Response to Intervention

RTI Framework

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Response to Intervention: A Recursive Process

Richland School District Two

Revised November 16, 2015
RTI Process for Academics and Behavior in Elementary Schools

Richland School District Two is committed to providing excellence in education for all students. The focus of *learning, character, community, and joy* is embedded in the core of teaching and learning. In addition, Richland School District Two prepares all students for success by providing meaningful, challenging, and engaging learning experiences. With this philosophy in mind, the implementation of an effective Response to Intervention (RTI) program has been developed to ensure that all students are receiving quality core instruction and effective small group intervention.

**Defining RTI**
Response to Intervention is the practice of 1) providing high-quality instruction and interventions that match students’ needs and 2) using student’s learning rate over time and level of performance to make important educational decisions (Buffum, Mattos, Weber, 2009).

RTI for behavior involves high quality social and emotional support and interventions aligned with student behavioral needs. Behavioral data indicating levels of positive student engagement, such as discipline, attendance, and grades, are examined. Schools use this data to provide positive, evidenced-based interventions, to students needing support in these areas. Progress monitoring occurs frequently, to make adjustments with goals and instruction. Response data is continuously used for educational and behavioral decision-making.

Additionally, The South Carolina Department of Education defines RTI as the practice of using data to guide high quality instruction and behavior interventions matched to students’ needs, monitoring progress frequently to make decisions about changes in instruction of goals, and applying student response data to make critical educational decisions (Batsche et al., 2005).

RTI is not intended to be a stepping stone to special education but rather a process to provide students with additional time using evidence-based interventions in order to close the achievement gap. According to The CORE Teaching Reading Sourcebook (2012), “In primary grades, a minimum of two to two-and-a-half hours of daily instruction is recommended for language arts. These two hours may be consecutive or broken up. Additional time beyond the two hours is needed for special one-to-one or small-group intervention.” (P. 22.6).

Montague (2007) concluded, “When students are behind in reading, they need more instructional time depending on how far behind they are. Some need 30
minutes, some need an hour, and some need more.” The multi-tiered process of RTI accomplishes this goal by assessing students where they are and determining exactly how much time students will need to catch up growth.

Prevention is the best intervention. RTI identifies students’ learning and behavior problems early so instruction can be matched effectively to meet student need. When implemented with fidelity, instructional quality and school performance improves (McAnerney & Elledge, 2013).

It is also important to note that an RTI program is not intended to be a special education program but instead a general education program used to help support students academically with the core. While there are many factors that impact student learning in core academic areas, the following are worthy of mention:

**Several Factors that may impact student achievement:**
- Teacher efficacy (Rockoff, 2003)
- Time in school and on task (Betts, Zau, Rice, 2003)
- Socioeconomics (Betts, Zau, Rice, 2003)
- Language Acquisition (Vaughn, 2008)

According to the National Center on RTI (2010), the essential four components of an effective RTI framework are as follows:

- Data-based decision making (Fuchs, Fuchs, & Compton, 2012)
- Universal screening using a nationally normed assessment (O’Connor & Jenkins, 1999)
- Progress Monitoring (Deno, 1985)
- Multi-leveled prevention system (Vellutino, Scanlon, Small, & Fannele, 2006)

Research shows that when schools implement the four components of RTI with fidelity and quality instruction, school performance improves (Fuchs, & Vaughn, 2012). Currently, 47 of the 50 states are implementing some form of RTI (Berkely, Bender, Peaster, & Saunders, 2009).

**Richland School District Two and the four components of RTI in the academic framework**
Data-based decision making

- Schools conduct RTI meetings every 6-8 weeks to look at progress monitoring data and classroom formative and summative data to make instructional decisions for students.
- Prior to beginning the multi-tiered process in RTI, school teams meet to determine the needs of all students (including students receiving ESOL services) who are performing well-below benchmark. Analysis of the data is used to identify students that need additional supplemental support with the core.
- Movement between the tiers is made based on the data obtained from progress monitoring (norm) and classroom data (criterion).

Universal Screening

Universal screening occurs three times a year (beginning, middle, and end of the school year). All students should be screened using a nationally normed research based assessment in both English/Language Arts and Math. The screening is just one indicator of information, data collected through other assessments should also be included to carefully identify those students needing further assistance in math and literacy.

Jumpstart allows students who received intervention the previous year, to continue their intervention at the beginning of the new academic year.

Below is the recommended screening of all children in Richland 2 in grades K-5.
### Richland School District Two Assessment Expectations at the Elementary Level for all elementary schools and centers except TSCG schools

<table>
<thead>
<tr>
<th>Grade</th>
<th>MAP Test</th>
<th>DRA2</th>
<th>Word Analysis</th>
<th>DIBELS</th>
<th>Sentence Writing and Spelling</th>
<th>Spelling Inventory</th>
<th>Reading A-Z Benchmark</th>
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<tbody>
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<td>K</td>
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### Richland School District Two Assessment Expectations at the Elementary Level for all elementary TSCG schools

<table>
<thead>
<tr>
<th>Grade</th>
<th>MAP Test</th>
<th>DRA2</th>
<th>Word Analysis</th>
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<tbody>
<tr>
<td>K</td>
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Legend:
- No assessment at this grade level and time frame (B,M,E)  
- Benchmark assessment at middle of year  
- Assess for red flags, teacher recommendation, and/or below 25%  
- Midyear MAP assessment is optional/site based decision

<table>
<thead>
<tr>
<th>Grade</th>
<th>BOY</th>
<th>MOY</th>
<th>EOY</th>
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<tbody>
<tr>
<td>K</td>
<td>9/8-10/16</td>
<td>12/14-1/29</td>
<td>4/4-5/27</td>
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<tr>
<td>1</td>
<td>8/3-9/30</td>
<td>12/14-1/29</td>
<td>5/2-6/3</td>
</tr>
<tr>
<td>2</td>
<td>8/3-9/30</td>
<td>12/14-1/29</td>
<td>5/2-6/3</td>
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**Behavior**
- Devereux Student Strengths Assessment
- Social Skills Improvement System (SSIS)

**Progress Monitoring**
- Schools conduct progress monitoring on children performing well-below benchmark in Tier I. Progress monitoring can be collected from classroom data through formative and summative assessments and/or DIBELS, Next and AIMSweb. Children in Tier I should be progress monitored **once or twice a month**.
- Schools conduct progress monitoring **every two weeks** on children performing well-below benchmark in Tier II.
- Schools conduct progress monitoring **every week** on children performing well-below benchmark in Tier III.
- Instruments used are DIBELS, next (ELA) for progress monitoring in grades K-5, and AIMSweb (math) for progress monitoring in grades K-5.

**Richland 2 Tier I Goals:**
According to the Read to Succeed Legislation, ELA instructional time should be a minimum of 90 minutes of uninterrupted instruction with an additional 30 minutes for tier 2 or 3 intervention. A recommended schedule of the 90 minutes is provided for **K-2** and **grades 3-5**.

Goals
- are effective for 80-90% of population.
- are aligned with the South Carolina College and Career Ready Standards.
- use evidence-based instructional practices for all students based on the Richland Two Balanced Literacy Model.
- provide for all students to have the opportunity to participate in Read Aloud, Shared Reading, Guided Reading, Independent Reading, Guided Writing and Independent Writing.
- provide differentiated instruction based on formative assessment results and adapt instruction to meet students’ needs.
- provide student with sufficient opportunities to practice strategies/skills in ELA, Math and all other disciplines.
- require teachers to implement flexible grouping in all disciplines.
- require teachers to monitor progress regularly to ensure that students learn the content and reteach as necessary.

Tier I intervention is based on the belief that the core program will be sufficient in meeting **80-90% of students** educational needs (Buffum, Mattos, Weber, 2009). This requires teachers to differentiate instruction daily through the use of the Balanced Literacy Model.
Interventions for Tier I /ELA

Formative assessments are used to progress monitor in the classroom for all students. From this data, the classroom teacher differentiates instruction by using a variety of instructional practices and resources. The Richland Two Elementary Balanced Literacy Model is a Standards-based gradual release of responsibility model of instruction. This is supported by the Richland 2 K-2 Literacy Curriculum and the Grades 3-5 Alignment Documents.

Instructional Practices

Within the instructional model, teachers must know their students as readers and writers and look closely at the ways to integrate print and meaning information as they read, write, and communicate. Purposeful talk is encouraged modeled and supported through all instructional practices. Teachers can support students in developing balanced and integrated reading processes by considering the way the text level relates to instructional context.

- Read aloud (Teacher models)
- Shared Reading (Teacher/Students read together)
- Guided Reading (Student reading/Teacher supports)
- Independent Reading (Student Reads/Teacher confers)
- Shared Writing (Teacher/Students write together)
- Guided writing (Student writes/Teacher supports)
- Independent Writing (Student write/Teacher confers)

<table>
<thead>
<tr>
<th>Instructional Context</th>
<th>Text- Level</th>
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</thead>
<tbody>
<tr>
<td>Read Aloud</td>
<td>substantially above grade level</td>
</tr>
<tr>
<td>Shared Reading</td>
<td>on or a little above grade level</td>
</tr>
<tr>
<td>Guided Reading</td>
<td>on reader’s individual level</td>
</tr>
<tr>
<td>Independent Reading</td>
<td>below, on or above grade level student choice)</td>
</tr>
</tbody>
</table>

Core Reading Instruction During Tier 2 and 3 Pull Outs:

Instruction should not stop in the ELA classroom when students leave for Tier II/III. Teachers can utilize this time in a variety of ways. There are several models for Tier 2 and 3 pull out time. Suggested Tier I strategies are used with ALL students. When used during Tier II/III pull out time, these strategies reinforce or enrich ELA or Math instruction.

These are suggested reading strategies but not limited to:
- Read Alouds to support instruction or content integration
- Partner Read texts from previous Shared Reading instruction
- Book Clubs/Literature Circles
- Small Group instruction
- Reading and Writing with conferencing
- Literacy Stations
- Computer-based reading instruction

### Richland 2 Tier I Goals

Teachers should be using the Richland 2 Balanced Math Model to guide the instructional time within their math block to address the three components of rigor. The three components of rigor are Procedural Skill and Fluency, Deep Conceptual Understanding and Application. These components should be taught through the South Carolina College and Career Ready Math Process Standards.

Teachers should adapt their instruction to meet the needs of individual students by providing differentiated instruction based on formative assessment. An example is the K-5 Richland Two standards-based formative assessments and class checklists.

### Maximizing Instruction during Intervention

- Continue instruction with Fluency, Application Problem Solving, Remediation and/or Enrichment in teacher-led small groups based on previous formative or summative assessments

### Making Decisions to Inform Tier One Instruction

- Use Formative and Summative Assessments to include:
  - MAP Data by Strands to form groups
  - Richland Two’s K-5 Standards-Based Formative Assessments
  - Classwork, Homework, Quiz Results/Exit Slips
  - End of Unit Assessments
  - State End of Grade Testing

### Strategies/Practices

- Teachers provide varied grouping models within their classroom based on students results from formative or summative data.
  - Cooperative learning groups (to include problems solving tasks)
| Teacher Resources | Envision Math - Differentiated Instruction Strategies for On-Level, Advanced, and Intervention Students  
| Envision Math - Math Diagnosis and Intervention System (MDIS)  
| Engage NY - modify Problem Sets, Fluency Sprints, Homework, etc.  
| Variety of Math Manipulatives and Tools to use  
| Use of Math Journals for all students to keep track of their thinking |

| Independent work stations for students | - Mathematical Games for partners or small groups  
| - Problem Solving in pairs or groups using tasks from:  
| - Illustrative Mathematics  
| - Problems of the Month- Inside Mathematics  
| - Howard County Math  
| Independent Student Learning  
| - Zearn for grades 2-4 |

**Overview of Multi-leveled Prevention System**

**Tier I:**
The heart of any Response-to-Intervention (RTI) model lies in the use of tiered instructional processes. Although the assessment components of RTI (universal screening and progress monitoring) are essential elements of implementation, it is the instruction that occurs as a function of the outcomes of the assessments that truly drives the changes we hope to see in students who are identified as being at some level of risk for not meeting academic expectations. For RTI to succeed, it must begin in the classroom.

**Tier I Goal**
- Use evidence-based instructional practices for all students
- Provide differentiated instruction based on formative assessment results and adapt instruction to meet students’ needs
- Students are provided sufficient opportunities to practice skills/concepts throughout the school day (Buffum, Mattos, & Weber, 2009)
- Teachers implement flexible grouping during ELA and math
- Teachers will monitor progress regularly to ensure that students learn the content and reteach as necessary
- To provide nurturing and responsive relationships
- To provide a welcoming and supportive environment for all students in all settings

In identifying students who are performing well below benchmarks, we must assess students using a research-based screening tool. Dibels, next is the District’s approved program for identifying students who show at-risk tendencies in reading. The collection of multiple pieces data is very important in making the best decisions for serving children in any intervention program. Assessments such as: MAP, Treasures Benchmarks, PASS, and other summative assessments are also needed when determining academic performance of students.

Tier I intervention is based on the belief that the core program will be sufficient in meeting **80-90% of students** educational needs (Buffum, Mattos, Weber, 2009). This requires teachers to differentiate instruction and provide daily small group instruction in meeting the needs of students. Buffum, Mattos, and Weber (2009) explained, “Before schools prescribe Tier 2 or Tier 3 interventions, classroom teachers must differentiate instruction for small groups of students in the classroom” (p. 75).

**Interventions for Tier I /ELA**
- Treasures Intervention Component-McMillian-McGraw Hill
- Guided Reading Small Group using Leveled Texts
- Research-based instructional strategies
● RAZ-Reading A to Z

**Interventions for Tier I/ Math**
- Envision Math- FocusMath
- Small Group, workshop
- Research-based instructional strategies

**Interventions for Tier I/Behavior:**
- Nurturing Relationships and Welcoming Environments
- Positive Behavioral Interventions and Supports (ie. HET, PBIS, Progressive Discipline, Conscious Discipline)
- Classroom behavioral modification
- Increasing focused attention
- Responding to the lesson at hand
- Building positive relationships with adults and peers
- Using expressive-receptive communication skills to convey emotion rather than act out physically
- Require higher degrees of impulse control

**Progress Monitoring for Tier I:**

Progress monitoring in Tier I should be ongoing; students who are performing **below** benchmark (those in yellow) should be progress monitored **at least twice** during a six-twelve weeks period.

**Progress Monitoring Assessments**
- DIBEL Next for ELA
- AIMS Web Math Progress Monitoring Probes

**Progress Monitoring Assessments in Tier I for Behavior**
- SSIS Rating Scale
- Behavioral Charts
- Antecedent/ Behavior/ Consequence (ABC) Checklist
- Classroom Observations

After six-twelve weeks of effective Tier I intervention, if a student’s progress monitoring data indicates a lack of progress made in Tier I, teachers can request that the student be placed in a Tier II intervention program.

**Tier II:**

Tier II is for students who are performing below grade level standards. Below grade level standards for students scoring and determining if Tier 2 is warranted.

DIBELS Next for K - 2 BOY and MOY:
**Strategic/below benchmark** or **Intensive/well below benchmark**

Developmental Reading Assessment (DRA 2) K-2 **Instructional Level NOT** Independent Level

BOY: K - Level A
BOY 1: Level 4 and below
BOY 2: Level 16 and below

MAP for reading and math: Below the 25th percentile

AIMS Web: Math
**Strategic/below average** or **intensive /well below average**

**Schools that do not cluster:**

Kindergarten BOY: DRA/Word Analysis (teachers use DIBELS for any student concerns that they want additional information on)
Kindergarten MOY: DRA and DIBELS
Kindergarten EOY: DRA and DIBELS

First Grade BOY: DRA and DIBELS
First Grade MOY: DRA and DIBELS
First Grade EOY: DRA and DIBELS

Second Grade BOY: DRA, MAP and DIBELS **making change at MOY for 2015-16 SY**
Second Grade MOY: DRA, MAP and DIBELS for bottom 25th% on MAP or for teacher concerns
Second Grade EOY: DRA, MAP and DIBELS for bottom 25th% on MAP or for teacher concerns

Third Grade BOY: MAP and DIBELS for bottom 25th% on MAP or for teacher concerns
Third Grade MOY: MAP and DIBELS for bottom 25th% on MAP or for teacher concerns
Third Grade EOY: MAP and DIBELS for bottom 25th% on MAP or for teacher concerns

Fourth Grade BOY: MAP and DIBELS for bottom 25th% on MAP or for teacher concerns
Fourth Grade MOY: MAP and DIBELS for bottom 25th% on MAP or for teacher concerns
Fourth Grade EOY: MAP and DIBELS for bottom 25th% on MAP or for teacher concerns

Fifth Grade BOY: MAP and DIBELS for bottom 25th% on MAP or for teacher concerns
Fifth Grade MOY: MAP and DIBELS for bottom 25th% on MAP or for teacher concerns
Fifth Grade EOY: MAP and DIBELS for bottom 25th% on MAP or for teacher concerns

**Schools that cluster:**

Second Grade BOY: DRA, MAP and DIBELS **making change at MOY for 2015-16 SY**
Second Grade MOY: DRA, MAP and DIBELS for bottom 25th% on MAP or for teacher concerns
Second Grade EOY: DRA, MAP and DIBELS for bottom 25th% on MAP or for teacher concerns
It is the intent that the students receive core instruction plus additional instructional support when being served in Tier II. English Language Learners may need these services as well and are not to be excluded from receiving Tier II intervention. According to Johnson (n.d.) as cited on the RtI Action Network, Tier II involves a clearly articulated intervention implemented with fidelity. Research-based interventions should be provided in Tier II to 5-15% of students (Colins, Love, & Lujan, n.d.). Tier II interventions can be scheduled as a pull-out or push-in program for a small group (5-6) of students to maximize instructional impact. Progress monitoring should occur as frequently as every week to determine growth and progress in intervention.

**Changing the Rate of Reading Growth**

A student that is behind two grade levels will need a growth rate of 250% of normal annual growth. This rate of growth cannot be achieved simply by enhanced instruction or curriculum. Enhanced instruction might increase growth 10% each year. “A 10% increase in achievement from improved instruction and a 10% increase from improved curriculum will only increase a student’s rate to 120%. Doubling a student’s instruction time should increase growth rate to 240%, giving the student a reasonable chance of making five years of reading growth during their third and fourth grades. When a student needs 200 hundred minutes a day and only gets 60-90 minutes a day, it is a mathematical certainty that the student will not catch up. A student will not achieve grade-level reading skills by the end of fourth grade when we ration their reading instructional time to 60-90 minutes a day through outmoded master schedules” (Fielding, Kerr, & Rosier, 2007, p.51).

**Richland 2 Tier II Goals:**

- 5-15% of school population: This does not include special education students
- Use evidence-based, targeted instructional practices for Tier II students.
- Provide at least 30 minutes of intervention services based on quantitative
and qualitative data.

- Collaborate with teachers and parents in order to analyze and interpret data to determine outcomes of intervention services every 6-12 weeks.
- Identify a specified time slot for Tier II intervention in the master schedule that will not interfere or take place of the core instruction in reading and math. Depending on the number of students being served in Tier II, scheduling may or may not be included in the master schedule. Instead, Tier II pull-out or push-in may be scheduled during class schedules instead of school's master schedule.
- To provide targeted social and emotional support.
- Communicate with parents early and ongoing when a child has been identified for Tier II before beginning supplemental intervention.

**Most used evidence-based intervention programs for Tier II/ELA instruction in Richland School District Two**

- Leveled Literacy Intervention (LLI)- Fountas and Pinnell (K-5) - Started Implementing in 2014 and is currently the most successful intervention curriculum based on data in elementary schools.

**Other Tier II ELA Intervention Curriculums that are in the District**

- Burst Reading- (K-5)
- Fundations (K-3)
- Project Read (K-3), Linguistics (3-5th)
- Lexia (K-5)

**Most used evidence-based intervention programs for Tier II/Math instruction**

- SRA Number Worlds, (K-5) 2015 is currently the most used curriculum in Tier II Mathematics

**Other used Tier II Math Intervention Curriculums that are in Richland School District Two District**

- Do the Math by Marilyn Burns
- Mathematics Navigator by Pearson
- FocusMath (K-5)

**Intervention Programs for Tier II Behavior:**

- Social Skills Groups (1:6 ratio)
- Study Skills/Organization Group (1:6 ratio)
- Mentoring Groups (1:6 ratio)
- Conflict Resolution/Restorative Justice Circle (1:6 ratio)

**Progress Monitoring in Tier II:**

The National Center on Response to Intervention (n.d.) defines progress
monitoring as repeated measurement of academic performance to inform instruction of individual students in general and special education classrooms. It is conducted at least bi-weekly to “(a) estimate rates of improvement, (b) identify students who are not demonstrating adequate progress and/or (c) compare the efficacy of different forms of instruction to design more effective, individualized instruction” (Para. 1).

After 6-12 weeks of Tier II intervention, a collaborative meeting should take place to determine the next steps for intervention. If a child has shown a lack of growth both in progress monitoring data and classroom performance data in Tier II, then intervention should be modified or a discussion for Tier III placement. Furthermore, if a child shows growth in both progress monitoring and classroom performance data, consideration for Tier I or dismissal from Tier II should be determined.

When a student is promoted to Tier I after having successful Tier II intervention, it is still the teacher’s job to continue to work with the student and monitor their progress. It is strongly recommended that the teacher continue to double dip their ELA or Math small group instruction in Tier I to maintain proper growth and sustainability.

**Progress Monitoring Assessments for ELA**
- DIBELS, Next for ELA (K-5), using MClass-- K-FSF (First Sound Fluency), Phoneme Segmentation Fluency (PSF), NWF (Nonsense Word Fluency: Correct Letter Sound (CLS) and Whole Words Read (WWR)), 1st-Phoneme Segmentation Fluency (PSF), NWF (Nonsense Word Fluency: Correct Letter Sound (CLS) Whole Words Read (WWR) DORF(Dibels Oral Reading Fluency) (Winter, Spring Only), 2nd-NWF, DORF, 3rd-5th-DORF, DAZE (optional)

**Progress Monitoring Assessments for Math**
- AIMS Web for math (2-5), Math Concepts and Applications (M-CAP) and Math Numbers and Operations (M-COMP): BOY, MOY, and EOY
- AIMSWeb for math (1st) (M-COMP) only: BOY, MOY, and EOY
- AIMSWeb for math (K) OCM (Oral Counting Measure), MNM (Missing Number), NIM (Number Identification), QDM (Quantity Discrimination)

**Progress Monitoring Assessments in Tier II for Behavior**
- SSIS Rating Scale
- Behavioral Charts
- Antecedent/Behavior/ Consequence (ABC) Checklist
- Classroom Observations
**Tier III:**
Students who are not successful in Tier 2 need more individualized, intensive instruction administered by a certified teacher or reading specialist. Tier 3 interventions are more intensive and the duration of it is longer than Tier I and 2. Tier 3 interventions are designed for 1-5% of struggling students who need intensive support. English language learners receiving ESOL services may also receive Tier III interventions and should not be excluded. Quantitative and qualitative data regarding the rate of learning help determine the duration and intensity of Tier 3 interventions. (Lujan and Collins (n.d.)),

Students in Tier III will receive more intensive instruction, intensive referring to the amount of time, the number of days of intervention and the number of students receiving intervention. According to Buffman, Mattos and Weber (2009), “Tier 3 interventions are designed for students who show low content area skills and/or lack of progress over time when provided with Tier I and Tier II interventions. The main differences between Tiers 2 and 3 are not necessarily the interventions themselves, but the frequency, duration, and progress-monitoring requirements (p. 101).”

**Richland 2 Tier III Goals:**

- 1-5% of population
- Instruction should be delivered by a certified teacher, reading/math specialist.
- Provide evidence-based intervention services for students who fail to respond to Tier 2 intervention.
- Collaborate with special education teachers on strategies that best meet the need of Tier 3 students.
- Provide more intensive instruction to smaller groups of students (no more than 3) with increased instructional time.
- Progress monitoring should occur more frequently in Tier III (weekly monitoring)
- Frequent collaboration between the special education team should occur during Tier III.

**Evidence-based intervention programs for Tier III/ ELA**

- Project Read K-2
- Linguistics, Project Read 3-5
- Leveled Literacy Intervention (Fountas & Pinnell)
- Reading Recovery

**Evidence-based intervention programs for Tier III/Math**

- Number Worlds
- FocusMATH
Interventions for Tier III/Behavior

- Behavior Contracts
- Check-in/Check-out System
- Individual Counseling
- Small Group Counseling (1:3 ratio)
- Social Skills Groups (1:3 ratio)

Progress Monitoring in Tier III:

Due to the intensity of Tier 3 interventions, progress monitoring needs to occur at least weekly (Buffumi, Mattos, & Weber, 2009). Students receiving Tier III interventions should have a minimum of 6-12 weeks of intervention before determining the next steps. A team of certified staff members to include interventionist, general education teacher, ESOL teacher, and special education teachers should collaborate in making decisions for determining next steps after the period of intervention has concluded. (Buffumi, Mattos, & Weber, 2009).

When students make limited to no progress in Tier III, collaboration amongst parents, general education teachers, special education teachers, ESOL teachers and school psychologists needs to occur. At this time, the team of stakeholders may opt to discuss the possibility of referring the student to an Instructional Academic Team (IAT).

Progress Monitoring Assessments in Tier III ELA/MATH

- DIBELS Next (Reading)
- AIMSWeb (M-COMP/M-CAP) (Math)

Progress Monitoring Assessments in Tier III for Behavior

- SSIS Rating Scale
- Behavioral Charts
- Antecedent/Behavior/Consequence (ABC) Checklist
- Classroom Observations

To Recap The Multi-tier Approach:

- The preferred multi-tier model (MTSS) includes: Tier I (primary), Tier II (secondary), and Tier III (tertiary)
- Tier I is high-quality core instruction.
- Tier II is an evidence-based intervention that is provided to students
(including those who receive instruction in ESOL) who are not progressing in Tier I.

- Tier II is in addition to the core instructional program and can be push-in or pull-out but provided to children in a small group with a ratio of 1:6.
- The following evidence-based intervention programs are preferred in RD 2:
  - Fundations K-2 (ELA)
  - Burst K-3, 4-6 (ELA)
  - Road to the Code (ELA)
  - Mondo (ELA)
  - Project Read (ELA)
  - Leveled Literacy Intervention (LLI) (ELA)
  - Number Worlds (Math)
  - FocusMath (Math)
  - Lexia (ELA)
- Tier III is an intensive, evidence-based intervention that is provided to students who are not progressing in Tier II (including students receiving ESOL instruction).
- Tier III is in addition to the core instruction and may be a push-in or pull-out but provided to children in a small group with a ratio of 1:3.
- Tier III is more intensive with increases in delivery time and duration (increase instruction time and length of intervention timeframe from 6 weeks to 12 weeks minimum).
- A certified teacher is necessary for effective Tier III intervention.
- Tier IV (referral to IAT) is the last tier in the multi-tiered prevention system.
- Tier IV happens when students have been through all the tiers of prevention and have not shown progress in his/her academic growth over time (minimum of 6 data points going down or flat lined)

### RTI-Academic Framework Table

<table>
<thead>
<tr>
<th>Universal Screening</th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHAT Universal screening is the first step in identifying students who are at risk for learning difficulties (Jenkins, Hudson, &amp; Johnson, 2007).</td>
<td>WHAT Quality Core Instruction delivered to ALL students that includes systematic and explicit</td>
<td>WHAT When children fail to meet progress in Tier I, Tier II instruction is needed. Tier II is in addition to Tier I instruction using an evidence-based</td>
<td>WHAT When children fail to meet progress in Tier II, Tier III instruction is needed. Tier III is in addition to Tier I instruction and is more intensified with a ratio of 1:3 using an evidence-based intervention</td>
</tr>
<tr>
<td>DIBELS Next and AIMSweb</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
are the Norm-referenced assessments used for Universal Screening in the district.

**WHO**
Certified teacher, interventionist, paraprofessional can administer universal screening provided that they have had adequate training.

**WHO**
Certified Teacher

**WHO**
Certified teacher, interventionist, paraprofessional can deliver Tier II, provided that they have had adequate training.

**WHO**
Certified teacher, reading specialist or interventionist, special education teacher

**WHY**
Universal screening is paramount in identifying students at risk for academic difficulties in an RTI model.

**WHY**
When good quality instruction is delivered, 80% of your students should be success (Mattos, 2011).

**WHY**
To provide students further practice in their content area of need to help close the achievement gap.

**WHY**
To intensify intervention of students not making adequate progress in Tier II intervention.

**WHEN**
Universal screening is conducted three times a year, typically at the beginning, middle and end of year.

**WHEN**
Daily with formative assessment driving instructional decision-making.

**WHEN**
Daily with progress monitoring occurring bi-weekly.

*Students receiving other pull-out services (i.e., speech, ESOL) may receive intervention services via a push-in model.

**RTI-Behavior Framework Table**

<table>
<thead>
<tr>
<th>Universal Screening</th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT</strong></td>
<td>Universal screening is the first step in identifying students who are at risk for learning difficulties (Jenkins, Hudson, &amp; Johnson, 2007).</td>
<td>Behavioral instruction is provided to all students in all settings and consists of teaching school-wide expectations, rules, and procedures.</td>
<td>Students who continue to exhibit social problems after receiving Tier 1-universal interventions, are identified as needing Tier-2 interventions.</td>
</tr>
<tr>
<td><strong>WHO</strong></td>
<td><strong>WHY</strong></td>
<td><strong>WHEN</strong></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Certified teacher, interventionist, paraprofessional can administer universal screening provided that they have had adequate training.</td>
<td>Universal screening is paramount in establishing a baseline score from which to identify students whose behaviors differ significantly from that of the peer group.</td>
<td>Universal screening is conducted three times a year, typically at the beginning, middle and end of year.</td>
<td></td>
</tr>
<tr>
<td>Certified Teacher</td>
<td>When good quality school-wide and classroom discipline plans are in place for all students, 80% or more students will be successful.</td>
<td>Daily with school-wide and classroom observations driving decision-making.</td>
<td></td>
</tr>
<tr>
<td>Certified teacher, school counselor, interventionist, paraprofessional can deliver Tier II, provided that they have had adequate training.</td>
<td>To provide students targeted, small group positive behavior support interventions.</td>
<td>Daily with progress monitoring occurring weekly.</td>
<td></td>
</tr>
<tr>
<td>Certified teacher, school counselor, psychologist and, social worker.</td>
<td>To provide specialized, individualized systems for students exhibiting high-risk behavior.</td>
<td>Daily with progress monitoring occurring daily.</td>
<td></td>
</tr>
</tbody>
</table>

### IAT Process through RTI-Academics

**Richland School District Two-Elementary Level**

- Universal Screening of ALL children- BOY, MOY, EOY
  - DIBELS Next (ELA)
  - AIMSweb (Math)

- Identification of Tier I students performing well below benchmark from universal screening (along with other assessment data) to determine if supplemental intervention is needed in Tier I.
  - Prior to beginning supplemental intervention in Tier I, parent(s)

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should be notified of their child’s results on benchmark testing and the academic plan of support in Tier I.

- Students receive 6-12 weeks of intervention in Tier I (core instruction).
- Intervention in Tier I is quality instruction that involves teaching explicitly and systematically in small group on a daily basis.
- Documentation of progress is needed to address if intervention is not success in Tier I.
  - This documentation can come from formative and summative assessments. Dibels and AIMS can be used for progress monitoring in Tier I but not as frequent.

❖ A data meeting should be held after 6-12 weeks of intervention in Tier I.
  - Classroom teachers, administrators, interventionist, reading coach, ESOL teacher(if student receives services), ELA specialist, or math specialist should attend the data meetings to make instructional decisions for children not making progress in Tier I with supplemental interventions.

❖ Identification of Tier II students are based on the collaborative decisions made from the data meeting. Immediate intervention (Tier II) should be implemented.
  - Tier II intervention is the next level of support.
  - Prior to beginning Tier II, parent(s) should be notified of their child’s progress and academic plan of support in Tier II in a language they understand.
  - Tier II needs to be delivered with an evidence-based intervention for children in small groups.
    - Ratio 1:6
    - 6-12 weeks of intervention
    - 30 minutes of additional daily instruction in Tier II
    - Delivered by a trained professional
    - Progress monitor every other week using DIBELS Next and AIMS web
    - Classroom teachers will continue to provide explicit and systematic small group instruction of children in Tier II during Tier I.
    - Tier II is in addition to Tier I. Students should not be missing any new material while receiving Tier II instruction.
    - Tier II can be received by those English Language Learners who also receive ESOL services.

❖ A data meeting should be held after 6-12 weeks of intervention in Tier II.
  - Classroom teachers, administrators, interventionist, reading specialist, ESOL teacher(if the child receives ESOL services), ELA
specialist and math Specialist should attend the data meetings to make instructional decisions for children not making progress in Tier II. It is at this time that recommendations for Tier III is made for children show little to no progress in Tier II.

- Identification of Tier III students is based on collaborative decisions made from the data meeting. Immediate intervention (Tier III) should be implemented.
  - Tier III intervention is the next level of support.
  - Prior to beginning Tier III, parent(s) should be notified of their child’s progress and academic plan of support in Tier III.
  - The school’s special education teacher should be notified of all Tier III children to provide support and instructional strategies for classroom teachers.
  - Tier III needs to be delivered with an evidence-based intervention for children in small groups. Tier III is the most intensive level of support.
    - Ratio 1:3
    - 6-14 weeks of intervention
    - 30-45 minutes of additional daily instruction in Tier III
    - Delivered by a trained, and certified professional
    - Progress monitor every week using DIBELS Next and AIMS web
    - Classroom teachers will continue to provide explicit and systematic small group instruction of children in Tier III during Tier I.
    - Tier III is in addition to Tier I. Students should not be missing any new material while receiving Tier III instruction.
    - Tier III can be received by those English Language Learners who also receive ESOL services.

- Referral to IAT through an academic RTI framework
  - Students who fail to make progress in Tier III will be referred to an IAT committee. This committee will look further into the student’s data to see if an evaluation is needed for special services.
  - When a student has been provided with the multi-tiered system of support through RTI and has shown a lack of progress (has a data point trend downward or flat-lined with a minimum of 6 data points), they can then be referred for an academic evaluation.
  - Parent(s) should be notified in advance of this decision and detailed reports should be provided to the student’s parent(s) in a language they understand.
Important Reminders:

In conclusion, there are several important points which must be noted. First and foremost, an effective RTI program begins with effective Tier I (core) instruction. The classroom teacher’s role cannot be overstated as he/she is the first line of defense and the person with whom the struggling student has the closest relationship. Classroom teachers should reference the referral form for additional strategies, their school’s reading specialists, or additional support prior to bringing a student to the IAT process. As Richard Allington reminds readers in *What Really Matters in Response to Intervention*, “RTI is not something that happens in special education, rather it is a method for teaching all students that needs to be driven by general education teachers in the general education classrooms.” (p.21). Secondly, while Richland School District Two has traditionally employed teaching assistants to run Tier II programs, it is not the belief of this committee that this is the most effective practice when dealing with our most fragile learners. If a school opts for this practice, then it is highly recommended that the school’s RTI Specialist work with the teaching assistants for training and monitoring. Tier III instruction should only be delivered by a certified teacher since these students need the most support by a highly skilled individual who is capable of making sound instructional decisions and adjusting instruction as needed in order for the fragile learner to achieve. Finally, it is the ultimate goal of an effective RTI program for all students to receive the instructional support needed in order to return to the classroom environment. It is an erroneous notion that RTI is simply to move students toward special education. RTI is the process whereby all students achieve at their maximum potential.

Parent Communication:

An essential part of student success in RTI is parent communication. This can be accomplished in a variety of ways:

- Explain the RTI process
- Share information about how the child’s progress will be monitored
- Discuss tier interventions
- Describe how instructional decisions related to tier placements are determined
- Celebrate success
Bibliography:


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The CORE Teaching Reading Sourcebook (2012)


Fuchs, Fuchs, & Compton, (2012)

Johnson

Lujan and Collins

Montague (2007)

Mclnerney & Elledge, (2013)

National Center on RTI, (2010)

O'Connor & Jenkins, (1999)

Progress Monitoring (Deno, 1985)


ACKNOWLEDGEMENTS

Thank you to the following people for their contributions to the Richland 2 RTI framework.

Tamala Ashford, Middle School Assistant Principal of Instruction
April Burns, ESOL Elementary Lead Teacher
Dr. Wendy Crotwell, District RTI Specialists
Becca Doswell, ELA Content Specialist

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# Bethel-Hanberry Elementary School Master Schedule 2015-16

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>3rd</td>
<td>Lunch</td>
<td>K</td>
<td>2nd</td>
<td>1st</td>
<td>Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Arts</td>
<td>Related Arts</td>
<td>Related Arts</td>
<td>Related Arts</td>
<td>Related Arts</td>
<td>Related Arts</td>
<td>Related Arts</td>
<td>Related Arts</td>
<td>Related Arts</td>
</tr>
</tbody>
</table>

**K**

- **Recess** 10:05-10:25
- **Lunch** 10:50-11:26

**1st**

- **Intervention** 8:30-9:00
- **Recess** 10:30-10:50
- **Lunch** 11:05-11:41

**2nd**

- **Intervention** 9:50-10:20
- **Recess** 10:55-11:15
- **Lunch** 11:20-11:56

**3rd**

- **Intervention** 9:00-9:30
- **Lunch** 11:43-12:22

**4th**

- **Related Arts**
- **Intervention** 9:30-10:00
- **Lunch** 12:07-12:52

**5th**

- **Related Arts**
- **Intervention** 11:10-11:40
- **Lunch** 12:34-1:13

**Recess** 2:10-3:30

---

**Primary Alert** ~ Lunch 11:37-12:01

**Child Development** ~ Lunch 11:40-12:04

**Intermediate Alert** ~ Lunch 12:31-12:55

---

2015-2016 Master Intervention Schedule

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*** Teachers are required to remain in the classroom during Intervention times***
TAs are to assist with academic interventions during these times.

<table>
<thead>
<tr>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention</td>
<td>Intervention</td>
<td>Intervention</td>
<td>Intervention</td>
<td>Intervention</td>
</tr>
<tr>
<td>Schedule</td>
<td>Schedule</td>
<td>Schedule</td>
<td>Schedule</td>
<td>Schedule</td>
</tr>
<tr>
<td>(Zozaya/Colson)</td>
<td>(Zozaya/Colson)</td>
<td>(Zozaya/Colson)</td>
<td>(Ali/Hamilton)</td>
<td>(Zozaya/Colson)</td>
</tr>
<tr>
<td>7:30-7:55 Morn.</td>
<td>7:30-7:55 Morn.</td>
<td>7:30-7:55 Morn.</td>
<td>7:30-7:55 Morn.</td>
<td>7:30-7:55 Morn.</td>
</tr>
<tr>
<td>Duty</td>
<td>Duty</td>
<td>Duty</td>
<td>Duty</td>
<td>Duty</td>
</tr>
</tbody>
</table>

| 8:10-8:40 Fourth Rdg. | 8:00-8:30 TA’s w/ Fourth | 8:00-8:30 Third Rdg. | 8:00-8:30 Third Rdg. |
| Zozaya/Colson    | 8:40-9:10 Fifth Rdg. | Cain/Hamilton       | Cain/Hamilton       |
| 8:40-9:25 Encore | Zozaya/Colson       | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| 9:10-9:30 TA Mat. Prep. | 9:10-9:30 TA Mat. Prep. | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| 9:35-10:05 Fourth Math | 9:30-10:15 Encore | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| 10:10-10:35 TA’s w/ Fifth | 10:20-10:50 Fifth Math | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| 11:00-11:30 Zozaya/Colson Lunch | 11:00-11:30 Zozaya/Colson Lunch | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| 11:30-12:15 Class Assistance | 11:30-12:15 Class Assistance | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| Colson-Jennings | Colson-Jennings | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| 12:15-1:00 Class Assistance | 12:15-1:00 Class Assistance | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| Colson-Rohrer | Colson-Rohrer | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| 1:00-1:45 Class Assistance | 1:00-1:45 Class Assistance | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| Colson-Perkins | Colson-Perkins | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| 1:45-2:00 Materials Prep. | 1:45-2:00 Materials Prep. | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| 11:30-12:00 Class Assistance | 11:30-12:00 Class Assistance | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| Zozaya-Brown | Zozaya-Brown | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| 12:10-12:40 Class Assistance | 12:10-12:40 Class Assistance | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| Zozaya-Gray | Zozaya-Gray | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| 12:40-1:10 Class Assistance | 12:40-1:10 Class Assistance | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| Zozaya-Taylor | Zozaya-Taylor | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| 1:10-1:45 Class Assistance | 1:10-1:45 Class Assistance | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| Zozaya-Hopkins | Zozaya-Hopkins | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |
| 1:45-2:00 Materials Prep. | 1:45-2:00 Materials Prep. | 9:00-9:30 Fourth Rdg. | 9:00-9:30 Fourth Rdg. |

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<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Grade</th>
<th>Teacher(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00-2:30</td>
<td>Third Grade Math</td>
<td>3rd</td>
<td>Zozaya/Colson/Hamilton</td>
<td>2:40 Afternoon Duty</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Third Grade Math</td>
<td>3rd</td>
<td>Zozaya/Colson/Hamilton</td>
<td>2:40 Afternoon Duty</td>
</tr>
<tr>
<td>2:40</td>
<td>Afternoon Duty</td>
<td>3rd</td>
<td>Zozaya/Colson/Hamilton</td>
<td></td>
</tr>
</tbody>
</table>

**Kelly Mill Middle Bell Schedule 2015-2016**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Grade</th>
<th>Teacher(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30-7:17</td>
<td>1st Period</td>
<td>8th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:40-8:25</td>
<td>2nd Period</td>
<td>8th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-9:13</td>
<td>3rd Period</td>
<td>8th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:16-10:16</td>
<td>4th Period</td>
<td>8th</td>
<td></td>
<td>Learning Wave, 10:20-10:45, 10:45-11:10</td>
</tr>
<tr>
<td>7th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30-7:17</td>
<td>1st Period</td>
<td>7th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:40-8:40</td>
<td>2nd Period</td>
<td>7th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:43-9:43</td>
<td>3rd Period</td>
<td>7th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 8th Grade |
| 7:30-8:17 | 1st Period               | 8th    |                   | 8:40-9:40, 9:41-10:43                     |
| 8:40-9:40 | 2nd Period               | 8th    |                   |                                             |
| 9:43-10:43 | 3rd Period               | 8th    |                   |                                             |
| 1:12-2:17 | 6th Period               | 8th    |                   |                                             |

**Learning Wave Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Grade</th>
<th>Teacher(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th &amp; 7th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Silent reading or teacher read aloud</td>
<td>6th &amp; 7th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Walking around the bus loop or student option to complete work</td>
<td>6th &amp; 7th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Character education</td>
<td>6th &amp; 7th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Work completion, Caught up students will go outside</td>
<td>6th &amp; 7th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>School wide AVID</td>
<td>6th &amp; 7th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Grade</th>
<th>Teacher(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Silent reading or teacher read aloud</td>
<td>8th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Character education</td>
<td>8th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Work completion, Caught up students will go outside</td>
<td>8th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>School wide AVID</td>
<td>8th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Walking around the bus loop or optional tutoring</td>
<td>8th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>