DICKINSON
INDEPENDENT SCHOOL DISTRICT

DICKINSON INDEPENDENT SCHOOL DISTRICT • 2218 FM 517 E, DICKINSON, TX 77539 •
WWW.DICKINSONISD.ORG

https://bit.ly/DISDRtI

CAMPUS CONTACTS

Response to Intervention

Bay Colony Elementary

Julie O'Gea
jogea@dickinsonisd.org
281-229-6212

Barber Middle School

Chelsea Winters
cwinters@dickinsonisd.org
281-229-6928

Calder Road Elementary

Jordan Arbuckle
jarbuckle@dickinsonisd.org
281-229-7512

Dunbar Middle School

Jillian Callaway
jcallaway@dickinsonisd.org
281-229-6667

Hughes Road Elementary

Julianna Walker
jwalker@dickinsonisd.org
281-229-6712

Lobit Middle School

Meredith Antley
mantley@dickinsonisd.org
281-229-7712

K.E. Little Elementary

Hayde Lopez
hlopez@dickinsonisd.org
281-229-7012

Dickinson Junior High

Clara Snelson
csnelson@dickinsonisd.org
281-309-7854

Lobit Elementary

Torie Stewart
tstewart@dickinsonisd.org
281-229-6707

Kranz Junior High

Justin Faith
jfaith@dickinsonisd.org
281-309-3612

Silbernagel Elementary

Azial Lemmon
alemmon@dickinsonisd.org
281-229-6810

McAdams Junior High

Jaime Williams
jwilliams@dickinsonisd.org
281-229-7127

San Leon Elementary

Martha White
mwhite@dickinsonisd.org
281-229-7412

Dickinson High School

Cara Reyes
creyes@dickinsonisd.org
281-229-6453

CAMPUS CONTACTS

Response to Intervention

DCC/DALC

Rashad See
rsee@dickinsonisd.org
281-229-6360

Deputy Superintendent Ed. Services

Dr. Jeff Pack
rpack@dickinsonisd.org
281-229-6069

Coordinator of Eval. and Related Services

Maggie Burk
mburk@dickinsonisd.org
281-229-6094

Director of At-Risk Programs

Lisa Herrera
lherrera@dickinsonisd.org
281-229-6037

Technology Integration Specialist

Deanna Williams
dwilliams@dickinsonisd.org
281-229-6126

Director of Curriculum and Instruction

Jacquelyn Kennedy
jkennedy@dickinsonisd.org
281-229-7587

Mission & Vision Statements

DISD MISSION:

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

DISD VISION:

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

DICKINSON ISD STRATEIC PLAN 2021-2025

Goals & Strategies

GOAL #1	*DISD will provide effective teaching and learning experiences for all students that will result in continuous success*
GOAL #2	*DISD will provide a physically and emotionally safe, healthy, and equitable environment*
GOAL #3	*DISD will make family and community partnerships a priority*
GOAL #4	*DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success*
GOAL #5	*DISD will provide operational services to support the success of student learning*

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RESPONSE TO INTERVENTION OVERVIEW

Definition/Purpose

This handbook outlines the processes and requirements of a systemic approach to Response to Intervention. It provides the foundational principles and the logistical information to assure a comprehensive and effective approach to student learning.

What is Response to Intervention (RtI)?

"RtI is a systematic process to ensure every student receives: The additional time and support needed to learn at high levels. RtI's underlying premise is that schools should not delay providing help for struggling students until they fall far enough behind to quality for special education, but instead should provide timely, targeted, systematic intervention to all students who demonstrate the need. (Buffum, Mattos, & Weber, 2012, p.xiii).

DISD RTI IS ....

- response to instruction and intervention
- is a school-wide approach that integrates assessment and intervention within the PLC framework
- inclusive of academics and behavior
- intensive support

DISD RTI IS NOT ....

- a program
- VIEWING RTI as a process to identify students for special education
- assuming some students are incapable of learning at high levels due to innate cognitive ability or environmental conditions
- relying too heavily on purchased intervention programs
- continuing ineffective interventions
- special Education

RESPONSE TO INTERVENTION GLOSSARY

Behavior Intervention Plan (BIP) –
A Behavior Intervention Plan is based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent as appropriate. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

Data Point -
A score on a progress monitoring assessment. Multiple data (a minimum of four) points are needed to determine whether a student is responding positively to an intervention or not.

Data-Driven Decision Making -
The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

Duration -
How long a behavior or an academic intervention occurs. Used in the context of examining and observing three important factors: Frequency, Intensity, and Duration. For the purposes of documenting response to intervention, duration refers to the length (number of minutes) of a session multiplied by the number of sessions per school year. “Sufficient duration” is dependent on the program or strategy being used, the age of the student, and the type and severity of the problem. Many research-based programs provide guidelines or recommendations for duration.

Fidelity -
Fidelity refers to the accuracy, and attentiveness with which an intended research design for instruction and/or intervention is implemented. This means that the intervention is implemented as the research base indicates. To support standardization, the person providing the intervention must generally follow a prescribed protocol in order to ensure a program or strategy’s fidelity.

Frequency -
How often a behavior or an intervention occurs.

Functional Behavior Assessment (FBA) -
Functional behavioral analysis or functional behavior assessment (also sometimes referred to as a Functional Behavior Plan). An assessment that represents an attempt to look beyond the obvious interpretation of behavior as "bad" and determine what function it may be serving for a child. A ‘brief’ FBA may be required early in the problem-solving process, while a complete assessment would be needed prior to determining a Tier III intervention.

Gap Analysis -
Allows us to measure the difference between the student’s current level of performance and benchmark expectations.

Tier 1 -
Universal instruction – This is core instruction (whole & small group differentiated instruction) that is provided for all students.

Tier 2 -
Strategic Intervention – This is targeted small-group instruction provided IN ADDITION TO Tier I instruction. Choice of intervention is guided by diagnostic information.

Tier 3 -
Intensive Intervention – This level of intervention is provided to students who are significantly behind and require a high-level of instructional time guided by diagnostic information. This is targeted face-to-face instruction, 1-3 small-group.

ESSENTIAL BELIEFS OF RTI AND THE PLC

"The term professional learning community has become commonplace; it has been used to describe virtually any loose coupling of individuals who share a common interest in education. The very essence of a learning community is a focus on and a commitment to the learning of each student. A PLC is composed of collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. The teams in a PLC engage in collective inquiry into both best practices in teaching and best practices in learning. Finally, members of a PLC realize that all of their efforts in these areas—a focus on learning, collaborative teams, collective inquiry, action orientation, and continuous improvement—must be assessed on the basis of results rather than intentions."

Collective Responsibility

"A shared belief that the primary responsibility of each member of the organization is to ensure high levels of learning for every child." (9)

Concentrated Instruction

A systematic process of identifying essential knowledge and skills that all students must master to learn at high levels, and determining the specific learning needs for each child to get there." (10)

Convergent Assessment

"An ongoing process of collectively analyzing targeted evidence to determine the specific learning needs of each child and the effectiveness of the instruction the child receives in meeting these needs." (10)

Certain Access

"A systematic process that guarantees every student will receive the time and support needed to learn at high levels." (10)

Taking Action, 2018, p. 9 & 10

CONNECTING RTI AND PLCS

Professional Learning Community (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators."

https://www.allthingsplc.info/about

The **three big ideas** that drive the work of PLCs

1

A Focus on Learning

The fundamental purpose of the school is to ensure that all students learn at high levels (DuFour et al., 2016). Because proper student behavior is also a prerequisite to academic success, a professional learning community would commit its collaborative efforts to ensure all students master essential academic and social behaviors in addition to essential grade-level standards.

2

A Collaborative Culture

In order to ensure all students learn at high levels, educators must work collaboratively and take collective responsibility for the success of each student. The fundamental structure of a PLC is the collaborative teams of educators whose members work interdependently to achieve common goals for which members are mutually accountable. These common goals are directly linked to the purpose of learning for all (DuFour et al., 2016). While grade- or course-specic teacher teams drive the identication and teaching of essential academic standards, the entire sta must work collaboratively to identify and teach essential behaviors.

3

A Results Orientation

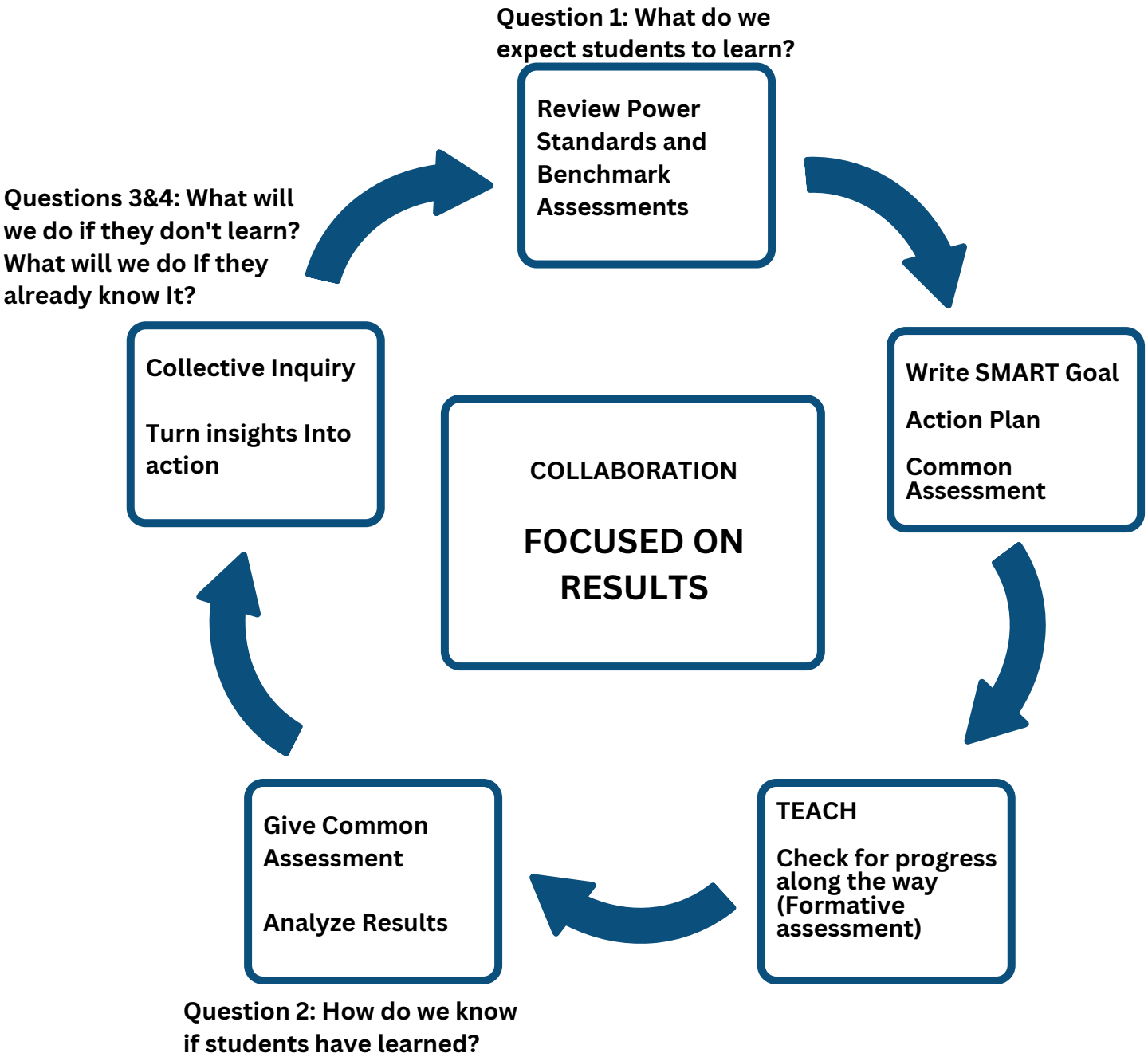
To assess their effectiveness in helping all students learn, educators in a PLC focus on results. The constant search for a better way to improve results by helping more students learn at higher levels leads to a cyclical process in which educators in a PLC.

FOUR GUIDING QUESTIONS

These 4 questions should be at the heart of every PLC discussion. In order to raise student achievement, Professional Learning Communities must be able to answer all four of these questions.

Learning by Doing, 2016, p. 36

MODEL PLC CYCLE



Understanding the PLC Team Process

Learning by Doing, 2016

COMPONENTS OF AN RTI SYSTEM

What is Universal Screening?

NCRTI defines universal screening as brief assessments that are valid, reliable, and predict which students are likely to develop learning or behavioral problems. Screeners are conducted with all students to identify those who are at risk and may need intervention to supplement primary prevention (i.e., the core curriculum) and those who are performing above grade level and may need enrichment.

Dickinson ISD Universal Screeners

Pre-K

The CIRCLE assessment system was developed by researchers at the Children's Learning Institute (CLI). This is not a diagnostic or norm referenced measure. It is a standardized, criterion-referenced measure to screen and monitor preschool children's learning. The CIRCLE system of screening measures allow teachers to efficiently identify struggling learners and plan small group instruction for students with similar learning needs. The entire system contains eight subtests.

K - 1

mCLASS is a universal screener that measures the development of reading skills of all students in grades K-3 through two main assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments.

2 - 8

MAP® is a norm-reference assessment that precisely measures student progress and growth, adapting to each students' learning level. The MAP® assessment will serve as the universal-screener for DISD in grades 2-8

9-12

Campus/district assessments and STAAR data

COMPONENTS OF AN RTI SYSTEM

DISD Progress Monitoring Tools

Using progress monitoring data, teachers must adjust the support (interventions) they provide based on student growth. When students fail to show adequate growth, teachers need to adjust their intervention. This may mean more targeted interventions, additional amounts of time, or a combination of these and other adjustments. Once students begin to show growth, teachers will continue to monitor that growth toward mastery and adjust the additional time and support they provide to students.

	Reading				
	CLI	**mCLASS**	**MAP**	**Running Records**	**Specific Programs (CFA's and District Assessment)**
PK	X				X
Kindergarten		X		X	X
1st Grade		X		X	X
2nd Grade			X	X	X
3rd Grade			X	X	X
4th Grade			X	X	X
5th Grade			X	X	X
6th Grade			X		X
7th Grade			X		X
8th Grade			X		X
High School					X

COMPONENTS OF AN RTI SYSTEM

DISD Progress Monitoring Too

	Math			
	CLI	**mCLASS**	**MAP**	**Specific Programs (CFA's and District Assessment)**
PK	X			X
Kindergarten		X		X
1st Grade		X		X
2nd Grade			X	X
3rd Grade			X	X
4th Grade			X	X
5th Grade			X	X
6th Grade			X	X
7th Grade			X	X
8th Grade			X	X
High School				X

AT-RISK CRITERIA

At-Risk indicators, that indicate a need for RtI, are highlighted in Red

Indicator	Description	Grade	Data Source	Entry Date	Exit Date
1	Retention	K-12	Report Card	1st day of class in same	Permanent
2	Failing 2 or more subjects in foundation curriculum	7-12	Report Card	Date of failing report	1st day of school after 2nd year not failing
3	State assessment non-satisfactory	3-12	STAAR, EOC	STAAR Results	1st day of following school year 110%
4	**Readiness Testing**	**PK-3**	**CLI Circle and mCLASS**	**Date of testing**	**1st day of following school year**
5	Pregnant or Parent		Student, parent, Nurse, Counselor	Date of disclosure to school official	Usually never
6	AEP	K-12	Discipline Referral	1st day of mandatory placement	1st day of school after student completed a full school year not in AEP
7	Explusion	K-12	Discipline Referral	1st day of explusion	1st day of school after student completed a full year without an expulsion
8	Currently on parole or probation	K-12	Student, parent, Probation Officer	Start date of parole or probation	Date student is cleared
9	Droupout	7-12	Withdrawal/PEIMS	Date after being reported	Permanent
10	LEP	PK-12	EB Staff	Parent permission date	Last day of school of reclassification
11	In custody of Protective Services	PK-12	Referral	Date student was placed	1st day of following school year
12	Homeless	PK-12	Jo Ellen Allen	Jo Ellen Allen	Jo Ellen Allen
13	Residential Facility	PK-12	Notification of placement	Date of enrollment to program	Date of unenrollment
14	Incarcerated	PK-12	Notification of placement	Begins when notified	Permanent

Senate Bill 1153

The 85th Texas Legislature signed into law Senate Bill 1153. This law addresses education and supports for struggling learners. The following is a summary of SB 1153:

Each school year the district must notify a parent of each child, other than a child enrolled in a special education program who are receiving assistance from the district through the use of intervention strategies. Intervention Strategy is defined as "a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies." (SB 1153). The notification must:

- Be provided when the child begins to receive the assistance for that school year
- Be written in English or, the extent practicable, the parent's native language
- Include:
  - A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used
  - Info collected regarding any intervention in the base tier of a multi-tiered system of supports that has been previously used with the child
  - An estimate of the duration for which the assistance, including the use of intervention strategies used, will be provided.
  - A copy of the explanation provided under subsection (c).

Every school year the school district must also provide "a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education." (SB1153) Essentially, it provides the following info:

A parent is entitled at any time to request an evaluation of the parent's child for special education services or for aids, accommodations, or services under Section 504.

The total number of students who used intervention strategies at any time during the year must be reported annually through PEIMS.

What are the PEIMS requirements?

Each school district must annually report through the Public Education Information Management System the total number of students enrolled in the district or TEA | Division of Special Education November 2017 school with whom the district or school, as applicable, used intervention strategies (as defined above) at any time during the year for which the report is made.

Elementary

- ✓ LLI Small Groups
- ✓ Students pulled by specialists or interventionists on a consistent basis
- ✓ Students receiving additional and consistent support on prereqisite skills for a period of time within a schoolwide system of support model Intervention time

Secondary

- ✓ Students receiving support in a course (STAAR EOC) that is in addition to core content
- ✓ Students required to attend tutorials for an extended period of time focused on prerequisite or foundational skills
- ✓ Students receiving support for an extended, consistent period in a course in addition to core content for prerequisite skill support

DISD Guidance on "Intervention Strategies"

"Intervention Strategies" are:

- In addition to core instruction
- Not provided for all students
- For a period of time (outside of the short term)

Parent Notification of Interventions

The DISD letter must be given to parents who children receive "intervention strategy support at the time the intervetnion begins for the school year

Students who receive “intervention strategy” support at any point during the school year must be reported through PEIMS by the school district.

RTI AND PEIMS

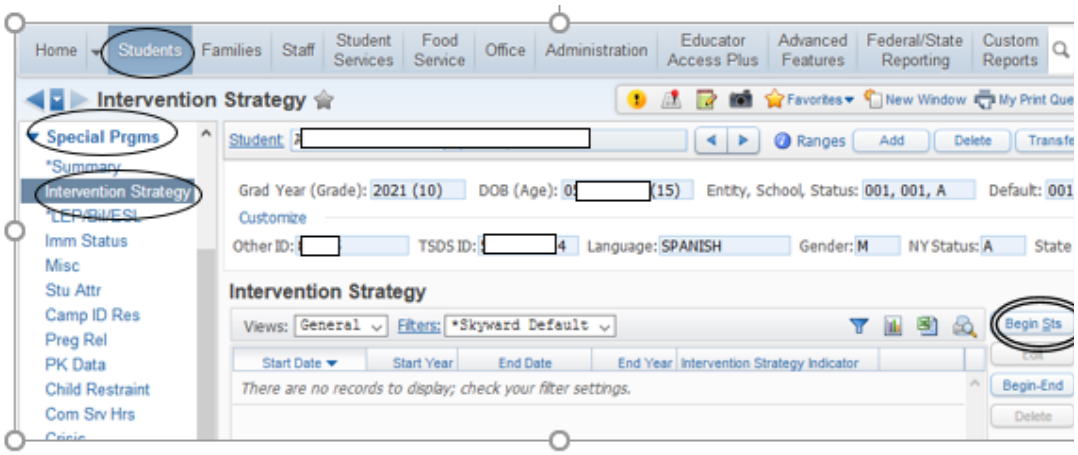
To Add a Record

From Student Profile, select Special Programs, then Intervention Strategy

Locate the appropriate student then click the “Begin Sts” button. Please note that historical “Intervention Strategy” records may display on this screen; do not delete prior year records.

The Intervention Strategy record will display as follows. The start date will default to the current date and should be corrected to match the date of the student began receiving intervention strategies. Click the down arrow or enter a code of “1” (Entrance Comment” is optional) then select “Save” The code of zero should never be entered into Skyward.

1



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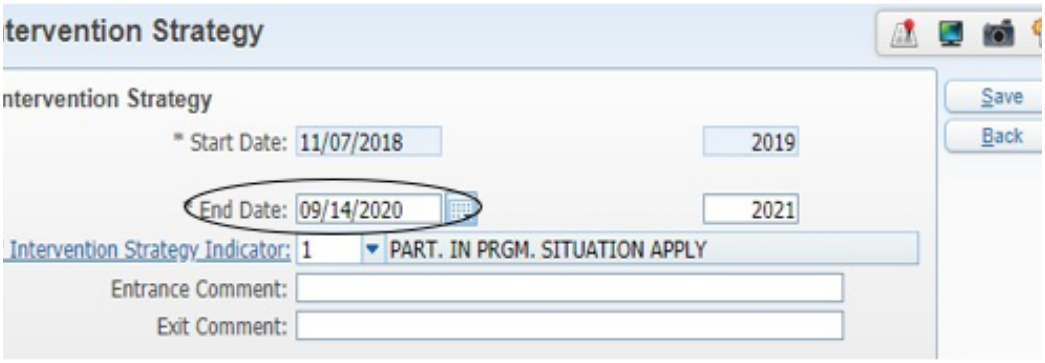
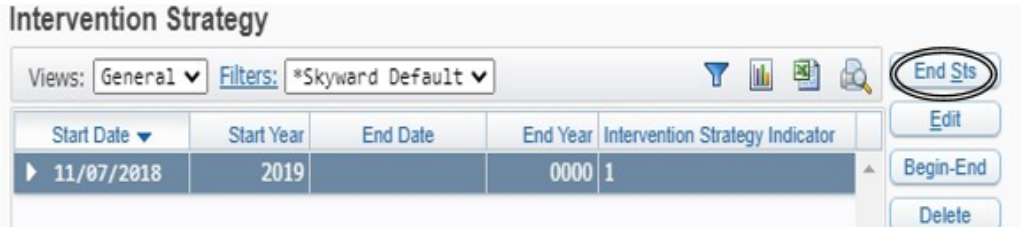


RTI AND PEIMS

To Delete a Record

- Locate the appropriate student, highlight the record being ended, then click the “End Sts” button.
- The “End Date” will default to the current date and must be corrected to match the date the student no longer qualified for (participated in) RTI services.
- “Exit Comment” is optional. Then click “Save”.

1



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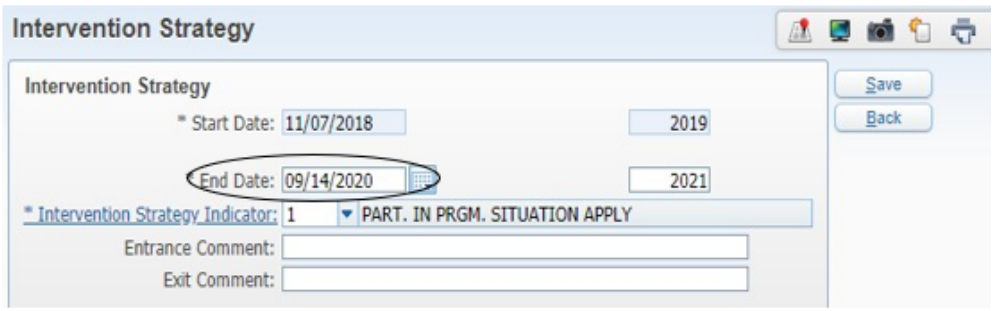


2023-2024 ADMINISTRATION TIMELINE FOR RTI

Data Review and Intervention

Time Period	Activity
August ✓	• Review student data at the school, classroom, and individual level and administer universal screeners • Identify students considered at-risk at end of previous year and ensure students are scheduled correctly to maximize intervention • Ensure teachers have reviewed Essential Standards for each grade level or course • Ensure time is scheduled for Supplemental Interventions
September ✓	• Complete universal screeners (ongoing) • Monitor attendance and create plans for students with high absences/tardies • Monitor behavior and discipline data and create plans for students with repeated discipline referrals (consider last year's data along with current year) • Plan Supplemental Interventions • Assure (New) Tier 3 parent notification letters have been sent home • Code Tier 3 students in skyward with an (I) (Ongoing)
October ✓	• Monitor attendance and create plans for students with high absences/tardies • Support and monitor revision of existing or creation of new intervention plan for academics and behavior • Ensure proper intervention intensity • Assure (New) Tier 3 parent notification letters have been sent home • Code Tier 3 students in skyward with an (I) for intervention (Ongoing) • Review student data new to campus • Input/update testing accommodations in Frontline for Tier 3
November	• Support progress monitoring documentation of all intervention plans • Monitor attendance and create plans for students with high absences/tardies • Ensure meeting and family communication documentation is current/accurate • Support and monitor revision of existing or creation of new intervention plan • Determine if Special Education is Needed and Justifiable for academic and behavior supports • Finalize all determinations for referrals to Special Education
December	• Support progress monitoring documentation of all intervention plans • Monitor attendance and create plans for students with high absences/tardies • Ensure meeting and family communication documentation is current/accurate • Support and monitor revision of existing or creation of new intervention plan

2023-2024 ADMINISTRATION TIMELINE FOR RTI

Data Review and Intervention

Time Period	Activity	Responsibility
January	• **Re-set tiers based on MOY universal screener and new data** • Support progress monitoring documentation of all intervention plans • Monitor attendance and create plans for students with high absences/tardies • Ensure meeting and family communication documentation is current/accurate • Support and monitor revision of existing or creation of new intervention plan	School administration
February	• **Generate, save, and send home intervention letters (SB1153) by Feb. 29th** • Support progress monitoring documentation of all intervention plans • Monitor attendance and create plans for students with high absences/tardies • Ensure meeting and family communication documentation is current/accurate • Support and monitor revision of existing or creation of new intervention plan	School administration
March	• Support progress monitoring documentation of all intervention plans • Monitor attendance and create plans for students with high absences/tardies • Ensure meeting and family communication documentation is current/accurate • Support and monitor revision of existing or creation of new intervention plan	School administration
April	• Support progress monitoring documentation of all intervention plans • Monitor attendance and create plans for students with high absences/tardies • Ensure meeting and family communication documentation is current/accurate • Support and monitor revision of existing or creation of new intervention plan	School administration
May	• Support progress monitoring documentation of all intervention plans • Monitor attendance and create plans for students with high absences/tardies • Ensure meeting and family communication documentation is current/accurate • Support and monitor revision of existing or creation of new intervention plan • **DHS, document IGC**	School administration

2023-2024 ADMINISTRATION TIMELINE FOR RTI

Data Review and Intervention

Time Period	Activity	Responsibility
August	• Review the identified Essential Standards for each grade level or course • Create an Essential Standards Unit Plan • Consider screening in Immediate Prerequisite Skills • Continuously collect progress monitoring data on students to determine their rate of improvement toward the intervention goals set in their plan • Students receiving Tier 2 interventions, progress should be monitored every week to be discussed within teacher PLC collaborative times no less than 3 weeks • Student receiving Tier 3 interventions, progress should be monitored on a weekly basis	Teachers and Interventionist
September	• Design and Lead Supplemental and Intensive Interventions for Academic and Behavior Essential Standards • Monitor the progress of Students: ◦ Continuously collect progress monitoring data on students to determine their rate of improvement toward the intervention goals set in their plan ◦ Students receiving Tier 2 interventions, progress should be monitored every week to be discussed within teacher PLC collaborative times no less than 3 weeks ◦ Student receiving Tier 3 interventions, progress should be monitored on a weekly basis	Teachers and Interventionist
October	• Continue Leading Supplemental and Intensive Interventions for Academic and Behavior Essential Standards • Continue monitoring the progress of students: ◦ Continuously collect progress monitoring data on students to determine their rate of improvement toward the intervention goals set in their plan ◦ Students receiving Tier 2 interventions, progress should be monitored every week to be discussed within teacher PLC collaborative times no less than 3 weeks ◦ Student receiving Tier 3 interventions, progress should be monitored on a weekly basis ◦ Extend Student Learning	Teachers and Interventionist
November	• Continuously collect progress monitoring data on students to determine their rate of improvement toward the intervention goals set in their plan • Students receiving Tier 2 interventions, progress should be monitored every week to be discussed within teacher PLC collaborative times no less than 3 weeks • Student receiving Tier 3 interventions, progress should be monitored on a weekly basis	Teachers and Interventionist
December	• Continuously collect progress monitoring data on students to determine their rate of improvement toward the intervention goals set in their plan • Students receiving Tier 2 interventions, progress should be monitored every week to be discussed within teacher PLC collaborative times no less than 3 weeks • Student receiving Tier 3 interventions, progress should be monitored on a weekly basis	Teachers and Interventionist

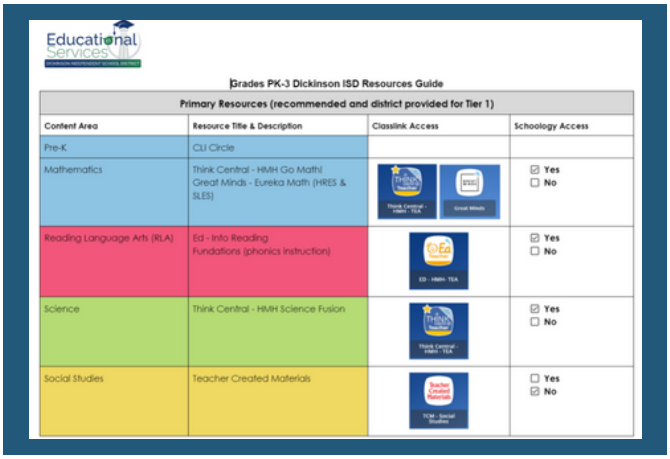
2023-2024 ADMINISTRATION TIMELINE FOR RTI

Data Review and Intervention

Time Period	Activity	Responsibility
January	• Continuously collect progress monitoring data on students to determine their rate of improvement toward the intervention goals set in their plan • Students receiving Tier 2 interventions, progress should be monitored every week to be discussed within teacher PLC collaborative times no less than 3 weeks • Student receiving Tier 3 interventions, progress should be monitored on a weekly basis	Teacher and Interventionist
February	• Continuously collect progress monitoring data on students to determine their rate of improvement toward the intervention goals set in their plan • Students receiving Tier 2 interventions, progress should be monitored every week to be discussed within teacher PLC collaborative times no less than 3 weeks • Student receiving Tier 3 interventions, progress should be monitored on a weekly basis	Teacher and Interventionist
March	• Continuously collect progress monitoring data on students to determine their rate of improvement toward the intervention goals set in their plan • Students receiving Tier 2 interventions, progress should be monitored every week to be discussed within teacher PLC collaborative times no less than 3 weeks • Student receiving Tier 3 interventions, progress should be monitored on a weekly basis	Teacher and Interventionist
April	• Continuously collect progress monitoring data on students to determine their rate of improvement toward the intervention goals set in their plan • Students receiving Tier 2 interventions, progress should be monitored every week to be discussed within teacher PLC collaborative times no less than 3 weeks • Student receiving Tier 3 interventions, progress should be monitored on a weekly basis	Teacher and Interventionist
May	• Continuously collect progress monitoring data on students to determine their rate of improvement toward the intervention goals set in their plan • Students receiving Tier 2 interventions, progress should be monitored every week to be discussed within teacher PLC collaborative times no less than 3 weeks • Student receiving Tier 3 interventions, progress should be monitored on a weekly basis	Teacher and Interventionist

TIER I, II, AND III DISTRICT RESOURCES

Grade PK-3

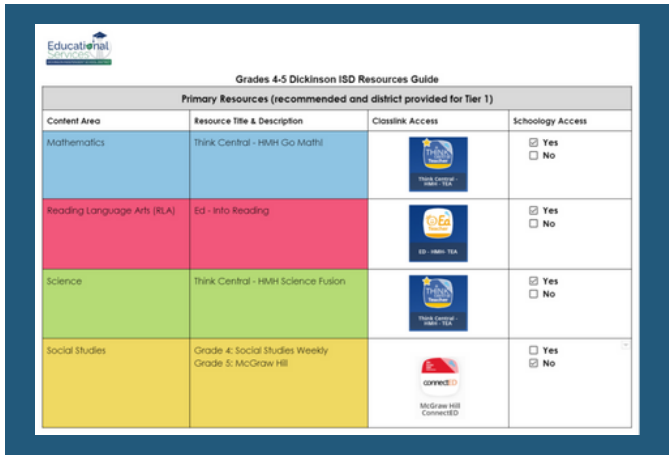


Grades PK-3 Dickinson ISD Resources Guide

Primary Resources (recommended and district provided for Tier 1)

Content Area	Resource Title & Description	Classlink Access	Schoology Access
Pre-K	CLI Circle		
Mathematics	Think Central - HMH Go Math! Great Minds - Eureka Math (HKES & SLES)		☑ Yes ☐ No
Reading Language Arts (RLA)	Ed - Into Reading Fundations (phonics instruction)		☑ Yes ☐ No
Science	Think Central - HMH Science Fusion		☑ Yes ☐ No
Social Studies	Teacher Created Materials		☐ Yes ☑ No

Grade 4-5

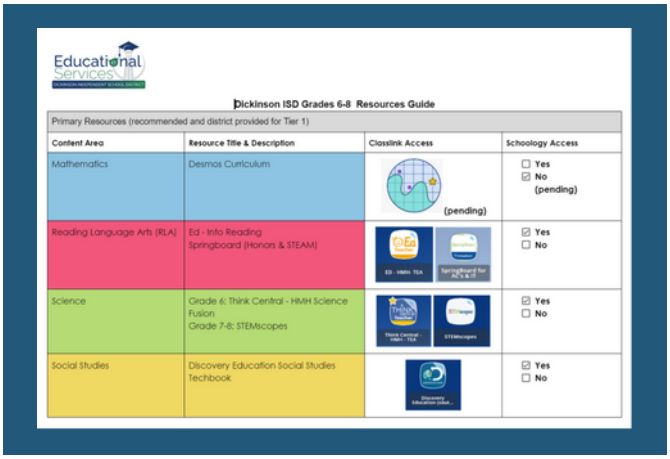


Grades 4-5 Dickinson ISD Resources Guide

Primary Resources (recommended and district provided for Tier 1)

Content Area	Resource Title & Description	Classlink Access	Schoology Access
Mathematics	Think Central - HMH Go Math!		☑ Yes ☐ No
Reading Language Arts (RLA)	Ed - Into Reading		☑ Yes ☐ No
Science	Think Central - HMH Science Fusion		☑ Yes ☐ No
Social Studies	Grade 4: Social Studies Weekly Grade 5: McGraw Hill		☐ Yes ☑ No

Grade 6-8

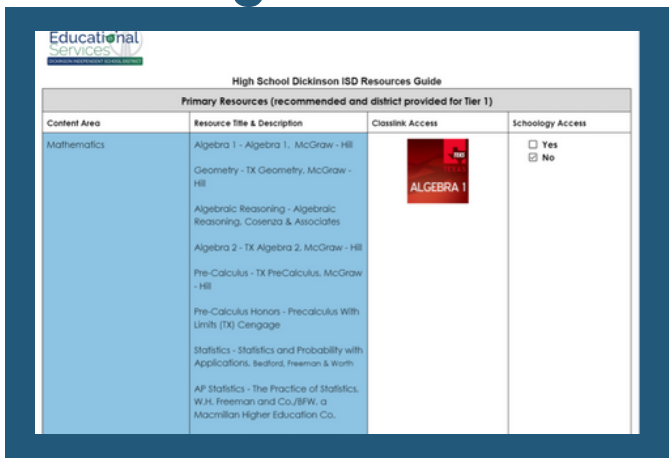


Dickinson ISD Grades 6-8 Resources Guide

Primary Resources (recommended and district provided for Tier 1)

Content Area	Resource Title & Description	Classlink Access	Schoology Access
Mathematics	Desmos Curriculum	(pending)	☐ Yes ☑ No (pending)
Reading Language Arts (RLA)	Ed - Into Reading Springboard (Honors & STEAM)		☑ Yes ☐ No
Science	Grade 6: Think Central - HMH Science Fusion Grade 7-8: STEMscopes		☑ Yes ☐ No
Social Studies	Discovery Education Social Studies Techbook		☑ Yes ☐ No

High School

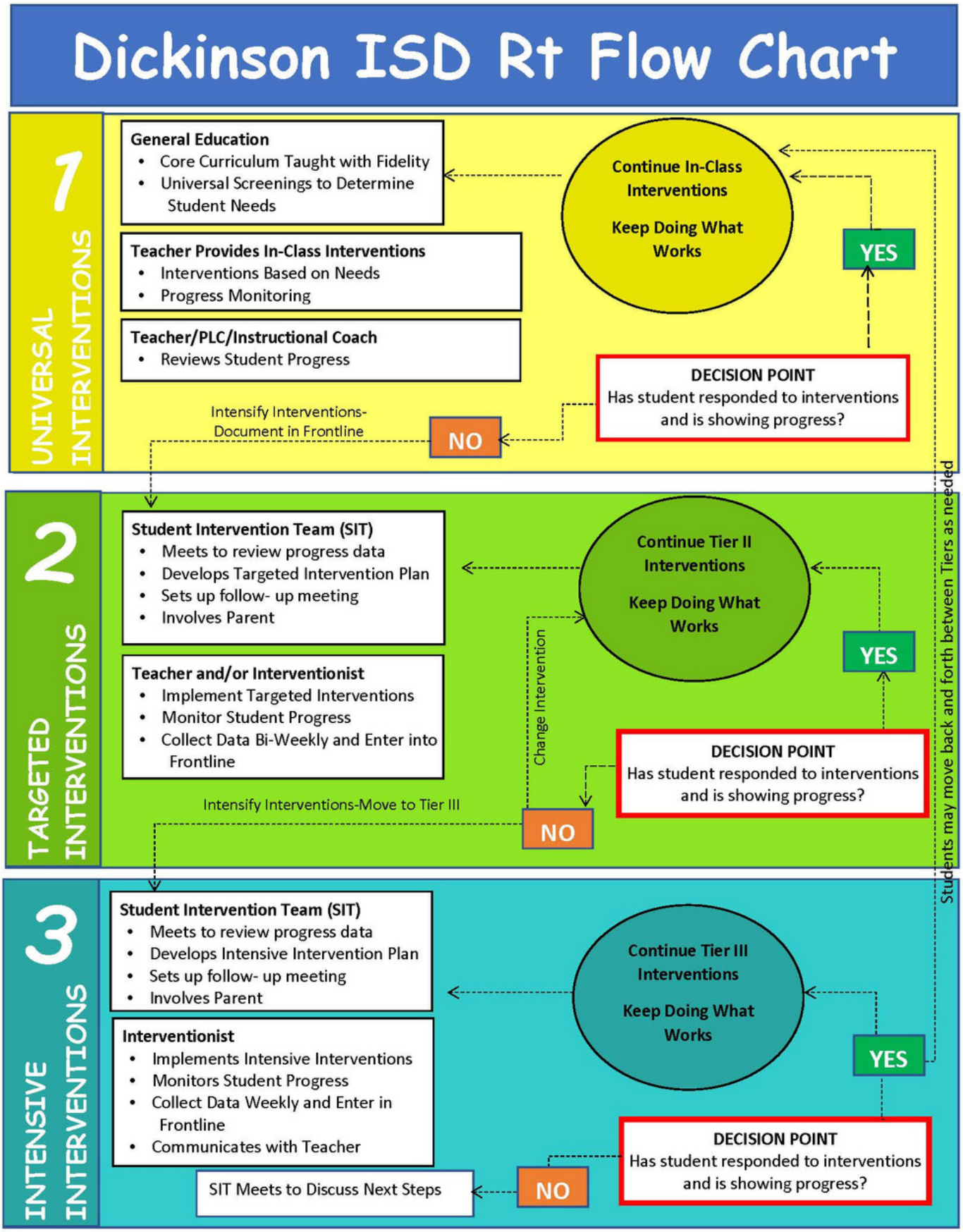


High School Dickinson ISD Resources Guide

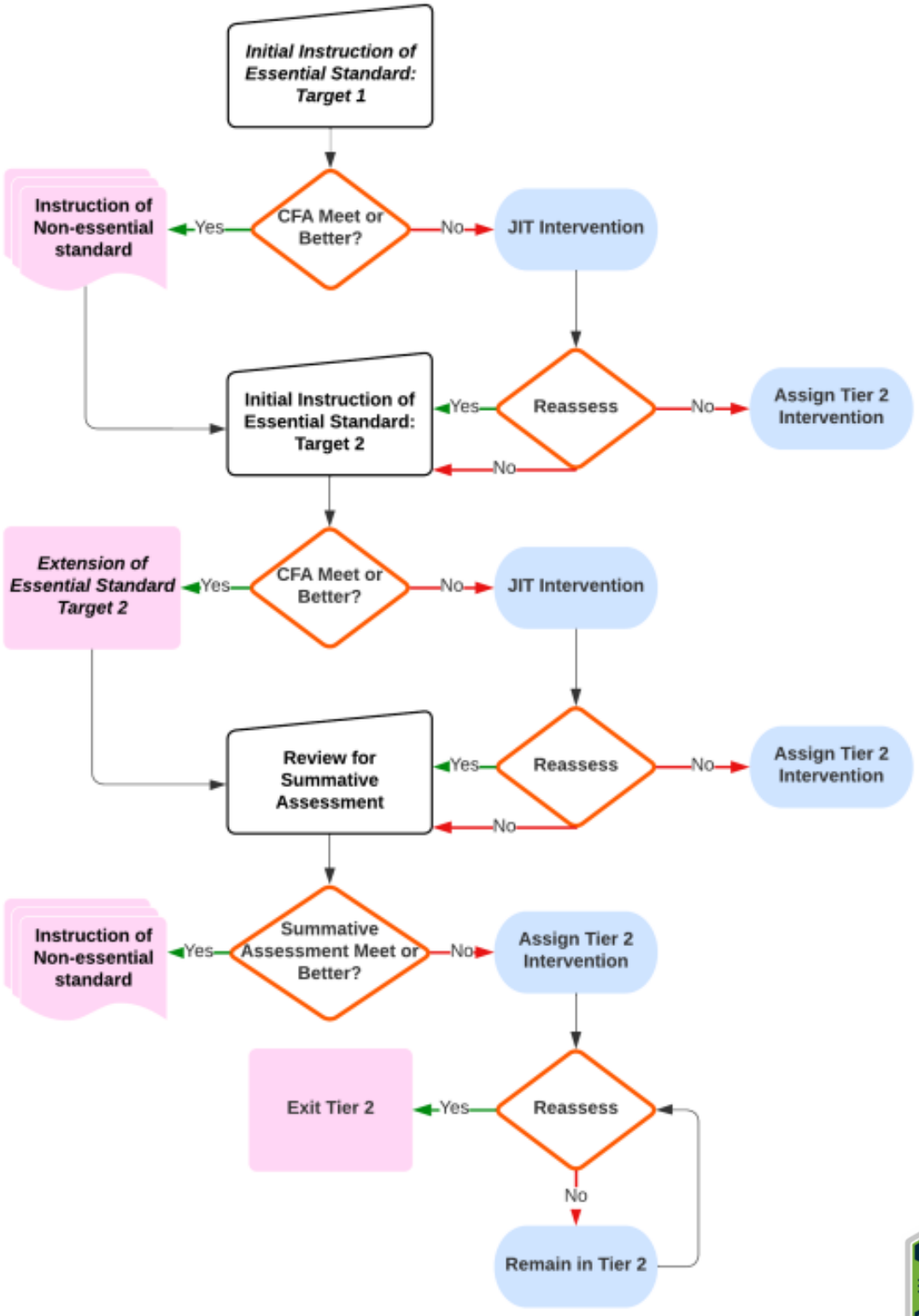
Primary Resources (recommended and district provided for Tier 1)

Content Area	Resource Title & Description	Classlink Access	Schoology Access
Mathematics	Algebra 1 - Algebra 1, McGraw - Hill Geometry - TX Geometry, McGraw - Hill Algebraic Reasoning - Algebraic Reasoning, Cosenza & Associates Algebra 2 - TX Algebra 2, McGraw - Hill Pre-Calculus - TX PreCalculus, McGraw - Hill Pre-Calculus Honors - Precalculus With Limits (TX) Cengage Statistics - Statistics and Probability with Applications, Bedford, Freeman & Worth AP Statistics - The Practice of Statistics, W.H. Freeman and Co./BFW, a Macmillan Higher Education Co.	ALGEBRA 1	☐ Yes ☑ No

DISD FLOW CHART



SECONDARY RTI FLOW CHART



DISD RTI PYRAMID

Tier 1

First TIme Instruction

- **In the scheduled classroom**
- **Led by scheduled teacher**

EX: Lead4ward, AVID, KAT/WeWrite, DBQ, Stemscopes, Desmos

No → JIT Intervention

- Immediately (within 48 hours)
- In scheduled classroom or flex groups between collaborative teams
- Focused on ESSENTIAL standards ONLY!

Yes → JIT Enrichment

- In scheduled classroom or flex groups between collaborative teams
- Focused on extension of Essential
- Focus on Supporting

Tier 2

Campus-wide system for Intervention/Enrichment

- Tues., Wed., Thurs. each week
- Targeted intervention & enrichment (ES)
- Teachers assign students based on need into assigned group
- Students mastering essentials go to enrichment or extension

Tier 3

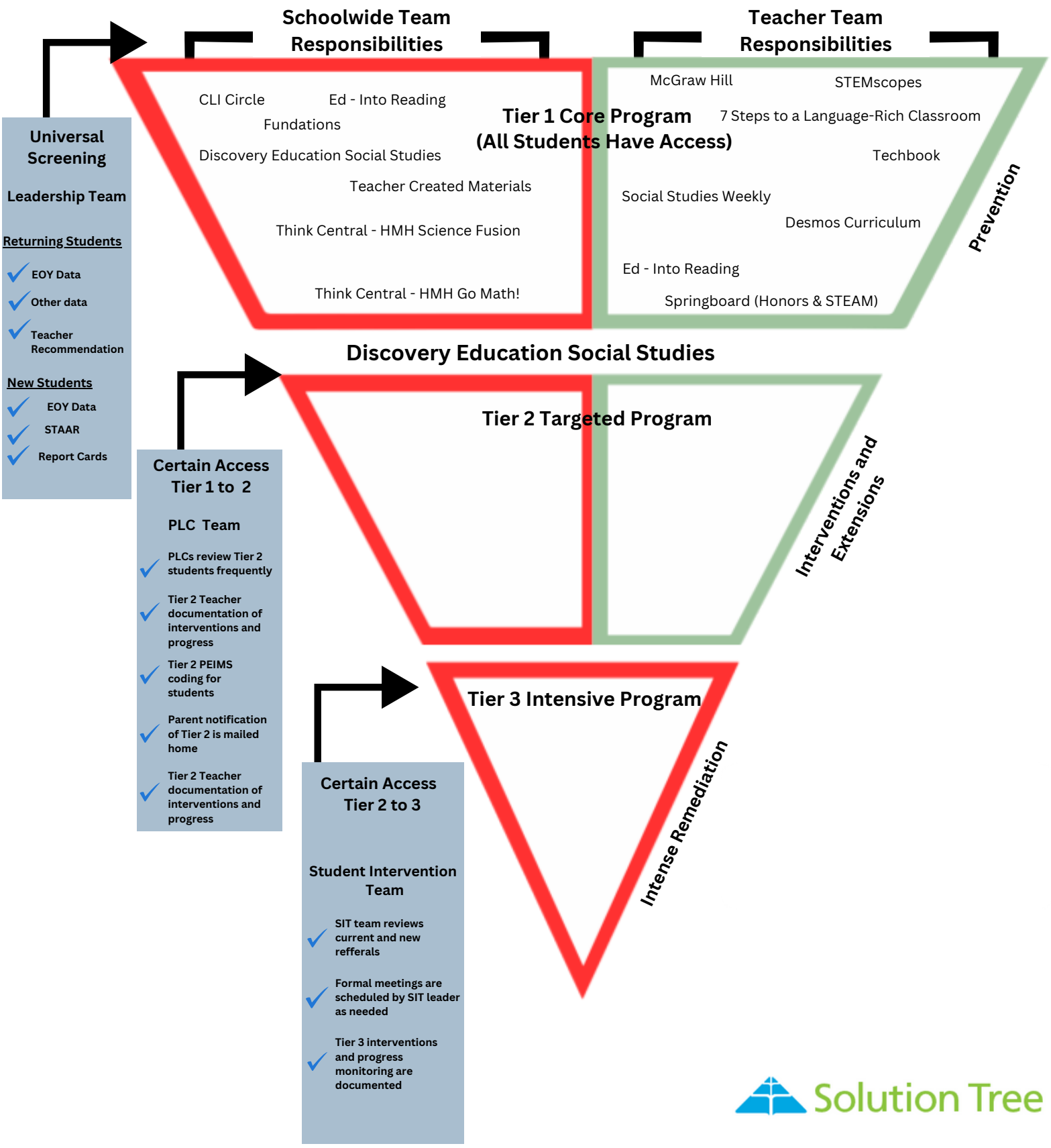
Intensive Intervention

- SGs
- Led by Schoolwide team
- Target pre-req. skills

Student not showing mastery due to extensive skills gaps go to Tier 3.

After intervention within classroom or collaborative team and reassesed still does not meet standard

DISD RTI PYRAMID



Solution Tree

TIER I INSTRUCTION TOOLBOX

This is not an all-inclusive list but is meant to provide guidance

Behavior Strategies:

- Establish positive relationship with student
- Preventative and Proactive Strategies
- PBIS School-wide
- Restorative Practice
- Social Skills Instruction
- Bullying Prevention
- Differentiated Support Strategies
- Reteach Expectations/Rules (Academies)
- Prompt and Cue
- Use a Timer
- Change seating Arrangement
- Teach a replacement behavior
- Calming Strategies
- Parent Contact/Conference
- Visual Cue Cards
- Non-verbal Clues
- Safe Place/Cooling off spot
- Structured Choices
- Restorative Circle/Chat
- Behavior Reflection Sheet
- Restitution
- Restorative Discipline
- Conscious Discipline

Documentation

- PLC Meeting Notes

Academic Strategies

- Use AVID & Lead4ward Playlists to vary stimulus, thinking, strategies, and evidence of learning
- Implement a viable, clearly defined curriculum
- Assign a buddy/partner
- Use visuals for concept reinforcement
- Use multiple formative assessments throughout the daily routine
- Multiple and flexible grouping
- Divide instruction into short segments
- Provide extended time as necessary
- Break down directions/have student repeat directions back
- Provide clearly written directions in as few words as possible
- Provide opportunities for focused notetaking
- Increase opportunities for students to respond in a variety of ways (questions, dry-erase boards, thumbs up, think-pair-share)
- Loop back to review or practice previously taught material often
- Integrate real-life experiences
- Stop often and summarize key elements of instruction
- Provide direct vocabulary instruction
- Utilize graphic organizers
- Use mnemonic devices for teaching vocabulary, etc.

TIER I TEACHER CHECKLIST

80 to 90% of students

- [ ] Teacher determines, based on data, the student is not making adequate progress towards the benchmark on essential academic or behavior standards

- [ ] Hold parent/teacher conference and discuss student performance with parent and developa plan to address area of concern

- [ ] Implement intervention plan for a minimum of 5 weeks. The student must be in attendance to receive the intervention. Classroom/school interruptions that prevent the delivery of the intervention must be noted

- [ ] Progress monitor regularly (data reviewed every 2 weeks)

- [ ] Review effectiveness of the Progress Monitoring Plan with the parent - 2nd contact.

Decision Making by Teacher and Parent at Tier 1

- [ ] Intervention plan successful: Discontinue Tier 1 Intervention Plan. If the intervention was successful, it is not necessary to proceed to a SIT.

- [ ] Revise and/or continue TIER 1 INTERVENTION PLAN

- [ ] Request SIT Meeting

If an SIT Meeting is Requested, the teacher MUST:

- [ ] Bring all data regarding interventions including the following:
  - [ ] attendance records (last year and current year)
  - [ ] vision and hearing screening results
  - [ ] information from parent conference
  - [ ] review of last year's data (was the student struggling previously)
  - [ ] baseline data (where the student was prior to the intervention)
  - [ ] intervention information (what intervention was implemented, by whom, how often)
  - [ ] progress monitoring (data every 2 weeks)

TIER II INTERVENTION TOOLBOX

This is not an all-inclusive list but is meant to provide guidance as intervention is planned

Behavior Strategies:

- Check In Check Out
- Repeated practice
- Targeted Social Skills Instruction
- Behavior Academies
- Parent Conference
- Restorative Discipline
- Assign a mentor
- Assign task for redirection
- Utilize counselor (i.e. Conflict Resolution, Relationship skills)
- Structured breaks
- Behavior Contracts
- Attendance Contracts
- Informal classroom observation
- Provide positive reinforcement of expected behavior
- Use physical activities to relieve stress
- Organizational tools
- Daily Behavior form
- Individual or Visual Schedules
- Meet with PBIS Team

Documentation

- PLC Meeting Notes

Academic Strategies

- Use Lead4ward Playlists to vary stimulus, thinking, strategies, & evidence of learning
- Build in frequent opportunities for movement
- Use technology tools to allow students opportunities to respond frequently
- Pre-teach vocabulary
- Provide a copy of text with main ideas highlighted
- Anchor new knowledge with previously learned knowledge
- Vary formative assessment to determine mastery
- Use direct small group instruction
- Increase the use of visuals, charts, and models for concept reinforcement
- Allow extended time as necessary
- Break down directions/have student repeat directions back
- Chunk or reduce assignments
- Provide a recording of reading assignments
- Provide varied texts and supplementary materials at different levels of reading difficulty
- Increase the amount of practice opportunities using multiple modalities
- Provide a hard copy of class notes
- Vary ways for student responses
- Loop back to review or practice previously taught material often
- Integrate real-life experiences
- Stop often and summarize key elements of instruction

TIER II TEACHER CHECKLIST

10 to 15% of students

- [ ] Teacher determines, based on data, the student is not making adequate progress towards the benchmark
- [ ] Hold parent/teacher conference and discuss student performance with parent and developa plan to address area of concern
- [ ] Implement intervention plan for a minimum of 5 weeks. The student must be in attendance to receive the intervention. Classroom/school interruptions that prevent the delivery of the intervention must be noted
- [ ] Progress monitor regularly
- [ ] Review effectiveness of the Progress Monitoring Plan with the parent - 2nd contact.

Decision Making by Teacher and Parent at Tier 2

- [ ] Intervention plan successful: Discontinue Tier 1 Intervention Plan. If the intervention was successful, it is not necessary to proceed to a SIT.
- [ ] Revise and/or continue TIER 1 INTERVENTION PLAN
- [ ] Request SIT Meeting

If an SIT Meeting is Requested, the teacher MUST:

- [ ] Bring all data regarding interventions including the following:
  - [ ] attendance records (last year and current year)
  - [ ] vision and hearing screening results
  - [ ] information from parent conference
  - [ ] review of last year's data (was the student struggling previously)
  - [ ] baseline data (where the student was prior to the intervention)
  - [ ] intervention information (what intervention was implemented, by whom, how often)
  - [ ] progress monitoring (data every 2 weeks)

TIER III INTERVENTION TOOLBOX

This is not an all-inclusive list but is meant to provide guidance as intervention is planned

Behavior Strategies:

- Check In Check Out
- Repeated practice
- Targeted Social Skills Instruction
- Behavior Academies
- Parent Conference
- Restorative Discipline
- Assign a mentor
- Assign task for redirection
- Utilize counselor (i.e. Conflict Resolution, Relationship skills)
- Structured breaks
- Behavior Contracts
- Attendance Contracts
- Informal classroom observation
- Provide positive reinforcement of expected behavior
- Use physical activities to relieve stress
- Organizational tools
- Daily Behavior form
- Individual or Visual Schedules
- Meet with PBIS Team

Documentation

- PLC Meeting Notes

Academic Strategies

- Use Lead4ward Playlists to vary stimulus, thinking, strategies, & evidence of learning
- Build in frequent opportunities for movement
- Use technology tools to allow students opportunities to respond frequently
- Pre-teach vocabulary
- Provide a copy of text with main ideas highlighted
- Anchor new knowledge with previously learned knowledge
- Vary formative assessment to determine mastery
- Use direct small group instruction
- Increase the use of visuals, charts, and models for concept reinforcement
- Allow extended time as necessary
- Break down directions/have student repeat directions back
- Chunk or reduce assignments
- Provide a recording of reading assignments
- Provide varied texts and supplementary materials at different levels of reading difficulty
- Increase the amount of practice opportunities using multiple modalities
- Provide a hard copy of class notes
- Vary ways for student responses
- Loop back to review or practice previously taught material often
- Integrate real-life experiences
- Stop often and summarize key elements of instruction

TIER III TEACHER CHECKLIST

5 to 10% of students

- [ ] Teacher determines, based on data, the student is not making adequate progress towards the benchmark
- [ ] Hold parent/teacher conference and discuss student performance with parent and developa plan to address area of concern
- [ ] Implement intervention plan for a minimum of 5 weeks. The student must be in attendance to receive the intervention. Classroom/school interruptions that prevent the delivery of the intervention must be noted
- [ ] Progress monitor regularly
- [ ] Review effectiveness of the Progress Monitoring Plan with the parent - 2nd contact.

Decision Making by Teacher and Parent at Tier 3

- [ ] Intervention plan successful: Discontinue Tier 1 Intervention Plan. If the intervention was successful, it is not necessary to proceed to a SIT.
- [ ] Revise and/or continue TIER 1 INTERVENTION PLAN
- [ ] Request SIT Meeting

If an SIT Meeting is Requested, the teacher MUST:

- [ ] Bring all data regarding interventions including the following:
  - [ ] attendance records (last year and current year)
  - [ ] vision and hearing screening results
  - [ ] information from parent conference
  - [ ] review of last year's data (was the student struggling previously)
  - [ ] baseline data (where the student was prior to the intervention)
  - [ ] intervention information (what intervention was implemented, by whom, how often)
  - [ ] progress monitoring (data every 2 weeks)

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