

Demorest Elementary School Tier 1 Checklist for RTI referral

Student name _____ Date _____

Teacher _____ grade level _____

STEP 1: Ensure the following is in place

<p><i>TIER 1-Standards-Based Classroom Learning:</i> <i>All students participate in general education learning that includes:</i> <i>(1) Implementation of the Georgia Performance Standards (GPS) through a standards based classroom structure</i> <i>(2) Differentiation of instruction including fluid, flexible grouping, multiple means learning, and demonstration of learning</i> <i>(3) Universal screenings to target groups in need of specific instructional support</i> <i>(4) Progress monitoring of learning through multiple formative assessments.</i></p>
<p>General Reminders from Habersham County <i>Response to Intervention 2009-2010</i> Manual</p> <ul style="list-style-type: none"> ● Tier 1= All students receive Tier 1, Standards Based Classroom. Approximately 80-100% receive Tier 1 ONLY. ● Each teacher is responsible for keeping track of students in their classes ● A standards based classroom includes best practices with classroom management ● Progress Monitoring for Tier 1 should happen at least 3 times per year (benchmarks/pre/post tests) ● See Instructional Frameworks
<p>Teacher identifies an at-risk student in an academic area or behavior using multiple formative assessments. Teacher can schedule a meeting with the Academic Coach to review the following checklist and data, including work samples.</p>

STEP 2: Check all strategies implemented

Behavior	Reading/ Writing	Math
<ul style="list-style-type: none"> <input type="radio"/> Teach class rules & procedures <input type="radio"/> Establish expectations & set limits <input type="radio"/> Differentiation <input type="radio"/> Frequent parental contact <input type="radio"/> Classroom Management Strategies <input type="radio"/> Tutoring <input type="radio"/> Remove distractions <input type="radio"/> Visual cues, signals, & advance organizers <input type="radio"/> Provide written or visual schedule <input type="radio"/> Use Physical Proximity <input type="radio"/> Minimize transition time <input type="radio"/> Arrange student/teacher conference <input type="radio"/> Use specific verbal praise <input type="radio"/> Model desirable behavior <input type="radio"/> Student restates directions <input type="radio"/> Check for organization regularly <input type="radio"/> Loss of privileges <input type="radio"/> Redirection <input type="radio"/> Rewarding positive behaviors 	<ul style="list-style-type: none"> <input type="radio"/> Mini lessons <input type="radio"/> Guided Reading <input type="radio"/> Guided Writing <input type="radio"/> Independent practice in reading & writing <input type="radio"/> Share time for reading & writing <input type="radio"/> Study Island <input type="radio"/> Education City <input type="radio"/> Read Aloud Daily <input type="radio"/> Shared/ Interactive Writing <input type="radio"/> Differentiation <input type="radio"/> Use of exemplars <input type="radio"/> Meet with Academic Coach 	<ul style="list-style-type: none"> <input type="radio"/> Manipulatives <input type="radio"/> Calculators <input type="radio"/> Computers <input type="radio"/> Common vocabulary terms <input type="radio"/> Writing Journals <input type="radio"/> Cooperative groups <input type="radio"/> Open-ended questioning <input type="radio"/> Real world interest <input type="radio"/> Self-Monitoring <input type="radio"/> Informal/Formal Assessments <input type="radio"/> Warm-up activities <input type="radio"/> Pairs/Partner work <input type="radio"/> Multiple Representations <input type="radio"/> Direct/Explicit Instruction <input type="radio"/> Corrective Feedback-Error Pattern Analysis <input type="radio"/> Study Island <input type="radio"/> Education City <input type="radio"/> Differentiation <input type="radio"/> Use of rubrics <input type="radio"/> Provide exemplars <input type="radio"/> Meet with Academic Coach

<input type="checkbox"/> Review rules <input type="checkbox"/> Time out/detentions <input type="checkbox"/> Meet with Academic Coach		
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RTI referral form

Area of Concern:

_____ Behavior _____ Reading _____ Writing _____ Math

_____ Speech _____ OT _____ PT _____ Other

Most Recent Grades:

Reading: _____ Math: _____ Spelling: _____ ELA/Writing: _____

Social Studies: _____ Science: _____

CRCT:

Benchmark:

Additional Data:

Programs Currently attending:

Attendance:

Special Needs:

Teacher Observations:

Specific Strategies used in the classroom other than items checked on previous page:

To be completed by RTI coordinator

_____ RTI coordinator recommends additional assessments or screenings to determine the most appropriate interventions.

_____ RTI coordinator recommends Tier 2 assignment.

- Target Group _____
- Person _____
- Date to begin _____

Additional Information:

RTI initials: