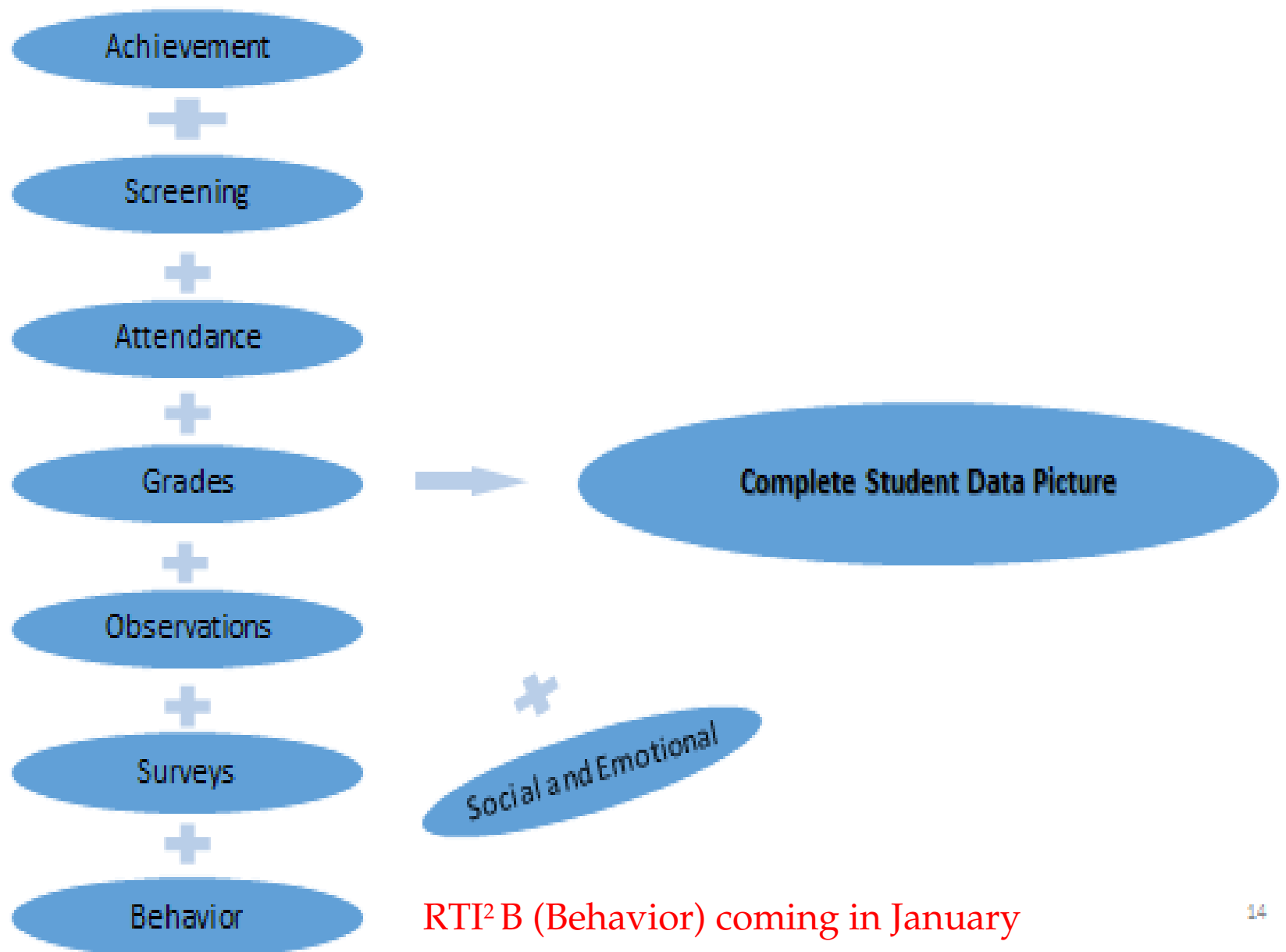
Student Placement in Intervention

- If a student is not identified by STAR, but the classroom teacher or another teacher feels intervention services are needed...
 - Classroom teacher fills out the *Student Referral to RTI Team* form.
 - Teacher meets with RTI team and states why student needs intervention including information regarding skill deficits
 - The team, which includes the classroom teacher decides, using multiple data sources, if intervention placement is appropriate.
 - If the team decides intervention placement is not appropriate, the team can devise a plan to help the student be successful using other/additional school resources.

Data to consider in placement decisions

- Universal Screening data
- Formal assessment data such as SAT-10 or TCAP
- DIBELS data
- Informal inventories/classroom level data such as ORF, Phonological Awareness Skills Screener, classroom performance, WIDA scores for ELs, etc.
- Additional probes

Data to consider

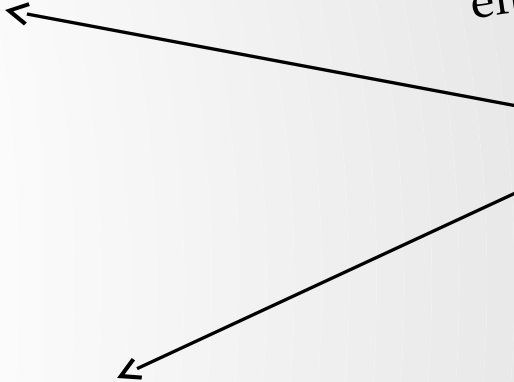


RTI² B (Behavior) coming in January

Clarifying Language and Roles!

**Meeting
the needs
of all
students**

Behavior can be
either addressed
through
intervention or
remediation.



```
graph RL; A[Behavior can be either addressed through intervention or remediation.] --> B[Meeting the needs of all students];
```

Does your data provide guidance for re-teaching or intervention?

Re-teaching

Tier I - State Standards and Differentiated Instructional Practices

Goal is to reteach standards to ANY and ALL students who are struggling with core concepts rather than specific skill deficits.

Standards Based Assessment:

- Benchmark Assessment
- Summative Assessment
- Formative Assessment

versus

Intervention

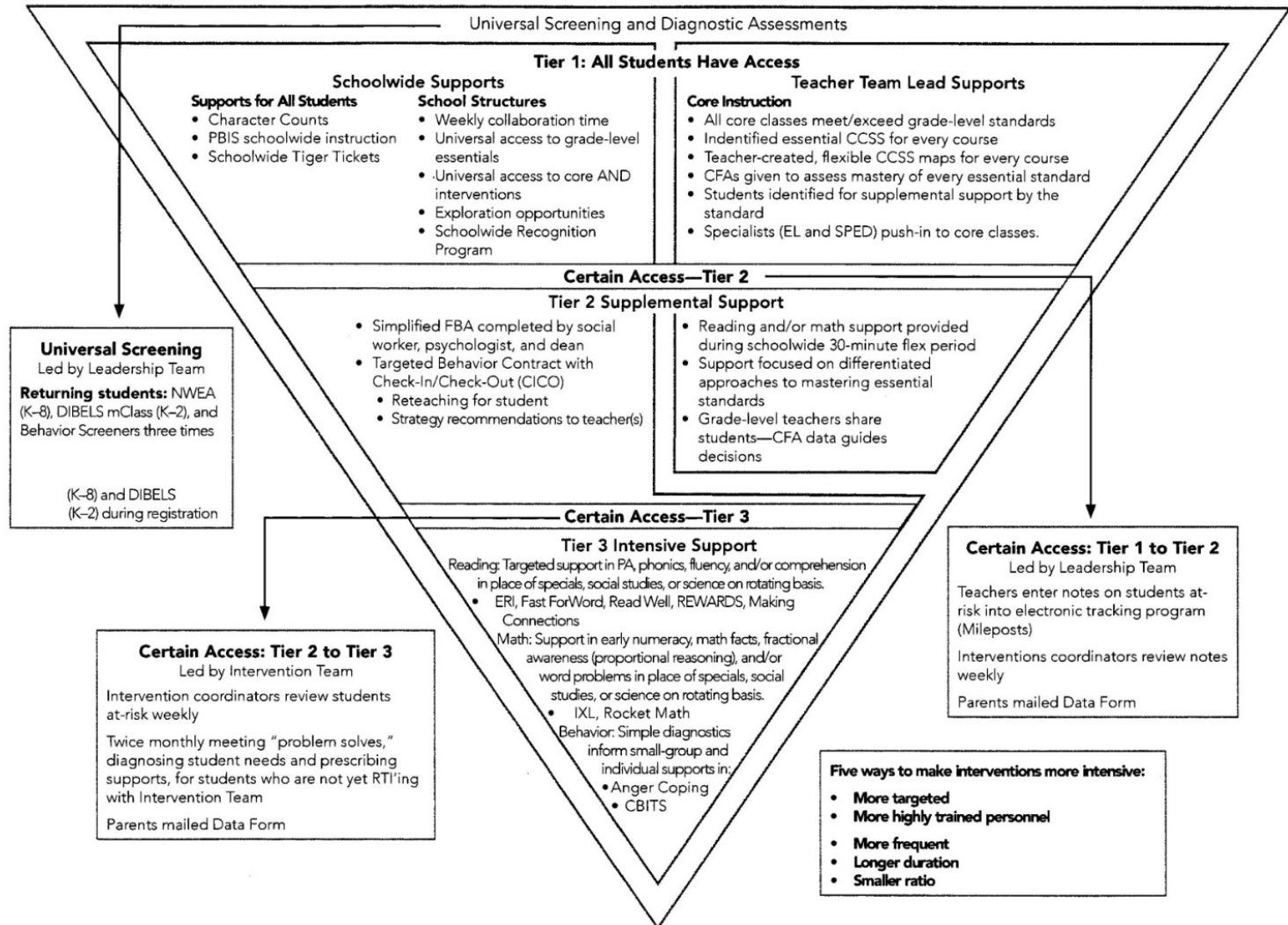
Tier II/III/Special Education Intervention

Goal is to provide research based interventions aligned to specific skill deficit(s) as identified by a universal screener.

Skills Based Assessment:

- Skills based universal screener aligned to area(s) of deficit
- Skills based Progress Monitoring specific to area(s) of deficit
- Ongoing skills assessments

West Belden Elementary (K–8) School's Pyramid of Interventions



Intervention Group Size

TIER II - ratio of highly trained personnel to students	
K-5	1:5
6-12	1:6
TIER III - ratio of highly trained personnel to students	
K-5	1:3
6-12	1:6
9-12	1:12*

*additional guidance available in RTI² Manual

- In Warren County, we want to strive to meet the guidelines listed above, but in cases where that is not currently possible, intervention group ratios should not exceed 1:10 for tier II and 1:5 for tier III. (Beginning with the 2015-2016 school year).
- If reasonable adjustments need to be made to these numbers please check with Autumn Turner.

Using Relative Norms

- If schools are not able to meet the intervention group size ratios, then relative norms can be considered
- Any school considering the use of relative norms should discuss this decision with district leadership and gain approval. If relative norms are used then there will be an inspection of tier I services to ensure tier I is functioning well in order to meet the needs of 80-85% of students.

Intervention Frequency

**Tier II / III students are our most at-risk learners!
They need 5 days a week of tier I services and 5
days a week of tier II / III services.**

If that is not possible...

- The length of time in intervention will need to be increased before changes can be made

Or

- Increase the amount of time per day that students receive intervention services
- If interventionists are missing class time on a certain day consistently because of data meetings, etc. then the school leadership can and should consider other options to capture back intervention instructional time.

Paperwork / Student folders

Required Forms

- o Student referral to RTI² Team (if student was not initially identified by US)
- o STAR Diagnostic Report (most recent)
- o Decision tree form(s) – keep all decision tree forms as they are completed
- o Vision/Hearing form – V/H screening should be conducted 1x/calendar year
- o Student Intervention Plan
- o Intervention Documentation Form
- o Intervention Plan Evaluation form (every 4.5 weeks)
- o Rate of Improvement & Gap Analysis worksheets
- o STAR Progress Monitoring Report – save/print PDF at the end of the school year before the last day of school or before a student transfers schools
- o Parent contact log

Student Transfers

- If students transfer within WCS, send the hardcopy paperwork that you have with the cumulative file.
- If students transfer out of WCS, copy file and send the copy to new school.
- ❖ Every school should have an area on their transfer form to address if the student is receiving intervention services.

Student Referral Form

Student Referral to RTI² Team

Student Name: _____ Birthdate: _____ Age: _____

School: _____ Teacher: _____ Grade: _____

Parents/Guardian: _____ Contact info: _____

Student's Current Performance

*If students are testing in STAR Reading and there is not sufficient information of their foundational reading skills, the student may be tested in STAR Early Literacy (only if additional data is needed to plan services).



Target area	Percentile score (grey box) Domain score (white box)		✓ if below 25 th percentile
Reading (STAR EL)			
Alphabetic Principles			
Phonemic Awareness			
Phonics			
Structural Analysis			
Sentence Level Comprehension			
Paragraph Level Comprehension			
Vocabulary			
Reading (STAR Reading)			
Foundational Skills			
Key Ideas and Details	RL:	RI:	
Craft and Structure	RL:	RI:	
Range of Reading & Level of Text complexity	RL:	RI:	
Integration of Knowledge and Ideas		RI:	
Vocabulary Acquisition and Use			
Math			
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Measurement and Data			
Geometry			
Number and Operations - Fractions			
Written Expression			
Writing			

**For the earliest skill area checked, please attach the corresponding page of differentiation strategies

Informal/Additional Assessments	Score
Student's Instructional reading level (i.e. DRA, <u>lexile</u>)	
Student's Independent reading level (i.e. DRA, <u>lexile</u>)	
Estimated ORF	
Other (please specify)	

Classroom Accommodations (If appropriate)

Check those that apply (max 3 at a time)	General classroom Accommodations	Date started	Date(s) reviewed	Notes/Observations (optional)
	Small group reading instruction at ability level			
	Small group math instruction at ability level			
	Preferential seating			
	Directions given in short, clear, steps			
	Directions repeated frequently			
	Verbal/non-verbal prompts, cues			
	Directions repeated by student			
	Pair up with another student for assistance			
	Allow ample response time			
	Frequent review			
	Visual aids			
	Use of manipulatives			
	Assignments and/or tests read aloud			
	Oral assessments			
	Modified/shortened assignments			
	Daily/weekly behavior plan			
	Other:			
	Other:			

Decision Tree

Tier II Decision Tree

(To be completed by student's teacher or RTI² Team prior to movement into Tier II)

Student Name: _____ Grade: _____

Teacher: _____ Date of Review: _____

1. Core literacy instruction has been implemented with fidelity <input type="checkbox"/> ≥80% of student needs are met by core instruction	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Differentiated instruction has been provided in a small group within core literacy instruction <input type="checkbox"/> Documentation is attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Student has been present for the majority of instructional days	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Student has passed vision and hearing screening	<input type="checkbox"/> Yes <input type="checkbox"/> No
5a. Data indicates performance below the 25th% on universal screening of student achievement compared to national norms <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Comprehension <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Reasoning <input type="checkbox"/> Written Expression	<input type="checkbox"/> Yes <input type="checkbox"/> No (If answered "no" then answer 5b)
5b. If checked "no", did the teacher complete the "Student Referral to RTI Team" packet and supply appropriate rationale and supporting documentation for the referral?	<input type="checkbox"/> Yes <input type="checkbox"/> No (Only required to have one "yes" checked in this area)
6. Additional Assessment data supports universal screening data Informal Phonics Inventory _____ Advanced Decoding Skills Survey _____ Phonological Awareness Test 2(PAT) _____ Developmental Reading Assessment (DRA) _____ Developmental Spelling Assessment (DSA) _____ Intervention Placement information _____ Other _____	<input type="checkbox"/> Yes <input type="checkbox"/> No

**** If the Intervention team answered "Yes" to all of the above questions, the student should be placed in Tier II intervention. If the Intervention team answered "No" to any of the questions, that area should be addressed prior to the movement into Tier II.**

Team members involved in approving this plan with name and relationship to the student

Intervention Plan

RTI² Team Notes

Student Intervention Plan

Student: _____

Teacher: _____

Grade: _____

School: _____

Meeting Date: _____

☐ Initial Meeting/Intervention Plan

☐ Follow-Up Meeting/Revised Intervention Plan

Specific Area of Concern

☐ Phonological Awareness

☐ Phonics

☐ Math Calculation

☐ Math Reasoning

☐ High Achievement

☐ Reading Fluency

☐ Reading Comprehension

☐ Vocabulary

☐ Attention/Behavior

☐ Speech/Language

☐ Written Expression

Data-Based Decision

☐ Tier 1 with ongoing assessment in _____

☐ Tier 2 with required Progress Monitoring in _____

☐ Tier 3 with required Progress Monitoring in _____

☐ Referral to next level of support with parent/guardian present

☐ Continue SPED intervention with Progress Monitoring in _____

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A				
B				
C				

*Intervention must be linked to skill deficit area

Notes: _____

Team members involved in approving this plan with name and relationship to the student

Intervention Plan Examples

RTI² Team Notes

Good Example

Student Intervention Plan

Student: Suzy Doe

Teacher: Turner

Grade: 6

School: WCMS

Meeting Date: 8/14/15

☐ Initial Meeting/Intervention Plan

☒ Follow-Up Meeting/Revised Intervention Plan

Specific Area of Concern

☐ Phonological Awareness

☐ Phonics

☐ Math Calculation

☐ Math Reasoning

☐ High Achievement

☒ Reading Fluency

☐ Reading Comprehension

☐ Vocabulary

☐ Attention/Behavior

☐ Speech/Language

☐ Written Expression

Data-Based Decision

☐ Tier 1 with ongoing assessment in _____

☒ Tier 2 with required Progress Monitoring in ORF

☐ Tier 3 with required Progress Monitoring in _____

☐ Referral to next level of support with parent/guardian present

☐ Continue SPED intervention with Progress Monitoring in _____

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A Lexia with one on one teacher provided instruction	Fluency	Wood	5x/ <u>wk</u>	30 min.
B				
C				

*Intervention must be linked to skill deficit area

Notes: Suzy will access the computer based Lexia program 3 days a week and will meet individually with the interventionists 2 days per week to complete Lexia skill builders and or Lexia lessons.

Team members involved in approving this plan with name and relationship to the student

Wood

Turner

Principal

Instructional Coordinator

Counselor

School Psychologist

Intervention Plan Examples

RTI² Team Notes

Needs Focus

Student Intervention Plan

Student: Suzy Doe

Teacher: Turner

Grade: 6

School: WCMS

Meeting Date: 8/14/15

☐ Initial Meeting/Intervention Plan

☒ Follow-Up Meeting/Revised Intervention Plan

Specific Area of Concern

☐ Phonological Awareness

☒ XPhonics

☐ Math Calculation

☐ Math Reasoning

☐ High Achievement

☒ X Reading Fluency

☒ X Reading Comprehension

☒ X Vocabulary

☐ Attention/Behavior

☐ Speech/Language

☐ Written
Expression

Data-Based Decision

☐ Tier 1 with ongoing assessment in _____

☒ X Tier 2 with required Progress Monitoring in Lexia

☐ Tier 3 with required Progress Monitoring in _____

☐ Referral to next level of support with parent/guardian present

☐ Continue SPED intervention with Progress Monitoring in _____

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A P, F, C, V	Lexia	Wood	5x/ <u>wk</u>	30 min.
B				
C				

*Intervention must be linked to skill deficit area

Notes: _____

Team members involved in approving this plan with name and relationship to the student

Wood

Turner

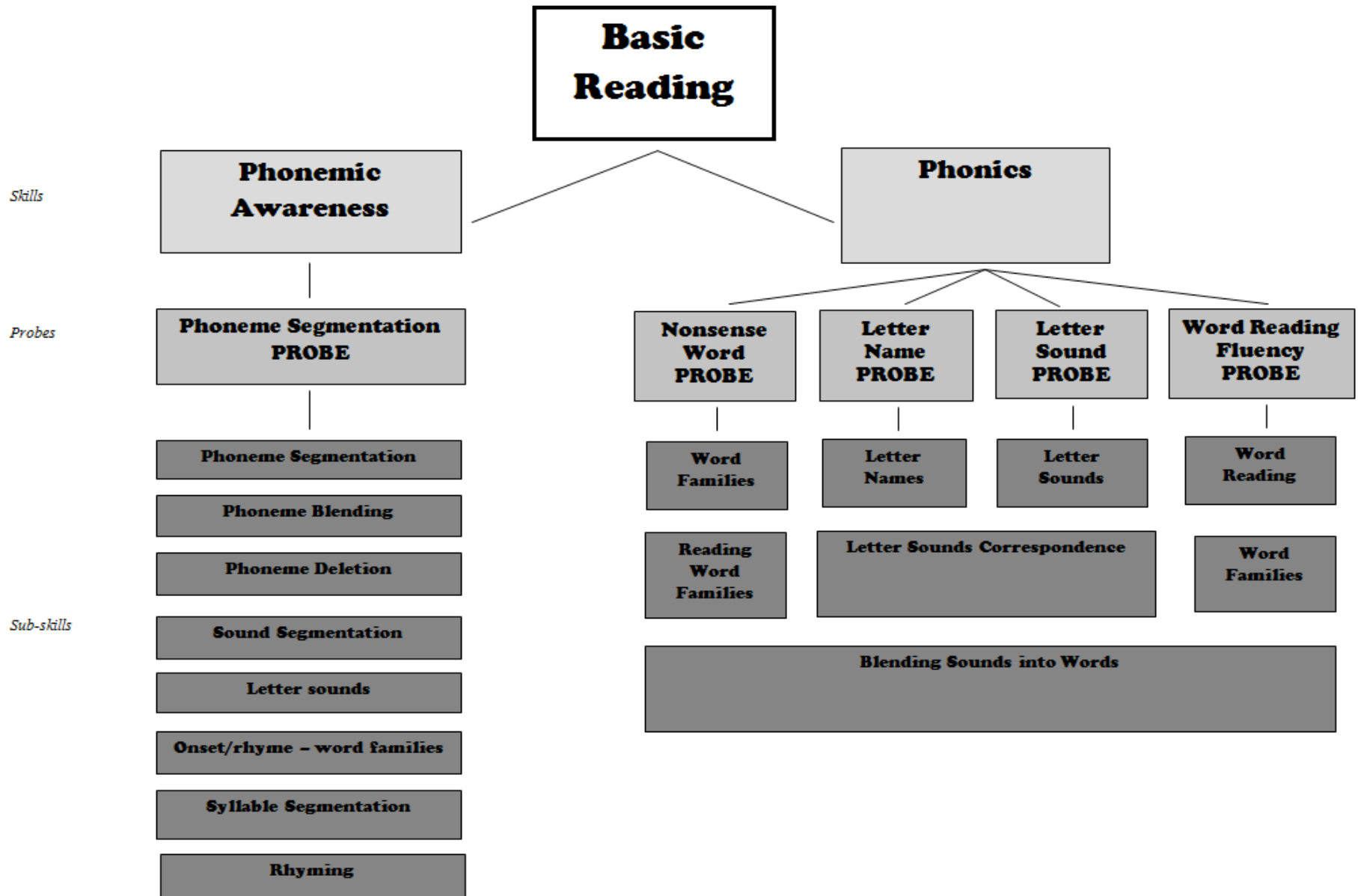
Principal

Instructional Coordinator

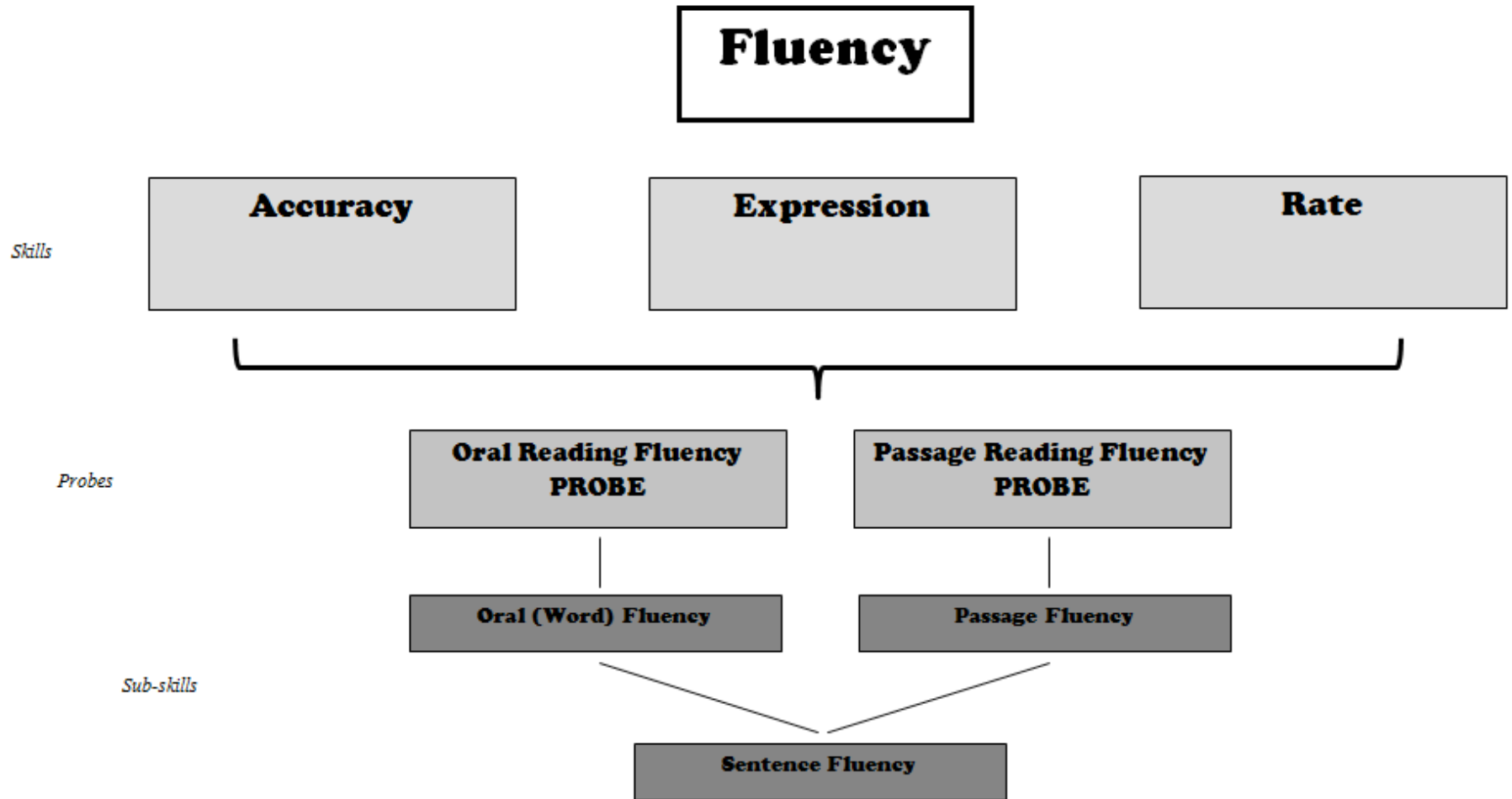
Counselor

School Psychologist

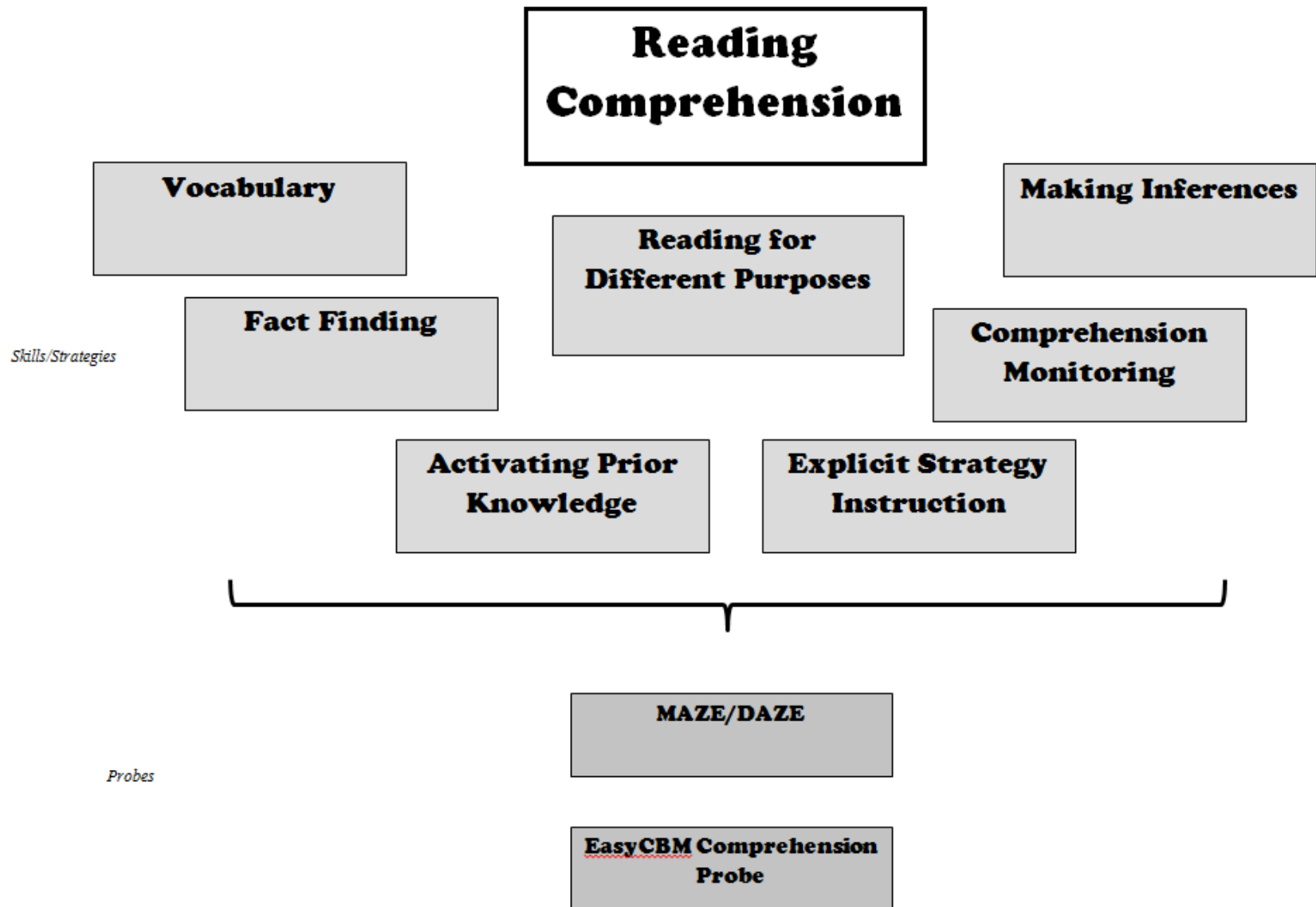
RTI Probe Flowchart



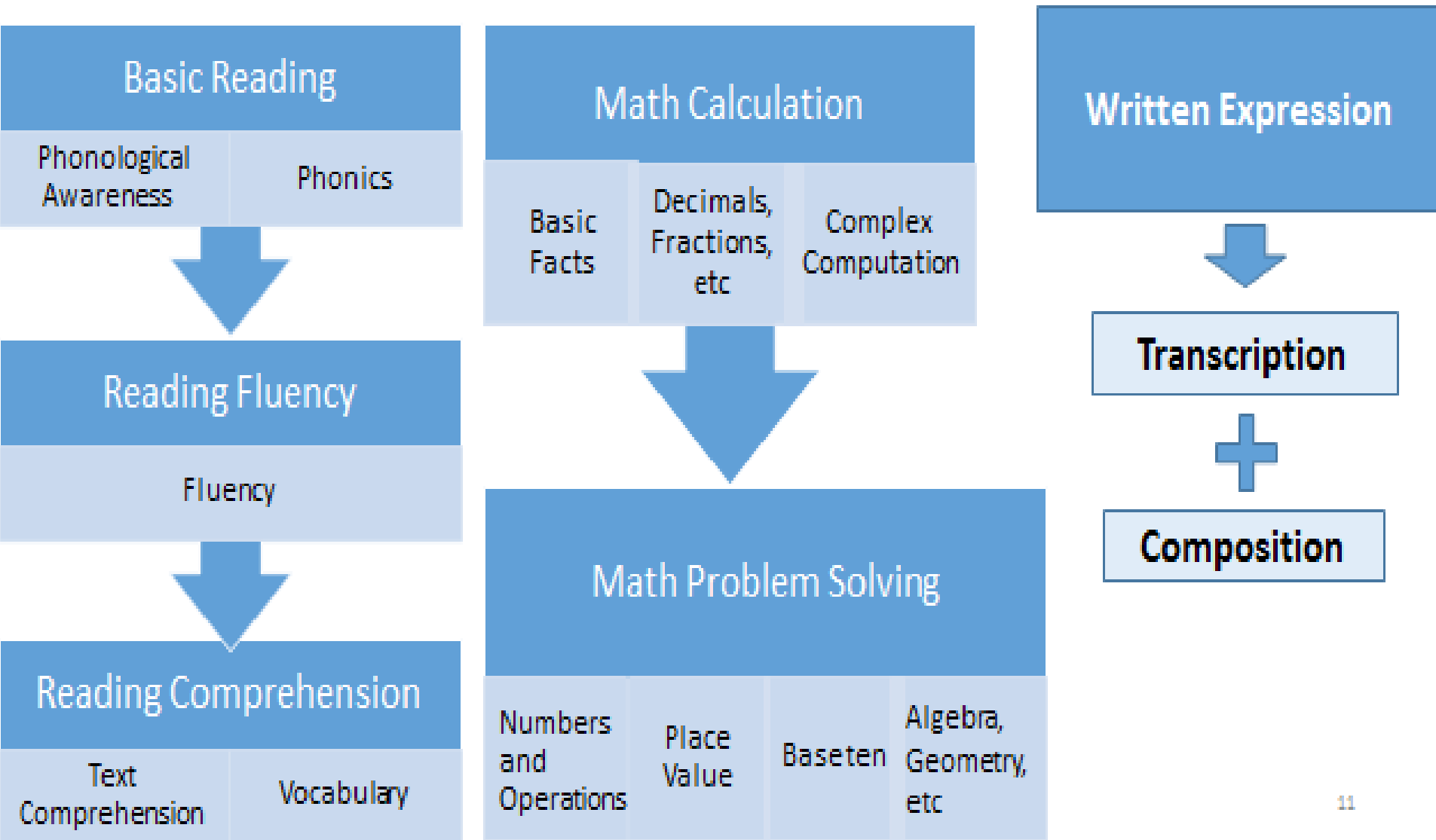
RTI Probe Flowchart



RTI Probe Flowchart



Skill Focus for Universal Screening & Progress Monitoring



Intervention Documentation Form-R

Intervention Implementation Documentation - Reading						Student						Date Entered				
Dates To/From	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	I	S	T	I	S	T	I	S	T	I	S	T	I	S	
Week 1																0
Week 2																0
Week 3																0
Week 4																0
Week 5																0
Week 6																0
Week 7																0
Week 8																0
Week 9																0
Week 10																0
Week 11																0
Week 12																0

LEGEND	Skill in question	Intervention
T= Time (# of minutes in program)	L= Language	(Create your own key. For example, W = Wilson Foundat
I = Intervention	PA= Phonemic Awareness	
S = Skill in question	P= Phonics	E = eye to eye instruction
	F= Fluency	G = small group instruction
	V= Vocabulary	
	C= Comprehension	

Documentation of Intervention Effectiveness

PM = Progress Monitoring

Skill Assessed:			Skill Assessed:			Skill Assessed:		
	Date	Score		Date	Score		Date	Score
Base line/ Pre-test			Base line/ Pre-test			Base line/ Pre-test		
PM#1			PM#1			PM#1		
PM#2			PM#2			PM#2		
PM#3			PM#3			PM#3		
PM#4			PM#4			PM#4		
PM#5			PM#5			PM#5		
PM#6			PM#6			PM#6		
PM#7			PM#7			PM#7		
PM#8			PM#8			PM#8		
PM#9			PM#9			PM#9		
PM#10			PM#10			PM#10		
PM#11			PM#11			PM#11		
Post-			Post-			Post-		

[illegible]

Intervention Plan Evaluation

RTI² Team Notes

Intervention Plan Evaluation (Every 4.5 weeks)

Student Name: _____ Teacher: _____ Review Date: _____

Current Tier (circle one) II or III Intervention used: _____ Skill Area Addressed: _____

How do we measure?

Is progress: <ul style="list-style-type: none">• Good• Questionable• Poor	G Q P
Is plan being implemented with fidelity?* <ul style="list-style-type: none">• Fully• Partially• Not Implemented	F P N
Is documentation sufficient to make data based decision? <ul style="list-style-type: none">• Yes• No	Y N
Evaluation Decision <ul style="list-style-type: none">• Continue• Modify**• Discontinue	C M D

* Refer to Intervention Log/fidelity checklists

** If decision is made to modify intervention, a new Student Intervention Plan must be completed

Please describe basis for Evaluation Decision: _____

Team members involved in approving this plan with name and relationship to the student

Student Name: _____
Grade: _____

Date: _____
Current Tier: _____

Rate of Improvement (ROI) Worksheet

Assessment Used:	
Student's score on first probe administered:	
Student's score on last probe administered:	
Fall benchmark expectation:	
Spring benchmark expectation:	

Step 1: Determine Typical ROI

_____	-	_____	/	_____	=	_____
Spring benchmark expectation		Fall benchmark expectation		Number of weeks		Typical ROI (slope)

Step 2: Determine Student ROI

_____	-	_____	/	_____	=	_____
Score on last probe administered		Score on first probe administered		Number of weeks		Student ROI (slope)



of weeks between
1st probe and last
probe

Step 3: Compare Student ROI to Typical ROI

Is Student's ROI < Aggressive/Reasonable ROI?				
_____	x	_____	=	_____
Typical ROI		2		Aggressive ROI
OR				
_____	x	_____	=	_____
Typical ROI		1.5		Reasonable ROI

☐ Yes ☐ No



If the team answers "yes", consider a change in intervention:

- Increasing frequency of intervention sessions
- Changing intervention
- Changing intervention provider
- Changing time of day intervention is delivered
- Increasing intensity (Tier) of intervention

Informs
progress on
plan
evaluation

ROI

- Calculate ROI with tier change, but use data to inform 4.5 week student progress discussions
- Use your progress monitoring data w/norms!
- Typical ROI is baseline for comparison.
- Tier II students – use 40th percentile mark as the fall and spring expectation
- Tier III students – use 25th percentile mark as the fall and spring expectation

Measuring Progress

Step 1: Determine Typical ROI

$$\frac{\text{Spring benchmark expectation} - \text{Fall benchmark expectation}}{\text{Number of weeks}} = \text{Typical ROI (slope)}$$

Step 2: Determine Student ROI

$$\frac{\text{Score on last probe administered} - \text{Score on first probe administered}}{\text{Number of weeks}} = \text{Student ROI (slope)}$$

Step 3: Compare Student ROI to Typical ROI

$$\text{Typical ROI} \times 2 = \text{Aggressive ROI}$$

OR

$$\text{Typical ROI} \times 1.5 = \text{Reasonable ROI}$$

Is Student's ROI
<
Aggressive/Reasonable
ROI?

☐ Yes ☐ No

From ROI
worksheet

From
Intervention
Plan Eval.

Is progress:

- Good
- Questionable
- Poor

G
Q
P

Intervention Plan Evaluation

RTI² Team Notes

Intervention Plan Evaluation (Every 4.5 weeks)

Student Name: _____ Teacher: _____ Review Date: _____

Current Tier (circle one) II or III Intervention used: _____ Skill Area Addressed: _____

Is progress: <ul style="list-style-type: none">• Good• Questionable• Poor	G Q P
Is plan being implemented with fidelity?* <ul style="list-style-type: none">• Fully• Partially• Not Implemented	F P N
Is documentation sufficient to make data based decision? <ul style="list-style-type: none">• Yes• No	Y N
Evaluation Decision <ul style="list-style-type: none">• Continue• Modify**• Discontinue	C M D

Refer to FM checks

* Refer to Intervention Log/fidelity checklists

** If decision is made to modify intervention, a new Student Intervention Plan must be completed

Please describe basis for Evaluation Decision: _____

Team members involved in approving this plan with name and relationship to the student

Intervention Plan Evaluation

RTI² Team Notes

Intervention Plan Evaluation (Every 4.5 weeks)

Student Name: _____ Teacher: _____ Review Date: _____

Current Tier (circle one) II or III Intervention used: _____ Skill Area Addressed: _____

Is progress: <ul style="list-style-type: none"> • Good • Questionable • Poor 	G Q P
Is plan being implemented with fidelity?* <ul style="list-style-type: none"> • Fully • Partially • Not Implemented 	F P N
Is documentation sufficient to make <u>data based decision</u>? <ul style="list-style-type: none"> • Yes • No 	Y N
Evaluation Decision <ul style="list-style-type: none"> • Continue • Modify** • Discontinue 	C M D

* Refer to Intervention Log/fidelity checklists

** If decision is made to modify intervention, a new Student Intervention Plan must be completed

Please describe basis for Evaluation Decision: _____

Team members involved in approving this plan with name and relationship to the student

4 data points at TII before a change is considered.

Intervention Plan Evaluation

RTI² Team Notes

Intervention Plan Evaluation (Every 4.5 weeks)

Student Name: _____ Teacher: _____ Review Date: _____

Current Tier (circle one) II or III Intervention used: _____ Skill Area Addressed: _____

Is progress: <ul style="list-style-type: none">• Good• Questionable• Poor	G Q P
Is plan being implemented with fidelity?* <ul style="list-style-type: none">• Fully• Partially• Not Implemented	F P N
Is documentation sufficient to make data based decision? <ul style="list-style-type: none">• Yes• No	Y N
Evaluation Decision <ul style="list-style-type: none">• Continue• Modify**• Discontinue	C M D



* Refer to Intervention Log/fidelity checklists

** If decision is made to modify intervention, a new Student Intervention Plan must be completed

Change only 1 or 2 variables at a time.

Change intervention within a tier before moving to the next tier

Please describe basis for Evaluation Decision: _____

Team members involved in approving this plan with name and relationship to the student

_____	_____	_____
_____	_____	_____

If intervention plan is modified...

**Preferred - Start a new plan
from scratch**

or

**Modify the existing plan but be clear about
how it has changed.**

**Use the notes area to provide more
information about the intervention change.**

Modifying the Plan

RTI² Team Notes

Student Intervention Plan

Student: Suzy Doe

Teacher: Turner

Grade: 6

School: WCMS

Meeting Date: 8/14/15 10/01/15

☐ Initial Meeting/Intervention Plan

☒ Follow-Up Meeting/Revised Intervention Plan

Specific Area of Concern

☐ Phonological Awareness

☐ Phonics

☐ Math Calculation

☐ Math Reasoning

☐ High Achievement

☒ Reading Fluency

☒ Reading Comprehension

☐ Vocabulary

☐ Attention/Behavior

☐ Speech/Language

☐ Written Expression

Data-Based Decision

☐ Tier 1 with ongoing assessment in _____

☒ Tier 2 with required Progress Monitoring in ~~ORF~~ Read. Comp./DAZE

☐ Tier 3 with required Progress Monitoring in _____

☐ Referral to next level of support with parent/guardian present

☐ Continue SPED intervention with Progress Monitoring in _____

Research Based Intervention to be Used	Skill Area*	Who Does it	How Often	Time/Days
A Lexia with one on one instruction	Fluency	Wood	5x/wk	30 min.
B Lexia with one on one instruction	Reading Comprehension	Wood	5x/wk	30 min.
C				

*Intervention must be linked to skill deficit area

Notes: Intervention plan changed on 10/1/15. According to ROI/GA calculations Suzy is meeting the 40th percentile rank in fluency but still lags behind her grade level according to STAR. The intervention focus will now change to reading comprehension so that we can continue progress toward grade level reading.
Team members involved in approving this plan with name and relationship to the student

Wood

Turner

Principal

Instructional Coordinator

Counselor

School Psychologist

Reflecting on our Practice

RTI² Reflection Overview Survey – Use of data

pages 7-9

- Complete as a school team from the school level.
 - Share out
 - Discuss district level

Data Team Levels

District level teams

Responsibilities:

- ensure the fidelity of the RTI² framework
- work to organize professional development
- set and monitor timelines for implementation
- guide the implementation of RTI²

School based teams

Responsibilities:

- make data-based decisions
 - evaluate effectiveness of instruction and intervention based on school level data
 - review and discuss all student data and student attendance in interventions
 - align interventions to specific area(s) of deficit for each student
 - ensure that interventions are implemented with integrity

Reflecting on our Practice

RTI² Reflection Overview Survey – School Team Analysis

pages 10 & 13 (sec.-10, 13-14)

- Complete as a school team from the school level.
 - Share out
 - Discuss district level

Intervention Services

SKILLS BASED...NOT STANDARDS BASED!

Intervention vs. Remediation/ Enrichment

Intervention should look different than the typical classroom!

- Schedule should allow all students to receive intervention in Reading and Math, if needed
 - The school level team may have to make decisions about reading/math intervention based on time
- ESL services do not count as intervention time
 - The school level team may have to make decisions about reading/math intervention based on time

Reflecting on our Practice

RTI² Reflection Overview Survey – Skills Instruction

pages 14 – 17 (sec. – 15-19)

- Complete as a school team from the school level.
- Share out
 - Discuss district level

Fidelity Monitoring – Tier I

- Tier I FM is accomplished primarily by TEAM – 1 check teacher (ELA & Math) per semester

Tier I Principal Fidelity Checklist

School: _____ School Year: _____
Principal: _____ Teacher: _____
Date: _____

Description	Yes	No
Schedule Check		
Lesson Plan Check		
Lessons aligned to CCSS		
Attends PD		
TEAM Observation at or above expectations : _____ (X) (Not a number) If no, describe how deficiencies are being addressed: _____ _____ _____ _____		

Fidelity Monitoring – Tier II/III

Tier II

- 2 direct observations
 - 1st observation will be entire scheduled intervention time
 - 2nd observation will be walk-through
 - Melanie Smith, Nicole Burch, Debbie Allen, Shea Panter
- 1 records/implementation review
 - RTI² school team chair, school psychologist, district personnel, instructional coordinator

Tier III

- 3 direct observations
 - Melanie Smith, Nicole Burch, Debbie Allen, Shea Panter
- 2 records/implementation review
 - RTI² school team chair, school psychologist, district personnel, instructional coordinator

• If intervention is not met at 80%, then the principal will do the follow-up fidelity check. •

Direct Observation Checklist

Observer: _____ Interventionist: _____
School: _____ Intervention focus: _____

Date:

Date:

Date:

Tier II OR
Tier III

Tier II OR
Tier III

Tier II OR
Tier III

Description	Yes	No	Yes	No	Yes	No
Provided by or supervised by highly trained personnel with training in area of intervention.						
Targeting one specific area of need/deficit/skill						
Targeting as a skill that was identified as an area of need by an assessment						
Occuring in addition to TIER I instruction						
Delivered in a small-group format						
Delivered with evidence based materials						
Intervention provided the appropriate amount of time daily for _____ minutes						
Intervention provided the appropriate amount of time weekly for _____ minutes						
Attendance/Absence documented						
Progress monitored with instructional level norm referenced probes every 10 instructional days (Tier II) or 5 instructional days (Tier III or SPED) and clearly documented						
Interventions are being implemented with fidelity at least 80% of the time.						

I certify that everything reported on this form is accurate and correct.

signature

Review of Implementation Data

Observer: _____ Interventionist: _____
 School: _____ Date: _____

Intervention Focus: _____

Circle: Tier II Tier III

Description	Yes	No
Provided by or supervised by highly trained personnel with training in area of intervention		
Student Intervention Plan is focused on the specific area of skill deficit		
Occurring in addition to Tier I instruction		
Delivered in a small-group format		
Delivered with evidence based materials		
Progress monitored every 10 instructional days (Tier II) or 5 instructional days (Tier III or SPED) and clearly documented		
Student progress is discussed in relation to the ROI		
Intervention provided the appropriate amount of time ____ actual minutes/ ____ prescribed minutes = ____ % <small>***should be 80%</small>		
Attendance/Absence documented		
Communication with parents is documented		

I certify that everything reported on this form is accurate and correct.

- ☐ Interventions are being implemented with integrity at least 80% of the time.
- ☐ Interventions are being implemented with integrity less than 80% of the time.

 signature

Reflecting on our Practice

RTI² Reflection Overview Survey – Fidelity Monitoring

pages 11 & 12(sec. – 11-13)

- Complete as a school team from the school level.
- Share out
 - Discuss district level

Wrapping Up...

- WCS RTI² website
- Questions?