DEPEW UNION FREE SCHOOL DISTRICT

Response to Intervention Plan

OUR MISSION:

To challenge and inspire students to achieve at the highest level and become responsible citizens.

Approved by Board of Education: September 20, 2011

Table of Contents

District RtI Team Members:

The following people serve on the Depew Union Free School District Response to Intervention Team and have been involved in the planning and writing of the District RtI Plan:

Marcia Andolina, Cayuga Elementary Speech Teacher

Sheri Barsottelli, Secondary Literacy Coach

Marnie Belle-Isle, Cayuga Elementary Reading Teacher, RTI Coordinator

Leo Cintron, High School Counselor

Joseph D'Amato, Middle School Principal

Jeanette Donnelly, Cayuga Elementary Reading Teacher

Susan Ellis, Cayuga Elementary Reading Teacher

Jamie Frerich, Middle School Reading Teacher

Susan Frey, Assistant Superintendent for Curriculum, Instruction and Personnel

Janet Gajewski, Director of Special Education

Colleen Gannon, Cayuga Elementary School Psychologist

Erica Gregoire, Middle/High School Psychologist

Sara Herrmann, Cayuga Elementary Reading Teacher

Rebecca Hunger, Cayuga Elementary Reading Teacher

Jane Janus, Cayuga Elementary School Counselor

Michelle Kudla, Cayuga Elementary Assistant Principal

Beth Latko, High School ELA Teacher

James LiPuma, Director Pupil Personnel

Sally Maroney, High School Reading Teacher, RTI Coordinator

Jodi Obrochta, Middle School Special Education Teacher

Robert Puchalski, Cayuga Elementary Principal

Joanne Ryder, Middle School Counselor

Heidi Salva, Director Instructional Services

Annette Szeffler, Middle School Special Education Teacher, RTI Coordinator

Carol Townsend, High School Principal

The District RtI Team is committed to the continued research and development of the District Response to Intervention Plan. In addition, the team is dedicated to the assistance and development of school site teams as they continue to work for the high quality of instruction to meet the needs of the Depew Union Free School District students and parents.

Depew Union Free School District
Response to Intervention Plan

Introduction

Response to Intervention (RtI) is a multi-tiered framework designed to maximize achievement for all students. As defined by NASDE, 2006, RtI is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student. It is important to note that RTI is an educational process which benefits all students, not just a system to categorize and refer students for CSE testing and qualification.

Minimum Requirements of a Response to Intervention Program *(*RtI)
APPROPRIATE INSTRUCTION

A school district's process to determine if a student responds to scientific, research-based instruction shall include **appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
[8 NYCRR §100.2(ii)(1)(i)]

APPROPRIATE INSTRUCTION DELIVERED TO ALL STUDENTS IN THE GENERAL EDUCATION CLASS BY QUALIFIED PERSONNEL	Appropriate instruction begins with the core program that provides: • high quality, research-based instruction to all students in the general education class provided by qualified teachers; • differentiated instruction to meet the wide range of student needs; • curriculum that is aligned to the State learning standards and grade level performance indicators for all general education subjects; and • instructional strategies that utilize a formative assessment process. All curriculum will be aligned with the NYS Common Core Learning Standards.

Definition of Response to Intervention (RtI)
Response to Intervention (RtI) is a research/evidence-based instructional and intervention model that identifies students who are having difficulty achieving in the core curriculum.
RtI is a way to:
- work with students who are having trouble learning.
- accurately monitor individual progress.
- use data to make informed decisions regarding student instruction.
- make sure that all students can reach their potential.
- provide additional instructional services to help students achieve the Common Core Learning Standards.

Student Eligibility for RtI/Academic Intervention Services (AIS)
- Students that scored below the proficiency point on the grade 3-8 assessments in English language arts and mathematics and all NYS Regents exams required for graduation must be provided RTI/AIS.

Rationale for Implementation

The basic elements of RtI are required by the New York State Education Department, No Child Left Behind Act (NCLB) and the Individuals with Disabilities Act (IDEA). The RtI legislation was established to:
- ensure that all students receive appropriate and effective instruction.
- provide for earlier identification of the diverse educational needs of all students.
- replace the "wait to fail" model of intervention.
- implement effective interventions that are based on research and evidence.
- assist the school in identifying students who may require more intensive instructional services.

Roles and Responsibilities of Key Players

Central Office
- Provide tangible professional development, resources, and materials
- Communicate understandable common message to paRtIcipants and the public
- Oversee Leadership Team
- Fidelity checks
- Support stakeholders
- Coordinate and assist in data analysis
- Communicate the Universal Screener (benchmarking) dates and data entry deadlines to the district
- Coordinate consistent, District-wide research and evidence-based instruction/curriculum/intervention

Building Principals
- Schedule and delegate responsibilities
- Communicate to teachers, families, paRtIcipants
- Support implementation
- Provide and facilitate professional development/ resource support
- Insure fidelity of instruction
- Coordinate and assist in data analysis
- Organize the building team

Classroom Teachers (General Education/Literacy Support)
- Provide research and evidence based instruction/curriculum/interventions
- Differentiate levels of instruction
- Initiate & maintain fidelity of instruction, assessment, and intervention
- Evaluate students for placement in tiers for instruction and develop flexible Tier 2 and Tier 3 assignments to meet student needs
- Establish performance goals for the student in the targeted area(s)
- Develop a plan that details specific interventions to address the goals and determine how the student's progress will be monitored
- Monitor/assess/document data and student progress
- Communicate and collaborate with all appropriate stakeholders
- Monitor progress according to the district established timelines
- Problem-solve with principal regarding case-by-case questions as they arise

RtI Coordinators
- Communicate and collaborate with teachers and administrators to disaggregate student data
- Function as a resource for student interventions at all levels
- Participate in Tier 2 and 3 problem solving, determining & providing interventions for students, and progress monitoring as appropriate
- Assist with staff development to support the RtI process as needed
- Communicate & collaborate with all appropriate stakeholders

Other Certified Staff (Speech Therapists/Psychologists/Counselors)
- Communicate and collaborate with all appropriate stakeholders
- Act as a resource to support the RtI process
- Provide interventions for students and progress monitoring as appropriate

District Leadership Team
- A representative from each building will serve on the District Leadership Team and communicate with building leadership teams (RtI Coordinator)
- Work together to support and answer questions from the building level teams

Building Leadership Teams
- Responsibilities merged with those of the Child Study/ DSAT/ MSAT/ School Improvement Teams
- Establish a structure of implementation of the tiers at each site
- Support respective school staff with implementation
- Analyze fall, winter, and spring universal screener implementation and school-wide data
- Ensure the fidelity of the implementation
- Relay strengths and needs of process to the district leadership team

Parents
- Be an active participant in the meetings
- Be involved in the data sharing and decision-making
- Support their child(ren) at home with any interventions that have a home component
- Ask questions; express concerns and offer suggestions

Three Tier RtI Model:

The instruction and interventions encompassing the RtI model may involve many different levels of intensity and individualization, but usually fall within the following three tiers:

Tier 1-Core Instruction (foundation)
This primary tier involves the general education population (all students) and can affect any student in a classroom who is slightly behind. The students receive instruction using the core curriculum with progress monitoring to assess their response to instruction. The teacher may slightly vary instructional routines or groupings to accommodate a Tier 1 student. It is estimated that 80% of all students will positively respond to Tier 1 intervention (Bender & Shores, 2007). Students who do not show positive response with Tier 1 intervention move into Tier 2.

Tier 2-Strategic Interventions (strategic)

In Tier 2, more intensive forms of strategic interventions are applied for those students not responsive to the Tier 1 interventions. More frequent progress monitoring will show that the student(s) are not achieving the desired standards despite receiving differentiated and high quality instruction. These interventions are typically in consultation with the RtI team. These interventions are designed to be implemented immediately and are intended to be short term. However, there is no specific time limitation for a student to be in Tier 2. Students may remain in place as long as data indicating strong progress continues to be acquired. It is estimated that 15% of all students who need Tier 2 Interventions will show a positive response to instruction. (Bender & Shores, 2007). Students who respond to Tier 2 Supplementary Instruction may move back to Tier 1. Students not responsive to Tier 2 Supplementary Instruction move to Tier 3.

Tier 3-Intensive Interventions (intensive)

It is estimated that 5% of all students need Tier 3 Interventions to show a positive response to instruction. (Bender & Shores, 2007). This level is characterized by intensive intervention that is increased in frequency, intensity, and duration based on targeted assessment results showing lack of response by the student.

These interventions are supplemental to Tier 1 and Tier 2. These students show significantly low performance in the standards. If these interventions are effective, a student can move back to Tier 2. If continued interventions are not effective at this level, the School-Based RtI Support Team will meet to discuss the referral of the student and data for consideration of CSE evaluation.

Problem Solving Method
The interventions needed for Tier 1, Tier 2, and Tier 3 are identified through a data-based decision making process called the Problem Solving Method (PSM). These decisions are made by an identified RtI Team. **The steps for Problem Solving (PS) follow**:
1. **DEFINE** the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What is the problem?"
2. **ANALYZE** the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"
3. **IMPLEMENT** with integrity a plan that will address a student performance goal, and delineate how the student's progress will be monitored.
4. **EVALUATE** the effectiveness of the intervention plan based on the student's response to the intervention plan according to the progress monitoring data. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

The following Model demonstrates how the three tiered model of school support incorporates the problem-solving process:

School Wide Systems for Student Success: A Response to Intervention (RtI) Model
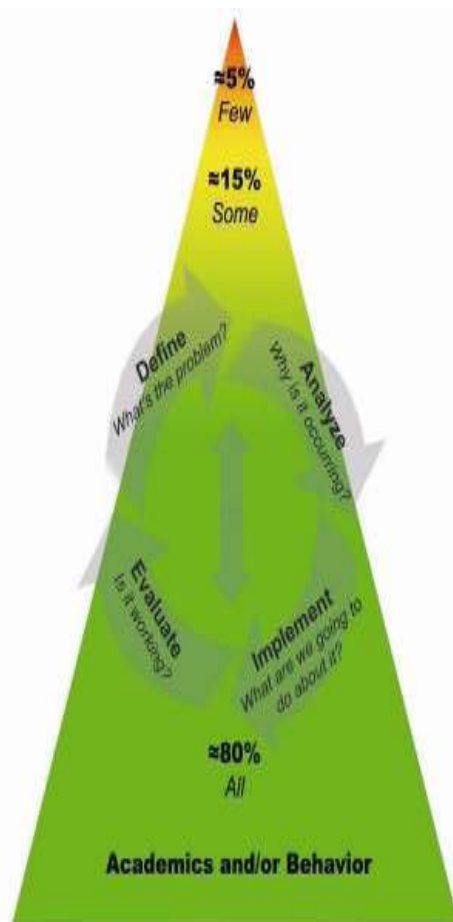
ACADEMIC SYSTEMS

Tier 3: Intensive   1-5%
- Students who need individualized interventions.
- Assessment based
- High Intensity

Tier 2: Strategic Interventions 5-15%
- Students who need more support in addition to the core curriculum.
- Small group interventions
- Some individualizing

Tier 1: Core Instruction 80-90%
- All students, including students who require curricular support and remediation.
- Preventive, proactive

BEHAVIOR SYSTEMS

Tier 3: Intensive 1-5%
- Students who need individualized behavior intervention plan.
- Intense durable procedures

Tier 2: Targeted Group Interventions 5-15%
- For students who need more support in addition to a positive behavior program.
- Small group interventions
- Some individualizing

Tier 1: Universal Interventions 80-90%
- For all students in all settings
- Preventive, proactive

District RtITeam:

The District RtI Team will consist of representatives of all three school buildings, RtI coordinators and district administrators. The responsibilities of the district team include:

- District plan development – The District RtI Team, hereafter identified as the TEAM, will develop and implement the plan to be utilized by the entire district. The TEAM will be responsible for communicating the plan to all stakeholders, internal and external, in the district.

- Teacher professional development – The TEAM will be responsible for researching and providing resources for professional development of all stakeholders directly vested in RtI, i.e. teachers, school counselors, school level administrators, etc.

- Resource for teacher strategies – The TEAM will be responsible for the acquisition of resources and strategies of effective intervention techniques for use on the school level and by the school level teams.

- Progress/ Fidelity monitoring – The TEAM will be responsible for ensuring the implementation of the district plan with fidelity and integrity. The TEAM will offer any corrective measures regarding fidelity and integrity.

- <u>Technical Assistance to school teams</u> – The TEAM will be responsible for the communication of any and all new information and process issues regarding RtI.

A sample District TEAM composition follows:
- K-5, 6-8 and 9-12 RtI Coordinator
- Building administrators
- Secondary literacy coach
- Central office administrators
- District reading, math, and special education personnel
- District pupil services personnel

<u>School-Based RtI Support Team:</u>
Each school will have an RtI Support Team (i.e. Child Study/DSAT/MSAT). This team should include people who are seen as leaders and represent a variety of subject areas/grade levels, so that team members have varied areas of expertise. A sample School Based RtI Support Team might include, but not be limited to or include, all of the following disciplines: School Administrator, School Counselor, School Nurse, Regular Education Teacher, SE Teacher, Reading/Academic Coach, Assistant Principal, ESL Worker, School Psychologist, Speech and Language Pathologist, and the Parent of a Student.

The following are the roles of the school based RtI Support Team:
- Develop a school implementation plan
- Become "trainers" and "coaches" for the school staff in RtI
- Be responsible for school-wide implementation of RtI

School-Wide Implementation
The school-based RtI Support Team should focus on the following for school-wide implementation of the RtI plan:
1) Review of screening data
2) Review of progress monitoring data
3) Planning of interventions
4) Self assessment of problem solving implementation
5) Assessment of the school staff's development
6) Use of data in decision making
7) Teacher support
8) Parent Involvement

Behavior and School Wide Positive Behavior Support
In an RtI approach to behavior, school staff systematically collects behavior data (i.e. office referrals, observations, etc.) to provide a basis for making decisions on behavior supports. A student who displays challenging behavior should be evaluated, just as the student would if an academic concern was raised. Based on the results, staff uses evidence based practices to support the student in reducing challenging behaviors and developing positive attitudes toward academic and social life. Evidence based interventions may include reinforcement, modeling, and problem solving skills.
Positive Behavior Support (PBS) consists of a set of clear expectations for behavior. School wide strategies are aligned with Tier 1 interventions.
- Classroom interventions are aligned with Tier 1 and 2 interventions, making use of school wide strategies with classroom lesson plans.

- Interventions for targeted groups are associated with Tier 2 and include small groups of students from many classrooms aiming toward the same behavioral goal.
- Tier 3 includes individual interventions which are considered critical. Individual student plans may include steps such as Behavior Intervention Plans (BIP) and Functional Behavior Assessments (FBA).

School wide PBS targets the entire school population by mapping out procedures and processes through a set of behavioral expectations for an entire school. These expectations:
- are taught to staff and students and highlighted through all school activities.
- are made into a variety of visual reminders throughout the school.

A variety of data should be collected with the goal of identifying students who need support at various levels. Data collected will identify types of discipline issues, locations, settings, and chronic offenders. Once the data is compiled and analyzed, decisions can be made as to what types of interventions are necessary.

PBS strategies range from providing rewards and incentives for students who follow school wide expectations to implementing effective skills lessons with students needing higher tiers of support. The school based team should work together to design interventions based on data analysis.

Progress monitoring for behavioral interventions is similar to progress monitoring for academic interventions. Continued collection of data should be analyzed for effectiveness of strategies that have been initiated. Movement between the tiers may be indicated based on success rates shown through data analysis.

RTI QUALITY INDICATORS

I. Quality Indicators for Parent Notification
- General information about the RtI process is provided to all parents (district website)
- Written notification to parents when a student needs supplemental intervention outside of the core instruction.
- The frequency of providing progress monitoring data to parents is adequate and appropriate to ensure they are regularly informed of their child's progress.

II. Quality Indicators for School-Wide Screening
- School-wide (Universal) screenings occur at least three times during the course of an academic year (fall, winter, spring).
- Screening instrument items are aligned with the curriculum based on the NYS learning standards for each grade level.
- Each screening instrument meets reliability and validity standards associated with psychometrically sound measurements.
- Professional development is provided to ensure fidelity of implementation, scoring and interpretation of results.
- Screening is administered school-wide.
- Cut-scores are established that identify students who are performing at benchmark, at-risk and seriously at-risk levels.
- Results of screenings are used to determine which students are considered at-risk and need further monitoring and assessment.
- Screening results are used to determine effectiveness of core curriculum and instruction.

Universal Screening

The primary purpose of universal screening is to determine which students need help. The term universal screening applies to a process that is short, quick and easy-to-administer probes that are aligned to the curriculum and measures specific skills a student has achieved. The process of universal screening must occur three times a year: fall, winter, and spring. The fall data should be collected within the first two weeks of the school year, the winter data in January and the spring data in May of the school year. The data should be used for making curriculum decisions and informing instruction for students.

III. Quality Indicators for Progress Monitoring

- Progress monitoring of student performance occurs across all tiers.
- Teachers follow a designated procedure and schedule for progress monitoring (See individual building plans).
- Measures are appropriate to the curriculum, grade level and tier level.
- Data from progress monitoring are documented and analyzed.
- A standardized benchmark is used to measure progress and determine progress sufficiency.
- Teachers use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention.
- Graphs are used to display data for analysis and decision making.
- Staff receive training in the administration and interpretation of progress monitoring measures and the implications for instruction.
- The district has designated reasonable cut points, and decision rules of the level, slope or percentage of mastery to help determine responsiveness and distinguish adequate from inadequate responsiveness.

IV. Quality Indicators to Ensure Fidelity of Implementation

- Professional development is provided by staff that are knowledgeable in the areas of early literacy, data-based decision making and progress monitoring.
- Professional development is job embedded and ongoing and is part of the district's overall professional development plan.
- The district has identified strategies to evaluate the effectiveness of its RtI model and to make changes as necessary.
- Administrative staff serve as instructional leaders to provide appropriate supervision and monitoring of the implementation of the RtI program.
- Procedures are in place that assess how accurately intervention and assessment procedures are followed.

Evaluation and Data Analysis

- Data management and technology systems are utilized to monitor the progress of students in the district, school, and classroom settings.
- District and School site teams will develop methods to analyze and evaluate data so as to implement the most appropriate and effective interventions.
- District and school site RtI teams will set regular meeting schedules to review the evaluation data, progress at the school site and individual classroom, manage and discuss resources, troubleshoot unexpected barriers, and make adjustments to the plan implementation based on evaluation information. (i.e. effectiveness).

V. Quality Indicators for Use of RtI Data in a Learning Disability Determination
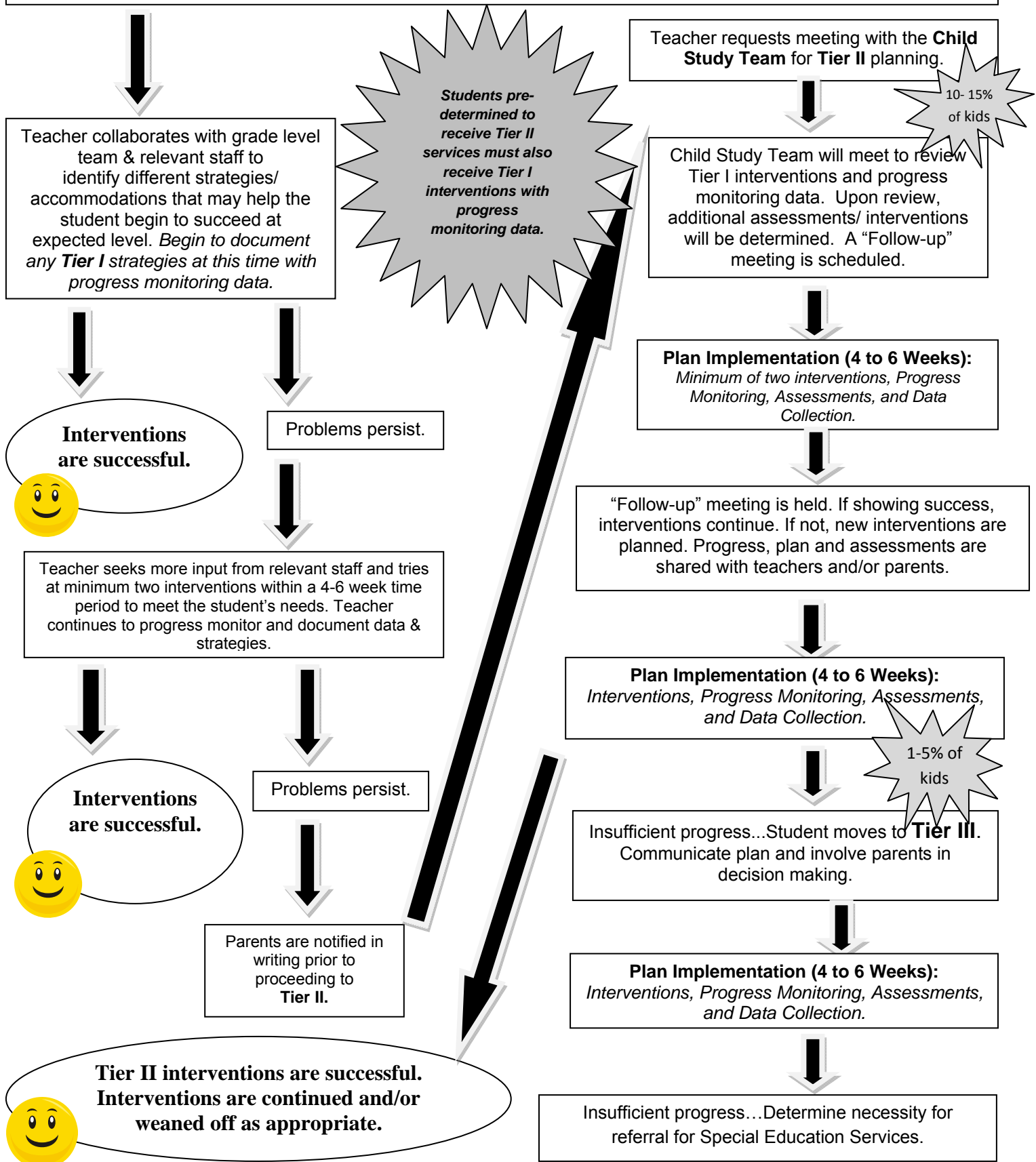
- The determination of a student with a learning disability is based upon a comprehensive multidisciplinary evaluation.
- Data based on the student's response to scientific-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.
- The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity.
- Student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks are considered.
- Instructionally relevant evaluative data including curriculum-based measures regarding a student's performance is considered.
- Student information from the RtI process provides data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability.
- Teacher(s) providing RtI interventions participate in the CSE meeting to determine a student's eligibility for special education.

Depew Union Free School District Professional Development Strategies/Activities for RtI:

- ✓ In-house RtI trainings (ongoing)
- ✓ K-2 Orton Gillingham Trainings (Fall 2011)
- ✓ RtI Intervention Workshops at BOCES (Spring 2011 and ongoing)
- ✓ AIMSweb Training: Overview presentation of using AIMSweb and data collection; K-8
- ✓ AIMSweb "Refresher" Trainings; Literacy Support Teachers
- ✓ AIMSweb Maze (Comprehension) Training
- ✓ AIMSweb Data/School Manager Training; (RTI Coordinators)
- ✓ PBIS Training (ongoing)
- ✓ RtI Conference featuring Jim Wright, Intervention Central (March 2010)
- ✓ RtI Overview for all high school teachers at staff meeting (2010)
- ✓ Common Core Learning Standards Aligned Classroom Professional Development; K-12 (ongoing)
- ✓ Curriculum mapping, ongoing district-wide professional development; K-12 (2009-2011)
- ✓ Summer Curriculum Writing to the Common Core, K-12 (Summer 2011)
- ✓ Principal APPR and "Walkthroughs" Training with BOCES network team (2011-12)

RtI Flow Chart

If there is a behavioral concern or a student has not reached his/her academic benchmarks...

Teacher collaborates with grade level team & relevant staff to identify different strategies/ accommodations that may help the student begin to succeed at expected level. *Begin to document any **Tier I** strategies at this time with progress monitoring data.*

Students pre-determined to receive Tier II services must also receive Tier I interventions with progress monitoring data.

Teacher requests meeting with the **Child Study Team** for **Tier II** planning.

10- 15% of kids

Child Study Team will meet to review Tier I interventions and progress monitoring data. Upon review, additional assessments/ interventions will be determined. A "Follow-up" meeting is scheduled.

Interventions are successful.

Problems persist.

Plan Implementation (4 to 6 Weeks): *Minimum of two interventions, Progress Monitoring, Assessments, and Data Collection.*

Teacher seeks more input from relevant staff and tries at minimum two interventions within a 4-6 week time period to meet the student's needs. Teacher continues to progress monitor and document data & strategies.

"Follow-up" meeting is held. If showing success, interventions continue. If not, new interventions are planned. Progress, plan and assessments are shared with teachers and/or parents.

Interventions are successful.

Problems persist.

Plan Implementation (4 to 6 Weeks): *Interventions, Progress Monitoring, Assessments, and Data Collection.*

1-5% of kids

Parents are notified in writing prior to proceeding to **Tier II.**

Insufficient progress...Student moves to **Tier III**. Communicate plan and involve parents in decision making.

Tier II interventions are successful. Interventions are continued and/or weaned off as appropriate.

Plan Implementation (4 to 6 Weeks): *Interventions, Progress Monitoring, Assessments, and Data Collection.*

Insufficient progress…Determine necessity for referral for Special Education Services.

Cayuga Heights Elementary RtI Plan
Tier 1

Standard Screening

All students:

Standard screening for students in the district to be administered within first month of school:

Grades K-1: Scott Forseman Baseline, AIMSweb, DRA

Grades 2-3: Scott Forseman Baseline, AIMSweb, SRI

Grades 4 -5: Scott Forseman Baseline, AIMSweb, STAR Reading, SRI (fall only)

*see assessment chart for description at each level

New students:

Standard screening for new students upon date of transfer:

Grade K- Classroom teacher; K- assessment packet BEARS (NYS standards based)

Grades 1-5: AIMSweb and/or Informal Reading Inventory

Target scores utilized in the RtI Plan will be the norms set by the AIMSweb, SRI, STAR Reading, Scott Foresman Baseline Test/Grade Level Benchmark, DRA. Students will be progress monitored utilizing the AIMSweb software, STAR Reading software, and the Scott Foresman Baseline scores. Facilitated by the Literacy Support Specialists and the classroom teacher.

Tier 1: Universal Intervention: 90-minutes uninterrupted literacy block and up to an additional 30-minutes to address targeted skills if needed.
**Possible staff involved:** Instructional Staff
-All students receive Research Based Core Reading Curriculum (*Reading Street- Scott Foresman*)
-Supplemental Curricula, for example: *My Sidewalks, Leveled Readers/Classroom Libraries, Reading A-Z, ABC Teach, Literacy Circles, Orton Gillingham, Brain Pop*
-Research Based Teaching Strategies: *Guided Reading, Balanced Literacy Model, Differentiated Instruction*
-Application/Implementation of Evidence-Based ELA Strategies/Interventions from School-wide Intervention Database
Literacy Support Specialists will identify students who are below the 20th percentile through screenings and our benchmark assessments.
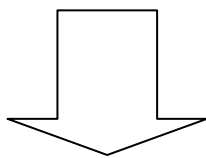
Classroom Teachers will provide classroom interventions for students who have been found to be in need of "Intensive" or "Strategic" interventions and progress monitor these students.

1) See Intervention Menu/Database
2) See RtI Assessment Plan
3) Students not meeting grade level goals will be discussed at grade level meetings.
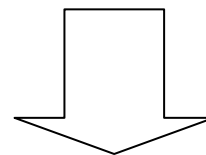
Literacy Support Specialist and/or Classroom Teacher will administer standard assessments: AIMS Web, SRI , STAR Reading, and Scott Foresman Baseline/Benchmarks.

Based on assessment results, student will be identified at benchmark, strategic or intensive levels and intervention levels.

Tier 2: Targeted Small Group Interventions: 20 – 30 minutes pull-out and/or push-in block outside of the Tier 1 Literacy.

Support Staff Involved: Literacy Support Specialist, Special Education Teachers, School Counselors, Speech Therapists, ESL Teacher, Administration

Literacy Support Specialists: will have previously identified students who are not proficient on the NYS ELA exam or who are at the 10th to 25th percentile through screenings, progress monitoring and/or benchmark assessments to determine Tier 2 interventions. The staff involved will set goals for these students, make recommendations for interventions and provide interventions.
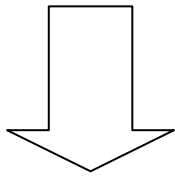
Progress Monitoring: of students who are in need of "Intensive" or "Strategic" Interventions will be completed by all Literacy Support Specialists and staff involved. The progress monitoring tool used will be determined by the students' area of need and documented on the school-wide progress monitoring form.

Interventions: will be for small groups of students (3-5) 20 - 30 minutes 3-5 days per week utilizing the following materials:

- My Sidewalks
- Orton-Gillingham
- Research based instruction aligned to classroom reading series
- ESL intervention
- Speech Intervention
- Counseling Intervention
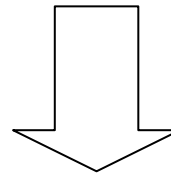- STAR Reading
- Reading A-Z

Staff and Administration Involved: after Tier 2 interventions, the Child Study Team will review the data and determine the following:
- *Student continues at or below set goal line identified through progress monitoring assessments moves on to Tier 3*
- *Student continues at or below set goal line identified through progress monitoring assessments but at an upward trend towards goal line stay in Tier 2*
- *Student places above set goal line identified through progress monitoring assessments will return to Tier 1.*

Classroom Teachers:

Continue to provide classroom interventions for students who have been found to be in need of "Intensive" or "Strategic" interventions and progress monitor those students utilizing the reading series Benchmark Assessment and/or Classroom Progress Monitoring Tools. This data will be shared with the staff and administration involved as needed.

Literacy Support Specialist and Special Education Teachers:

Literacy Specialists will progress monitor students identified to be in need of "Intensive" or "Strategic" interventions utilizing the Triangulated Assessments and share this information with the Child Study Team as needed.

Provide interventions for identified students.

Tier 3: Interventions are the most intensive offered in a **general-education** setting. Students who have not responded to lesser levels of RTI support qualify for Tier 3 Interventions. Tier 3 intervention plans are highly customized to meet the needs of the non-responding student. Tier 3 interventions are provided in Intensive Individual or Small Group Interventions in a 30-40 minute pull-out block, in addition to the Tier 1 Literacy and possible Intervention Skill Block (90 or 120 minutes).

Students who are unsuccessful in Tier 3 intervention plans often face the possibility of "high stakes" outcomes, such as course failure or referral for Special Education Services.

Support Staff Involved: Literacy Support Specialist, Special Education Teachers, School Counselors, Speech Therapists, ESL Teacher, Administration

Literacy Support Specialists: will have previously identified students who are not proficient on the NYS ELA exam or who are at the 5th to 10th percentile through screenings, progress monitoring, benchmark assessments, and/or Tier 2 interventions to determine Tier 3 interventions. The staff involved will set goals for these students, make recommendations for interventions, and identify parties responsible for providing interventions.
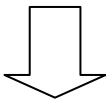
Progress Monitoring: academic progress monitoring of students in Tier 3 interventions will be monitored weekly. The progress monitoring of these students will be completed by the Support Staff. The progress monitoring tool used will be determined by the students' area of need and documented on the school-wide progress monitoring form.

Interventions: Tier 3 interventions are provided in Intensive Individual or Small Group Interventions in a 30-40 minute pull-out block, in addition to the Tier 1 Literacy and possible Intervention Skill Block (90 or 120 minutes).

- My Sidewalks
- Orton-Gillingham
- Research based instruction aligned to classroom reading series
- ESL intervention
- Speech Intervention
- Counseling Intervention
- STAR Reading
- Reading A-Z

Staff and Administration Involved: after Tier 3 interventions, the Child Study Team will review the data and determine the following:
- *Student continues below set goal line identified through progress monitoring assessments moves on to a special education evaluation.*
- *Student continues at or below set goal line identified through progress monitoring assessments but at an upward trend towards goal line stay in Tier 3.*
- *Student places above set goal line identified through progress monitoring assessments will return to Tier 1/Tier 2.*

Classroom Teachers:

Continue to provide classroom interventions for students who have been found to be in need of "Intensive" or "Strategic" interventions. Progress monitor those students utilizing the reading series Benchmark Assessment and/or Classroom Progress Monitoring Tools. This data will be shared with the staff and administration involved as needed.
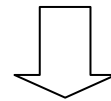
Literacy Support Specialist, Special Education Teachers:

Literacy Support Specialists will continue to progress monitor identified students utilizing Triangulated Assessments and results will be shared with the Child Study Team.

Provide interventions for identified students.

RTI Assessment Plan
Kindergarten

**Kindergarten Screening – BEARS: March, May/June, & August before student enters school

ALL STUDENTS	Fall	Mid –Year	Spring	
AIMSweb	Letter Naming Fluency *(7-33)* Letter Sound Fluency *(1-14)* ***Completed by end of September***	Letter Naming Fluency *(32-55)* Letter Sound Fluency *(15-39)* Phoneme Segmentation Fluency *(11-43)* ***Completed by end of January***	Letter Naming Fluency *(41-64)* Letter Sound Fluency *(29-49)* Phoneme Segmentation Fluency *(35-57)* Nonsense Word Fluency *(28-53)* ***Completed by end of May***	
Scott Foresman Baseline Test *90%- 100% Above level* *60%-89%- On-Level* *Below 59%- Below level*	Readiness Letter Recognition Phonological Awareness Listening Comp Concepts of Print ***Completed by end of September***			
K-Assessment Packet	Developmental Skills, Following Directions, Colors, Numbers, Shapes, Rhyming, Letter/Sound Recognition, Concept of Print, High Frequency Words ***Completed in November***	Developmental Skills, Following Directions, Colors, Numbers, Shapes, Rhyming, Letter/Sound Recognition, Concept of Print, High Frequency Words ***Completed in March***	Developmental Skills, Following Directions, Colors, Numbers, Shapes, Rhyming, Letter/Sound Recognition, Concept of Print, High Frequency Words ***Completed in June***	
DRA2		Oral Reading Passage Comprehension Test *Goal Level – Level 1-2*	Oral Reading Passage Comprehension Test *Goal Level – Level 4*	
Writing: Lucy Calkins	Personal Narrative Writing Sample	Personal Narrative Writing Sample	Writing Sample	
Progress Monitoring Scott Foresman Unit Tests	Unit 1 – *completed by October* Unit 2 – *completed by December*	Unit 3- *completed by February* Unit 4 - *completed by April* AIMSweb (for identified students)	Unit 5 - *completed by May* AIMSweb (for identified students)	Targeted reading skill areas aligned with unit instruction

**Students entering during the school year will be given:

- AIMSweb
- New Student Screening- Scott Foresman IRI

*** Students who are identified at risk on all three screenings will be considered for Tier 2 interventions. ***

RTI Assessment Plan
Grade 1

ALL STUDENTS	Fall-	Mid –Year	Spring	
AIMSweb	Letter Naming Fluency *(36-57)* Letter Sound Fluency *(21-41)* Phoneme Segmentation Fluency *(29-51)* Nonsense Word Fluency *(22-49)* ***Completed by end of September***	Phoneme Segmentation Fluency (41-60) Nonsense Word Fluency *(40-73)* R-CBM *(19-68 wcpm)* ***Completed by end of January***	Nonsense Word Fluency *(51-95)* R-CBM *(40-97 wcpm)* ***Completed by end of May***	
Scott Foresman Baseline Test *90%- 100% Above level* *60%-89%- On-Level* *Below 59%- Below level*	Phonics Word Recognition Listening Comprehension Phonemic Awareness ***Completed by end of September***			Optional Word List
DRA2	Oral Reading Passage Comprehension Test ***Goal Level – Level 5-6***		Oral Reading Passage Comprehension Test ***Goal Level – Level 16***	
Progress Monitoring Scott Foresman Unit Tests	Kindergarten Review, Unit 1	Unit 2, Unit 3	Unit 4, Unit 5	Targeted reading skill areas aligned with unit instruction
Writing: 6 + 1 Writing	Fall Writing Sample ***Completed by end of September***	6 +1 Writing Trait ***Completed by end of January***	6 +1 Writing Trait ***Completed by end of May***	
Progress Monitoring- *identified students*	AIMSweb, MONDO	AIMSweb, MONDO, STAR Early Literacy	AIMSweb, MONDO, STAR Early Literacy	

**Students entering during the school year will be given:
- AIMSweb
- New Student Screening- Scott Foresman IRI/ MONDO

*** Students who are identified at risk on all three screenings will be considered for Tier 2 interventions. ***

RTI Assessment Plan
Grade 2

ALL STUDENTS	Fall-	Mid –Year	Spring	
Scott Foresman Baseline Test *90%- 100% Above level* *60%-89%- On-Level* *Below 59%- Below level*	Phonics Word Knowledge Vocabulary Reading Comprehension Phonemic Awareness Fluency Test ***Completed by end of September***		Phonics Word Knowledge Vocabulary Reading Comprehension Phonemic Awareness Fluency Test ***Completed by end of June***	
AIMSweb	R-CBM *Target Level –35-88 wcpm* ***Completed by end of September***	R-CBM *Target Level – 64-115 wcpm* ***Completed by end of January***	R-CBM *Target Level – 82-131 wcpm* ***Completed by end of May***	
SRI – Scholastic Reading Inventory *On-level- 300-600*	Silent Reading Comprehension Test ***Completed by end of September + retested in November***	Silent Reading Comprehension Test ***Completed by end of January***	Silent Reading Comprehension Test ***Completed by end of May***	
Progress Monitoring- *all students* Scott Foresman Unit Tests	Unit 1 – ***Teaching Tool*** Unit 2	Unit 3, Unit 4	Unit 5	Targeted reading skill areas aligned with unit instruction
Fluency – completed 1 x monthly	Fluency check at end of units	Fluency check at end of units	Fluency check at end of unit	
Writing: 6 + 1 Writing	Common writing prompt across grade level ***Completed by end of September***	Common writing prompt across grade level ***Completed by end of January***	Common writing prompt across grade level ***Completed by end of June***	
Progress Monitoring- *identified students*	AIMSweb, MONDO, STAR Reading/STAR Early Literacy	AIMSweb, MONDO, STAR Reading/STAR Early Literacy	AIMSweb, MONDO, STAR Reading/STAR Early Literacy	

**Students entering during the school year will be given:
- AIMSweb
- New Student Screening- Scott Foresman IRI/MONDO

* Students who are identified at risk on all three screenings will be considered for Tier 2 interventions. *

RTI Assessment Plan
Grade 3

ALL STUDENTS	Fall	Mid –Year	Spring	
Scott Foresman Baseline Test *90%- 100% Above level* *60%-89%- On-Level* *Below 59%- Below level*	Phonics Vocabulary Reading Comprehension Phonemic Awareness Fluency Test ***Completed by end of September***		Phonics Vocabulary Reading Comprehension Phonemic Awareness Fluency Test ***Completed by end of May***	
AIMSweb	R-CBM *Target Level – 59-116 wcpm* ***Completed by end of September***	R-CBM *Target Level – 84-139 wcpm* ***Completed by end of January***	R-CBM *Target Level – 98-152wcpm* ***Completed by end of May***	
SRI – Scholastic Reading Inventory *On-level- 500-800*	Silent Reading Comprehension Test ***Completed by end of September*** ***+ Retested in November***	Silent Reading Comprehension Test ***Completed by end of January***	Silent Reading Comprehension Test ***Completed by end of May***	
STAR Reading (OPTIONAL)	Silent Reading Comprehension Test *Target Level – 310 SS* ***Completed by end of September*** ***+ Retested in November***	Silent Reading Comprehension Test *Target Level – 352 SS* ***Completed by end of January***	Silent Reading Comprehension Test *Target Level – 394 SS* ***Completed by end of May***	
ELA 3			New York State Assessment	
Progress Monitoring Scott Foresman Unit Tests	Unit 1 - ***Teaching Tool*** Unit 2	Unit 3, Unit 4	Unit 5	Targeted reading skill areas aligned with unit instruction
Writing: 6 +1 Writing	Common writing prompt across grade level ***Completed by end of September***	Common writing prompt across grade level (OPTIONAL)	Common writing prompt across grade level ***Completed by end of May***	
Progress Monitoring- *identified students*	AIMSweb, MONDO, STAR Reading	AIMSweb, MONDO, STAR Reading	AIMSweb, MONDO, STAR Reading	

**Students entering during the school year will be given:

- AIMSweb
- New Student Screening- Scott Foresman IRI/ MONDO

*** Students who are identified at risk on all three screenings will be considered for Tier 2 interventions. ***

RTI Assessment Plan
Grade 4

ALL STUDENTS	**Fall-**	**Mid –Year**	**Spring**	
Scott Foresman Baseline Test *90%- 100% Above level* *60%-89%- On-Level* *Below 59%- Below level*	Reading Comprehension Vocabulary Fluency Test ***Completed by end of September***			
AIMSweb	R-CBM *Target Level –84-134 wcpm* ***Completed by end of September***	R-CBM *Target Level – 101-152 wcpm* ***Completed by end of January***	R-CBM *Target Level – 112-168 wcpm* ***Completed by end of May***	
STAR Reading	Silent Reading Comprehension Test *Target Level – 402 SS* ***Completed by end of September*** ***+ Retested in November***	Silent Reading Comprehension Test *Target Level – 441 SS* ***Completed by end of January***	Silent Reading Comprehension Test *Target Level – 470 SS* ***Completed by end of May***	
ELA 4			New York State Assessment	
Progress Monitoring Scott Foresman Unit Tests ***Use as a Teaching Tool***	Unit 2	Unit 3, Unit 4	Unit 5	Targeted reading skill areas aligned with unit instruction
Writing: 6 +1 Writing	Common writing prompt across grade level ***Completed by end of September***	Common writing prompt across grade level ***Completed by end of January***	Common writing prompt across grade level ***Completed by end of May***	
Progress Monitoring- ***For identified students***	AIMSweb, MONDO, STAR Reading	AIMSweb, MONDO, STAR Reading	AIMSweb, MONDO, STAR Reading	

**Students entering during the school year will be given:
- AIMSweb
- New Student Screening- Scott Foresman IRI/ MONDO

*** Students who are identified at risk on all three screenings will be considered for Tier 2 interventions. ***

RTI Assessment Plan
Grade 5

ALL STUDENTS	Fall-	Mid –Year	Spring	
Scott Foresman Baseline Test *90%- 100% Above level* *60%-89%- On-Level* *Below 59%- Below level*	Reading Comprehension Vocabulary Fluency Test ***Completed by end of September***		(OPTIONAL) Reading Comprehension Vocabulary Fluency Test ***Completed by end of June***	
AIMSweb	R-CBM *Target Level – 94-150 wcpm* ***Completed by end of September***	R-CBM *Target Level – 111-168 wcpm* ***Completed by end of January***	R-CBM *Target Level – 123-181 wcpm* ***Completed by end of May***	
STAR Reading	Silent Reading Comprehension Test *Target Level – 479 SS* ***Completed by end of September*** ***+ Retested in November***	Silent Reading Comprehension Test *Target Level – 520 SS* ***Completed by end of January***	Silent Reading Comprehension Test *Target Level – 563 SS* ***Completed by end of May***	
ELA 5			New York State Assessment	
Progress Monitoring: Scott Foresman Unit Tests ***For use as a teaching tool***	Unit 1 - OPTIONAL Unit 1 Thematic Writing Unit 2 + Thematic Writing	Unit 3+ Thematic Writing Unit 4 +Thematic Writing	Unit 5 +Thematic Writing	Targeted reading skill areas aligned with unit instruction
Writing: 6 +1 Writing Writing Traits Completed Monthly	Common writing prompt across grade level ***Completed by end of September***		Common writing prompt across grade level ***Completed by end of May***	
Progress Monitoring- ***For identified students***	AIMSweb, MONDO, STAR Reading	AIMSweb, MONDO, STAR Reading	AIMSweb, MONDO, STAR Reading	

**Students entering during the school year will be given:
- AIMSweb
- New Student Screening- Scott Foresman IRI/ MONDO

- ***Students who are identified at risk on all three screenings will be considered for Tier 2 interventions. ****

Student Name: _____ **Grade:** _____

Teacher: _____ **Date:** _____

Goals and Interventions	Data Collection Method
Goal 1: **Interventions:**	**Frequency:** Method of Measurement: Y: _____ N: _____
Goal 2: **Interventions:**	**Frequency:** Method of Measurement: Y: _____ N: _____
Goal 3: **Interventions:**	**Frequency:** Method of Measurement: Y: _____ N: _____
Comments: 	

Cayuga RtI Goal Progress Monitoring Data Sheet

Intervention: _____

Student Name: _____ Teacher: _____

Date Range: Start: _____   Stop: _____

- Current Status   ▲ Goal

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June

Standard Screening

All students:
Standard screening for students in the district to be administered within first month of school:
Grade 6: Scott Foresman Baseline, SRI, STAR Screening
Grades 7/8: SRI, STAR Screening, Holt Entry Diagnostic
*see assessment chart for description at each level

Target scores utilized in the RtI Plan will be the norms set by the, SRI, Scott Foresman Baseline Test/Grade Level Benchmarks, and the Star Screening. Students will be progress monitored utilizing the Star Software. Facilitated by the Literacy Support Specialists and the classroom teacher.

Tier 1: Universal Intervention:
6th Grade – 80 minutes uninterrupted literacy block and up to an additional 40-60 minutes a week to address targeted skills if needed.
7th and 8th Grade – 40 minutes uninterrupted literacy block.

Possible staff involved: Instructional Staff
-All students receive Research Based Core Reading Curriculum (*Scott Foresman – 6th Grade) (Holt – 7th/ 8th Grade)*
-Supplemental Curricula, for example *Leveled Readers for ELA and social studies, Literacy Circles, Brain Pop, Leveled library books with Lexiles, Kurzweil Reading Tools, and a Research Based Study Skills Program.*
-Research Based Teaching Strategies: *Guided Reading, Balanced Literacy Model, Differentiated Instruction*
-Application/Implementation of Evidence-Based ELA Strategies/Interventions from School-wide Intervention Database
Literacy Support Specialists will identify students who are below the 20th percentile through screenings and our benchmark assessments.
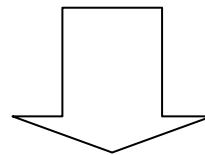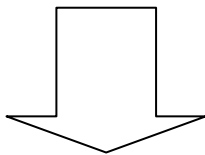
Classroom Teachers will provide classroom interventions for students who have been found to be in need of "Intensive" or "Strategic" interventions and progress monitor these students.

4) See Intervention Menu/Database
5) See RtI Assessment Plan
6) Students not meeting grade level goals will be discussed at grade level meetings.

Literacy Support Specialist and/or Classroom Teacher will administer standard assessments: STAR, SRI, and Scott Foresman or Holt Baseline/Benchmarks. Scores will be inputted into STAR.

Based on assessment results, student will be identified at benchmark, strategic or intensive levels and intervention levels.

25

Depew Middle School RtI Plan
Tier 2

Tier 2: Targeted Small Group Interventions: 20 – 30 minutes pull-out and/or push-in block outside of the Tier 1 Literacy.

Support Staff Involved: Literacy Support Specialist, Special Education Teachers, School Counselors, Speech Therapists, ESL Teacher, Administration

Literacy Support Specialists: will have previously identified students who are not proficient on the NYS ELA exam or who are at the 10th to 25th percentile through screenings, progress monitoring and/or benchmark assessments to determine Tier 2 interventions. The staff involved will set goals for these students, make recommendations for interventions and provide interventions.

Progress Monitoring: of students who are in need of "Intensive" or "Strategic" Interventions will be completed by all Reading Specialists and staff involved. The progress monitoring tool used will be determined by the students' area of need and documented on the school-wide progress monitoring form.

Interventions: will be for small groups of students (10-15) 30 - 40 minutes 3-5 days per week utilizing the following materials:
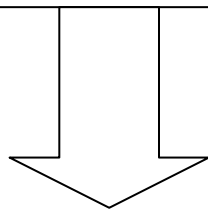
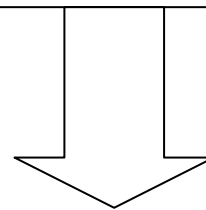| **Programs:**	**Services**:
- V-Math	- A+ Risk Counseling
- Orton-Gillingham	- Homework Helpers
- Speech Intervention	- AAC
- STAR Reading	- Academic Support
- Wilson	- Literacy Support
- Building Bridges	- PBIS Daily Report Cards
- IXL -targeting common core math skills	- Group Counseling
- Kurzweil	- Literacy Coach (Tier 3 small groups instruction
- Read 180	- At-risk Counselor
	- Small group targeted instruction

Staff and Administration Involved: after Tier 2 interventions, the Child Study Team will review the data and determine the following:
- *Student continues at or below set goal line identified through progress monitoring assessments moves on to Tier 3*
- *Student continues at or below set goal line identified through progress monitoring assessments but at an upward trend towards goal line stay in Tier 2*
- *Student places above set goal line identified through progress monitoring assessments will return to Tier 1.*

Classroom Teachers:

Continue to provide classroom interventions for students who have been found to be in need of "Intensive" or "Strategic" interventions and progress monitor those students utilizing the reading series Benchmark Assessment and/or Classroom Progress Monitoring Tools. This data will be shared with the staff and administration involved as needed.

Literacy Support Specialist and Special Education Teachers:

Literacy Specialists will progress monitor students identified to be in need of "Intensive" or "Strategic" interventions utilizing the Triangulated Assessments and share this information with the RtI Team as needed.

Provide interventions for identified students.

26

Tier 3: Most intensive and strategic, and is more individualized. Service time increases and specific programs will be used.

Support Staff Involved: Literacy Support Specialist, Special Education Teachers, School Counselors, Speech Therapists, ESL Teacher, Administration.

Literacy Support Specialists: will have previously identified students who are not proficient on the NYS ELA exam or who are at the 5th to 10th percentile through screenings, progress monitoring, benchmark assessments, and/or Tier 2 interventions to determine Tier 3 interventions. The staff involved will set goals for these students, make recommendations for interventions, and identify parties responsible for providing interventions.

Progress Monitoring: of students who are in need of Tier 3 Interventions will be completed weekly by all Reading Specialists and staff involved. The progress monitoring tool used will be determined by the students' area of need and documented on the school-wide progress monitoring form.
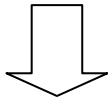
Interventions: will be for small groups of students (3-5) 30-40 minutes 3-5 days per week can utilize the following materials:

Programs:	Services:
- V-Math	- A+ Risk Counseling
- Orton-Gillingham	- Homework Helpers
- Speech Intervention	- AAC
- STAR Reading	- Academic Support
- Wilson	- Literacy Support
- IXL-targeting common core math skills	- PBIS Daily Report Cards

Classroom Teachers:

Continue to provide classroom interventions for students who have been found to be in need of "Intensive" or "Strategic" interventions. Progress monitor those students utilizing the reading series Benchmark Assessment and/or Classroom Progress Monitoring Tools. This data will be shared with the staff and administration involved as needed.
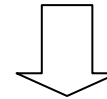
Literacy Support Specialist, Special Education Teachers:

Literacy Support Specialists will continue to progress monitor identified students utilizing Triangulated Assessments and results will be shared with the RtI Team as needed.

27

Depew High School Grades 9-12 RtI Plan

Tier 1

Standard Screening

All students:
- SRI/STAR Reading
- 6+1 Writing Assessment
- Gates –MacGinitie Reading assessment (all 8th graders and all HS Literacy Support Students)
- NYS ELA Assessment (annually grades 6-8 and Grade 11)

New students:

Standard screening for new students upon date of transfer:
- SRI/STAR Reading
- Gates-MacGinitie New Student Screening

Target scores utilized in the RtI Plan will be the norms set by SRI,Gates-MacGinitie and Grade Level Benchmark as determined by NYS. Students will be progress monitored utilizing the SRI and STAR Reading Progrrams. These will be facilitated by the Literacy Support Specialist and the classroom teacher.

Tier 1: Universal Intervention: 30-minutes to address targeted skills if needed.
Possible staff involved: Instructional Staff
-All students receive Research Based Interventions to meet individual needs toward core curriculum goals
-Supplemental Curricula, for example: STAR Renaissance Learning
-Research Based Teaching Strategies: *Guided Reading, Balanced Literacy Model, Differentiated Instruction*
-Application/Implementation of Evidence-Based ELA Strategies/Interventions from School-wide Intervention Database
Literacy Support Specialists will identify students who are below the 20th percentile through screenings and our benchmark assessments.
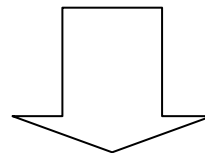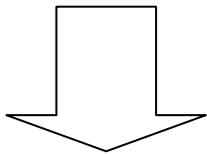
Classroom Teachers will provide classroom interventions for students who have been found to be in need of "Intensive" or "Strategic" interventions and progress monitor these students.

7) See Intervention Menu/Database
8) See RtI Assessment Plan
9) Students not meeting grade level goals will be discussed at DSAT meetings.

Literacy Support Specialist and/or Classroom Teacher will administer standard assessments: SRI, STAR and Gates-MacGinitie.

Based on assessment results, student will be identified at benchmark, strategic or intensive levels and intervention levels.

Depew High School Grades 9-12 RtI Plan

Tier 2

Tier 2: Targeted Small Group Interventions: 40 minutes pull-out and/or push-in block outside of the Tier 1 Literacy.

Support Staff Involved: Literacy Support Specialist, AIS Teachers, ESL

Literacy Support Specialists: will have previously identified students who are not proficient on the NYS ELA exam or who are at the 10th to 25th percentile through screenings, progress monitoring and/or benchmark assessments to determine Tier 2 interventions. The staff involved will set goals for these students, make recommendations for interventions and provide interventions.
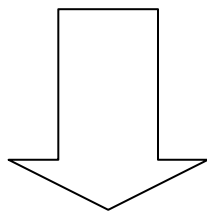
Progress Monitoring: of students who are in need of "Intensive" or "Strategic" Interventions will be completed by all Reading Specialists and staff involved. The progress monitoring tool used will be determined by the students' area of need and documented on the school-wide progress monitoring form.

Interventions: will be for small groups of students (5-15) 40 minutes 2-5 days per week utilizing the following materials:

- PW Impact Reading Comprehension Materials

- Research based instruction aligned to classroom instruction

- STAR Reading

Staff and Administration Involved: after Tier 2 interventions, the DSAT team will review the data and determine the following:
- *Student continues at or below set goal line identified through progress monitoring assessments moves on to Tier 3*
- *Student continues at or below set goal line identified through progress monitoring assessments but at an upward trend towards goal line stay in Tier 2*
- *Student places above set goal line identified through progress monitoring assessments will return to Tier 1.*

Classroom Teachers:

Continue to provide classroom interventions for students who have been found to be in need of "Intensive" or "Strategic" interventions and progress monitor those students utilizing Benchmark Assessment and/or Classroom Progress Monitoring Tools. This data will be shared with the staff and administration involved as needed.
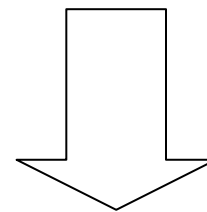
Literacy Support Specialist and Special Education Teachers:

Literacy Specialists will progress monitor students identified to be in need of "Intensive" or "Strategic" interventions utilizing the Triangulated Assessments and share this information with the Child Study Team as needed.

Provide interventions for identified students.

Depew Secondary Schools RtI Assessment Plan
Grades 6-12

Grade 6-12	Universal Screening (by 3rd week Sept, Dec-Jan and 6/1))	First Tier Core Program	Second Tier Interventions/**Progress Monitoring Tools** (Strategic)	Third Tier Interventions (Intensive)
	• SRI • 6+1 Writing Assessment • Gates-MacGinitie Reading Assessment (to all 8th graders) • NYS ELA Assessment (annual)	• Scott Foresman Reading Street (80 minute block) **Grade 6** • Holt – Elements of Language **Grade 7-8** • Content literacy strategies supported through all content areas • Reader's/Writer's Workshop • Classroom interventions • Literacy Coaching	• 20-40 minute pull out block and/or classroom intervention in addition to core instruction • Castle Learning/Credit Recovery/APEX • Read 180 • AimsWeb Maze and R-CBM • STAR • Gates-MacGinitie Reading Assessment • Oral Reading Fluency CBM's	• Continue classroom interventions • Small group interventions (no larger than 1-3) with like skill deficits • Read 180 • Possible Special Education Support • Progress Monitor as in Tier 2
Cut points		• NYS Proficiency levels • Grade Level lexile scores • Proficiency score using Traits Rubrics for Expository Writing Piece • Teacher Observations	•Student continues at or below set cut point/goal line identified through progress monitoring assessments but at an upward trend towards goal line will stay in Tier 2 •Student places above set cut point/goal line identified through progress monitoring assessments will return to Tier 1 •See attached charts	•Student continues at or below set cut point through progress monitoring assessments moves to Tier 3 •Monthly Data Team review
Who does this work?	Classroom Teachers, Literacy Support Teachers and Coaches	ALL STAFF	Language Arts Teachers, Special Education Teachers, Literacy Support Teachers, Literacy Coaches, Data Teams	Literacy Specialists, Literacy Coaches, Special Education Teachers and ELL Teachers, Data Teams

Literacy RtI Decision Rules – Grades 6-12

Identifying and Placing Students in Intervention:

Student at each grade level scoring:

- Below the Proficient level on the NYS ELA assessment
- Below the proficient range for grade level Lexiles (Basic and Below Basic)
- 6+1 Writing assessment (Expository) is below proficient
- Cut off points for direct services, # days of week, group size
    - Far Below Lexile Level: small group 3X to 5X per week
    - Below Lexile Level: small group 2X or 3X per week

Further assessment will be done to determine skill level, instructional needs, and appropriate placement in a reading/writing intervention. Students meeting criteria will be place in interventions and progress monitoring will begin.

Progress Monitoring:

- Star Reading
- SRI
- Renaissance Learning and grade level material will be used to assess progress toward grade level goals

Intensifying Interventions:

The RtI team will consider intensifying and intervention under the following conditions:

- STAR Reading assessments continue below grade level
- Lexile score does not improve to be within grade level proficient ranges
- Gates-MacGinitie continues below grade level

MS/HS RtI Intervention Documentation Summary Form

Student Name:_____Grade:_____Teacher:_____School Year:_____

SpEd Classification:_____ SpEd Services:_____ Absences: Q1:____ Q2:____ Q3:____ Q4:____

Academic and/or Behavior Concern(s):_____

Measurable Academic or Behavioral Goal(s) & Objectives	Baseline Data – Academic or Behavioral Levels Prior to Intervention	Intervention Specifics – describe specific details of plan (i.e., who, when, where, how)	Dates of Sessions	Student Effort (circle one)	Outcome Data – Academic or Behavioral Levels after Intervention	Outcome (circle one)	Notes
Goal: Objective: Objective:				Excellent Good Average Fair Poor		Met Goal Promising Progress Minimal Progress No Progress	
Goal: Objective : Objective :				Excellent Good Average Fair Poor		Met Goal Promising Progress Minimal Progress No Progress	
Future Goals/Next Steps:							

Date Range: Start: ___/____/_____ Stop: ___/____/____

Literacy Interventions, Know, Understand and Apply
Helping the Student Become a Strategic Reader
If . . . Then Chart

What's after assessment? Follow-Up Instruction for Phonics, Fluency, and Comprehension **by Kathleen Strickland 2005 Heinemann Press.**

If a child (based on assessment(s)) . . ., **then** (some instructional possibilities are) . . .

1. *If a child has little knowledge of the alphabet, then*
☺ Make learning alphabet interesting and fun (letters need not be learned in order)

Songs, nursery rhymes, and choral reading
Alphabet books
Letters in names
Alphabet blocks
Alphabet sound word examples
Magnetic letters and other Phonics activities
Interactive Computer activities. (See Teacher websites, Section H)

2. *If a child has little knowledge of books, then*
☺ Help reader feel comfortable with text and book handling

Read aloud with child (modeled shared reading)
Older reading buddies
Owning books (book orders)
Library card (School visits) (parent visits)
Roam the book/text features to discover what the student knows/does not know

3. *If a child has difficulty matching letters with corresponding sounds, then*
☺ Help reader realize that words are made up of letters that correspond with speech sounds

Counting words in speech
Clapping syllables
Sound/decoding boxes
Alphabet books – corresponding charts
Work soRtIng by sounds
Word games-match word with beginning letter
Rhyming books

4. *If a child can decode but uses only letter sounds, then*

☺ Help reader see that decoding words involves multiple strategies such as onsets/rimes, words within words, structural analysis, context clues
    Word sorts
    Making words – (Words Their Way)
    Contextual analysis
    Finding little words in big words
    Running Record Miscue Analysis

5. *If a child guesses at words using only initial consonant sound as cues, then*

☺ Help reader see words as wholes and in the context of an authentic reading situation
    Cloze activities during shared reading
    Computer reading programs
    Decoding Boxes – Blending sound activities

☺ Help reader use multiple strategies for decoding
    Word families
    Word sorts
    Word banks
    Making Words (Words Their Way)
    Contextual analysis
    Decoding Sound Boxes

6. *If a child has difficulty with letter-sound correspondence, then*

☺ Help reader learn high-frequency letter-sound correspondence (consonants) in the context of real reading situations or as a result of examining text in real reading situations
    Letters in the context of real reading
    Tongue twisters
    Nursery rhymes
    Poetry that Rhymes

7. *If a child does not recognize word as units of meaning, then*

☺ Help reader realize that print is made up of words that match speech (talking)
    Shared reading
    News and announcements chart
    Word wall activities
    Writing charts and Big Book activities

8. *If a child reads words letter by letter, then*

☺ Model fluent reading
    Shared reading
    News and announcements
    Sight word flash cards

🕐 Help child see words as wholes
  Word sorts
  Word walls
  Alphabet books (check letter recognition)
  Personal dictionary
  Word of the day
  Song Lyrics recognition
  Cloze

🕐 Help child see word patterns
  Structural analysis
  Word Family Study

9. *If a child guesses at unknown words, using no graphic cues, then*
🕐 Help reader pay attention to the visual aspects of word identification while still using syntactic and semantic cues
  Cloze with initial consonant sound
  Finding little words in big words
  Structural analysis (Running Record (Miscue Analysis))
  Word sorts

10. *If a child reads words he knows but stops at every new or unfamiliar word, then*
🕐 Help child realize reading is not just reading words
  Cloze activities (not as an assessment)
  Use of prediction before and after reading
  Think-alouds
  Structural Analysis of Words

11. *If a child reads word by word, then*
🕐 Present opportunities for rereading
  Repeated reading
  Readers' theatre
  Environmental print/reading and writing about their world
  Song Lyrics recognition (Work with music teacher for familiar grade level songs)

🕐 Work on prereading so student makes predictions and reads to confirm or adjust predictions
  Pretelling (discussion)
  Anticipation guides
  Webbing – graphic organizer
  Activate prior knowledge - (Building Background information)
  Set purpose for reading
  Visual literacy – United Streaming

🕐 Model fluent reading
  Shared reading

Paired reading (reading buddies)
Read-alouds
Stories and books on tape
Adjusting reading rate
Computer based literacy opportunities
Running Records

12. *If a child has problems with sight words, then*
☺ Help reader build a repertoire of sight words by connecting words to life/experience for long-term memory
Word walls
Personal dictionary
Develop Dolch sight word list

13. *If a child doesn't recognize new words built on known words, then*
☺ Help reader learn that words are not always individual letters, but often have parts
Structural analysis activities
Word sorts
Making words
Word games
Rhyming words
Word families
News and announcements chart

14. *If a child needs or wishes to develop vocabulary, then*
☺ Help student devise methods of adding new words she encounters in context of reading to her reading/writing vocabulary
Word maps/word wall work
Contextual analysis
Word games/Alpha Boxes/Read-Write-Think Website
Academic Vocabulary emphasis
Vocabulary Adventure
Frayer Model
Knowledge Ranking
Vocabulary 4 square

15. *If a child reads slowly, but comprehends, then*
☺ Present reasons for rereading
Readers' theatre
Computer Reading
Appropriate leveled text
Rereading familiar books for fluency

☺ Model fluent reading
Shared reading
Read-alouds

☺ Present opportunities for student to read fluently with support
        Choral reading
        Computer reading (highlighted tracking)
        Paired reading with fluent readers
        Tape-recorded reading
        Running Record (Miscue Analysis)
        Use Big Books and matching Leveled Readers

16. *If a child reads so slowly that comprehension is compromised, then*

☺ Take time for prereading
        Activate prior knowledge
        Set purpose for reading
        Anticipation guides
        Guided instruction
        KWL
        QAR

☺ Model fluent reading and attend to meaning before having student read independently
        Think-alouds
        Use Big Books and matching Leveled Readers

☺ Make sure text is at appropriate level
        Choosing book at independent/instructional level
        Use of Leveled Reading guide CUSD #118

17. *If a child isn't able to make inferences (recalls literally), then*

☺ Help reader realize that when making meaning they must put pieces of information together to make sense of text; help reader see not everything is stated directly
        Think-alouds
        Comprehension strategy framework
        Literature circles
        Inferential strategy
        Response logs
        Summarizing/retelling
        Connecting
        Sketch to Stretch

18. *If a child reads quickly but inaccurately and with limited comprehension, then*

☺ Help child read at a pace that supports comprehension; help child read for meaning
        OAR
        Comprehension strategy framework (Genre driven questions)
        Anticipation guide
        Guided reading
        Pair-think-share
        Reciprocal teaching

19. *If a child reads fluently but can't retell, then*

🕐 Make sure student understands how to retell
  Retelling explicit instruction (provided by teacher)
  Webbing/mapping
  Interpretive questions-Blooms/Critical Thinking Chart
  Story Frames – (Character, Setting Plot, Problem, Solution) or (Beginning, Middle, End Strategies)
  QAR
  Semantic webbing

🕐 Make sure student is constructing meaning while reading
  Imagery/Visualizing
  Predicting
  Guided reading
  Reciprocal teaching
  Directed reading-thinking activity (DRTA)
  Adjusting reading rates
  Running Record
  Anticipation Guide
  Comprehension Quick Checks (Reading A-Z)

20. *If a child reads fluently but misses many details, then*

🕐 Help reader see that he should examine text and reread when necessary
  Mapping
  Webbing
  Anticipation Guide
  Context clues, rereading, and skipping
  Self-questioning (if reader can't identify main idea or purpose)

🕐 Discuss story/text with others and revisit texts during discussion
  Literature circles
  Pair-think-share
  Sketch to sketch
  Comprehension checks and monitoring

21. *If a child reads fluently but can't (or sometimes doesn't) identify main idea or purpose, then*

🕐 Help reader bring meaning to text, connect to experience and previous knowledge, and organize the elements of the text during and after reading
  Story mapping
  Literature circles
  Compare and contrast T charts
  Paraphrasing
  Venn diagram
  Response logs
  Summarizing/retelling
  Connecting – Text to Text, Text to World, Text to Self

22. _If a child doesn't attend to story or attention wanders during reading, then_

🕐 Help readers see reading as a meaningful activity
    Anticipation Guide – Set, Purpose – Build Background
    Reading own writing
    Choosing appropriate books
    DRTYA Directed Reading Thinking Activity
    Reading buddies
    SSR with buddy (pair-think-share)
    Language experience

23. _If a child pays little attention to print in the world, then_

🕐 Help child see purpose of tprint
    Environmental print
    Work with names
    Reading the room (a form of environmental print)
    Word games
    Language Experience

24. _If a child has little interest in reading, then_

🕐 Help reader to discuss purposes for reading in his/her life, Text to Self
    Interest Inventories
    Environmental print
    Create Books, About Me
    Interactive reading (reading with students)
    Computer stories or reading games
    Word games (word bingo stick person, Scrabble)
    Reading aloud to child
    Shared reading
    Owning books

25. _If a child has problems choosing appropriate books, then_

🕐 Teach strategies for choosing books based on interest and ability
    Choosing books
    Reading buddies
    Sharing books
    Owning books
    Acquaint child with their independent reading level/Lexile Level

26. _If a child has little confidence in reading ability, then_

🕐 Help child see him/herself as a reader
    Read to younger children
    Read to classmates
    Reading logs (list of books read)
    Choosing appropriate leveled books (see Wauconda CUSD #118 Leveled Reading Chart)

Language experience (reading books written by self or other students)
Choral reading
Shared reading
Running Records – <u>Progress monitor </u>to show growth
Chart progress through appropriate data collection

🕐 Emphasize reading strengths
Use strengths/needs list to begin with what students can do
Share strengths/needs list with parents and child
Work on goals together – monitor progress

27. *If a child memorizes text during repeated readings, then*
🕐 Help child pay attention to words in text
Working with words using a familiar story, personal dictionary, and so on
Scrambled sentences
Tracking with finger
Computer versions of story with highlighted text
Computer games such as Leap Pad that use pencil for tracking
Ten Important Sentences

28. *If a child has difficulty tracking, loses place, then*
🕐 Help child practice reading fluently using aids that train the eyes to process left to right, line by line
Computer versions of story with highlighted text
Tracking with card, ruler, etc.
Shared reading – choral reading

29. *If a child has difficulty reading for information, then*
🕐 Help child develop techniques for reading nonfiction, which is different from reading text with a story grammar
Think-alouds
Reciprocal teaching
Anticipation guides
KWL
Webbing
Jackdaws

30. *If a child reads only one genre, or one type of book, then*
🕐 Help child to broaden interests and experiences with books while respecting choice and interest
Read aloud from various genres
Shared books
Introduce books through book talks
Recommend or suggest a book within child's Lexile or Guided Reading level
Genre punch card

A-Z Response to Intervention (RtI) Glossary

Accommodations: Supports or services provided to help an individual access the general education curriculum and help facilitate learning. Accommodations are any tools and procedures that provide equal access to instruction and assessment for students with disabilities. Accommodations are grouped into the following categories:
Presentation: (repeat directions, read aloud, large print, etc.)
Response: (mark answers in a book, use reference aids, point, use of computers, etc.)
Timing/Scheduling: (extended time, frequent breaks, etc.) *Setting:* (study carrel, special lighting, separate room, etc.)

Aim Line: A graphic representation depicting the desired rate of progress a student needs to reach the goal from the current baseline. (Line on a graph that represents expected student growth over time)

AIMSweb®: A data management system, AIMSweb® facilitates the organization of student, classroom, school, and district level benchmark and progress monitoring data. In addition, AIMS web automatically graphs data against student, classroom, school, district or national norms or targets.

AYP - Adequate Yearly Progress

A statewide accountability system mandated by the No Child Left Behind

Act of 2001 which requires each state to ensure that all schools and

districts make Adequate Yearly Progress as defined by states and

approved by the US Department of Education

Baseline: A measure of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance.

Behavior Intervention Plan (BIP): A plan to address problem behavior that includes, as appropriate, positive behavioral interventions, strategies, supports, program modifications, supplementary aids, and services that may be required to address the problem behavior.

Benchmarks (Goals): Assigned progress points at each screening that students should attain at each grade level. DIBELS has three levels at each grade (Universal, Strategic, and Intensive) that are related to the tiers. Benchmarks in Reading First are generally higher than those in ESS. ESS has one level at each grade. Team decides whether the intervention goal (benchmark) should be modest or aggressive (defined by formula)

Collaborative team: A group of two or more people (as described above) who meet on a scheduled or as-need basis and fill a specific function or purpose. Collaborative teams can be formed both at the district and school levels. School-based teams are developed and sustained as determined by need and are

accessible to any administrator or teacher concerned with the educational needs of students.

Core Curriculum (Tier 1): The instruction that all students receive, in a classroom, on a daily basis.

Core Principles of RtI

Beliefs, dispositions necessary for RtI processes to be effective

· All children can learn when taught with effective practices

· Early intervening for struggling learners is essential

· Use of a multi-tier model of service delivery

· Utilization of a problem-solving methodology

Criterion-Referenced Assessment
Criterion-referenced assessment measures what a student understands, knows, or can accomplish in relation to a specific performance objective. It is typically used to identify a student's specific strengths and weaknesses in relation to an age or grade level standard. It does not compare students to other students.

Curriculum Based Measurement (CBM): Tools for measuring student competency and progress in the academic areas of reading fluency, spelling, mathematics, and written language.

Data Decision Points/Rules: Certain designated times when teams make instructional decisions within the process based on student progress (student achievement or behavior relative to a specific assessment at a specific time).

Dimensions of Reading

The five research-based dimensions of reading as outlined in the Elementary and Secondary Education Act of 2001 (NCLB)

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Differentiated instruction: The matching of instruction with the different needs of learners in a given classroom by modifying delivery, time, content, process, product, and the learning environment. One or more of these elements can be modified to provide differentiation.

Discrepant/Discrepancy: The comparison of an individual's performance at a point in time to the performance of peers or to the performance that would be expected of any student at that age and normal ability level.

Early Intervening Services (EIS): EIS is for students who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

Eligibility: An individual, who by nature of his or her disability and need requires special education and related services in order to receive an appropriate education.

English Language Learners (ELL): Students whose first language is not English and who are in the process of learning English.

Essential components of an RtI process

Core components of an effective RtI process include

o School-wide screening

o Progress monitoring

o Tiered services

o Fidelity of implementation

Evidence-Based Practice

Evidence-based practices are educational practices and instructional strategies that are supported

by scientific research studies.

Section 504: A student is eligible under Section 504 if the student has a mental or physical impairment that substantially limits one or more of the student's major life activities and needs accommodations to access education.

Full and Individual Evaluation: The purpose of the evaluation is to determine the educational interventions that are required to resolve the presenting problem, behaviors of concern or suspected disability, including whether the educational interventions are special education. The identification process, at a minimum, includes interactions with the individual, the individual's parents, school personnel, and others having specific responsibilities for, or knowledge of, the individual and the implementation of general education interventions.

Fidelity: The extent to which any program or plan is implemented in the way in which it was designed. Implementing instruction with fidelity satisfies one of

IDEA's legal requirements for "appropriate instruction". Fidelity factors ensuring positive student outcomes include:

- Fidelity of implementation of the process (school level)
- Quality of selected intervention (empirically supported)
- Fidelity of intervention implementation (teacher level)

Formative Assessment/Evaluation
Formative assessment is a form of evaluation used to plan instruction. With formative assessment, student progress is assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps, measure progress, and evaluate instruction. Examples of formative assessments may include: pre/post tests, portfolios, benchmark assessments, quizzes, and teacher observations.

Functional Assessment: Functional assessment is a "step beyond" standardized testing to determine the educational strengths and needs of the student to progress in the general curriculum. Functional assessments help to identify specific skills the student can and cannot perform in relationship to his or her disability. Functional assessments also provide diagnostic information about what the student can actually do in the areas of concern. For example, if the student has a qualifying score in reading, and that is the area of concern, what is it the student can and cannot do when reading? Does the student have phonetic or sight word skills? Can the student read words in context? Can the student answer questions about a passage he or she has just read? Data is "functional" if it is skill based and identifies the student's present levels of performance to determine where to begin instruction with the student.

Functional Behavior Assessment (FBA): A problem-solving process for addressing student problem behavior. FBA relies on a variety of techniques and strategies to identify the reasons for a specific behavior and to help teams select interventions that directly address the problem behavior.

Goal Line

Expected level of student performance at a given point in time.

Goal Statement

A goal statement is a specific description of the desired change in student performance that should occur as the result of an intervention. The goal statement should describe three components: 1) a specific behavior to be measured, 2) the conditions under which that behavior will be exhibited, and 3) a criterion or level of behavior that is to be achieved.

IDEA (Individuals with Disabilities Education Act): Federal special education law that mandates that states allow districts to use Response to Intervention for special education eligibility for learning disabilities

Inclusion

Inclusion is a service delivery model where students with identified disabilities are educated with

general education age/grade-level peers.

Independent Education Evaluation (IEE): An evaluation conducted by a qualified examiner who is not employed by the district responsible for the education of the child in question. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency. A parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

Individual Education Plan (IEP): A written statement for a specific child with a disability based on a full and individual evaluation of the child and developed by an IEP team.

Informed Consent: Procedures to ensure that the parent has been fully informed of all information, understands and agrees in writing to carrying out the activity for which the consent is sought. The parent understands that giving consent is voluntary and may be revoked at any time. Informed consent is required for an evaluation, a reevaluation, and for the initial delivery of special education services.

Integrity or Fidelity of Implementation: Teams are asked to establish ways of checking to make sure that Response to Intervention activities are implemented in the manner in which they were designed.

Intensive Intervention

Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation. Within RTI, intensive is sometimes referred to as teRtIary intervention.

Interventions: The directing of instruction in the area(s) of concern that is in addition to regular classroom instruction. Interventions are designed to meet the identified needs of an individual and are monitored on regular and frequent basis. Changes in instruction, for the student in the area of learning difficulty, are designed to improve learning and to achieve adequate progress.

Key practices in RtI

Practices necessary for RtI processes to be effective

- Using research-based, scientifically validated instruction and interventions
- Monitoring of student progress to inform instruction
- Making decisions based on data
- Using assessments for universal screening, progress monitoring, and diagnostics

Least Restrictive Environment: To the maximum extent appropriate, children with disabilities are to be educated with children who are not disabled. Special classes, separate schooling, or other ways of removing children with disabilities from the regular educational environment should only occur when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily with the use of supplementary aids and services.

Lexile: The Lexile Framework for Reading is made up of Lexile reader measures and Lexile text measures, both of which are put on the Lexile scale.

- Lexile scale: The Lexile scale runs from below 0L (Lexile) to above 2000L. Scores 0L and below are reported as BR (Beginning Reader).
- Lexile measure: A Lexile measure is defined as "the numeric representation of an individual's reading ability or a text's readability (or difficulty), followed by an "L" (Lexile)". There are two types of Lexile measures: Lexile reader measures and Lexile text measures. A Lexile reader measure typically is obtained when an individual completes a reading comprehension test.

Lexiles take the guesswork out of selecting targeted books and articles that can help improve reading skills- by matching readers to appropriate texts.

   Determining a Student's Lexile Range:

   Independent Reading: Range of difficulty should be . . .50 Lexiles above to 100 Lexiles below
   Instructional Reading: Range of difficulty should be . . .50 to 150 Lexiles above

Maze: A short reading assessment in which students choose, from three choices, the correct word to use in a sentence; usually used for screening or progress monitoring from grades three on up to twelve.

Mean: An average found by adding all the values in a set and dividing by the number of values.

Median: An average determined by finding the number that falls in the middle of a set of data when arranged from least to greatest.

Mode: To describe a set of data by using the most commonly occurring value.

Modification: a modification changes the expectations of what a student is expected to know or do - typically by lowering the academic standards against which the student is to be evaluated.

Multiple Sources of Data: No single procedure or piece of data shall be used as the sole criterion for determining the eligibility of an individual. Information and data from instructional interventions, along with reviews, interviews, observations, and test/assessments will aide in the use of multiple procedures and the collection of multiple sources of data.

Multiple Decision Points: The process intended for the Problem Solving Team to determine interventions. By turning raw data into information that is more helpful to the discussion by using visual representations of data to relate information.

NCLB (No Child Left Behind): A Federal Education Act.

Norm-Referenced Assessment

Norm-referenced assessment compares a student's performance to that of an appropriate peer group.

Operational Definition of Targeted Skill

The target behavior selected for the focus of intervention should be defined in operational terms. This means that the targeted skill should be stated in a manner which is observable, measurable, and specific.

Oral Reading Fluency (ORF): A one minute, timed assessment in which a student reads orally.

Positive Behavior Intervention & Supports (PBIS): A school wide system for increasing positive behaviors in a school. This includes consistent expectations, positive reinforcement and data driven decisions.

Peers: For school-age individuals, this refers to individuals in the same grade as the targeted individual. For early childhood individuals this refers to individuals of the same age group.

Percentile: To group into hundredths. Percentiles indicates what percent of a group of numbers is less than or equal to a given number.

Pre-referral interventions: Interventions delivered to a student that attempt to improve learning, prior to a referral for formal special education evaluation.

Problem Solving Model: One model of RTI that has the team analyze the data and determine what interventions to use based upon individual student's need.

Prior Written Notice: A written notice that the school must provide to the parents of a student with a disability, within a reasonable time, if they wish to:
> **o** Evaluate the student
> **o** Determine whether the student is eligible for special education services
> **o** Change the student's evaluation or educational placement or educational plan (IEP)
> **o** Refuse the parent's request to evaluate their child or change their child's educational plan (IEP) or placement.

Progress Monitoring: The process of using probes to frequently measure the progress of a student when receiving a research based intervention. The data is analyzed and instructional decisions are made. The progress is usually presented in a graphing format. Progress monitoring probes are given at skill level not grade level. Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students, small groups, or an entire class.

Quantile: The Quantile Framework for Mathematics is a scientific approach to measurement that locates a student's ability to think "mathematically" in a taxonomy of math skills, concepts, and applications. The Quantile Framework measures a student's mathematical achievement and concept/application solvability on the same scale, enabling educators to use Quantile measures to monitor a student's development in math and forecast performance on end-of-year tests.

Rate of Progress: Objective evidence of performance across time. The rate of skills acquisition and/or slope of improvement are the rate of progress. This requires multiple data points that reflect assessment across time. A minimum of three data points are typically required.

Reevaluation: A reevaluation is a data-based decision making process conducted by the IEP team and, as appropriate, other qualified professionals. The process includes:
- A review of existing data and information and the gathering of new assessment data, if needed. The purposes of the reevaluation are to determine whether the individual continues to have a disability and need ongoing special education and related services;
- The present levels of performance in the area(s) of concern;
- Whether any additions or modifications are needed to enable the individual to meet measurable IEP goals and to participate, as appropriate, in the general curriculum or in the case of early childhood, appropriate activities

Remediation: Instruction intended to remedy a situation; to teach a student something

that he or she should have previously learned or be able to demonstrate;

assumes appropriate strategies matched to student learning have been

used previously.

Reliability: Refers to the accuracy, dependability, consistency, or repeatability of test results; to the extent to which measurement results are free of unpredictable kinds of error.

Response to Intervention: The Response to Intervention (RtI) process is a multi-tiered approach to providing services and interventions to all learners at increasing levels of intensity. This process can be used for making decisions about general, remedial, and special education, creating a well-integrated and seamless system of instruction that is guided by student outcome data. RtI calls for early identification of academic and behavioral support, close collaboration among classroom teachers, other educational personnel and parents, and a systemic commitment to locating and employing the necessary resources to ensure that students make progress in the general education curriculum. RTI is an initiative that takes place in the general education environment and is a framework that supports school improvement.

Scaffolding: Support given to assist students in learning a skill through explicit instruction, modeling, questioning, feedback, etc., to ensure student performance. Scaffolding should gradually be withdrawn as students become more independent of teacher support.

Scientifically/Research Based: Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain Reading Research (SBRR) valid knowledge. This research:
- Employs systematic, empirical methods that draw on observation or experiment.
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.
- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations.
- Can be generalized.

Secondary Level of Intervention (Tier 2)

Secondary intervention supplements primary intervention (i.e., the universal core program) such that students receive additional research-based preventative treatment.

Secondary level interventions are often short-term, implemented in small group settings, and may be individualized.

Special education: Specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech-language pathology services and may include other related services, travel training, and applied technology education, if they meet the definition of special education.

Standard of Comparison: Specify how good is good enough. Standards may be based on peer performance, instructional placement standards, adult expectations (parent, teacher, and/or employer), local norms, state norms, and professional judgment.

Strategic Interventions: Interventions provided to students who are not achieving the desired standards through the core curriculum alone.

Standardized Assessments: Are tests administered and scored in the same way to ensure validity. These assessments depend upon the same questions, conditions and scoring in order to gauge student progress against a norm group.

Standard Protocol Model: One of two RTI models. The standard protocol model of RTI provides that each student identified as needing intervention, initially receives the same intervention.

Summative Assessment/evaluation
Comprehensive in nature, provides accountability and is used to check thelevel of learning at the end of a unit of study.

Targeted Assessments: An assessment conducted that is focused on a specific desired outcome.

Targeted Screening: Screening specific students who have not passed state testing or who have previously been identified as marginally at risk.

Team: A group of individuals who are involved in the development, implementation and decision making process as part of RTI. At a minimum, this includes the LEA instructional interventionist, the parent, and other qualified individuals, as appropriate.

Tertiary Level of Intervention (Tier 3)

Tertiary intervention supplements primary and secondary interventions to intensify instruction (see intensive intervention). Individualized interventions are developed formatively using systematic progress monitoring, and student progress data are used to determine when a student may return to secondary or primary prevention. Tertiary level of intervention is usually implemented individually or in very small groups.

Tiered Instruction: describes levels of instructional intensity within a multi-tiered prevention system.

Trend Line: A trend line is formed when progress monitoring data points are plotted on a graph that shows student progress over time. By connecting the points a line is formed that represents the trend of the student's progress.

Universal Screening: A brief assessment of all students to identify those students at risk. This is generally done three times a year (fall, winter, and spring)

Validity: The extent to which interpretations are useful, relevant, and valuable in making decisions relevant to a given instructional technique; how worthwhile is a measure likely to be for telling you what you need to know in a given situation. Is the instrument giving you the true story?

Resources

Online Resource for Response to Intervention

http://nysrrc.monroe.edu/

New York State Reading Resource Center

http://www.nysrti.org/

New York State RtI Technical Assistance Center

http://www.p12.nysed.gov/biling/bilinged/publications.html

New York State Education Department – Office of Bilingual Education and Foreign Language Studies –

o *The teaching of language arts to LEP/ELLs: A resource guide for all teachers*
o *The teaching of language arts to LEP/ELLs: Learning standards for ESL*
o *The teaching of language arts to LEP/ELLs: Learning standards for native language arts (NLA)*

http://www.pbis.org/

Office of Special Education Programs (OSEP) Technical Assistance Center on Positive Behavioral Interventions and Supports.

http://readingrockets.org/research/teaching

– Reading Research & Report

Reading Rockets –

http://apd.myflorida.com/behavioral

My Florida behavior resources

www.fldoe.org/schools/RtI.asp

FL RtI/ Problem-solving Model Project

http://www.gigglepotz.com/forms.htm

Forms for teachers

http://www.gosbr.net/

Scientifically-based interventions

http://www.jimwrightonline.com/php/chartdog_2_0/chartdog.php

Chart Dog 2.0

www.nasde.org

Building and District Implementation Blueprints

Current research (evidence-based) suppoRtIng use of RtI

www.nrcld.org

National research Center on Learning Disabilities

RtI resources

http://www.osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp

Model RtI Policies and Procedures

www.progressmonitoring.org

Technical assistance

Monitoring practices

www.RtI4success.org

The National Center on Response to Intervention

RtI topics and research

www.RtInetwork.org

Implementation blueprints

Progress monitoring tools for implementation

http://www.usu.edu/teachall/text/behavior/LRBI.htm

Utah State Office of Education

Resources for Behavioral Interventions
http://www.nasponline.org/advocacy/pbs_resources.aspx
National Association for School Psychologists
ARtIcles, books, and fact-sheets and handouts on PBS
http://www.usu.edu/teachall/text/behavior/LRBI.htm
The Utah State Office of Education: LRBI Resources
Video resources on preliminary and positive behavioral strategies
http://www.interventioncentral.org/
Intervention Central
Free tools and resources to help promote positive classroom behaviors
http://www.jimwrightonline.com/pdfdocs/tbrc/tbrcmanual.pdf
The Classroom Behavior Report Card Resource Book
Readymade forms to rate the behaviors of students
Preformatted teacher and student behavior report cards
http://challengingbehavior.fmhi.usf.edu/tools.htm
The Teaching Tools for Young Children with Challenging Behavior
http://www.redandgreenchoices.com/
Resources and strategies for students with Autism
http://www.ldonline.org/indepth/behavior
The Learning Disabilities Online
"Dos and don'ts" for fostering social competence
Helpful aRtIcles
http://www.ldonline.org/indepth/classroom
The Learning Disabilities Online
ARtIcles to help teachers arrange furniture to manage behavior issues.
http://www.state.ky.us/agencies/behave/bi/bi.html
The University of Kentucky, DSERC
Intervention resources at each tier of behavioral support
http://www.state.ky.us/agencies/behave/bi/ss.html
The University of Kentucky, DSERC
Social skills instruction at each tier of support
Templates, additional resources, and tools
http://onlineacademy.org/modules/a201/lesson/a201c0_00100.html
The University of Kansas, funded by OSEP
Online academies provide web based modules on PBS and related topics.
http://elearndesign.org/resources.html
The ELearning Design Lab
Web based modules including positive behavior to support learning and behavior