

RtI Plans within APAS

Note: Prior to completing this plan in Alpine Achievement, be sure to fill out the Parent School Partnership Form.

Remember to focus on 1-2 areas at a time.

RTI Support - 1 Save	
Area of Focus	<input type="text"/>
Is this area of focus currently active?	<input type="checkbox"/>
Statement of the Problem <small>Maximum size: 500 Current size: 0</small> <small>Special chars (eg: return, tab) saved as spaces</small>	<input type="text"/>
If parent is declining RTI support services for this need, identify the date <small>Format: mm/dd/yyyy</small>	<input type="text"/>
RTI Interventions	

Area of Focus in Click over:

Behavior

Academic- Reading

Academic- Writing

Academic- Math

Academic- General Skills

Area of Focus in Dropdown:

Area of Focus	
Academics-Reading	
Rdg - Phonemic Awareness	Physical
Rdg - Phonics	Physical - Sensory Motor
Rdg - Fluency	Physical - Visual Motor
Rdg - Vocabulary	Physical - Fine Motor
Rdg - Comprehension	Physical - Gross Motor
Rdg - Prereading Skills	Cognitive
Academics - Writing	Cognitive - Memory
Writing - Spelling	Cognitive - Processing
Writing - Penmanship	Preschool Skills
Writing - Organization	Preschool - Following classroom routines
Writing - Prewriting	Preschool - Engagement during circle time
Academics - Math	Preschool - Adaptive self-help skills
Math - Computation	Preschool - Following teacher directives
Math - Number Sense	Preschool - Transitions
Math - Problem Solving	ELL Language Acquisition
Math - Premath skills	
Behavior	
Behavior - Attendance	
Behavior - Socialization	
Behavior - Organization	
Behavior - Motivation	
Behavior - Self Control	
Behavior - Attention/Focus	

Statement of the Problem

Remember to use root cause when arriving at your statement of the problem. We want to be sure we are not intervening at the ‘symptom level’ but rather at the root cause level. The 5 Why Protocol is a useful tool for arriving at the root cause.

Intervention - 1	
Intensity	<input type="text"/>
Date Intervention Started <small>Format: mm/dd/yyyy</small>	<input type="text"/> 
Date Intervention Ended <small>Format: mm/dd/yyyy</small>	<input type="text"/> 
Reason for Ending Intervention	<input type="text"/>
Intervention Notes <small>Maximum size: 1000 Current size: 0</small>	 <div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div>

Complete the information for the intervention being implemented.

Intensity

- Tier 1- Universal
- Tier 2- Targeted
- Tier 3- Intensive

Use the Defining the Tiers document to determine the tier.

Another rule of thumb, based on research is:

Tier 2- 20-30 minutes/day, 2-5 times/week, group of 5-7

Tier 3- 45-60 minutes/day, 4-5 times/week, group of 1-5,

-Remember that narrowing our focus in the intervention will also increase the intensity.

Progress Monitoring of the Goal

Progress Monitoring Instrument - 1

Tool and Metric <small>Maximum size: 200 Current size: 0</small> <small>Special chars (eg: return, tab) saved as spaces</small>	<input type="text"/>
Progress Monitoring Frequency	<input type="text"/>
Who is responsible for documenting progress monitoring data?	<input type="text"/>
<i>Progress Monitoring data may be entered within other measures in the data warehouse (including a dedicated "Progress Monitoring" setup or they may be uploaded below:</i>	
Where can your progress monitoring data be found?	<input type="text"/>
Progress Monitoring Document (optional)	<input type="button" value="Choose File"/> No file chosen

Complete the information for the Progress Monitoring Instrument. The Tool and Metric is a click over, Progress Monitoring Frequency and where the data can be found are drop downs.

Tool and Metric

Click Overs:

AIMSweb is an assessment system that provides Curriculum-Based Measurement (CBM), as the method of monitoring student progress through direct, continuous assessment of basic skills.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DRA2 Progress Monitoring includes brief passages DRA levels 4-60 so that teachers may regularly observe and record reading behaviors of students between Benchmark Assessments.

PALS Quick Checks are short, task targeted assessments for progress monitoring purposes. The following PALS Quick Checks are available: Alphabet Recognition; Letter Sounds; Beginning Sound Production; Concept of Word; K Spelling; Pseudoword Decoding; Oral Reading in Context; and 1-3 Spelling.

**We can always add to the click overs and dropdowns so let Shirley Jirik know what you might need that is missing, or if there is something that might make filling this out more intuitive.