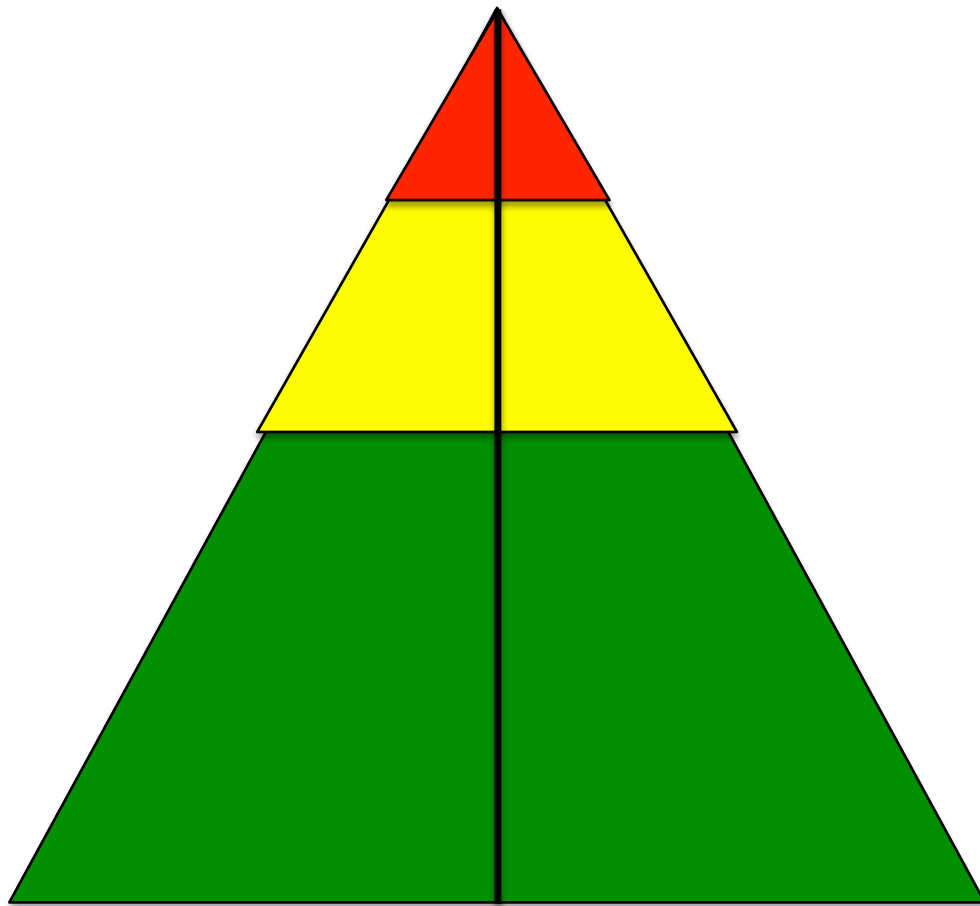




David Douglas
School District
Learn • Grow • Thrive

DDSD Elementary RTIi Handbook



RTIi (Academics)

PBIS (Behavior)



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Multi-Tiered Systems of Support (MTSS): RTIi Overview

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Overview of RTIi

Response to Instruction and Intervention (RTIi) is an “all education” (general, special education, etc.) framework that involves research-based instruction and interventions, regular monitoring of student progress, and the subsequent use of these data over time to make educational decisions.

RTIi seeks to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. Key to the RTIi process is the application of scientifically based instruction and interventions. A goal of the RTI process is to apply accountability to educational programs by focusing on programs that have been proven to work rather than programs that simply look, sound, or feel good. Additionally, RTIi plays a critical role in how students are identified as having a disability and needing special education services.

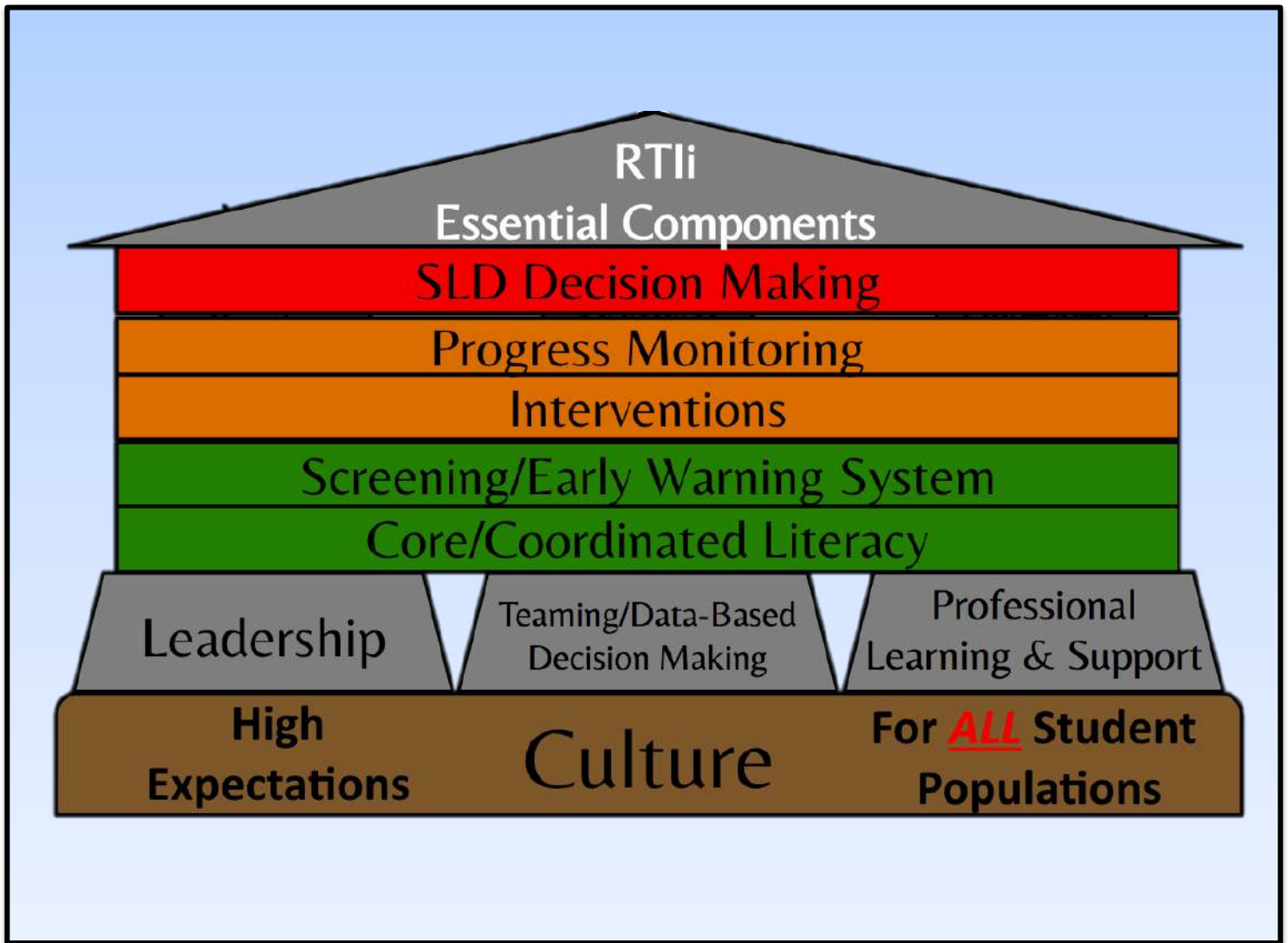
RTIi follows a number of core assumptions:

1. The educational system can effectively teach all children
2. Early intervention is critical to preventing problems from getting out of control
3. The implementation of a multi-tiered service delivery model is necessary
4. A problem solving model should be used to make decisions between tiers
5. Research based interventions should be implemented to the extent possible
6. Progress monitoring must be implemented to inform instruction
7. Data should drive decision making

The RTIi process has three purposes:

1. To review academic data in order to evaluate the effectiveness of core programs.
2. To screen and identify students needing additional academic support.
3. To plan, implement and modify interventions for these students.
4. Depending on each student’s “response to instruction and intervention,” a formal referral for special education evaluation may result.

9 Essential RTI Components



9 Essential RTI Components

Infrastructure Components	<i>These components form the infrastructure that needs to be in place in order to build, implement, & sustain a healthy RTI system. They can be considered the HOW of RTI.</i>
1. Culture	<i>The shared belief that all students can learn, a “growth mindset” of continuous improvement, a collaborative and supportive atmosphere amongst staff, and cultural responsiveness to meet the needs of learners from all backgrounds.</i>
2. Leadership	<i>Strong leadership at the district and school level that guides the development of District-wide standards of practice.</i>
3. Teaming/Data-Based Decision Making	<i>Effective teams that use data to drive decision making at multiple levels including Tier 1 (100% meetings), Tier 2/3 (Intervention Placement and Review meetings), and Tier 3 (Individualized Problem Solving meetings)</i>
4. Professional Learning & Support	<i>An ongoing professional learning cycle that includes scheduling and allocating resources for initial training, follow-up coaching & support, & ensuring fidelity of implementation.</i>
Implementation Components	
5. Core	<i>Tier 1 support that is provided to all students in your RTI system. Core is defined in terms of time, materials, and instructional strategies. For example, in the area of literacy, this typically consists of 90 minutes of uninterrupted instruction using a research-based core program and effective instructional strategies.</i>
6. Screening	<i>Assessments that are provided to all students for the purpose of determining the health of your core supports and for identifying students who will need additional interventions.</i>
7. Interventions	<i>Tier 2 and 3 interventions that are provided to some students who require additional supports beyond Tier 1. These interventions should include sufficient time & evidence-based materials and instructional strategies.</i>
8. Progress Monitoring	<i>Ongoing assessments that help determine if interventions are helping to close the gap for students who are behind. These assessments are brief, standardized, technically adequate, and frequently administered.</i>
9. SLD Decision Making	<i>A formalized process for using data collected through the RTI process as part of a comprehensive evaluation for students suspected as having a specific learning disability (SLD). This process should answer the questions:</i> <ol style="list-style-type: none"> <i>1. Is the student significantly different from peers or research-based expectation for performance?</i> <i>2. Does the student not make adequate progress despite research-based interventions delivered with fidelity?</i> <i>3. Does the student need specially designed instruction?</i> <i>4. Are the student’s struggles primarily due to one of the exclusionary factors?</i>

RTI Team Process

The RTI team has three purposes:

1. To review school-wide academic data in order to evaluate the effectiveness of core programs.
2. To screen and identify students needing additional academic and/or behavior support.
3. To plan, implement and modify interventions for these students. Depending on each student's "response to intervention," a formal referral for special education evaluation may result.

RTI is intended to be a structured, systematic process involving the following features and activities:

1) team membership, 2) 100% meeting, 3) Identifying students for intervention: 20% meetings, 4) 20% meetings, and 5) individualizing-intensifying interventions.

Team membership: Leadership by the principal is essential. RTI team membership also must include classroom teachers representing grade levels. The Title I Reading Specialist, ERC teachers, and Student Achievement Specialists. Counselors and other specialists from Special Education and ELL programs are all invited to attend.

100% (School-wide) Meetings: Three times a year, in fall, winter and spring, RTI teams review data on student performance (e.g., DIBELS) in order to evaluate the effectiveness of the core programs. The RTI model is predicated on the notion that all students can make adequate growth and that core programs should meet the needs of at least 80% of the student population. If this is not the case, the team needs to strategize ways to shore up the core. This means the School-wide RTI teams must examine Core Programs, foster honest conversations about whether the core is meeting the needs of 80% of all major student populations (Race, ELL, SPED, etc). The team should then plan prevention/intervention activities that target areas which data analysis suggests need attention (e.g., professional development, re-teaching of basic skills, re-teaching school rules and expectations consistently, etc.). It is vital to have the building principal on the team to ensure that fundamental organizational decisions can be made, resources can be allocated, instructional delivery is effective, and the program is delivered with fidelity.

Planning for the 20% (Targeted groups): The lowest 20% of students at each grade level on DIBELS and/or who have other, significant academic, behavioral or attendance problems, are listed on the RTI Group Intervention & Planning Form. This is usually best accomplished by grade level teacher teams with core members of the RTI team assisting them. These RTI teams choose interventions from the Standard Reading Protocol for groups of students with similar needs. The Title I Reading Specialist decides on what progress data to collect and the person responsible for collecting the data. Students in intervention groups are progress monitored as defined on the appropriate protocol. If a student's skill level is well below grade level, then the Title I Reading Specialist may choose to progress monitor the student at his or her instructional level **as well** as occasionally at grade level; only grade level norms should be used in making high-stakes decisions.

20% team meetings: Each grade level RTIi team convenes at least every 6-8 weeks to evaluate the progress of the lowest 20% of students at each grade level who are involved in interventions including those students who receive services through Special Education. The team reviews progress-monitoring data for each student, analyzing *aimlines* and *trendlines* (see Decision Rules). Using the decision rules, one of four different decisions may be made at this meeting for each student being reviewed:

- 1) the group intervention has been successful and the student no longer needs intervention support,
- 2) the intervention is working for the student and should be continued and monitored (use Adjustments to Intervention document for potential revisions,
- 3) the group intervention is not working for the student and should be revised or refined; or,
- 4) the student has not made adequate progress during two intervention periods and therefore the team will proceed to the Individualized, Intensified Intervention described below.

Individualizing, Intensifying Intervention: If the student has failed to make adequate progress (see decision rules) after two interventions, additional information must be gathered in order to select an intervention that is specifically targeted to the student's needs. RTIi Individual Problem Solving teams should complete the following steps (see RTIi Flow Chart for process):

- a. RTIi Parent Brochure describing how the Response to Instruction process works should be sent to parents and parents should be notified that the school is beginning to plan for a more individualized intervention for their student.
- b. The Developmental History form should be completed through an interview with parents.
- c. If the student is an English Language Learner (ELL), obtain information about the child's language development in comparison to the student's cohorts from the Language Specialist.
- d. Complete steps 1-2 of the Individual Problem Solving Form. Although time consuming, this level of evaluation is necessary for only a **small** percentage of students. It provides detail on the student's history and is important for designing an effective, individualized intervention.
- e. Another resource for students with behavioral issues is a Functional Behavior Assessment.

Based on the Developmental History, steps 1-2 of the Individual Problem Solving Form, ELL information, and progress monitoring data, the RTIi Individual Problem Solving team will complete the Hypothesis Development section (step 3) of the Individual Problem Solving Worksheet and develop an intervention that specifically targets the student's individual needs. The team will continue to track intervention details using the RTIi Student Intervention Profile and the RTIi Individual Problem Solving team will continue to monitor progress of the student.

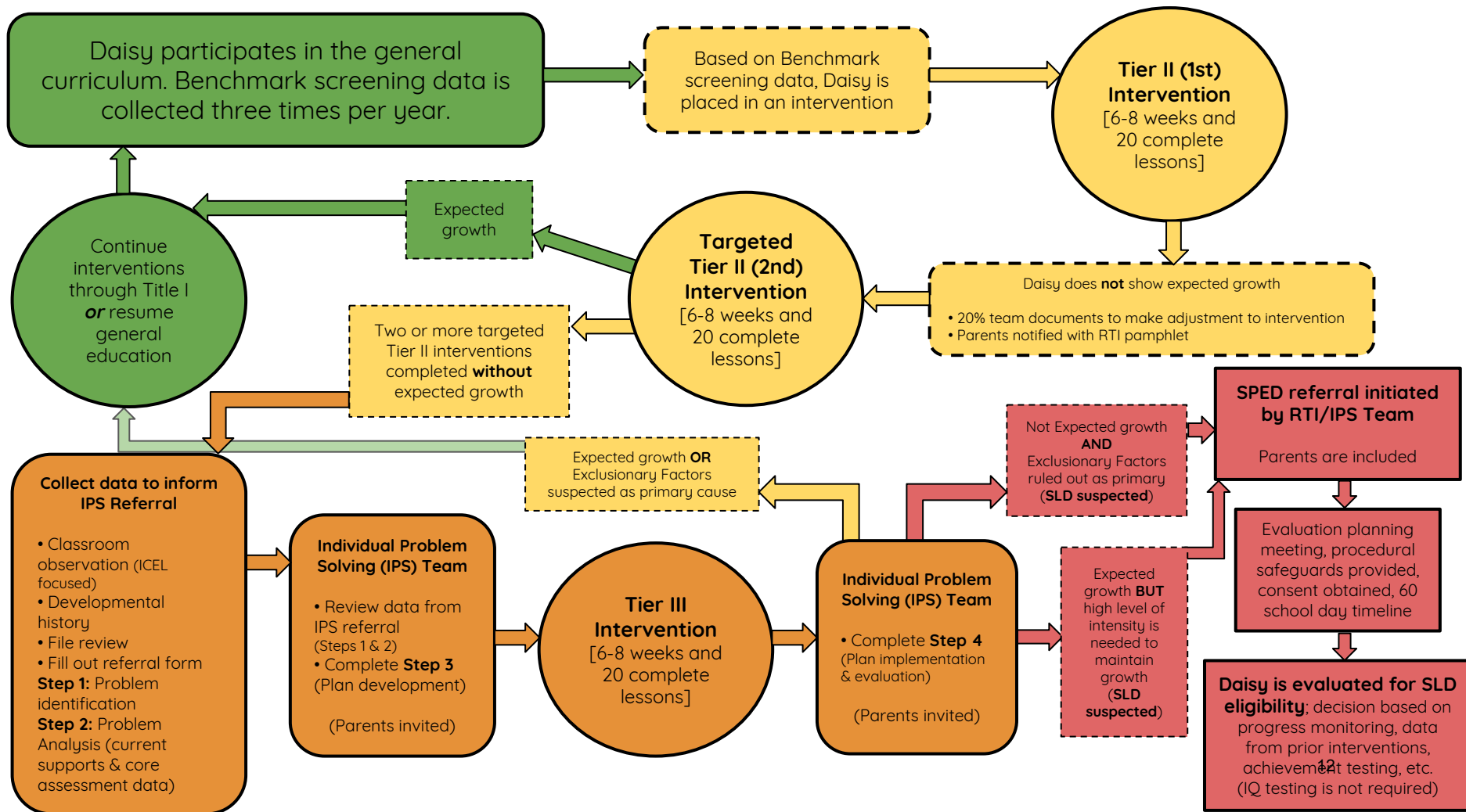
Progress monitoring continues & after 6-8 weeks in the individualized intervention, the team will determine if:

- a. The student has improved substantially and no longer needs to be included in an intervention group.
- b. The student has improved substantially and the team reduces the intensity of the intervention and continues to monitor progress.
- c. A referral for a formal special education evaluation is appropriate. Also consider a referral for special education services for students who have made progress, but the intervention has been intensive and will need to be maintained in order for the student to continue to make progress. The information from the intervention profile, progress-monitoring information, developmental history, and individual problem solving worksheet should be included with the referral as they

provide evidence regarding the student's responses to various interventions. While RTIi is used only for Specific Learning Disability identification, the information collected may be useful for any special education referral.

RTIi - A System of Support - Teaming Structures

<p style="text-align: center;">100% Universal Screening Meetings</p> <p>Time: Fall, Winter, Spring</p> <p>Team: Grade level team, principal, SAS, and any other specialists as appropriate</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Data review and analysis • Examine core program effectiveness • Plan for needs of all students <p>Outcomes: Grade level goals and action plans established and shared.</p>		<p style="text-align: center;">Individual Intensive Intervention and Planning Meeting</p> <p>Time: Happens after an intervention has had at least two substantial changes, based on individual student need and team decisions.</p> <p>Team: Parent, classroom teacher, principal, Title One Reading Specialist, Special Education teacher, and any other specialists as appropriate</p> <p>Tasks:</p> <ul style="list-style-type: none"> • IPS/SIT Team meeting notice sent home prior to meeting • Developmental History completed prior to meeting • Individual Student File Review completed prior to meeting • At the meeting, review all information (data, strengths, concerns, modifications tried) • Team establishes a desired outcome and an action plan to achieve • Assign case manager <p>Outcomes: Individual intervention and Action Plan form completed, copy given to parent along with Parent Notification when using RTIi under IDEA.</p>		<p style="text-align: center;">After one highly structured individualized intervention that lasts 20 to 30 instructional days</p> <p style="text-align: center;">Progress</p> <p>Options:</p> <ul style="list-style-type: none"> • Continue in intervention, review student progress at data review meetings, and reintegrate into general education curriculum. • Heavy dose of intervention that cannot be maintained long-term with the current resources – consider <u>SPED</u> referral.
<p style="text-align: center;">20% Intervention Placement and Data Review Meetings</p> <p>Time: Beginning and end of the school year as well as every 6-8 weeks following 20 to 30 days of instruction in the intervention.</p> <p>Team: Grade level team, principal, Title One Reading Specialist, Special Education teacher and any other specialists as appropriate.</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Focus on groups of students in interventions • Follow district decision rules • Focus on time, design, and delivery of intervention <p>Outcomes: Decisions are made about student intervention needs and recorded. Parents are notified that their child has been placed in an intervention.</p>		<p style="text-align: center;">No Progress</p> <p>Options:</p> <ul style="list-style-type: none"> • Difficulties appear to be related to other factors (e.g., behavior, attendance, other), continue targeted interventions and develop plan to target identified issues, review progress at data review meetings. • Progress is not adequate – consider <u>SPED</u> referral 		<p style="text-align: center;">If SPED Referral</p> <p>Team: IEP Team</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Team meeting notice (IDEA) (can be given at meeting – parent can waive 10 day notice) • Team convenes to review all the data and information • Team determines if additional testing should occur • Consent for SPED evaluation signed
<p style="text-align: center;">Progress</p> <ul style="list-style-type: none"> • Continue in intervention • De-intensify or discontinue intervention 				
<p style="text-align: center;">Exit Program</p>				
	<p style="text-align: center;">No Progress</p> <ul style="list-style-type: none"> • Consider all factors • Consider a substantial change (review options) • No less than two substantial changes must be made before an individualized intervention meeting 			<p style="text-align: center;">SPED Determination</p> <p>After SPED evaluation is complete, team should determine if SPED eligibility is appropriate. Protocols and forms should be completed.</p>



RTI Group Interventions & Planning Form (suggested form, but not required)

[illegible]

Reading

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DDSD Elementary Standard Reading Protocol

CORE PROGRAM		MULTI-TIERED INTERVENTION SUPPORT					
GRADE	CURRICULUM OPTIONS	TIME	CURRICULUM OPTIONS				
	All Students		Strategic (Below Benchmark)	Who Does This Work?	Intensive (Well Below Benchmark)	Who Does This Work?	Time and Group Size
K	*DDSD Adopted Core Curriculum	90 min. daily	*DDSD Adopted Core Curriculum Differentiation Materials	Classroom Teachers	*Reading Mastery	*Title I Teachers *SpEd Teachers *Instructional Assistants	*Reading Mastery <ul style="list-style-type: none">30 minutes daily5 students maximum
1st	*DDSD Adopted Core Curriculum	90 min. daily	*DDSD Adopted Core Curriculum Differentiation Materials	Classroom Teachers	*Reading Mastery	*Title I Teachers *SpEd Teachers *Instructional Assistants	*Reading Mastery <ul style="list-style-type: none">30 minutes daily5 students maximum
2nd	*DDSD Adopted Core Curriculum	90 min. daily	*DDSD Adopted Core Curriculum Differentiation Materials	Classroom Teachers	*Phonics for Reading *Reading Mastery	*Title I Teachers *SpEd Teachers *Instructional Assistants	*Phonics for Reading <ul style="list-style-type: none">30 minutes daily5 students maximum *Reading Mastery <ul style="list-style-type: none">30 minutes daily5 students maximum
3rd	*DDSD Adopted Core Curriculum	90 min. daily	*DDSD Adopted Core Curriculum Differentiation Materials	Classroom Teachers	*Read Naturally *Phonics for Reading *Corrective Reading- Decoding *Reading Mastery		*Read Naturally <ul style="list-style-type: none">30 minutes daily5 students maximum *Phonics for Reading <ul style="list-style-type: none">30 minutes daily5 students maximumBeginning to mid-year *Corrective Reading – Decoding <ul style="list-style-type: none">Mid-3rd grade30 minutes daily5 students maximum *Reading Mastery <ul style="list-style-type: none">30 minutes daily5 students maximum

4th and 5th	*DDSD Adopted Core Curriculum	90 min. daily	*DDSD Adopted Core Curriculum Differentiation Materials	Classroom Teachers	*REWARDS *Read Naturally *Phonics for Reading *Corrective Reading –Decoding *Corrective Reading –Comprehension *Reading Mastery	*Title I Teachers *SpEd Teachers *Instructional Assistants	*Phonics for Reading <ul style="list-style-type: none"> • 30 minutes daily • 5 students maximum *REWARDS <ul style="list-style-type: none"> • 30 minutes daily • 5 students maximum *Read Naturally <ul style="list-style-type: none"> • 30 minutes daily • 5 students maximum *Corrective Reading – Decoding <ul style="list-style-type: none"> • 30 minutes daily • 5 students maximum *Corrective Reading – Comprehension <ul style="list-style-type: none"> • 30 minutes daily • 5 students maximum *Reading Mastery <ul style="list-style-type: none"> • 30 minutes daily • 5 students maximum
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Intervention Glossary

Corrective Reading: A direct instruction program designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grades 3–12 who are reading below their grade level. The program includes four sequential levels that address students' decoding skills and six sequential levels that address students' comprehension skills. The program can be implemented in small groups of four to five students or in a whole-class format and is intended to be taught in 45-minute lessons four to five times a week.

Language for ... Series: These programs are direct instruction programs targeting vocabulary. Students practice vocabulary and using a variety of word and sentence forms. The program teaches retelling, making inferences, determining meaning of sentences and starts prerequisite skills for comprehension. Students learn common vocabulary used by teachers and in textbooks. In addition, it provides students background information to assist with their reading needs.

Reading Mastery: A direct instruction program designed to provide explicit, systematic instruction. The program begins by teaching phonemic awareness and sound-letter correspondence and moves into word and passage reading, vocabulary development, comprehension, and building oral reading fluency. Later lessons continue to emphasize accurate and fluent decoding while teaching students the skills necessary to read and comprehend and to learn from expository text. Lessons are designed to be fast-paced and interactive. Students are grouped by similar reading level, based on program placement tests.

Read Naturally: A fluency program designed to develop in readers the skills necessary for fluent and effortless reading: speed, accuracy and proper expression. 3 strategies incorporated are reading along with a fluent model, individual repeated readings of the same passage, and monitoring of progress. This program may be used to provide extra practice.

Phonics for Reading: A supplementary phonics program designed to teach phonemic decoding to students who have not yet mastered those skills. The program was originally conceived for students in grades 3-6 but may also be used for students in grades 1 and 2, for lower performing students in upper grades, and for adults learning to read English. Daily lessons require 40-50 minutes to complete, or the teacher may choose to complete a lesson in two sessions. The program is appropriate for flexible use in general and special education classrooms, for tutoring, and for summer-school sessions.

Rewards: The focus of this program is on teaching a decoding strategy for multisyllabic words and increasing fluency. There are 4 versions of this program.

DDSD Reading Essential Agreements

Essential Agreements are a cohesive and comprehensive list of key components for core reading instruction that will be implemented for all students across all grade levels. It provides clarity for all stakeholders in implementation of core reading to support all students' high achievement.

Core Reading - 90 minutes of core instruction daily, consisting of grade-level whole group instruction, differentiated small group instruction in support of accessing grade-level standards, and aligned independent practice. Whole Group - Occurs daily for no more than 50-55 minutes following DDSD/HMH Instructional Minutes Guidance . Small Group - All students receive small group instruction aligned to whole group instruction and/or address a specific area of need based on data. This can occur outside of the 90-minute block and does not need to occur daily for all students. Independent Work - Aligned independent practice on previously taught content.			Interventions - Takes place outside of the 90-minute block. Follow RTIi protocols.		
Components of Reading	Kindergarten, 1st, and 2nd Grade		3rd, 4th, and 5th Grade		
Foundational Skills: -Phonemic Awareness -Phonics -Word Recognition -Handwriting	<ul style="list-style-type: none">• Sound spelling cards are taught and visually posted as the priority resource for student reference• 30 minute ECRI lessons taught daily, addressing each lesson’s designated routines• Phonological Awareness component of HMH Foundational Skills taught as indicated by DDSD Curriculum Maps• Handwriting (K-1) explicitly taught as indicated by HMH Scope & Sequence• High-frequency words are visually posted and taught for the week		<ul style="list-style-type: none">• Sound spelling cards are visually posted for student reference• Foundational skills lessons (including Spelling) are taught for the week as indicated by the DDSD HMH Curriculum Maps		
Foundational Skills: Fluency	All students have repeated reading opportunities for ongoing fluency practice using resources such as ECRI, decodable readers, leveled readers, self-selected text (at student readability level) <ul style="list-style-type: none">• Teacher explicitly model and focus on rate, expression, attention to punctuation, accuracy, and self-correction to support comprehension• Quantity of practice determined by student need		All students have opportunities to read aloud and silently within a variety of texts <ul style="list-style-type: none">• Instruct and provide feedback on rate, expression, attention to punctuation, accuracy, and self-correction to support comprehension• Quantity of practice determined by student need		
Vocabulary	<ul style="list-style-type: none">• Teach identified HMH vocabulary words (academic/critical and generative)• Use of an explicit vocabulary routine by teacher that, at a minimum:<ul style="list-style-type: none">■ Names the word■ Gives a kid-friendly definition■ Uses the word in a sentence• Weekly vocabulary cards are posted• Provide multiple exposures to vocabulary throughout the week• Students generate and answer questions with vocabulary words		<ul style="list-style-type: none">• Teach identified HMH vocabulary words (academic/critical and generative)• Use of an explicit vocabulary routine by teacher that, at a minimum:<ul style="list-style-type: none">■ Names the word■ Gives a kid-friendly definition■ Uses the word in a sentence• Weekly vocabulary cards are posted• Provide multiple exposures to vocabulary throughout the week• Students generate and answer questions with vocabulary words		
Comprehension	<ul style="list-style-type: none">• Identified HMH Comprehension lessons are taught in whole group, supported and differentiated in small group in conjunction with other necessary foundational skills, as well as practiced independently• Text-driven strategies are utilized for the comprehension of grade-level complex texts (read or listened to)• Activate/explicitly build relevant and accurate background knowledge. Recognize students’ funds of knowledge to connect to complex texts.• The Essential Question is clearly stated and integrated throughout the module, helping students to build cohesive knowledge on the module topic• Students have multiple opportunities to respond to complex texts through writing and speaking		<ul style="list-style-type: none">• Identified HMH Comprehension lessons are taught in whole group, supported and differentiated in small group in conjunction with other necessary foundational skills, as well as practiced independently• Text-driven strategies are utilized for the comprehension of grade-level complex texts (read or listened to)• Activate/explicitly build relevant and accurate background knowledge. Recognize students’ funds of knowledge to connect to complex texts.• The Essential Question is clearly stated and integrated throughout the module, helping students to build cohesive knowledge on the module topic• Students have multiple opportunities to respond to complex texts through writing and speaking		

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DDSD ELL Reading Protocol

GRADE	CORE PROGRAM		ELD INTERVENTIONS		
	CURRICULUM OPTIONS	TIME	ELD LEVEL	TIME AND GROUP SIZE	CURRICULUM OPTIONS
K	*DDSD Adopted Core Curriculum	30 min. daily ELD Block	Levels 1-3	*CORE ELD + 30 minutes daily *5 Students	*Language for Learning (to lesson 40 before beginning reading intervention)
Grades 1-5	*DDSD Adopted Core Curriculum	30 min. daily ELD Block	Level 1-4	*CORE ELD+ 30 minutes daily *5 Students	*Language for Learning (to lesson 40 before beginning reading intervention) *Language for Thinking in addition to Reading intervention *Language for Writing in addition to reading intervention

*All students, including students with disabilities and English language learners are monitored through the RTIi process. Core and intervention decisions are made according to these protocols.

Planning for English Language Learners

1st – 5th Grade

Looking at bottom 20% in Reading:

- Bottom 20% & ELL **consider** 6-week language Intervention **first**
- If students ELPA level (Strand score) has not increased over multiple years
 - For 2nd – 5th, place in language intervention first
 - For 1st, if no progress, need more info (screeners)
 - Language Developmental History
 - Adept, WM, IPT, Gap Finder

If reading is strong in native language, leave in Core ELD and Core Reading block.

Kindergarten

- Bottom 20%, if ELL, follow standard reading protocol at beginning of school year
 - Progress monitor ALL kindergartners in Some and High Risk beginning of November
- Place ELL students in Language for Learning if November screening indicates there is still a need
 - After 6 weeks, follow decision rules below for intervention changes

Decision Rules following 6-week Language Intervention:

- If students language has increased (determined by in-program progress monitoring), but reading has not;
 - Place student in Reading intervention and consider continuing Language intervention if possible
- If language and reading improve;
 - Decide whether to continue language intervention – **No** reading intervention
- If language does not improve and reading improves;
 - Continue or intensify the ELD intervention – **No** reading intervention
- If language and reading do not improve;
 - **Add** reading intervention & continue with ELD intervention if resources allow

RTI Reading Decision Rules

Place students in the 20% group and begin weekly progress monitoring when:

Academic skills fall below benchmark and place them in the lowest 20% compared to their peers on one or more of the following measures: DIBELS, Reading curriculum based assessments, SBAC.

- Progress monitoring data should be entered into the DIBELS database.
- For students whose reading skills are two years or more below grade level, the RTI team may choose to monitor progress at the student's instructional level **as well as** occasionally at their grade level.
 - Only grade level data should be used in making high-stakes decisions (such as referral to special education)
 - For students already in special education, the team may determine that it is appropriate to monitor less frequently in grade level material (i.e., 3 times per year).
 - For monitoring progress at a student's instructional level, the team will select the measure that best matches the instructional content and goals, allows the student to demonstrate success with skill acquisition, and at the same time provides room for growth over time.

Change interventions when:

Progress monitoring indicates 3 consecutive data points below the aimline, or if data are highly variable (points are above and below the aimline) maintain the current intervention until 6 data points have been collected, analyze aimline and trendline. Change intervention if the slope is flat or decreasing and the scores are below the aimline.

- Each time the intervention is changed the aimline is redrawn. The aimline is created using the median of the three data points prior to the intervention change as the starting point for the new aimline.
- For English Language Learners (ELLs) who are in a reading or language intervention, check the progress of the ***cohort*** group after each 6-8 week period to determine whether an individual student's progress is significantly different from the group.

Consider Exiting students from interventions when:

The student has three progress monitoring data points at or above the next DIBELS benchmark score **and** core reading assessments and intervention assessments indicate grade-level proficiency.

Guidelines for Matching Interventions to Instructional Need

Fast & Accurate

Question: Are comprehension and vocabulary skills on grade level?

- Yes: continue with strong core instruction
- No: build vocabulary, comprehension, and/or fluency within the core, possibly add language intervention for ELL

Fast & Inaccurate

(less than 95% accurate)

Question: Are the errors due to decoding or comprehension deficits?

- Yes: build decoding and/or comprehension skills within the core
- No: consider fluency intervention and/or fluency work within core instruction, possibly add language intervention for ELL

Slow & Accurate

Question: Are comprehension and vocabulary skills on grade level?

- Yes: build fluency
- No: build fluency, vocabulary, and comprehension, add language intervention for ELL

Slow & Inaccurate

Question: Does the student have sufficient vocabulary and listening comprehension skills?

- Yes: build decoding and practice with connected text
- No: use comprehensive intervention program that addresses the Big 5, add language intervention for ELL

*Fluency and vocabulary may be taught as stand-alone interventions (e.g. Read Naturally) or as research-based routines embedded in the core program **and** intervention programs. All interventions must be taught *daily* and monitored. If a student is receiving more than one intervention program, sufficient time must be allotted for both.

Adjustments to Intervention: Considerations in Response to Data Analysis

"What do students need to be successful?"

Adjustments can occur during classroom instruction and/or tiered interventions

List "C" for classroom teacher or "I" for interventionist for who will be responsible for making the designated changes.

Options for Instruction

- ☐ Change pace of instruction if appropriate
- ☐ Increase opportunities to respond with corrective feedback
- ☐ Employ standard cueing/correction procedures
- ☐ Build/Activate prior knowledge
- ☐ Additional targeted practice
- ☐ Pre-teach/re-teach components of program
 - Hello/goodbye list
- ☐ Use extensions of the program
- ☐ Supplement with appropriate materials
- ☐ Provide instruction in small units throughout the day
- ☐ Vary schedule of easy/hard tasks/skills
- ☐ Add another instructional period (double dose)
- ☐ Add additional amount of time (5-15 min.)
- ☐ Increase teacher-led instruction
- ☐ Other _____

Options for Environment

- ☐ Change instructor / interventionist
- ☐ Change seating within group
- ☐ Change physical environment
- ☐ Reduce group size
- ☐ Other _____

Options for Curriculum/Program

- ☐ Check fidelity of implementation of program

Depending on results you may:

 - Provide additional training
 - Add a coaching component
 - Clarify instructional delivery
 - Model lesson delivery to support fidelity with a gradual release of responsibility framework
- ☐ Change or add curriculum according to reading protocol
- ☐ Other _____

Options for the Learner

- ☐ Motivation
 - Add incentives
 - Change incentives
 - Increase success level
 - Increase communication between interventionist, classroom teacher and parent
- ☐ Increase Active Engagement (Number of responses per session)
- ☐ Increase types of cueing approaches/responses (kinesthetic)
 - Visual
 - Auditory
 - Tactile
- ☐ Other _____

RTI Student Intervention Profile – READING

(This data is required; form is suggested, may use other formats)

Student Name: _____ Date: _____ ID Number: _____

Initial Data Information: **Initial Grade Level:** _____

Attach DIBELS Individual Student Profile and Progress Monitoring Report.

Most Recent SBAC Scores & %iles: (grade taken ____): ELA ____ M ____ Sci. ____

ELL Language Level: _____

Attendance Issues: _____ YTD Absences ____ YTD Tardies ____

Behavioral Issues: _____

(If behavioral concerns, attach data on behavior)

Number and times of Health Room Visits in past month: _____

Teacher/School

K _____
1 _____
2 _____
3 _____
4 _____
5 _____

Intervention #1

Start Date: _____ **Current Grade Level:** _____

Targeted Skill: Phonological awareness ____ Phonics ____ Fluency ____ Compr. ____ Vocabulary ____

Curriculum (From Reading Protocol): _____

Group Size: 1-3: ____ 4-6: ____ 7 or more: ____

Frequency: **DAILY**

Duration: ____ 15 min.: ____ 30 min.: ____ 45 min.: ____ Other: _____

End Date: _____ **Attach Progress Monitoring Data**

Number of intervention sessions attended during intervention period #1 ____ **Total sessions possible** ____

Notes:

Intervention #2

Start Date: _____ **Current Grade Level:** _____

Targeted Skill: Phonological awareness ____ Phonics ____ Fluency ____ Compr. ____ Vocabulary ____

Curriculum (From Reading Protocol): _____

Group Size: 1-3: ____ 4-6: ____ 7 or more: ____

Frequency: **DAILY**

Duration: ____ 15 min.: ____ 30 min.: ____ 45 min.: ____ Other: _____

End Date: _____ **Attach Progress Monitoring Data**

Number of intervention sessions attended during intervention period #1 ____ **Total sessions possible** ____

Notes:

Intervention #3

Start Date: _____ **Current Grade Level:** _____

Targeted Skill: Phonological awareness ____ Phonics ____ Fluency ____ Compr. ____ Vocabulary ____

Curriculum (From Reading Protocol): _____

Group Size: 1-3: ____ 4-6: ____ 7 or more: ____

Frequency: **DAILY**

Duration: ____ 15 min.: ____ 30 min.: ____ 45 min.: ____ Other: _____

End Date: _____ **Attach Progress Monitoring Data**

Number of intervention sessions attended during intervention period #1 ____ **Total sessions possible** ____

Notes:

Individualizing and Intensifying Interventions

(Documents to be used prior to selecting the individualized intervention)

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RTIi Instructional Program Review Notice	27
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RTIi Instructional Program Review Notice

Dear _____:
(Parent / Guardian)

Your child, _____ has been receiving additional support in _____ through the RTIi process. The purpose of RTIi is to prevent academic problems by supporting group and individual programs for all students.

The Individual Problem Solving team is planning on meeting to discuss your child's needs and to revise his or her RTIi program on: _____.
(Date)

Because your input is an important part of this process, a representative from the team will be contacting you soon to learn more about your child's developmental and school history. If you need more specific information, please contact _____ at _____.
(Team Coordinator) (Phone Number)

If you have questions regarding the RTIi, please contact your school principal.

IMPORTANT NOTICE REGARDING SPECIAL EDUCATION: Sometimes students experience substantial ongoing difficulties in school as the result of disabilities. If the school team or your child's teacher(s) have this concern, they will contact you to discuss it. If you are concerned that your child may have a disability and is in need of special education services, please contact the school principal.

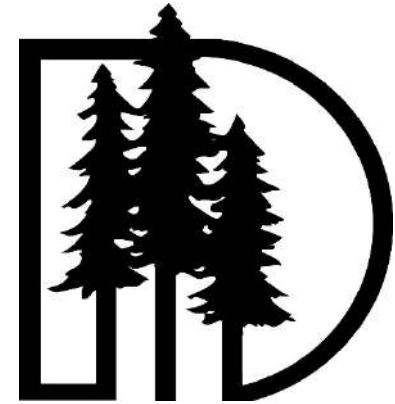
Response to Instruction and Intervention (RTIi)

The approach described in this brochure is called Response to Instruction and Intervention (RTIi). This is a way of organizing instruction that has two purposes:

- 1.To identify children needing help in reading, math, and writing, and prevent the development of serious learning problems; and
- 2.To identify children who, even when they get extra help, make very limited progress. Research has shown that these children sometimes have learning disabilities.

You may also request an evaluation at any time if you think your child may have a disability. No evaluation would take place without a conference with you, and your written consent.

If you have any questions about this information, please contact the school's Counselor or Principal.



Your child's instructional program in the David Douglas School District

David Douglas School District is committed to ensuring each child makes significant academic progress. To do this, we continuously review information that tells us how each child is progressing. Teacher teams in your school use this process, called "Response to Instruction and Intervention." Look inside to see how this process can help your child.

Parent RTII Brochure

How we determine who needs additional instruction

In David Douglas School District, we review all elementary and middle school students' progress three times a year. For all students we review assessment, attendance, grade, and behavior data throughout the year. We track students' achievement in reading especially carefully, and we also look at math and writing performance.

In some cases, all students are given a short assessment. Other times, a team of professionals simply reviews existing academic, behavior, and attendance information. The teams use the data to decide which students are doing well in the standard classroom instruction, which students may need supplemental instruction, and which students may need individualized instruction.

When students receive supplemental small group or individualized instruction, we check their progress frequently. We use "decision rules" to look at the student's progress and decide if the

child needs to have a different kind of supplemental instruction. The key idea is to make changes when instruction is not working for a child.

Parent participation

Parents are essential to children's success in school. When a child needs supplemental instruction, we will describe that instruction to you. We will also ask you to tell us about anything you think might affect your child's learning. For example, it is important for us to know if a child has missed a lot of school, experienced a trauma, or is having problems with friends at school. These types of problems may affect a student's progress, and if we know about them, we can design an intervention more effectively.

Parents frequently partner with the school to provide extra practice to develop skills. If you do want to provide extra support at home, you can work with the school to make yourself part of your child's program.



When children continue to have difficulty

The school will tell you whether your child begins to make sufficient progress, or if your child has continued difficulty. If you and the school have tried several interventions, and progress is still limited, you may be asked to give your consent for an evaluation. The purpose of such an evaluation is to determine what your child's educational needs are, and to consider whether he or she might have a learning disability.

Developmental History

(To be completed through an interview with the Counselor, School Psychologist, or Special Educator)

Student's Name: _____ DOB: _____ Age: _____ Grade: _____
Person Interviewed: _____ Relationship to Student: _____
Interview Completed by: _____ Position: _____ Date: _____
Interpreter Needed: _____ Name of Interpreter: _____

Early Development, Health and Wellness

Was the child born full-term? ☐ Yes ☐ No (If not, how many weeks was the pregnancy?) _____
Was the child adopted? ☐ Yes ☐ No (If yes, how old was the child when adopted/does child know?) _____
Did the mother experience any of the following during this pregnancy? ☐ Measles ☐ Gestational diabetes
☐ Serious illness or injury (Specify): _____ ☐ Toxemia ☐ RH Incompatibility
☐ Tobacco ☐ Alcohol or other drug use ☐ Other: _____

Did your child experience any of the following difficulties during delivery?
☐ Emergency cesarean Section delivery ☐ Low birth weight ☐ Delivered with cord around neck
☐ Cardiopulmonary distress ☐ Cyanosis (turned blue) ☐ Needed oxygen
☐ Seizures ☐ Birth Defect: (Specify): _____
☐ Injury (specify): _____ ☐ Other: _____

How was your child's temperament (e.g., happy, cuddly, fussy, colicky) as a baby? _____

Please circle when your child reached developmental milestones*

Sitting:	Early (3-6 mos.)	Average (7-12 mos.)	Late (over 1 yr.)	Don't know
Walking:	Early (7-12 mos.)	Average (12-18 mos.)	Late (over 18 mos.)	Don't know
Speaking 2-3 word sentences:	Early (9-17 mos.)	Average (18-24 mos.)	Late (over 2 yrs.)	Don't know
Toileting	Early (1-2 yrs.)	Average (2-3 yrs.)	Late (over 3 yrs.)	Don't know

*Age-range information from Centers for Disease Control and Prevention [CDC]

Does the family have a history of any of the following?

☐ Alcohol or other drug abuse ☐ Anxiety disorder ☐ Depression ☐ Bipolar disorder
☐ Autism ☐ Learning/Reading problems ☐ Behavioral difficulties ☐ Other: _____
☐ Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder (ADHD/ADD)

The child's overall health is: ☐ Good ☐ Fair ☐ Poor

How many hours of sleep does your child get a night? _____

Does your child currently have any problems sleeping? ☐ Yes ☐ No (If yes, please specify below)

☐ Difficulty falling asleep ☐ Wakes too early ☐ Nightmares ☐ Loud Snoring
☐ Awakens during night ☐ Restless sleeper ☐ Sleep apnea ☐ Bed wetting

Does your child have a pediatrician/primary care provider? ☐ Yes ☐ No

When was your child's last checkup? _____ Any significant findings? ☐ Yes (please explain) ☐ No

Medication	Dosage	Reason
_____	_____	_____
_____	_____	_____
_____	_____	_____

At any time has your child had the following? (Mark 'C' if current problem, 'P' if previous but not ongoing)

- | | | |
|---|---|---|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Allergies (specify): _____ | |
| <input type="checkbox"/> Epilepsy or seizure disorder | <input type="checkbox"/> Febrile Seizure (due to fever) | <input type="checkbox"/> Chronic ear infections/tubes in ears |
| <input type="checkbox"/> Head injury with loss of consciousness | <input type="checkbox"/> Lead poisoning | <input type="checkbox"/> High fevers (over 103°F) |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Measles | <input type="checkbox"/> Meningitis |
| <input type="checkbox"/> Verbal or motor ticks | <input type="checkbox"/> Loss of Consciousness | <input type="checkbox"/> Head injury/concussion |
| <input type="checkbox"/> Gastro-intestinal problems | <input type="checkbox"/> Heart condition | |
| <input type="checkbox"/> Other medical diagnoses: _____ | | |

☐ Vision problems (Describe): _____
 Have glasses or contact been prescribed? ☐ Yes ☐ No Does your child wear them? ☐ Yes ☐ No

☐ Hearing problems (Describe): _____
 Does your child wear a hearing aid? ☐ Yes ☐ No

☐ Mental Health problems (Describe): _____

Has your child been hospitalized for: medical treatment? ☐ Yes ☐ No psychiatric treatment? ☐ Yes ☐ No
 If yes, please explain: _____

Has your child received counseling or had a psychological evaluation outside of school? ☐ Yes ☐ No

Educational History

Before beginning kindergarten, did your child attend: ☐ Preschool ☐ Day Care ☐ Head Start
☐ Early Childhood Special Education/Early Intervention

Has your child received: ☐ Speech Therapy ☐ Occupational Therapy (OT) ☐ Physical Therapy (PT)
☐ Developmental Intervention (DI) ☐ Other: _____

Please check which describes your child's feeling about school:

☐ Likes School ☐ Eager ☐ Fearful/Anxious ☐ Dislikes School

What are your child's strengths? _____

Please indicate if your child has or had:

- ☐ Emotional Difficulties ☐ Academic Difficulties (circle): Reading Math Written Language
☐ Prior Special Education evaluation

Explain difficulties experienced and/or parental concerns: _____

Has your child repeated a grade? ☐ Yes (Grade _____) ☐ No

Home/Family Information

In what language did your child first learn to speak? _____

What language does your child most often speak with:

Friends? _____ Siblings? _____ Parents? _____

Has your child's speech and/or language development been significantly different than siblings? ☐ Yes ☐ No

(I.e. simpler vocabulary, later to begin speaking, difficulty following directs, etc.) If yes, explain:

Do people outside the family understand the child? ☐ Yes ☐ No

If no, explain: _____

Social History

Please indicate if your child is able to:

- ☐ Give eye contact ☐ Pretend Play ☐ Discuss a variety of interest ☐ Initiate conversation ☐ Initiate play
☐ Adjust to changes in routine

Has your child experienced any of the following stressful events (Check if applicable)

- ☐ Parent divorced/separated ☐ Changed schools ☐ Parents changed/lost job ☐ Custody change
☐ Family moved ☐ Family financial problems ☐ Family accident/illness ☐ Homelessness
☐ Death in family ☐ Addition of family member _____ ☐ other (describe): _____

Is there a history or suspicion of: ☐ Physical Abuse ☐ Sexual Abuse
☐ Emotional Abuse ☐ Neglect

Is there a history or suspicion of drug/alcohol/substance abuse by the student? ☐ Yes ☐ No (If yes, please explain)

Has your child ever made comments about wanting to harm him/herself or others? ☐ Yes ☐ No (If yes, please explain)

Has your child been in trouble with the police or involved in the court system? ☐ Yes ☐ No (If yes, please explain)

Please check the following that describe your child:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Caring | <input type="checkbox"/> Imaginative | <input type="checkbox"/> Confident | <input type="checkbox"/> Responsible |
| <input type="checkbox"/> Rude/Back-talks | <input type="checkbox"/> Creative | <input type="checkbox"/> Excessive energy | <input type="checkbox"/> Athletic |
| <input type="checkbox"/> Angry/Hot-tempered | <input type="checkbox"/> Clowns around | <input type="checkbox"/> Daydreams | <input type="checkbox"/> Independent |
| <input type="checkbox"/> Acts immature for age | <input type="checkbox"/> Lazy | <input type="checkbox"/> Frequently cries | <input type="checkbox"/> Friendly |
| <input type="checkbox"/> Often argues | <input type="checkbox"/> Kind | <input type="checkbox"/> Oversensitive | <input type="checkbox"/> Poor Peer relationships |
| <input type="checkbox"/> Physically aggressive | <input type="checkbox"/> Poor manners | <input type="checkbox"/> Generally happy | <input type="checkbox"/> Good peer relationships |
| <input type="checkbox"/> Lies | <input type="checkbox"/> Nervous nature | <input type="checkbox"/> Generally unhappy | <input type="checkbox"/> Low energy |
| <input type="checkbox"/> Steals | <input type="checkbox"/> Shy | <input type="checkbox"/> Lacks self-confidence | <input type="checkbox"/> Feelings of worthlessness |
| <input type="checkbox"/> Destructive | <input type="checkbox"/> Funny | <input type="checkbox"/> Perfectionistic | <input type="checkbox"/> Talented |
| <input type="checkbox"/> Moody | <input type="checkbox"/> Poor choice of friends | <input type="checkbox"/> Helpful | <input type="checkbox"/> Competitive |
| <input type="checkbox"/> Self-destructive | <input type="checkbox"/> Lonely/Withdrawn | <input type="checkbox"/> Excessive interest in sexual matters | |

INDIVIDUAL PROBLEM SOLVING FORM

Student Name:		District:	
Grade:		School:	
Date:		Teacher:	

Problem Solving Team Members:	
-------------------------------	--

RTI brochure provided (date):	
-------------------------------	--

Parent contacted by:	Date of contact:
----------------------	------------------

STEP 1: Initial Problem Identification (What is the problem?)

Student present level of performance: (grade level)	____ grade DORF= _____ CWPM (median) ____ accuracy (median) , Daze= _____
Expected student level of performance: (grade level) Use closest benchmark goals	
Magnitude of discrepancy (discrepancy ratio = expected performance divided by current performance)	
Level and Skill being Progress Monitored (if out of grade level ~ record or attach data report)	
Problem definition: (narrative about difference between where the student is and where they are expected to be)	
<i>Replacement behavior (behavior only)</i>	

Student Profile (file review)

Attention, motivation or behavioral difficulty?	
Minor and/or Referral Data	
Attendance Rate (all previous years)	
Number of Schools Attended	
Retention?	
Title X? (yes/no)	
ELPA data for all previous years (if applicable)	
Currently SPED?	
Developmental History	

Observation scheduled: Yes/No

STEP 2: Problem Analysis (Why is it happening?) ~ Documentation of Current Supports

Domain	Relevant Known Information
INSTRUCTION: (e.g. pacing, corrective feedback, explicitness, opportunities to practice, engagement, etc.)	Core instruction: (whole group and small group)
	Intervention:
CURRICULUM: (e.g. skills taught, instructional materials, scope and sequence, expected outcomes, previous interventions, etc.)	Core instruction: (whole group and small group)
	Intervention:
ENVIRONMENT: (e.g. room setup, peer influence, expectations and rules, behavior management system, etc.)	Core instruction: (whole group and small group)
	Intervention:
LEARNER: (e.g. academic skills, behavioral concerns, etc.)	Core Strengths & Challenges: (at least 2 strengths)
	Intervention Strengths & Challenges: (at least 2 strengths)

CORE Assessment Data

Assessment Description (include any accommodations provided)	Date Administered	Individual Score	Average Class Score

Intervention In-Program Data *(if applicable)*

Assessment	Date Administered	Individual Score	Average Group Score

Does the team have enough information to complete the problem analysis and develop an intervention? If no, reschedule meeting.	_____ Yes _____ No & Reschedule date _____
If NO, what else is needed and who will be responsible for collecting it?	

STEP 3: Plan Development (What are we going to do?)

Target Skill (instructional focus area):	
Goal ~ The intervention will be successful if... (written in <i>SMART format</i>)	

An intervention is in addition to/supplemental to core instruction, focuses on a skill deficit (foundational skill), taught systematically, explicitly (I do, we do, you do) with research-based strategies including timely feedback, lasts for a minimum of 20 instructional days/lessons and tracked with formative, summative and progress monitoring data.

What will be done? (actions taken, target skills taught, curriculum/materials used)	Why? (Describe the reason for determining this action)	How will it be done? (instructional strategies, etc.)	Who is responsible?	Where will it occur?	How often? (days per week & minutes per day?)	Group size?
Progress Monitoring Plan	What materials will be used?		Who is responsible?	How often?	Decision Rule?	
Fidelity Plan	What data will be collected?		Who is responsible?	How often will it be collected?	Minimum standard for fidelity?	

Follow Up Date:	
-----------------	--

STEP 4: Plan Implementation & Evaluation (Did it work?) CHECK IN *Attach graphed data

Follow Up Date:	
------------------------	--

Are 20 Lessons of intervention completed? Yes No

If Yes continue. If No - continue intervention until 20 lessons are taught.

ATTENDANCE

# of Intervention Days Total	
# of Intervention Days Attended	
% of Intervention Sessions Attended	
# of Intervention Lessons Completed	

INTERVENTION FIDELITY

Intervention Fidelity Data	Is the minimum standard met? Yes No
Instructor Attendance rate:	

RATE OF PROGRESS

Student Rate of Progress:		Peer/Expected Rate of Progress:	
Outcome (compared to expectation/peers)	____ LESS progress	____ MORE progress	____ Same progress

CURRENT LEVEL of PERFORMANCE

Current Level of Performance:		Expected Level of Performance:	
Magnitude of Discrepancy: (expected score / current score = Ratio Discrepancy)			
Outcome:	____ LESS discrepant than expectation/peers	____ MORE discrepant	____ Same discrepancy

DISCREPANCY ANALYSIS**Yes / No**

If LESS discrepant / good progress...	Continue current intervention?	
	Fade intervention support?	
If MORE discrepant / poor progress...	Was the intervention implemented as planned?	
	Do we need to intensify supports?	
	Refer for Special Education evaluation?	
If discrepancy is the SAME / AVERAGE PROGRESS...	Was the intervention implemented as planned?	
	Do we need to intensify supports?	

	Refer for Special Education evaluation?	
Comments/Actions/Next Steps:		

Agendas and Supporting Documents

Agendas and Supporting Documents	38
100% Data Meeting Agendas: Fall, Winter, Spring	39
DDSD 20% RTIi Data Meeting Agenda	57
Core Reading Walkthrough Rubric	58
Direct Instruction Walkthrough Rubric	62

100% Data Meeting Agenda

School: _____ Grade level: _____
 Benchmarking period (circle one): Fall Winter Spring

Norms: Stay engaged – Focus on what **we** can do – Listen to learn

Purpose: To determine effectiveness of the **core program** and make necessary adjustments to **core instruction**.

Step 1: Problem Identification (What is the problem?)

Based on screening data, is our core program sufficient for most students at our grade level (80% or more above benchmarks)?

- Review and analyze **current** benchmark screening data. Record percentages below:
- Review and analyze **previous** benchmark screening data. Record percentages below:
- Using current and previous benchmarking data, set a **goal** for next benchmarking period. Record below:

	Previous Benchmarking	Current Benchmarking	*Goal for next Benchmarking:
% Low risk			
% Some Risk			
% High Risk			

*Can also review movement of students between risk-status levels to help set goals (**Summary of Effectiveness**)

- Review other available grade-wide data (e.g. SBAC, in-curriculum assessments, etc).
 - Determine percentage of students meeting minimum proficiency standards as set by the district

Step 2: Problem Analysis (Why is it happening?)

- Fill in the table below with the % of students AT or ABOVE the Current Benchmark Standard for each skill. Using this data and working from left to right, select which big idea of reading is currently the first **common instructional need** for most students (*circle the earliest Foundational Skill where less than 80% of students are at Benchmark*):

Skill	Phonological Awareness		PHONICS			Oral Reading Fluency	Reading Comprehension	
DIBELS Measure	FSF	PSF	NWF CLS	NWF WWR	DORF Accuracy	DORF WC	DORF Retell	Daze
% Above Benchmark								

Step 3: Plan Identification (What is the plan to improve the health of the core?)

A. CURRICULUM

- Which **priority skill(s)** within the identified big idea will be the target for instruction? (Choose from below):

- What component(s) of the core can be used for this? _____
- When would this occur (time of day, number of days in a week, whole group/small group):

CCSS Common Instructional Needs

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Print	Left to right Letter Names Word Spacing	Features of a sentence				
Phonemic Awareness	Sound/Word comparison Rhyming Blend & Segment: Sentences Syllables Onset-rime					
	Blend & Segment: Individual Phonemes					
	Phoneme deletion & manipulation					
Phonics	Letter sounds					
	Long/Short vowels					
	High Frequency Words/Sight Words					
		VC & CVC words Consonant Blends Consonant Digraphs Silent e Advanced consonants Vowel in each syllable Inflectional endings Irregularly spelled words				
			Vowel teams			
					Morphology Accurately unfamiliar Multisyllabic words in context/out of context	
		Multisyllabic words Prefixes & Suffixes				
Fluency		Accuracy: @90%	>95%	96-97%	97-98%	97-98%
	CWPM (rate)	30-50	40-100	70-100	100-140	100-140
		Attends to punctuation Self corrects when reading				
		Phrasing, Expression, Smoothness (Prosody)				
Vocabulary	Concept Naming & Use					
	Learns new words through direct instruction (Receptive Vocabulary)					
	Uses new words in speaking and writing (Expressive Vocabulary)					
		Use context clues to understand the meaning of words (Contextual Analysis) Uses word structure to understand meaning of words (Morphemic Analysis)				
					Consult reference materials	
Comprehension	Answering Text Based Questions Makes predictions Retelling & Summarizing Making Connections					
		Main Idea and Details Point of view Making Inferences Monitoring Comprehension				
			Analyze structure of text			

Step 3: Plan Identification (What is the plan?)

B. INSTRUCTION

1. What **common instructional strategy** will be used by **ALL** grade level teachers and will have the greatest impact in improving the priority skill? (agree to 1 from below):
2. When this is working what will it look like? How long, how often? (looks like/sounds like chart)

Common Instructional Strategies

- ☐ **Instructor models instructional tasks when appropriate**
 - Demonstrates the task (e.g. uses think alouds)
 - Proceeds in step-by-step fashion
 - Limits language to demonstration of skill
 - Makes eye contact with students, speaks clearly while modeling skill
- ☐ **Instructor provides explicit instruction**
 - Set the purpose for the instruction
 - Identifies the important details of the concept being taught
 - Provides instructions that have only one interpretation
 - Makes connection to previously-learned material
- ☐ **Instructor engages students in meaningful interactions with language during lesson**
 - Provides and elicits background information
 - Emphasizes distinctive features of new concepts
 - Uses visuals and manipulatives to teach content as necessary
 - Makes relationships among concepts overt
 - Engages students in discourse around new concepts elaborates on student responses
- ☐ **Instructor provides multiple opportunities for student to practice instructional tasks**
 - Provides more than one opportunity to practice each new skill
 - Provides opportunities for practice after each step in instruction
 - Elicits group responses
 - Provides extra practice based on accuracy of student responses
- ☐ **Instructor provides corrective feedback after initial student responses**
 - Provides affirmations for correct responses
 - Promptly corrects errors with provision of correct model
- ☐ **Limits corrective feedback language to the task at hand**
- ☐ **Ensures mastery of all student before moving on**
- ☐ **Instructor encourages student effort**
 - Provides feedback during and after task completion
 - Provides specific feedback about student's accuracy
 - Majority of feedback is positive
 - Celebrates or displays examples of student success
- ☐ **Students are engaged in the lesson during teacher-led instruction**
 - Gains student attention before initiating instruction
 - Paces lesson to maintain attention
 - Maintains close proximity to students
 - Transitions quickly between tasks
 - Intervenes with off-task students to maintain their focus
- ☐ **Students are engaged in the lesson during independent work**
 - Independent work routines and procedures previously taught
 - Models task before allowing students to work independently
 - Checks for student understanding of the task(s)
 - Students use previously-learned strategies or routines when they come to a task they don't understand
 - Independent work is completed with high level of accuracy
- ☐ **Students are successful completing activities at a high criterion level of performance**
 - Elicits a high percentage of accurate response from group
 - Holds same standard of accuracy for high performers and low performers

Step 3: Plan Identification (What is the plan?)

C. ENVIRONMENT

1. What **active engagement or behavior management strategy** will be used by all grade level teachers?

2. When this is working what will it look like? How long, how often?

Active Engagement or Behavior Management Strategy (reference Anita Archer's handout if needed)

Oral Responses (Things Students Say)		
Strategy	Useful when...	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Choral Responses	The answers are short and the same	Provide an auditory and/or visual signal
<input checked="" type="checkbox"/> Partner Responses	The answers are long or short and different	Look-Lean-Whisper; Think and Write-Pair and Write-Share; Think-Write-Share; Assign partner numbers/labels
<input checked="" type="checkbox"/> Team Responses	The answers are long and different	Can combine partnerships to form teams; Assign team member numbers
<input checked="" type="checkbox"/> Individual Responses	The answer comes from a student's own experience	Can have the students share with a partner first <i>Whip around or pass</i> (students have the option to say an answer or pass)
Written Responses (Things Student Write)		
Strategy	Useful when...	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Response Slates (white boards)	The answers are long or short, more divergent or dependent on personal experience	Set clear expectations (e.g. "After writing the answer, set your pen down)
<input checked="" type="checkbox"/> Graphic organizer	Students organize thinking alone, in partners or teams	Use after reading for greatest impact. Good for retelling
<input checked="" type="checkbox"/> Completing a sentence frame	Structure is needed to complete correct sentences	Useful with vocabulary instruction
Action Responses (Things Students Do)		
Strategy	Useful when...	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Touching or Pointing	The students are younger, struggling to follow along and/or students are off task and a quick action brings back attention	"Put your finger on the word", "Touch the picture", etc.
<input checked="" type="checkbox"/> Acting Out/Gestures	Teaching vocabulary	Can use gestures, facial expressions, actions, movements
<input checked="" type="checkbox"/> Hand Signals	Reviewing factual information	Can have students form hand signal on desk, then hold up in unison
<input checked="" type="checkbox"/> Response Cards	The number of potential answers is limited	True or False; Yes or No; A, B, C, or D; vocabulary words; spelling words; phonics; etc.
<input checked="" type="checkbox"/> Manipulative	In small group or at seats	Elkonin boxes, sorting pictures for summarizing/order of events
Behavioral Strategies		
Strategy	Useful when....	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Maintains close proximity to students	Students are showing signs of getting off-task	If you know from prior experience that a particular group is likely to disrupt class-standing or sitting close to them while you lead an activity will quell a fair amount of the unwanted behaviors
<input checked="" type="checkbox"/> 5:1 Positive feedback	Students are seeking positive/negative attention	Increase the number of positive interactions you have with the student by offering at least 5 positive statements to 1 negative statement.
<input checked="" type="checkbox"/> Limit/reduce transition time	Students are becoming off-task during transitions.	Use a signal for transitions and give a set amount of time for students to make transitions.
<input checked="" type="checkbox"/> Reward system in place	Always	Positive praise tickets are given when kids get caught "being good" and the ticket labels the positive behavior.
<input checked="" type="checkbox"/> Classroom matrix taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring in certain locations.	Lessons are explicitly designed to teach students the expectations for all locations and routines. The lessons are taught so that students practice what the expectation looks like and sounds like.
<input checked="" type="checkbox"/> Instructional routines taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring during instructional routines.	Teach students explicitly what the routine looks like/sounds like and have students model and practice appropriate following of the routine.
<input checked="" type="checkbox"/> Response routine taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring during the response routine.	Teach students explicitly what the response routine looks like/ sounds like. Model the routine using: I do, We do, You do.

D. ADULT LEARNING

1. What *professional development, learning, support and/or opportunities* are needed to support your commitments to implement the agreed upon actions:
-
-

Step 4: Plan Implementation & Evaluation (Did it Work?) ~ For Next Meeting

(Completed at next Benchmarking)

	Previous Benchmarking	Previously set GOAL	Actual current benchmarking
% Low Risk			
% Some Risk			
% High Risk			

- a) Does our current benchmarking data meet or exceed our agreed upon goal from the previous benchmarking period (*or make significant progress towards our goal*)?
 - If **YES**, what did we do that worked?
 - If **NO**:
 - 1) Did we implement the strategies we agreed to?
 - A. **Instruction:** _____
 - B. **Curriculum:** _____
 - C. **Environment:** _____
 - (a) Did we implement the core program with fidelity?
- b) Proceed to Step 1 (Problem Identification) for new benchmarking period and analyze data to develop a new plan.

100% Data Meeting Agenda

School: _____ Grade level: _____
 Benchmarking period (circle one): Fall Winter Spring

Norms: Stay engaged – Focus on what **we** can do – Listen and work as a team

Purpose: To determine effectiveness of the core program and make necessary adjustments to core instruction.

Step 1: Benchmark Analysis (Do we have a concern/problem to address?)

Based on screening data, is our current core program sufficient for most students at our grade level (Do we have 80% or more above benchmark standards overall)?

- Review and analyze previous benchmark screening data. Record percentages below:
- Review the previously set goals
- Review and analyze current benchmark screening data. Record percentages below:

OVERALL RISK	Previous Benchmarking	Previously Set Goal	Actual Current Benchmark Data
% <i>Low risk</i>			
% <i>Some Risk</i>			
% <i>High Risk</i>			

Celebrate ~ "GAINERS"	%	#	"STICKERS"	%	#	"SLIDERS"	%	#
Students at SOME Risk in the Fall who are LOW in the Winter			*Celebrate ~ Students at LOW Risk in the Fall who are LOW in the Winter			Students at LOW Risk in the Fall who are SOME in the Winter		
Students at HIGH Risk in the Fall who are SOME in the Winter			Students at SOME Risk in the Fall who are still SOME in the Winter			Students at LOW Risk in the Fall who are HIGH in the Winter		
Students at HIGH Risk in the Fall who are LOW in the Winter			Students at HIGH Risk in the Fall who are still HIGH in the Winter			Students at SOME Risk in the Fall who are HIGH in the Winter		

- One measure of strong core instruction is maintaining 90-95% of students who were identified as LOW Risk in the Fall as LOW Risk in the Spring.
 - * What % of our students who were LOW Risk in the Fall and are still LOW Risk? _____

Step 2: Problem Analysis (Why is it happening?)


- a) Fill in the table below with the % of students AT or ABOVE the current benchmark standard for each skill. Using this data, working from left to right, select the first **common INSTRUCTIONAL NEED** for most students where **less than 80% of students are at Benchmark**:

Skill	Phonological Awareness		PHONICS			Oral Reading Fluency	Reading Comprehension	
DIBELS Measures	FSF	PSF	NWF CLS	NWF WWR	DORF Accuracy	DORF WC	DORF Retell	Daze
FALL % AT OR ABOVE BENCHMARK								
<i>Fall Selected Instructional Need</i>								
WINTER % AT OR ABOVE BENCHMARK								
<i>CHANGE from FALL to WINTER</i>								
<i>Winter Selected Instructional Need</i>								
SPRING % AT OR ABOVE BENCHMARK								
<i>CHANGE from WINTER to SPRING</i>								



Step 3: PLAN IDENTIFICATION (A. Curriculum) FINITE Skills

CCSS COMMON INSTRUCTIONAL NEEDS and PRIORITY SKILLS PROGRESSION TABLE

Progression of Foundational (Finite) Skills 						
	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
PRINT	<ul style="list-style-type: none"> Left to right Letter Names Word Spacing 	<ul style="list-style-type: none"> Features of a sentence 				
PHONEMIC AWARENESS	<ul style="list-style-type: none"> Sound/Word comparison Rhyming Blend & Segment: Sentences Syllables Onset-rime 					
	<ul style="list-style-type: none"> Blend & Segment: Individual Phonemes 					
	<ul style="list-style-type: none"> Phoneme deletion & manipulation 					
PHONICS	<ul style="list-style-type: none"> Letter sounds Long/Short vowels 					
	<ul style="list-style-type: none"> High Frequency Words/Sight Words 					
		<ul style="list-style-type: none"> VC & CVC words Consonant Blends Consonant Digraphs Silent e Advanced consonants Vowel in each syllable Inflectional endings Irregularly spelled words 				
			<ul style="list-style-type: none"> Vowel teams 			
					<ul style="list-style-type: none"> Morphology Accurately unfamiliar Multisyllabic words in context/out of context 	
			Multisyllabic words Prefixes & Suffixes			
FLUENCY	ACCURACY	90% +		95% +	96% +	97% +
	CWPM (rate)		30-50	40-100	70-100	100-140
		Attends to punctuation Self corrects when reading				
		Phrasing, Expression, Smoothness (Prosody)				

STEP 3: Plan Identification (What is the plan to improve the health of the CORE?)

A. CURRICULUM

Provide each teacher with a copy of the CCSS COMMON INSTRUCTIONAL NEEDS

- Based on the identification of the INSTRUCTIONAL NEED AREA, analyze where your team needs to begin your target **priority skill(s)** for instruction (start at the top of the list in your Instructional Need Area and work your way down...what is the first skill you believe, based on data and knowledge, could most students benefit from?)
 - _____
- What component(s) of the core can be used for this instruction?
 - _____
- When will this occur (time of day, number of days per week, whole group/small group/both, etc.)?
 - _____

B. INSTRUCTION

Provide each teacher with a copy of the COMMON INSTRUCTIONAL STRATEGIES

- What **common INSTRUCTIONAL STRATEGY** will be used by **ALL** grade level teachers and will have the greatest impact in improving the priority skill? (agree to 1 from below):
 - _____
- When this is working what will it look like? How long, how often? (**looks like/sounds like chart**)
 - _____

C. ENVIRONMENT

Provide each teacher with a copy of the ACTIVE ENGAGEMENT STRATEGIES (Anita Archer)

- What **common ENGAGEMENT STRATEGY** will be used by **ALL** grade level teachers and will have the greatest impact in improving the priority skill? (agree to 1 from below):
 - _____
- When this is working what will it look like? How long, how often? (**looks like/sounds like chart**)
 - _____

D. ADULT LEARNING & PD/Learning NEEDS

What Professional Learning/Support/Opportunities/Development does your team need?

- In order to support your commitment to implement your agreed upon action plan, what professional development, learning, support and/or opportunities do you need?

COMMON INSTRUCTIONAL STRATEGIES

- ☐ **Instructor models instructional tasks when appropriate**
 - Demonstrates the task (e.g. uses think alouds)
 - Proceeds in step-by-step fashion
 - Limits language to demonstration of skill
 - Makes eye contact with students, speaks clearly while modeling skill
- ☐ **Instructor provides explicit instruction**
 - Set the purpose for the instruction
 - Identifies the important details of the concept being taught
 - Provides instructions that have only one interpretation
 - Makes connection to previously-learned material
- ☐ **Instructor engages students in meaningful interactions with language during lesson**
 - Provides and elicits background information
 - Emphasizes distinctive features of new concepts
 - Uses visuals and manipulatives to teach content as necessary
 - Makes relationships among concepts overt
 - Engages students in discourse around new concepts elaborates on student responses
- ☐ **Instructor provides multiple opportunities for student to practice instructional tasks**
 - Provides more than one opportunity to practice each new skill
 - Provides opportunities for practice after each step in instruction
 - Elicits group responses
 - Provides extra practice based on accuracy of student responses
- ☐ **Instructor provides corrective feedback after initial student responses**
 - Provides affirmations for correct responses
 - Promptly corrects errors with provision of correct model
 - Limits corrective feedback language to the task at hand
 - Ensures mastery of all student before moving on
- ☐ **Instructor encourages student effort**
 - Provides feedback during and after task completion
 - Provides specific feedback about student's accuracy
 - Majority of feedback is positive
 - Celebrates or displays examples of student success
- ☐ **Students are engaged in the lesson during teacher-led instruction**
 - Gains student attention before initiating instruction
 - Paces lesson to maintain attention
 - Maintains close proximity to students
 - Transitions quickly between tasks
 - Intervenes with off-task students to maintain their focus
- ☐ **Students are engaged in the lesson during independent work**
 - Independent work routines and procedures previously taught
 - Models task before allowing students to work independently
 - Checks for student understanding of the task(s)
 - Students use previously-learned strategies or routines when they come to a task they don't understand
 - Independent work is completed with high level of accuracy
- ☐ **Students are successful completing activities at a high criterion level of performance**
 - Elicits a high percentage of accurate response from group
 - Holds same standard of accuracy for high performers and low performers

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9 features of effective instruction

ACTIVE ENGAGEMENT STRATEGIES

(reference Anita Archer's handout to provide explicit routine)

Oral/Verbal Responses (Things Student Say)		
Strategy	Useful when...	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Choral Responses	The answers are short and the same	Provide an auditory and/or visual signal
<input checked="" type="checkbox"/> Partner Responses	The answers are long or short and different	Look-Lean-Whisper; Think and Write-Pair and Write-Share; Think-Write-Share; Assign partner numbers/labels
<input checked="" type="checkbox"/> Team Responses	The answers are long and different	Can combine partnerships to form teams; Assign team member numbers
<input checked="" type="checkbox"/> Individual Responses	The answer comes from a student's own experience	Can have the students share with a partner first <i>Whip around or pass</i> (students have the option to say an answer or pass)
Written Responses (Things Student Write)		
Strategy	Useful when...	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Response Slates (white boards)	The answers are long or short, more divergent or dependent on personal experience	Set clear expectations (e.g. "After writing the answer, set your pen down")
<input checked="" type="checkbox"/> Graphic organizers	Students organize thinking alone, in partners or teams	Use after reading for greatest impact. Good for retelling
<input checked="" type="checkbox"/> Completing a sentence frame	Structure is needed to complete correct sentences	Useful with vocabulary instruction
Action Responses (Things Students Do)		
Strategy	Useful when...	Description/Suggestions/Examples
<input checked="" type="checkbox"/> Touching or Pointing	The students are younger, struggling to follow along and/or students are off task and a quick action brings back attention	"Put your finger on the word", "Touch the picture", etc.
<input checked="" type="checkbox"/> Acting Out/Gestures	Teaching vocabulary	Can use gestures, facial expressions, actions, movements
<input checked="" type="checkbox"/> Hand Signals	Reviewing factual information	Can have students form hand signal on desk, then hold up in unison
<input checked="" type="checkbox"/> Response Cards	The number of potential answers is limited	True or False; Yes or No; A, B, C, or D; vocabulary words; spelling words; phonics; etc.
<input checked="" type="checkbox"/> Manipulative	In small group or at seats	Elkonin boxes, sorting pictures for summarizing/order of events

SET GOAL FOR THE NEXT BENCHMARK PERIOD

- ❖ Using current and previous benchmarking data, set a **GOAL** for next benchmarking period.
 - **Low Risk:** To determine possible INCREASE in Low Risk, look at students in the YELLOW zone to determine the number which have the potential, with targeted and explicit instruction, to move into the GREEN zone (combination of yellow/white or green on measures)
 - **High Risk:** To determine possible DECREASE in High Risk, look at students in the RED zone to determine the number which have the potential, with targeted and explicit instruction, to move into the YELLOW zone (combination of red and yellow/white on measures)

	Current Benchmarking		*Goal for next Benchmarking:
% Low risk			
% Some Risk			
% High Risk			

Step 3: PLAN IDENTIFICATION (A. Curriculum) INFINITE SKILLS

CCSS COMMON INSTRUCTIONAL NEEDS and **PRIORITY SKILLS PROGRESSION** TABLE

Progression of Skills for Vocabulary and Comprehension (Infinite)						
	Kinder	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Vocabulary	Concept Naming & Use					
	Learns new words through direct instruction (Receptive Vocabulary)					
	Uses new words in speaking and writing (Expressive Vocabulary)					
		Use context clues to understand the meaning of words (Contextual Analysis) Uses word structure to understand meaning of words (Morphemic Analysis)				
					Consult reference materials	
Comprehension	Answering Text Based Questions Makes predictions Retelling & Summarizing Making Connections					
		Main Idea and Details Point of view Making Inferences Monitoring Comprehension				
			Analyze structure of text			
				Author's Purpose/Point of View Informational Text Structure/Charts, Maps, Graphs, Tables, Insets Compare and contrast text		

Grade Level Team 100% Meeting “Walk Away” Plan

PRIORITY SKILL FOCUS agreement (Where will you start in the Instructional Need Area?)	
Where in the CORE will you find what you need to teach/focus instruction on? (Materials/Instruction)	
<div>Time of Day</div> <div># of Minutes</div> <div># of Days per Week</div> <div>Whole Gr/Small Gr/Both</div>	
How will you know your instruction is impacting student learning? (Is additional data needed before the next benchmark?)	
Selected & agreed upon COMMON INSTRUCTIONAL STRATEGY	
What will it LOOK LIKE / SOUND LIKE?	
Selected & agreed upon COMMON ENGAGEMENT STRATEGY	
What will it LOOK LIKE / SOUND LIKE?	
What Adult Learning is Needed for your team to implement the agreed upon actions?	

100% Data Meeting Agenda

School: _____ Grade level: _____
 Benchmarking period (circle one): Fall Winter Spring

Norms: Stay engaged – Focus on what **we** can do – Listen and work as a team

Purpose: To determine effectiveness of the core program and make necessary adjustments to core instruction.

Step 1: Benchmark Analysis (Do we have a concern/problem to address?)

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Students at SOME Risk in the Fall who are LOW in the Spring			*Celebrate ~ Students at LOW Risk in the Fall who are LOW in the Spring			Students at LOW Risk in the Fall who are SOME in Spring		
Students at HIGH Risk in the Fall who are SOME in Spring			Students at SOME Risk in the Fall who are still SOME in the Spring			Students at LOW Risk in the Fall who are HIGH in the Spring		
Students at HIGH Risk in the Fall who are LOW in Spring			Students at HIGH Risk in the Fall who are still HIGH in the Spring			Students at SOME Risk in the Fall who are HIGH in the Spring		

- One measure of strong core instruction is maintaining 90-95% of students who were identified as LOW Risk in the Fall as LOW Risk in the Spring.

I. * What % of our students who were LOW Risk in the Fall and are still LOW Risk? _____

b) Does our current benchmarking data meet or exceed our agreed upon goal from the previous benchmarking period (*or make significant progress towards our goal*)?

- If **YES**, what did we do that worked?

- If **NO**:

- 1) Did we implement the strategies we agreed to?

- A. Instruction: _____

- B. Curriculum: _____

- C. Environment: _____

- (a) Did we implement the core program with fidelity?

Step 2: Problem Analysis (Why is it happening?)

a) Fill in the table below with the % of students AT or ABOVE the current benchmark standard for each skill. Using this data, working from left to right, select the first **common INSTRUCTIONAL NEED** for most students where **less than 80% of students are at Benchmark**:

Skill	Phonological Awareness		PHONICS			Oral Reading Fluency	Reading Comprehension	
DIBELS Measures	FSF	PSF	NWF CLS	NWF WWR	DORF Accuracy	DORF WC	DORF Retell	Daze
FALL % AT OR ABOVE BENCHMARK								
<i>Fall Selected Instructional Need</i>								
WINTER % AT OR ABOVE BENCHMARK								
<i>CHANGE from FALL to WINTER</i>								
<i>Winter Selected Instructional Need</i>								
SPRING % AT OR ABOVE BENCHMARK								
<i>CHANGE from WINTER to</i>								

SPRING								
--------	--	--	--	--	--	--	--	--



Step 3: Reflection

- a) Grade level team reflects on what next grade level should know about incoming students by asking, *"If we were continuing with this group of students, what goals would we make for our instructional practices and curriculum focus in order to address their needs?"*
- b) Grade level team discusses recommendations from previous grade level on how to best support incoming students' needs.
- c) Grade level team reflects on core reading data and their instructional practices to answer the question, *"What do we intend to replicate for next year in core reading instruction and what changes would we make?"*
- d) Decisions and recommendations are shared with the Principal and documented for reference during future Universal Screening meetings.

Instructional practice and curriculum focus for *outgoing* students.

Instructional practice and curriculum focus recommendation for *incoming* students.

Reflection on this year's instruction:

Strengths:

Weaknesses:

Implications and goals for next year:

DDSD 20% RTI Data Meeting Agenda

Purpose of meeting: *To determine which students are in need of intervention, determine the effectiveness of current interventions, and make decisions about whether to continue, discontinue, or change an intervention.*

- Review team norms and purpose for meeting

1. Are intervention groups making adequate progress with additional support?

- a) Examine student progress monitoring graphs for intervention groups.
 - i) Are most students in an intervention group making adequate progress (based on data-decision rules)?
 - ii) If majority of group is not making adequate progress:
 - (a) Review "Adjustments to Instruction within General Education" document for decision-making

2. Are there individual students in intervention groups not making adequate progress? If so, what changes will be made?

- a) Examine existing data and determine if additional data are needed, including:
 - i) Progress monitoring data, diagnostic data, daily lesson data, curriculum assessments, observational data during intervention and core instruction, teacher and parent input, etc.
 - (a) If a change is needed, consider "Adjustments to Instruction within General Education" document for decision-making

3. If a student is making better than adequate progress (based on DD data decision rules), can the intervention be de-intensified or discontinued?

- a) Consider exiting the student when the student has three data points above the next DIBELS benchmark and core reading assessments and intervention assessments indicate grade level proficiency.
- b) If discontinuing an intervention, create a progress-monitoring plan to determine ongoing need and a plan to check in on student progress.

4. Consider the data from students who have recently enrolled.

- a) Newly enrolled students whose DIBELS benchmark scores qualify them in the lowest 20% for their grade level, will be transitioned into a group after the 20% meeting. This decision will be made based on data in comparison to other students in intervention programs, following the guideline to serve the lowest 20% of students per grade level.
 - i) This decision may result in a student who is in interventions to be excused to make room for a new student whose data indicate their skills are below the excused student.

5. Review Attendance and Behavior Data

One of five different decisions may be made at this meeting for each student being reviewed:

1. The group intervention has been successful and the student no longer needs the provided intervention or needs the intervention to be de-intensified;
2. The group intervention is not working for the student and should be revised or refined;
3. The group intervention is highly unlikely to be successful for the student and therefore a more individualized approach is needed;
4. The group intervention is working for the student and they need to continue the intervention without any modifications being made;
5. The student is excused from interventions to make room for a new student.

Core Reading Walkthrough Rubric

Directions: During a 10- to 20-minute walk-through, the observer will indicate items observed. Not all items will be observed in one visit. The observer *may* prioritize sections of this walk-through. The walk-through is designed to give feedback on current instructional practices, find areas for future professional development, and assess continuity of implementation of the core reading program.

Grade:		Teacher:		Observer:	
Day & Date:		Start Time:		End Time:	
Curriculum:					
Activity observed:	<input type="checkbox"/> Whole group Instruction <input type="checkbox"/> Small group Instruction <input type="checkbox"/> Independent work				
Lesson Objective:					

Grade Level Agreements

		Observed?
Priority Skill Focus:		<input type="checkbox"/>
Core components/activities used:		
Instructional Strategy:		<input type="checkbox"/>
What I saw:		
Active Engagement Strategy:		<input type="checkbox"/>
What I saw:		

Equity:	To what extent does the teacher provide services and culturally responsive practices to support and ensure growth, success, and persistence for all students, especially students from disadvantaged backgrounds?
What I saw:	

Core Reading Walkthrough Rubric

INDICATOR CLASSROOM ENVIRONMENT	RUBRIC: 3. FULL 2. PARTIAL 1. NOT YET N. NON - OBSERVABLE
Daily schedule posted?	3- Schedule prominently posted for a 90 min. reading block that includes whole group (maximum of 45 min.) and small group time. 2- Schedule posted but whole group and small group time not delineated. 1- Schedule not posted
Are the lesson targets posted?	3- All lesson targets are written in student friendly language, and are posted and referred to throughout the lesson. Students are able to identify the lesson targets. 2- Lesson targets are student friendly and posted, but not referred to, or students are not able to identify the targets when asked. 1- Lesson targets are not student friendly, posted or referred to. N- Lesson targets are posted and student friendly, but no opportunity to observe instruction.
Are the Sound Spelling cards posted (K-3 rd)?	3- The week's cards are posted and referred to throughout the lesson. Students are able to identify the skill. 2- The week's cards are posted, but not referred to, or students are not able to identify the skill when asked. 1- Spelling cards are not posted or referred to. N- Spelling cards are posted but no opportunity to observe instruction or not applicable for 4 th or 5 th grade
Are vocabulary words posted?	3- The week's words are posted and referred to throughout the lesson. Students are able to identify the vocabulary. 2- The week's words are posted, but not referred to, or students are not able to identify the vocabulary when asked 1- Vocabulary words are not posted or referred to. N- Vocabulary words are posted but no opportunity to observe instruction
Are the high frequency words posted (K-3 rd)?	3- The week's words are posted and referred to throughout the lesson. Students are able to identify the words. 2- The week's words are posted, but not referred to, or students are not able to identify the words when asked 1- Words are not posted. N – Posted, but no opportunity to observe instruction or not applicable for 4 th or 5 th grade
INDICATOR INSTRUCTION	RUBRIC: 3. FULL 2. PARTIAL 1. NOT YET N. NON - OBSERVABLE
Are behavioral expectations clear?	3- All students follow routines and expectations with minimal redirections 2- Some students follow routines and expectations. Redirections occur regularly but do not interfere significantly with pacing of instruction. 1- Lack of students following routines and/or expectations significantly interfere with the pacing of instruction
Core Reading Block begins or ends on time?	3- T begins instruction on time as scheduled or ends as scheduled. 2- T begins or ends instruction within 3 minutes of scheduled time. 1- T either begins instruction more than 3 minutes late or ends the lesson more than 3 minutes early. N*- Core reading block impacted by master schedule which effects beginning or ending time of instruction. T use of time is highly efficient. N- No observable opportunity
Are behavioral disruptions quickly and positively redirected?	3- T quickly and positively redirects students. Instruction is not significantly interrupted. 2- T quickly or positively redirects most students, however instruction is interrupted. 1- T ignores disruption or redirections are not quick or positive. Instruction is significantly interrupted. N- No observable opportunity
Is attention gained before instruction is initiated?	3- T clearly gains all students' attention before providing instruction. 2- T gains most students' attention. Students not engaged do not disrupt others. 1- T does not wait for all students' attention before providing instruction. Significant disruption can occur. N- No observable opportunity
Do students transition quickly between tasks?	3- Transitions are efficient, controlled and safe. All students are aware of and follow transition routines. 2- Transitions occur in a timely manner, but students do not seem aware of or follow transition routines 1- Transitions are not timely and students need significant redirection from the teacher N- Not observed
Are the lesson tasks/activities appropriately chunked?	3- Lessons are provided following a Gradual Release of Responsibility model as appropriate and students are consistently engaged in meaningful practice. 10:2 strategy is employed (maximum 10 min. T talk/2 min. student talk) 2-Lessons may be chunked, but not appropriately employing a Gradual Release model and/or students are not engaged in consistent practice. 10:2 strategy is not meaningfully employed. 1- Lessons are not chunked appropriately and do not engage in meaningful practice. N- No observable opportunity
Does the teacher provide more than one opportunity to practice each new skill?	3- T provides multiple opportunities for all students to practice new skill to reach mastery and avoid frustration. 2- T provides a few opportunities for all students to practice new skill, but there is a sense that students could continue practicing for mastery. 1- T does not provide additional practice. Majority of students exhibit errors, but lesson proceeds without additional practice. N- No observable opportunity/No new skill taught
Does the teacher promptly and positively correct errors?	3- All errors positively corrected immediately 2- All errors corrected 1- Inconsistency in correction of response errors N- No observable opportunity
Does the teacher maximize the unpredictability of individual turns?	3- Individual turns are in random order and T gives prompt and then calls on a student to respond. (Not based on raised hands) 2- Individual turns are in an organized order or T calls only on students who raise their hands. 1- Individual turns are in predictable order and T calls only on students who raise their hands. N- No observable opportunity
INDICATOR STUDENT ENGAGEMENT	RUBRIC: 3. FULL 2. PARTIAL 1. NOT YET N. NON - OBSERVABLE
Are the students engaged?	3- All students are engaged in meaningful practice and output during the lesson. T sets high expectations that all students will engage in activity/practice during the lesson or during independent practice. 2- Instruction is equally split between all students engaged and one student "doing the doing". Practice and output is not consistently meaningful. Some students may be called on by raising their hand. 1- Most of time is spent with one student responding at a time.

Core Reading Walkthrough Rubric

	N- No observable opportunity
INDICATOR WHOLE GROUP	RUBRIC: 1. NOT YET 2. PARTIAL 3. FULL N. NON - OBSERVABLE
Can all students see the teacher's materials?	3- Materials are visible to all students at all times 2- Materials are mostly visible to all students 1- Materials are not easily visible to all students for a majority of the lesson N- No observable opportunity
Does the lesson include instruction from a component of the Phonics/Word Study lesson?	3- T provides ReadyGen lesson as delineated on the DDSD map, following a Gradual Release of Responsibility format. All students practice and whole group targeted feedback is provided. 2- T provides appropriate ReadyGen lesson but not in a Gradual Release format. Most students are given an opportunity to practice but T provides general whole group feedback. 1- T does not provide lesson or lesson does not give opportunity for students to practice. N- No observable opportunity
Does the lesson include instruction on 3-10 high impact vocabulary words?	3- T provides vocab words as delineated on the DDSD map. T follows a vocabulary routine of naming the word, giving a kid friendly definition, and using the word in a sentence. T uses visuals and manipulatives as necessary. All students practice and targeted whole group feedback is provided. 2- T provides vocabulary lesson without following the vocab routine. Visuals may be used and most students are given an opportunity to practice but whole group feedback is not specific or does not occur. 1- T does not provide lesson or lesson does not give opportunity for students to practice. N- No observable opportunity
Does the lesson include fluency practice?	3- T models fluent reading or fluent practice of skills (core enhancement charts). All students practice fluency of skills or reading. Fluency is defined for students as appropriate rate, expression, and attention to punctuation, as well as reading for accuracy and self-correcting. 2- T models fluent skills or reading, but all students do not practice. Fluency is not defined with all components or students are not held accountable for all components. 1- Fluency is not modeled and/or practiced. N- No observable opportunity
Does the lesson include the Priority Comprehension SLT?	3- Comprehension learning target is an appropriate focus of lesson. Lesson pacing is perky and students are meaningfully engaged. 2- Comprehension learning target is adequately integrated into lesson. Lesson pacing may not be efficient and/or meaningful student engagement may be inconsistent. 1- Comprehension learning target is inadequately addressed. Pacing and student engagement may need to be addressed. N- No observable opportunity
Does the lesson include instruction in high frequency words?	3- T provides instruction on words as delineated on the DDSD map, following a Gradual Release of Responsibility format. All students practice and whole group targeted feedback is provided. 2- T provides appropriate words but not in a Gradual Release format. Most students are given an opportunity to practice but specific whole group feedback does not occur. 1- T does not provide lesson on high frequency words or lesson does not give opportunity for students to practice. N- No observable opportunity (4 th and 5 th grade)
Does the lesson include core enhancement chart practice?	3- T has clear focus point and signal, all students respond in unison. T corrects errors with appropriate error correction procedures. Pacing is efficient. 2- T signals and most students respond in unison. Errors may be inconsistently corrected or error correction procedure may be inconsistently employed. Pacing may be inconsistent. 1- Core enhancement routines did not occur or T signals are not consistent and/or majority of student responses are not in unison. Error correction occurs rarely and pacing is inadequate. N- No observable opportunity (3 rd -5 th grade)

Core Reading Walkthrough Rubric

INDICATOR SMALL GROUP	RUBRIC: 1. NOT YET 2. PARTIAL 3. FULL N. NON - OBSERVABLE
Is there a set space for small group instruction?	3- Identified space with limited distractions where teacher has close proximity to all students, and all students are able to see instructional materials. 2- Space identified, but not optimal due to one issue: either distractions, or proximity of teacher or students ability to see materials. 1- Multiple concerns with small group instructional space. N- Not observed
Does the teacher set a purpose for the small group lesson?	3- Clear purpose explained and referred to. Students are able to identify the purpose of the lesson. 2- Clear purpose explained or referred to. Students may be able to identify the purpose. 1- No clear purpose for lesson. N- No observable opportunity
Was a specific skill taught, retaught, or extended?	3- T provides appropriate specific instruction following a Gradual Release of Responsibility format. All students practice and targeted feedback is provided. 2- T provides appropriate instruction but not in a Gradual Release format. Most students are given an opportunity to practice but consistent feedback does not occur. 1- T does not provide specific instruction or practice of skills. N- No observable opportunity
Were students reading while the teacher observes, assesses and instructs?	3- For a majority of the lesson, all students read and engage in meaningful skill practice. T actively observes and provides timely and targeted feedback. 2- Students are engaged in reading or practicing skills some of the time. Some "round robin" may occur. T observes and some feedback is given, however it may be more general feedback. 1- Majority of time is spent with one student reading/responding at a time while others passively listen. N- No observable opportunity
Does the lesson include fluency practice?	3- T models fluent reading or fluent practice of skills (core enhancement charts). All students practice fluency of skills or reading. Fluency is defined for students as appropriate rate, expression, and attention to punctuation, and reading for accuracy and self-correcting. 2- T models fluent skills or reading, but all students do not practice. Fluency is not defined with all components or students are not held accountable for all components. 1- Fluency is not modeled and/or practiced. N- No observable opportunity
Does the lesson include a comprehension focus?	3- Comprehension learning target is an appropriate focus of lesson. Students are meaningfully engaged with text at their independent or instructional reading level. 2- Comprehension learning target is adequately integrated into lesson. Student engagement may be inconsistent. 1- Comprehension learning target is inadequately addressed. Student engagement may need to be addressed. N- No observable opportunity
INDICATOR INDEPENDENT WORK	RUBRIC: 1. NOT YET 2. PARTIAL 3. FULL N. NON - OBSERVABLE
Are students reading at their independent reading level?	3- Majority of students know their independent reading level and have books to read at that level. Majority of students have the stamina to read an age appropriate amount of time. Students have clear purpose for reading. 2- Some students know independent reading level and/or have books to read at that level. Some students have the stamina to read an age appropriate amount of time and/or have a clear purpose for reading. 1- Students have books, but not at their independent reading level or student reading stamina is not appropriate. N- No observable opportunity
Are students providing written responses to reading?	3- All students have a clear purpose for reading and when appropriate provide a written response to address that purpose. T has a system for reviewing responses and providing feedback. 2- Some students have a clear purpose for reading and/or provide a written response to address that purpose. T has system for reviewing work but feedback is inconsistent. 1- No clear purpose for written responses, or written responses do not occur or are not reviewed. N- No observable opportunity.

Direct Instruction Walkthrough Rubric

INDICATOR LESSON PREPARATION	RUBRIC: 1. NOT YET 2. PARTIAL 3. FULL N. NON - OBSERVABLE
Are all materials ready and easily accessible when needed?	3- Materials are ready and seamlessly included in lesson 2- Materials are available, but some time is taken to include them in lesson 1- Materials are collected and prepared during the lesson
Can all students see the teacher's materials?	3- Materials are visible to all students at all times 2- Materials are mostly visible to all students 1- Materials are not easily visible to all students for a majority of the lesson
Lesson begins and ends on time?	3- T begins the lesson on time as scheduled and ends on time as scheduled. 2- T begins OR ends the lesson on time as scheduled. 1- T neither begins the lesson on time nor ends the lesson on time. N- no scheduled time for lesson
INDICATOR STUDENT ENGAGEMENT	RUBRIC: 1. NOT YET 2. PARTIAL 3. FULL N. NON - OBSERVABLE
Are students readily visible and accessible to the teacher?	3- All students are visible and accessible to teacher 2- Some students are visible and accessible to teacher 1- Some students are neither visible OR accessible to teacher N - no observable opportunity
Do the students appear to understand and follow the rules?	3- All students follow rules of sitting tall/upright, tracking, following signals and not making extraneous comments the majority of the time. 2- Some students are sitting tall/upright, tracking, following signals and not making extraneous comments most of the time. 1- Trend of various students not sitting tall, not tracking, not following signals and making extraneous comments most of the time.
Does the teacher keep all students' engaged?	3- All students are fully engaged in all parts of the lesson 2- Most students are fully engaged in all parts of the lesson 1- Students are somewhat engaged in parts of the lesson
Does the teacher periodically check for and reinforce on-task behavior of students?	3- Teacher quickly reinforces positive behavior without interrupting rhythm of lesson 2- Teacher reinforces positive behavior although at times it interrupts the rhythm of the lesson 1- Teacher inconsistently reinforces positive behavior N – no observable opportunity
INDICATOR LESSON FORMATS	RUBRIC: 1. NOT YET 2. PARTIAL 3. FULL N. NON - OBSERVABLE
Does the teacher follow the lesson script?	3- T accurately follows script 2- T partially follows script 1- Deviation from the script inhibits the lesson N- No observable opportunity
Teacher models sounds and blending correctly	3- T holds continuous sounds for 2-3 seconds and models blending by not stopping between the sounds. 2- T inconsistently holds continuous sounds OR models blending with some stopping between sounds 1- T inconsistent with both holding sounds and modeling blending N- No observable opportunity
Pacing of lesson is engaging and at a rapid rate	3- Pacing is engaging and at a rapid rate. All students have frequent opportunities to respond. Extra comments by T or S are minimal. 2-Pacing is inconsistent, and may result in all students having inconsistent opportunities to respond. Extra comments by T or S are observed. 1- Pacing is not engaging or at a rapid rate. Extra comments by T or S impact rhythm of lesson. N- No observable opportunity
Mastery is achieved	3- Students respond to signals with 90% first time correct and achieve mastery 2- Students are responding to signals with 90% first time correct but with reteaching achieve mastery 1- Students are not responding to signals with 90% first time correct and do not achieve mastery N- No observable opportunity

Direct Instruction Walkthrough Rubric

INDICATOR SIGNALS	RUBRIC: 1. NOT YET 2. PARTIAL 3. FULL N. NON - OBSERVABLE
Are student/group responses verified by the teacher?	3- T quickly verifies all responses to firm student mastery through verbal recognition while pointing to prompt, when appropriate 2- T verifies some responses to firm student mastery. 1- T does not verify student responses.
Are the teacher's signals consistently clear, crisp, and predictable?	3- Clear focus point and identifiable rhythm to T signals that results in all students responding in unison. 2- Inconsistent focus point or rhythm to T signals that causes students to sometimes not respond in unison. 1- No clear focus point and/or variable rhythm to signal. Students rarely respond in unison. N- No observable opportunity
Does the teacher provide adequate "think time" before the signal when necessary?	3- Appropriate think time is provided before the signal. 2- Appropriate think time is sometimes provided, or provided after the signal. 1- No think time is provided N- No observable opportunity
INDICATOR INDIVIDUAL TURNS	RUBRIC: 1. NOT YET 2. PARTIAL 3. FULL N. NON - OBSERVABLE
Are the majority of individual turns presented to the lowest performers?	3- Most struggling students of group get the most opportunity to respond and review prompts they previously made errors on. 2- All students in the group get an equal amount of opportunity to respond. 1- Most struggling students of group get less opportunity to respond. N- No observable opportunity
Does the teacher maximize the unpredictability of individual turns?	3- Individual turns are in random order and T gives prompt and then calls on a student to respond. 2- Individual turns are in an organized order OR T does not give prompt before calling on a student to respond. 1- Individual turns are in predictable order and T calls on student before giving prompt. N- No observable opportunity
Does the teacher provide individual turns at the end of each task/page when indicated?	3- Individual turns are provided at the end of each task/page. 2- Individual turns are provided inconsistently at the end of each task/page. 1- Individual turns rarely occur N- No observable opportunity
Individual turns are efficient and maintain student engagement	3- T follows the script for individual turns and maintains engagement of other students. 2- T somewhat follows the script and students are somewhat engaged 1- T does not follow the script for individual turns OR students are not engaged
INDICATOR CORRECTIONS	RUBRIC: 1. NOT YET 2. PARTIAL 3. FULL N. NON - OBSERVABLE
Are all incorrect response errors corrected immediately?	3- All errors corrected immediately following scripted error correction procedure 2- All errors corrected immediately 1- Inconsistency in correction of response errors N- No observable opportunity
Are all nonattending, nonresponding, signal violation errors are corrected immediately?	3- All errors corrected immediately. Errors include, droning responses, sing-song responses, lack of responses, premature responses, slow responses, or lack of finger tracking 2- Some errors corrected immediately 1- Few errors corrected immediately N- No observable opportunity
Does the teacher follow the proper error correction procedure and provide a delayed test by starting the format over?	3- Errors are corrected following scripted error correction procedure and task is restarted at appropriate prompt. 2- Errors are corrected following I do, we do, you do model and/or task is inconsistently restarted at appropriate prompt. 1- Inconsistency in correction of response errors, no restart of task N- No observable opportunity
INDICATOR INDEPENDENT ASSIGNMENTS	RUBRIC: 1. NOT YET 2. PARTIAL 3. FULL N. NON - OBSERVABLE
Independent work is checked for accuracy	3- T checks all independent work and has students correct all errors 2- T checks some independent work and has students correct some errors 1- T does not check independent work N- No observable opportunity