

RTI Attendance and Intervention Record (AIR)

Weeks until goal	Student: _____							Area(s) of Deficit: _____				
	School: _____							School Year: _____		Grade level : _____		
	Interventionist: _____							Tier 2 _____ Tier 3 _____		Date began RTI: _____		
	Attendance Record			Attendance Codes				Intervention Codes				Parent Report
Complete daily and maintain in RTI file. This will be used during fidelity checks and for the student referral process.			P = Student Present T = Student Tardy SA = Student Absent IA = Interventionist Abs. SF = School Function SC = School Closed				SE = STAR Enterprise Resources SP= S.P.I.R.E. Reading EM = Envision Math AM = Accelerated Math MM = MobyMax IC = Intervention Central		A+ = Aplus ECBM = Easy CBM RS = Reading Street Intervention JN = Journeys Intervention FC = FL Center for Read.Resear. OR = Other Resear. Based		A copy of progress monitoring report must be sent to parents every 4 1/2 weeks. Please indicate date sent.	
MONTH		WEEK	M	T	W	T	F	Intervention	Intervention	Intervention	PM Score	PR to Parent
Weeks until goal	AUG		3-7									
			10-14									
			17-21									
			24-28									
	SEPT		Aug 31- 4									
			7-11									
			14-18									
			21-25									
	OCT		Sept 28 - 2									
			5-9									
			12-16									
			19-23									
	26		26-30									
	24		NOV		2-6							
	23				9-13							
	22				16-20							
					23-27							
	21		DEC		Nov 30 - 4							
	20				7-11							
	19				14-18							
	18		JAN		4-8							
	17				11-15							
	16				18-22							
	15				25-29							
	14		FEB		1-5							
	13				8-12							
12				15-19								
11				22-26								
10		MAR		Feb 29 - 4								
9				7-11								
8				14-18								
7				21-25								
6		APR		Mar 28 - 1								
5				4-8								
4				11-15								
3				18-22								
2				25-29								
1		MAY		2-6								
0				9-13								
				16-20								

Intervention Fidelity Statement: I certify that the above noted strategies/interventions were conducted as described. Please initial and date each nine weeks.

Initials _____ Date _____ Initials _____ Date _____

Initials _____ Date _____ Initials _____ Date _____

West Carroll Special School District

Specific Learning Disabilities Documents Checklist

Student Name: _____ **Sp. Ed. Teacher:** _____

Reviewed by: _____ **Date of Review:** _____

This review must be completed by the data instructional coach or special education director before a student can be tested by the psychologist.

Teacher Check	Reviewer Check	Document
		1. Permission to Test. Date permission received: _____ Date of 60 day deadline: _____
		2. Most current report card with grades and attendance or referral form with information completed.*
		3. TCAP test reports for current year or referral form with information completed.*
		4. Woodcock Johnson Achievement Test Scores Current**
		5. Parent Information Sheet (available on district website)
		6. Tier I Teacher Observation Sheet (available on district website)
		7. Tier II and/or Tier III Observation (available on district website)
		8. Systematic Observation by Certifying Specialist***
		9. RTI ² Attendance and Intervention Record
		10. STAR student progress monitoring report
		11. Gap Analysis
		12. Rate of Improvement
		13. Exclusionary Factors Checklist include dates for vision and hearing screening on checklist.
		14. Intervention Plan and Review

*These documents are not required if a Student Support and Intervention Team Referral Form for Comprehensive Evaluation is completed with all items filled in even if the evaluation is for re-evaluation with no additional testing.

**Do a Woodcock Johnson for all students for initials and re-evaluations.

***This may not be completed before psychologist reviews documents.

College/Career Readiness
 West Carroll
 Enrichment

40 minute classes
 9 week sessions

	Objectives	Resources
Week 1	Motivating Goal Setting Adapting Responsibility/Ownership	http://myfootpath.com/mypathfinder/college-tips-prepare-college-classes/ - how to prepare for college classes http://collegelife.about.com/od/academiclife/a/How-To-Set-College-Goals.htm - setting goals for college https://bigfuture.collegeboard.org/get-started/inside-the-classroom/tips-for-staying-motivated - tips for staying motivated
Week 2	Effective Study Skills Time Management Communication	http://content.moneyinstructor.com/1635/timemanagement.html - lesson with membership http://www.glencoe.com/sec/health/updateshome/bul_arch/fall03_01.shtml - article http://learningtogive.org/lessons/unit550/lesson1.html - lesson plan http://www.educationworld.com/a_lesson/lesson/lesson084.shtml - lesson plan http://www.educationcorner.com/study-skills.html - Several guides to improve study skills http://school.familyeducation.com/skill-builder/college-prep/37653.html?page=1 – slide show https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.legacyprep.org%2Fuserfiles%2F141%2FClasses%2F1259%2FStudy%2520Skills%2520Packet.doc – study skill worksheets/handouts
Week 3	Critical Thinking Problem Solving	http://www.usnews.com/education/blogs/college-admissions-playbook/2014/06/23/5-tools-to-develop-critical-thinking-skills-before-college
Week 4	Critically Read, Comprehend, Analyze Write Effectively No Plagiarizing	http://www.usnews.com/education/blogs/college-admissions-playbook/2014/02/10/master-needed-college-writing-skills - tips for writing, also includes embedded links http://www.usnews.com/education/blogs/college-admissions-playbook/2014/01/27/5-must-have-tech-skills-for-college-students - tech skills for college students
Week 5	Self-advocate/Resume' Scholarship Resources	http://www.fastweb.com/college-scholarships http://how-to-write-a-resume.org/

Week 6	Career Opportunities	https://bigfuture.collegeboard.org/explore-careers
Week 7	College Search	http://www.princetonreview.com/college-advice/find-your-best-fit
Week 8	FAFSA	https://fafsa.ed.gov/
Week 9	College for TN.org	https://www.collegefortn.org/

West Carroll Special School District Intervention Walkthrough Observation

Teacher Observed:		Observed by:		School:	
Observation Date:		Time In:		Time Out:	
RTI ² Level Observed:		Grade Level:		Subject:	
Intervention Tool Utilized:		Observation Type: (check)	Direct		
			Indirect		

Direct Observation

Domain	Statement of Evidence	Fully Implemented	
		Yes	No
I. Setting	<i>Space is appropriate for intervention implementation.</i>		
II. Materials	<i>Intervention program materials are implemented as designed.</i>		
III. Environment	<i>Teacher and student interactions are mutually respectful and positive in tone.</i>		
III. Environment	<i>The teacher provides all students with an opportunity to learn.</i>		
IV. Learner Actions	<i>Students are engaged in the learning process</i>		
IV. Learner Actions	<i>Students are active learners.</i>		
V. Instruction	<i>Activities are student goal directed.</i>		
V. Instruction	<i>Teacher fosters active student engagement and motivation to learn.</i>		
V. Instruction	<i>The behavior management system promotes a climate conducive to learning.</i>		
V. Instruction	<i>Transitions are smooth and quick.</i>		

Observation Fidelity Score

Number of "Yes" Responses x10; Full Implementation Equals 80% or Greater. Enter Score Here:

Indirect Observation

RTI² Level Reviewed, Check One

Tier II Intervention

Tier III Intervention

RTI² Documents Reviewed, Check all that Apply

Review lesson plans, schedules, attendance, and/or parent reports

Review progress monitoring data

Recommendations:

Applicable Domain

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By my signature, I certify or attest the following: Observation indicates the above to be correct and accurate; Interventions are implemented with integrity; Interventions are implemented with no less than 80% fidelity.

Observer Signature:		Teacher Signature:	
Date:		Date:	

From the RTI² Implementation Guide:

“The RTI² framework is aligned with the TN Dept. of Education’s beliefs and allows for an integrated, seamless problem-solving model that addresses individual student need. This framework relies on the premise of high-quality instruction and interventions tailored to student need where core instructional and intervention decisions are guided by student outcome data. In Tennessee, the education system will be built around a tiered intervention model that spans from general education to special education. Tiered interventions in the areas of reading, math, and/or writing occur in general education depending on the needs of the student.”

- ✓ There are many areas of the RTI² framework where data teams are able to make changes, adjustments and choices to meet individual needs. There are also certain areas that are required to be implemented with fidelity according to state guidelines. West Carroll’s program is designed to meet all state guidelines.

Contact Information:

West Carroll Primary

731.986.8359

Jackie Wester - Principal

West Carroll Elementary School

731.669.3831

Molly Ashley – Principal

West Carroll Jr Sr High

731.662.7116

Dexter Williams - Principal

WCSSD District Office

731.662.4200

WCSSD RTI²

District Schools:
West Carroll Primary
West Carroll Elementary
West Carroll Jr./Sr. High School

www.wcssd.org



WCSSD RTI² Initiative

*Response to
Instruction and Intervention*

RTI² is a process focused on **prevention** and **early intervention** that uses assessment data for instruction, intervention and transitions between instructional tiers.



Introduction

In the 2014-2015 school year, the West Carroll Special School District will implement the Response to Instruction and Intervention framework surrounding positive outcomes for all students in Tennessee. This framework integrates Common Core State Standards, assessment, early intervention, and accountability for at risk students with the belief that all students can learn.

Implementation

All school districts in Tennessee are required to fully implement an approved RTI² program by the 2014-2015 school year for K-6 and a phase-in program for middle and high school to take effect in 2016. The district website, www.wcssd.org, offers

resources for parents and other stakeholders.

Overview of Services

The RTI² general education program will provide struggling students with extra instructional time during the day in Reading or Math, as well as enrichment classes for students performing at or above grade level.

The students will be grouped according to specific academic areas that are identified by testing and parents will be informed about program participation for their child.

Students scoring below grade level on the universal screener (the assessment tool used to determine academic groupings) will receive regular instruction time plus extra time to learn in a small class setting with a highly qualified professional during a scheduled RTI² time during the school day.

This extra time may range from 30 minutes to 1 hour of instruction. The students will be monitored regularly

and interventions will be adjusted accordingly.

Beginning in 2014-2015 with K – 8th grade, the RTI² framework will become vital to the special education identification process. This framework will be a determining factor to the eligibility process for a specific learning disability for the special education program.

In an effort to challenge and support ALL students, enrichment activities will be provided for students who are performing at or above grade level. These activities will support and encourage excellence for high-achieving students.

Our program maintains the fluid movement of students within the tiered interventions. Movement is based on regular screening results.

Parent Information

For more detailed information about the RTI² initiative, check our district website, wcssd.org, or contact our West Carroll Interventionists at the WC Primary or WC Elementary.

West Carroll Special School District



West Carroll Jr./Sr. High School

760 Hwy. 77

Atwood, TN 38220

731-662-7116

Response to Instruction and Intervention (RTI²) Progress Monitoring Letter

Student: _____ Date: _____

Subject: Reading Math Grade: _____

Intervention Level: Tier 2 Tier 3 Initial RTI² Placement? Yes No

Intervention Length: _____ Minutes Placement Change? Yes No

Dear Parent,

You were previously notified that your child would receive additional instruction as part of the RTI² program. For the past few weeks, a teacher has worked with this student in a small group setting to help this student master the specific skills that the universal screening test (STAR Enterprise) indicated that he or she needs help with. Students were assigned to a Tier 2 or Tier 3 intervention group and received extra instruction each day.

At least every other week, the intervention teacher has tested this student to check his/her progress toward mastering these specific skills. A support team made up of the student's teachers, the school principal, the school intervention teacher, and the district data coach met to discuss these test results and recommend an RTI² placement. Based on information provided by the teacher working with the student and analysis of the progress monitoring data, the team has made the following recommendation.

Mark the Team's Recommendation Below

<i>Recommend Continuing the current RTI² placement:</i> The student is making good progress toward mastering skills.
<i>Recommend Adjusting the Intervention:</i> The student is making some progress toward meeting goals; the Intervention Support Team believes that changing the services this student receives may help him/her to achieve more at a faster pace.
<i>Recommend Discontinuing Intervention:</i> The student has demonstrated mastery of all skills and will likely be successful without Tier 2 or Tier 3 interventions.
<i>Recommend Additional Assessment:</i> Student is making inadequate progress toward meeting current goals; a parent meeting may be appropriate

Parents often ask how they can help students become successful learners. Reading aloud at home often helps students. Practicing math skills and discussing what students are doing at school helps reinforce the importance of education. When students understand that their parents and teachers believe in their ability to improve, they are often encouraged to work hard and do their best.

If you have questions or would like more information, please contact your child's teacher.

Respectfully,

Name _____

Grade _____

Directions: Please choose 4 of these enrichment classes and rank them in order from 1 to 4 with 1 being your favorite choice. Write the number of your rankings beside the class name.	
ONLY RANK FOUR OF THESE CLASSES, NOT ALL OF THEM.	
#	Enrichment Class Name/Description
	ACT Prep Circle One: Reading Math Science <ul style="list-style-type: none"> Students will learn the test format, review the ACT directions and scoring, and be introduced to various test-taking strategies.
	FFA Competition Prep <ul style="list-style-type: none"> This course is designed for (teacher recommended) FFA members planning to compete in regional competitions.
	FCCLA Competition Prep <ul style="list-style-type: none"> This course is designed for (teacher recommended) FCCLA members planning to compete in regional competitions.
	Yearbook <ul style="list-style-type: none"> This course is offered for (teacher recommended) yearbook staff students to participate in the design and production of the annual yearbook.
	Literary Club <ul style="list-style-type: none"> Participate in an authentic book club discussing quality literature working together to help understand the book and analyze the content.
	Choral Music <ul style="list-style-type: none"> Sing a wide variety of choral music including standard classics, popular American music, and music originating from other cultures.
	Walking for Fitness <ul style="list-style-type: none"> Designed for students interested in improving their personal level of fitness through walking.
	Greenhouse Management <ul style="list-style-type: none"> This course provides an overview of growing different types of plants.
	Website Portfolio <ul style="list-style-type: none"> Students will create a personal website portfolio for college admittance or job interviews.
	Tennessee History <ul style="list-style-type: none"> Designed to develop greater understanding of the cultural, political and economic events that shaped our state.
	Speech and Debate <ul style="list-style-type: none"> Students will learn public speaking skills to participate in different styles of debate and speaking.
	Driver's License Prep <ul style="list-style-type: none"> Designed to prepare students to develop the skills and knowledge for meeting the licensure requirements for TN drivers.
	Science Lab Experiments <ul style="list-style-type: none"> Students will conduct science lab experiments and research.
	Graphic Design <ul style="list-style-type: none"> Students will participate in project-based activities in graphic design (digital and traditional) such as brochures, invitations, etc.
	Art Portfolio <ul style="list-style-type: none"> Offered for (teacher recommended) students to develop a quality art portfolio.

Required Enrichment Classes

9th grade **Behavior/Acad.Org.**
 You will be assigned to a Behavior/ Acad. Org class for the 1st 9-weeks.
 • Training provides specially-designed instruction in social, emotional and positive behavioral skills. Classes implement organizational training and study skills for high school success.

12th grade **College/Career**
 You will be assigned to a College/Career class for the 4th 9-weeks.
 • Course work focuses on entrance and placement exams, career and college knowledge, preparing for college study sessions, test taking strategies, time management, organizational skills, and presentation methods. The course is designed to prepare students to apply to post-secondary education and provide information about the range of career opportunities.

All grades **ACT Prep**
 You will be assigned to one 9-week period of ACT Prep and you will rotate between Math, Reading, and Science (3 weeks in each class). You may choose to sign up for an extra 9 weeks of ACT Prep in individual subjects.
 •Students will learn the test format, review the ACT directions and scoring, and be introduced to various test-taking strategies.