

SCCSD Elementary Response to Intervention Plan Grades K-6

<p>Multi-Tier System of Supports:</p> <ul style="list-style-type: none"> • Data-Based Decision Making • Formative/ Summative Assessment • Screening/ Diagnostic Progress Monitoring 	<p>Overview of RTI Process and Dyslexia Law</p> <p><u>Designee:</u> Building Level Principal</p> <p><u>Structure:</u> Instructional Response Committee (IRC). This may consist of building level administrator, grade level teachers, counselor, instructional facilitator, ESL teacher, and other interventionists.</p> <p><u>Resources:</u> RTI Arkansas Modules 1 & 2 <u>What Every School Needs to Know About RTI</u> RTI Toolkit Dr. McCook</p>
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<p>Assessments and Data Collection</p> <p>Screeners for Dyslexia: DIBELS DSA RAN STAR Reading (2-6) STAR Math (2-6) Moby Max Math (4-6)</p> <p>Completion Dates: September 30 December 18 May 10</p>	<p>Initial Screeners: Screening is a process to identify or predict student who may be at risk for poor learning outcomes. All assessments are taken into consideration for a referral. This process is conducted with all students including those who transfer into the district.</p> <p style="text-align: center;"><u>Kindergarten-DIBELS Next for Literacy</u></p> <p>FSF-First Sound Fluency-(Initial Sounds)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>September</td> <td>January</td> <td>May</td> </tr> <tr> <td>10+</td> <td>30+</td> <td>Assess <20</td> </tr> </table> <p>PSF-Phoneme Segmentation Fluency-(Phonological and Phonemic Awareness)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>September</td> <td>January</td> <td>May</td> </tr> <tr> <td>---</td> <td>20+</td> <td>40+</td> </tr> </table> <p>NWF-Nonsense Word Fluency-(Sound/Symbol Recognition & Blending)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>September</td> <td>January</td> <td>May</td> </tr> <tr> <td>---</td> <td>17+</td> <td>28+</td> </tr> </table> <p>LNF-Letter Naming Fluency-(Fluency of Alphabet)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>September</td> <td>January</td> <td>May</td> </tr> <tr> <td>5+</td> <td>20+</td> <td>37+</td> </tr> </table> <p style="text-align: center;"><u>1st Grade-DIBELS Next for Literacy</u></p> <p>LNF-Letter Naming Fluency (Fluency of Alphabet)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>September</td> <td>January</td> <td>May</td> </tr> <tr> <td>37+</td> <td>---</td> <td></td> </tr> </table>	September	January	May	10+	30+	Assess <20	September	January	May	---	20+	40+	September	January	May	---	17+	28+	September	January	May	5+	20+	37+	September	January	May	37+	---	
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**Screeners
Continued**

PSF-Phoneme Segmentation Fluency-(Phonological and Phonemic Awareness)

September	January	May
40+	---	---

NWF-Nonsense Word Fluency-(Sound/Symbol Recognition)

September	January	May
27+ (1 word blended)	43+ (8 words blended)	58+ (13 words blended)

ORF-Oral Reading Fluency-(Words Correct/Decoding Skills)

September	January	May
---	23+	47+

2nd Grade-DIBELS Next for Literacy

NWF-Nonsense Word Fluency-(Sound/Symbol Recognition)

September	January	May
54+	---	---

ORF-Oral Reading Fluency (Words Correct)

September	January	May
52+	72+	87+

3rd Grade-DIBELS Next for Literacy

ORF-Oral Reading Fluency (Words Correct)

September	January	May
70+	86+	100+

4th Grade- DIBELS Next for Literacy

DORF- Words Correct: Benchmark Goals

September	January	May
90+	103+	115+

DORF- Accuracy: Benchmark Goals

September	January	May
96%	97%	98%

Daze Adjusted Score: Benchmark Goals

September	January	May
15	17	24

5th Grade- DIBELS Next for Literacy

DORF- Words Correct: Benchmark Goals

September	January	May
111	120	130

DORF- Accuracy: Benchmark Goals

September	January	May
98%	98%	99%

Daze Adjusted Score: Benchmark Goals

September	January	May
18	20	24

6th Grade- DIBELS Next for Literacy

DORF- Words Correct: Benchmark Goals

September	January	May
107	109	120

DORF- Accuracy: Benchmark Goals

September	January	May
97%	97%	98%

Daze Adjusted Score: Benchmark Goals

September	January	May
18	19	21

****If a student does not meet the benchmarks, it does not automatically make them a candidate for RTI. DIBELS is our Research-Based Universal Screener / Indicator and is one of the components that helps to determine if the scholar needs Tier 2 intervention and referral to the RTI Committee.**

DIBELS recommendations and interpretations for the Benchmark cut-off scores:

- **At/Above Benchmark: Needs Core Support**
- **Below Benchmark: Needs Strategic Support**
- **Well Below Benchmark: Needs Intensive Support**

If a student does not meet the Benchmarks, it does not automatically make them a candidate for RTI. DIBELS is our Research-Based Universal Screener/Indicator. It is only one of the components that help to determine referral to the RTI committee. Refer to flowchart....Reflective questions for referral to RTI

Rapid Automatized Naming (RAN)

Screening data will be reported to and maintained by the Instructional Facilitator.

Kindergarten-3rd Grade

Completion Date: September 30

Developmental Spelling Analysis (DSA)

Screening data will be reported to and maintained by the Instructional Facilitator.

Completion Dates:

**September 30 (1st-3rd)
December 18 (Kindergarten)**

DRA- Developmental Reading Assessment Completion Dates: September 30 December 18 May 10 Check on scores	<u>Kindergarten DRA Requirements</u>		
	September	December	May
	---	---	3-6
	<u>1st Grade DRA Requirements</u>		
	September	December	May
	2-6	8-12	18
	<u>2nd Grade DRA Requirements</u>		
	September	December	May
	18	24	28
	<u>3rd Grade DRA Requirements</u>		
September	December	May	
30	34	38	
<u>Additional Assessments/Documentation</u>			
<ul style="list-style-type: none"> • Progress Monitoring • Running Records/Accuracy Checks (Guided Reading) • Classroom Formative Assessments • ACT Interim Assessments (Grades 3-6) • STAR Reading Level • Criterion Referenced Assessment (Pre/Mid/Post-Grades K-1) • Student Work Samples • State Testing Data (April-Grades 1-2) • ACT Aspire Interim Assessment 			

Tier 1 Core Instruction with Differentiation (All Students)	<p>This is core classroom instruction (literacy and math) that includes primary differentiation and intervention. <i>Students not meeting Benchmark scores on screeners should be given a Diagnostic in order to pin point deficit skills (Cool Tools, PASS)</i></p> <p>This core instruction should be offered to all students. Core instruction should include: Common Core Standards instructed using Best Practices, Elements of Effective Lessons, variety of strategies (including multi-sensory), differentiation, addressing learning styles, small group instruction, re-teaching as necessary, assessment/data driven, research based Literacy Block (Grade Level Reading K-1), interventions within the classroom and/or an interventionist.</p> <p>The classroom teacher will complete and submit an RTI Referral Packet for those students not meeting grade level standards and/or not making adequate progress. All interventions are to be documented.</p>
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<p>Tier 2 Core Instruction and Supplemental Intervention</p> <p>(10-15% of students)</p>	<p>Research indicates that 90 minutes per week is necessary for the intervention to be effective.</p> <ul style="list-style-type: none"> • This consists of delivering quality core instruction plus the addition of <u>targeted</u> research-based interventions/plans. These interventions are to be delivered with fidelity. These interventions supplement core instruction-not replace it. • Interventions may take place in or outside the classroom. • Progress monitoring/data collection will occur every two weeks to determine if growth is adequate and/or the effectiveness of the intervention. • Plans for students receiving Tier 2 will be monitored, analyzed, and evaluated through grade-level, collaborative instructional team meetings and intervention team meetings. • Tier 2 Intervention recommendations: Three days per week, 30 minutes per session, no more than 5 students in a group. The interventionist must document the student's base score on the skill being intervened (EX: Dibels NWF). The intervention should be implemented for 9-12 weeks. Minimally, at the end of a 9 week period, the skill will be assessed in order to determine growth. (Progress Monitoring will be conducted every 2 weeks-use beginning and ending scores of the 9-12 week period) Document the success or lack of success-determine if intervention should be continued, discontinued, or replaced. Students may have interventions on more than one skill, but the same documentation is required for each skill. • If adequate progress is not being made, analyze the student's Dyslexia screeners, work samples, review formative literacy assessments, attendance records, and intervention logs. Based on the data, make adjustments to interventions or advance to Level 2 Dyslexia Screener. <u><i>The decision to move to Level 2 Dyslexia Screening will be determined in the RTI meeting.</i></u> • If RTI determines to move to Level 2, CTOPP 2 and Wood cock Reading Mastery will be administered following parental consent is obtained. The team will analyze the data to determine if the student displays markers of Dyslexia. The student will be placed in a Tier 3 multi-sensory intervention that is appropriate to meet the student's individual needs.
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<p>Tier 3 Core Instruction and Intensive Intervention</p> <p>(1-5% of students)</p>	<ul style="list-style-type: none"> • Tier 3 consists of delivering quality core instruction plus intensive research-based interventions with fidelity and increased intensity. • The intensity will increase from 3 days a week (tier 2) to 5 days per week. Minimum of 30 minutes per session. The group size will be no larger than 3 students. • Document the student's ability on the specific skill being intervened for a base score; continue the intervention for 9-12 weeks. Minimally, at the end of a 9 week period, reassess the skill being intervened to determine the score compared to the pre-score in order to determine growth. Document the success of the intervention. A student may have interventions on more than one skill, but the same documentation is required for each skill. • Tier 3 interventions include more targeted, specialized content or instructional delivery. If a student has markers for Dyslexia-Barton is the intervention or Connections. • Progress monitoring will be delivered using tools aligned to the intervention. Data will continue to be collected and analyzed. Plans will be monitored and re evaluated at timely intervals.
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<p>Related Information</p>	<ul style="list-style-type: none"> • It is recommended to communicate with and include parents in the decision process. • Intervention is supplemental to core classroom instruction. That is a student cannot be pulled for intervention during a time when the deficit skill is being taught in the class.
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	<ul style="list-style-type: none">• Intervention is NOT Shortened assignments, classroom observation, more class work, peer tutoring, parent contact, suspension, retention• Mastery of any skill is the ultimate goal, but student growth is the focus. If a student is not demonstrating growth, then the investigation must continue to determine why.• RTI Goal: 1.5 year's growth to occur in 1 year• Behavioral referrals may be made to RTI. A complete referral packet must be completed and documentation attached. Indicate the nature of the behavior. Include copies of the discipline referral and all interventions used.
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Documentation	It is imperative that the classroom teacher and interventionists keep accurate reporting records and documentation.
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