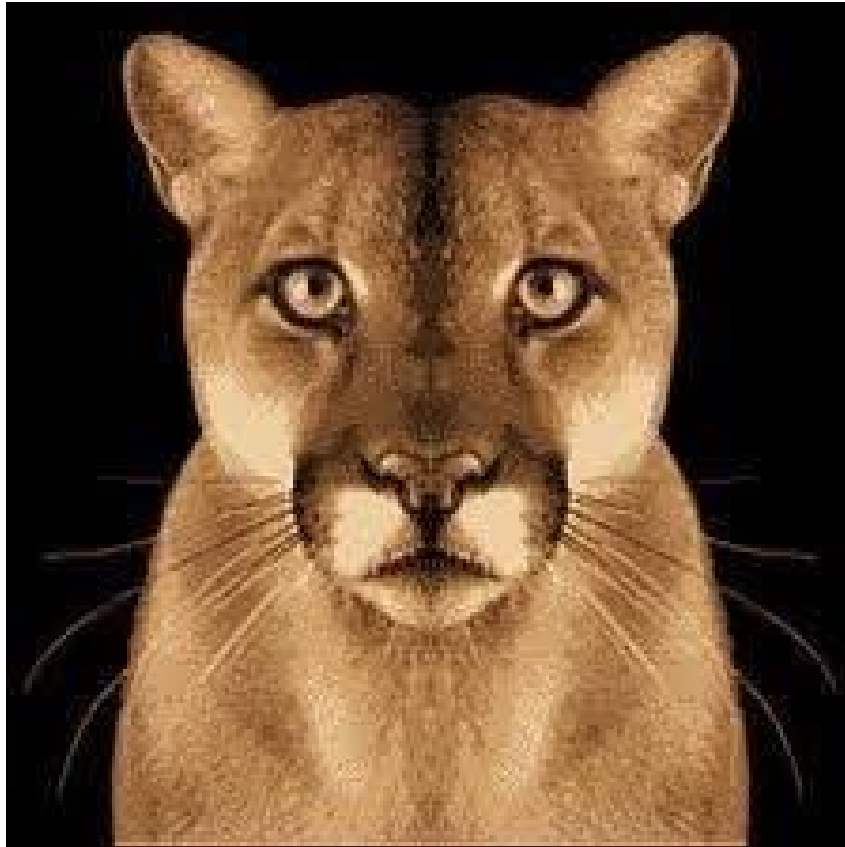


Coosa County Central High School RtI Plan

**A Step by Step Guide to Implementing the
Problem Solving Team Process**



Revised July 2023

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Problem Solving Team (PST) Procedures

Grade level teams will serve as Problem Solving Team members. Resource teachers, specialists, and administrators will be a part of PST teams. PSTs will meet weekly to discuss a fourth of the targeted students so that all students are discussed monthly. Meetings will **not** be recorded or filmed in order to protect the privacy of students.

Each grade level team will have a PST file box containing student RtI folders, a laminated copy of Form B, and folders of blank copies of each form. Grade level coordinators will maintain PST file boxes.

The school PST coordinator will have a PST file box containing copies of Form F collected from PSTs and will submit a yearly report to the central office.

Each grade level will have its own Form F. Form F is best kept as an on-going, cumulative, digital spreadsheet. Each time a student is discussed, a line is added. For example, if Johnny is discussed 8 times, he will have 8 lines, one under the other. This will allow for easy tracking of progress with Johnny. A hardcopy should be used to document attendance. The digital Form F can be emailed/printed for the school PST Coordinator's documentation.

A copy of the Learning Intervention Manual will be available for checkout from the PST coordinator for use in PST meetings. This book contains hundreds of research-based interventions and strategies.

Tiered intervention regarding behavioral concerns and tardies may be accessed during PST meetings at PBISworld.com, while tiered interventions for truancy may be accessed at attendanceworks.com.

Tier I

Classroom Teacher

Tier I provides ALL students with

- a research-based core instruction,
- high quality explicit instruction (I, We, You)
- consistent opportunities for active engagement
 - prevention/early intervention, and
 - universal screening each year.

- Classroom teacher provides differentiated instruction through whole-group, small-group, and individualized core curriculum.
- Classroom teacher implements research-based instructional strategies in conjunction with core curriculum. (Refer to Suggested Learning Intervention Strategies - **Form B**)
- If the student demonstrates success, continue to implement strategies within the classroom to support student achievement.
- If the student does **not** demonstrate success
 - implement reteaching,
 - provide additional assistance, or
 - consider referring student to the PST for Tier II.

Tier II

Classroom Teacher with Guidance from the Problem Solving Team (PST)

Tier II instruction

- is additional small-group (3-5 students) instruction in the classroom that takes place daily for a minimum of 30 minutes;
 - is explicit, differentiated, diagnostic, and targeted;
 - involves research-based intervention strategies for targeted skill/area;
- is intense and provides more opportunities to practice the area of focus; and
 - includes weekly progress monitoring of the targeted skill/behavior.

Each student discussed in a PST meeting will have

- an RtI folder in the grade-level PST file box,
 - an observable and measurable goal,
 - a calculated Rate of Improvement (ROI), and
 - a graph displaying the aim line and trend line.

Each Tier II student will participate in diagnostic assessment and will be discussed in a PST meeting each month.

For New Referrals

Before PST Meeting:

- Complete **Part I of Form A**.
- Gather relevant work samples and/or behavioral documentation.

During PST Meeting:

- Discuss referral(s).
- Complete **Part II of Form A** and start a RtI folder to be kept in the grade-level PST file box.
- Complete parent letter (**Form D**) and place a copy of it in the RtI folder.
- Distribute Form C to the referring teacher.

After PST Meeting:

- Send home parent letter (**Form D**). The returned/signed parent letter should be placed in the RtI folder.
- Complete vision and hearing screening (school nurse) and document results on **Form A**.
- Begin Tier II instruction and document daily on **Form C**.

For Continuing Interventions/Follow-up PST Meetings

- Examine progress monitoring data, trend line charts, and ROI.
 - If the student demonstrates success, continue to implement strategies which support student achievement and document the continuance on **Part III of Form A**.
 - If the student does **not** demonstrate success
 - the PST will provide at least 2 research-based strategies (Form B) to help improve the child's deficit area and document strategies and/or changes in plan on **Part III of Form A**;
 - increase time and/or frequency of intervention and document changes in plan on **Part III of Form A**;
 - reduce the size of the group and document changes in plan on **Part III of Form A**; or
 - after at least 8 weeks of various interventions, consider moving student to Tier III.

- Complete Monthly Student Progress Report (**Form E**) and make two copies to send home---one for parents to sign/return to the teacher and one for them to keep for their records. Place the original form in the RtI folder.

Tier III

Highly Skilled/Trained Interventionist

Tier III instruction

- is pull-out instruction in a smaller group (1-3 students) that takes place daily for a minimum of 60 minutes;
- is more explicit, differentiated, diagnostic, and targeted;
- is systematic and uses a research-based intervention program and strategies;
- is more intense and provides even more opportunities to practice the area of focus; and
- includes weekly progress monitoring of the targeted skill/behavior.

For Continuing Interventions/Follow-up PST Meetings

- Examine progress monitoring data, trend line charts, and ROI.
 - If the student demonstrates success, continue to implement strategies which support student achievement and document the continuance on **Part III of Form A**.
 - If the student does **not** demonstrate success
 - the PST will provide at least 2 research-based strategies (Form B) to help improve the child's deficit area and document strategies and/or changes in plan on **Part III of Form A**;
 - increase time and/or frequency of intervention and document changes in plan on **Part III of Form A**;
 - reduce the size of the group and document changes in plan on **Part III of Form A**;
 - change intervention programs and document changes in plan on **Part III of Form A**; or
 - after at least 8 weeks of various strategies and intervention programs, consider referring student for SPED testing.
- Complete Monthly Student Progress Report (**Form E**) and make two copies to send home---one for parents to sign/return to the teacher and one for them to keep for their records. Place the original form in the RtI folder.

PST Referral and Intervention Plan

Part I:

Student's Name: _____ Date of Birth: _____

Teacher: _____ Grade: _____ Date of Referral: _____

Area(s) of Concern

- | | |
|--|--|
| <input type="checkbox"/> Mathematics Computation | <input type="checkbox"/> Word-level Reading Skills |
| <input type="checkbox"/> Mathematics Problem Solving/Reasoning | <input type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Behavior | <input type="checkbox"/> Reading Fluency |
| <input type="checkbox"/> Attendance | |

Attendance

# of Previous Year Days Absent _____	# of Current Year Days Absent _____
# of Excused Absences _____	# of Excused Absences _____
# of Unexcused Absences _____	# of Unexcused Absences _____
# of AM Tardies _____ # of PM Tardies _____	# of AM Tardies _____ # of PM Tardies _____

Has this student been retained before? Yes No If yes, what grade? _____

Current Grades

- _____ Reading
- _____ Math
- _____ Language Arts
- _____ Science
- _____ Social Studies

Vision Screening: _____ Pass _____ Fail

Hearing Screening: _____ Pass _____ Fail

Health Concerns and/or Diagnosis: _____

Only complete the following sections that pertain to the area of concern (reading, math, attendance, or behavior).

Reading Test Data

Work Keys: _____ End of Course Tests: _____

Current Unit Assessment: _____ Standardized State Test/Score: _____

Global Scholar: _____ Odesseyware: _____

Other: _____

Math Test Data

Work Keys: _____ End of Course Tests: _____

Standardized State Test/Score: _____ Global Scholar: _____

Current Unit Assessment: _____ Odesseyware: _____

iReady Diagnostic Score: _____ iReady Progress Monitor Score: _____

iReady Mathematics Computation Score: _____

iReady Mathematics Problem Solving/Reasoning Score: _____

Other: _____

Behavior Data

of Office Referrals: _____ # of Bus Incidents: _____

Description of behavior: _____

Known Triggers: _____

Outside agency referral: _____

Attendance Data:

Have excessive absences negatively impacted academic area(s) of concerns?

Have excessive AM tardies negatively impacted the academic areas(s) of concerns?

Have excessive PM tardies negatively impacted the academic area(s) of concern?

Part II: Initial Tier II Intervention Plan

Area(s) to be Targeted

- | | |
|--|--|
| <input type="checkbox"/> Mathematics Computation | <input type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Mathematics Problem Solving/Reasoning | <input type="checkbox"/> Reading Word Level Skills |
| <input type="checkbox"/> Behavior | <input type="checkbox"/> Reading Fluency |
| <input type="checkbox"/> Attendance/Truancy | |

Proposed Intervention

Targeted Skill/Behavior: _____

Research Based Intervention Program: Spark, Engage New York, Achievement Series,

Other _____

Frequency of Intervention: _____ times per week Start Date for Intervention: _____

Weekly Progress Monitoring Tool: _____

Observable, Measurable End-of-Year Goal with Rate of Improvement (ROI) included: _____

How to Calculate ROI: Subtract baseline data from the GOAL to get needed GROWTH. Divide the GROWTH by the # of available weeks of intervention.

Area(s) to be Targeted

- Mathematics Computation
- Mathematics Problem Solving/Reasoning
- Behavior
- Attendance/Truancy
- Reading Comprehension
- Reading Word Level Skills
- Reading Fluency

Proposed Intervention (This section is for use when there is more than one targeted area.)

Targeted Skill/Behavior: _____

Research Based Intervention Program: Spark, Engage New York, Achievement Series,

Other _____

Frequency of Intervention: ____ times per week Start Date for Intervention: _____

Weekly Progress Monitoring Tool: _____

Observable, Measurable End-of-Year Goal with Rate of Improvement (ROI) included: _____

Part III: Intervention Plan Review

Date: _____	ROI Goal Met: Y or N	<input type="checkbox"/> Tier II	<input type="checkbox"/> Tier III
Intervention Materials: <input type="checkbox"/> Spark <input type="checkbox"/> Engage New York <input type="checkbox"/> Achievement Series <input type="checkbox"/> Other _____			
Strategies to Implement:			
Decisions/Movement/Comments:			

Date: _____	ROI Goal Met: Y or N	<input type="checkbox"/> Tier II	<input type="checkbox"/> Tier III
Intervention Materials: <input type="checkbox"/> Spark <input type="checkbox"/> Engage New York <input type="checkbox"/> Achievement Series <input type="checkbox"/> Other _____			
Strategies to Implement:			
Decisions/Movement/Comments:			

Date: _____ **ROI Goal Met: Y or N** [] Tier II [] Tier III
Intervention Materials: [] Spark [] Engage New York [] Achievement Series [] Other _____

Strategies to Implement:

Decisions/Movement/Comments:

Date: _____ **ROI Goal Met: Y or N** [] Tier II [] Tier III
Intervention Materials: [] Spark [] Engage New York [] Achievement Series [] Other _____

Strategies to Implement:

Decisions/Movement/Comments:

Date: _____ **ROI Goal Met: Y or N** [] Tier II [] Tier III
Intervention Materials: [] Spark [] Engage New York [] Achievement Series [] Other _____

Strategies to Implement:

Decisions/Movement/Comments:

Date: _____ **ROI Goal Met: Y or N** [] Tier II [] Tier III
Intervention Materials: [] Spark [] Engage New York [] Achievement Series [] Other _____

Strategies to Implement:

Decisions/Movement/Comments:

Date: _____ **ROI Goal Met: Y or N** [] Tier II [] Tier III
Intervention Materials: [] Spark [] Engage New York [] Achievement Series [] Other _____

Strategies to Implement:

Decisions/Movement/Comments:

Date: _____ **ROI Goal Met: Y or N** [] Tier II [] Tier III
Intervention Materials: [] Spark [] Engage New York [] Achievement Series [] Other _____

Strategies to Implement:

Decisions/Movement/Comments:

Date: _____ **ROI Goal Met: Y or N** [] Tier II [] Tier III
Intervention Materials: [] Spark [] Engage New York [] Achievement Series [] Other _____

Strategies to Implement:

Decisions/Movement/Comments:

Date: _____ **ROI Goal Met: Y or N** [] Tier II [] Tier III
Intervention Materials: [] Spark [] Engage New York [] Achievement Series [] Other _____

Strategies to Implement:

Decisions/Movement/Comments:

Date: _____ **ROI Goal Met: Y or N** [] Tier II [] Tier III
Intervention Materials: [] Spark [] Engage New York [] Achievement Series [] Other _____

Strategies to Implement:

Decisions/Movement/Comments:

Date: _____ **ROI Goal Met: Y or N** [] Tier II [] Tier III
Intervention Materials: [] Spark [] Engage New York [] Achievement Series [] Other _____

Strategies to Implement:

Decisions/Movement/Comments:

Date: _____ **ROI Goal Met: Y or N** [] Tier II [] Tier III
Intervention Materials: [] Spark [] Engage New York [] Achievement Series [] Other _____

Strategies to Implement:

Decisions/Movement/Comments:

LEARNING INTERVENTION STRATEGIES AND RESOURCES		
Teach Fix-Up Strategies	Advance Organizers	After Learning Strategies – See** in Resource Section
Make A Connection Between Text, Life, Or World	Expository Advance Organizers	Graphic Organizers
Make A Prediction	Narrative Advance Organizers	Quadrant Cards
Stop And Think About What You Read	Skimming	Exit Cards
Ask Yourself A Question And Try To Answer It	Graphic Advance Organizers	Graffiti
Reflect In Writing On What You Have Read	Before Learning Strategies- See ** in Resource Section	Facts In Five
Visualize	Semantic Map	Gist
Retell What You Have Read	Corners	Save The Last Word For Me
Reread	Frame Of Reference	Discussion Web
Notice Patterns In Text Structure	ABC Brainstorm	Paired Summarizing
Adjust Reading Rate: Speed Up Or Slow Down	Five Word Prediction	Journal Responses
Reinforcing Effort	Snowball Fight	Bio Poems
Teaching About Effort	Table Talk	One-Pager
Keeping Track Of Effort And Achievement	Pre-Reading Plan	1-3-6
Providing Recognition	Word Splash	Vocabulary Bingo
Personalizing Recognition	Quick Write	Frayer Model For Vocabulary
Pause, Prompt And Praise	Vocabulary Knowledge Rating	Create Character Map
Concrete Symbols Of Recognition	Anticipation Guide	Summarizing
Homework (Must Be Monitored)	K-W-L Chart	Fluency
Establish And Communicate Homework Policy	Graphic Organizers	Focused Practice
Clearly Articulate Purpose And Outcome	Jigsaw	Fractured Fairy Tales
Teacher should Provide Students with Feedback	Study Guides	Choral Reading
Practice	Think Aloud Or Modeling	Reading Buddies
Charting Accuracy And Speed	Reciprocal Teaching	Repeated Readings Of A Single Text
Focus On Specific Elements Of A Complex Skill/Process	During Learning Strategies – See ** in Resource Section	Echo Reading
Increase Conceptual Understanding Of Skill/Process	Chunking The Text	Model and Practice Expression, Phrasing, Chunking And Speed
Physical Models	Read, Write, Talk	Vocabulary
Mental Pictures	Margin Notes	Living/Active Word Wall
Drawing Pictures And Pictographs	Marking/Coding The Text	Word Family Charts
Engage In Kinesthetic Activity	Key Words	Word Banks For Writing
Cooperative Learning	Hotrod	Draw A Word
Use Variety Of Criteria For Grouping Students	Jot Chart	Illustrate Vocabulary
Informal, Formal And Base Groups	Insert	Content Vocabulary Definition Chart
Managing Group Size	Mega Listeners	Cloze Passage
	Think-Pair-Share Or Think-Pair-Square	List-Group-Label
Setting Objectives	Magnet Summary	Context Clues
Specific But Flexible Goals	Turn And Talk	Highlight New Words
Contracts	Say Something	Word Webs
Feedback	Read Around The Text	Comprehension
Criterion-Referenced Feedback	3-2-1	Make Predictions
Feedback For Specific Types Of Knowledge And Skill	Text Highlighting	Activate Prior Knowledge
Student-Led Feedback	Partner Reading	Somebody Wanted-But So
Cues And Questions	Double Entry Diaries (What The Text Says And What I Think)	It Says, I Say
Questions That Elicit Inferences	T-Chart	Blooms Taxonomy Questioning
Analytic Questions	Readers' Theater	Note Taking (Teacher Prepared, Format, Combination)
Higher Order Thinking Questioning		

Resources:

Classroom Instruction That Works
(Marzano, Pickering & Pollock)

Literacy Strategies for Grades 4-12
(Tankersley)

*Learning Intervention Manual
(House) Hawthorne Ed. Ser.

Intervention Strategies Guide
(Lujan) Small Purple Flip Book

Comprehension Tool Kit

I Read It, But I Don't Get It
(Trovani)

Behavior/Tardies
PBISworld.com

****Literacy Strategies**

Master Instructional Strategies
(Lujan) Large Red Flip Book

Strategies That Work
(Harvey and Goudvis)

Truancy
attendanceworks.com

Notes: This list is not all inclusive and some strategies are not applicable to all grade levels. Many other strategies may be utilized. Most strategies are designed for all content areas. * Hundreds of strategies may be found in this manual Before, During, and After strategies are interchangeable.

Tier II and Tier III Monitoring Sheet

Student: _____ Interventionist: _____

Tier: _____ Subject/Area: _____

Check days intervention was provided. Write in Monday's date by each week number.

Week	M	T	W	T	F		Week	M	T	W	T	F		Week	M	T	W	T	F
1							5							9					
2							6							10					
3							7							11					
4							8							12					

Please take anecdotal notes after each week to document activities and progress.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

Progress Monitoring Data:

Week:	PM Data:	ROI	Week:	PM Data:	ROI	Week:	PM Data:	ROI
1			5			9		
2			6			10		
3			7			11		
4			8			12		

Date: _____

Dear Parent/Guardian(s):

Central High School, Coosa County is making every effort to meet the needs of all students. We are using a leveled system of academic assistance. Students will be provided additional assistance when needed to help them meet grade level goals. In addition, struggling students will receive free hearing and vision screenings.

This letter is to notify you that your child, _____, will be receiving extra help in reading, math, and/or behavior. Information of your child's progress will be sent each month.

You can help your child by:

- making sure he/she attends school each day,
- encouraging good behavior, effort, and attitude,
- ensuring he/she gets plenty of sleep each night, and
- making sure he/she does homework.

Your support and cooperation is greatly appreciated. If you have questions, please feel free to call the school at 256-377-4384 to make an appointment with your child's teacher.

Sincerely,

Your child will be receiving additional help in the following areas:

- ____ Reading
- ____ Math
- ____ Behavior
- ____ Truancy/Tardies

I give permission for the school nurse to administer free hearing and screening tests to my child.

Parent Signature: _____

If, at any time, you wish to request an evaluation for special education or Section 504 services, you may do so by contacting the school counselor at (256)377-4384.

Student's Progress Report

Dear Parent or Guardian:

We are providing _____ with extra daily instructional assistance in the area(s) indicated.

_____ Word-Level Reading Skills

_____ Reading Fluency

_____ Reading Comprehension Skills

_____ Math Computation Skills

_____ Math Reasoning And Problem Solving Skills

_____ Behavior Skills

_____ Truancy

_____ Tardies

Student progress is measured each week so that teachers can target instruction to your child's specific needs. Based on progress monitoring, your child is

_____ making progress and we will continue the same intervention.

_____ making little progress and we will make changes in the intervention we are providing to better meet your child's needs. The changes are as follows:

If you have any questions, please feel free to contact your child's teacher at (256)377-4384.

Teacher's Signature Date

Parent's Signature Date
(Sign and return one copy to your child's teacher.)

SPED Referral Documentation Form

Documentation for the Special Education Referral Process:

Hearing Screening: Passed/Failed Date: _____

Vision Screening: Passed/Failed Date: _____

_____ Tier II Walkthrough Documentation

_____ Tier III Walkthrough Documentation

_____ Attendance Report (iNOW)

_____ Discipline Report (iNOW)

_____ Standardized Assessment Results (if applicable)

_____ Most recent Report Card

_____ Copy of Progress Report

_____ Two or three graded work samples for area(s) of concern Indicate level of assistance: Independent, Moderate, One on one

_____ Documentation of Appropriate Instruction High School Grades (Form provided by SPED)

Check any concerns in the following areas:

Attendance _____ Attention _____ Language _____

Behavior _____ Tardies _____ Reading _____

Math _____

Medical - provide documentation:

Medication _____

Parent Input: Attach information provided by the parent/guardian to the referring teacher.

Cumulative Folder Summary: Attach a copy of the student's most recent standardized assessment results or list scores.

7th-12th Strategic Teaching/Intervention Observation

Tiers I, II, or III

Teacher _____ Grade Level _____ Date _____

Subject Area: _____ Standard: _____

Intervention Program (Tier III): _____

Observer _____

Rating Scale: 1 = minimal evidence noted; 2=evidence noted; 3 = outstanding implementation; N/A

Teacher Instruction/Intervention

- _____ Research-based instructional materials/strategies used as designed
- _____ Strategic teaching used (before, during, and after strategies)
- _____ Activities matched to objectives
- _____ Transitions smooth and quick
- _____ Formative assessment evident during instruction

Small Group, Differentiated Instruction

- _____ Small group instruction provided at different levels
- _____ Independent student learning centers directly build reading or math skills
- _____ Student products completed and submitted as appropriate
- _____ Deficit skills targeted (Tier II & III)

Classroom Climate

- _____ Classroom arrangement accommodated whole group instruction, small group instruction, and independent work
- _____ Teacher and student interactions mutually respectful and positive in tone
- _____ Behavior management system effective in providing an environment conducive to learning
- _____ Motivation to learn fostered
- _____ Active student engagement evident

Comments:
