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What is RTI?

In Georgia, Response to Intervention is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment. The tiered approach to providing layers of intervention for students needing support requires a school-wide common understanding of the Georgia Performance Standards (GPS), assessment practices, and instructional pedagogy. Georgia’s RTI process includes several key components:

- A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms.
- Evidence-based instruction as the core of classroom pedagogy.
- Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring.
- The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally.
- Data Teams in each school serve as the driving force for instructional decision making in the building.
- Purposeful allocation of instructional resources based on student assessment data.

All students participate in general education learning. Students requiring interventions to meet individual learning expectations will receive support through a systematic and purposeful process. The number of students requiring interventions will decrease as the level of intensity of the intervention increases.

-Courtesy of the GADOE from Response to Intervention: Georgia’s Student Achievement Pyramid of Interventions. October, 2008. Available from:

General Guidelines for School Enrollment
Percentages and Numbers of Students in the Tiers of Intervention in a School of 500 Students

This Pyramid reflects the tiers of intervention in RTI. It provides the percentage and numbers of students in a school of 500 that would theoretically be in any tier at any given moment of the school year.

Tier 1: Standards-Based Classroom Learning
75-85% of the School
(375-425 students)

Tier 2: Needs Based Learning
10-15% of the School
(50-75 students)

Tier 3: SST Driven Learning
5-10% of the School
(25-50 students)

Tier 4: Specially Designed Learning
3-5% of the School
(15-25 students)
Tier 1: Standards-Based Classroom Learning
75-85% of the School

BEST PRACTICES:
Instruction is provided through a standards based classroom, guided by Georgia Performance Standards for a minimum of 30 school days.

- Differentiated Instruction
- Developmentally appropriate instruction
- Flexible Grouping
- Use of formative assessment data to drive instruction
- Positive Behavior Supports in the school and classroom

SETTING UP A SCHOOL-BASED RTI PROCESS:
A School RTI committee should be assembled of at least six members at the elementary level, three members at Dalton Middle School, and four members at Dalton High School. The committees will meet monthly to review trends in grade level data, interventions and resources, and discuss questions/concerns that have arisen in the grade level RTI teams.

The RTI Team members could include:
- Assistant Principal
- School Psychologist
- LC Coaches
- ESS teacher
- ELL Teacher
- Media Specialist
- SLP
- Counselor
- Math Coordinator
- Gifted Teacher
- Others as deemed appropriate
One member from this team (not including LC coaches) will be assigned to a grade level and will work with grade level teachers monthly in order to:

- Assist with the consistent analysis of data
- Help teachers identify appropriate interventions based on that data
- Provide teacher support in procedures and resources

Each school will need:

- A school wide intervention time to address the needs of ALL students (30-45 minutes in which every student is engaged in an appropriate intervention to support their needs)
- Common planning time at each grade level
- A list of approved interventions available in the school (*LC Coordinators will work with individual schools to develop a list of school-wide interventions*)
- Agreed upon progress monitoring tools (i.e., Running Records, AIMSweb, OS information, math fluency drills, etc.)

**Building RTI groups: (To be further defined at the school level)**

- Each grade level will meet with their assigned RTI representative
- Available data (current CRCT scores or current LC/ Math,/other data) will be compiled and analyzed for all students in the grade level. Every child’s name will be transferred to the **Grade Level Tiers and Services Form** (or something like it), and each child will be assigned to a tier, with the lowest 20% comprising Tier 2 (and Tier 3 after at least 6 weeks of an inadequate response to Tier 2 strategies).
- Additional interventions will be noted for each child as appropriate (EIP, ELL, LLI, Reading Recovery, ESS, etc.)
- Groups of students will be selected based upon trends in the data, and a grade level teacher will be assigned to each group to provide remediation, practice, or enrichment in content areas as needed.
- Student data will be analyzed in this manner at least every other month, with student groups being flexible and fluid, as appropriate, to meet student needs.
Tier 2: Needs Based Learning
10 – 15% of the School

INTERVENTION
The assigned intervention should be consistently implemented for 30 school days, a minimum of 20 minutes a day at least 3 times a week. This is specific, additional, monitored instruction.

The grade level team, including the RTI team representative, will complete the DPS RTI Plan and Tier 2 Parent Notification (see attached).

FORMATIVE ASSESSMENT
Data must be collected at least every other week and could include:

- Analysis of running records
- Reading Recovery, LLI, and/or Running Record data
- Math Fluency results
- Reading Fluency results
- AIMSweb

- Grade level teachers, including the grade level RTI representative, will review the progress monitoring results monthly.
  - If the data shows a pattern of adequate progress (no more than two consecutive data points falling below the progress target line), the intervention continues as planned.
  - If the data shows does not show a pattern of adequate progress (three consecutive data points falling below the progress target line), another intervention should be implemented.
- A determination of whether to remain at Tier 2 or request a Tier 3 meeting can be made when at least three (3) data points have been obtained. A Tier 2 Follow-Up Parent Notification form needs to be completed to report the team’s decision-making plan.

DECISION-MAKING
Once three (3) data points have been obtained, the grade level RTI team and RTI representative must confirm that the intervention(s) were implemented consistently and accurately as designed by the team. Only when this has been confirmed, the team makes the following determination:

- If the student met the identified goal and/or made adequate progress, he/she can move back to Tier 1 or remain in Tier 2 and receive the same or a different intervention.
• If the student **did not meet** the identified goal and/or make adequate progress, he/she can remain on Tier 2 and receive a different strategy OR the grade level committee can request a Tier 3 meeting.
Tier 3: SST Driven Learning
5 – 10 % of the School

GETTING STARTED

• The grade level RTI team completes the RTI Request Form and submits it to the building RTI Coordinator for review.
• The RTI Coordinator schedules a meeting and invites all school-based team members, forwarding the referral form to all school-based team members to review before the meeting.
• The teacher completes and sends the RTI Tier 3 Parent Invitation.

The School-wide RTI team completes the DPS RTI Plan, which serves as documentation of the student’s individual learning plan.

INTERVENTIONS:

• Additional individual instruction (1:1, 1:2, or 1:3 delivery) for at least 30 school days.
• Evidenced/Research based interventions to be determined by the RTI team

ASSESSMENT

Data must be collected at least every week and could include:
- Analysis of running records
- Reading Recovery, LLI, and/or Running Record data
- Math Fluency results
- Reading Fluency results
- AIMSweb

• Grade level teachers, including the grade level RTI representative, will review the progress monitoring results monthly.
  • If the data shows a pattern of adequate progress (no more than two consecutive data points falling below the progress target line), the intervention continues as planned.
  • If the data shows does not show a pattern of adequate progress (three consecutive data points falling below the progress target line), another intervention should be implemented. At this time, the RTI Coordinator must be contacted with those progress monitoring results, and a Tier 3 Follow-Up Meeting must be scheduled. The teacher completes and sends the Tier 3 Follow Up Parent Invitation and the Tier 3 committee designs another intervention.

A determination of whether to remain at Tier 3 or request ESS consideration can be made when at least six (6) data points have been obtained.
DECISION-MAKING

Once six (6) data points have been obtained, the School-wide RTI Team must confirm that the intervention(s) were implemented consistently and accurately as designed by the team. Only when this has been confirmed, the team makes the following determination:

- If the student **met** the identified goal and/or made adequate progress, he/she can move back to Tier 2 or remain in Tier 3 and receive the same or a different intervention.
- If the student **did not meet** the identified goal and/or make adequate progress, he/she can remain on Tier 3 and receive a different strategy OR the grade level committee can request ESS consideration.
Tier 4/ESS: Specially Designed Learning  
(Process for ESS Consideration Only)  
3-5% of the School

GETTING STARTED

If a student is referred for Tier 4 support, a follow-up Tier 3 meeting must be scheduled, and an ESS Parent Notice of Invitation form must be sent to parent (ESS Teachers can print these).

At the meeting, a Parental Consent for Evaluation will be obtained by ESS personnel. At that time, a full, individual evaluation will be scheduled. The school RTI coordinator will forward the following documentation to his/her assigned ESS coordinator:

- Signed Parental Consent for Evaluation
- Passed Vision/Hearing Screening Results (within one calendar year)
- Background Information form
- Teacher Interview form
- Statewide, Local, and Benchmark Assessment Results form
- All current DPS RTI Plan Tier 2 forms (within one calendar year)
- All current DPS RTI Plan Tier 3 forms (within one calendar year)
- Medical Report form to confirm medical diagnosis/es (ONLY if a student has a medical diagnosis such as ADD/ADHD, seizures, Cerebral Palsy, Spina Bifida, etc.)

Within the meeting another DPS RTI Plan will be developed. Interventions should continue during the assessment process. Results will be reviewed at the ESS eligibility meeting.

INTERVENTION

- If the student qualifies for ESS support, an Individual Educational Plan (IEP) will be written by the IEP committee,

- If the student does not qualify for ESS support, the student remains in Tier 3 and another DPS RTI Plan will be developed by his/her school/eligibility/intervention team and implemented for 30-40 school days

Follow steps listed in Tier 3 if the student does not qualify for ESS.
Sample Grade Level Planning Form

Use this form (an electronic version can be made available to you) as a grade level team to indicate the services each student receives and at what tier each student resides.

This form should be updated no less than bimonthly at the grade level RTI meetings.
## Brookwood School
### Tiers of Intervention and Current Services in 5th Grade

<table>
<thead>
<tr>
<th>Homeroom Teacher</th>
<th>Student Name</th>
<th>08-09 Math CRCT</th>
<th>Current Math-Thinkgate</th>
<th>08-09 ELA CRCT</th>
<th>Current ELA-Thinkgate</th>
<th>08-09 LC Text Level</th>
<th>08-09 LC Writing Rubric Score</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>Tier 4</th>
<th>ESS</th>
<th>EIP</th>
<th>ELL</th>
<th>ELL-Monitored</th>
<th>Rdg Recovery</th>
<th>LLI</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henderson</td>
<td>Smith, James</td>
<td>797</td>
<td>803</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bruner</td>
<td>Morrison, Eric</td>
<td>803</td>
<td>810</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henderson</td>
<td>Brown, Lisa</td>
<td>797</td>
<td>799</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bruner</td>
<td>Darvick, Mary</td>
<td>835</td>
<td>815</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DPS RTI Plan

This form should be used at tiers 2 and 3 when designing a learning plan for each student.
### Dalton Public Schools
#### Response to Intervention (RTI) Plan

**Student:**

**Date of Birth:**

**School:**

**Grade:**

**Referring Teacher:**

### Reason for Referral

<table>
<thead>
<tr>
<th>Specific Area of Concern:</th>
<th>Math</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Print</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening, Speaking, and Viewing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide Summary of Data to Describe How Area of Concern was Identified:

### Description of the Intervention

<table>
<thead>
<tr>
<th>Evidence-Based Prescriptive Intervention:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the Program or Instructional Strategy to be Implemented</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person(s) Responsible for Implementing the Intervention</td>
</tr>
</tbody>
</table>

| Schedule: |
| Days of the Week & Number of Minutes Implemented Each Day |

To be Implemented: Monday, Tuesday, Wednesday, Thursday, Friday

# Minutes to Implement Each Day: ________________

Start: _____________

End: ______________

### Progress Monitoring Plan and Data

| Describe Progress Monitoring Instrument & Frequency of Data Collection | Measurable Goal/Outcome | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|------------------------------------------------------------------------|------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|
| Describe: ____________________________ | Frequency of Assessment: ______________ |

### Data-Based Decision-Making

1. Was the intervention carried out (with integrity & fidelity) as planned?  
   - Yes  
   - No (If no, why not?)  
   - Continue Current Intervention  
   - Implement Another Intervention  
   - Return to Tier 1 (Supports as Needed)  
   - Remain on Tier 2  
   - Referral to Tier 3/SST

2. Does the student’s data show a trend of adequate progress?  
   - Yes  
   - No

3. Has the measurable goal/outcome been attained?  
   - Yes  
   - No

### Notes:

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**RTI Members:**

**Date of Plan:** _____________

**Tier # _______**

Revised: 8/10/2009
Sample DPS RTI Form Completed at Tier 2

This form provides an example of a completed form after both initial and follow-up Tier 2 meetings.
**Dalton Public Schools**

**Response to Intervention (RTI) Plan**

**Student:** Jose  
**Date of Birth:** 11-3-98  
**School:** CP  
**Grade:** 5  
**Referring Teacher:** Mrs. Doe

### Specific Area of Concern:

- **ELA**: Concepts of Print, Phonological Awareness, Phonics, Fluency, Comprehension
- **Other**: Behavior, Speech/Artic.

### Reason for Referral

Provide Summary of Data to Describe How Area of Concern was Identified:

Jose is performing within the lowest 20% on running record assessments in fifth grade. He is currently reading at an “N” text level, whereas grade level performance is “S”.

### Description of the Intervention

**Evidence-Based Prescriptive Intervention:**

**Describe the Program or Instructional Strategy to be Implemented**

**Instructor:** Mrs. Brown

**Systematic Instruction using Fountas and Pinnell Phonics Lessons**

**Schedule:**

- **To be Implemented:**
  - Monday
  - Tuesday
  - Wednesday
  - Thursday
  - Friday

- **# Minutes to Implement Each Day:** 30

- **Start:** 9-1-09  
- **End:** 11-1-09

### Progress Monitoring Plan and Data

<table>
<thead>
<tr>
<th>Description: Running Records (wpm read correctly)</th>
<th>Measurable Goal/Outcome</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
<th>Week 13</th>
<th>Week 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase wpm from 88 to 100</td>
<td>88</td>
<td>N/A</td>
<td>89</td>
<td>N/A</td>
<td>82</td>
<td>N/A</td>
<td>81</td>
<td>N/A</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Frequency of Assessment:** Bi-Weekly

### Data-Based Decision-Making

1. Was the intervention carried out (with integrity & fidelity) as planned?  
   - ☑ Yes
   - ☐ No (if no, why not?)

2. Does the student’s data show a trend of adequate progress?  
   - ☑ Yes  
   - ☑ No

3. Has the measurable goal/outcome been attained?  
   - ☑ Yes  
   - ☑ No

### Notes:

RTI Members: Melissa Edwards, Teacher; Erin Fields, Teacher; Jim Wright, Teacher; Corey Fields, Teacher; Mary Elisson, Counselor

**Page Revised:** 8/10/2009
Sample DPS RTI Form Completed at Tier 3

This form provides an example of a completed form after both initial and follow-up Tier 3 meetings.
Dalton Public Schools
Response to Intervention (RTI) Plan     Date of Plan: **11-1-09**   Tier # 3

Student: Jose               Date of Birth: **11-3-98**       School: CP   Grade: 5   Referring Teacher: Mrs. Doe

### Reason for Referral

<table>
<thead>
<tr>
<th>Specific Area of Concern:</th>
<th>Math</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Print</td>
<td></td>
<td>Numbers &amp; Ops.</td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td></td>
<td>Measurement</td>
</tr>
<tr>
<td>Phonics</td>
<td></td>
<td>Behavior</td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td>Speech/Artic.</td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening, Speaking, and Viewing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide Summary of Data to Describe How Area of Concern was Identified:

Jose received systematic instruction using the Fountas & Pinnell Phonics book for 10 weeks. He continues to read at an “N” text level and did not meet his measurable goal at tier 2.

### Description of the Intervention

<table>
<thead>
<tr>
<th>Evidence-Based Prescriptive Intervention:</th>
<th>Instructor:</th>
<th>Person(s) Responsible for Implementing the Intervention</th>
<th>Schedule: Days of the Week &amp; Number of Minutes Implemented Each Day</th>
<th>Start &amp; End Date of the Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leveled Literacy Intervention (LLI)</td>
<td>Mrs. White</td>
<td>To be Implemented: Monday Thursday Tuesday Friday Wednesday</td>
<td># Minutes to Implement Each Day: 30</td>
<td>Start: <strong>11-1-09</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End: <strong>2-5-10</strong></td>
</tr>
</tbody>
</table>

### Progress Monitoring Plan and Data

<table>
<thead>
<tr>
<th>Describe Progress Monitoring Instrument &amp; Frequency of Data Collection</th>
<th>Measurable Goal/Outcome</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
<th>Week 13</th>
<th>Week 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe: AIMSweb Reading Fluency Probes (3rd Grade)</td>
<td>Increase wpm from 88 to 100</td>
<td>88</td>
<td>91</td>
<td>95</td>
<td>89</td>
<td>90</td>
<td>94</td>
<td>98</td>
<td>102</td>
<td>97</td>
<td>101</td>
<td>95</td>
<td>102</td>
<td>97</td>
<td>100</td>
</tr>
<tr>
<td>Frequency of Assessment: Weekly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Data-Based Decision-Making

1. Was the intervention carried out (with integrity & fidelity) as planned?  Yes  No (If no, why not?)

2. Does the student’s data show a trend of adequate progress?  Yes  No

3. Has the measurable goal/outcome been attained?  Yes  No

### Notes:

Adequate progress was noted using LLI. He will continue to receive daily instruction with progress monitoring to continue.

RTI Members: Melissa Edwards, Teacher; Erin Fields, Teacher; Jim Wright, School Psych; Corey Fields, AP; Mary Elisson, Counselor, Jennifer Dale, LC

Revised: 8/10/2009
RTI Request for Tier 3 Meeting

This form is used by the grade level (Tier 2) team to request a Tier 3/SST meeting on a student. It should be completed by the student’s homeroom teacher and submitted to the school’s RTI coordinator within 1 week.
Dalton Public Schools
Response to Intervention (RTI) Request for Tier 3 Meeting

Student: ____________________________ Date of Birth: ___________ School: ____ Grade: ____ Referring Teacher: ____________________________

Current Services: ☐ ELL ☐ EIP ☐ LLI (Level ______) ☐ Reading Recovery (Level ______) Discontinued____ Recommended___

Has the student been retained? ☐ No ☐ Yes
Has the student missed more than 10 days in any one school year? ☐ No ☐ Yes (Details: ________________________________)
Has the student had more than 10 tardies in any one school year? ☐ No ☐ Yes (Details: ________________________________)
Has the parent been contacted or parent conference held to discuss concerns? ☐ Yes ☐ No

Please attach the following:
- ☐ All Tier 2 Parent Notification Letters
- ☐ All Tier 2 RTI Plans
- ☐ Background Information Form
- ☐ Copy of Current Vision/Hearing Screening

Notes:

Date Submitted to RTI Coordinator: ____________________
Revised: 8/10/2009
Tier 2 and 3 Parent Notification/Invitation Forms

These forms must be provided to parents as outlined in the discussion of the tiers in order to ensure proper parent notification and participation.
Dear Parent or Guardian:

We are consistently reviewing the performance of all of our students. In our most recent review of all students in your child’s grade, your child’s performance was targeted for improvement and he/she was selected to receive extra instruction in the area(s) of: ________________________________.

A plan was developed to improve your child’s performance in the area(s) identified above. A copy of the plan has been included for you to review. Please feel free to contact me if you have any questions or concerns about the plan.

Enclosed you will also find a Background Information form, which is designed to give us more information about your child. We are interested in any information which you feel could help us better understand your child. Please complete the form and return it to me as soon as possible. All information will be regarded as confidential.

As part of the intervention process, we will conduct a hearing and vision screening. The purpose of this screening is to determine whether problems in these areas are causing or contributing to your child’s difficulties in class. Please complete the information below so that we may proceed with this screening.

We appreciate your support of our efforts. If you have any questions, please contact me at [Telephone Number].

Sincerely,

Teacher

-----------------------------------------------------------------------------------------------------------------------------------
Vision/Hearing Screening- Please Return:

Student’s Name: ________________________________ Teacher: ________________________________

[ ] Yes, I agree for Dalton Public Schools to conduct a hearing and vision screening on my child.

[ ] No, I do not agree for Dalton Public Schools to conduct a hearing and vision screening on my child.

Please contact me for more information.

______________________________  __________________________
Parent or Guardian Signature Date
Fecha

Estimado Padre o Guardián:

Revisamos cuidadosamente el desarrollo de todos nuestros estudiantes. En nuestra revisión más reciente de todos los estudiantes que están en el grado de su hijo(a), él/ella fue seleccionado(a) para recibir instrucción adicional en la(s) área(s) de: ____________________________.

Un plan fue creado para mejorar el desarrollo de su hijo(a) en la(s) área(s) que fueron identificadas arriba. Una copia del plan está incluida para que usted la repase. Por favor síntase libre de comunicarse conmigo si tiene alguna pregunta o preocupación acerca del plan.

En el sobre usted también va a encontrar una forma de Información de Antecedentes, la cual fue diseñada para darnos más información sobre su hijo(a). Estamos interesados en toda la información que usted crea que puede ayudarnos a enseñarle mejor a su hijo(a). Por favor complete la forma y devuélvamela lo más pronto posible. Toda la información es considerada confidencial.

Como parte de nuestro proceso de intervención, nosotros vamos a hacer un examen del oído y de la vista. El propósito de este examen es para determinar si problemas en esta área están causando o contribuyendo a las dificultades que su hijo(a) tiene en clase. Por favor complete la información de abajo para poder proceder con este examen.

Nosotros apreciamos su apoyo y sus esfuerzos. Si tiene preguntas por favor comuníquese conmigo al teléfono ____________________________.

Sinceramente,

Maestro(a)

Examen de la vista y del oído. Por favor regrese esta porción:

Nombre del Estudiante: ____________________________ Maestro(a): ____________________________

Sí, estoy de acuerdo de que las Escuelas Públicas de Dalton le hagan el examen de la vista y del oído a mi hijo(a).

No, no estoy de acuerdo que las Escuelas Publicas de Dalton le hagan el examen de la vista y del oído a mi hijo(a). Por favor comuníquese conmigo para más información.

Firma del Padre o del Guardián ____________________________ Fecha ____________________________

Updated: 1/5/2010
Dear Parent or Guardian:

As you are aware, your child, ____________________________, has been receiving small-group targeted instruction. Grade-level teachers recently met to review progress and have made the following determination:

☐ Your child made adequate progress and will no longer receive tier 2 small-group intervention.
☐ Your child made adequate progress but will continue to receive tier 2 small-group intervention to further encourage his/her performance.
☐ Your child did not make adequate progress and will continue to receive tier 2 small-group intervention.

If you would like more information about your child’s progress, please call me at ____________________________.

I appreciate your continued support of our efforts.

Sincerely,

[Teacher's Name]

Sección 2 Siguiendo la Notificación para los Padres

Estimado Padre o Guardián:

Como usted ya esta enterado, su hijo(a), ____________________________, a estado recibiendo instrucción en grupos pequeños. Maestro(a)s del nivel de grado recientemente se reunieron para repasar el progreso y han hecho la siguiente determinación:

☐ Su hijo(a) tubo un progreso adecuado y ya no va a recibir la intervención de la sección 2 con el grupo pequeño.
☐ Su hijo(a) tubo un progreso adecuado pero va a seguir recibiendo la intervención de la sección 2 con el grupo pequeño para seguir prosegir con su desarrollo.
☐ Su hijo(a) no tubo un progreso adecuado y va a seguir recibiendo la intervención de la sección 2 con el grupo pequeño.

Si a usted le gustaría tener mas información sobre el progreso de su hijo(a), por favor llámeme al ____________________________. Yo aprecio su apoyo continuo de nuestros esfuerzos.

Sinceramente,

[Maestro(a)]

Updated: 10/30/2009
Dear Parent or Guardian:

Your child, ____________________________, has been receiving additional instruction to target the area(s) of ____________________________. His/Her progress has been monitored closely, and the results suggest that he/she requires more instruction. A school committee will be reviewing your child’s school records and another intervention plan will be developed. Parent input is very important to us and we invite you to attend.

A meeting has been scheduled at your child’s school on ______________________ at ______________________.

We appreciate your support of our efforts. If you have any questions, please contact me at ______________________.

Sincerely,

__________________________________________
Teacher

Meeting Attendance- Please Return:

Student’s Name: ____________________________  Teacher: ____________________________

______ Yes, I will attend the meeting.

______ No, I will not attend the meeting. Please contact me with the results.

__________________________________________  ________________
Parent or Guardian Signature  Date
Estimado Padre o Guardián:

Su hijo(a), ____________________________, ha estado recibiendo instrucción adicional para mejorar en la(s) área(s) de ____________________________. Su progreso se ha supervisado muy de cerca, y los resultados sugieren que el/ella necesita más instrucción. Un comité de la escuela va a estar repasando los archivos escolares de su hijo(a) y otro plan de intervención va a ser desarrollado. La ayuda de los padres es muy importante para nosotros y nosotros lo invitamos a que asista.

Una reunión ha sido programada en la escuela de su hijo(a) para ______________ a ______________.

Nosotros apreciamos su apoyo y sus esfuerzos. Si tiene preguntas, por favor comuníquese conmigo al teléfono ______________.

Sinceramente,

Maestra(o)

Reunión de Asistencia- Por favor Regrese esta porción:

Nombre del Estudiante: ____________________________     Maestra(o): ____________________________

____ Si, voy a asistir a la reunión.

____ No, no voy a asistir a la reunión. Por favor comuníquese conmigo con los resultados.

Firma del Padre o Guardián     Fecha
Dear Parent or Guardian:

Your child, ____________________________, has been receiving additional instruction to target the area(s) of _____________________________. His/Her progress has been monitored closely, and results and next steps must be discussed. Parent input is very important to us and we invite you to attend.

A meeting has been scheduled at your child’s school on _________________ at _________________.

Date  Time

We appreciate your support of our efforts. If you have any questions, please contact me at _________________.

Telephone Number

Sincerely,

______________________________
Teacher

Meeting Attendance- Please Return:

Student’s Name: ____________________________  Teacher: ____________________________

_____ Yes, I will attend the meeting.

_____ No, I will not attend the meeting. Please contact me with the results.

______________________________  ____________________________
Parent or Guardian Signature  Date
Estimado Padre o Guardián:

Su hijo(a), ________________________________, ah estado recibiendo instrucción adicional para mejorar en
la(s) área(s) de ________________________________. Su progreso se ah supervisado muy de cerca, y los
resultados y los siguientes pasos deben de ser discutidos. Las sugerencias y ayuda de los padres son muy
importantes para nosotros y lo invitamos a que asista.

Una reunión ha sido programada en la escuela de su hijo(a) para ___________________________ a _____________.

Fecha                                          Hora

Nosotros apreciamos su apoyo y sus esfuerzos. Si tiene preguntas, por favor comuníquese conmigo
al teléfono__________________________.

Numero de Teléfono

Sinceramente,

__________________________________________

Maestra(o)

Reunión de Asistencia- Por favor Regrese esta porción:

Nombre del Estudiante: ________________________________               Maestra(o): __________________________

_____ Sí, voy a asistir a la reunión.

_____ No, no voy a asistir a la reunión. Por favor comuníquese conmigo con los resultados.

__________________________________________               __________________________

Firma del Padre o Guardián                                          Fecha

Updated: 8/10/2009
Sample Progress Monitoring Forms

The following sample progress monitoring forms are provided to help illustrate varying levels of progress (some are representative of adequate progress and some are not).
Data Table

<table>
<thead>
<tr>
<th>Obsv#</th>
<th>Date</th>
<th>'Number Correct'</th>
<th>Obsv#</th>
<th>Date</th>
<th>'Number Correct'</th>
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<td>6</td>
<td>9 September 2009</td>
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<td></td>
<td></td>
<td></td>
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</table>

Trendline Analysis for Data Series

TRENDLINE FOR 'Number Correct': Phase 1 (26,22,25...): The trend shows an estimated INCREASE of 0.08 units per calendar day and 0.56 units per calendar week. (Slope=+0.08/Intercept=+23.9)
Data Table

<table>
<thead>
<tr>
<th>Obsv#</th>
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<th>'Errors'</th>
<th>Obsv#</th>
<th>Date</th>
<th>'WPM'</th>
<th>'Errors'</th>
</tr>
</thead>
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<td>69</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Trendline Analysis for Data Series

TRENDLINE FOR 'WPM': Phase 1 (66,65,72...): The trend shows an estimated INCREASE of 0.2 units per calendar day and 1.4 units per calendar week.(Slope=+0.2/Intercept=+67.71)
TRENDLINE FOR 'Errors': Phase 1 (4,3,2...): The trend shows an estimated DECREASE of 0.03 units per calendar day and 0.21 units per calendar week. (Slope=-0.03/Intercept=+3.5)

Mean Values for Data Series

MEANS FOR 'WPM':
Phase 1 of 'WPM' contains 10 data points, whose mean value equals 73.5

MEANS FOR 'Errors':
Phase 1 of 'Errors' contains 10 data points, whose mean value equals 2.6
Progress Monitoring

Trendline Analysis for Data Series

TRENDLINE FOR Series 1:Phase 1 (88,91,89...): The trend shows an estimated DECREASE of 0.06 units per calendar day and 0.42 units per calendar week. (Slope=-0.06/Intercept=+88.19)
TRENDLINE FOR Series 2:Phase 1 (4,5,6...): The trend shows an estimated DECREASE of 0 units per calendar day and 0 units per calendar week. (Slope=0/Intercept=+4.55)

Mean Values for Data Series

MEANS FOR Series 1:
Phase 1 of Series 1 contains 11 data points, whose mean value equals 86.3

MEANS FOR Series 2:
Phase 1 of Series 2 contains 11 data points, whose mean value equals 4.5
Jose's Running Record Results at Tier 2 in response to Fountas & Pinnell

Phonics Activities

Date

Words read correctly

- Words per minute
- Errors
- Power (Words per minute)
Blank Progress Monitoring Forms

These blank progress monitoring forms can be used for any skill area and provide instructions for use.

More “ready-made” progress monitoring forms are available for download at www.interventioncentral.org/htmdocs/interventions/cbmwarehouse.php
Curriculum-Based Measurement (CBM) Graph

Blank Graph: 0-40: 12 Weeks

Setting up the graph

- At the top of the graph, fill out the student’s name, his or her classroom and/or grade, and information about the level at which the student is being monitored with CBM.

- After you have collected baseline CBM information, fill out the start date and end date in the Baseline date section for the time span during which you collected baseline data (Figure 1). Then decide how many instructional weeks that you plan to monitor the student’s progress. Fill out the start date (Monday) and end date (Friday) in the Monitoring date section for each instructional week during which monitoring will take place (Figure 1). If possible, you should try to collect at least one CBM observation per week for your target student. It is a good idea to fill in the weekly start- and end-dates in advance to give yourself an incentive to stay up-to-date on your CBM monitoring.

Entering information onto the graph

- **Baseline datapoints.** Collect at least 3-5 baseline datapoints. (Baseline data are collected to get a sense of the student’s current performance level and rate of progress. It is a good idea to collect them within a 1- to 2-week span.) Plot these datapoints in the ‘baseline’ column on the graph, as shown in Figure 2. Next to each plotted datapoint, write the date on which it was collected. Connect all baseline datapoints with lines to identify them as a single data-series.

- **Progress-monitoring datapoints.** When graphing a CBM datapoint collected during progress monitoring, find the week whose date span includes the date on which the CBM assessment was completed. At the bottom of the graph, circle the weekday (‘MTWTF’) on which the assessment was conducted. Then plot the datapoint above that circled day. (See Figure 3 for an example.) Connect all monitoring datapoints with lines to identify them as a single data-series. Do not connect the baseline and monitoring data-series, however, as each should be considered separate data ‘phases’.

Want additional guidelines for setting up your data chart?

<table>
<thead>
<tr>
<th>Behavior/Skill to Measure:</th>
<th>Instructional Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Base line</td>
</tr>
<tr>
<td></td>
<td>Week 1</td>
</tr>
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<td>Week 10</td>
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<tr>
<td></td>
<td>Week 11</td>
</tr>
<tr>
<td></td>
<td>Week 12</td>
</tr>
</tbody>
</table>

`Blank 40-12 ©2003 Jim Wright www.interventioncentral.org`
CURRICULUM-BASED MEASUREMENT (CBM) GRAPH

Blank Graph: 0-80:12 Weeks

Setting up the graph

- At the top of the graph, fill out the student's name, his or her classroom and/or grade, and information about the level at which the student is being monitored with CBM.

- After you have collected baseline CBM information, fill out the start date and end date in the Baseline date section for the time span during which you collected baseline data (Figure 1). Then decide how many instructional weeks that you plan to monitor the student's progress. Fill out the start date (Monday) and end date (Friday) in the Monitoring date section for each instructional week during which monitoring will take place (Figure 1). If possible, you should try to collect at least one CBM observation per week for your target student. It is a good idea to fill in the weekly start- and end-dates in advance to give yourself an incentive to stay up-to-date on your CBM monitoring.

Entering information onto the graph

- Baseline datapoints. Collect at least 3-5 baseline datapoints. (Baseline data are collected to get a sense of the student's current performance level and rate of progress. It is a good idea to collect them within a 1- to 2-week span.) Plot these datapoints in the 'baseline' column on the graph, as shown in Figure 2. Next to each plotted datapoint, write the date on which it was collected. Connect all baseline datapoints with lines to identify them as a single data-series.

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Want additional guidelines for setting up your data chart?

Setting up the graph

- At the top of the graph, fill out the student's name, his or her classroom and/or grade, and information about the level at which the student is being monitored with CBM.

- After you have collected baseline CBM information, fill out the start date and end date in the Baseline date section for the time span during which you collected baseline data (Figure 1). Then decide how many instructional weeks that you plan to monitor the student's progress. Fill out the start date (Monday) and end date (Friday) in the Monitoring date section for each instructional week during which monitoring will take place (Figure 1). If possible, you should try to collect at least one CBM observation per week for your target student. It is a good idea to fill in the weekly start- and end-dates in advance to give yourself an incentive to stay up-to-date on your CBM monitoring.

Entering information onto the graph

- Baseline datapoints. Collect at least 3-5 baseline datapoints. (Baseline data are collected to get a sense of the student's current performance level and rate of progress. It is a good idea to collect them within a 1- to 2-week span.) Plot these datapoints in the 'baseline' column on the graph, as shown in Figure 2. Next to each plotted datapoint, write the date on which it was collected. Connect all baseline datapoints with lines to identify them as a single data-series.

- Progress-monitoring datapoints. When graphing a CBM datapoint collected during progress monitoring, find the week whose date span includes the date on which the CBM assessment was completed. At the bottom of the graph, circle the weekday ('MTWTF') on which the assessment was conducted. Then plot the datapoint above that circled day. (See Figure 3 for an example.) Connect all monitoring datapoints with lines to identify them as a single data-series. Do not connect the baseline and monitoring data-series, however, as each should be considered separate data 'phases'.

Want additional guidelines for setting up your data chart?