

Granton Area School District Response to Intervention Handbook

RTI



2016-2017

RtI Handbook Contents

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RESPONSE TO INTERVENTION [RtI]

Introduction

Granton Area School District believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. In a high-quality educational environment, student academic needs are identified and monitored continuously by using documented student performance data to make instructional decisions. Unique needs are addressed, parents are informed and involved, and all staff work toward the common goal of raising achievement. Response to Intervention (RtI) is a general education framework through which a school creates a high-quality educational environment by screening the needs of all students; differentiating core instruction for all students; applying research-based interventions to address specific needs of individual students; and continually monitoring progress to ensure success. High quality education requires collaborative efforts from all district staff, general educators, special educators, and bilingual/ELL educators to facilitate that process.

Explanation of Need

Although students in general are able to progress through the core education curriculum without the need for extra supports, some students struggle to meet academic expectations. If students lack access to high-quality core instruction and to timely and appropriate interventions targeted to their individual needs, this can lead to poor student outcomes and inappropriate identification of students with disabilities. It is important to employ strategies that provide the most appropriate educational environment for our students. RtI provides an effective general education framework to meet the needs of students. Within an RtI framework, teachers will use differentiated instruction to ensure they meet the unique needs of all students.

What is RtI?

RtI is a general education framework through which a school provides all students with high quality, research based, differentiated core instruction; identifies specific students with academic needs; and provides interventions that are matched to those needs. Multiple data sources are used to drive decisions about student progress and to determine the appropriate instructional plan/support necessary for a student to achieve grade-level success. Daily instruction is delivered to maximize core instruction and intervention benefits. All of which is completed through a collaborative process.

Data Informed Decision Making for Intervention and Enrichment

The collection and analysis of data to guide decisions in the RtI process is key to improving student learning. The Granton Area School District will hold three data wall meetings per year. There will be separate meetings for elementary 4K-5 and MS/HS grades 6-12. **At the elementary level data wall meetings, all classroom teachers, Title 1 staff, Special Education teachers, and RtI coordinator will be in attendance. At the MS/HS level data wall meetings, all classroom teachers and Special Education teachers will be in attendance.** The following activities will occur:

- Classroom teachers will review and update student cards 1 week prior to the meeting
- All assessment data will be shared with Title 1 staff and RtI Coordinator 1 week prior to the meeting
- Meetings will begin with a whole group discussion typically addressing:
 - ✓ Procedures for intervention folders and intervention plans
 - ✓ Successful interventions and resources
 - ✓ Other RtI updates

- The meeting will then proceed with a review of the STAR screening information, PALS data, and Benchmark Assessment data to determine student needs.
- Title 1 staff and RtI Coordinator will group students into *urgent, intervention, and on watch*.
 - ✓ Students who are not already receiving Title I or special education services are placed first into classroom intervention groups.
 - ✓ If sufficient room is available, Title I and SPED students may also be placed in a group.
 - ✓ Reading is always the priority area; however, if reading needs are being met and math needs are evident, math groups will be formed as well.
 - ✓ Discuss and problem-solve for individual students.
- Students at or above grade level will be placed into enrichment group by grade level.
- All available staff are utilized to provide interventions and enrichments including: music, art, PE, aides, guidance, etc.
- Once intervention and enrichment groups are determined, the person in charge of the group is responsible for identifying and documenting activities and assessments.
- All new students assigned to Tier 2 intervention will be brought before the School-level RtI team for review and documentation using the SOS from through Title 1 services, or the RtI Google doc for MS/HS.
- The process is repeated every 6 weeks for elementary and middle school students and 3 times per year (fall, winter, spring) for high school students.

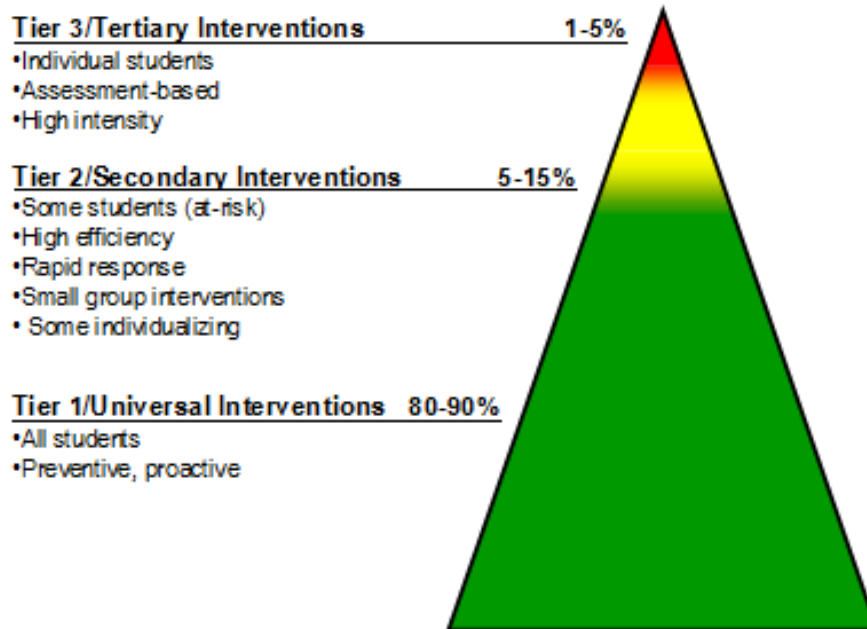
Reading and Math Database

A database tracking student performance is used to monitor progress, analyze trends, and meet federal ESEA requirements. This data may also be used at the beginning of each school year to assist classroom teachers to group students. The database includes:

- Services
 - ✓ Speech
 - ✓ Special Education
 - ✓ Title 1
 - ✓ RtI Discovery Block
- District Identified Literacy Assessments (Fall/Winter/Spring)
 - ✓ 4K-5th
- STAR Early Literacy (Fall/Winter/Spring)
 - ✓ K-2nd
- STAR Reading and Math
- Instructional Reading Level – Fountas & Pinnell (Fall/Winter/Spring)
 - ✓ The reading level for all students is submitted at the end of each trimester. Fall benchmarks will be completed at late session summer school. Students below grade level will be given a Benchmark Assessment to confirm current level
 - ✓ 3rd-5th
- State Assessment Score
 - ✓ Smarter Balanced Assessment or Badger Exam
 - ✓ 4th - 8th

Three-tiered Approach

Granton Area School District uses a three-tiered approach to address student academic needs. Tier I provides high-quality, research-based core curriculum instruction that is differentiated to meet each student's needs in the general education setting. Tier II provides targeted interventions for students who continue to need support in addition to core instruction. Tier III provides, in addition to core instruction and targeted interventions, intensive interventions for students with significant academic or behavioral needs.



Tier I: Universal Screening and Core Instruction

80% to 90% of student population receives this only.

Universal academic and behavioral screenings are utilized to assist in identifying students who may be at risk. Preschool students are assessed for reading with the **District Identified Literacy Assessments**. Universal screenings for reading and math are administered to all students (K-3) three times per academic year. All students (K-12) are also assessed with the STAR Reading, and STAR Math. Recommendations for providing academic support will be made for those students found to be at-risk, as determined by results of the respective screening instruments. Recommendations may include the need for Tier II interventions.

Universal supports and instruction are the core programs and strategies provided to all students within the school building to promote successful student outcomes and prevent school failure. Effective universal supports alone should be sufficient to meet the needs of most students (80-90%).

Tier I (Universal) Support Components

Core Curriculum

- Wisconsin Common Core Standards aligned curriculum focused on what we want students to know and be able to do (Enduring Understandings and Essential Skills)

- School-wide Positive Behavior Intervention Support (SW-PBIS)

Appropriate instruction

- Differentiated instruction of academic content for all students from the classroom teacher. Special education teachers support core instruction
- Instruction with a Gradual Release of Responsibility Framework (I do, We do...)
- Teaching expectations and rules in identified settings
- Effective classroom management practices

Monitoring

- All students screened in early literacy, reading, and math three times per year using the STAR and **District Identified Literacy Assessments** in grades 4K-2 and STAR in grades 3-12.
- All students are assessed using the Benchmark Assessments for reading and math three times per year and more frequently if needed in grades K-5.
- Determines whether students are performing at age-appropriate levels.
- Students below grade level are assigned appropriately level guided reading groups and re-assigned as needed.
- Allows school personnel to intervene early in order to
 - ✓ Correct errors
 - ✓ Reteach academic concept

Feedback and encouragement

- Frequent positive feedback on academic performance
- Reinforcement for appropriate performance

Collaboration

- Teacher PLC's meet twice per month (late start and late stay) to address the four PLC questions:
 - ✓ What should students know and be able to do?
 - ✓ How will we know when they have learned it?
 - ✓ How will we respond if they already know it?
 - ✓ How will we respond if they are not learning it?



GASD Universal English Language Arts Core Curriculum

Granton Elementary Literacy Framework for Reading

Reader's Workshop Components – **Ready Gen** Series w/ Daily 5 components

Reader's Workshop Components	Duration	Description	Instructional Focus
Setting the Stage: Read Aloud	10-15 Minutes	Whole group activity	Setting the stage for learning based on identified teaching points
<i>Interactive Reading</i>		-Teacher models fluent reading -Exposes students to author's craft and structure -Builds vocabulary and comprehension -Engages students through active engagement such as "turn & talk" -Illustrates specific teaching points	
<i>Shared Reading</i>		-Same as interactive reading other than students can see the text -Students and teachers read together	
1. Whole Group Lessons	5-15 Minutes	Management mini-lesson	To learn routines and procedures of RW
		Connections mini-lesson	Connect to previous work
		Skill/strategy mini-lesson	Focused on specific teaching points
		Craft mini-lesson	To show how authors' work with a focus on craft and structure
2. Small Group Guided Practice and Collaborative Work	45-60 Minutes	-Guided reading groups -Strategy or skill groups <ul style="list-style-type: none"> • Read to a Partner • Listen to Reading • Work on Writing • Word Work -Literature discussions/book clubs/inquiry groups -Teacher confers with individuals or small groups of students. Teacher reinforces and scaffolds to make specific teaching points	Based on students' needs
3. Independent Reading	2-6 Minute Conferences	-Students read daily for authentic reasons and often select topic or genre <ul style="list-style-type: none"> • Read to Self 	Based on students' needs

Granton Elementary Literacy Framework for Writing

Writer's Workshop Components –Lucy Calkins materials

Writer's Workshop Components	Duration	Description	Instructional Focus
Setting the Stage/Read Aloud	5-10 Minutes	Whole Group Activity	Setting the stage for learning based on identified teaching points
<i>Interactive Writing</i>		-Purpose is established -Connected to classroom -Teacher and students share the pen -Text is written word for word with focus on making meaning -Text made available for independent reading	May take the form of charts, reports, research, story, retelling
<i>Shared Writing</i>		-Teacher and students work together to compose -Teacher acts as scribes -Teacher thinks aloud and models	Focused on one or two specific teaching points
1. Whole Group Mini-lesson	5-15 Minutes	Management mini-lesson	To learn routines and procedures of WW
		Connection mini-lesson	Connect to previous work
		Skill/Strategy mini-lesson	To learn how to use conventions
		Craft mini-lesson	To show how writers work
2.Guided Writing: Small group guided practice and collaborative work	15-25 Minutes	-Students write for authentic reasons and often select topic or genre -Teacher confers with individuals or small groups of students. Teacher reinforces and scaffolds to make specific teaching points -Students write daily	Based on students' needs
3.Independent Writing	35-50 Minutes	-Students write for authentic reasons and often select topic or genre -Students write daily	Based on students' needs
4.Sharing/Reflection Time	5-10 Minutes	-May use author's chair which a writer sits in to read his/her piece to other students and invites feedback -May use <i>a read around</i> during which each student reads something connected to the day's teaching point,	Connected to teaching points and mini-lessons

Granton Elementary Literacy Framework for Word Study

Word Study = Phonics + Spelling + Vocabulary

Word Study Workshop Components

1. 10-15 minutes a day of explicit word study instruction as well as time for application

2. Grades PK-5 follow the Words Their Way scope and sequence & Story Town Series addressing:

- Emergent Literacy
- Phonological Awareness
- Phonics
- Picture and Letter Sorts for Emergent spellers
- Word Sorts for Letter Names: Alphabetic Spellers
- Word Sorts Within Word Pattern Spellers
- Word Sorts for Syllables and Affixes
- Word Sorts for Derivational Relations
- Word Solving Actions

3. Word Study Workshop includes:

- whole group mini-lessons
- small group guided practice and collaborative work
- independent application

Intervention Criteria for Reading

Intervention: Leveled Literacy Intervention (LLI)

Tier: 2-3 dependent upon

group size, duration

Length of Program: 18-24 weeks, dependent upon entrance level

5 days per week for 30

minutes each day

Materials available for grades K-5 (Systems: Orange, Green, Blue, Red & Gold)

Progress Monitoring: LLI monitors student progress through the use of running record rounds. Based upon a group size of 1:3, an individual student would receive a running record every 6 days. These running records monitor accuracy, fluency and comprehension.

Exit Criteria: A student must be at or above the monthly guided reading expectation per Fountas and Pinnell Guided Reading Expectations to exit Leveled Literacy Intervention.

For further analysis of skills at each guided reading level, refer to Fountas and Pinnell's *Continuum of Literacy Learning Behaviors and Understandings to Notice, Teach and Support*. An additional resource to support fluency and comprehension instruction within LLI is The Fountas and Pinnell Prompting Guides 1 & 2.

If a student plateaus for two rounds at same level using different materials (ex. twice through level H) within Leveled Literacy Intervention and all systems have been used, further targeted interventions may be needed.

Fountas and Pinnell Guided Reading Expectations

	Septem ber	Octobe r	Novem ber	Decem ber	Januar y	Februar y	Marc h	Apri l	May	Jun e
Kindergart en	Below A	Below A	A	B	B	C	C	C/D	D	D
First	D/E	E	F/G	G	H	H	H	I	J	J
Second	J/K	K	K	K	L	L	L	M	M	M
Third	M/N	N	N	N	O	O	O	P	P	P
Fourth	P/Q	Q	Q	Q	Q	R	R	S	S	S

Fifth	S/T	T	T	T	U	U	U	V	V	V
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Figure 4-5 Fountas & Pinnell Benchmark Criteria

Fountas & Pinnell Benchmark Assessment Criteria for Levels A–K

Accuracy	Comprehension			
	Excellent 6–7	Satisfactory 5	Limited 4	Unsatisfactory 0–3
95 – 100%	Independent	Independent	Instructional	Hard
90 – 94%	Instructional	Instructional	Hard	Hard
Below 90%	Hard	Hard	Hard	Hard

Fountas & Pinnell Benchmark Assessment Criteria for Levels L–Z

Accuracy	Comprehension			
	Excellent 9–10	Satisfactory 7–8	Limited 5–6	Unsatisfactory 0–4
98 – 100%	Independent	Independent	Instructional	Hard
95 – 97%	Instructional	Instructional	Hard	Hard
Below 95%	Hard	Hard	Hard	Hard

Intervention: Sound Partners **Tier: 2-3**

Length of Program: 40 hours of instruction 4-5 days per week 20-30 minutes each day

Instruction emphasizes letter-sound correspondences, phoneme blending, decoding and encoding phonetically regular words, and reading irregular high-frequency words, with oral reading to practice applying phonics skills in text.

Sound Partners is self-paced intervention and does not have expected norms for where students should be within a given time period. Sound Partners is considered to be effective when students score 90-95% on mastery assessments. Upon mastery of each unit, students then proceed to the next unit. If a student is not efficiently mastering a unit, review unit lessons and complete mastery assessment once again. If mastery of the unit is not reached, consider further targeted interventions.

Intervention: Explode the Code **Tier: 2-3**

Length of Program: dependent upon skill level of students Minimum of 30 minutes per day, 3 days per week. May increase duration if needed.

Explode the Code is a self-paced intervention that emphasizes phonological awareness and phonics. As a student works through the program, unit assessments are administered via the electronic program. Students must score 80% on unit assessments. If students are unable to reach a unit assessment, students are considered to have plateaued within that specific skill. Further analysis of data sheets is needed to determine further instruction within the program. See Progress Pattern Student Report for further details.

Explode the Code can be broken down into the following units:

Book 1: Short Vowels (K-1)

Book 2: Initial and Final Consonant Blends (1-2)

Book 3: Long Vowel Sounds, Consonant Digraphs and Trigraphs (1-2)

Book 4: Compound Words, Word Endings, Syllable Division, Syllable Types (2-3)

Book 5: Word Families, 3 Letter Blends, Qu, Sound of -ed (2-3)

Book 6: R-Controlled Vowels and Diphthongs (2-3)

Book 7: Soft C and G, Silent Consonants (2-3)

Book 8: Suffixes and Endings (3-4)

Intervention: Ladders to Literacy

Tier: 2

Length of Program: 3-5 times a week 20-30 minutes 8-12 weeks

When a student can name all of the letters (uppercase and lowercase) in less than one minute, or produce all phonemes in a list of 10 CVC/CCVC words (three phoneme words) correctly in one minute, stop measuring phonemes. Then move on to decoding short, regularly spelled words.

Units

1. Print Awareness
2. Phonological Awareness
3. Oral Language

Intervention: Helping Early Literacy with Practice Strategies (HELPS)

Tier: 1-3

Length of Program: 7-12 minutes a day 2-3 times per week Suggested Schedule: M-W-F

HELPS is intended to strengthen students' reading fluency. It is a one-to-one program. HELPS can be used with students of all reading ability levels as long as they are developmentally ready to improve their reading fluency. This program was originally designed for use with first through fourth grade.

Students who are believed to be suited for this assessment will be administered the Benchmark Assessment from HELPS.

A student who obtains a fall or winter benchmark Words Correct Per Minute WCPM score within the specified WCPM range may benefit from receiving the HELPS Program.

Student's Grade Level	Fall WCPM Benchmark Range	Winter WCPM Benchmark Range
First	*see note	20-33
Second	25-61	40-82
Third	20-81	35-102
Fourth	35-104	50-122

*Beginning of the year, first grade students with reading difficulties are unlikely to benefit from fluency-based reading intervention because they likely need assistance with decoding, phonics, phonemic awareness, etc.)

Exit Criteria:

If a teacher suspects that a student is now meeting the expected grade level reading goals, the teacher should administer the seasonal ORF benchmark assessment. If the student exceeds the scores in the above table, this student should be making adequate progress in reading.

Intervention Strategy: Literacy Link **Tier:** 1-2

Length of Program: 6-8 weeks of daily instruction 30 minutes

Literacy Link is a multisensory approach to learning letter sounds and how they are represented in written language. It is appropriate for students within kindergarten through third grade who lack phonemic awareness. The goal of Literacy Link is to teach letter-sound relationships through the use of oral, visual, and kinesthetic modalities.

Kindergarten Stage: Literacy Link emphasizes the learning of hand signals and develops phonological awareness for segmenting sounds in words, blending sounds to form words, recognizing letter-sound relationships, and beginning writing.

Benchmarks: Students should identify 22-26 letters and sounds, segment and blend two and three sound words, and write words with accurate initial, medial, and final sounds in their journals.

First Grade Stage: This stage builds upon the kindergarten stage and emphasizes vowel and digraph letter-sound relationships. It also uses these symbols in reading and writing words.

Benchmarks: Most students should be able to identify all letters and sounds, including digraphs and short vowels and use them to write words with accurate initial, medial, and final sounds in their writing journals.

Second/Third Grade Stage: These stages build upon the foundational skills developed in the previous stages.

Benchmarks: Students will be able to identify all letters and sounds, including digraphs and short vowels. Students should consistently write with accurate initial, medial, and final sounds in their writing journals.

Progress Monitoring for Title I Reading

Monthly progress monitoring will occur within Tier 1 (by the classroom teacher) using STAR reading or Early Literacy.

Weekly progress monitoring will occur with targeted students within Tier 2 using AIMS Web. Students who are targeted have completed two guided reading levels additional within Leveled Literacy Intervention beyond their plateaued level. An SOS meeting will also have been convened prior to weekly progress monitoring. This progress monitoring will be completed by a Title I Reading teacher.

Weekly progress monitoring using AIMS Web will occur with students identified as needing Tier 3 support. This progress monitoring will be completed by a Title I Reading teacher. Established SOS meetings will take place every 4-6 weeks to evaluate student data and progress.

Student information will be documented within AIMS software for ongoing progress monitoring.

-Name

-Grade

-Intervention Name

-Benchmark Score

-Weekly/Monthly Probe Scores

-Intervention Goal (25%)

-Change in Interventions

GASD Universal Mathematics Core Curriculum

Mathematics Components
<ol style="list-style-type: none">1. 60 minutes of uninterrupted math instruction per day K-8, 45 minutes for grades 9-122. Guided Math instructional model must occur a minimum of twice per week3. Enduring Understandings, Learning Targets, and/or Essential Skills will be posted for students daily
<ol style="list-style-type: none">4. Grades PK-5 follow the Math Expressions scope and sequence addressing:<ul style="list-style-type: none">• Counting and Cardinality• Operations and Algebraic Thinking• Number and Operations in Base 10• Number and Operations - Fractions• Measurement and Data• Geometry5. Grades 6-8 follow the Carnegie Math scope and sequence addressing:<ul style="list-style-type: none">• Ratios and Proportional Relationships• The Number System• Expressions and Equations• Geometry• Statistics and Probability• Functions6. Grades 9-12 follow the Carnegie Math scope and sequence addressing:<ul style="list-style-type: none">• Number and Quantity• Algebra• Functions• Modeling• Geometry• Statistics and Probability
<ol style="list-style-type: none">7. All grade levels incorporate the following Mathematical Practice Standards:<ul style="list-style-type: none">• Make sense of problems and persevere in solving them.• Reason abstractly and quantitatively.• Construct viable arguments and critique the reasoning of others.• Model with mathematics.• Use appropriate tools strategically.• Attend to precision.• Look for and make use of structure.• Look for and express regularity in repeated reasoning.

Intervention: Do the Math Tier 2 or 3 depending on the group size and duration

Length of the program: 2 days per week at 30 mins

Each student takes a pre- test to determine the starting place for the intervention. There are four concepts divided into 3 modules. Students' progress through each module. They must receive a 80% on the post assessment to be considered proficient. There are 'show what you know' assessments after every 4 lessons. There are differentiation and challenge activities after each 'show what you know.' Each module contains 30 lessons.

Marilyn Burns reminds educators that is important to help students see relationships and make connections, build on student's prior learning and focus on student explanations rather than right answers. The program helps students with skills and foundational understanding.

The program includes proven instructional strategies. They include scaffolding, explicit instruction, multiple strategies, gradual release, think, pair, share, meaningful practice, vocabulary and differentiation.

Number core objectives

- *Identify pairs of addends that make 5
- *Identify pairs of addends that make 10
- *Subtract one-digit numbers from numbers to 10
- *Solve word problems using addition and subtraction
- *Write numbers to 20 as tens and ones
- *Add numbers with sums to 20
- *Subtract one-digit numbers from 1-20
- *Communicate ideas with key math vocabulary (add, addend, addition, difference, equals, equation, minus, one-digit number, place value, plus, subtract, subtraction, sum, and two-digit number

Addition and Subtraction A objectives

- *Identify pairs of numbers with sums of 10
- *Calculate the sum to 99 for any two or three addends
- * Solve word problems with two or three addends with sums to 99
- * Write any two-digit number as tens and ones
- * Communicate ideas with key math vocabulary (add, addition, equation, plus, equals, Sum, addend, and multiples of 10

Addition and Subtraction B objectives

- *Use the inverse relationship of addition and subtraction to calculate sums and differences
- *Calculate the difference between numbers up to 100
- *Identify pairs of numbers with sums of 100
- * Write and solve comparing, take away, and part-part whole word problems
- *Communicate ideas with key math vocabulary: subtract, subtraction, subtraction equation, minus and difference.

Addition and Subtraction C objectives

- *Read and write numbers to 999,999
- *Write numbers to 9,999 in expanded form
- *Calculate sums and differences for numbers to 9,999
- *Calculate differences for 5-digit and 6 digit numbers that have been rounded to the nearest thousand.
- *Communicate ideas with key math vocabulary (expanded form, digit, place value, equation and rounded number
- *Solve addition and subtraction word problems with numbers up to 999,999
- *Use the Commutative Property of Addition and Associative Property of Addition to solve problems.

Multiplication A Objectives

- *Calculate products with factors 1-6
- * Represent combining equal groups with related addition and multiplication equations
- *Communicate ideas with key math vocabulary (Commutative Property of Multiplication, equal, factor, multiplication, multiplication equation, product and times).
- *Calculate the product when one factor is zero
- *Write word problems for multiplication equations
- *Write multiplication equations for word problems.
- *Write examples for the Commutative Property of Multiplication using factors 0-6.

Multiplication B Objectives

- *Calculate products with factors of 0-12
- *Represent arrangements of equal rows and rectangles with multiplication
- *Communicate ideas with key math vocabulary (multiplication equation, factor, product, Commutative Property of Multiplication, square number, multiple and Zero Property of Multiplication
- *Use the Commutative Property of Multiplication
- *Recall products for factors 0 through 12

Multiplication C Objectives

- *Recall products for facts through 12X12
- *Use the Commutative and Associative Properties of Multiplication and the Distributive Property of Multiplication over addition.
- *Calculate products with three-digit factors times one-digit factors
- *Calculate products with two-digit factors times two-digit factors
- *Make estimates of products
- *Communicate ideas with key math vocabulary (factor, product, Commutative Property of Multiplication, Associative Property of Multiplication, multiply and estimate

Division A Objectives

- *Calculate quotients with and without remainders for dividends up to 100 and divisors up to 10
- * Represent division in three different ways ($a \div b = c$; $a/b = c$; $b \overline{)a}$
- * Write and solve division word problems for both sharing and grouping situations
- * Communicate ideas with key math vocabulary (divide, division, remainder, quotient, and divisor

Division B Objectives

- *Write related multiplication and division equations
- *Calculate the quotients and remainders for two-digit numbers divided by one-digit divisors
- *Use the inverse relationship between division and multiplication to solve problems.
- *Determine whether one number is divisible by another
- *Represent sharing and grouping situations as division
- *Solve division sharing problems and division grouping problems
- *Communicate ideas with key math vocabulary (division quotient, dividend, divisor, quotient, remainder and divisible)

Division C Objectives

- *Write related multiplication and division equations
- *Calculate the quotients and remainders for 2- digit through 3 digit numbers divided by 1 and 2 digit divisors
- *Use the inverse relationship between division and multiplication to solve problems
- *solve problems for grouping situations
- *Communicate ideas with key math vocabulary (division quotient, dividend, divisor, quotient, remainder and divisible)

Fractions A Objectives

- *Name parts of a whole as fractions and use standard notation
- *Identify equivalent fractions
- *Compare and order fractions. Use benchmarks of $\frac{1}{2}$ and 1
- *Add fractions
- *Solve problems using fractions
- *Communicate ideas with key math vocabulary (whole, one-half, fraction, one-fourth, one-eighth, one-sixteenth, numerator, fraction bar, denominator, equation, equivalent, equals, is less than, is greater than, mixed numbers, improper fraction, one-third, one sixth, and one-twelfth)

Fractions B Objectives

- *Name parts of a whole and parts of a set as fractions and use standard notation
- *Compare and order fractions using benchmarks, common numerators, common denominators and fractions one-unit fraction away from 1 whole.
- *Identify equivalent fractions
- *Solve problems using fractions
- *Communicate ideas with key math vocabulary (numerator, common numerator, denominator, unit fraction, improper fraction, mixed number, equivalent, and common denominator).

Fractions C Objectives

- *Identify and generate equivalent fractions
- *Rename fractions in lowest terms or simplest form
- *Rename improper fractions as mixed numbers and vice versa
- *Make estimates for sums and differences of fractions with like and unlike denominators
- *Add and subtract fractions with like and unlike denominators
- *Communicate ideas with key math vocabulary (lowest terms, simplest form, mixed number, improper fraction, estimate and sequence.
- *Solve problems using fractions.

Intervention: Advantage Assessment Tier 2

Length of the program: 2 days per week at 30 mins Advantage Assessment

We would like all children to be at a level 5 in the following areas. The full explanation of levels is available in printed form.

Forward Number Word Sequence

Level 5 Proficient at this level is a 100% on the assessment	The student can produce FNWS in the range “one” to “one hundred”. The student can produce the number word just after a given number word in the range “one” to “one hundred without dropping back. Note: Students at this level may be able to produce FNWS beyond “one hundred.” 5 out of 5 times
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Backward Number Word Sequence

Level 5	The student can produce BNWS in the range “one” to “one hundred”. The student can produce the number word just before a
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Proficient at this level is a 100% on the assessment	given number word in the range “one” to “one hundred without dropping back. Note: Students at this level may be able to produce BNWS beyond “one hundred.”
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Number Identification

Level 5 Proficient at this level is a 100% on the assessment	The student can identify numerals through six digit numerals.
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Structuring Numbers

Level 5 Proficient at this level is a 100% on the assessment	The student is able to utilize reference numbers involving the base of 10, the sub-base of 5, and doubles to combine and partition numbers in the range of 1-20 without counting.
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Addition and Subtraction

Level 5 Proficient at this level is a 100% on the assessment	The student uses a range of non-count by one strategies. For example, in additive and subtractive situations, the student uses strategies such as compensation, using known result, adding to ten, commutativity, subtraction as the inverse of addition, and awareness of the “ten” in a teen number.
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Multiplication and Division

Level 5 Proficient at this level is a 100% on the assessment	The student can coordinate two composite units (the number in each group and the number of groups) as an operation. The student can recall or quickly derive many of the basic facts for multiplication or division. The student recognizes and applies the commutative property of multiplication and the inverse relationship of multiplication and division.
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Place Value

Level 5 Proficient at this level is a 100% on the assessment	Hundreds, tens and ones are flexibly treated as conceptual structures that are available in the absence of materials. One hundred is treated as ten groups of ten. The student is able to choose from a range of mental strategies to efficiently solve reasonable three-digit addition and subtraction tasks.
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Additional Information

We also look at the STAR assessments. Students falling in the red should be receiving intervention. Students in yellow should receive intervention based on their specific needs and skills. Those in the blue or on watch will be monitored with the teachers support and recommendation.

Teacher recommendation and classroom skills and performance are the main influences in title support currently.

Other resources:

Students needing support in the math curriculum will use the Math intervention cards provided by the Math Expressions curriculum. These activities will be conducted in small group 2 or 3 times per week by the Title Math Teacher.

Progress monitoring

Monthly progress monitoring will occur within Tier 1 (by classroom teacher) using STAR math.

Weekly progress monitoring will occur with targeted students within Tier 2 using AIMS web. An SOS meeting will be held prior to weekly progress monitoring. This progress monitoring will be completed by a Title Math instructor.

Weekly progress monitoring using AIMSWeb will occur with students identified as needing Tier 3 Support. This progress monitoring will be completed by a Title Math teacher. Established SOS meetings will take place every 4-6 weeks to evaluate student data and progress.

Student information will be documented within AIMS software for ongoing progress monitoring.

Name

Grade

Intervention name

Benchmark score

weekly/monthly probe scores

Invention goal

Change in interventions

Tier II: Secondary Interventions

5%-15% of student population receive this and Tier I.

Tier II interventions are provided in addition to core academic and behavioral instruction provided in Tier I. The interventions are to be matched to the student's deficit area(s) as identified by the universal screeners for math and reading, District Identified Literacy Assessments, STAR reading and math assessments, as well as classroom assessments. Students enter into informal Tier II interventions with classroom teachers based on academic needs. The classroom teacher must document all intervention information on the GASD Classroom Teacher Intervention Record (See appendix for Record Template).

Students may be identified as needing further Tier II support through the universal screening process or by parent/teacher referral to the SOS Rtl team (classroom teacher, parent/guardian, Rtl coordinator, reading specialist, Title 1 Reading and/or Title 1 Math specialist). The SOS Rtl team will determine the best placement for individual students.

Formal Tier II academic interventions are implemented in a small group setting for at least 30 minutes, three-to-five times a week, for a minimum of six weeks.

Progress monitoring of students receiving Tier II interventions is conducted on a regular basis using the STAR math or reading assessment or AIMSweb to determine intervention effectiveness. If documentation indicates an intervention is not successful, the SOS Rtl team will make appropriate changes and continue to monitor student progress.

School-level Rtl team reviews results of student progress every 9 weeks to determine if the student needs

- Continued Tier II interventions or change of intervention within Tier II
- Discontinue Tier II intervention but continue Tier I, universal instruction
- Increase support and begin Tier III intervention

(See Appendix for Flowcharts with timelines)

Tier II Components

Academic Interventions

- Research-based interventions matched to student's targeted deficit area(s)
 - ✓ Leveled Literacy Intervention
 - ✓ Math Advantage
 - ✓ Accelerated Math
 - ✓ Do the Math
 - ✓ Common research-based interventions addressing phonological awareness, phonics, fluency, comprehension, vocabulary, and math.
- Small groups that meet for thirty minutes, three-to-five times a week
- Student progress is documented and monitored throughout the course of the intervention
- Progress reports sent home to parents every 6-9 week grading period
- Progress reviewed regularly by the grade-level Rtl team
- Interventions monitored for integrity and fidelity
- Intervention adjusted based on student's response to intervention

- Adjustments in interventions reviewed within 4-6 weeks
- Interventions and start dates documented on Classroom Teacher Intervention Record
- School-level RtI team identifies students to be referred for Tier III intervention based on results of the academic and/or behavioral data

Students below grade level are assigned to intervention and assessed every 2-3 weeks using STAR and/or AIMS web weekly.

Tier III: Intensive Interventions for Academics

1-5% of student population plus Tier II and Tier I interventions

Students who do not respond to a combination of Tier I core and differentiated instruction, Tier II interventions, and adjusted Tier II interventions move into Tier III. These students should receive intensive interventions that target the student's skill deficit area(s). These intensive interventions need to take place in groups of three or less, five times a week for 9-12 weeks. Tier III student progress is monitored weekly using the appropriate progress monitoring tool.

Progress should be reviewed frequently to determine a student's response to the Tier III interventions. Student attendance in the intervention should be at a minimum of 85%. Proper implementation of the interventions needs to be reviewed periodically for fidelity.

The school-level RtI team could consider a referral to Student Services for students who do not show adequate progress with these Tier III interventions, Tier II interventions, and Tier I core instruction.

Tier III: Components

Academic Interventions

- Research-based interventions are matched to student's targeted skill deficit area(s)
 - ✓ Leveled Literacy Intervention
 - ✓ Explode the Code
 - ✓ Sound Partners
 - ✓ Math Advantage
 - ✓ Do the Math
 - ✓ Accelerated Math
 - ✓ Common research-based interventions addressing phonological awareness, phonics, fluency, comprehension, vocabulary, and math
- Intervention groups of three or less five times a week
- Attendance and progress monitoring data is documented on the district's Intervention Record
- Student performance charted weekly by staff providing interventions
- Progress reviewed regularly by interventionist
- Progress reports sent to parents every 6-9 week grading period
- Interventions and start dates documented on Intervention Record
- School-level RtI team determines if student needs:
 - ✓ Continued Tier III interventions
 - ✓ Discontinue Tier III interventions and return to Tier II and Tier I interventions
 - ✓ Referral to Student Services for possible special education evaluation

Documentation of RtI

The school-level RtI team must use the district's RtI Plan in IC during each meeting to document decisions made. Attendees should sign after the initial meeting and initial after subsequent meetings. A copy of the current progress monitoring chart and appropriate intervention logs must accompany the RtI plan in the school-based RtI team folder after each meeting. These files will be maintained by the RtI coordinator.

Reporting to Parents

Parents must be provided a report or summary by the SOS RtI team on the status of the student's response to scientifically research based interventions which would include repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. This report or summary must be provided to parents at least once each grading period until a decision is reached. If the parents disagree with the SOS RtI team actions or decisions, the parents must be provided a copy of their rights, which includes the right to request an evaluation. If it is the opinion of the SOS RtI team that the student be referred for an initial evaluation, a Student Services team member shall be present to review supporting documentation.

In Summary

Students who are not progressing in the general curriculum and/or who may be suspected of having a disability require RtI. This will be determined by sufficient data derived from universal screenings (Fountas and Pinnell's benchmark assessment for guided reading three times a year, **District Identified Literacy Assessments**, FRY words and monthly running records, STAR Reading, and/or STAR Math) and other information such as report cards and standardized tests. These students begin the RtI team process and their progress is monitored. SOS RtI teams shall coordinate and document results of the interventions.

RtI PROCESS

TIER I	<ul style="list-style-type: none"> • Provide high-quality instruction in regular classroom setting • Conduct universal screening in reading and math • Identify at risk students • Provide differentiated instruction • Monitor progress of students • Make initial SOS RtI team referrals for students not responding to Tier I
TIER II	<ul style="list-style-type: none"> • Teacher provided six weeks of informal Tier II intervention to address academic deficits • Conduct SOS RtI meeting to review student's informal Tier II progress • SOS RtI meeting recommends additional supports for Tier I or informal Tier II or place students in formal Tier II • Design appropriate targeted Tier II interventions • Provide intervention in a group of five or less • Document attendance and progress monitoring data • Review Tier II interventions after 4 weeks • Modify or change Tier II intervention if necessary • School-level RtI team makes recommendation for students to move to Tier III or continue with Tier I
TIER III	<ul style="list-style-type: none"> • Conduct SOS RtI meeting to determine appropriate intensive intervention • Provide intervention in groups of 3 or less • Document attendance and weekly progress monitor data • Review progress and data after 4 weeks • Modify intervention if necessary • Continue to review progress and data • Make decision in SOS RtI meeting to remain in Tier III, return to Tier II or refer to Pupil Services for possible evaluation
<p>If it is determined that a student may be a potential referral for special education, the intervention must address one of eight areas:</p>	<ul style="list-style-type: none"> • Oral Expression • Listening Comprehension • Written Expression • Basic Reading Skill • Reading Fluency • Reading Comprehension • Mathematics Calculation • Mathematics Problem-Solving

<p>Tier III interventions for SLD referral will address the identified area and will include:</p>	<ul style="list-style-type: none"> • Common research-based interventions addressing phonological awareness, phonics, fluency, comprehension, vocabulary, and math. • Two intensive interventions must be completed for SLD referral
<p>Progress Monitoring for Tier III (needs to be reviewed for fidelity)</p>	<ul style="list-style-type: none"> • A baseline will be established using the median of 3 AIMSWeb probes • Weekly AIMS probes will be administered to analyze progress

Leadership at all Levels

Leadership at all levels will best support and sustain RtI implementation in Granton Area School District.

District Level Team

The district's RtI team (RtI Coordinator, Title Teacher, Reading Specialist, Principal, and Superintendent) is essential to ensuring consistency and effective implementation across all of its schools. The team is responsible for developing district level RtI guidance, providing appropriate professional learning opportunities, and completing the district RtI plan.

School Level Teams

The school's RtI team – Elementary Team and Secondary Team (Principal, Dean of Students, Guidance Counselor, School Psychologist, Special Education Teacher, Speech Pathologist, Reading Specialist, Math Specialist, RtI Coordinator, and PBIS Coordinator) is designated by the principal and provides support to teachers and other school personnel as the school strives to accommodate the needs of all students in the general education setting. The RtI team is responsible for student and school progress in the areas of behavior and academics. Throughout the school year, the RtI team is responsible for monitoring data, ensuring fidelity of the intervention process, and making decisions about student instruction based on the data review. The team's responsibilities may include, but are not limited to, the following:

- Provide teachers and support staff with the training, support, and materials necessary to differentiate core instruction to meet the individual needs of all students
- Assist school personnel to identify (through universal screening data) students who may need additional support or assessment
- Provide teachers and support staff with the training, support and materials necessary to implement research-based interventions in the general education setting
- Facilitate the intervention process
- Assist teachers in monitoring the progress of students receiving interventions
- Assist with analyzing data from the intervention process
- Participate in data-driven decisions about grade, class and student-level progress
- Review progress monitoring data from RtI SOS teams which indicate that specific students may be eligible for special education consideration
- Coordinate referral process according to guidelines to determine if a referral for evaluation is appropriate and make referral when appropriate
- Review information and begin process for referral when student information indicates that a low-incident disability is suspected
- Review Annual Yearly Progress
- Develop action plans to promote improvement in target areas
- Monitor data in all school improvement areas

SOS Level Teams

The SOS level team will consist of the classroom teacher, parent/guardian, RtI coordinator, reading specialist, Title 1 Reading and/or Title 1 Math specialist and others as necessary. The teams' responsibilities include:

- Evaluate STAR screening information, District Identified Literacy Assessments data, and Benchmark Assessment data to determine student needs.
- Identify appropriate interventions and timelines for progress monitoring
- Develop exit criteria

- Document attendance and progress monitoring

The following areas will be a part of the state evaluation of Rtl implementation and the district improvement planning process. Many of these areas of focus involve student data currently collected at local, regional and state levels.

- Skill development and implementation by educators
- Satisfaction of educators and parents based on survey results
- Evaluation of training and technical assistance
- Impact on students of the following variables:
 - ✓ Achievement
 - ✓ Behavior
 - ✓ Referral rates
 - ✓ Disproportionality rates
 - ✓ Graduation rates
 - ✓ Attendance
 - ✓ Special education placement rates
 - ✓ Retention
- The relationship between implementation integrity and student outcomes

Conclusion:

Our intent is to provide the best education for all students. Response to Intervention provides high quality, research based, targeted interventions to individual students to increase school success. Response to Intervention in Granton Area School District will provide a collaborative effort from all district staff for improved student achievement.

Adapted from Monroe City Schools and Augusta School District

Appendix Documents

4K-12 RtI Flowcharts

Reading RtI Flowchart

Math RtI Flowchart

MS/HS RtI Flowcharts (IN PROGRESS)

Social Studies RtI Flowchart

Science RtI Flowchart

Spanish RtI Flowchart

Ag RtI Flowchart

Tech Ed RtI Flowchart

Business Ed RtI Flowchart

Band RtI Flowchart

Choir RtI Flowchart

PE RtI Flowchart

Resource Guides

Reading Intervention Resource Guide

Math Intervention Resource Guide

Tier III Intervention Consideration Guide

Entrance/Exit Criteria – Secondary Level

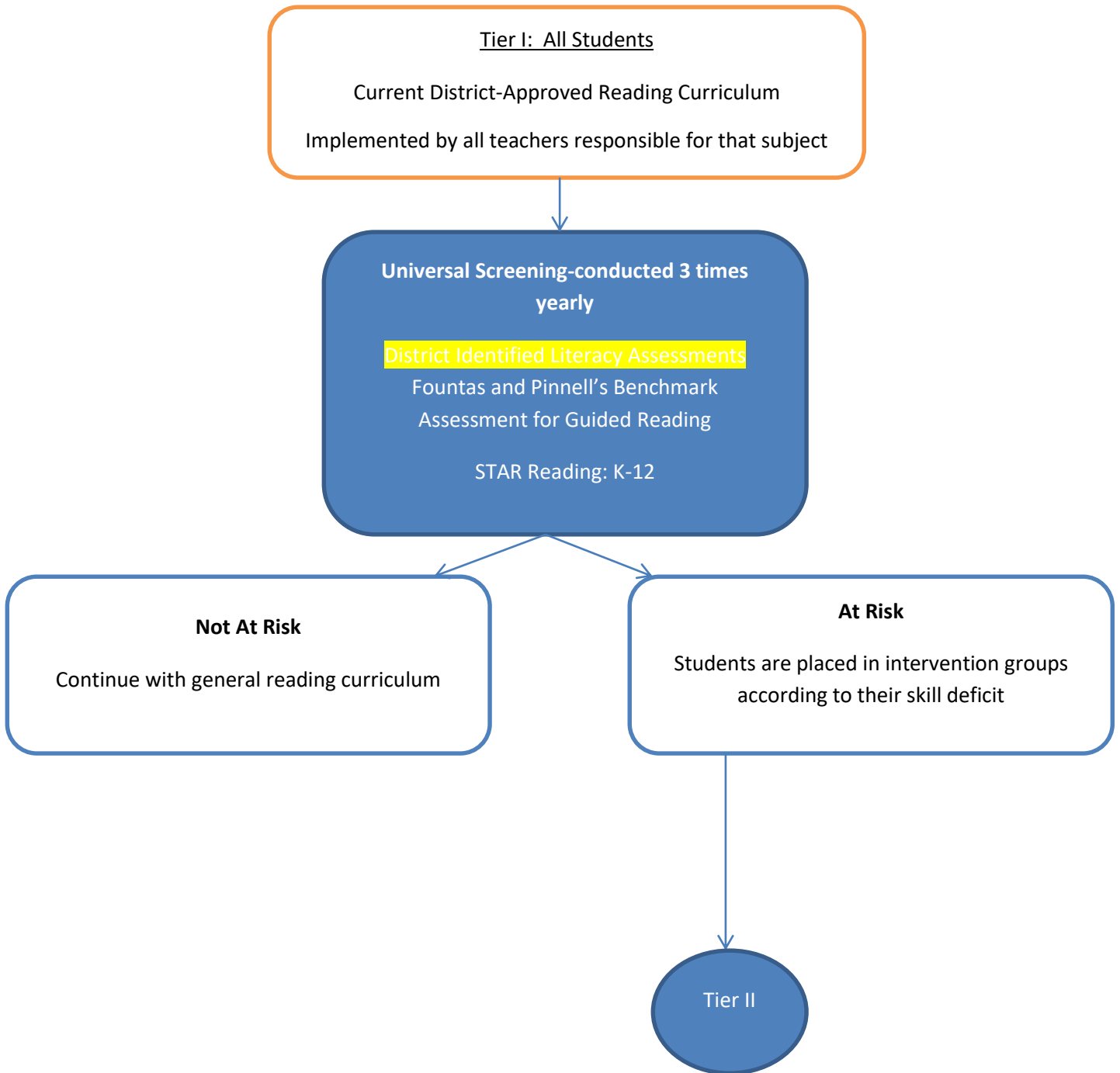
Intervention Logs

SOS Referral Form

Child Study Intervention Plan Review

Classroom Teacher Intervention Record

Reading RtI Flowchart



Tier II: Intervention

- In addition to Tier I
- In area of specific academic weakness (as determined by results of the Universal Screening)
- Provided 3-5 times per week for a minimum of 6 weeks
- Must be documented on the intervention record (IC)
- Interventions implemented by classroom teacher

Accuracy

- Curriculum Embedded Interventions
- Sight Words
- Essential Skills
- Alphabetic Knowledge/Recognition

Fluency

- Curriculum Embedded Interventions
- Sight Words
- Essential Skills

Comprehension

- Curriculum Embedded Interventions
- Accelerated Reader (with mentor support)
- Essential Skills
- STAR Reading embedded interventions

Tier II Progress Monitoring

Conducted every 2-3 weeks

- Fountas and Pinnell's Benchmark Assessment for Guided Reading
- STAR Reading: K-12
- Aimsweb: Monthly monitoring
- LLI: Running Record

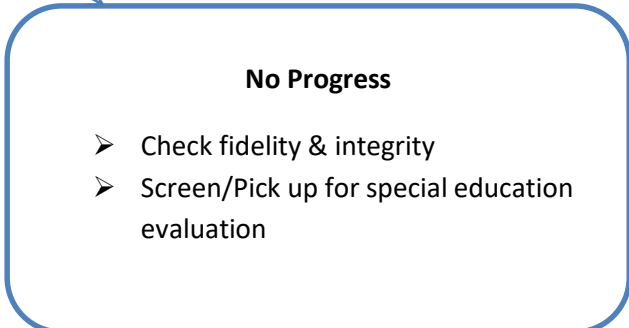
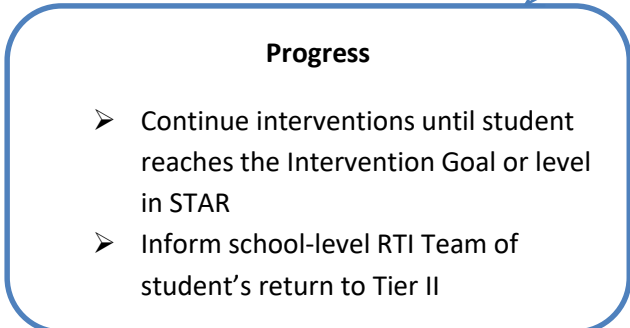
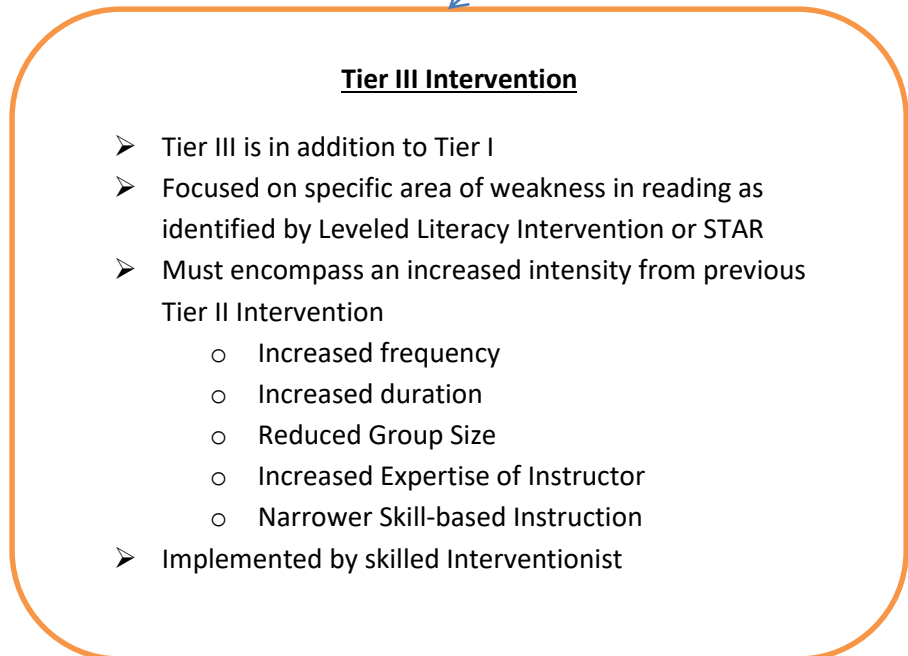
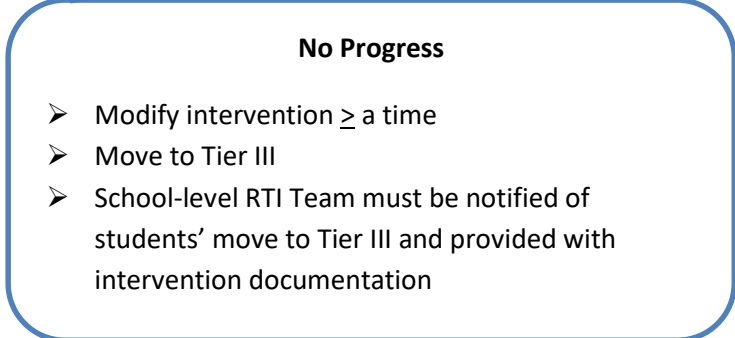
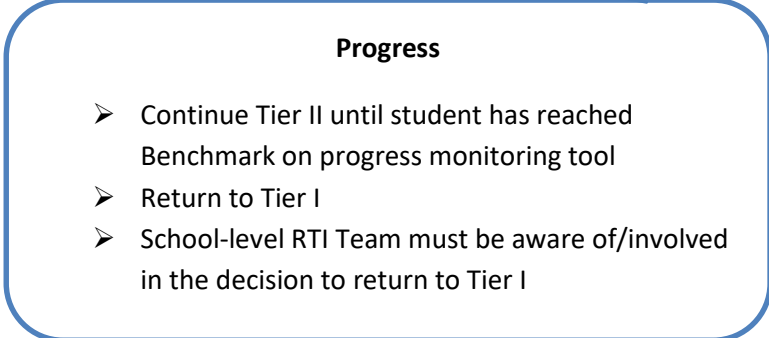
Progress

If student is making progress towards their goal:

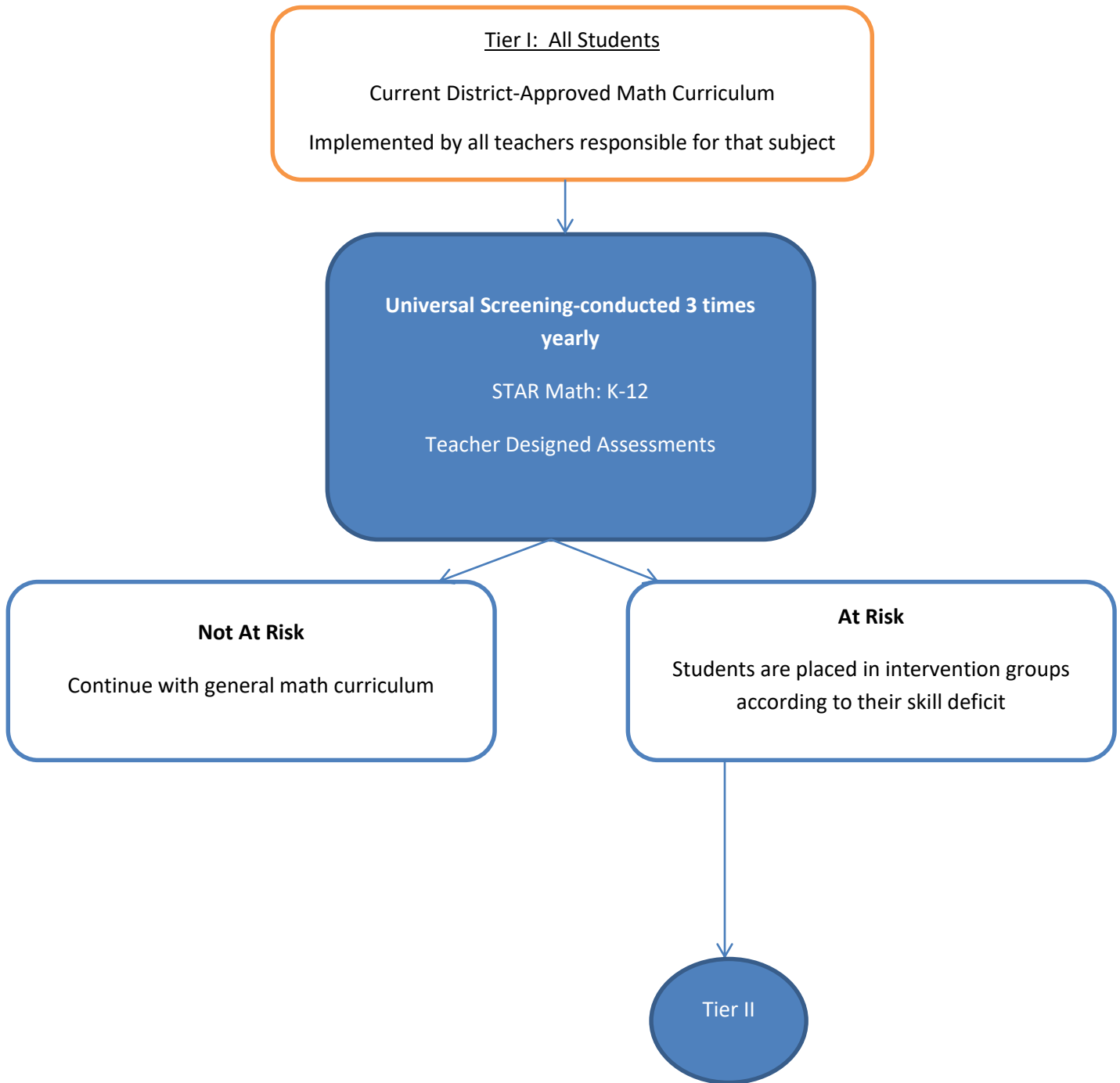
- Continue Tier II until student has reached Benchmark on progress monitoring tool
- Return to Tier I
- School-based RTI Team must be aware of/included in the decision to return to Tier I

No Progress

- Check Implementation Integrity & Fidelity-Has it been implemented as prescribed? If not, integrity & fidelity must be corrected and improved
- Consult with assigned personnel to modify intervention as needed
- Continue implementation after appropriate changes.



Math RtI Flowchart



Tier II: Intervention

- In addition to Tier I
- In area of specific academic weakness (as determined by results of the Universal Screening)
- Provided 3-5 times per week for a minimum of 6 weeks
- Must be documented on district intervention log

Numeracy

- Curriculum Embedded Interventions
- Essential Skills
- Accelerated Math (with mentor support)

Fluency

- Curriculum Embedded Interventions
- Essential Skills

Problem Solving

- Curriculum Embedded Interventions
- Accelerated Math (with mentor support)
- Essential Skills

Tier II Progress Monitoring

Conducted every 2-3 weeks

- STAR Math: K-12
- Aimsweb: Monthly monitoring

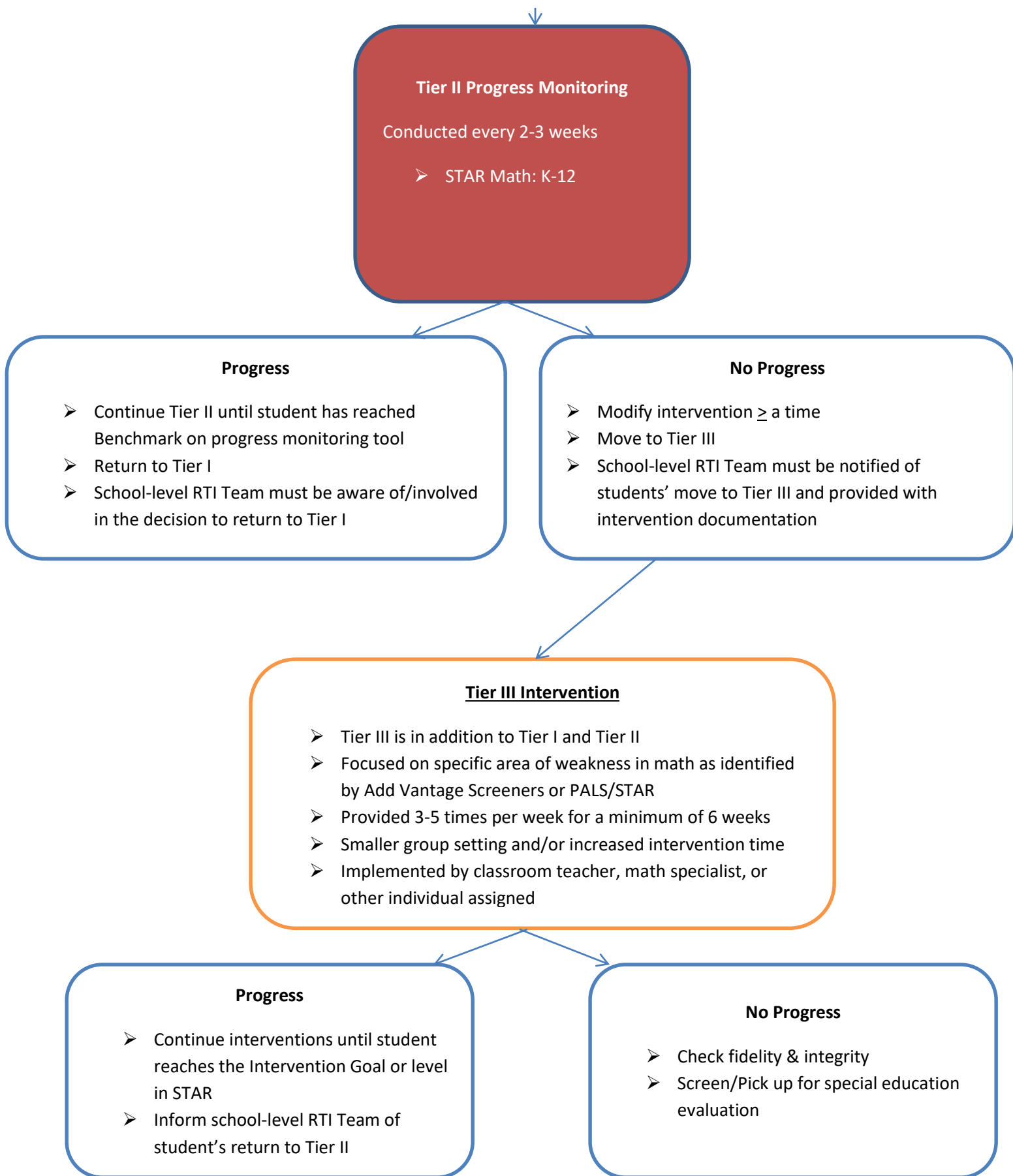
Progress

If student is making progress towards their goal:

- Continue Tier II until student has reached Benchmark on STAR Math
- Return to Tier I
- School-level RTI Team must be aware of/included in the decision to return to Tier I

No Progress

- Check Implementation Integrity & Fidelity-Has it been implemented as prescribed? If not, integrity & fidelity must be corrected and improved
- Consult with assigned personnel to modify intervention as needed
- Continue implementation after appropriate changes.



Granton School District
Reading Intervention Resource Guide

Basic Reading Skills	
Program: <i>Leveled Literacy Intervention (LLI)</i>	
Grades	K-5 th (Materials also available for 6 th)
Group Size	3
Time	30 minute lesson, 4-5 times per week
Duration	14-18 weeks
Tier(s)	Tier II. For Tier III group size is reduced and/or time is increased.
Academic Focus	Phonological awareness, phonics/word study, comprehension, and fluency. Also includes a writing component in response to reading to increase comprehension.
Research	Two independent research studies conducted by Center for Research in Education Policy (CREP) demonstrated convincing evidence on targeted and broader measures. Extensive Heinemann LLI Research and Data Collection Project demonstrated positive effects.
Source(s)	National Center on Intensive Intervention http://www.intensiveintervention.org/
Practice: Small Group Reading Intervention	
Grade	K-5 th
Time	30 minute lesson, 3-5 times per week
Duration	Depends on Tier and goal of instruction
Tier(s)	Tier II. For Tier III group size is reduced and/or time is increased.
Academic Focus	Is focused on fluency, alphabets, and comprehension
Research	Both basic and applied research on reading and reading growth over the past 20 years have produced a strong consensus about the critical components of beginning reading instruction for all children.

	Instruction that builds phonemic awareness and decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, and writing skills is generally more effective than instruction that does not contain these components.
Source(s)	<i>Catching Schools</i> , Barbara M. Taylor, 2011; <i>Learning Disabilities Research & Practice</i> , 16(4), 203-212; Snow, Snow, & Griffen, 1998.
Practices: Phonological Awareness Activities-Word Segmentation, Sentence Segmentation, Identifying and Manipulating Words in a Sentence, Counting Syllables, Syllable and Sound Deletion, Stretch and Shrink Sound Blending, Sound and Syllable Substitution, Middle Vowel Substitution	
Grades	K-1
Group Size	Individuals, pairs, small group depending upon activity
Time	Depends upon activity
Duration	Based on individual student plan
Tier	Tier II. For Tier III group size is reduced and/or time is increased
Academic Focus	Word and Sentence Segmentation, Phonemic Awareness, Rhyming
Research	Positive effects on reading, spelling, and phonological development.
Source(s)	<i>Catching Schools</i> , Barbara M. Taylor, 2011; <i>40 Research-Based Methods for Reading Instruction</i> , McEwan-Adkins, 2010; National Reading Panel, 2000; National Institute of Child Health and Human Development, 2000.
Program: Explode the Code	
Grades	K-4
Group Size	One student per electronic device
Time	20 minutes, 4-5 times per week
Duration	10 weeks
Tier(s)	Tiers I-III. For tier III, time is increased.
Academic Focus	Phonological awareness, decoding, vocabulary, comprehension, fluency, and spelling.
Research	A complete, systematic phonics program.

	<p>Jeanne Chall’s Learning to Read: The Great Debate, an extensive review of classroom, laboratory, and clinical research, revealed the efficacy of direct, explicit, systematic teaching of decoding skills. Chall concluded that code emphasis programs produced better results “not only in terms of the mechanical aspects of literacy alone, as was once supposed, but also in terms of the ultimate goals of reading instruction—comprehension and possibly even speed of reading” (Chall, 1967, p. 307).</p> <p>Efficacy studies were performed using the California Standards Test in 2004-2005 and 2005-2006.</p>
Source(s)	Website
Program: Sound Partners	
Grades	1 st grade or students who cannot yet decode
Group Size	1:1
Time	20-30 minutes, 4-5 days per week
Duration	40 hours of tutoring
Tier(s)	Tiers II-III
Academic Focus	Phonological awareness and phonics
Research	Phonological processing skills are needed in order to learn to read. These skills enable the child to understand that words are made up of individual sounds, or phonemes, and that these sounds match with letters of the alphabet. Research supports the value of direct instruction in phonics and the regularities of the English language and also shows that training in the skills of segmenting, blending, and letter-sound knowledge, along with opportunities to apply these skills in well-chosen storybooks, has a positive effect on reading instruction.
Source(s)	U.S. Department of Education
Fluency	
<p>Practices: Fluency Activities-Reading with Model Reader, Choral Reading, Tape Recorded Readings, Reader’s Theater, Partner Reading, Repeated Reading, Phonic Phone, Letter Naming Fluency, Sound Fluency, Decodable Word Fluency, High Frequency Word Timing,</p>	

Sentence Fluency, Sprinting, Sight Word Categories, Scooping Phrases Into Sentences, Echo Reading	
Grades	K-5
Group Size	Individuals, pairs, small group depending upon activity
Time	Depends upon activity
Duration	Based on individual student plan
Tier	Tier II. For Tier III group size is reduced and/or time is increased
Academic Focus	Fluency
Research	Oral reading procedures in which students receive guidance or support in developing fluency have a significant impact on students' reading.
Source(s)	<p><i>Catching Schools</i>, Taylor, 2011; <i>40 Research-Based Methods for Reading Instruction</i>, McEwan-Adkins, 2010; <i>Research-Based Methods in Reading Instruction</i>, Vaughn & Linan-Thompson, 2004;. National Reading Panel, 2000.</p> <p><i>Wisconsin RtI Center-Literacy Instructional Classroom Practices</i> http://www.wirticenter.com/strategiesbank/</p> <p>Responding to Individual Differences in Education- <i>Reading Intervention Bank</i>- http://ride.sopriswest.com/reading/terms.aspx</p> <p><i>Florida Center for Reading Research</i> http://www.fcrr.org/for-educators/sca.asp</p>
Comprehension	
Practices: Strategic Reading -comprehension monitoring, graphic and semantic organizers including story maps, question answering and question generating, and summarization; Fiction Reading; Non-Fiction Reading.	
Grades	K-5
Group Size	Small group of 3-5
Time	Based on individual student plan
Duration	Based on individual student plan

Tier	Tier II. Tier III group size is reduced and/or time is increased
Academic Focus	Comprehension
Research	Research has shown that explicit lessons addressing the following are most effective: summarizing; comprehension monitoring; use of graphic and semantic organizers; use of story structure; higher-level questioning about a text; question generation before, during, and after reading; use of multiple strategies in the context of reading texts.
Source(s)	<p><i>Catching Schools</i>, Barbara M. Taylor, 2011; <i>40 Research-Based Methods for Reading Instruction</i>, McEwan-Adkins, 2010; <i>Research-Based Methods of Reading Instruction</i>, Vaugh & Thompson, 2004; National Reading Panel, 2000.</p> <p><i>Wisconsin RtI Center-Literacy Instructional Classroom Practices</i> http://www.wirticenter.com/strategiesbank/</p> <p>Responding to Individual Differences in Education- <i>Reading Intervention Bank</i>- http://ride.sopriswest.com/reading/terms.aspx</p> <p><i>Florida Center for Reading Research</i> http://www.fcrr.org/for-educators/sca.asp</p>

Granton School District

Math Intervention Resource Guide

Basic Math Skills (Number Core)	
Program: <i>Do the Math</i>	
Grades	K-3
Group Size	5 or smaller
Time	30 minute lesson, 5 times per week
Duration	30 days
Tier(s)	Tier II. For Tier III group size is reduced and/or time is increased.
Academic Focus	<p>Identify pairs of addends that make 5</p> <ul style="list-style-type: none"> *Identify pairs of addends that make 10 *Subtract one-digit numbers from numbers to 10 *Solve word problems using addition and subtraction *Write numbers to 20 as tens and ones *Add numbers with sums to 20 *Subtract one-digit numbers from 1-20 *Communicate ideas with key math vocabulary (add, addend, addition, difference, equals, equation, minus, one-digit number, place value, plus, subtract, subtraction, sum, and two-digit number)
Research	<p>A study conducted in 2012 found</p> <ul style="list-style-type: none"> • Students showed significant improvements on SMI testing, which suggests that students made connections to grade-level content as a result of their work with <i>Do The Math</i>. • <i>Do The Math</i> students were more likely than their counterparts at the same schools to show growth on the 2012 math FCAT. • Teachers and administrators overwhelmingly agreed that <i>Do The Math</i> improved their students' confidence and overall understanding of math. • - See more at: http://www.hmhco.com/products/do-the-math/research-and-results.htm#sthash.1UYqnhyr.dpuf
Source(s)	<p>Do the Math</p> <p>http://www.hmhco.com/products/do-the-math/research-and-results.htm</p> <p>https://mail.google.com/mail/u/0/#inbox/157059492b75b6d0?projector=1</p>

Do the Math Addition and Subtraction Book A, B, and C

Grade	K-5th
Time	30 minute lesson, 5 times per week
Duration	30 days for each of three books
Tier(s)	Tier II. For Tier III group size is reduced and/or time is increased.
Academic Focus	<p>Book A Focus on partners of 10, sums up to 99, solving word problems, tens and ones, math vocabulary.</p> <p>Book B Focus on the inverse relationship of addition and subtraction to calculate sums and differences, sums and differences between numbers up to 100, write and solve comparing, take away, and part-part whole word problems, math vocabulary.</p> <p>Book C Focus on numbers to 999,999, expanded form, sums and differences for numbers to 9,999, rounding to the nearest thousand, word problems, math vocabulary and Commutative Property of addition and Associative Property of Addition</p>
Research	<p>A study conducted in 2012 found</p> <ul style="list-style-type: none"> • Students showed significant improvements on SMI testing, which suggests that students made connections to grade-level content as a result of their work with <i>Do The Math</i>. • <i>Do The Math</i> students were more likely than their counterparts at the same schools to show growth on the 2012 math FCAT. • Teachers and administrators overwhelmingly agreed that <i>Do The Math</i> improved their students' confidence and overall understanding of math. • - See more at: http://www.hmhco.com/products/do-the-math/research-and-results.htm#sthash.1UYqnhyr.dpuf
Source(s)	<p>http://www.hmhco.com/products/do-the-math/research-and-results.htm</p> <p>https://mail.google.com/mail/u/0/#inbox/157059492b75b6d0?projector=1</p>

Do the Math Multiplication Book A, B, and C

Grade	3-5th
Time	30 minute lesson, 5 times per week
Duration	30 days for each of three books
Tier(s)	Tier II. For Tier III group size is reduced and/or time is increased.
Academic Focus	<p>Book A Focus on products with factors 1-6, combining equal groups with related addition and multiplication equations, factors of zero, write and solve word problems equations, Commutative Property of Multiplication using factors 0-6, math vocabulary .</p> <p>Book B</p>

	<p>Focus on products with factors of 0-12, arrangements of equal rows and rectangles with multiplication, Commutative Property of Multiplication, square number, multiple and Zero Property of Multiplication, recall products for factors 0 through 12, math vocabulary</p> <p>Book C Focus on products for facts through 12X12, Commutative and Associative Properties of Multiplication and the Distributive Property of Multiplication over addition, products with three-digit factors times one-digit factors, products with two-digit factors times two-digit factors, estimating of products, math vocabulary</p>
Research	<p>A study conducted in 2012 found</p> <ul style="list-style-type: none"> • Students showed significant improvements on SMI testing, which suggests that students made connections to grade-level content as a result of their work with <i>Do The Math</i>. • <i>Do The Math</i> students were more likely than their counterparts at the same schools to show growth on the 2012 math FCAT. • Teachers and administrators overwhelmingly agreed that <i>Do The Math</i> improved their students' confidence and overall understanding of math. • - See more at: http://www.hmhco.com/products/do-the-math/research-and-results.htm#sthash.1UYqnhyr.dpuf
Source(s)	<p>http://www.hmhco.com/products/do-the-math/research-and-results.htm</p> <p>https://mail.google.com/mail/u/0/#inbox/157059492b75b6d0?projector=1</p>

Do the Math Division Book A, B, and C

Grade	3-5th
Time	30 minute lesson, 5 times per week
Duration	30 days for each of three books
Tier(s)	Tier II. For Tier III group size is reduced and/or time is increased.
Academic Focus	<p>Book A Focus on quotients with and without remainders for dividends up to 100 and divisors up to 10, representing division in 3 different ways ($a \div b = c$; $a/b = c$; $b \overline{)a}$), write and solve division word problems for both sharing and grouping situations, math vocabulary</p> <p>Book B Focus on related multiplication and division equations, calculate the quotients and remainders for two-digit numbers divided by one-digit divisors, inverse relationship between division and multiplication to solve problems, determining whether one number is divisible by another, sharing and grouping situations as division, solving division sharing problems and division grouping problems, math vocabulary.</p> <p>Book C Focus on writing related multiplication and division equations, calculating the quotients and remainders for 2- digit through 3 digit numbers divided by 1 and 2 digit divisors, use the inverse relationship between division and multiplication to solve problems, solving problems for grouping situations, math vocabulary.</p>
Research	A study conducted in 2012 found

	<ul style="list-style-type: none"> • Students showed significant improvements on SMI testing, which suggests that students made connections to grade-level content as a result of their work with <i>Do The Math</i>. • <i>Do The Math</i> students were more likely than their counterparts at the same schools to show growth on the 2012 math FCAT. • Teachers and administrators overwhelmingly agreed that <i>Do The Math</i> improved their students' confidence and overall understanding of math. • - See more at: http://www.hmhco.com/products/do-the-math/research-and-results.htm#sthash.1UYqnhyr.dpuf
Source(s)	http://www.hmhco.com/products/do-the-math/research-and-results.htm https://mail.google.com/mail/u/0/#inbox/157059492b75b6d0?projector=1

Do the Math Fraction Book A, B, and C	
Grade	3-5th
Time	30 minute lesson, 5 times per week
Duration	30 days for each of three books
Tier(s)	Tier II. For Tier III group size is reduced and/or time is increased.
Academic Focus	<p>Book A Focus on naming parts of a whole as fractions and use standard notation, identifying equivalent fractions, comparing and ordering fractions, benchmarks of $\frac{1}{2}$ and 1, adding fractions, solving problems using fractions, math vocabulary</p> <p>Book B Focus on naming parts of a whole and parts of a set as fractions, comparing and ordering fractions using benchmarks, common numerators, common denominators and fractions one unit fraction away from 1 whole, identifying equivalent fractions, solving problems using fractions, math vocabulary.</p> <p>Book C Focus on identifying and generating equivalent fractions, renaming fractions in lowest terms or simplest form, renaming improper fractions as mixed numbers and vice versa, making estimates for sums and differences of fractions with like and unlike denominators, adding and subtracting fractions with like and unlike denominators, math vocabulary, solving problems with fractions</p>
Research	<p>A study conducted in 2012 found</p> <ul style="list-style-type: none"> • Students showed significant improvements on SMI testing, which suggests that students made connections to grade-level content as a result of their work with <i>Do The Math</i>. • <i>Do The Math</i> students were more likely than their counterparts at the same schools to show growth on the 2012 math FCAT. • Teachers and administrators overwhelmingly agreed that <i>Do The Math</i> improved their students' confidence and overall understanding of math. • - See more at: http://www.hmhco.com/products/do-the-math/research-and-results.htm#sthash.1UYqnhyr.dpuf
Source(s)	http://www.hmhco.com/products/do-the-math/research-and-results.htm

<https://mail.google.com/mail/u/0/#inbox/157059492b75b6d0?projector=1>

GASD Tier III Intervention Considerations

Step 1	<p>If a student who is receiving a Tier II intervention is not making progress, that student will be flagged at the Grade-level team meeting or the Data Wall meeting. The classroom teacher will bring a summary of all pertinent data to alert the School-level team that the child is not making progress.</p> <ul style="list-style-type: none"> ✓ STAR Early Literacy or Reading ✓ PALS ✓ Fountas & Pinnell assessments ✓ STAR Math ✓ Math Expressions assessments ✓ Classroom data
Step 2	<p>The School-level team will analyze the data to determine:</p> <ul style="list-style-type: none"> ✓ Patterns of performance ✓ Specific areas of need ✓ Effectiveness of current interventions
Step 3	<p>The School-level team will make a decision based on the data recommending:</p> <ul style="list-style-type: none"> ✓ Tier II intervention will be continued ✓ Tier II intervention will be revised ✓ Tier III intervention will be started
Step 4	<p>If identified as a Tier III students, the classroom teacher and Title 1 Staff will develop the Tier III plan. (If the student is already receiving speech and language services, special education staff may be involved in the development and implementation of the Tier III plan). The Tier III plan may include the following:</p> <ul style="list-style-type: none"> ✓ Reduce group size and/or increase time - depending on intervention ✓ Be a minimum of 9 weeks in duration ✓ Focused on a single or small number of discrete skills ✓ Include a substantial number of instructional minutes beyond what is provided to all students ✓ Applied in a manner that is highly consistent with its design, closely aligned to student need ✓ Culturally responsive
Step 5	<p>The plan will be shared with the school psychologist and special education teacher to ensure that it meets the standards for all intensive interventions and to schedule an observation.</p>
Step 6	<p>The Tier III intervention will be progress-monitored weekly using AIMSWEB. Data will be analyzed at the completion of the Tier III intervention to determine effectiveness. If the student is not demonstrating progress, a second Tier III intervention will be implemented.</p>
Step 8	<p>Upon completion of the 2nd Tier III intervention, the School-level RtI team will convene to determine if a special education referral is supported by the data.</p>

RtI Entrance and Exit Criteria for MS/HS Students

Fall Entrance Criteria

Students identified on the previous year’s spring needs assessment as “needs intervention” will automatically be placed in intervention for the first six-week rotation.

Students who fall into the “on watch” category on the previous year’s spring needs assessment may be retested after the first six weeks of school to determine if intervention is needed.

Entrance Criteria Following the First Six Weeks of the School Year

Entrance Criteria	Exit Criteria
STAR Score <ul style="list-style-type: none"> • Score in red or yellow according to Wisconsin SBA Standards 	STAR Score <ul style="list-style-type: none"> • Score in green, blue, or yellow according to Wisconsin SBA Standards
Current Language Arts and Math Grades <ul style="list-style-type: none"> • Score of a D+ or lower in any English, literature, or math class 	Current Language Arts and Math Grades <ul style="list-style-type: none"> • Score of a C- or higher in any English, literature, or math class
Recommendation <ul style="list-style-type: none"> • Attendance • Formative Assessment Results <ul style="list-style-type: none"> ○ Results and completion of in-class work, homework, and quizzes • Work Habits <ul style="list-style-type: none"> ○ Attitude ○ Effort ○ Participation 	Recommendation <ul style="list-style-type: none"> • Attendance • Formative Assessment Results <ul style="list-style-type: none"> ○ Results and completion of in-class work, homework, and quizzes • Work Habits <ul style="list-style-type: none"> ○ Attitude ○ Effort ○ Participation

Exit Criteria

Students may take STAR tests up to every six weeks to help determine placement in intervention.

Students must meet at least two of the three categories to enter or exit intervention.

GASD SOS Referral Form

Student Information

Student:

School:

Grade:

Birth Date:

Date of Referral:

Referred By:

Purposes of the Meeting

Initial SOS / Plan

Follow-up SOS Meetings

Date of Meeting

Student History Checklist:

Are parents aware of concern?

Have you checked cum file/behavioral file?

Note previous individual testing/support... Medical Special Ed ELL GT

What types of support is needed?

ADD

ELL

GT creativity

ADHD

GT reading

GT visual arts

Other Behavior

GT writing

GT performing arts

Reading

GT math

GT leadership

Writing

GT social studies

Math

GT science

Other:

Student's strengths and interests:

.

Reason for concern, progress and challenges the student is experiencing:

Pertinent educational or personal background information on the student:

.

Please mark any additional staff that you feel would be beneficial at the SOS meeting:

Guidance

Speech

OT

PT

RN

ELL

Other:

Goal Page

Student:

Date:

We want . . . *(i.e. to build on the student's background knowledge in letter identification.)*

So that . . . *(i.e. the student is able to begin to recognize site words and build grade level words.)*

We will know we are successful when . . . *(i.e. the student is able to identify 26 out of 26 letters and the corresponding sounds correctly.)*

Identify the intervention services that will be provided to assist the child in reaching the goal. Be sure to include the type of assessment that will be used to determine if progress is being made.

Service	Person Responsible	Start/End Dates	Frequency	Intensity	Assessment

Student:

Intervention Plan Notes:

(Use this space to record any information that the team feels is important to consider for this particular child. Each new entry should be noted with a date and staff attending the meeting.)

Date: Staff:

Mid-Year Follow-up

Date: Staff:

Dates and type of parent contact:

Reports Available:

(If referring for an IEP, please submit this document to the school psychologist.)

Student:

End - of year Narrative:

(Check the appropriate plan for next year's services. Then write a summary of current student progress, target goals for improvement, interventions to meet those goals, and recommendations for implementing the interventions for next year.)

- Continuing existing goal
- Goal will need to be adjusted
- RTI services are no longer needed

Date:

Staff:

Granton Area School District

School-Level RtI Team

Child Study Intervention Plan Review

Date of Meeting: _____

Child Study Team Members: _____

Student Information	Current Performance	Goal
Name: DOB: Grade Gender EC/4K: Retained: 504: ESL: Other:	FOLLOW-UP TESTING:	FOLLOW-UP DATE:
Strengths: Concerns:	Interventions (as of ____)	Recommendations

GASD Teacher Intervention Record

Discovery Block 1: Granton School Teacher Intervention Record			School Year:15-16	
Name:		Grade:	Classroom Teacher:	
Tiered Intervention: ___ Level II (90-120 Minutes) ___ Level III (240-300 Minutes) ___				
: Days of Week: M T W TH F Time _____ Number of Weeks _____				
Intervention Teacher _____				
Baseline Data				
Date	Running Record Level	STAR Scale Score	Other	AIMSWeb
Skill Deficit(s) ___ Reading ___ Math				
Progress Monitoring Data				
	Date	Assessment	Score	
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Action Plan/Interventions Completed in Block 1				
Week/Date	Intervention Skill/Strategies		Intervention Procedures/Materials	
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
End of Block Data				
Date	Running Record Level	STAR Scale Score	Other	

Response to Intervention (Rti) Website Resources

National Center on Response to Intervention <http://www.rti4success.org>

»»Excellent RTI resource website with links to additional resources.

»»Math progress monitoring (go to site above and type math progress monitoring in the live search window and several resources will be listed.

Center on Instruction <http://www.centeroninstruction.org/index.cfm>

»»Collection of scientifically based research and information about K-12 instruction in reading, math, science, special education, and ELL.

Florida Center for Reading Research <http://www.fcrr.org>

»»Disseminates information about research-based practices related to literacy instruction and assessment for children in preschool through 12th grade. Rated intervention programs are at www.fcrr.org/FCRRReports/table.asp?rep=supp.

Institute for the Development of Educational Achievement <http://reading.uoregon.edu>

»»Provides information and technology to teachers, administrators, and parents on validated research designed with the goal of all children reading by the end of third grade.

Institute for Reading Research http://www.smu.edu/teacher_education/irr/index.asp

»»Promotes reading skills through research in the areas of developing reading interventions for children at-risk for failing to learn to read and children who are either bilingual or who speak Spanish exclusively in the early primary grades.

International Reading Association www.reading.org

»»Promotes high levels of literacy for all by improving reading instruction, providing reading research and encouraging reading.

Intervention Central www.interventioncentral.org

»»Offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth.

Joe Witt www.joewitt.org

»»Site offers evidenced-based practices for Response to Intervention.

National Center for Culturally Responsive Educational Systems <http://www.nccrest.org> Provides technical assistance and professional development to close the achievement gap. National High School Center www.betterhighschools.org

»»Provides information and research about high quality high school practices

Oregon Reading Center <http://reading.uoregon.edu>

»»Provides information, technology, and resources to teachers, administrators, and parents on the five big ideas of early literacy: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension.

Positive Behavioral Interventions and Supports (PBIS) <http://www.pbis.org/main.htm>

»»Provides schools with capacity-building information and technical assistance for identifying, and sustaining effective school-wide disciplinary practices.

RTI Action Network www.RTINetwork.org

»»Site explains various aspects of RTI process, and offers strategies for process implementation.

Math supports <http://www.rtinetwork.org/Learn/Why/ar/RTIandMath/1> TIERS Team www.accountabilitydata.org

»»Developed by Dr. Alan Coulter and colleagues at the Louisiana State University Health Sciences Center, the site provides instruction in the RTI process through PowerPoint and data research information.

Vaughn Gross Center for Reading and Language Arts www.texasreading.org

»»Translates research into practice for online professional development that emphasizes scientifically based reading research and instruction; is dedicated to improving reading instruction for all students, especially struggling readers, English language learners, and students receiving special education services.

What Works Clearinghouse www.whatworks.ed.gov

»Collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies). Math progress monitoring information (go to site above and enter "math progress-monitoring information" and several resources will be listed).

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