Response to Intervention Plan

Frank A. Sedita School

Response to Intervention Plan

Frank A. Sedita School

The following individuals serve on the Frank A. Sedita School Response to Intervention Team and have been involved in the writing and planning of the District RtI Plan:

Name	Title/Position	School Building
Wanda Schoenfeld	Principal	Frank A. Sedita Academy
Demario Strickland	Assistant Principal	Frank A. Sedita Academy
Celena Barreto	Parent	Frank A. Sedita Academy
Joshua Freeburg	Special Education Teacher	Frank A. Sedita Academy
Jennifer Konieczny	Reading Teacher	Frank A. Sedita Academy
Deirdre Maher	RtI Literacy Coach	Frank A. Sedita Academy
Shannon McGrath	School Psychologist	Frank A. Sedita Academy
Katie McMahon	Reading Teacher	Frank A. Sedita Academy
Marianne Rotolo	Classroom Teacher	Frank A. Sedita Academy
Susan Surbone	Literacy Coach	Frank A. Sedita Academy
Sally Sui-Tay	ESL Teacher	Frank A. Sedita Academy

District Mission Statement

- To ensure that every student will have the confidence, knowledge, thinking skills, character and hope to assume responsibility for her/his life and contribute to the lives of others; and
- We will champion excellence and innovative learning experiences in partnership with family and community; and
- We will hold our selves accountable for educating our students and for working to energize all members of the community to actively participate in the accomplishment of our mission.

School Mission Statement

- To provide a safe and nurturing educational environment which supports academic success through responsibility, respect, and personal accountability.

The School's RtI Team at Frank A. Sedita is charged with the following responsibilities relative to RtI:

- Assisting with the design and implementation of the RTI Action Plan
- Building capacity in Frank A. Sedita school staff through ongoing professional conversations, emails, webinars, videos, books, articles, etc.
- Developing and implementing appropriate data and intervention record materials
- Expanding capacity of progress monitoring tool usage in K-6 grade levels
- Identifying best practices that can be used to address the needs of English Language Learners with the RTI framework
- Merging the district's Academic Intervention Plan and current AIS protocol with RTI framework
- Monitoring the implementation of the RTI framework within the school and adapting plan to meet new needs
- Developing and implementing RTI decision rules to determine who is at risk and how well they are responding to interventions
- Attending monthly RTI Team meetings
- Participating in RTI professional learning opportunities

Table of Contents

SECTION 1: INTRODUCTION

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of RtI at Frank A. Sedita is to identify struggling learners early and provide targeted interventions to close the gap between the students' current performance and the grade-level benchmark.

<u>Response to Intervention Defined</u>

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RtI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of that intervention depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

<u>Legislative Background</u>

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RtI policy and procedures for students in grades K -4 in the area of literacy. These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using an RtI process to determine a student's response to research-based intervention.

Minimum Requirements. The Regents policy framework for RtI:

1. Defines RtI to minimally 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.

- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.

- **Instruction matched to student need** with **increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.

- The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.

- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
  - amount and nature of student performance data that will be collected and the general education services that will be provided;
  - strategies for increasing the student's rate of learning; and
  - parents' right to request an evaluation for special education programs and/or services

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to the:
   - criteria for determining the levels of intervention to be provided to students,
   - types of interventions,
   - amount and nature of student performance data to be collected, and
   - manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff has the **knowledge and skills** necessary to implement an RtI program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities** (LD) and **requires, effective July 1, 2012**, **that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading**. "*Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.*"

[8 NYCRR section 200.4(j)]

In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RtI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

SECTION 2:

RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RtI serves as a multi-tiered prevention framework/model with increasingly levels or tiers of instructional support. Within the Frank A. Sedita, a three-tiered model is used. The graphic presented below provides a visual illustration of the district's RtI model. Further information for each tier follows the graphic.
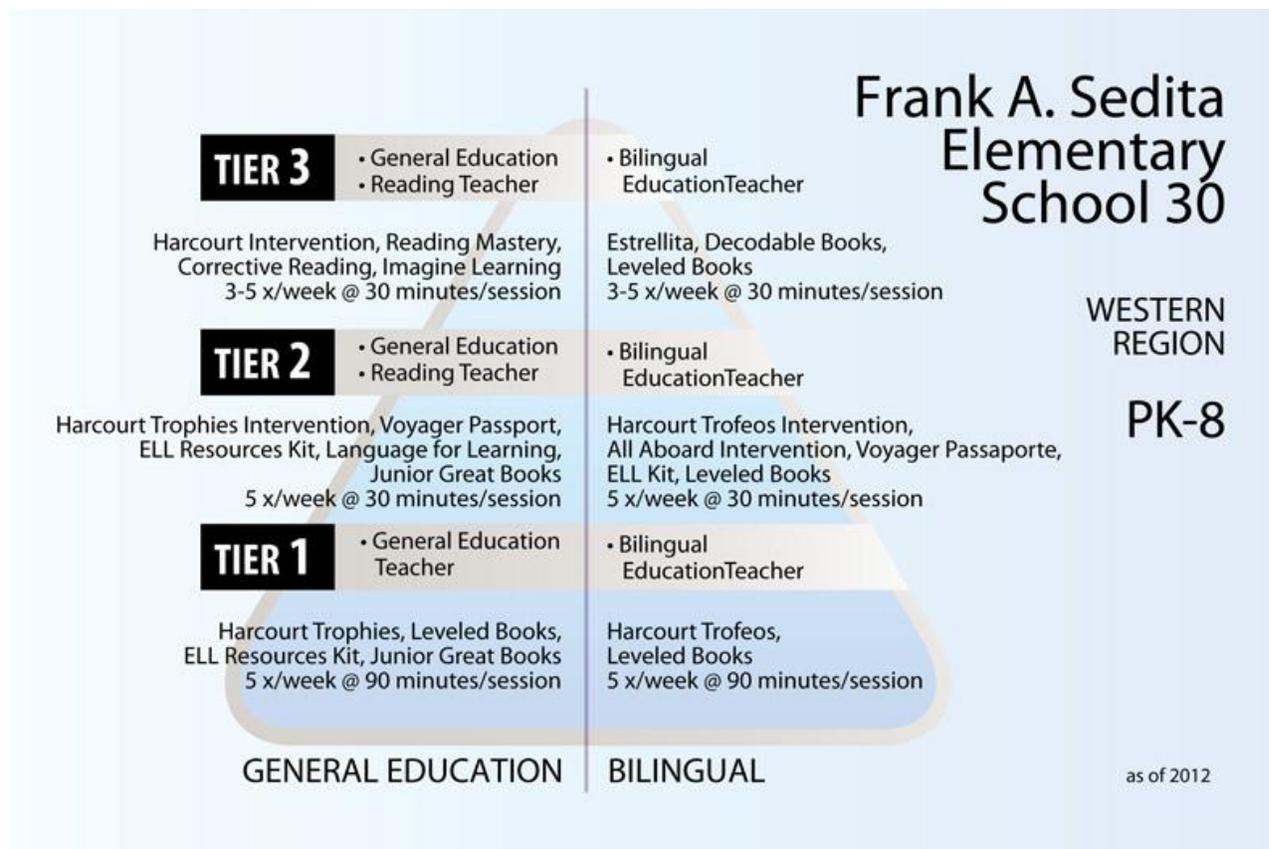
Tier One

Tier One is considered the primary level of intervention at Frank A. Sedita Academy and always takes place in the general education classroom. Tier 1 involves appropriate instruction in reading delivered to all students in the general education class which is delivered by qualified personnel. The following matrix provides details on the nature of Tier One at Frank A. Sedita in terms of core program, interventionist, frequency, duration, and location by grade level.

Tier One					
Grade	**Core Program**	**Interventionist**	**Frequency**	**Duration**	**Location**
K	Harcourt Trophies, Harcourt Trofeos	Classroom Teacher	5x	90 minutes	Classroom
1	Harcourt Trophies, Harcourt Trofeos	Classroom Teacher	5x	90 minutes	Classroom
2	Harcourt Trophies, Harcourt Trofeos	Classroom Teacher	5x	90 minutes	Classroom
3	Harcourt Trophies, Harcourt Trofeos, Junior Great Books	Classroom Teacher	5x	90 minutes 30 minutes (JGB)	Classroom
4	Harcourt Trophies, Harcourt Trofeos, Junior Great Books	Classroom Teacher	5x	60 minutes 30 minutes (JGB)	Classroom

<u>Description of Core Program:</u>

Evidence-based: The Harcourt Trophies is research-based, integrated, developmental reading/language arts program. Explicit phonics instruction; direct reading instruction; guided reading strategies; phonemic awareness instruction; systematic, intervention strategies; and state-of-the-art assessment tools comprise the core components and ensure every student successfully learns to read.

Elements of core (five pillars): Harcourt Trophies/Trofeos addresses the five areas of reading.
- Activities for developing **<u>phonemic awareness</u>** are incorporated throughout the program. The instruction in Trophies teaches phonemes along with letters of the alphabet to help children recognize letter-sound correspondence. Phonemic awareness lessons are used to teach children to notice, think about, and manipulate sounds. Activities include phoneme isolation, phoneme identity,

phoneme categorization, phoneme blending, phoneme segmentation, phoneme deletion, phoneme addition and phoneme substitution.

- **Phonics** instruction in Harcourt is explicit and systematic and teaches students to recognize and understand the systematic and predictable relationships between the letters of written language and the individual sounds of spoken language. Harcourt includes direct instruction in recognizing syllables, identifying syllable types, isolating affixes, and applying phonics knowledge to blend syllables in sequence.

- Oral reading **fluency** is an important goal of reading instruction in Harcourt program. Fluency is developed through directed reading practice, opportunities for repeated oral reading in accessible text. To improve fluency, Harcourt provides explicit, systematic phonics instruction to build word recognition skills and enable students to become efficient decoders. In grade 2-6 Intervention Resource Kit, every day of instruction includes a fluency builder activity. Harcourt activities in grades 1 – 6 include echo reading, choral reading, repeated reading, and readers theatre,

- Harcourt provides repeated exposure to **vocabulary** words in order to improve comprehension and explicit instruction on word-learning strategies including: using context clues, using dictionary, learning about the relationship between words (synonyms, antonyms, and multiple meaning words), and using word parts such as prefixes, suffixes, and roots to determine word meaning. Harcourt provides exposure to a wide variety of text that helps students build vocabulary. K-1 include big books; kindergarten through 2 include read-aloud anthologies; k – 6 include library books collections; grade 1-6 include books for all learners; grades 2-6 include intervention readers; and grades 2 – 6 include read-aloud selections in the teacher's editions.

- Harcourt provides explicit instruction in **comprehension** strategies through reading a wide variety of text, including both fiction and nonfiction. Students gain increasingly sophisticated skills and strategies to help them understand texts. Comprehension instruction in Kindergarten focuses on helping students construct meaning from stories read to them. Each selection includes a focus strategy which is taught directly, modeled and guided student practice.

Differentiation strategies: Harcourt Trophies was designed to accommodate a diverse student population, with tiers of differentiation for different needs. Diagnostic Checks, with brief activities, are positioned at point of use within each lesson so that specific needs of students can be identified and addressed. Additional support activities, tied closely to the lessons, are provided for further differentiation. The three types of activities address

below-level readers, advance readers, and English-language learners.   Alternate teaching strategies are provided for students who perform below level on the Reading and Language Skills Assessment. Classroom teachers provide differentiated instruction through learning activities to reinforce skills, teacher-led small group instruction, and whole-group mini lessons targeting specific skills. Teachers use the Harcourt Trophies Intervention Resource Kit, ELL Resource Kit, and leveled books library.

Check for fidelity: School and district administrative teams do annual walkthroughs using fidelity checklists to evaluate fidelity of the core program. School administration also conduct formal observations (at least 2-3 times per year) to determine that instruction of the core program is implemented in the way it was intended.

Considerations of Core Program for English Language Learners: Classroom teachers use the Harcourt Trophies ELL kit to modify core and meet the needs of ELL students. Classroom teachers provide small group instruction between 3 and 5 times per week. Teachers also use the Sheltered Instruction Observation Protocol (SIOP) model and strategies to provide appropriate, culturally responsive instruction in the core. The school's ESL teachers provide ongoing support to the classroom teachers in terms of differentiating core instruction for ELLs. ESL teachers meet with classroom teachers on a regular basis to discuss student data and progress.

Tier Two

Within the Frank Sedita School Tier Two is typically small group, supplemental instruction. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to the reading process.

Tier Two Supplemental Intervention						
Grade	**Program Options**	**Interventionist**	**Frequency**	**Duration**	**Location**	**Group Size**
K	Language for Learning, Targeted Phonics Instruction	Classroom Teacher, Reading Teacher	5x	30 minutes	Classroom, Reading Link Room	5-8
1	Harcourt Trophies/ Trofeos	Classroom Teacher, Reading Teacher	5x	30 minutes	Classroom, Reading Link Room	5-8

	Intervention Kit, Voyager Passport, Voyager Pasaporte					
2	Harcourt Trophies/ Trofeos Intervention Kit, Voyager Passport, Voyager Pasaporte	Classroom Teacher, Reading Teacher	5x	30 minutes	Classroom, Reading Link Room	5-8
3	Harcourt Trophies/ Trofeos Intervention Kit, Voyager Passport, Voyager Pasaporte	Classroom Teacher, Reading Teacher	5x	30 minutes	Classroom, Reading Link Room	5-8
4	Harcourt Trophies/ Trofeos Intervention Kit, Voyager Passport	Classroom Teacher, Reading Teacher	5x	30 minutes	Classroom, Reading Link Room	5-8

Considerations of Tier 2 Intervention/Instruction for English Language Learners:
Tier 2 supplemental reading instruction is provided to students whose first language is not English if the student has scored at the Intermediate or above levels on the NYSESLAT. Students who score below this level receive ESL services by a certified ESL teacher during the differentiation block. Classroom teachers, ESL teachers and reading teachers have received training on the use of the Sheltered Instruction Observation Protocol (SIOP) model. Classroom teachers, ESL teachers and reading interventionists use SIOP strategies to provide appropriate, culturally responsive instruction in tier 2.

Program options available to students at this tier are based on student need(s). A Tier 2 Intervention Menu located in the Appendix section of this document provides information on the nature of program options.

Tier Three

Tier Three is designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs that warrant intensive instruction or intervention.   The following matrix provides details on the nature of Tier 3 at Frank A. Sedita School in terms of program options, interventionist, frequency, duration, location and group size.

Tier Three						
Grade	**Program Options**	**Interventionist**	**Frequency**	**Duration**	**Location**	**Group Size**
K	Reading Mastery, Corrective Reading, Harcourt Intervention, Language!, Estrellita, Imagine Learning	Reading Teacher or Classroom teacher in Bilingual settings	5x	30 minutes	Reading Link Room	1-5
1	Reading Mastery, Corrective Reading, Harcourt Intervention, Language!, Estrellita, Imagine Learning	Reading Teacher or Classroom teacher in Bilingual settings	5x	30 minutes	Reading Link Room	1-5
2	Reading Mastery, Corrective Reading, Harcourt Intervention, Language!, Estrellita, Imagine Learning	Reading Teacher or Classroom teacher in Bilingual settings	5x	30 minutes	Reading Link Room	1-5
3	Reading Mastery, Corrective Reading, Harcourt Intervention, Language!, Estrellita, Imagine Learning	Reading Teacher or Classroom teacher in Bilingual settings	5x	30 minutes	Reading Link Room	1-5

	Reading Mastery, Corrective Reading, Harcourt Intervention, Language!, Imagine Learning	Reading Teacher or Classroom teacher in Bilingual settings	5x	30 minutes	Reading Link Room	1-5
4						

Considerations of Tier 3 Intervention/Instruction for English Language Learners:

Tier 3 supplemental reading instruction is provided to students whose first language is not English if the student has scored at the Intermediate or above levels on the NYSESLAT. Students who score below this level (Beginning) receive ESL services by a certified ESL teacher during the differentiation block. Classroom teachers, ESL teachers and reading teachers have received extensive training on the use of the Sheltered Instruction Observation Protocol (SIOP) model. Classroom teachers, ESL teachers and reading interventionists use SIOP strategies to provide appropriate, culturally responsive instruction in tier 3.

Program options available to students at this tier are based on the student needs.

Appendix B provides information on the nature of program options available at Tier 3 for each grade level.

SECTION 3:

ASSESSMENT WITHIN AN RTI FRAMEWORK

An RtI framework uses a variety of assessments that are used to support decisions about a student's at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RtI process for different purposes.

Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are "at-risk" for academic failure and who

may require closer monitoring, further assessment, or supplemental instruction. Evidence of psychometric accuracy can be found at http://ies.ed.gov/ncee/wwc/.

The table presented below provides descriptive information regarding the universal screening procedures used at Frank A. Sedita School.

Screening Tool(s):	DIBELS, IDEL, CIRCLES
Frequency of Administration:	3x per year – Beginning (Sept), Middle (Jan.) and End of Year (May/June)
Grades Screened:	PK-6
Screening Administrator(s):	Classroom teachers and reading teachers
Location:	Classroom

A Screening Assessment Schedule is provided that details the nature of screening assessment per grade level at multiple intervals across the school year.

DIBELS			
UNIVERSAL SCREENING BY GRADE & BENCHMARKING PERIODS			
Grade	Fall (September)	Winter (Jan/Feb)	Spring (May/June)
Kindergarten	ISF + LNF	ISF + LNF + NWF + PSF	LNF + NWF + PSF

First Grade	LNF +NWF + PSF	NWF + PSF + ORF	NWF + PSF + ORF
Second Grade	NWF + ORF	ORF	ORF
Third thru Fourth Grade	ORF	ORF	ORF

IDEL			
UNIVERSAL SCREENING BY GRADE & BENCHMARKING PERIODS			
Grade	Fall (September)	Winter (Jan/Feb)	Spring (May/June)
Kindergarten	FNL + FSF-TLP	FNL + FSF-TLP + FPS-TSL	FNL + FSF-TLP + FPS-TSL
First Grade	FNL + FSF-TLP + FPS-TSL	FSF-TLP + FPS-TSL + FLO	FSF-TLP + FPS-TSL + FLO
Second Grade	FPS-TSL + FLO	FLO	FLO
Third	FLO	FLO	FLO

Considerations for Screening or Benchmark Assessments for English Language Learners: Additional assessment is often needed to determine the risk-status of students whose native language is not English. For example, Linan-Thompson and Ortiz (2009) note that special consideration must be given to students' performance in their native language. Students with strong native language literacy skills may require different instructional supports than students with the same English instructional profile and weak native language literacy skills. Second, Al Otaiba and colleagues (2009) documented that Hispanic students requiring ELD/ELL services demonstrated lower performance on Oral Reading Fluency measures in comparison to their Hispanic peers not receiving EDL/ELL services; this result may have been due to language proficiency and vocabulary differences. Crosson and Lesaux (2010) demonstrated that overall reading comprehension was influenced strongly by both fluent reading of text as well as measures of oral language proficiency including vocabulary and listening comprehension. Students with lower language proficiency in English are likely to need substantial language support in addition

to strong reading instruction to achieve reading comprehension at expected levels. Collecting language proficiency data in addition to using the reading screening measures will help to determine the extent and kind of reading and language support students will need to meet important reading goals. (NCRTI, 2010)

1. Use tools with demonstrated reliability and validity to identify and monitor students' need for instructional support in reading in both L1 and L2 in grades PK-3 only
   .
2. Assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance.

3. Evaluate the potential effect of the process of L1 and L2 acquisition on current performance.

4. Plan instruction based on what is known about the student's current level of performance and his or her literacy experiences in L1 and L2.

5. Comparing ELL's performance with "true peers" (i.e. students with similar language proficiencies and cultural and experiential backgrounds).

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress; (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

The Frank A. Sedita School uses DIBELS/IDEL to determine a student's movement across the tiers by examining rate of progress and level of performance over time. The table below provides logistical information regarding progress monitoring procedures within Tiers 1, 2, and 3 at Frank A. Sedita School.

	Tier 1	Tier 2	Tier 3
Frequency of Administration:	Monthly	Bi-weekly	Weekly or bi-weekly
Administrator(s):	Classroom Teachers	Classroom Teachers	Classroom Teachers
Location:	Classroom	Classroom	Classroom

Considerations for Progress Monitoring for English Language Learners: Spanish-speaking English Language Learners are progress monitored using both DIBELS (L2) and IDEL (L1). Further, the ELL student's rate of growth is compared to establish growth rates when determining student's response to the intervention. Other considerations include proficiency levels on the NYSESLAT, length of stay in USA, medical history, ESL proficiency level indicators/rubrics, language development checklists, and educational history.

Additional Assessment: Diagnostic

Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples of student performance as opposed to greater in-depth information about a student's abilities. Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They provide educators with information that informs the "what to teach" and the "how to teach." They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress (Center on Teaching and Learning, n.d.).

Appendix C – Reading Assessment Matrix provides information regarding diagnostic measures used to gather additional instructional information about a student's performance in reading across grades K-6.

SECTION 4:

DATA-BASED DECISION MAKING

A key component of an RtI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an RtI framework, two major decisions need to be made relative to student performance:

1.   Which student's may be at-risk for academic failure?

2.   How well is the student responding to supplemental, tiered instruction/intervention?

Determining Initial Risk Status

To determine which students may be at-risk, the Frank A. Sedita uses data obtained from benchmark/screening assessments as well as other sources. The following table provides information about the nature of this decision.

Determining Who's At-Risk	
Primary Data Source:	DIBELS/IDEL
Secondary Data Source:	State Assessments (including ELA, TerraNova, SUPERA) and teacher input based on performance on Harcourt Trophies/Trofeos assessments, DRA, Acuity CFAs.
Purpose:	• Identify who's at risk • Identify the level of intervention a student requires • Provide preliminary information about the effectiveness of core instruction at Tier 1
Who's Involved:	Principal, classroom teacher, reading specialists, building literacy coach and RTI coach

Frequency:	Decisions involving initial risk status are determined one week after each benchmark assessment; 30-minute meetings are scheduled with each classroom teacher
Decision Options and Criteria:	After considering all data sources, the Data team may decide to keep students in their current tier, modify instruction in current tier, move students to different tier (either more or lesser intensive intervention), or refer the student to the Committee on Special Education. Criteria for decision is outlined in the decision rules – see Appendix D. See Appendix D for a graphic illustration of decision rules related to Initial Risk Status

Determining Student Response to Intervention

Another key decision made by the RtI Core Team is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Frank A. Sedita makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By graphing the student's performance and examining the data path, the RtI Core Team can make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

Determining Student Response to Intervention	
Primary Data Source:	DIBELS/IDEL (rate, accuracy and ROI)
Secondary Data Source:	Harcourt Trophies/Trofeos assessment results; Intervention Program Check point or assessment data.
Purpose:	• Determine student's response to the intervention • Determine if the student is making progress towards grade level benchmarks • Determine the need for a lesser or more intensive intervention

Who's Involved:	Principal, classroom teacher, reading specialists, building literacy coach and RTI coach
Frequency per Tier:	Progress Monitoring meetings are held every 8-10 weeks to evaluate the students response to both tier 1 instruction and tier 2 and 3 interventions.
Decision Options and Criteria:	After considering all data sources, the Data team may decide to keep students in their current tier, modify instruction in current tier, move students to different tier (either more or lesser intensive intervention), or refer the student to the Committee on Special Education. Criteria for decision is outlined in the decision rules – see Appendix E. See Appendix E for a graphic illustration of decision rules related to Determining Student Response to Intervention

LD Determination

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading. Appendix F includes an SED approved form that is used for LD documentation purposes.

SECTION 5:

PROFESSIONAL DEVELOPMENT

Part 100.2(ii)(3) requires each school district take "appropriate steps to ensure that staff have the knowledge and skills necessary to implement a RtI program and that such program is implemented consistent with…" the specific structure and components of the RtI process selected by the school district.

The Frank A. Sedita School provides on going professional development to faculty and staff in order to develop the knowledge and skill base relative to the RTI process and framework.   Professional development at Frank A. Sedita included the following:

- Annual DIBELS/IDEL training and refresher courses

- Vocabulary development strategies workshop

- SIOP strategies for ELLs workshop

- Peer Assisted Learning Strategies (PALS)

- Step Up to Writing Workshops

- RTI book studies (*RTI From All Sides*, *Early Interventions for Reading Difficulties* and articles)

- Continuous updates at grade levels and faculty meetings on RTI framework, process, and the use RTI Decision Rules and data to drive instruction

- Training on the use of data tracking software such as EdVantage and RTIm Direct

- Using data to inform instruction of ELLs (NYSESLAT, DIBELS, State and Common Formative Assessments)

- Annual attendance at external professional development conferences for the RTI Team and select staff

SECTION 6:

PARENT NOTIFICATION

In Frank A. Sedita School, parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents when a student is moved into a more or lesser intensive tier via letter that indicates:

- The nature of the intervention their child will be receiving
  - o Type of intervention
  - o Frequency
  - o Duration
- Their right to request an evaluation for special education programs and/or services

Considerations for Parents Whose Native Language is Not English: For those parents whose native language is not English, RTI letters are translated and the district provides translators for meetings when necessary.

APPENDIX

A. Tier 2 and Tier 3 Instructional Menus

B. Reading Diagnostic Assessment Matrix

C. Decision Rules for Determining Initial Risk Status

D. Decision Rules for Determining Student Response to Intervention

E. Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning Disability

REFERENCES

1. **DIBELS/IDEL mCLASS Assessment Framework**

2. **DIBELS/IDEL Progress Monitoring Schedule**

3. **Pre-Referral Checklist for English Language Learners**

4. **RTI Request for Assistance Form**

5. **RTI Benchmark and Progress Monitoring Meeting Descriptions**

6. **RTI Tiered Descriptor**

7. **Annual RTI Action Plan**

8. **RTI CORE Spanish Reading Diagnostic Assessment Profile**

9. **RTI Problem Solving Team Form**

10. **RTI CORE Reading Diagnostic Assessment Profile**

PD Plan for ISA-RtI Professional Development

Name of School: Frank A. Sedita		District: Buffalo Public Schools	
Facilitator/Trainer: Deirdre Maher			
Participants:			
Name	**Position/Grade Level**	**Name**	**Position/Grade Level**
1. Joshua Freeburg	Special Education Teacher	6. Sue Surbone	Building Literacy Coach
2 Marianne Rotolo	1st Grade	7.Dr. Wanda Schoenfeld	Principal
3 Elizabeth Campion	4th Grade	8.	
4 Sally Siu-Tay	ESL Teacher	9.	
5 Deirdre Maher	RTI Coach	10.	

Date	Time	Topic
Monday, April 15,2013	3:30 – 6:30	Intro – Chapters 1 -2
Saturday, April 20, 2013	8:30 – 11:30	Chapters 3-4
Wednesday, May 1, 2013	3:30 – 6:30	Chapters 5-7
Thursday, May 9, 2013	3:30 – 6:30	Chapters 8-9
Monday, May 20, 2013	3:30 – 6:30	Chapters 10-11
Saturday, June 8, 2013	8:30-11:30	Chapter 12-

UPDATED BPS mCLASS Assessment Framework 2012-2013

mCLASS Assessment	Grade	Beginning Benchmark 1 September 10 – September 28	Mid-Year Benchmark 2 January 7 - February 14	End Benchmark 3 May 13 – May 31
DIBELS	K	• Initial Sound Fluency (ISF) • Letter Naming Fluency (LNF)	• Initial Sound Fluency (ISF) • Letter Naming Fluency (LNF) • Phoneme Segmentation Fluency (PSF) • Nonsense Word Fluency (NWF)	• Letter Naming Fluency (LNF) • Phoneme Segmentation Fluency (PSF) • Nonsense Word Fluency (NWF)
	1	• Letter Naming Fluency (LNF) • Phoneme Segmentation Fluency (PSF) • Nonsense Word Fluency (NWF)	• Phoneme Segmentation Fluency (PSF) • Nonsense Word Fluency (NWF) • Oral Reading Fluency (ORF)	• Phoneme Segmentation Fluency (PSF) • Nonsense Word Fluency (NWF) • Oral Reading Fluency (ORF)
	2	• Nonsense Word Fluency (NWF) • Oral Reading Fluency (ORF)	• Oral Reading Fluency (ORF)	• Oral Reading Fluency (ORF)
	3-6	• Oral Reading Fluency (ORF)	• Oral Reading Fluency (ORF)	• Oral Reading Fluency (ORF)

mCLASS Assessment	Grade	Beginning Benchmark 1 September 10 – September 28	Mid-Year Benchmark 2 January 7 - February 14	End Benchmark 3 May 13 – June 7
IDEL	K	• Fluidez en Nombrar Letras (FNL) • Fluidez en la Segmantacion de Fonemas (FSF-TLP)	• Fluidez en Nombrar Letras (FNL) • Fluidez en la Segmantacion de Fonemas (FSF-TLP) • Fluidez en las Palabras sin Sentido (FPS-TSL)	• Fluidez en Nombrar Letras (FNL) • Fluidez en la Segmantacion de Fonemas (FSF-TLP) • Fluidez en las Palabras sin Sentido (FPS-TSL)
	1	• Fluidez en Nombrar Letras (FNL) • Fluidez en la Segmantacion de Fonemas (FSF-TLP) • Fluidez en las Palabras sin Sentido (FPS-TSL)	• Fluidez en la Segmantacion de Fonemas (FSF-TLP) • Fluidez en las Palabras sin Sentido (FPS-TSL) • Fluidez en la Lectura Oral (FLO)	• Fluidez en la Segmantacion de Fonemas (FSF-TLP) • Fluidez en las Palabras sin Sentido (FPS-TSL) • Fluidez en la Lectura Oral (FLO)
	2	• Fluidez en las Palabras sin Sentido (FPS-TSL) • Fluidez en la Lectura Oral (FLO)	• Fluidez en la Lectura Oral (FLO)	• Fluidez en la Lectura Oral (FLO)
	3-6	• Fluidez en la Lectura Oral (FLO)	• Fluidez en la Lectura Oral (FLO)	• Fluidez en la Lectura Oral (FLO)

Progress Monitoring Schedule   Calendar Year 2012-2013
Please keep a copy of the schedule in front of your plan book.

Week	Progress Monitor	Group to be monitored
Oct 15-19	PM #1	Benchmark, Strategic, Intensive
Oct 29-Nov 2	PM #2	Strategic, Intensive
Nov 13-20	PM #3	Benchmark, Strategic, Intensive
Dec 3-7	PM #4	Strategic, Intensive
If addt'l data is needed for interventions PM before winter break		
Jan 7-Jan 25	**MOY**	**Middle Year Benchmark Testing**
Feb 4-11	PM #5	Benchmark, Strategic, Intensive
Feb 25-Mar 1	PM #6	Strategic, Intensive
March 18-22	PM #7	Benchmark, Strategic, Intensive
Mar 29-April 6	Spring Break	
Apr 15-19	PM #8	Benchmark, Strategic, Intensive
Apr 29-May 2	PM #9	Strategic, Intensive
May 13-31	**EOY**	**End of Year Benchmark Testing**

PRE-REFERRAL CHECKLIST FOR ENGLISH LANGUAGE LEARNERS

	Yes	No

1. Has instruction been adapted to accommodate the needs of the LEP student within the classroom? (e.g. modifications, native language support) ☐ ☐

2. Have realistic goals and expectations been identified based on the student's English proficiency level and language development? ☐ ☐

3. Have objective measures been used to monitor student performance/ progress? These objectives should include: ☐ ☐
   ESL integrated proficiency indicators/rubrics
   Language development checklists

4. Have alternative grading strategies been implemented? ☐ ☐
   - pass/fail option
   - allow student to have exam read to him/her
   - allow student to create pictorial representations with semantic maps
   - permit extended time on homework and tests
   - develop student portfolio to detail student's progress
   - grade on mastery of concepts, not use of English
   - provide simplified test format based on student's language needs
   - develop/utilize a proficiency chart to document student's achievements

5. <u>Length of stay in the United States</u>
   How long has the student been in American schools? _____
   How long has the student been in your school community?_____

6. <u>Reason for leaving native country</u>
   - Political reasons? ____ Economic reasons? ____ Medical reasons?____ ☐ ☐
   - Refugee status?

7. <u>Medical History</u>
   Is there a documented history of physical or mental disabilities? ☐ ☐
   Is recent medical information is available? ☐ ☐

8. Have the instructors done/considered the following?
   <u>Culture:</u>
   - Has the classroom teacher studied cultural specifics of student's culture and made learning style adaptations? ☐ ☐
   - Has the classroom teacher been provided with the necessary guidance and resources to make these adaptations. ☐ ☐
   <u>Language:</u>
   - Does the classroom teacher understand/utilize the principles of second language acquisition? ☐ ☐
   - Is the student literate in his/her home language? ☐ ☐
   - Are learning difficulties evident in the native language? ☐ ☐
   <u>Social Adaptation:</u>
   - Has the teacher considered the student's interactions with his/her age peers and family according to the LEP student's own cultural standards? ☐ ☐
   - Has the teacher considered the student's interactions with instructional and school staff according to his/her own cultural standards? ☐ ☐

9. Have parents been advised in the home language in oral and written forms? ☐ ☐

If "NO" is indicated on any of these questions, it is the responsibility of the school to obtain this information to the best of their ability. Implementation of an intervention plan must be appropriate to the language development and proficiency of the student, and take into consideration their cultural and social background.

Teacher Referral Form

Frank A. Sedita Academy
RtI Academic Team

1. GENERAL INFORMATION

Referring Teacher: [____] Grade: [____] Homeroom #: [____] Referral Date: [____]

Student Name: [____] Gender: [____] Age: [____]

Dominant Language: [____] Bilingual Placement: [ ] Yes [ ] No

Date Parent was contacted about RTI referral [____] By whom [____]

Attendance problem? [ ] Yes [ ] No

Has the child repeated any grades? [ ] Yes [ ] No Grade repeated: [____]

Please note any medical or health concerns for this student: [____]

Current support services or program[s] in place for this student (check all that apply):

[ ] ESL   [ ] Speech   [ ] Occupational Therapy   [ ] Counseling   [ ] Voyager

[ ] SRA Corrective Reading   [ ] SRA Reading Mastery   [ ] Language!   [ ] other [____]

2. BACKGROUND INFORMATION

Reason for Referral (Primary Concern):

[ ] Academic: [ ] ELA   [ ] Math   [ ] Behavioral   [ ] Emotional

[ ] Social/Peer Related   [ ] Medical   [ ] Speech and/or Language

DESCRIPTION OF PROBLEM

Provide a concise description of the problem. List any academic, social, emotional, or medical factors that seem to negatively affect the student's progress. If the problem is primarily academic, what specific deficits does the student have in particular academic skills or competencies?

How does the student's academic skills compare to those of 'average' children in your classroom?

DESCRIPTION OF STRENGTHS

Provide a brief description of the student's strengths, talents, or specific interests.

Please share relevant student data with RTI Team.

Core Program Results:
(Harcourt)

Other Program Results:
(Reading Mastery, Corrective
Reading, Language)

Teacher Assessments:

**Observations/Anecdotal
Evidence:**

Information about previous classroom interventions. Describe specific interventions that you or others have made this year to meet this student's academic, behavior, social, and/or emotional needs.

Intervention:	Date Began/Date Ended [Approx]	Person[s] Responsible	Outcome

What would be the best day[s]/time[s] for a member of the RTI team to observe the student having difficulties that you describe above?

Please list members of your instructional team/building staff whom you would like to:

☐   receive an invitation to the initial RTI meeting

☐   receive a copy of the RTI Intervention Plan after the initial meeting:

Meeting Type	**Benchmark Meeting**
Purpose	To determine at-risk status To place student in tiered interventions
Frequency	3x per year (immediately after Benchmarking)* Over 2 day period *See reverse side for schedule
Duration	30 minutes per teacher
Who's Involved	Classroom teacher, RTI & Literacy Coach, Interventionists/Reading Specialists, Administration, ESL Teacher (as needed)
Data Source	DIBELS/IDEL Benchmark Data (primary) Harcourt, TerraNova, NY State Assessments (secondary)
Protocol/Procedures	Established
Tools	RTI Decision Rules Reading Specialist Schedules
Other	Floating Subs

Notes:

Meeting Type	**Progress Monitoring Meeting**
Purpose	To determine students response to Tier 2 and Tier 3 interventions and make adjustments in the interventions (as needed) *(To identify Tier 1 students who may need additional support.*
Frequency	Every 8 weeks after interventions start* *Schedule to be provided
Duration	15-20 min. per teacher during an extended grade level* *Schedule of extended grade levels to be provided.
Who's Involved	Classroom teacher, RTI & Literacy Coach, Interventionist
Data Source	DIBELS/IDEL Progress Monitoring Data (primary) Harcourt assessments (secondary)
Protocol/Procedures	To be developed
Tools	Data Binders (Teacher) Excel Spread Sheet (RTI Coach) RTI Decision Rules (RTI Coach) Reading Specialist Schedules
Other	Teacher Assistants will be used to cover classes

Notes:

Meeting Type	**Problem Solving Meeting**
Purpose	To determine student response to **Tier 3** interventions Make recommendation to adjust Tier 3 Intervention or make CSE referral
Frequency	Every Thursday starting October 25th from 9:30 am – 12:30 am
Duration	30 min per student
Who's Involved	Classroom teacher, RTI & Literacy Coach, Interventionist/Reading Specialist, SST, Administration, ESL Teacher (as needed)
Data Source	DIBELS/IDEL Progress Monitoring Data (primary), Diagnostic Assessments, Attendance, reports from nurse, OT/PT and Speech teachers will be requested (as needed).
Protocol/Procedures	Protocol Established
Tools	RTI Decision Rules EdVantage Infinite Campus
Other	Floatin g Subs

Notes:
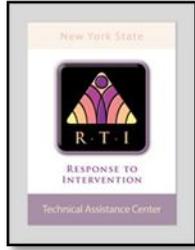
RtI Tiered Descriptor

1.) School District: List the name of the school district.

2.) School Building: List the name of your school.

3.) Year: Indicate current school year.

4.) Program Options: Indicate all programs you currently use for each tier at each grade level in literacy.

   Note: If using a guided reading program or balanced literacy approach, please include how time is spent within the literacy block.

5.) Interventionist: Indicate which school personnel facilitates this intervention at each tier and at each grade level.

6.) Frequency: Indicate how many times per week.

7.) Duration: Indicate number of minutes per session.

Fax (716) 878-5410 or email completed form to NYS RtI TAC (janczak@nysrti.org)

	TIER 1	TIER 2	TIER 3
Example **K**	**Program Options:** - *Open Court (SRA-McGraw Hill)* - *Leveled Books* **Interventionist:** - *General Education teacher* **Frequency:** - *5 times per week* **Duration:** - *90 minutes per session*	**Program Options:** - *Corrective Reading* - *Road to the Code* - *Ladders to Literacy* **Interventionist:** - *General Education* - *Reading teachers* **Frequency:** - *2 – 3 times a week* **Duration:** - *15 - 20 minutes a day*	**Program Options:** - *Language for Learning* - *Fast ForWord Language* - *Barton Reading System* **Interventionist:** - *Special Education* - *Reading specialists* - *Speech and language therapist* **Frequency:** - *4 – 5 times a week* **Duration:** - *20-30 minutes a day*
Example **1**	**Program Options:** - *Open Court (SRA-McGraw Hill)* - *Leveled Books* **Interventionist:** - *General Education teacher* **Frequency:** - *5 times per week* **Duration:** - *90 minutes per session*	**Program Options:** - *Corrective Reading* - *Foundations* - *Read Well* **Interventionist:** - *General Education* - *Reading teachers* **Frequency:** - *2 – 3 times a week;* **Duration:** - *20 – 30 minutes a day*	**Program Options:** - *Fast ForWord* - *Barton Reading System* - *Fluency Formula* - *Read Well* **Interventionist:** - *Special Education* - *Reading specialists* - *Speech and language therapist* **Frequency:** *4 -5 times per week;* **Duration:** - *30 – 45 minutes a day*

Fax (716) 878-5410 or email completed form to NYS RtI TAC (janczak@nysrti.org)

	TIER 1	**TIER 2**	**TIER 3**

K	**Program Options:**
	Harcourt Trophies
	  Leveled books
	  English-Language Learners
	  Resource Kit
	
	Interventionist:
	General Education Teacher
	
	Frequency:
	5 times per week
	
	Duration:
	90 minutes per session
		Program Options:
		Harcourt Trophies Intervention Resource Kit
		Language Learning
		English-Language Learners
		Resource Kit
		
		Interventionist:
		General Education Teacher
		
		Frequency:
		5 times per week
		
		Duration:
		30 minutes per session
			Program Options:
			Harcourt Intervention Resource Kit
			
			Interventionist:
			General Education Teacher
			Reading Teacher 3x per week
			
			Frequency:
			3 – 5x per week
			
			Duration:
			20 minutes per session

Bilingual **K**	**Program Options:** *Harcourt Trofeos* Leveled books **Interventionist:** Bilingual Education Teacher **Frequency:** 5 times per week **Duration:** 90 minutes per session	**Program Options:** Harcourt Trofeos Intervention Resource Kit Decodable Books &Leveled books (Books for All Learners) **Interventionist:** Bilingual Education Teacher **Frequency:** 5 times per week **Duration:** 30 minutes per session	**Program Options:** *Estrellita* **Interventionist:** Bilingual Education Teacher **Frequency:** 3 days out of the 6 day cycle **Duration:** 15 minutes

	TIER 1	TIER 2	TIER 3

1	**Program Options:**
	 Harcourt Trophies
	   Leveled books
	   English-Language Learners
	   Resource Kit
	
	 Interventionist:
	 General Education Teacher
	
	 Frequency:
	 5 times per week
	
	 Duration:
	 90 minutes per session
		Program Options:
		 Voyager Passport
		 Harcourt Trophies Intervention
		 Resource Kit
		 English-Language Learners
		 Resource Kit
		
		 Interventionist:
		 General Education Teacher
		
		 Frequency:
		 5 times per week
		
		 Duration:
		 30 minutes per session
			Program Options:
			 Reading Mastery
			
			 Interventionist:
			 Reading Teacher
			
			 Frequency:
			 5 times per week
			
			 Duration:
			 30 minutes per session

Bilingual 1	**Program Options:**
	 Harcourt Trofeos
	   Leveled books
	
	 Interventionist:
	 Bilingual Education Teacher
	
	 Frequency:
	 5 times per week
	
	 Duration:
	 90 minutes per session
		Program Options:
		 Harcourt Trofeos Intervention
		 Resource Kit
		 Decodable Books & Leveled Books
		
		 Interventionist:
		 Bilingual Education Teacher
		
		 Frequency:
		 5x per week
		
		 Duration:
		 30 minutes per session
			Program Options:
			 Estrellita
			  Decodable Books & Leveled Books
			
			 Interventionist:
			 Bilingual Education Teacher
			
			 Frequency:
			 5x per week
			
			 Duration:
			 30 min.

	TIER 1	TIER 2	TIER 3

2	**Program Options:**
	Harcourt Trophies
	  Leveled books
	  English-Language Learners
	  Resource Kit
	
	Interventionist:
	General Education Teacher
	
	Frequency:
	5 times per week
	
	Duration:
	90 minutes per session
		Program Options:
		Voyager Passport
		Harcourt Intervention Resource Kit
		English-Language Learners
		Resource Kit
		
		Interventionist:
		General Education Teacher
		Reading Teacher
		
		Frequency:
		5 times per week
		
		Duration:
		30 minutes per session
			Program Options:
			Reading Mastery
			
			Interventionist:
			Reading Teacher
			
			Frequency:
			5 times per week
			
			Duration:
			30 minutes per session

Bilingual 2	**Program Options:** *Harcourt Trofeos* Leveled books **Interventionist:** Bilingual Education Teacher **Frequency:** 5 times per week **Duration:** 90 minutes per session	**Program Options:** Harcourt Trofeos Intervention Resource Kit Decodable Books & Leveled books **Interventionist:** Bilingual Education Teacher **Frequency:** 2x per week **Duration:** 25 minutes per session	**Program Options:** *Estrellita* **Interventionist:** Bilingual Education Teacher **Frequency:** 3x per week **Duration:** 25 minutes per session

	TIER 1	TIER 2	TIER 3

3	**Program Options:**
	Harcourt Trophies
	  Leveled books
	  English-Language Learners
	  Resource Kit
	
	Interventionist:
	General Education Teacher
	
	Frequency:
	5 times per week
	
	Duration:
	90 minutes per session
		Program Options:
		Voyager Passport
		Harcourt Trophies Intervention
		Resource Kit
		English-Language Learners
		Resource Kit
		
		Interventionist:
		General Education Teacher
		
		Frequency:
		5 times per week
		
		Duration:
		30 minutes per session
			Program Options:
			Corrective Reading
			
			Interventionist:
			Reading Teacher
			
			Frequency:
			5 times per week
			
			Duration:
			30 minutes per session

Bilingual **3**	**Program Options:** *Harcourt Trofeos* Leveled books **Interventionist:** Bilingual Education Teacher **Frequency:** 5 times per week **Duration:** 90 minutes per session	**Program Options:** Harcourt Trofeos Intervention Resource Kit Decodable Books & Leveled books **Interventionist:** Bilingual Education Teacher **Frequency:** 5x per week **Duration:** 30 minutes per session	**Program Options:** **Interventionist:** **Frequency:** **Duration:**

	TIER 1	TIER 2	TIER 3

4	**Program Options:**
	Harcourt Trophies
	  Leveled books
	  English-Language Learners
	  Resource Kit
	
	Junior Great Books (JGB Foundation)
	
	Interventionist:
	General Education Teacher
	
	Frequency:
	5 times per week
	
	Duration:
	60 minutes per session
		Program Options:
		Voyager Passport
		Harcourt Trophies Intervention
		Resource Kit
		
		Interventionist:
		General Education Teacher
		Reading Teacher
		
		Frequency:
		5 times per week
		
		Duration:
		30 minutes per session
			Program Options:
			Language!
			
			Interventions:
			Reading Teachers
			
			Frequency:
			5 times per week
			
			Duration:
			30 minutes per session

Bilingual **4**	**Program Options:** *Harcourt Trofeos* Leveled books **Interventionist:** Bilingual Education Teacher **Frequency:** 5 times per week **Duration:** 45 minutes per session - NLA	**Program Options:** Harcourt Trofeos Intervention Resource Kit *All Aboard Intervention* Decodable Books & Leveled books **Interventionist:** General Bilingual Education Teacher **Frequency:** 5x **Duration:** 40 minutes per session	**Program Options:** **Interventions:** **Frequency:** **Duration:**

	TIER 1	TIER 2	TIER 3
5	**Program Options:** *Harcourt Trophies* Leveled books English-Language Learners Resource Kit *Junior Great Books (JGB Foundation)* **Interventionist:** General Education Teacher **Frequency:** 5 times per week **Duration:** 60 minutes per session	**Program Options:** Voyager Passport Harcourt Trophies Intervention Resource Kit **Interventionist:** General Education Teacher Reading Teacher **Frequency:** 5 times per week **Duration:** 30 minutes per session	**Program Options:** Language! **Interventions:** Reading Teachers **Frequency:** 5 times per week **Duration:** 30 minutes per session
Bilingual **5**	**Program Options:** *Harcourt Trofeos* Leveled books **Interventionist:** General Bilingual Education Teacher **Frequency:** 5 times per week **Duration:** 60 minutes per session	**Program Options:** Harcourt Trofeos Intervention Resource Kit *All Aboard Intervention* Decodable Books & Leveled books **Interventionist:** General Bilingual Education Teacher **Frequency:** 5x per week **Duration:** 30 minutes per session	**Program Options:** **Interventions:** **Frequency:** **Duration:**

RtI Action Plan

The RtI Action Plan is designed as a tool that identifies specific RtI components that will be addressed on a yearly basis.

DIRECTIONS:

After completing the NYS RtI Readiness Survey and analyzing the results page for your entire school staff, the RtI Core Design Team will identify specific RtI indicators that need specific attention or modification.

1. **School Year:** Identify the school year the action plan will begin
2. **Name of school and district:** Place the school's name and district above the chart
3. **Key RtI Element/Feature:** Identify the RtI component feature from the NYS RtI Readiness Survey in which your school will focus on for the action plan. Components include Tiered Intervention: Tier 1, 2, and 3, Assessment: Screening, Progress Monitoring, Infrastructure, Leadership, Professional Development, Teaming/Collaboration, and Parent Involvement.
4. **Specific RtI Indicator:** Below each component are specific indicators. For example, under the Tier 1 subgroup, the first indicator states "The core reading program(s) address the 5 pillars of reading…"
5. **Current Status:** Identify your schools current status of that specific indicator as either "no implementation," "partial implementation," or "full implementation – but further action needed."
6. **Action:** Explain the action(s) your school will take to achieve the next step to full implementation of this indicator.
7. **Timeline:** Assign a timeframe/date of when the task needs to be completed.
8. **Resources:** Identify necessary resources your school needs to accomplish this task (personnel, curriculum, screeners, interventions, budget, etc).
9. **Who's Responsible:** Identify the school staff member who will assume primary responsibility for this action.
10. **Evidence of Change:** Determine what the outcome will look like when your school is at full implementation for this specific indicator. Establish what criteria you will use to determine if there is any evidence of change.

RtI Action Plan

2012 - 2013

Name of School: ___Frank Sedita Elementary School_____ **District:** __Buffalo Public Schools_____

Key RtI Element/Feature: Tier 1, 2, and 3						
Specific RtI Indicator	**Current Status**	**Action**	**Timeline**	**Resources**	**Who's Responsible**	**Evidence of Change**
A menu of research-based instructional interventions…	Partial implementation	-construct menu of options specific to Tier 2 and Tier 3 -order/purchase materials for Tier 2 and Tier 3 interventions	November 2012 – June 2013	Florida Center for Reading Research What Works Clearing House Best Evidence Encyclopedia	RtI Literacy Coach Interventionists RtI Implementation Team	Intervention Menu for Tiers 2 & 3
General education teachers differentiate reading instruction	Partial implementation	-introduce 21-day planner -invite teachers to share strategies & activities they use to differentiate instruction -pd on using assessment to differentiate	November 2012	Faculty meetings Grade level meetings	RtI Coach & Literacy Coach Building Principal General Education Teachers	Differentiation Toolkit

Key RtI Element/Feature: Assessment: Screening and Progress Monitoring						
Specific RtI Indicator	Current Status	Action	Timeline	Resources	Who's Responsible	Evidence of Change
-Data from screening and progress monitoring are used to evaluate whether the student is responding to tier 1 instruction or to tier 2/3 interventions.	Partial Implementation	Redefine purpose of Benchmark and Progress Monitoring meetings. Schedule Benchmark and Progress Monitoring meetings; Benchmark will take place 3x per year and PM meeting will take place every 8 weeks at extended (regularly scheduled) grade levels. Share redefined meeting framework with staff at faculty meeting	October- Jun	Substitute teachers Mclass data Teacher Data binders Decision Rules - EdVantage data	Teachers Literacy Coach RTI Coach Reading Interventionists RTI Coach sets up meeting and coordinates coverage.	Calendar with meetings scheduled Benchmark Meeting Sign-in sheets. Progress Monitoring Meeting Sign –in Sheets Class list with students tier, interventionist, and program designation listed Preliminary reading groups will be set up in June 2013
-RTI Problem Solving Team at my building has been established for the purpose of reviewing student data and making decisions about students in tier3.	Partial Implementation	Problem Solving Team will meet at least 2x per month to review non-responsive Tier 3 students. Meetings to begin in October	October - June	Substitute teachers -Mclass data - Teacher Data binders -Decision Rules - -EdVantage data -intervention implementation data	Classroom teacher, administrator, Literacy Coach, Reading teacher, SST Chair, School Psychologist, case liaison	Team meets regularly and sign in sheets are available Students' progress in Tier 3 monitored closely; students receive modified intervention and/or are referred to CSE team
Decision rule/ guidelines for ESL and bilingual students are established	Partial Implementation	Reconvene ESL/Bilingual Subcommittee to look at appropriate PM assessments to determine progress or rate of growth Establish a work plan and time table for subcommittee	Oct-June	RTI-TAC Bilingual/ESL teachers Erie 1 BOCES Use/adapt existing RTI	RTI Coach Principal (Bilingual Ed Expert) Lead ESL Teacher	ESL/Bilingual students are identified as at risk and are moved within tiers.

				Decision Rules		

Key RtI Element/Feature: Infrastructure

Specific RtI Indicator	Current Status	Action	Resources	Timeline	Who's Responsible	Evidence of Change
A data management system has been established that houses student data electronically	Partial Implementation	-Identify internal person to chair/head the RTI Direct project -Identify internal team for training and implantation of RTI Direct -Investigate the feasibility of Infinite Campus handling the tracking of interventions, interventionists and parent notification	RTI Direct Infinite Campus/EdVantage	Oct - June	Administration RTI Coach Internal Chair Internal Team District IT Department Erie 1 BOCES	System will be used to track student interventions, individual responsible and communicate with parents
The majority of faculty and staff in my school support RTI	Partial Implementation	-Share success stories with staff at grade level meetings & faculty meetings -Communicate RTI information/updates at grade levels and via email -Turn key RTI trainings at grade levels	RTI Terminology Sheet RTI Decision Rules RTI Meeting Fact Sheet/Meeting Purpose	October - June	Administration RTI Coach RTI Implementation Team	Sign in sheets from faculty meetings NYS RTI Self Assessment Survey Results (2014) Anecdotal feedback from staff

Key RtI Element/Feature: Professional Development

Specific	Current Status	Action	Resources	Timeline	Who's	Evidence of

RtI Indicator					Responsible	Change
PD is on-going, job embedded, and reflects key elements essential to effective RtI Implementation	On-going	RTI Professional Development Plan Turn key at grade levels Attend 2013 Summer Institute	RTI PD Plan RtI TAC NYSESLAT & CBM Data RTI Meeting Fact Sheet Early Interventions for Reading Difficulties: ISA Book RTIm Direct	Sept. – June	Regional Bilingual Ed. Resource Network West RtI Coach Administration Attending Faculty Teachers Reading Teachers	Sign-in sheets from various training Classroom observations, and walk throughs

CORE Spanish Reading Assessment Profile

Name:

Assessment	Date: GR:	Date: GR:	Date: GR:
Core Phonemic Awareness Test: Phoneme Oddity (K)			
16+ / Mastery 12-15 / Needs practice 0-11 / Needs more instruction			
Core Phonemic Awareness Test: Phoneme Oddity (1-2)			
14+ / Mastery 11-13 / Needs practice 0-10 / Needs more instruction			
Core Phonemic Awareness Test: Phoneme Deletion			
24+ / Mastery 12-23 / Needs practice 0-11 / Needs more instruction			
Core Phonics Survey – Alphabetic Skills			
Consonant names - uppercase /21			
Consonant names - lowercase /21			
Vowel names and sounds – upper/lower /10			
Consonant Sounds /23			
Core Phonics Survey – Reading and Decoding Skills			
Open syllables, CV /10			
Open syllables, V and CV/10			
Closed syllables, CVC and VC /10			
Open Syllables with blends, CCV /10			
Vowel combinations in open syllables /10			
Diphthongs in closed syllables /10			
Multisyllabic words /24			
Core Phonics Survey – Spelling Skills			
A. Initial consonant, initial vowel /5			
B. Final consonant, final vowel /5			
C. Digraphs/blends/closed syllables Phonemes /k/, /rr/, /x/. /s/, /b/, silent h, words with m before p and b/ diphthongs /10			
Total CORE Phonics Survey /179			
Core Spanish Spelling Inventory			
K 1-2 1 3-6 2 7-10 3 11-14 4 15-18 5 19-20 6 20			
Critchlow Verbal Language Scale			
K 1-9 1 10-13 2 14-17 3 18-20 4 21-24 5 25-28 6 29-32 7+ 33+			
Assessment of Reading Comprehension __ Lower level _ Upper Level		Grade ___	Grade ___

na = not administered

CORE Spanish Phonemic Awareness Test (K-2)
Students need to have a minimal level of phonemic awareness to benefit from direct phonics instruction. Phoneme oddity and deletion tasks offer an effective way to assess these skills. Performance on these tasks is highly correlated to reading.

1. ***Phoneme Oddity***
   In this test the examiner says three or four words and then asks the student which word has a different beginning, ending, or middle sound than the other words.

2. ***Phoneme Deletion***
   The examiner says a word (e.g. mala) and asks the student to repeat the word without the initial sound (e.g. ala). Initial and final deletion of single consonant and initial deletion of consonant blends are assessed.

CORE Spanish Phonics Survey
This test assesses phonics and phonic-related skills that have a high rate of application in beginning reading. A student's ability to use knowledge of sound/letter correspondence to decode words determines, in large measure, his or her ability to read individual words. A detailed assessment of a student's phonics skills points to areas in which the student is likely to benefit most from systematic, explicit phonics instruction. This is a mastery test so students are expected to ultimately get all items correct. In the five-item subtests, a student who misses two or more items would benefit from more direct instruction in the indicated element. In ten-item subtests, three or more errors warrant direct instruction.

CORE Spanish Spelling Inventory
This test consists of 20 dictated words that represent a wide range of important phonetic concepts, sequenced to represent simple to more complex word structure and orthographic features. The inventory shows how well the student is able to apply rules of phoneme/grapheme correspondence and accentuation. It also measures a student's spelling of high-utility words that do not follow predictable spelling patterns. Spelling skills are intimately tied to skills used in reading.

Critchlow Verbal Language Scale
*The test measures a student's vocabulary by asking the student to say the opposite of a series of words spoken by the examiner. Measuring vocabulary provides an index of what a student has learned and how well equipped the student is for future learning. As student's progress through the grades they build larger and larger vocabularies. **A more advanced vocabulary enables students to better comprehend what they read and hear as well as to better express their thoughts.** (Formal Assessment, Consortium On Reading Excellence, CORE, 1999)*

Brigance Assessment of Reading Comprehension
The tests measure reading comprehension through a series of five multiple choice questions for each reading level. This test provides an approximated reading grade level, divided into lower and upper part of the grade. If the student scores below the 100% level, the next lower test is administered. The highest level at which the student scores 100% is considered to be the student's reading comprehension level.

RTI Problem-Solving Team

Date	
Student	

Attendees			
Teacher		Case Liaison	
Facilitator		Note Taker	
Time Keeper			

	Teacher's Concerns
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Review Student Background Information and Baseline Data – Refer to Hard copies

Key Data Points

	Select & Define Top 1 or 2 Concerns	
1		
2		

Brainstorm Interventions for Each Concern	
#1 Concern	
#2 Concern – Comprehension	

Teacher Chooses Intervention

Goal Statement:
Student will

Intervention	Start Date	Frequency	Duration	Individual Responsible	End Date Evaluate & Adjust	Progress Monitoring Tool to be Used

Goal Statement:						
Intervention	**Start Date**	**Frequency**	**Duration**	**Individual Responsible**	**End Date** Evaluate & Adjust	**Progress Monitoring Tool to be Used**

CORE Reading Assessment Profile

Name: _____

Assessment	Date: GR:	Date: GR:	Date: GR:
Phonological Awareness Screening Test (K-2)			
Detecting Rhymes /5			
Counting Syllables /5			
Matching initial sounds /5			
Counting phonemes /5			
Comparing word lengths /5			
Representing phonemes with letters /5			
Core Phoneme Deletion Test (K-3) /20			

Minimal Grade Level Expectations	
1-6 correct	Late K/early Grade 1
7-10 correct	End of Grade 1
11-13 correct	Early Grade 2
14-15 correct	End of Grade 2
16-18 correct	Early Grade 3
19-29 correct	End of Grade 3

Assessment	Date: GR:	Date: GR:	Date: GR:
Core Phonological Segmentation Test (K-1) /23			

K	segment sentences into words & words into syllables
EOY K	isolate initial consonant sound
Grade 1	segment words into phonemes
Late Gr 1/Early Gr 2	Segment last 2 words in section C

Assessment	Date: GR:	Date: GR:	Date: GR:
Core Phoneme Segmentation Test (2-8) /15			

End of Grade 2 and Grade 3	Complete entire test accurately

Assessment	Date: GR:	Date: GR:	Date: GR:
Core Phonics Survey – Alphabetic Skills			
Consonant names - uppercase /26			
Consonant names - lowercase /26			
Consonant Sounds /23			
Long Vowel sounds - /5			
Short Vowel Sounds -/5			
Core Phonics Survey – Reading and Decoding Skills			
Short Vowels in CVC words /10			
Short Vowels, digraphs, and –tch trigraphs /10			
Consonant Blends and short vowels /20			
Long Vowel spellings /10			
Variant vowels and dipthongs /10			
R- and l- controlled vowels /10			
Multisyllabic words /24			
Core Phonics Survey – Spelling Skills			
A. Initial consonant, initial vowel /5			
B. Final consonant, final vowel /5			
C. CVC Words /5			
D. Long vowel spellings s /5			

San Diego Quick Assessments of Reading Ability			
Independent Reading Level	Grade ___	Grade ___	Grade ___
Instruction Reading Level	Grade ___	Grade ___	Grade ___
Frustration Reading Level	Grade ___	Grade ___	Grade ___
Words Their Way Qualitative Spelling Inventory			

Grade Level	Spelling Stage Range within Grade	End-of-Year Spelling Stage Goal	Stage:	Stage_____	Stage_____
K	Emergent-letter name-Alphabetic	Middle letter name – Alphabetic			
1	Late Emergent – Within Word Pattern	Early within word pattern			
2	Late letter name – Early syllables & affixes	Late within word pattern			
3	Within word pattern – Syllables & Affixes	Early syllables & affixes			
4	Within word pattern – Syllables & Affixes	Middle syllables & affixes			
5	Syllables & affixes – Derivational relations	Late syllables & affixes			
6+	Syllables & affixes – Derivational relations	Derivational relations			

Critchlow Verbal Language Scale /75			

K	1-8		1	9-12		2	13-17		3	18-21
4	22-26		5	27-30		6	31-34		7+	35+

Assessment of Reading Comprehension			
__ Lower level (Elementary) /56 __ Upper Level /47		Grade ___	Grade ___

na = not administered

Frank A. Sedita School

Tier 2 and Tier 3 Instruction Menu

What interventions/ programs do we have available within our building?	Tier	What Grade levels are these interventions appropriate for?	What are the components focused on?	Who is trained in teaching this program?
Harcourt Intervention Resource Kit	2	K,1,2,3,4,5,6	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Classroom Teacher Reading Teachers ESL Teachers Special Ed.Teachers
English Language Learners Resource Kit	2	K, 1, 2, 3, 4, 5, 6 English Language Learners	Oral Language Development Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Classroom Teacher ESL Teachers Special Ed.Teachers
Harcourt Decodable Books	2	1,2	Phonics	Classroom Teacher Reading Teachers ESL Teachers Special Ed.Teachers Teaching Assistants & Aides
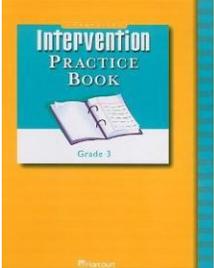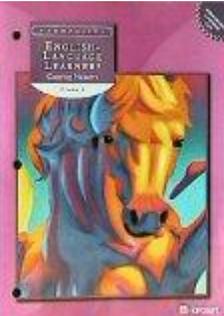
What interventions/ programs do we have available within our building?	Tier	What Grade levels are these interventions appropriate for?	What are the components focused on?	Who is trained in teaching this program?
Voyager Passport	2	1, 2, 3, 4, 5	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	Classroom Teacher Reading Teachers
Voyager Pasaporte	2	K , 1, 2, 3 Bilingual Classrooms	Phonemic Awareness Phonics Vocabulary Fluency Comprehension	Bilingual Classroom Teachers
Language for Learning	2	K	Oral Language Phonemic Awareness Phonics Vocabulary	Classroom Teachers
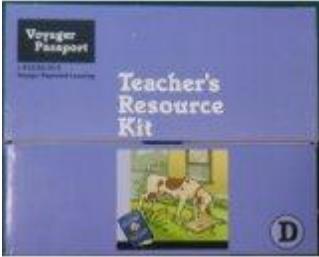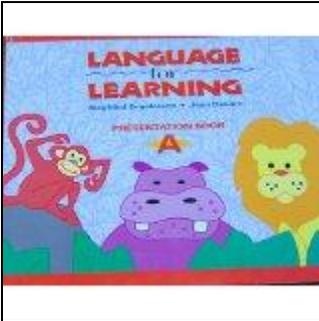
What interventions/ programs do we have available within our building?	Tier	What Grade levels are these interventions appropriate for?	What are the components focused on?	Who is trained in teaching this program?
SRA/Corrective Reading Decoding A, B1, B2, C	3	3, 4, 5, 6	Phonemic Awareness (A, B1) Phonics (A, B1, B2) Fluency (B2, C) Comprehension (B2, C)	Reading Teachers Some Teachers Special Education Teachers
Reading Mastery 1 & 2	3	K, 1, 2	Phonemic Awareness Phonics	Reading Teachers Some Classroom and Resource Teachers
Estrellita	3	K, 1, 2, 3 Bilingual	Phonemic Awareness Phonics Vocabualary	Bilingual Classroom Teachers
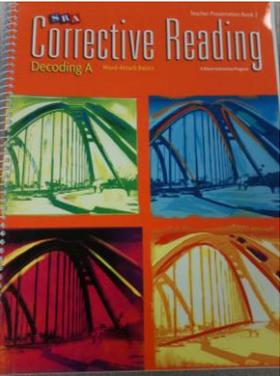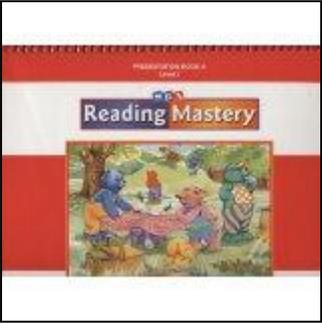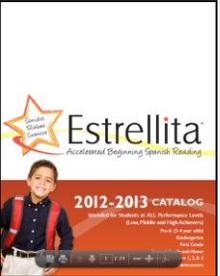
What interventions/ programs do we have available within our building?	Tier	What Grade levels are these interventions appropriate for?	What are the components focused on?	Who is trained in teaching this program?
Language!	3	4, 5, 6, 7, 8	Phoncis Vocabulary Grammar Fluency Comprehension	Reading Teachers Some Classroom Teachers
Imagine Learning	3	Predominately for ELL students Some K-6 Students	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Anyone
PALS	1 & 2	K, I,2, 3, 4, 5, 6	Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Some Classroom Teachers Reading Teachers
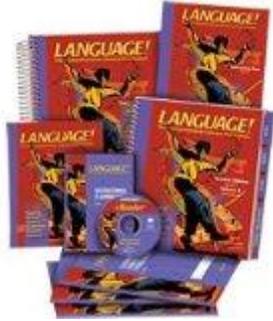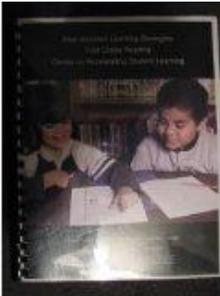
What interventions/ programs do we have available within our building?	Tier	What Grade levels are these interventions appropriate for?	What are the components focused on?	Who is trained in teaching this program?
Junior Great Books	1 & 2	3, 4, 5, 6	Fluency Vocabulary Comprehension	Some Classroom Teachers Reading Teachers Resource Teachers
Dolch Sight Word Lists	2 & 3	I, 2, 3, 4	Phonics Fluency	Classroom Teacher Reading Teachers ESL Teachers Special Ed.Teachers Teaching Assistants & Aides
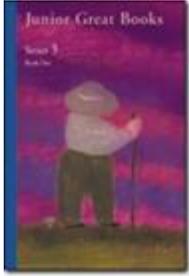
A comprehensive assessment system will involve multiple and varied types of evaluative tools designed to provide information that guides and informs instruction.   The RtI Assessment Audit is a review of assessment practices implemented by a school in the area of literacy across grade levels. Conducting a RtI Assessment Audit serves several purposes:

1. Identifies the different types of assessments used in the area of literacy
2. Clarifies the purpose (screening, progress monitoring, diagnostic, and outcome) of each assessment tool
3. Identifies the construct being assessed (e.g.. concepts of print, comprehension, fluency, etc..),
4. Identifies training needs of staff members relative to the administration and interpretation of targeted assessments;
5. Provides an opportunity for a school to identify redundancies or gaps in the assessment process.

Directions: For each grade level, identify:

1. **NAME OF THE ASSESSMENT TOOL** administered – include full name of tool administered
2. **PRIMARY PURPOSE -** check the box next to the primary purpose for each tool listed

Purpose	Description	Examples:
Screening	Brief assessments designed to provide preliminary indication of which students may be at-risk for reading difficulties	Phoneme Segmentation Fluency - Dynamic Indicators of Basic Literacy Skills
Diagnostic	Individually administered assessments used for the purposes of gaining a more precise picture of student's skills and knowledge. Information obtained is used to plan instruction.	Qualitative Reading Inventory Running Records Informal Phonics Inventory
Progress Monitoring	Brief assessment typically administered for the purposes of determining if a student is making adequate progress,	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – Oral Reading Fluency
Outcome	Assessments that are commonly administered on a group basis at the end of the year. Primarily used to determine if particular instructional or policy goals are being met, though they may also be used to examine trends in learning.	NYS ELA Assessment – Grade 3

3. **CONSTRUCT ASSESSED**: check the box(es) that indicate what specific literacy element or area is being evaluated.
4. **FREQUENCY OF ADMINISTRATION**: for each tool identify the number of times it is administered on a yearly basis
5. **STAFF TRAINING REQUIRED**: check yes or no to indicate whether the staff who are expected to administer the assessment are adequately trained.
6. **REDUNDANCIES**: list any assessments that duplicate the information obtained from another tool
7. **VOIDS**: identify gaps in assessment information
8.

Grade	Assessment Tool	Purpose	Construct Assessed										Frequency of Administration	Staff Adequately Trained?
			Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other		
KINDERGARTEN	Dynamic Indicators of Basic Literacy Skills & Indicadores Dinámicos del Éxito en la Lectura	■ Screening ☐ Diagnostic ■ Progress Monitoring ☐ Outcome		X									Screening 3 x per year PM monthly for students scoring at benchmark; bi-weekly for students at strategic; weekly for students scoring at intensive levels	■ yes ☐ no
	Harcourt Trophies/ Trofeos Reading Language Assessment	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome	X	X	X	X		X	X	X			Every 6 lessons to determine mastery program content	■ yes ☐ no
	Language for Learning	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome	X	X				X				X	Beginning of the year placement and then every 10 lessons to assess mastery of program content.	■ yes ☐ no
	CORE Multiple Measures Reading Assessment*	☐ Screening ■ Diagnostic ☐ Progress Monitoring ☐ Outcome		X	X				X				As needed	■ yes ☐ no
	Developmental Reading Assessment	☐ Screening ■ Diagnostic ☐ Progress Monitoring ☐ Outcome	X		X		X		X		X		As needed	■ yes ☐ no
	New York State English as a Second Language Achievement Test	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome						X	X			X	Once a year	■ yes ☐ no

Grade	Assessment Tool	Purpose	Construct Assessed										Frequency of Administration	Staff Adequately Trained?
			Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other		
FIRST GRADE	Dynamic Indicators of Basic Literacy Skills & Indicadores Dinámicos del Éxito en la Lectura	■ Screening ❑ Diagnostic ■ Progress Monitoring ❑ Outcome		X	X		X						Screening 3 x per year PM monthly for students scoring at benchmark; bi-weekly for students at strategic; weekly for students scoring at intensive levels	■ yes ❑ no
	Harcourt Trophies/ Trofeos Reading Language Assessment	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome	X	X	X	X	X	X	X	X			Every 6 lessons to determine mastery program content	■ yes ❑ no
	CORE Multiple Measures Reading Assessment*	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome		X	X	X		X	X				As needed	■ yes ❑ no
	Developmental Reading Assessment	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome	X		X		X		X		X		As needed	■ yes ❑ no
	Terra Nova	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome		X				X	X	X			Once a year	■ yes ❑ no
	Reading Mastery	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome		X	X		X	X	X				Every 5 Lessons rate and accuracy & every 10 lessons content mastery	■ yes ❑ no
	Voyager Passport	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome		X			X	X	X				E very 10 lessons content mastery	■ yes ❑ no
	New York State English as a Second Language Achievement Test	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome						X	X			X	Once a year	■ yes ❑ no
	SUPERA	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome		X				X	X	X			Once a year	■ yes ❑ no

	Assessment Tool	Purpose	Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other	Frequency of Administration	Staff Adequately Trained?
						Construct Assessed								
SECOND GRADE	Dynamic Indicators of Basic Literacy Skills & Indicadores Dinámicos del Éxito en la Lectura	■ Screening ❑ Diagnostic ■ Progress Monitoring ❑ Outcome		X	X		X						Screening 3 x per year PM monthly for students scoring at benchmark; bi-weekly for students at strategic; weekly for students scoring at intensive levels	■ yes ❑ no
	Harcourt Trophies/ Trofeos Reading Language Assessment	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome		X	X	X	X	X	X	X			Every 6 lessons to determine mastery program content	■ yes ❑ no
	CORE Multiple Measures Reading Assessment*	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome		X	X	X		X	X				As needed	■ yes ❑ no
	Developmental Reading Assessment	❑ Screening ■ Diagnostic ❑ Progress Monitoring ❑ Outcome			X		X		X		X		As needed	■ yes ❑ no
	Terra Nova	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome		X				X	X				Once a year	■ yes ❑ no
	SUPERA	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome		X				X	X	X			Once a year	■ yes ❑ no
	New York State English as a Second Language Achievement Test	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome							X	X		X	Once a year	■ yes ❑ no
	Reading Mastery	❑ Screening ❑ Diagnostic ❑ Progress Monitoring ■ Outcome		X					X				Every 5 Lessons	■ yes ❑ no

Grade	Assessment Tool	Purpose	Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/Attitudes	Other	Frequency of Administration	Staff Adequately Trained?
	Voyager Passport	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome		X			X	X	X				Every 10 Lessons to determine mastery of content	■ yes ☐ no

Construct Assessed

Grade	Assessment Tool	Purpose	Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/Attitudes	Other	Frequency of Administration	Staff Adequately Trained?
THIRD GRADE	Dynamic Indicators of Basic Literacy Skills & Indicadores Dinámicos del Éxito en la Lectura	■ Screening ☐ Diagnostic ■ Progress Monitoring ☐ Outcome			X		X						Screening 3 x per year PM monthly for students scoring at benchmark; bi-weekly for students at strategic; weekly for students scoring at intensive levels	■ yes ☐ no
	Harcourt Trophies/ Trofeos Reading Language Assessment	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome	X	X	X	X	X	X	X				Every 6 lessons to determine mastery program content	■ yes ☐ no
	CORE Multiple Measures Reading Assessment*	☐ Screening ■ Diagnostic ☐ Progress Monitoring ☐ Outcome	X	X	X	X	X	X					As needed	■ yes ☐ no
	Developmental Reading Assessment	☐ Screening ■ Diagnostic ☐ Progress Monitoring ☐ Outcome			X		X		X		X		As needed	■ yes ☐ no
	NYS ELA	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome						X	X	X		X	Once a year	■ yes ☐ no
	Corrective Reading	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome		X					X				Every 10 Lessons to determine mastery of content	■ yes ☐ no
	Voyager Passport	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome		X			X	X	X				Every 10 Lessons to determine mastery of content	■ yes ☐ no

Grade	Assessment Tool	Purpose	Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other	Frequency of Administration	Staff Adequately Trained?
	SUPERA	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome			X			X	X	X			Once a year	■ yes ☐ no
	New York State English as a Second Language Achievement Test	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome							X	X		X	Once a year	■ yes ☐ no

Grade	Assessment Tool	Purpose					Construct Assessed						Frequency of Administration	Staff Adequately Trained?
			Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other		
FOURTH GRADE	Dynamic Indicators of Basic Literacy Skills	■ Screening ☐ Diagnostic ■ Progress Monitoring ☐ Outcome			X		X						Screening 3 x per year PM monthly for students scoring at benchmark; bi-weekly for students at strategic; weekly for students scoring at intensive levels	■ yes ☐ no
	Harcourt Trophies/ Trofeos Reading Language Assessment	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome		X	X	X	X	X	X	X			Every 6 lessons to determine mastery program content	■ yes ☐ no
	CORE Multiple Measures Reading Assessment*	☐ Screening ■ Diagnostic ☐ Progress Monitoring ☐ Outcome		X	X	X		X	X				As needed	■ yes ☐ no
	Developmental Reading Assessment	☐ Screening ■ Diagnostic ☐ Progress Monitoring ☐ Outcome			X		X		X		X		As needed	■ yes ☐ no
	NYS ELA	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome						X	X	X		X	Once a year	■ yes ☐ no
	SUPERA	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome			X			X	X	X			Once a year	■ yes ☐ no
	New York State English as a Second	☐ Screening							X	X		X	Once a year	■ yes

Grade	Assessment Tool	Purpose	Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other	Frequency of Administration	Staff Adequately Trained?
	Language Achievement Test	❏ Diagnostic ❏ Progress Monitoring ■ Outcome												❏ no
	Language Exclamation	❏ Screening ❏ Diagnostic ❏ Progress Monitoring ■ Outcome		X			X		X			X	Every 5 Lessons	■ yes ❏ no
	Voyager Passport	❏ Screening ❏ Diagnostic ❏ Progress Monitoring ■ Outcome		X			X	X	X				Every 10 Lessons to determine mastery of content	■ yes ❏ no

Grade	Assessment Tool	Purpose	Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other	Frequency of Administration	Staff Adequately Trained?
FIFTH GRADE	Dynamic Indicators of Basic Literacy Skills	■ Screening ❏ Diagnostic ■ Progress Monitoring ❏ Outcome			X		X						Screening 3 x per year PM monthly for students scoring at benchmark; bi-weekly for students at strategic; weekly for students scoring at intensive levels	■ yes ❏ no
	Harcourt Trophies/ Trofeos Reading Language Assessment	❏ Screening ❏ Diagnostic ❏ Progress Monitoring ■ Outcome		X	X	X	X	X	X	X			Every 6 lessons to determine mastery program content	■ yes ❏ no
	CORE Multiple Measures Reading Assessment*	❏ Screening ■ Diagnostic ❏ Progress Monitoring ❏ Outcome		X	X	X		X	X				As needed	■ yes ❏ no
	Developmental Reading Assessment	❏ Screening ■ Diagnostic ❏ Progress Monitoring ❏ Outcome	X		X		X		X		X		As needed	■ yes ❏ no
	NYS ELA	❏ Screening ❏ Diagnostic ❏ Progress Monitoring ■ Outcome						X	X	X		X	Once a year	■ yes ❏ no

Measure	Type										Frequency	Available in Spanish
SUPERA	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome		X				X	X	X			Once a year	■ yes ☐ no
New York State English as a Second Language Achievement Test	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome						X	X		X		Once a year	■ yes ☐ no
Language Exclamation	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome		X		X		X			X		Every 5 Lessons	■ yes ☐ no
Voyager Passport	☐ Screening ☐ Diagnostic ☐ Progress Monitoring ■ Outcome		X		X	X	X					Every 10 Lessons to determine mastery of content	■ yes ☐ no

*CORE Multiple Measures include Phonological Awareness Screening Test, CORE Phoneme Deletion Test, CORE Phonological Segmentation Test, CORE Spanish Phonemic Awareness Test, CORE Phoneme Segmentation Test, CORE Phonics Survey, CORE Phonics Survey, Fry Oral Reading Test, San Diego Quick Assessment of Reading Ability, "Words Their Way Qualitative Spelling Inventory. CORE Spanish Spelling Inventory, Critchlow Verbal Language Scale, Critchlow Spanish Verbal Language Scale, Assessment of Reading Comprehension, Some Assessment available in Spanish

REDUNDANCIES		
Grade	**Are there any redundancies?**	**Identify**
K	☐ yes ☐ no	
1	☐ yes ☐ no	

2	❑ yes ❑ no	
3	❑ yes ❑ no	
4	❑ yes ❑ no	
5	❑ yes ❑ no	

VOIDS		
Grade	**Are there any voids?**	**Identify**
K	❑ yes ❑ no	
1	❑ yes ❑ no	

2	❑ yes ❑ no	
3	❑ yes ❑ no	
4	❑ yes ❑ no	
5	❑ yes ❑ no	

WHO'S AT RISK?

No Risk	Slight Risk	Some Risk	High Risk
Students who are meeting or exceeding grade level benchmarks in DIBELS	Students who are approaching grade level benchmarks in DIBELS	Students who are below grade level benchmarks in DIBELS	Students who are well below grade level benchmarks in DIBELS
Tier I + monthly PM	Tier I + biweekly PM	Tier 2 + biweekly PM	Tier 3 + weekly PM

The RtI Core Team will use the DIBELS data from benchmark assessments as well as two other sources of data (e.g., Harcourt Themed Tests, Terra Novas, ELAs) to make decisions regarding initial risk status.

HOW WELL IS A STUDENT RESPONDING TO **TIER 2** INTERVENTION?

IF a student's	IF a student's	IF a student's	IF a student's	IF a student's
✳ Level of performance meets or exceeds grade level expectations & ✳ Rate of growth is at or exceeding established growth rates ✳ 4 consecutive data points above the aim line	✳ Level of performance is below grade level expectations but ✳ Rate of growth is at or exceeding established growth rates	✳ Level of performance is erratic – ✳ Data points appear above and below the aim line	✳ Level of performance is below grade level expectations & ✳ Rate of growth is below established growth rate	✳ Level of performance continues to reflect below grade level expectations & ✳ Rate of growth continues to be below established growth rate
Return to Tier I + PM monthly	Maintain in Tier 2 + PM biweekly	Maintain in Tier 2 + PM biweekly & review progress in 2-4 weeks	Modify Tier 2 & PM biweekly	Provide Tier 3 & PM weekly

The RtI Core Team will make use of other data sources to support or further inform student response to Tier 2 intervention.

HOW WELL IS A STUDENT RESPONDING TO TIER 3 INTERVENTION?

IF a student's

* Level of performance meets or exceeds grade level expectations &
* Rate of growth is at or exceeding established growth rates
* 4 consecutive data points above the aim line

↓

Return to Tier 2 + PM biweekly

IF a student's

* Level of performance is below grade level expectations but
* Rate of growth is at or exceeding established growth rates

↓

Maintain in Tier 3 + PM weekly

IF a student's

* Level of performance is erratic –
* Data points appear above and below the aim line

↓

Maintain in Tier 3 + PM weekly & review progress in 2-4 weeks

---

IF a student's

* Level of performance is below grade level expectations &
* Rate of growth is below established growth rate

↓

Modify Tier 3 & PM weekly

IF a student's

* Level of performance continues to reflect below grade level expectations &
* Rate of growth continues to be below established growth rate

↓

Refer to CSE

The RtI Core Team will make use of other data sources to support or further inform student response to Tier 3 intervention.

RTI Summary Report

Student Name: Grade: Date:

Teacher: Form Completed by:

Attendance	
Behavior	
Academic History (Retentions/Bilingual Placement Attach EdVantage Report Card Grades	
Other Services (SPED, OT/PT, Speech, ESL, etc)	
Other Assessment Measures (NYSESLAT)	

READING

Reading Harcourt

Provide scores for last three Themes	Vocab or Decoding		Comprehension		Total	Intensive Strategic Benchmark
Theme #		I S B		I S B		B S I
Theme #		I S B		I S B		B S I
Theme #		I S B		I S B		B S I

Provide scores for the last three End of Selection tests:
 #:_____   ____/____
#:_____   ____/___
#:_____   ____/____

DIBELS/IDEL

	LNF/FNL	PSF/FSF	ISF	NWF/FPS	ORF/FLO
BOY	I S B	I S B	I S B	I S B	I S B
MOY	I S B	I S B	I S B	I S B	I S B
EOY	I S B	I S B	I S B	I S B	I S B

Attach mCLASS report
Accuracy rate ranges from:_____ to _____on ORF/FLO passages.
Decoding issues include:

TerraNova, SUPERA or ELA	NCE: GE:
Tier 2 and Tier 3 **Reading Interventions & Teacher** *(Interventionist must attach summary data)*	Tier: Teacher: Program:
Reading Assessment Measures (Reading Diagnostics, DRA, etc)	

MATH	
Investigation　　　Gr. K-6	**Overall Student Score Grade Class Avg.** Unit #:_____ : ___/___ _____ _____ Unit #:_____ : ___/___ _____ _____ Unit #:_____ : ___/___ _____ _____
Mclass Math Data	
TerraNova, SUPERA or NYS Math	NCE: GE:
Tier 2 and Tier 3 **Math Interventions & Teacher**	Tier: Teacher: Program:

Student Interventions **Attach progress monitoring data**	**Begin Date**	**End Date**	**Frequ ency**	**Duration**	**Ratio**	**Person Responsible**
1.						
2.						
3.						
4.						

Parent Contact Information:

	Date	Contact Made by:	Summary Statement
Phone Calls			**Message Left**
			Message Left
			Message Left
Notes Home			
Conferences			