

Cover Page



East Alton District 13

MTSS Plan

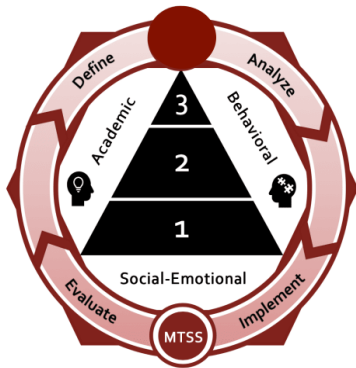
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Table of Contents

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MTSS Overview



Multi-Tiered System of Supports (MTSS) Overview

MTSS is a proactive framework designed to ensure that every student receives the right level of academic, behavioral, and social-emotional support to succeed in school. MTSS grew out of the integration of two important educational models: Response to Intervention (RTI), which focused primarily on academic support, and Positive Behavioral Interventions and Supports (PBIS), which addressed students' behavioral needs.

By combining these approaches, MTSS offers a more comprehensive system that supports the whole child. This framework is important because it helps identify students' needs early through regular screenings and uses data-driven decisions to provide timely interventions. MTSS reduces students from falling behind, promotes equity, and fosters an inclusive environment where all can thrive.

MTSS Foundational Principles

The success of MTSS relies on a set of foundational principles that guide how we support every student effectively. These key principles ensure that instruction and interventions are purposeful, timely, and collaborative. Understanding these principles is essential for implementing MTSS with fidelity and achieving positive outcomes for all learners.

- **Tiered System of Support:**
 - *Tier 1:* High-quality universal instruction for all students.
 - *Tier 2:* Targeted small group interventions for students needing additional support.
 - *Tier 3:* Intensive, individualized support for students with significant needs.
- **Universal Screening:**
 - Regularly assess all students to identify those who may need additional support.
- **Data-Based Decision Making:**
 - Instructional strategies and interventions are chosen and adjusted based on student data.
- **Evidence-Based Practices:**
 - All supports are grounded in proven, research-based methods.
- **Progress Monitoring:**
 - Frequent tracking of student progress to ensure interventions are effective.
- **Collaboration:**
 - Grade level teachers, Interventionists and families collaborate to make informed decisions.

Key Goals of MTSS

- Ensure equitable access to high-quality instruction and individualized support for every student.
- Prevent academic and behavioral challenges through early and effective interventions.
- Promote a safe, supportive, and responsive school climate for all students.
- Foster collaboration among school teams to use data effectively in guiding student growth.
- Help all students reach their full potential through intentional, coordinated support at every level.

C&I RTI Vision/Mission

East Alton Curriculum Mission and Vision Aligned to MTSS-RTI

Mission:

East Alton School District 13 aims to provide a standards-aligned curriculum that inspires learning, critical thinking, and excellence. Using research-based teaching and ongoing teacher training, we empower students to reach their potential and succeed in a changing world.

Vision:

We envision engaging, inclusive classrooms where research-based, personalized teaching honors each student's strengths. Our educators foster critical thinking, creativity, and excellence to prepare confident lifelong learners ready for a diverse, changing world.

Connection to MTSS Plan with Curriculum and Instruction

Tier 1: Universal Instruction

- **Curriculum:**
 - Use of a comprehensive, standards-aligned curriculum that covers core academic subjects
 - [Click here](#) to view grade level priority standards that guide our instruction and ensure student mastery of essential skills.
 - Approximately **80% or more** of students should achieve sufficient levels of success under the **Tier 1** program.
- **Instructional Strategies:**
 - Differentiated instruction within the general classroom (e.g., flexible grouping, varied questioning techniques).
 - Universal screening assessments to identify students who may need extra support.

Tier 2: Targeted Group Interventions

- **Curriculum:**
 - Supplemental materials focusing on specific skill deficits (e.g., phonics programs for reading, reading comprehension strategies, math fluency, math specific skills, etc.).
 - Use of evidence-based intervention programs aligned with grade-level standards.
 - Interventions at **Tier 2** are considered to be supplemental to the **Tier 1** curriculum, are delivered in small groups of students, and consist of **5-15%** of the student population.
- **Instructional Strategies:**
 - Small group instruction 3-5 times per week targeting specific skill gaps.
 - Progress monitoring to adjust instruction as needed.
 - Structured guided practice to practice skills with teacher support and immediate feedback.
 - Strategy-based instruction to target and improve specific skill deficits.

Tier 3: Intensive Individualized Support

- **Curriculum:**
 - Highly individualized curriculum adaptations or alternative pathways based on student needs and assessment data.
 - Integration of specialized programs (e.g., multisensory reading approaches, intensive math intervention curriculum).
 - Approximately **1-5%** of students will require this **Tier 3** intensive level of intervention.
- **Instructional Strategies:**
 - One-on-one or very small group instruction with frequent progress checks (weekly or biweekly).
 - Use of personalized learning plans developed collaboratively by educators and specialists.

RTI Cover

RTI

RESPONSE TO INTERVENTION



Tier 1 Cover

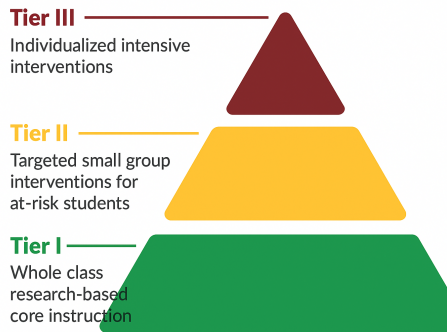
RTI

TIER 1



RTI Tier 1 Overview

Tier 1 Overview



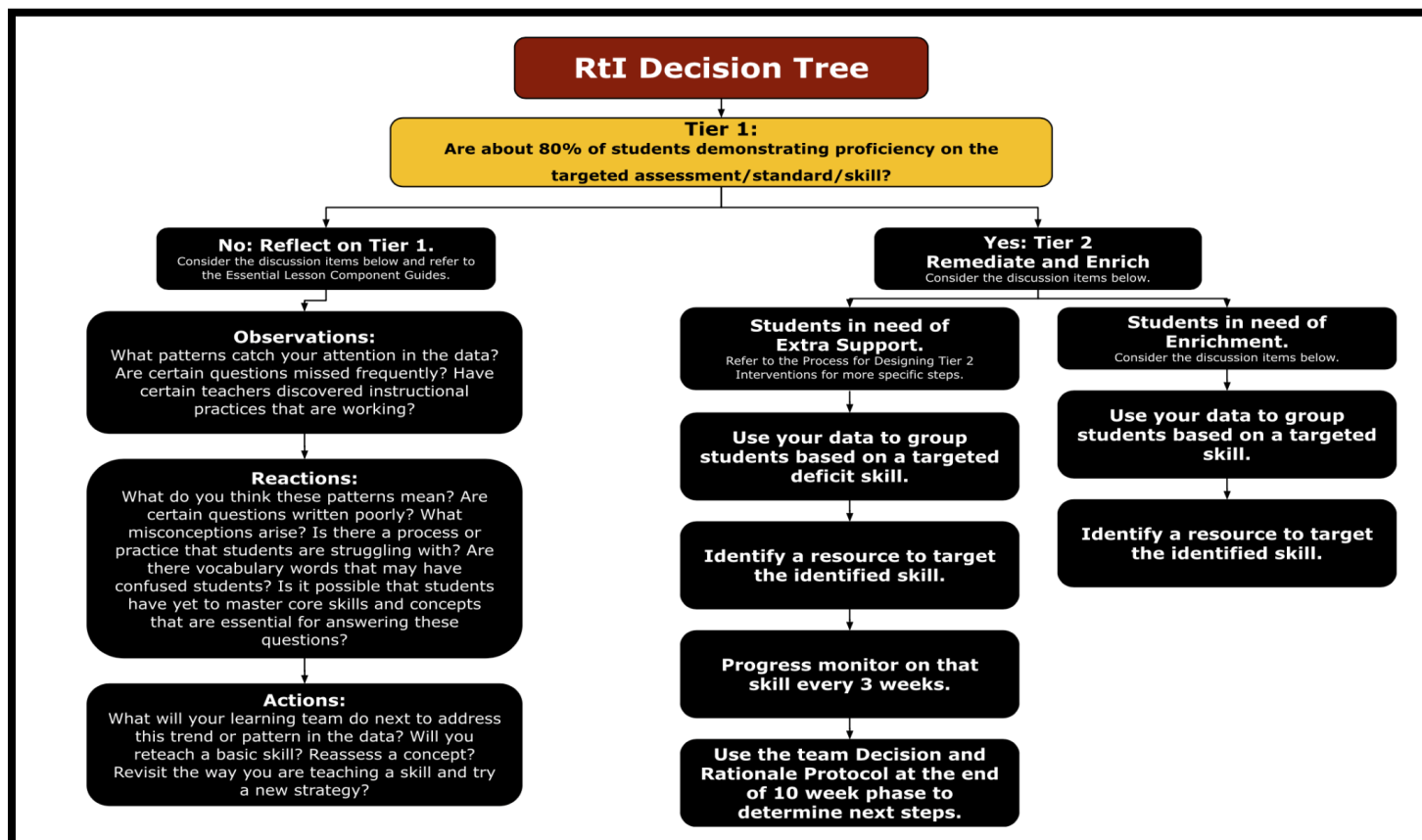
Academic Tier 1 is the foundational level of instruction in a multi-tiered system of support, designed to meet the needs of 80% of students who succeed with high-quality general classroom teaching. All students receive Tier 1 instruction, often shown as the green base of the RTI triangle, representing the broad group who respond well to core teaching without extra interventions.

Tier 1 emphasizes high-quality, research-based core instruction designed to meet the needs of all students. It focuses on delivering clear, standards-aligned lessons with differentiation and flexible grouping to support diverse learning styles. Regular progress monitoring ensures that most students achieve success, while a positive and inclusive classroom environment promotes engagement and academic growth. The goal of Tier 1 is to provide strong foundational instruction that minimizes learning gaps and prepares every student to thrive.

Tier 1 assessments involve using common formative assessments, classroom checks for understanding, and other measures to monitor how well students are mastering core instruction. These ongoing progress-monitoring tools evaluate all students' understanding of core curriculum standards. The data helps identify which students are meeting grade-level expectations and which may need additional support. By analyzing this information, educators can tailor instruction and differentiate learning to better meet student needs. This continuous feedback loop ensures Tier 1 teaching remains effective and addresses the learning needs of the majority of students.

Key Features of Tier 1	
Prioritizing Standards	Focus on the most essential grade-level standards to ensure depth of understanding.
Unpacking Standards	Break down standards into clear, teachable components for student mastery.
Guaranteed & Viable Curriculum	Ensure all students have access to a consistent, well-planned curriculum that is aligned to standards.
Effective Teaching Strategies	Use research-based, evidence-backed methods that engage all learners actively.
Explicit Instruction	Providing clear, direct teaching tailored to meet diverse student needs and learning styles.
Flexible Grouping	Use varied groupings to support collaboration and individualized learning.
Progress Monitoring	Assess student learning frequently to guide instruction and provide timely support.

Academic Tier 1 is built on a guaranteed, viable curriculum that explicitly teaches unpacked priority standards with effective strategies. A strong Tier 1 enables at least 80% of students to meet or exceed grade-level expectations on formative and summative assessments. If this threshold isn't met, the team should use the RTI Decision Tree to evaluate and improve curriculum quality, instruction clarity, differentiation, grouping, and student engagement.



Tier 1 Roles and Responsibilities	
Director of Curriculum & Instruction	Oversee guaranteed and viable curriculum; ensure alignment with standards and instructional goals.
MTSS Coordinator	Manage universal screening and progress monitoring assessments; report data to staff.
Building Principal	Ensure implementation fidelity; promote a culture of continuous improvement.
ROE Instructional Coach	Support teachers with effective strategies and resources.
Classroom Teacher	Deliver high-quality, research-based core instruction; differentiate lessons; monitor progress.
Support Staff	Assist with classroom instruction and flexible grouping; provide targeted support as needed.

Tier 1 Universal Screeners

Tier 1 Universal Screeners

The purpose of universal benchmark assessments is to regularly screen all students to identify those who may be at risk for academic difficulties. These assessments help monitor overall student progress toward grade-level standards, guide instructional decisions, and ensure timely support is provided. They also allow the school to evaluate the effectiveness of core instruction and make data-driven adjustments to improve student outcomes.

The Universal RTI Benchmark Plan below outlines the reading and math assessments administered to all students three times a year—Fall, Winter, and Spring—to screen for academic deficits. Classroom teachers administer AIMSWeb+ Number Sense Fluency, NWEA MAP, and STAR assessments. Over an approximate two-week benchmark window, interventionists administer all other AIMSWeb+ measures. Students enrolling outside the benchmark window will receive benchmark assessments from the MTSS Coordinator.

Eastwood Elementary Benchmark Measures		
Grade	Reading Benchmark Measures	Math Benchmark Measures
Kindergarten	<u>AIMSWeb+</u> - Letter Naming Fluency (LNF) - Letter Word Sound Fluency (LWSF)	<u>AIMSWeb+</u> - Number Naming Fluency (NNF) - Quantity Total Fluency (QTF)
1st	<u>AIMSWeb+</u> - Oral Reading Fluency (ORF) - Nonsense Word Fluency (NWF)	<u>AIMSWeb+</u> - Number Comparison Fluency-Pairs (NCF-P) - Math Facts Fluency-1 Digit (MFF-1D)
2nd	<u>AIMSWeb+</u> Oral Reading Fluency (ORF) NWEA Map Reading	<u>AIMSWeb+</u> - Number Sense Fluency (NSF) - Mental Computation Fluency (MCF) - Number Comparison Fluency Triads (NCF-T) NWEA Map Math
3rd	<u>AIMSWeb+</u> Oral Reading Fluency (ORF) NWEA Map Reading	<u>AIMSWeb+</u> - Number Sense Fluency (NSF) - Mental Computation Fluency (MCF) - Number Comparison Fluency Triads (NCF-T) NWEA Map Math
4th	<u>AIMSWeb+</u> Oral Reading Fluency (ORF) NWEA Map Reading	<u>AIMSWeb+</u> - Number Sense Fluency (NSF) - Mental Computation Fluency (MCF) - Number Comparison Fluency Triads (NCF-T) NWEA Map Math
5th	NWEA MAP Reading STAR Reading	NWEA MAP Math STAR Math

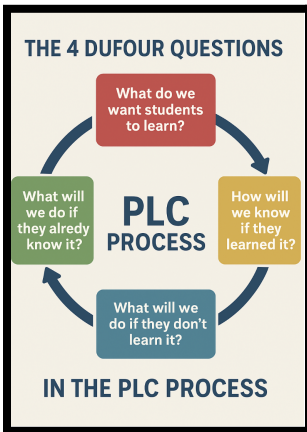
East Alton Middle School Benchmark Measures		
Grade	Reading Benchmark Measures	Math Benchmark Measures
6th	NWEA MAP Reading	NWEA MAP Math
	STAR Reading	STAR Math
7th	NWEA MAP Reading	NWEA MAP Math
	STAR Reading	STAR Math
8th	NWEA MAP Reading	NWEA MAP Math
	STAR Reading	STAR Math

Additional Resources:

- [District Benchmark Assessment Parent Guide - Kindergarten](#)
- [District Benchmark Assessment Parent Guide - 1st Grade](#)
- [District Benchmark Assessment Parent Guide-2nd- 4th Grade](#)
- [District Benchmark Assessment Parent Guide - 5th-8th Grade](#)

Tier 1 PLC Process

Tier 1 and the PLC Process



Richard DuFour's Four PLC questions provide the framework for Professional Learning Communities (PLCs) by keeping the focus squarely on student learning. The questions clarify **what students must learn** (essential standards and skills), then determine **how they will know if students have learned it** (common assessments and success criteria). They also ensure that teams **plan responses for students who do not learn the material** (interventions and reteaching) and **create opportunities for students who already understand it** (enrichment and extension). Together, these four questions drive collaboration, data-based decision-making, and a commitment to ensuring that all students achieve at high levels.

DuFour's Connection to Tier 1	
Question 1: What do we want students to learn?	Question 2: How will we know if they learned it?
- At Tier 1, this is about defining the core curriculum—the essential standards and skills every student must master. - Teachers collaborate to clarify learning targets, ensuring consistency across classrooms and grade levels. - This guarantees that all students receive high-quality, grade-level instruction aligned to state standards.	- At Tier 1, this involves using common formative assessments (CFAs), classroom checks for understanding, and other measures to monitor how well students are grasping the core instruction. Data from these assessments helps teams quickly see which students are on track and which may need additional support. - This is the first checkpoint before deciding if a student might require Tier 2 or Tier 3 interventions.

The PLC process supports continuous improvement of Tier 1 instruction through shared responsibility, data-driven decision-making, and collaborative problem-solving. Below is the step-by-step process teams will follow for the Tier 1 PLC process:

1. **Prioritize Standards**
 - a. [Click here](#) to view the essential grade-level standards prioritized by teams for focused instruction.
2. **Unpack and Unwrap Standards**
 - a. [Click here](#) to see a breakdown of prioritized standards into specific [learning targets and success criteria](#).
3. **Plan Instruction**
 - a. Design lessons using effective, research-based strategies aligned with the unpacked standards. Teams should reference the [Tier 1 Reading and Math Essential Components](#) and follow the [EA13 Digital Literacy plan](#) to ensure all key lesson elements are included.
4. **Develop Common Assessments**
 - a. Create or select assessments that measure student mastery of the prioritized standards.
5. **Deliver Tier 1 Instruction**
 - a. Teach planned lessons with fidelity, differentiating to meet diverse student needs.
6. **Collect and Track Assessment Data**
 - a. Regularly administer assessments and gather student performance data.
7. **Analyze Data Together**
 - a. Review assessment results as a team using the [Tier 1 assessment data tracker](#) to identify patterns, misconceptions, and areas for improvement.
8. **Reflect and Discuss**
 - a. Use tools like the [RTI Decision Tree](#) to evaluate the effectiveness of Tier 1 instruction.
9. **Plan Next Steps**
 - a. Determine instructional adjustments, such as enhancing explicit teaching, differentiation, or grouping strategies.
10. **Monitor Progress**
 - a. Continue tracking student growth and adjust instruction to ensure at least 80% mastery.

Following this cycle supports continuous improvement of core instruction and student outcomes within the PLC framework.

Tier 2 Cover

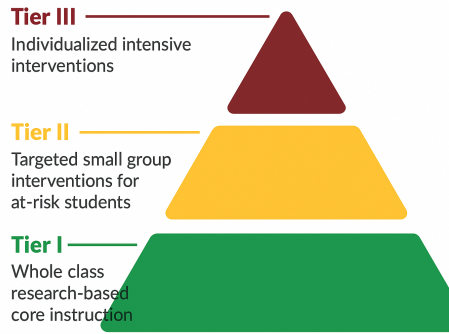
RTI

TIER 2



RTI Tier 2 Overview

Tier 2 Overview



Academic Tier 2 is shown as the yellow middle section of the RTI triangle, representing the 5%-15% of students who require academic support.

Tier 2 provides targeted interventions that **support** and **supplement** Tier 1 instruction. Not all students will master essential academic standards the first time we teach them or in the first way we teach them. Tier 1 assessment data will help pinpoint which students need support and the specific skills to target during Tier 2.

Tier 2 interventions are delivered with **fidelity**, following all specifics of the tier 2 plan, in small groups with increased intensity and frequency, focusing on Tier 1 specific skill gaps. Tier 2 does not typically require new materials; instead, it builds on Tier 1 by using alternative strategies and additional practice to help students master essential grade-level standards. Student progress is monitored closely, and instruction is adjusted as needed to ensure growth.

Key Features of Tier 2	
Supplementary to Tier 1	Interventions support and supplement core Tier 1 instruction.
Targeted Intervention	Support on specific skill gaps identified through Tier 1 assessment data.
Small Group Instruction	Delivered in small groups to provide more individualized attention and support.
Intensity & Frequency	Interventions are more frequent and intensive than Tier 1 instruction.
Progress Monitoring	Frequent data collection to track student response and guide instructional
Flexible & Responsive	Supports are adjusted based on student progress and changing needs.
Use Existing Materials	Continuation of Tier 1 instruction with differentiated strategies.

Tier 2 interventions will occur during **one or more 30-minute intervention blocks**. **Teacher-led** small groups of **no more than six students** are formed based on reading and/or math intervention needs identified through data collection in Step 1 of the [Tier 2/3 Checklist](#).

Group Frequency and Participation			
Group Type	Group Size	Meeting Frequency	Progress Monitoring
Targeted Support	No more than 6 students	3 days per week for 3 week cycle	During week 4
On Watch Support	No more than 6 students	2 days per week for 3 week cycle	During week 4
Targeted and On Watch groups are flexible based on student progress. Students who master skills may move from the 3-day to the 2-day group, and can return if further support is needed.			

If a student does respond to Tier 2 interventions, the supports are continued until the skill gaps are fully addressed and the student meets grade-level expectations. Once the student demonstrates consistent mastery through Tier 1 assessments, they may transition back to receiving only Tier 1 core instruction, with ongoing monitoring to ensure sustained progress. After the 9-week phase, the RTI team reviews student progress to determine next steps, which may include: continuing the intervention, changing the intervention tool, fading to Tier 2 (3-day or 2-day group) or exiting to Tier 1.

If a student does not respond to Tier 2 interventions within the intervention phase, the teacher reevaluates the student's needs and adjusts the plan. This may involve providing different or more intensive interventions, increasing the frequency or duration of support, or considering additional assessments to identify underlying challenges. If progress remains insufficient at the end of the RTI phase, the student may be referred for Tier 3 interventions. After the 9-week phase, the RTI team reviews student progress to determine next steps, which may include: continuing the intervention, changing the intervention tool, fading to Tier 2 (3-day or 2-day group) or exiting to Tier 1, moving to Tier 3, considering referral for a 504 Plan, or considering referral for Special Education

Tier 2 Roles and Responsibilities	
Director of Curriculum & Instruction	Provide leadership and resources for Tier 2 implementation, ensure alignment with curriculum and instruction, and support professional development.
MTSS Coordinator	Coordinate Tier 2 interventions, monitor data and fidelity, facilitate team communication, and ensure timely delivery of support.
Building Principal	Provide resources and support to maintain a safe, structured, collaborative, and engaging learning environment; collaborate with teachers to monitor student progress.
Classroom Teacher	Design and implement Tier 2 instructional groups and deliver targeted small-group instruction. Use the Tier 2/3 Checklist to analyze Tier 1 assessment data, identify students, assign appropriate interventions or enrichment, and continuously monitor progress.
Interventionist	If no Tier 3 groups are needed , deliver targeted small-group Tier 2 interventions, collect and report progress data, and collaborate with teachers to adjust instruction.
Support Staff	Assist with intervention delivery and provide additional student support as directed.

Resources:

- [RTI Essential Components and Resource List](#)
- Entry/Exit Tier 2 Family Letters (optional)

Tier 2 Intervention Steps

Process for Designing Tier 2/3 Interventions

1. Collect Data

- ☐ **Document classroom data.**
 - ☐ Tier 1 Assessment Trackers and Tiered Response Sheets
 - ☐ 25-26 RTI Eastwood
 - ☐ 25-26 EAMS RtI Data
- ☐ Monitor current performance (classwork, group work, exit tickets, and progress monitoring).

2. Identify Patterns

- ☐ Choose a common assessment to:
 - ☐ Identify student strengths and misconceptions
 - ☐ Look for common patterns
 - ☐ Discuss concerns for assessment itself to ensure it is constructed to yield valid and reliable information about the students
 - ☐ Ensure fidelity with scoring
- ☐ Compare results with MAP and STAR
- ☐ **Select a skill focus for this cycle that will directly correlate to or impact Tier 1**

3. Create Student Groups

- ☐ **Determine student groupings based on identified skill**
 - ☐ 3 day group (more intensive support) - 6 students/group
 - ☐ 2 day group (intensive support) - 6 students/group
 - ☐ Tier 3 (most intensive support) - 3 students/group
 - ☐ Tier 1 (at/above benchmark)
- ☐ Group students with similar needs who are also at similar levels

4. Select Intervention Resource

- ☐ Brainstorm potential intervention strategies for each targeted group
 - ☐ Most of the time, these strategies emerge as teacher teams compare scores with one another
- ☐ Share available resources
- ☐ Collectively inquire about strategies and techniques that bring successful results
 - ☐ Identify exactly what team wants students to be able to do rather than focus on what students can't do
- ☐ Ensure interventions are **evidence-based and targeted to specific needs.**
 - ☐ See this [Resource List](#) for available resources

5. Implement Intervention

- ☐ Work with identified groups on selected skill
 - ☐ 3 day group (more intensive support) - 6 students/group
 - ☐ 2 day group (intensive support) - 6 students/group
 - ☐ Tier 3 (most intensive support) - 3 students/group
 - ☐ Tier 1 (at/above benchmark)
- ☐ Implement intervention with **fidelity** (follow the planned steps).
- ☐ **3 weeks focusing on either the same standard, strategy, program, etc.**
- ☐ Students working within 3 day and 2 day groups can be fluid throughout 3 week cycles

6. Progress Monitor

- ☐ Establish clear, measurable goals for the intervention groups.
- ☐ **After every 3rd week, administer a progress check.**
- ☐ Document progress monitoring data (progress check) for potential moves between tiers.
 - ☐ Pre and post assessments
 - ☐ STAR
 - ☐ AIMS
- ☐ Record data regularly (e.g., weekly, bi-weekly).

7. Review and Adjust

- ☐ Regularly review student progress.
- ☐ Determine if goals are being met.
 - ☐ If not, make necessary adjustments to the intervention.
 - ☐ If yes, consider moving to Tier 1 or maintaining Tier 2.
- ☐ **Rtl Team review will take place on the 10th week of each phase.**

8. Document

- ☐ **List students receiving a tier 2 intervention on the PLT Assessment Tracker and what intervention they will be receiving**
- ☐ **Monitor daily intervention attendance. If a student is consistently missing an intervention, reach out to the teacher team or principal to determine cause and evaluate next steps.**
- ☐ Document any changes made to the intervention.

9. Communicate (Tier 3 Only)

- ☐ Communicate with parents/guardians about the intervention plan
- ☐ Provide updates on progress and any changes made

Tier 2 Progress Monitoring

Tier 2 Progress Monitoring

Tier 2 progress monitoring is conducted by teachers every three weeks, at the end of each Tier 2 intervention cycle, to systematically track students' progress. Teachers administer brief, curriculum-aligned assessments that provide timely data on how well students are responding to targeted support. The results are recorded on the Tier 2 data tracking sheet to maintain clear documentation and facilitate data review.

This process allows teachers to determine whether the student is making adequate progress, needs adjustments to the intervention plan, or requires consideration for more intensive support at Tier 3. Regular monitoring every three weeks ensures that Tier 2 interventions remain focused and responsive to student needs, promoting better learning outcomes.

The best assessments for Tier 2 progress monitoring are brief, reliable, and sensitive to small changes in student performance. These typically include:

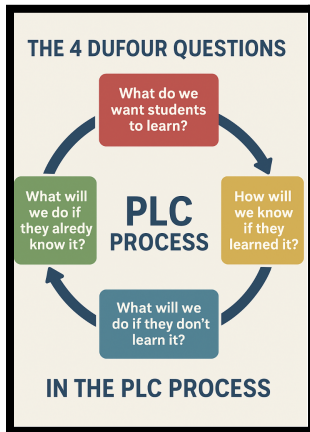
- **Curriculum-Based Measurements (CBMs):** Quick, standards based probes aligned with grade-level skills, such as reading fluency passages or math computation tests.
- **Skills-Specific Checks:** Targeted assessments focusing on the particular skill or standard being taught in the Tier 2 intervention.
- **Formative Assessments:** Short quizzes or exit tickets that provide immediate feedback on student understanding.
- **Reading Running Records:** Informal assessments tracking reading accuracy and comprehension over time.

Below are the reading and math progress monitoring measures utilized by East Alton District at each grade level.

Tier 2 Grade Level Progress Monitoring		
Grade	Reading Measure	Math Measure
Kindergarten	AIMS Letter Naming Fluency (LNF) Letter Word Sound Fluency (LWSF)	AIMS Number Naming Fluency (NNF) Quantity Total Fluency (QTF)
1st	Orton Gillingham Pre/Post Assessments	AIMS Number Comparison Fluency - Pairs (NCF-P) Math Facts Fluency - 1D (MFF-1D)
2nd	Systematic Instruction in Phonological Awareness, Phonics & Sight Words SIPPS Mastery Assessments	AIMS Number Sense Fluency (NSF)
3rd	Wonders Pre/Post Skill Assessments	AIMS Number Sense Fluency (NSF) Eureka Squared Assessments
4th	Wonders Pre/Post Skill Assessments	AIMS Number Sense Fluency (NSF) Eureka Squared Assessments
5th-8th	Renaissance STAR STAR Reading Assessments	Renaissance STAR and Eureka Squared Math STAR Math Assessments Eureka Squared Assessments

Tier 2 PLC Process

Tier 2 and the PLC Process



Richard DuFour's Four PLC questions provide the framework for Professional Learning Communities (PLCs) by keeping the focus squarely on student learning. The questions clarify **what students must learn** (essential standards and skills), then determine **how they will know if students have learned it** (common assessments and success criteria). They also ensure that teams **plan responses for students who do not learn the material** (interventions and reteaching) and **create opportunities for students who already understand it** (enrichment and extension). Together, these four questions drive collaboration, data-based decision-making, and a commitment to ensuring that all students achieve at high levels.

DuFour's Connection to Tier 2

Question 3: What will we do if they don't learn it?

- When students **do not learn** key concepts or skills during Tier 1, **Tier 2** intervention is the **structured next step**.
- Teachers use **data** from **Tier 1 assessments, universal screenings and progress monitoring** to identify students needing **Tier 2**.
- At **Tier 2, instruction is more focused, explicit, and intensive** to address **specific skill deficits**.
- This tier answers DuFour's question by providing a **clear, evidence-based plan** of action for **students struggling to master the content**.

The PLC process supports continuous improvement of Tier 1 instruction through shared responsibility, data-driven decision-making, and collaborative problem-solving. Below is the step-by-step process teams will follow for the Tier 2 PLC process:

Process for Designing Tier 2/3 Interventions

1. Collect Data

- ☐ Document classroom data.
 - ☐ Tier 1 Assessment Trackers and Tiered Response Sheets
 - ☐ 25-26 RTI Eastwood
 - ☐ 25-26 EAMS RtI Data
- ☐ Monitor current performance (classwork, group work, exit tickets, and progress monitoring).

2. Identify Patterns

- ☐ Choose a common assessment to:
 - ☐ Identify student strengths and misconceptions
 - ☐ Look for common patterns
 - ☐ Discuss concerns for assessment itself to ensure it is constructed to yield valid and reliable information about the students

- ☐ Ensure fidelity with scoring
- ☐ Compare results with MAP and STAR
- ☐ Select a skill focus for this cycle that will directly correlate to or impact Tier 1

3. Create Student Groups

- ☐ Determine student groupings based on identified skill
 - ☐ 3 day group (more intensive support) - 6 students/group
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 - ☐ Tier 3 (most intensive support) - 3 students/group
 - ☐ Tier 1 (at/above benchmark)
- ☐ Group students with similar needs who are also at similar levels

4. Select Intervention Resource

- ☐ Brainstorm potential intervention strategies for each targeted group
 - ☐ Most of the time, these strategies emerge as teacher teams compare scores with one another
- ☐ Share available resources
- ☐ Collectively inquire about strategies and techniques that bring successful results
 - ☐ Identify exactly what team wants students to be able to do rather than focus on what students can't do
- ☐ Ensure interventions are **evidence-based and targeted to specific needs**.
 - ☐ See this [Resource List](#) for available resources

5. Implement Intervention

- ☐ Work with identified groups on selected skill
 - ☐ 3 day group (more intensive support) - 6 students/group
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 - ☐ Tier 3 (most intensive support) - 3 students/group
 - ☐ Tier 1 (at/above benchmark)
- ☐ Implement intervention with **fidelity** (follow the planned steps).
- ☐ 3 weeks focusing on either the same standard, strategy, program, etc.
- ☐ Students working within 3 day and 2 day groups can be fluid throughout 3 week cycles

6. Progress Monitor

- ☐ Establish clear, measurable goals for the intervention groups.
- ☐ After every 3rd week, administer a progress check.
- ☐ Document progress monitoring data (progress check) for potential moves between tiers.
 - ☐ Pre and post assessments
 - ☐ STAR
 - ☐ AIMS
- ☐ Record data regularly (e.g., weekly, bi-weekly).

7. Review and Adjust

- ☐ Regularly review student progress.

- ☐ Determine if goals are being met.
 - ☐ If not, make necessary adjustments to the intervention.
 - ☐ If yes, consider moving to Tier 1 or maintaining Tier 2.
- ☐ Rtl Team review will take place on the 10th week of each phase.

8. Document

- ☐ List students receiving a tier 2 intervention on the PLT Assessment Tracker and what intervention they will be receiving
- ☐ **Monitor daily intervention attendance. If a student is consistently missing an intervention, reach out to the teacher team or principal to determine cause and evaluate next steps.**
- ☐ Document any changes made to the intervention.

9. Communicate (Tier 3 Only)

- ☐ Communicate with parents/guardians about the intervention plan
- ☐ Provide updates on progress and any changes made

Tier 3 Cover

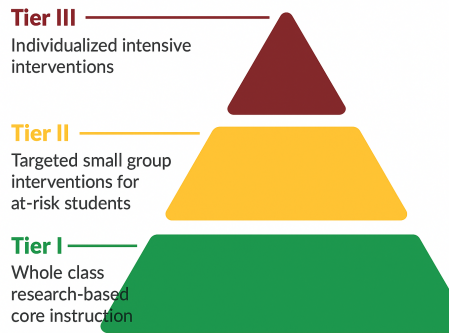
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TIER 3



RTI Tier 3 Overview

Tier 3 Overview



Academic Tier 3 is shown as the red top section of the RTI triangle, representing the 1%-5% of students who require the most intensive academic support

Tier 3 is designed to provide intensive, individualized support to address significant skill deficits for students who continue to struggle academically despite receiving universal (Tier 1) and targeted (Tier 2) interventions. It builds directly on the foundations established in Tier 1 and Tier 2 by offering more personalized

instruction tailored to each student's specific needs, often delivered in very small group settings.

While Tier 1 provides high-quality core instruction for all students and Tier 2 offers additional targeted support for some, Tier 3 intensifies these efforts with increased frequency and duration of intervention. Unlike Tier 2, Tier 3 often involves new materials or specialized approaches tailored to the student's unique learning profile. Progress monitoring is conducted regularly to track student growth and inform adjustments to instruction. Tier 3 supports are typically provided by interventionists or special education teachers. The goal is to accelerate learning, close achievement gaps, and help students succeed within the general education curriculum or guide decisions regarding special education services when necessary.

Key Features of Tier 3	
Targeted Intervention	Focuses on specific, intensive support to address significant academic skill deficits
Small Group Instruction	Delivered in very small groups of no more than 4 students to maximize individualized attention
Intensity & Frequency	Interventions occur more frequently than Tier 2 at 5 days per week.
Progress Monitoring	Frequent data collection to closely track student progress and guide timely instructional adjustments
Flexible & Responsive	Instruction is adapted continuously based on student response and evolving needs
Use Existing Materials	Uses specialized or new materials tailored to the student's unique learning profile

Group Frequency and Participation			
Group Type	Group Size	Meeting Frequency	Progress Monitoring
Intensive Support	No more than 4 students	5 days per week for 3 week cycle	During week 4

If a student does respond to Tier 3 interventions, the intensive support continues until the student's skill gaps are fully addressed and they reach grade-level expectations. Once the student demonstrates consistent mastery through Tier 1 assessments and sustained progress across multiple measures, they may transition out of Tier 3 into a less intensive level of support—either returning directly to Tier 1 core instruction with ongoing progress monitoring or fading to Tier 2 (3-day or 2-day group) supports as appropriate. After the 9-week intervention phase, the RTI team reviews progress to determine next steps, which may include: continuing the Tier 3 intervention, changing the intervention tool or provider, fading to Tier 2, exiting to Tier 1, maintaining Tier 3 supports for an additional cycle, or pursuing formal referrals (e.g., 504 Plan or Special Education evaluation).

If a student does not respond to Tier 3 interventions within the intervention phase, the team reevaluates needs and intensifies the plan. This may involve switching to different or more specialized interventions, increasing frequency or duration of support, conducting targeted diagnostic assessments, or engaging specialists (e.g., interventionists, school psychologist). If progress remains insufficient at the end of the RTI phase, the RTI team considers next steps such as continuing or changing Tier 3 supports, extending the intervention period, or moving forward with formal evaluation for Special Education or other eligibility processes (including consideration of a 504 Plan).

Tier 3 Roles and Responsibilities	
Director of Curriculum & Instruction	Leads Tier 3 program planning, ensures alignment with standards, and oversees staff training and resources
MTSS Coordinator	Leads Tier 3 program planning, ensures alignment with standards, and oversees staff training and resources
Director of Student Services	Oversees Tier 3 supports for students with disabilities, ensures compliance with regulations, guides eligibility decisions, and supports collaboration between special education and intervention teams.
Building Principal	Provide resources and support to maintain a safe, structured, collaborative, and engaging learning environment; collaborate with teachers to monitor student progress.
Interventionist	Delivers intensive small group or individual instruction and monitors student progress regularly.
Special Education Teacher	Provides specialized instruction for students with disabilities and collaborates on tailored support.
Support Staff	Assist with intervention delivery and provide additional student support as directed.

Tier 3 Eligibility and Implmentatio Plan

Tier 3: Eligibility and Intervention Implementation Plan

Identification for Tier 3 begins with benchmark data. Students who score below the 10th percentile on AIMSWeb+ and/or MAP/STAR are flagged for consideration. For kindergarten, students are not eligible for Tier 3 in the Fall; eligibility begins after the Winter benchmark. For grades 1–8, math eligibility follows the same percentile rule.

For students flagged for reading, placement assessments (Foundations, UFLI, or SIPPS) are administered. For math, the Do the Math or Number Worlds placement assessment is used. The RTI team uses benchmark scores plus placement assessment results, teacher input, and progress-monitoring data to decide final Tier 3 placement.

If placed in Tier 3, students are grouped (maximum four per group) and receive targeted interventions from interventionists for 30 minutes daily, five days a week. The team (school psychologist, interventionists, MTSS coordinator, and Curriculum Director) continues to monitor progress at each 10-week review to determine continued placement or tier movement. At the end of each 10 week phase, the team holds grade-level meetings with teachers to examine student performance, intervention responses, and classroom data. During this meeting, next steps will be determined for each Tier 3 student.

Tier 3 Reading Interventions	
Intervention	Grade Levels
Foundations + SIPPS	K-5
UFLI	K-2
SIPPS	6-8

Tier 3 Math Interventions	
Intervention	Grade Levels
Do the Math	2-8
Number Worlds	K-8

Tier 3 Intervention Steps

Process for Designing Tier 2/3 Interventions

1. Collect Data

- ☐ **Document classroom data.**
 - ☐ Tier 1 Assessment Trackers and Tiered Response Sheets
 - ☐ 25-26 RTI Eastwood
 - ☐ 25-26 EAMS RtI Data
- ☐ Monitor current performance (classwork, group work, exit tickets, and progress monitoring).

2. Identify Patterns

- ☐ Choose a common assessment to:
 - ☐ Identify student strengths and misconceptions
 - ☐ Look for common patterns
 - ☐ Discuss concerns for assessment itself to ensure it is constructed to yield valid and reliable information about the students
 - ☐ Ensure fidelity with scoring
- ☐ Compare results with MAP and STAR
- ☐ **Select a skill focus for this cycle that will directly correlate to or impact Tier 1**

3. Create Student Groups

- ☐ **Determine student groupings based on identified skill**
 - ☐ 3 day group (more intensive support) - 6 students/group
 - ☐ 2 day group (intensive support) - 6 students/group
 - ☐ Tier 3 (most intensive support) - 3 students/group
 - ☐ Tier 1 (at/above benchmark)
- ☐ Group students with similar needs who are also at similar levels

4. Select Intervention Resource

- ☐ Brainstorm potential intervention strategies for each targeted group
 - ☐ Most of the time, these strategies emerge as teacher teams compare scores with one another
- ☐ Share available resources
- ☐ Collectively inquire about strategies and techniques that bring successful results
 - ☐ Identify exactly what team wants students to be able to do rather than focus on what students can't do
- ☐ Ensure interventions are **evidence-based and targeted to specific needs.**
 - ☐ See this [Resource List](#) for available resources

5. Implement Intervention

- ☐ Work with identified groups on selected skill
 - ☐ 3 day group (more intensive support) - 6 students/group
 - ☐ 2 day group (intensive support) - 6 students/group
 - ☐ Tier 3 (most intensive support) - 3 students/group
 - ☐ Tier 1 (at/above benchmark)
- ☐ Implement intervention with **fidelity** (follow the planned steps).
- ☐ **3 weeks focusing on either the same standard, strategy, program, etc.**
- ☐ Students working within 3 day and 2 day groups can be fluid throughout 3 week cycles

6. Progress Monitor

- ☐ Establish clear, measurable goals for the intervention groups.
- ☐ **After every 3rd week, administer a progress check.**
- ☐ Document progress monitoring data (progress check) for potential moves between tiers.
 - ☐ Pre and post assessments
 - ☐ STAR
 - ☐ AIMS
- ☐ Record data regularly (e.g., weekly, bi-weekly).

7. Review and Adjust

- ☐ Regularly review student progress.
- ☐ Determine if goals are being met.
 - ☐ If not, make necessary adjustments to the intervention.
 - ☐ If yes, consider moving to Tier 1 or maintaining Tier 2.
- ☐ **Rtl Team review will take place on the 10th week of each phase.**

8. Document

- ☐ **List students receiving a tier 2 intervention on the PLT Assessment Tracker and what intervention they will be receiving**
- ☐ **Monitor daily intervention attendance. If a student is consistently missing an intervention, reach out to the teacher team or principal to determine cause and evaluate next steps.**
- ☐ Document any changes made to the intervention.

9. Communicate (Tier 3 Only)

- ☐ Communicate with parents/guardians about the intervention plan
- ☐ Provide updates on progress and any changes made

Tier 3 Progress Monitoring

Tier 3 Progress Monitoring

Tier 3 progress monitoring measures are individualized based on each student's identified area of need, regardless of grade level. Interventionists select appropriate AIMSWeb+ probes, set goals in AIMSWeb+ until the student's rate of improvement reaches a "closes the gap" threshold, and administer the probes every three weeks at the end of each Tier 3 intervention cycle.

These brief, targeted assessments are sensitive to small but meaningful changes in performance. Results are recorded on the Tier 3 data-tracking sheet to maintain accurate documentation and support data-driven decision-making. Frequent monitoring allows interventionists to evaluate intervention effectiveness, adjust strategies promptly, or provide additional support as needed, ensuring continuous, personalized feedback to maximize student progress.

The best assessments for Tier 3 progress monitoring are brief, reliable, and sensitive to small changes in student performance. These typically include:

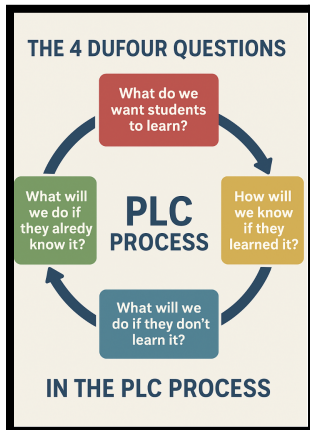
- **Curriculum-Based Measurements (CBMs) tailored to specific skill deficits:** Frequent probes aligned precisely with the student's intervention focus.
- **Diagnostic assessments:** Tools like STAR, AIMSWeb+, Fountas & Pinnell Benchmark Assessments, or other formal reading and math diagnostics that provide detailed information on skill gaps.
- **Error analysis and fluency measures:** Detailed assessments like AIMSWeb+ ORF that track accuracy, rate, and patterns of errors to guide instruction.
- **Specialized skill inventories:** Checklists or assessments targeting fine-grained skills in reading, math, writing, or behavior.

Below are the reading and math progress monitoring measures utilized by East Alton District at each grade level.

Tier 3 Progress Monitoring Options	
Reading AIMSWeb+ Measures	Math AIMSWeb+ Measures
Initial Sounds (IS)	Number Naming Fluency (NNF)
Letter Naming Fluency (LNF)	Quantity Total Fluency (QTF)
Letter Word Sound Fluency (LWSF)	Quantity Discrepancy Fluency (QDF)
Nonsense Word Fluency (NWF)	Number Comparison Fluency - Pairs (NCF-P)
Word Reading Fluency (WRF)	Math Facts Fluency - 1 Digit (MFF-1D)
Oral Reading Fluency (ORF)	Math Facts Fluency - Tens (MFF-T)
Silent Reading Fluency (SRF)	Number Sense Fluency (NSF)

Tier 3 PLC Process

Tier 3 and the PLC Process



Richard DuFour's Four PLC questions provide the framework for Professional Learning Communities (PLCs) by keeping the focus squarely on student learning. The questions clarify **what students must learn** (essential standards and skills), then determine **how they will know if students have learned it** (common assessments and success criteria). They also ensure that teams **plan responses for students who do not learn the material** (interventions and reteaching) and **create opportunities for students who already understand it** (enrichment and extension). Together, these four questions drive collaboration, data-based decision-making, and a commitment to ensuring that all students achieve at high levels.

DuFour's Connection to Tier 3

Question 3: What will we do if they don't learn it?

- Tier 3 provides the **most intensive, individualized interventions** for students **who do not respond to Tier 1 and Tier 2 supports**.
- Students receive **one-on-one or very small group** instruction **tailored to their specific learning needs**.
- **Instruction is highly specialized** and often **delivered by** specialists or **interventionists**.
- The goal is to **address significant learning gaps** and **support students** toward mastery of essential skills.

The PLC process supports continuous improvement of Tier 1 instruction through shared responsibility, data-driven decision-making, and collaborative problem-solving. Below is the step-by-step process teams will follow for the Tier 3 PLC process:

Process for Designing Tier 2/3 Interventions

1. Collect Data

- ☐ Document classroom data.
 - ☐ Tier 1 Assessment Trackers and Tiered Response Sheets
 - ☐ 25-26 RTI Eastwood
 - ☐ 25-26 EAMS RtI Data
- ☐ Monitor current performance (classwork, group work, exit tickets, and progress monitoring).

2. Identify Patterns

- ☐ Choose a common assessment to:
 - ☐ Identify student strengths and misconceptions
 - ☐ Look for common patterns
 - ☐ Discuss concerns for assessment itself to ensure it is constructed to yield valid and reliable information about the students
 - ☐ Ensure fidelity with scoring
- ☐ Compare results with MAP and STAR

- ☐ Select a skill focus for this cycle that will directly correlate to or impact Tier 1

3. Create Student Groups

- ☐ Determine student groupings based on identified skill
 - ☐ 3 day group (more intensive support) - 6 students/group
 - ☐ 2 day group (intensive support) - 6 students/group
 - ☐ Tier 3 (most intensive support) - 3 students/group
 - ☐ Tier 1 (at/above benchmark)
- ☐ Group students with similar needs who are also at similar levels

4. Select Intervention Resource

- ☐ Brainstorm potential intervention strategies for each targeted group
 - ☐ Most of the time, these strategies emerge as teacher teams compare scores with one another
- ☐ Share available resources
- ☐ Collectively inquire about strategies and techniques that bring successful results
 - ☐ Identify exactly what team wants students to be able to do rather than focus on what students can't do
- ☐ Ensure interventions are **evidence-based and targeted to specific needs**.
 - ☐ See this [Resource List](#) for available resources

5. Implement Intervention

- ☐ Work with identified groups on selected skill
 - ☐ 3 day group (more intensive support) - 6 students/group
 - ☐ 2 day group (intensive support) - 6 students/group
 - ☐ Tier 3 (most intensive support) - 3 students/group
 - ☐ Tier 1 (at/above benchmark)
- ☐ Implement intervention with **fidelity** (follow the planned steps).
- ☐ 3 weeks focusing on either the same standard, strategy, program, etc.
- ☐ Students working within 3 day and 2 day groups can be fluid throughout 3 week cycles

6. Progress Monitor

- ☐ Establish clear, measurable goals for the intervention groups.
- ☐ After every 3rd week, administer a progress check.
- ☐ Document progress monitoring data (progress check) for potential moves between tiers.
 - ☐ Pre and post assessments
 - ☐ STAR
 - ☐ AIMS
- ☐ Record data regularly (e.g., weekly, bi-weekly).

7. Review and Adjust

- ☐ Regularly review student progress.
- ☐ Determine if goals are being met.
 - ☐ If not, make necessary adjustments to the intervention.
 - ☐ If yes, consider moving to Tier 1 or maintaining Tier 2.

- ☐ RtI Team review will take place on the 10th week of each phase.

8. Document

- ☐ List students receiving a tier 2 intervention on the PLT Assessment Tracker and what intervention they will be receiving
- ☐ **Monitor daily intervention attendance. If a student is consistently missing an intervention, reach out to the teacher team or principal to determine cause and evaluate next steps.**
- ☐ Document any changes made to the intervention.

9. Communicate (Tier 3 Only)

- ☐ Communicate with parents/guardians about the intervention plan
- ☐ Provide updates on progress and any changes made

Special Education Services

Tier 3: Special Education Services

East Alton School District #13 uses a Multi-Tiered System of Supports (MTSS) to help identify and support students who are struggling academically. This system includes regular review of student performance using benchmark assessments such as NWEA MAP, AIMSweb, or STAR, along with classroom data, to determine the level of support each student needs. Students who show difficulty in meeting academic expectations are provided with tiered interventions based on their individual needs. These interventions are monitored and adjusted at regular intervals throughout the school year. If a student is not making the expected progress after receiving intensive Tier 3 interventions, the school team may determine that a referral for a special education evaluation is appropriate if a suspected disability is present.

PARENT REQUEST:

To request a special education evaluation in writing, a parent should include the following information in their letter or email: the **parent's full name**, the **child's full name** and **current grade**, the **suspected disability (academic concern)**, and specific areas of concern that may be **impacting the child's learning or school performance**. This written request should be submitted to the school principal or directly to the Director of Student Services, **Heather Strebel**, at hstrebel@easd13.org or (618) 433-2202.

To learn more about East Alton District 13 special education services, please [click here](#) to view a menu of resources. To view the Illinois State Board of Education's "Educational Rights and Responsibilities: Understanding Special Education in Illinois — The Parent Guide," [click here](#).

Consideration for Special Education Evaluation

- MAP benchmarking data indicates below the 10th percentile scores
- 4 AIMSWeb+ progress monitoring data points are available and indicate the student consistently performs below the 10th percentile
- Rate of improvement on AIMSWeb+ progress monitoring measures demonstrates the student is progressing at a rate two times discrepant from their goal.
- Student's limited success or failure is not the result of attendance issues or lack of educational instruction (90% attendance rate).
- The student received a score of 1 (needs improvement) in one or more academic areas on their standards-based report card.

Special Education: Benchmark Plan

The Tier 1 Universal Screener section outlines the reading and math assessments that will be administered to all students three times per year for the purposes of screening for academic deficits. Benchmark assessments are administered in the Fall, Winter, and Spring. The special education teachers administer all benchmark measures to students on their caseloads. Special education teachers are in charge of following accommodations and modifications outlined in their students' IEPs.

Special Education: Service Implementation Plan

Special education students receive services according to the minutes and goals outlined in their IEPs. The following is a list of available interventions for special education students. Special education programs may be altered to fit the specific needs of students.

Special Education Reading Interventions	
Intervention	Grade Levels
Fundations	K-5
Wilson	3-8
ABA	K-8
Intervention Central	K-8
LLI - Comprehension only	1-8
UFLI	K-3
Orton Gillingham	K-8
SIPPS	K-8

Special Education Math Interventions	
Intervention	Grade Levels
Number Worlds	1-8
Do the Math	1-8
ABA	K-8
Intervention Central	K-8
Touchmath	2-5

Special Education: Progress Monitoring

Special education teachers will administer an AIMSWeb+ survey level assessment to determine appropriate progress monitoring measures. Progress monitoring measures will be individualized according to IEP goals, regardless of grade level. After selecting a progress monitoring measure, goals in AIMSWeb+ will be set until the rate of improvement indicates a “closes the gap” threshold. Special education teachers administer the appropriate AIMSWeb+ progress monitoring probes to students on their caseload once a month.

Special Education Progress Monitoring Options	
Reading AIMSWeb+ Measures	Math AIMSWeb+ Measures
Initial Sounds (IS)	Number Naming Fluency (NNF)
Letter Naming Fluency (LNF)	Quantity Total Fluency (QTF)
Letter Word Sound Fluency (LWSF)	Quantity Discrepancy Fluency (QDF)
Nonsense Word Fluency (NWF)	Number Comparison Fluency - Pairs (NCF-P)
Word Reading Fluency (WRF)	Math Facts Fluency - 1 Digit (MFF-1D)
Oral Reading Fluency (ORF)	Math Facts Fluency - Tens (MFF-T)
Silent Reading Fluency (SRF)	Number Sense Fluency (NSF)

Summary of RTI Tiers

Summary of Response to Intervention (RTI) Tiers

Tier 1

Accounts for 80% or more students

Engaging, differentiated instruction for *all* students

- Consists of a guaranteed and viable curriculum taught with fidelity that ensures mastery—not just coverage—of essential content at the depth and complexity required for success in future grades.
- Deliver high-quality, differentiated instruction to all students.
- Provide scaffolded access to concepts and scaffolded practice of new skills.
- Issue corrective feedback.
- Offer multiple opportunities to respond to instruction.
- Conduct cumulative review of previously taught skills.
- Provide small-groups support to student groups based on need.

Tier 2

Accounts for 5%-15% of students

More time and differentiated support for students who have not mastered the essentials, as measured by regular assessments designed to inform instruction.

- Supports for students who require more time and alternative strategies and approaches to master the content initially addressed in Tier 1.
- Group students during intervention blocks based on academic learning targets for which there is evidence of need.
- Provide time during daily intervention blocks or follow an alternating schedule (group 1, three days per week for 30 minutes, group 2, 2 days per week for 30 minutes).
- Staff may join grade-level teachers to reduce teacher-student ratio during intervention blocks.

Tier 3

Accounts for 1%-5% of students

For students who have been screened to be multiple grade levels behind their peers in foundational skills (and for students who have not responded to Tier 1 and Tier 2 supports)

- Provide intensive support in addition to Tier 1 and Tier 2 supports; is informed by the evidence gathered in Tier 2.
- Provide additional supports that are as targeted as possible (for example, on phonemic awareness, single-syllable phonics, or multisyllabic phonics).
- Supports are adjusted to match student needs and are revised until the student adequately responds to support.

RTI Key Terms

RTI Key Terms	
Term	Definition
Baseline	Initial measurement of performance before intervention begins.
Benchmark	Expected performance level used to compare student results.
Curriculum-Based Measure (CBM)	Brief, standardized measures tied to curriculum for monitoring.
Data-Based Decision Making	Using student assessment and progress data to guide instruction, interventions, and placement decisions.
Data Team	Educators who review data to make instructional decisions.
Differentiated Instruction	Adapting content, process, product, and learning environment to meet diverse student needs.
Effective Teaching Strategy	Instructional approaches proven to improve student learning (e.g., modeling, formative assessment, scaffolding).
Explicit Instruction	Systematic, clear teaching that includes modeling, guided practice, and corrective feedback.
Fidelity	Delivering instruction or an intervention exactly as designed to ensure consistent implementation.
Fidelity Checklist	Tool to record whether intervention steps are followed.
Flexible Grouping	Grouping students temporarily based on instructional needs and data.
Guaranteed & Viable Curriculum	A curriculum that ensures all essential standards are taught well and within available time.
Individualized Education Plan (IEP)	Legal plan documenting special education goals and services.
Intervention	Targeted instruction or supports provided in addition to core instruction to address specific student needs.
Multi Tiered System of Support (MTSS)	Broad framework for academic, behavioral, and SEL supports.
Prioritized Standards	The most essential learning standards identified for focused instruction and assessment.

RTI Key Terms	
Term	Definition
Problem-Solving Model	Systematic cycle: identify needs, plan, implement, evaluate.
Progress Monitoring	Regular, frequent assessment of student performance to track growth and guide instruction.
Tier 1	Core, high-quality instruction provided to all students in the general education setting.
Tier 2	Targeted small-group interventions for students who need additional support beyond Tier 1.
Tier 3	Intensive, individualized interventions for students with significant needs.
Universal Screening	Brief assessments given to all students to identify those who may be at risk and need additional support.
Unpacked Standards	Standards broken down into specific learning targets and measurable student-friendly objectives.

Appendix

Appendix A: Specific Learning Disability Eligibility Criteria

Kindergarten and First Grade Students

Student participated in Tier 2 intervention(s).

- ☐ Date implemented: _____
- ☐ Name/Description of intervention: _____
- ☐ Who is delivering the intervention: _____
- ☐ What is the size of the intervention group: _____
- ☐ How many days per week and minutes per day: _____

Student participated in Tier 3 intervention(s).

- ☐ Date implemented: _____
- ☐ Name/Description of intervention: _____
- ☐ Who is delivering the intervention: _____
- ☐ What is the size of the intervention group: _____
- ☐ How many days per week and minutes per day: _____

Student data demonstrates the following:

- ☐ MAP benchmarking data indicates below the 10th percentile scores.
- ☐ 4 AIMSWeb+ progress monitoring data points are available and indicate the student consistently performs below the 10th percentile
- ☐ Rate of improvement on AIMSWeb+ progress monitoring measures demonstrates the student is progressing at a rate two times discrepant from their goal.
- ☐ The student received a score of 1 (needs improvement) in one or more academic areas on their standards-based report card.
- ☐ Standardized academic scores, administered by the school psychologist, indicate below 7th percentile scores.

Student's limited success or failure is not the result of attendance issues or lack of educational instruction (90% attendance rate)

- ☐ Student attendance rate _____

2nd through 5th Grade Students

Student participated in Tier 2 intervention(s).

- ☐ Date implemented: _____
- ☐ Name/Description of intervention: _____
- ☐ Who is delivering the intervention: _____
- ☐ What is the size of the intervention group: _____
- ☐ How many days per week and minutes per day: _____

Student participated in Tier 3 intervention(s).

- ☐ Date implemented: _____
- ☐ Name/Description of intervention: _____
- ☐ Who is delivering the intervention: _____
- ☐ What is the size of the intervention group: _____
- ☐ How many days per week and minutes per day: _____

Student data demonstrates the following:

- ☐ MAP benchmarking data indicates below the 10th percentile scores.
- ☐ 4 AIMSweb+ progress monitoring data points are available and indicate the student consistently performs below the 10th percentile
- ☐ Rate of improvement on AIMSweb+ progress monitoring measures demonstrates the student is progressing at a rate two times discrepant from their goal.
- ☐ Fountas & Pinnell benchmarking data indicates a minimum of 1.5 year grade level delay
- ☐ The student received a score of 1 (needs improvement) in one or more academic areas on their standards-based report card.
- ☐ Standardized academic scores, administered by the school psychologist, indicate below 7th percentile scores.

Student's limited success or failure is not the result of attendance issues or lack of educational instruction (90% attendance rate)

- ☐ Student attendance rate _____

6th through 8th Grade Students

Student participated in Tier 2 intervention(s).

- ☐ Date implemented: _____
- ☐ Name/Description of intervention: _____
- ☐ Who is delivering the intervention: _____
- ☐ What is the size of the intervention group: _____
- ☐ How many days per week and minutes per day: _____

Student participated in Tier 3 intervention(s).

- ☐ Date implemented: _____
- ☐ Name/Description of intervention: _____
- ☐ Who is delivering the intervention: _____
- ☐ What is the size of the intervention group: _____
- ☐ How many days per week and minutes per day: _____

Student data demonstrates the following:

- ☐ MAP benchmarking data indicates below the 10th percentile scores.
- ☐ 4 AIMSweb+ progress monitoring data points are available and indicate the student consistently performs below the 10th percentile
- ☐ Rate of improvement on AIMSweb+ progress monitoring measures demonstrates the student is progressing at a rate two times discrepant from their goal.
- ☐ Fountas & Pinnell benchmarking data indicates a minimum of 2 year grade level delay
- ☐ The student received a score of 1 (needs improvement) in one or more academic areas on their standards-based report card.
- ☐ Standardized academic scores, administered by the school psychologist, indicate below 7th percentile scores

Student's limited success or failure is not the result of attendance issues or lack of educational instruction (90% attendance rate)

- ☐ Student attendance rate _____

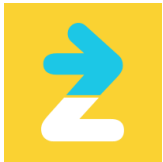
Appendix B: Parent Resources

Home-School Connection: Priority Standards App Practice For Home

Below you will find additional information for several apps that are available on the school issued iPad. These are great resources to provide additional support of the priority standards at home. As always, please reach out to your child's classroom teacher if you have additional questions.

**All apps below can be accessed via the school district iPad.
Students will login to Clever to view most apps listed below.**

App Name	Description
Lexia: Core 5 (Grades K-5) 	Core5 supports and builds on our classroom curriculum and focus on developing reading skills in six areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. <u>Here's how Lexia Core5 Reading works:</u> • Your child begins Core5 at a starting point that fits his or her needs and works in online activities throughout the week. • Online activities include direct instruction and feedback as your child learns new skills. • Progress and performance in the program is reported so teachers can provide help when needed.
Lexia: Power Up (Grades 6-8) 	PowerUp Literacy, a computer-based program that tailors instruction to student specific needs. The activities in PowerUp support and build on our ELA classroom curriculum, focusing on developing skills in three areas essential to becoming a proficient reader: Word Study, Grammar, and Comprehension. <u>Here's how PowerUp works:</u> • The first PowerUp session begins with a placement activity that determines the starting point based on their needs. Then, your reader works on online activities throughout the week. • There will be a weekly online usage target as directed by the classroom teacher. Encourage your reader to meet or beat the weekly usage target!
Happy Numbers 	Happy Numbers provides engaging exercises that build deep conceptual understanding in math. It moves children along at their own pace based on responses and provides helpful feedback after any errors. Students will complete a twenty-question placement test. After the assessment, the system will assign him/her the appropriate tasks based on the test results. Although the exercises are all fun, interactive, and visually appealing, don't be fooled! Your child will be gaining valuable practice in important math skills.
Rocket Math 	Rocket Math Online is unique because it teaches only 2 facts and their reverses on each page. For example 6x3, 3x6, 4x5 and 5x4. The program allows each child to go at his or her own pace, taking as many days to master those two facts as needed. Students are given an opportunity daily to show they have learned a set of facts by passing an online test. Learning all the facts in an operation is a lot of work, but future success in math is dependent upon knowing facts so well that the answers come automatically.

Zearn 	Zearn Math's digital platform to complete online math lessons that are engaging and supportive. In each digital lesson, students will: Warm up - Opening activities give students a chance to flex their math skills and get ready to learn. Learn something new - Students explore math concepts with real teachers, solve math problems online and in their notes, and receive real-time feedback Show what you know - Finally, students demonstrate what they've learned in the Tower of Power. If students get stuck, Zearn breaks down the problem step-by-step and gives them a chance to try again.
EPIC Books 	EPIC books are actual published books, including some popular ones such as <i>The Magic School Bus</i>, <i>National Geographic Kids</i>, or <i>A Series of Unfortunate Events</i>. There's a built-in Merriam-Webster's dictionary that's written accessible for kids; tap and hold on any word to see its definition. Some books have a read-to-me option (featuring an actual, vs. digitized, voice and word highlighting), while others are only for traditional solo reading. There are also books available solely in audiobook form. Along with books are short educational videos, multiple-choice comprehension quizzes, badges to be earned, and other features to encourage engagement, customize experiences, and track students' activity. Books also can be downloaded for offline reading to allow students to read without a Wi-Fi connection.
IXL 	K-8 IL Standards Reading Standards Math Standards Eureka Squared Math Module Alignment Kindergarten First Second Third Fourth Fifth Sixth Seventh Eighth Algebra 1 Savvas Social Studies (No document for 6th-8th) Third Fourth Fifth Amplify Science Fourth Fifth Sixth Seventh Eighth