Response to Intervention Problem-Solving Flowchart

The School District of Lee County

Tier I
-Research-based core curriculum
-Includes ALL students
-Provide differentiated instruction
-Universal screening 3 times per year

Less than 80% of students meeting benchmarks

-Review effectiveness of core
-Review fidelity of instruction

More than 80% of students meeting benchmarks

-Individual student meeting benchmarks
-Continue with Tier I core

Individual student not meeting benchmarks

Collaborate w/ peer teachers and/or PLC school-based team

Non ELL student

-Complete **Comprehensive Student Review Form**
-Complete **Colleague Observation**

Problem-Solving Meeting
-Team meets w/ parent to prioritize needs
-Consider need for Tier II strategic interventions
-Define problem
-Create intervention plan
-Complete **Student Improvement Plan**

-Implement plan
-Monitor progress for 8-12 weeks
-Complete **Progress Monitoring Graph**

Problem-Solving Meeting
-Review progress
-Determine response to intervention
-Decide to tweak, continue, or discontinue current plan
-Complete **SIP Review & Decision Form**

Positive Response
-Individual student making adequate progress or meeting benchmarks
-May discontinue plan
or
-Continue Tier II strategic supports and progress monitoring

Questionable Response
-consider modifying or tweaking the plan
- Update **SIP Review & Decision**

Poor Response
-Consider the need for Tier III intensive interventions
-Collect needed diagnostic data
-Create intervention plan

-Implement new plan
-Monitor progress for 8-12 weeks
-Complete **Progress Monitoring Graph**

Positive Response
-Individual Student making adequate progress or meeting benchmarks
-May discontinue plan
or
-Consider Tier II strategic supports
or
-Continue Tier III intensive interventions and progress monitoring

Problem-Solving Meeting
-Review progress
-Determine response to intervention
-Decide to tweak, continue, or discontinue current plan
-Update **SIP Review & Decision**

Questionable Response
-consider modifying or tweaking the plan
-Update **SIP Review & Decision**

Poor Response
-Consider the need for referral to Child Study Team

-Comprehensive review
-Collect needed diagnostic data

-Referral to Child Study Team for Evaluation
-Complete **CST Referral Form**

-Speech/ Language Concerns
- Complete **Comprehensive Student Review Form**
-Complete **Communication Checklist** (Form A or B)
-Complete **Colleague Observation**

SLP Review

Screening

-Language concerns
-consult with RtI team

-Concerns limited to articulation, voice, or fluency
-Conduct observations and conferences to determine the need for evaluation

- Complete **Colleague Observation**

ELL student

-Complete **Comprehensive Student Review Form**

ELL Committee Problem-Solving Meeting
-Discuss implementation of ESOL Strategies & document with **ELL Accommodations/Interventions Form**
- Complete **Student Improvement Plan**

Implement Accommodation Plan

Questionable Response
-Monitor progress for minimum of 4 weeks

-Individual student meeting benchmarks
-Continue Tier I core w/ ESOL strategies

ELL Committee Meeting
-Invite ESOL Specialist (if needed)
-Review progress
-Decide to revise, continue, or discontinue current plan
- Complete **SIP Review & Decision Form**

Questionable Response
-Monitor progress for minimum of 4 weeks

-Individual student meeting benchmarks
-Continue Tier I core w/ ESOL strategies

ELL Committee problem-Solving Meeting
-Invite ESOL Specialist (if needed)
-Review progress
-Decide to revise, continue, or discontinue current plan
- Update **SIP Review & Decision Form**

Questionable Response
-Monitor progress for minimum of 4 weeks

-Individual student meeting benchmarks
-Continue Tier I core w/ ESOL strategies

ELL Committee problem-Solving Meeting
-Invite ESOL Specialist (required)
-Review progress
-Decide to revise, continue, or discontinue current plan
-Define problem and consider need for Tier II strategic interventions
- Update **SIP Review & Decision Form**

Possible communicative disorder

-Possible learning difficulties

Communicative difference (lang. barrier)

-Revise plan
-Monitor Progress

DRAFT

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