

## Implementing the Campbellsport School District RtI Model

Tier 1	
<b>Focus Program</b>	For ALL students in class Scientifically Based Curricula: Saxon Math, Harcourt Trophies (reading), Delta Science, Houghton Mifflin Harcourt (social studies)
<b>Interventions</b>	Provide extra drill and review Teach organizational skills Teach study skills Teach desired behavior Use of manipulative materials Paired work arrangements Provide study guides/questions for assignments Provide visual aids to support instruction Use of graphic organizers Alternative to tests if benchmark skill is maintained Tutoring
<b>Grouping</b>	Multiple and flexible grouping formats to meet student needs
<b>Time</b>	90 minutes per day for reading or as required by state for all other subjects
<b>Assessment</b>	Benchmark reading assessment grades K-3 three times per year; MAP testing 1-6 twice per year
<b>Person Providing the Intervention</b>	General education classroom teacher
<b>Setting</b>	General education classroom

The Tier 1 Intervention & Accommodation Planning sheet should be completed and reviewed at grade level meetings for any student who was referred from the previous year or whose fall benchmark assessment indicates a level of concern.

Prior to developing a Tier 2 Plan of interventions, the classroom teacher needs to inform the parent in writing of any Tier 1 interventions that have been attempted and the intended Tier 2 interventions that will be implemented.

Tier 2	
Focus	For students identified with increased difficulties and have not responded to Tier 1 interventions and supports
Program	Reading A-Z Focused After School Tutoring
Interventions	Research based strategies, procedures and interventions designed to teach a skill or build fluency with a skill. Refer to suggested Tier 2 intervention list.
Grouping	Homogeneous small group instruction (1:3, 1:4, 1:5). Groups need to be formed at the same ability/instructional level with a common academic area of concern (ie: don't mix kids with decoding and comprehension difficulties).
Time	30 minutes per day, 2-3 times per week
Assessment	Progress monitoring every other week on target skill to ensure adequate progress and learning.
Person Providing the Intervention	This will vary by building and need. Can include Title I teacher, Reading Specialist, classroom teacher, trained aide
Setting	Appropriate setting designated by the school: may be within or outside of the classroom.

In addition to completing the Tier 2 Intervention Plan, whomever is providing the intervention needs to be documenting the dates and length of each intervention period on the backside of the Tier 2 Plan. Progress monitoring occurs every other week and documented on Progress Monitoring Record form.

Parents should be informed of their child's progress at least on a monthly basis. A copy of the Progress Monitoring Record form or a teacher's summary of the progress made would be sufficient.

The main difference between Tier 2 and Tier 3 is not necessarily the interventions, but the frequency, duration and progress monitoring requirements.

Tier 3	
Focus	Students who have not adequately responded to Tier 2 interventions
Program	Leveled Literacy Intervention Reading A-Z
Interventions	Research based strategies, procedures and interventions designed to teach a skill or build fluency with a skill. Refer to suggested Tier 2 intervention list, only intervention will happen 4-5 days per week
Grouping	Homogeneous small group instruction (1:1, 1:2, 1:3). Groups need to be formed at the same ability/instructional level with a common academic area of concern (ie: don't mix kids with decoding and comprehension difficulties).
Time	30 minutes, 4-5 days per week
Assessment	Progress monitoring a minimum of once every week on target skill to ensure adequate progress and learning.
Person Providing the Intervention	This will vary by building and need. Can include Title I teacher, Reading Specialist, classroom teacher, trained aide
Setting	Appropriate setting designated by the school: may be within or outside of the classroom.

In addition to completing the Tier 3 Intervention Plan, whomever is providing the intervention needs to be documenting the dates and length of each intervention period on the backside of the Tier 3 Plan. Progress monitoring occurs a minimum of once every week and documented on Progress Monitoring Record form.

Parents should be informed of their child's progress at least on a monthly basis. A copy of the Progress Monitoring Record form or a teacher's summary of the progress made would be sufficient.