

At Calder Road, Response to Intervention includes a multitude of research-based strategies and practices which are implemented to help students demonstrate growth and meet grade level expectations. Through the use of universal screeners, assessments and observation, students who are identified as needing additional support will be a part of our RtI process.

Our RtI framework includes:

Universal Screeners: DRA/Running Records, MAP Reading and Math, Prodigy Placement Test

Data Sources: CAs, CBAs, State assessments, Academic Coach observations, Teacher anecdotal documentation, parent information, work samples

Interventions: Targeted, research-based supports provided to students for a specific time. Progress will be analyzed to determine success.

Progress Monitoring: Student data analyzed and targeted discussion of TIER 2 and TIER 3 students. These meetings will be held during Campus Needs time at the end of each Progress Report and Report Card time.

SIT Meetings: These meetings will be scheduled with administrators **and/or** academic coaches when a student requires TIER 2 or TIER 3 support. Teachers may sign up for these meetings during Progress Monitoring or during PLC times.

Parent Communication: Parents should be consistently informed of student progress. Specific documentation will be available to help teachers in this process.

Designated Supports: General accommodations which may be provided as students are moving towards grade level proficiency.

Estar Documentation: RTI will be completed and/or updated. TIERS will be archived in esped by teachers/academic coaches at the end of each semester. "Cover Sheets" will be used to archive work samples.

Listed below is a general guide to the process at Calder Road.

TIER 1 (80-90% of students)

Student Characteristics:

Students who are working at or above grade level.

Reading-Use Dickinson ISD Reading Level Expectations (**student is within 9 weeks of expectations**)

Writing-Demonstrates ability to meet curriculum expectations.

Math-Overall average above 75 (targeted deficiencies may need to be identified, however has an overall understanding of basic mathematical concepts and operations) and/or MAP math growth indicators

Behavior-Demonstrates appropriate behaviors with CRES Positive Behavior Plan

Speech/Language-Language and articulation appropriate for age.

Instructional Practices:

Lesson planning and instruction should include all of the best practices which are a part of Calder Road curriculum. Within this core, instruction should be differentiated and personalized as much as possible to produce the best results for higher and lower achieving students.

Interventions: No targeted interventions required

SIT: None required

Progress Monitoring: General strategies are discussed however, no specific interventions required.

Parent Communication: Progress Report, Report Card, general classroom communication

Designated Supports: May be provided on daily assignments but generally not on assessments.

RTI estar: Tier 1 be sure to update Screen 7 with notes throughout the year.

TIER 2 (10-15% of students)

Student Characteristics:

Reading-Use Dickinson ISD Reading Level Expectations (**student is 18 weeks to 18 months below level**)

INTERVENTION EXAMPLES: Additional Guided Reading (during Prime Time, Flex Time), Reading Assistant, Targeted small group for Word Work/Phonics, LLI, structured phonics lessons

FREQUENCY and DURATION: 3-4 times per week, 15-20 minutes, 4-9 weeks (Progress reviewed at 4 weeks)

Writing-Student struggles to start writing process, produces only limited independent writing or struggles with the process of handwriting.

INTERVENTION EXAMPLES: Targeted Strategies (ex: Scaffold writing, sentence frames, summary frames), Small group instruction, Academic Coach/OT consult

Math-Overall average is between 60-74 (overall deficiencies noted in mathematical concepts and/or operations) **MAP Reports

INTERVENTION EXAMPLES: Small group instruction (During Prime Time, Flex Time), Prodigy (Specific lessons)

FREQUENCY and DURATION-3-4 times per week, 15-20 minutes, 4-9 weeks (Progress reviewed at 4 weeks)

Behavior-Student demonstrates behavioral concerns (discipline/emotional) which are not corrected by CRES Positive Behavior Plan

INTERVENTION EXAMPLES: Individual Incentive plan, Behavior coach consult, Lunch bunch with counselor

DURATION: 4-9 weeks (Progress reviewed at 4 weeks)

Speech/Language-Student struggles with articulation (difficult to understand), difficulty initiating communication, struggles with receptive or expressive language.

INTERVENTION EXAMPLES: Speech consult (documentation required), strategies provided by M. Wagner

DURATION: Based upon recommendations.

Instructional Practices:

In addition to TIER 1 best practices, small group instruction for TIER 2 is planned based upon targeted deficiencies. Work samples should be kept. Progress will be reviewed every 4 weeks. TIER 2 interventions will be discontinued, continued or refined based upon students' level of growth.

SIT:

TIER 2 SITs may occur during grade level PLC/ Progress Monitoring. Teachers should invite appropriate staff (Academic Coaches and/or Administrators). Additionally, SITs may be requested at any time. Teachers should invite appropriate staff. A SIT should be held for any student who meets the criteria for TIER 2.

Progress Monitoring:

Progress will be monitored every 4 weeks during PLC STUDENT DATA/PROGRESS MONITORING meetings. Teachers should be prepared to bring the following:

1. Current level of performance (updated)
2. Report Card/Progress Report data
3. Work samples/Daily Writing notebook
4. New data source results (MAP or other assessment reports)
5. Guided Reading Notebook
6. Parent contact information

Parent Communication:

Entry into TIER 2- Notice of TIER 2 parent letter

Current TIER 2 students-Every 4-9 weeks-Progress Monitoring letter
(Copies of parent communication should be kept)

****PARENT COMMUNICATION** should be documented in estar for TIER 2 students (This includes excessive absence contacts)

Designated Supports: May be used on daily assignments. If needed for **campus/district assessments** should be documented in Rtl estar support from academic coaches or administrators.

RTI estar-Should include updates in TIER 1 and TIER 2 interventions completed with academic coaches and/or administrators.

TIER 3 (5-10%)

Any 3rd or 4th grade Tier 3 student should complete a 6 week Prime Time FastForWORD intervention before evaluation will be considered.

Student Characteristics:

Reading-Use Dickinson ISD Reading Level Expectations (**student is 18 months to two years or more below grade level**)

INTERVENTION EXAMPLES: LLI, Reading Readiness, BLS, Targeted guided reading (by academic coach)

FREQUENCY and DURATION: 4-5 times per week, 9-18 weeks (Progress reviewed at 4-9 weeks)

Writing-Student struggles significantly with writing process, produces minimal writing attempts independently

INTERVENTION EXAMPLES: Targeted Strategies (ex: Scaffold writing, sentence frames, summary frames), academic coach support

Math-Overall average is below 60 (significant deficiencies noted in mathematical concepts and/or operations) ****MAP reports**

INTERVENTION EXAMPLES: Small group instruction (teacher or academic coach), Targeted grade level/skill lessons on Prodigy

FREQUENCY and DURATION- 3-5 times per week, 4-9 weeks (Progress reviewed at 4 weeks)

Behavior- Student demonstrates significant behavioral concerns (discipline/emotional). Student does not respond to TIER 2 interventions

INTERVENTION EXAMPLES: Direct interventions from Behavior coach, individual support from counselor

DURATION: 4-9 weeks (Progress reviewed at 4 weeks)

Speech/Language- Student struggles with articulation (difficult to understand), difficulty initiating communication, struggles with receptive or expressive language.

INTERVENTION EXAMPLES: Interventions/possible evaluation

DURATION: Based upon recommendations.

Instructional Practices:

In addition to TIER 1 and TIER 2 instruction and interventions, the TIER 3 student will receive targeted support or monitoring from support staff (academic coaches, counselor, behavior coach, speech pathologist) Work samples should be kept. Progress will be reviewed every 4 weeks. TIER 3 interventions will be discontinued, continued or refined based upon students' level of growth.

SIT:

TIER 3 SITs will be scheduled through Mrs. McKnight. Parents and appropriate support staff will be invited. Teachers should bring significant documentation of TIER 2 interventions and work samples to the TIER 3 SIT meeting.

Progress Monitoring:

Progress will be monitored every 4 weeks during PLC STUDENT DATA/PROGRESS MONITORING meetings. Teachers should be prepared to bring the following:

1. Current level of performance (updated)
2. Report Card/Progress Report data
3. Work samples/Daily Writing notebook
4. New data source results (MAP or other assessment reports)
5. Guided Reading Notebook
6. Parent contact information

Parent Communication:

Teacher is responsible for calling parent to notify entry into TIER 3 (McKnight will also schedule meeting as appropriate)

Entry into TIER 3- Invitation to SIT meeting

Current TIER 3 students- Every 4-9 weeks-Progress Monitoring letter

(Copies of parent communication should be kept)

****PARENT COMMUNICATION** should be documented in estar for TIER 3 students

Designated Supports: **May** be used on daily assignments and assessments. Designated supports for STAAR are always a TIER 3 (TIER 3 SIT should be held) and will be entered by academic coaches.

Rtl estar The TIER 3 sections should be completed and/or updated with current interventions, use of accommodations and any additional concerns. ****TIER 3 interventions should be documented (Homeroom teacher or Academic Coach will document. Progress information can be provided during Progress Monitoring meeting)**

