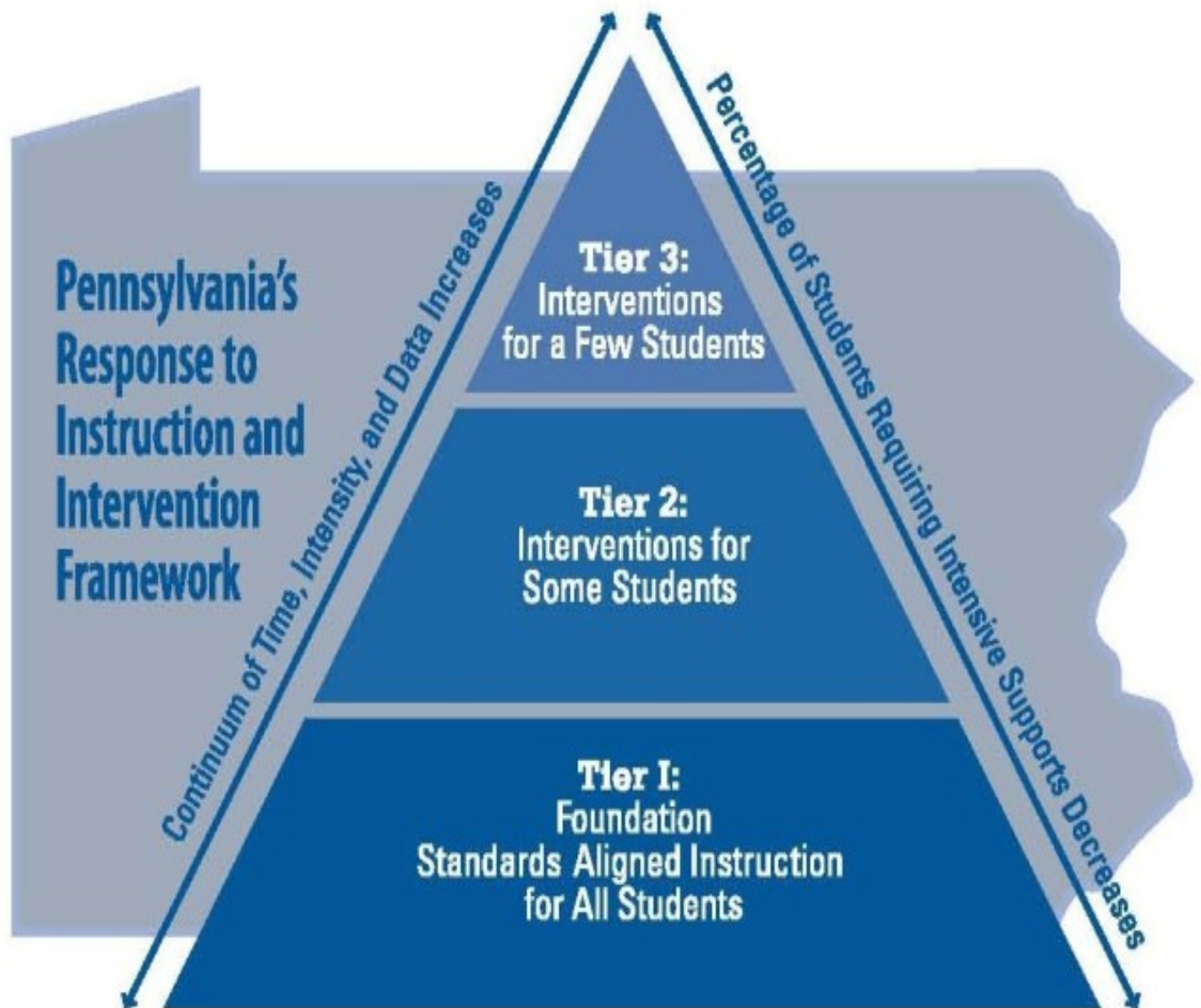


**State College Area School District  
Multi-Tiered System of Support  
Response to Instruction and Intervention (RtII) Manual**

**2016-2017**



## Table of Contents

Introduction.....	4
What is RtII?.....	4
RtII – The Three Tiered Model.....	5
Essential Components of RtII.....	5
Summary.....	5
Overview of SCASD RtII Model.....	6
Referral for Special Education.....	7
RtII Procedures in SCASD.....	8
Tier 1: Core Curriculum for All Students.....	8
Tier 2: Strategic and Targeted Interventions for At-Risk students.....	8
Tier 3: Intensive Intervention for Low Performing Students.....	8
Universal Screening Plan.....	9
Collaboration and Teaming.....	9
Building Level Teams Across Tiers 1, 2, and 3.....	9
Grade Level Data Teams across Tiers 1, 2, and 3.....	9
Progress Monitoring across Tiers 2 and 3.....	10
RtII Teaming Structure – Table 1.....	10
SCASD Response to Instruction and Intervention Grid – Table 2.....	11
Monitoring Fidelity of Implementation.....	12
SCASD Fidelity Checklist Overview – Table 3.....	12
Parental Involvement.....	12
References.....	13

## Appendices

A. SCASD Decision Guidelines	14
B. AIMSWEB Benchmark and Progress Monitoring Guidelines	15
C. 10 Researched-Based Effective Teaching Practices	16
D. SCASD Screening and Goal Records	17
E. SCASD Grade Level Data Team Meeting Notes	21

F. Approved List of Intervention Resources	23
G. Intervention Decision Making Guidelines	26
H. Kindergarten RtII Service Summary Form	28
I. Fidelity Checklists	29
Classroom Fidelity Assessment Checklist	30
Grade Level Meeting Fidelity Checklist	31
Student Fidelity Record	32-37
Standard Protocol Intervention Checklists	
Early Reading Intervention	38
Reading Mastery or Language for Learning	41
Read Naturally	42
Guided Reading (Tier 2)	43
Words Their Way (Tier 2)	44
REWARDS	45
Leveled Literacy Intervention (even)	46
Leveled Literacy Intervention (odd)	47
Reading Success	48
Six Minute Solution	49
Phonics for Reading 1 <sup>st</sup> , 2nd and 3rd Levels	50
Number Worlds	51
Elements of Reading - Vocabulary	52
Corrective Reading Decoding	54
Connecting Math Concepts	55
J. Parent's Quick Reference Guide	56
K. Parent Letters	
September Letter to All Parents	57
October Letter K (Emergent/Deficient)	
Jan/June Letter K (Emergent/Deficient)	
October Letter Grade 1 (Emergent/Deficient)	
Jan/ June Letter Grade 2 (Emergent/Deficient)	
Oct/Jan/June Grades 2 and 3	

# State College Area School District Response to Instruction and Intervention (RtII) Manual

## Introduction

### What is RtII?

RtII is an adaptation of the public health prevention model to education. In a public health prevention model, universal measures are used to reduce the risk of, and increase resiliency against, disease. Measures used include vaccinations, good nutrition, and regular physical exams. In a small portion of the population, indicators of poor health are identified and subsequently a swift intervention may be used to prevent the problem from worsening. For example, one may see a doctor for an antibiotic when symptoms occur. Lastly, in an even smaller portion of the population, the antibiotics are not enough to treat the illness and the persons may need more intensive medical attention such as seeing a specialist for additional testing.

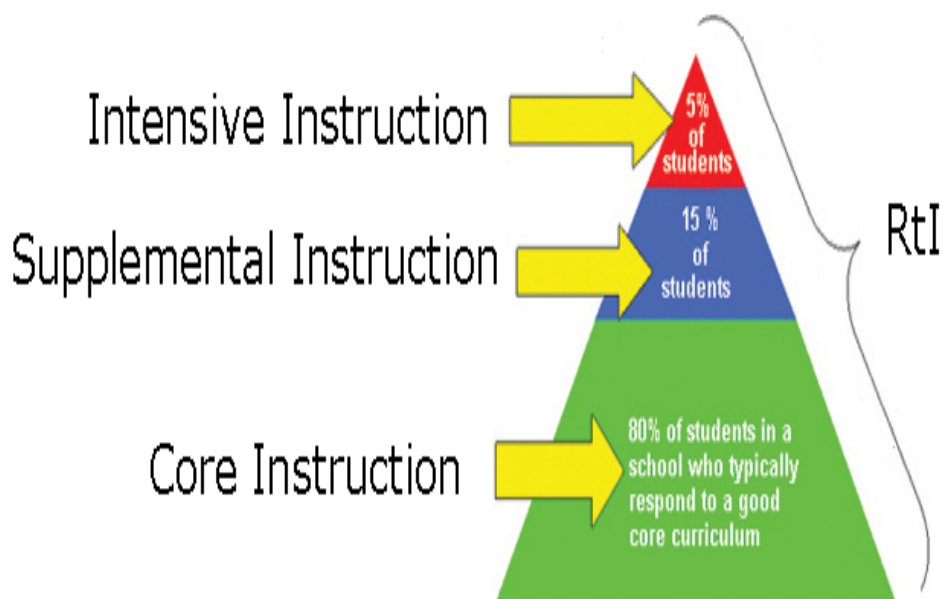
RtII uses the prevention model to prevent academic and behavior problems in schools. RtII is the intersection of the two federal laws – NCLB & IDEA 2004. In SCASD, we are using RtII to ensure that all children are proficient readers by the end of third grade.

This RtII manual will discuss the application of RtII for reading. But in general, RtII is a comprehensive, three-tiered, standards aligned strategy to enable early identification and intervention for students who may be at risk for academic or behavioral problems. The graphic below illustrates the RtII model:

Tier 3  
Intensive level  
Students who do not  
respond to Tier I & II  
interventions

Tier 2  
Strategic level  
Students considered  
“at-risk” for academic  
failure

Tier 1  
Benchmark level  
Probes administered 3x  
per school year with all  
students  
Researched-based core  
Curriculum



## **RtII - The Three Tiered Model**

- **Tier 1: Foundation - high quality, research-based instruction in the classroom.**
  - The underlying assumption of RtII is that all children are receiving at least 90 minutes per day of reading instruction on the big 5 reading skills – phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Instruction is provided by a highly qualified teacher and is differentiated within the classroom to meet a broad range of student needs.
- **Tier 2: Interventions for Some Students**
  - Based on universal screenings three times per year, students scoring below the benchmarks are identified to participate in a supplemental, evidence-based reading intervention. This intervention is in addition to the Tier 1 classroom reading and math instruction and may be taught by various personnel such as Title 1 teachers, Intervention Support teachers, Psychologists, or Learning Support teachers. Student progress in Tier 2 is monitored bimonthly and the intervention adjusted as necessary to meet student needs.
- **Tier 3: Intensive Intervention for a Few Students**
  - Based on the bimonthly strategic monitoring data, students who are making slow growth toward the May benchmark will be selected to receive additional, more intensive interventions in a 1:1 or 1:3 setting. Student progress is monitored weekly in order to match instruction to student needs.

## **Essential Components of RtII:**

- **Researched-Based Instruction** – reading instruction reflects the accumulation of research on how children learn to read and how teachers assist struggling readers.
- **Universal Screening** – direct assessment tools such as Curriculum Based Measurement (CBM) probes are used to identify levels of proficiency for each student. The results allow for the review of both group and individual performance in skill areas.
- **Multiple Tiers** of increasingly intense scientific, research-based interventions are matched to student needs and used with documented fidelity.
- **Collaboration and Teaming** of regular and special school staff is used for development, implementation, and monitoring of the intervention process.
- **Continuous Progress Monitoring** – Snapshots of student progress usually occurring three times a year, or more frequently if additional data is needed, are used to make decisions relative to student progress/achievement as a result of instruction.

## **In Summary**

The overarching goal of RtII is to **improve student achievement** using effective, high quality, differentiated classroom instruction and research-based interventions matched to the instructional need and level of the student as evidenced by progress monitoring data. Student response to a series of increasingly intense interventions is monitored, changed as necessary and designed to ameliorate the presenting concern. Thereby, proactively promoting success and setting the course for a productive and rewarding educational experience for all students.

## Overview of SCASD RtII Model

The State College Area School District has implemented a Response to Instruction and Intervention (RtII) model which:

1. Emphasizes universal screening of all students K-3 in the area of reading literacy.
2. Makes effective use of all existing resources including all staff expertise and services
3. Proactively assesses student strengths and weaknesses based on academic performance in the general education setting
4. Delivers early interventions in the general education environment that are based on observable, reliable, and measurable information
5. Frequently and directly monitors and charts student response to interventions
6. De-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a proactive manner

The district is utilizing AIMSweb and running records for the implementation of comprehensive universal screening and strategic and progress monitoring. AIMSweb is a web-based data collection system available via the Internet. The AIMSweb program includes benchmark as well as strategic and progress monitoring assessments conducted by the classroom teacher and other staff. The staff gathers formative assessment data (curriculum and performance-based) and collaborates with colleagues to make data-based instructional decisions. The district has implemented a multi-tier assessment and intervention model, which includes parent notification, training, and involvement, is proactive and prevention-oriented with each tier providing a greater degree of intensive and supportive intervention and assessment in response to student need. Supplemental intervention offers small group instruction utilizing scientific research-based programs. Supplemental instruction is delivered in conjunction with classroom instruction. Students are not removed from the core curriculum to receive supplemental instruction. Students with more significant needs are provided intervention which is more intensive and of longer duration and may include specially designed instruction. General education, remedial education, and special education are working together as a unified team with the same goal – to ensure continuity of instruction and that all students learn and reach a level of proficiency.

Three times per year, the Building Level Team meets (see Table 1) to systematically review student specific and school-wide data trends in performance and patterns across classrooms and grade levels. This team consists of the principal, school psychologist, the intervention specialists assigned to that grade level, and, as appropriate, other professionals. The Building Level Team does not plan for intervention. Instead, the team identifies and sets grade level goals with strategies and interventions needed to attain the goal and identifies students who may need more support at Tier 2.

Two times a year, respective Grade Level Team meetings (see Table 1) are held to review strategic monitoring data for students receiving Tier 2 support. This team consists of the principal, school psychologist, the intervention specialists (i.e., Title 1, IST, LS, PDS interns, etc.), ESL teacher when appropriate, and the grade level classroom teachers. The purpose of the Grade Level Team is to review and discuss student response to intervention and to determine whether the interventions are appropriate and delivered with integrity. In evaluating student response to intervention, the staff at the Grade Level Team: (a) examine the development in skills over time, (b) examine the rate of student response to the intervention(s), and (c) discuss the amount and intensity of resources necessary to create or sustain a positive response.

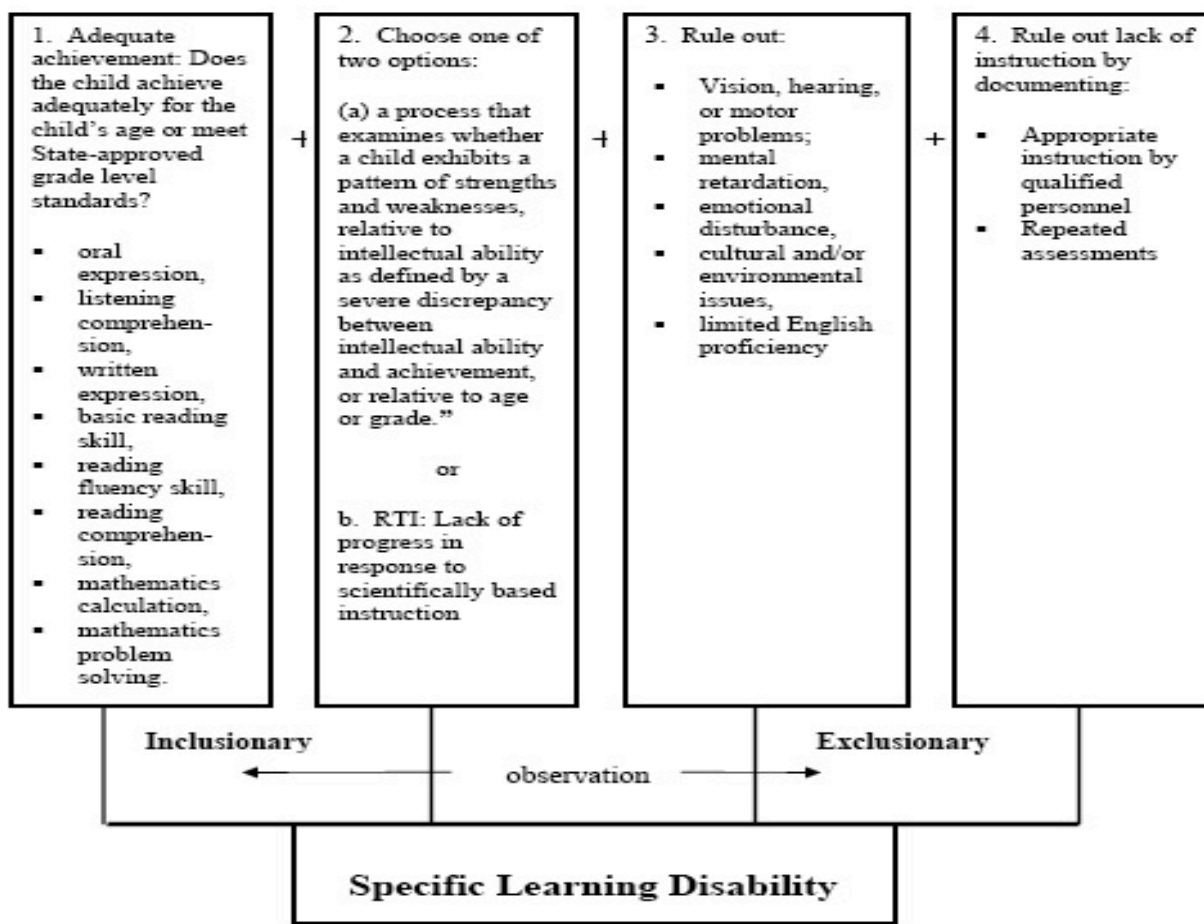
Students who are not responding to Tier 2 or Tier 3 intervention are then scheduled for an Instructional Support Team action plan in which specific individual goals are developed and individually tailored interventions are selected to address the development of skills that are lacking. Additional assessments are also discussed and follow-up meetings are scheduled to review the student specific goal attainment. Parents are invited to these meetings and are provided with performance assessment data that reflect student response to intervention,

information regarding strategies for increasing student rate of learning, and are informed of their right to request an eligibility evaluation.

### **Referral for Special Education**

Referrals for special education and decisions to identify a student for special education services are made based on data and after a plan of intervention has been implemented for a sufficient amount of time (at least 10 data points) within the Tier 3 framework and limited progress has been made or when parents request an evaluation. All students are ensured high quality reading instruction and early intervention through the repeated assessment process, use of fidelity checks, observations of routine classroom instruction, and use of evidence-based interventions.

Decisions relative to the identification of a student for special education services are made if a student is not proficient on Pennsylvania State Standards Assessments, has a significant skill deficit relative to grade level peers (level), and if he/she is not showing a significant response (slope) to a scientifically researched-based intervention. In all cases, interventions, progress monitoring assessments, and observations are conducted prior to any disability determination, and in conjunction with any parent requested evaluation. Finally, when considering a student for a specific learning disability, all evaluations carefully consider whether the student's level and rate of learning are the result of sensory disabilities, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, limited English proficiency, or lack of exposure to appropriate evidence-based instruction.





## **RtII Procedures in SCASD**

### **Multiple Tiers of Research-Based Instruction**

#### **Tier 1: Core Curriculum for all Students**

1. The general education core curriculum for reading is research-based and is delivered with fidelity.
2. Students receive systematic and explicit instruction following the 10 Research-Based Effective Teaching Principles (Appendix C).
3. The research-based reading instruction/curriculum emphasizes the 5 critical elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).
4. The core reading program occurs for 90 minutes daily.
5. Differentiated planning, instruction & assessment. Teachers also use universal screening data to create flexible instructional groups for reading.
6. School and district printed materials reference the RtII process where appropriate.
7. Along with classroom reading instruction, ESL instruction is part of the core curriculum (Tier 1) for English Language Learners (ELLs). We need to guard against taking from this time when scheduling a Tier 2 or 3 intervention. ESL instruction should be provided 1 to 2 hours daily depending on the student's English language proficiency.

#### **Tier 2: Strategic and Targeted Interventions for At-Risk Students**

1. Tier 2 interventions begin as soon as possible after identification/selection of those not responding adequately to differentiated Tier 1 instruction regardless of time of year.
2. A process is in place to notify parents and request their input and support as students enter the intervention process, which is managed by the classroom, IST, or Title 1 teacher.
3. In addition to Tier 1 instruction, students receive Tier 2 interventions for at least 20-60 minutes a day (at minimum 4 days per week).
4. Classroom teachers, Special Education teachers, Title 1 specialists, Instructional Support teachers, ESL teachers, and other related services personnel collaborate to effectively implement high quality research-based instruction/curricula in general education under the overall direction of the principal.
5. The pacing of the instruction matches each student's skill level and gives students multiple opportunities to respond.
6. Student interventions are standardized (e.g., standard treatment protocol approach). See Appendix F for list of approved interventions and Appendix G for Intervention Decision-Making Guidelines.
7. General, remedial, and special education resources are used flexibly.
8. The school routinely evaluates the fidelity of intervention and progress monitoring implementation.
9. The IST or specialist delivering Kindergarten Tier 2 or Tier 3 interventions completes the Kindergarten Service Summary Form (Appendix G) at the end of the school year as a record of services provided.
10. The Title 1 teacher or specialist delivering First, Second, and Third Grade Tier 2 or Tier 3 interventions completes the Title 1 Service Summary at the end of the school year as a record of services provided.

#### **Tier 3: Intensive Intervention for Low Performing Students**

1. Standard protocol interventions (Appendix F) are utilized in accordance with guidelines stated in Appendix G.
2. Size of instructional groups is no more than 1:3 instructor-to-students ratio.
3. In addition to the 90 minute core curriculum, students will receive 60-75 minutes of additional intensive interventions from Tiers 2 and/or 3 each day.
4. General, remedial, and special education resources are used flexibly.



## **Universal Screening Plan**

1. The Building Level Team conducts universal screening of critical reading skills in kindergarten, first, second, and third grades.
2. The school uses screening practices that are predictive of performance on standards, efficiently administered, and sensitive to growth using the AIMSweb system (see Appendix B) as well as other universal measures (i.e., MAP grade 3, Running Records grades K-2).
3. Screenings are conducted with all students grades K-3 three times per year (September, January, and May), and maintained in the AIMSweb database as well as grade level Google docs.
4. Data teams review universal screening data and identify students who are at-risk in reading by completing the SCASD Screening and Goal Record in Appendix D.

## **Collaboration and Teaming**

### **Building Level Teams Across Tiers 1, 2, and 3**

1. The Building Level Team meets three times per year following collection of the universal screening data to review the data and to discuss RtII implementation and fidelity.
2. The Building Level Team consists of the principal, the school psychologist, and intervention specialists delivering Tier 2 or Tier 3 instruction (i.e., Title 1, Instructional Support, Learning Support), and other personnel as appropriate including ESL teacher. (See Table 1)
3. The Building Level Team reviews student performance on universal screening measures (AIMS web, Running Records, MAP) in terms of which students have attained skills: established, emerging, or deficient according to district established and research-based benchmark scores.
4. The Building Level Team sets measurable goals for classrooms in terms of percentages of students reaching proficiency on screening assessments documented on the Screening and Goal Record (See Appendix D). The Building Level Team documents how many students in each classroom are receiving supplemental and intensive supports at Tier 2 and Tier 3. Problem solving for interventions at Tier 1 is a focus.
5. Goals for individual students are typically defined as the May benchmark. In January, the Building Level Team evaluates whether students are on track to meet the May benchmarks.
6. The Building Level Team identifies students in need of more support at Tier 2 or Tier 3 documented on the SCASD Screening and Goal Record or data analysis Google doc.

### **Grade Level Data Teams Across Tier 2 and Tier 3**

1. Grade Level Data Teams consist of the principal, the school psychologist, intervention specialists, grade level teachers and ESL teacher for ELLs. (see Table 1).
2. Grade Level Data Teams monitor student progress at Tiers 2 and 3. This team meets two times during the year.
3. Grade Level Data Teams can refer students to the Instructional Support Team and Tier 3.
4. Grade Level Data Teams design individual intervention strategies for at-risk students to be carried out in general education classrooms and in the supplemental RtII programs.
5. Implementation of interventions, progress monitoring, and student outcomes are provided for general education teachers with effective coaching and in-class support.
6. The teams utilize the SCASD Decision Guidelines (Appendix A) when discussing student RtII and subsequent instructional recommendations.

## **Progress Monitoring Across Tiers 2 and 3**

1. School staff use progress monitoring with individual students: Data are collected and entered at least bi-monthly by the intervention specialist conducting the Tier 2 intervention and weekly by specialists conducting the Tier 3 intervention to determine the effectiveness of interventions and to make any modifications. (See Appendix B for recommended progress monitoring measures.)
2. The interventionist converts progress-monitoring data into visual displays such as time-series graphs to aid in instructional decision making for the Grade Level Data Analysis and/or IST/MDE teams.
3. The interventionist regularly shares charted or graphed information with students, teachers, parents, and administrators as feedback about the effectiveness of the intervention.
4. Instructional methods are monitored with adequate frequency (frequency based on student gains and teacher implementation of the strategy).
5. Students failing to make acceptable progress at Tier 2 (which included intervals of intervention change) are moved to Tier 3 interventions.
6. Students who make acceptable progress in Tier 2 are exited to Tier 1 and monitored.
7. Students may repeat (or continue, if this is more relevant to the intervention design) the Tier 3 intervention cycle as determined by the Grade Level Data Analysis Team according to Decision Guidelines (Appendix A).
8. Students who make acceptable progress in Tier 3 are returned to Tier 2 supports as determined by the Grade Level Data Analysis Team.
9. Students failing to make acceptable progress at Tier 3 (which included intervals of intervention change) are referred for evaluation of eligibility for Special Education by the Grade Level Data Analysis Team (or the Instructional Support Team if student is on IST).
10. The school district has revised their Special Education and Title 1 plans to accommodate the three-tier model and the use of RtII in specific learning disability eligibility decision-making for K-3 in reading.
11. Classroom teachers use benchmark or progress monitoring data to re-group students as needed.

***Table 1. RtII Teaming Structure***

<b>Who?</b>	<b>What?</b>	<b>When?</b>
<b>Building Level Team</b> <ul style="list-style-type: none"> <li>Principal</li> <li>Intervention Specialists</li> <li>School Psychologist</li> <li>ESL Teacher (as needed)</li> </ul>	<ul style="list-style-type: none"> <li>Collect and analyze universal screening data</li> <li>Set measurable goals</li> <li>Monitor fidelity of implementation of RtII</li> </ul>	<ul style="list-style-type: none"> <li>September</li> <li>November</li> <li>January</li> <li>March</li> <li>May/June</li> </ul>
<b>Grade Level Data Analysis Teams</b> <ul style="list-style-type: none"> <li>Principal</li> <li>Grade Level Teachers</li> <li>Intervention Specialists</li> <li>School Psychologist</li> <li>ESL Teacher (as needed)</li> </ul>	<ul style="list-style-type: none"> <li>Monitor student progress in Tiers 2 and 3</li> <li>Design and implement effective interventions for at-risk students</li> <li>Refer students not making adequate progress to IST or MDE</li> </ul>	<ul style="list-style-type: none"> <li>September</li> <li>November</li> <li>January</li> <li>March</li> <li>May/June</li> </ul>

**Table 2. SCASD Response to Instruction and Intervention Grid**

<b>Tier Level Programming</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Special Education</b>
<b>What</b> (Core Program)	Core Reading Program (includes ESL instruction for ELLs)	Core Reading Program (includes ESL instruction for ELLs)	Core Reading Program (includes ESL instruction for ELLs)	Specialized Reading Program
<b>(Intervention)</b>	Differentiated Instructional Strategies	Targeted Intervention Standard Treatment Protocol*	Specialized Reading Program*	Specialized Reading Program
<b>Who</b> (Intervention)	Classroom Teacher plus ESL Teacher for ELLs	Classroom Teacher, ESL Teacher and/or Intervention Teacher (Small Group)	Intervention Specialist: Small Intensive Group	Intervention Specialist: Special Educator (must be a special educator to meet IEP demands)
<b>Where</b> (Intervention)	Classroom	Classroom or Pull Out	Pull Out	Pull Out
<b>Group Size</b> (Teacher to Student Ratio)		1:6 maximum	1:3 maximum	
<b>How Long</b> (Duration)	Benchmark period	Until goals are met	Until goals are met	Until IEP goals are met
<b>How Long</b> (Time/day)	90 minutes daily and additional time for ELL instruction	20-60 minutes in addition to Core Instruction minimum 4x/week (Grades K-3)	60-75 minutes in addition to Core Instruction per day (Grades 1-3) 45-60 mins for K	
<b>Assessment</b> (Universal)	AIMSweb, Running Record, Words Their Way, MAP (W-APT & ACCESS For ELLs)	AIMSweb, Running Record, Words Their Way, MAP (W-APT & ACCESS For ELLs)	AIMSweb, Running Record, Words Their Way, MAP (W-APT & ACCESS For ELLs)	AIMSweb
<b>Assessment</b> (Intervention)	AIMSweb Universal screening 3x a year, RR, WTW, MAP	AIMSweb progress monitoring, minimum 2x month, program assessments	AIMSweb weekly progress monitoring, program assessments	AIMSweb weekly progress monitoring

\*The SCASD RtII Curriculum Materials Review Committee has selected scientifically validated, research-based Tier 2 and Tier 3 interventions to be used district-wide. For a listing of approved resources see Appendix F, pg. 23).

### Monitoring Fidelity of Implementation

1. Fidelity of implementation will be monitored as outlined in Table 3.
2. After the first Grade Level Team meeting of the year, the principal, IST, or psychologist will complete the Grade Level Team Fidelity Checklist (Appendix I).
3. Principals will monitor the general education reading programs and complete appropriate fidelity checklists prior to December (see Appendix I).
4. Fall and winter (just fall for those having implemented the intervention more the three years), intervention specialists (those who have implemented the program) will conduct observations and complete program fidelity checklists to determine that interventions are delivered with fidelity. (See standard protocol fidelity checklists in Appendix I)
5. Students referred for IST or who are suspected of having a Specific Learning Disability in reading and prior to referral for special education, the principal, IST, and psychologist will complete the SCASD RtII Fidelity Record (Appendix I).

**Table 3. SCASD Fidelity Checklist Overview**

<b>Fidelity Checklist</b>	<b>Who?</b>	<b>What?</b>	<b>When?</b>
<b>Tier 1</b>	<ul style="list-style-type: none"><li>• Principals</li><li>• Program Director for ESL if student is in ESL</li></ul>	Classroom Fidelity Assessment Checklist for reading and/or ESL	Prior to December
<b>Tiers 2 and 3</b>	<ul style="list-style-type: none"><li>• Specialists who have been trained and used the intervention</li></ul>	Program Specific Fidelity Checklists	October and February (just October for those having delivered the intervention for at least three years)
<b>Grade Level Data Teaming</b>	<ul style="list-style-type: none"><li>• Principal, IST, and Psychologist</li></ul>	Grade Level Meeting Fidelity Checklist	After initial fall data meeting
<b>Students not responding to interventions</b>	<ul style="list-style-type: none"><li>• Principal (Tier 1)</li><li>• IST and Psychologist (Tiers 2 and 3)</li></ul>	6-page SCASD Student RtII Fidelity Record	Prior to referral for Special Education

### Parental Involvement

1. Parents receive ongoing feedback about their child's progress throughout the three-tier system both via letter (copies of letters are in Appendix K) and through emails, conferences, and meetings with the interventionists.
2. Parents are actively encouraged to participate at school and at home by means such as Parent Nights and conferences.
3. Parents are encouraged to participate in and share their input. (See Appendix J Parent's Quick Reference Guide and Parent Letters.)
4. Parents have the right to request a multidisciplinary evaluation of their child at any time.

## References

### Text:

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- Haager, D., Klingner J., Vaughn, S. (2007). *Evidenced-based reading practices for response to intervention*. Baltimore: Paul H. Brooks Publishing.
- Kame'enui, E., (2007). A New Paradigm: Responsiveness to Intervention. *Teaching Exceptional Children*, 39 (5), 6-7.
- NASDSE. *Response to intervention blueprints for implementation: district level*. (2008). Alexandria, VA: National Association of State Directors of Special Education, Inc..
- NASDSE. *Response to intervention blueprints for implementation: school building level*. (2008). Alexandria, VA: National Association of State Directors of Special Education, Inc..
- NASDSE. *Response to intervention policy considerations and implementations* (2006). Alexandria, VA: National Association of State Directors of Special Education, Inc.
- Stecker, P., (2007). Tertiary Intervention: Using Progress Monitoring With Intensive Services. *Teaching Exceptional Children*, 39 (5), 50-56.
- Collier, Catherine, (2010), *RtI for Diverse Learners*, Corwin
- National Center on Response to Intervention, *RtI for English Language Learners: Appropriately Using Screening and Progress Monitoring Tools to Improve Instructional Outcomes*, March 2011
- NCCREST (2008). *A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners*.

### Electronic:

- AIMSweb: [www.aimsweb.com](http://www.aimsweb.com)
- Center on Instruction: [www.centeroninstruction.org](http://www.centeroninstruction.org)
- College of Education IUP: [www.coe.iup.edu/kovaleski/rti.htm](http://www.coe.iup.edu/kovaleski/rti.htm)
- Council for Exceptional Children: [www.cecsped.org](http://www.cecsped.org)
- Florida Center for Reading Research: [www.fcrr.org](http://www.fcrr.org)
- IDEA Partnership: [www.ideapartnership.org](http://www.ideapartnership.org)
- Intervention Central: [www.interventioncentral.org](http://www.interventioncentral.org)
- LD OnLine: [www.ldonline.org](http://www.ldonline.org)
- Lehigh University: <http://www.lehigh.edu/collegeofeducation/mp3/links/links.htm>
- National Association of State Directors of Special Education, Inc.: [www.nasdse.org](http://www.nasdse.org)
- National Center on Response to Intervention: [www.rti4success.org](http://www.rti4success.org)
- National Center on Student Progress Monitoring: [www.studentprogress.org](http://www.studentprogress.org)
- National Reading Panel: [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)
- National Research Center on Learning Disabilities: [www.nrclld.org](http://www.nrclld.org)
- Oregon Reading First: [www.oregonreadingfirst.uoregon.edu](http://www.oregonreadingfirst.uoregon.edu)
- Pennsylvania Training and Technical Assistance Network: [www.pattan.k12.pa.us](http://www.pattan.k12.pa.us)
- RTI Action Network: [www.rtinetwork.org](http://www.rtinetwork.org)
- RTI Wire: [www.jimwrightonline.com](http://www.jimwrightonline.com)

## Appendix A

### SCASD DECISION GUIDELINES

<b>Tier</b>	<b>Goal</b>	<b>What to look for that indicates progress toward the goal</b>	<b>Next Steps</b>	<b>What to look for that indicates lack of progress toward the goal</b>	<b>Next Steps</b>
<b>1</b>	Proficient reading based on grade level norms	Meeting benchmarks based on Title I/Tier 2 Criteria	Maintain in current program	Below benchmark(s) based on Title I/Tier 2 criteria.	Add intervention in classroom to differentiate or add to Tier 2
<b>2</b>	Proficient reading based on grade level norms	- Increasing slope: student's AROI is greater than or equal to the EROI – Student is meeting benchmarks for end of year.	- Maintain in current program - May exit Tier 2 once two out of the three eligibility criteria for Tier 2/Title I has been met or exceeded. Then continue monitoring at least bi-weekly for one month & follow up at next grade level meeting. - In kindergarten, when three consecutive end of year data points are achieved with supporting evidence (ERI placement test, Running Records), the student may exit.	- Student's AROI is significantly less than EROI ( $\leq 125\%$ ); and student is below benchmark based on Title I/Tier 2 criteria.	Make a change to the program or move to Tier 3
<b>3</b>	Proficient reading based on grade level norms	- Increasing slope: student's AROI exceeds the EROI	- Maintain in current program, or move back to Tier 2 as applicable	- Discrepant rate = student's AROI is significantly less than the EROI ( $\leq 125\%$ );	If rate but not level is discrepant, make a change to the program. If level is discrepant (10th and up to the 13th percentile), in addition to discrepant rate, student may meet criteria for SLD and discuss MDE referral.

AROI = Student's Actual Rate of Improvement

EROI = Expected Rate of Improvement based on national norms

When Determining Whether to Make an Intervention Change

- Has program been delivered for a sufficient length of time? (A particular intervention should be given for 6-8 weeks in order to determine effectiveness of intervention).
- Research from Christ and colleagues (2013) indicated that “a total of between 8 and 14 data points are required to establish a reliable trend.”
- Change should result in a different intervention and/or increased time and intensity (smaller group size, more directed instruction)

Best predictor of reading proficiency by grade

LNF – Sept of Kindergarten

LSF – rest of Kindergarten and fall of 1<sup>st</sup> grade

R-CBM – Jan of 1<sup>st</sup> through 3<sup>rd</sup> grades

## Appendix B

### AIMSWEB Benchmark and Progress Monitoring Guidelines

**Table 1. AIMSWEB Benchmark Measures by Grade and Time of Year**

Grade	Fall	Winter	Spring
Kindergarten	LNF, LSF OCM, NIM, QDM, MNM	LNF, LSF, PSF, NWF QDM*	LNF, LSF, PSF, NWF QDM*
1 <sup>st</sup> Grade	LSF, NWF	NWF, RCBM	NWF** RCBM
2 <sup>nd</sup> Grade	RCBM	RCBM	RCBM
3 <sup>rd</sup> Grade	RCBM	RCBM	RCBM

\* If a child is not at the QDM benchmark, give other early numeracy probes.

\*\* Only if not at the RCBM benchmark.

**Table 2. AIMSWEB Progress Monitoring Guidelines by Grade**

Grade	Measure(s)
Kindergarten	LSF – starting in Sept until benchmark has been met three consecutive times. NWF - starting in Jan*
1 <sup>st</sup> Grade	LSF and NWF – starting in Sept until benchmark has been met three consecutive times RCBM – starting in January until benchmark has been met three consecutive times
2 <sup>nd</sup> Grade	RCBM – starting in Sept until benchmark has been met three consecutive times
3 <sup>rd</sup> Grade	RCBM – starting in Sept until benchmark has been met three consecutive times

\*Based on student readiness as determined by interventionist.



## Appendix C

### 10 Research-Based Effective Teaching Principles

- Students learn more when they are actively engaged in instructional tasks.
- High success rates correlate positively with student learning outcomes.
- The more content covered, the greater the potential for student learning.
- Students achieve more in classes where they spend most of their time being directly taught by a teacher.
- Students become independent, self-regulated learners through instruction that is deliberately and carefully scaffold. Teachers provide support and structure, then systematically remove guidance and increase student competence.
- The critical forms of knowledge (declarative, procedural, and conditional) must be addressed in order for students to become independent, self-regulated learners.
  - Declarative – factual information
  - Procedural – how to use the knowledge in specific ways
  - Conditional – knowing when and where to apply the knowledge
- Learning is increased when teaching is presented in a manner that assists students in organizing, storing, and retrieving information.
- Strategic instruction will help students to become more independent, self-regulated learners. Strategic instruction is designed to teach students how to apply techniques, principles, or rules in order to solve problems and complete tasks successfully and independently.
- Students can become more independent, self-regulated learners through instruction that is explicit.
- By teaching sameness both within and across subjects, teachers promote the ability of students to access knowledge in any problem-solving situation. Teaching sameness is linking a single concept with many ideas and providing students with numerous examples to promote generalization.

From: Ellis, E. and Worthington, L. *Research Synthesis on Effective Teaching Principles and the Design of Quality Tools for Educators*. National Center to Improve the Tools of Educators, University of Oregon.

## Appendix D

### SCASD Screening and Goal Record - Kindergarten

**Instructions:** *The Building Level or Grade Level Data Team completes three times per year for each classroom. Document students who are meeting benchmarks and students receiving Tier 2 and/or Tier 3 services based on the universal screening/benchmark data. Create a plan to achieve goals within each classroom for the different groups of students.*

**Teacher** \_\_\_\_\_ **School** \_\_\_\_\_  
**Number of students in classroom** \_\_\_\_\_

Benchmark Data	Benchmark Targets Kindergarten			Number of students in Tier 1:  Number of students in Tier 2:  Number of students in Tier 3:
	Fall	Winter	Spring	
LNF	13	38		
LSF	2	20	33	
RR		B	D	

**Key:** LNF=Letter Naming Fluency      LSF=Letter Sound Fluency      RR=Running Record (Instructional)

Fall	Winter	Spring
Goals by next benchmark:	Goals by next benchmark	Goals for Fall
Goals for students in Tier 3:	Goals for students in Tier 3:	Discuss plan to retain skills over the summer, students who need to begin Tier 3 immediately, etc.
Goals for students in Tier 2:	Goals for students in Tier 2:	
Goals for students in Tier 1: (e.g. fence sitters)	Goals for students in Tier 1: (e.g. fence sitters)	
What will we do in the classroom to help achieve these goals? *Strategies should have good research base and be practical.	What will we do in the classroom to help achieve these goals? *Strategies should have good research base and be practical.	Strategies that worked for students in Tier 2 and Tier 3 that should be continued next year:
What materials do we need?	What materials do we need?	What materials were helpful?
What students do we need to watch between now and the next benchmark? Individual plan for each.	What students do we need to watch between now and the next benchmark? Individual plan for each student or group of students.	What students do we need to watch for in the fall?
How will we know if we are on track to achieve our goals?	How will we know if we are on track to achieve our goals?	
Team Annotation of "To-Do's"	Team Annotation of "To-Do's"	
Next Meeting Date:	Next Meeting Date:	

## SCASD Screening and Goal Record - Grade 1

**Instructions:** *The Building Level or Grade Level Data Team completes three times per year for each classroom. Document students who are meeting benchmarks and students receiving Tier 2 and/or Tier 3 services based on the universal screening/benchmark data. Create a plan to achieve goals within each classroom for the different groups of students.*

**Teacher** \_\_\_\_\_ **School** \_\_\_\_\_

**Number of students in classroom** \_\_\_\_\_

Benchmark Data	Benchmark Targets <b>Grade 1</b>			Number of students in Tier 1:  Number of students in Tier 2:  Number of students in Tier 3:
	Fall	Winter	Spring	
LSF	25			
NWF	27	45		
R-CBM		30	53	
RR	D	F	I	

**Key:** LSF = Letter Sound Fluency  
R-CBM=Reading-Curriculum Based Measure

NWF= Nonsense Word Fluency  
RR=Running Record (Instructional)

Fall	Winter	Spring
Goals by next benchmark:  Goals for students in Tier 3:  Goals for students in Tier 2:  Goals for students in Tier 1: (e.g. fence sitters)	Goals by next benchmark  Goals for students in Tier 3:  Goals for students in Tier 2:  Goals for students in Tier 1: (e.g. fence sitters)	Goals for Fall  Discuss plan to retain skills over the summer, students who need to begin Tier 3 immediately, etc.
What will we do in the classroom to help achieve these goals? *Strategies should have good research base and be practical.	What will we do in the classroom to help achieve these goals? *Strategies should have good research base and be practical.	Strategies that worked for students in Tier 2 and Tier 3 that should be continued next year:
What materials do we need?	What materials do we need?	What materials were helpful?
What students do we need to watch between now and the next benchmark? Individual plan for each.	What students do we need to watch between now and the next benchmark? Individual plan for each student or group of students.	What students do we need to watch for in the fall?
How will we know if we are on track to achieve our goals?	How will we know if we are on track to achieve our goals?	
Team Annotation of "To-Do's"	Team Annotation of "To-Do's"	
Next Meeting Date:	Next Meeting Date:	

## SCASD Screening and Goal Record - Grade 2

**Instructions:** *The Building Level or Grade Level Data Team completes three times per year for each classroom. Document students who are meeting benchmarks and students receiving Tier 2 and/or Tier 3 services based on the universal screening/benchmark data. Create a plan to achieve goals within each classroom for the different groups of students.*

**Teacher** \_\_\_\_\_ **School** \_\_\_\_\_

**Number of students in classroom** \_\_\_\_\_

Benchmark Data	Benchmark Targets <b>Grade 2</b>			Number of students in Tier 1:  Number of students in Tier 2:  Number of students in Tier 3:
	Fall	Winter	Spring	
R-CBM	55	80	92	
RR	I	L	N	

**Key:**

R-CBM=Reading-Curriculum Based Measure

RR=Running Record (Instructional)

Fall	Winter	Spring
Goals by next benchmark:	Goals by next benchmark	Goals for Fall
Goals for students in Tier 3:	Goals for students in Tier 3:	Discuss plan to retain skills over the summer, students who need to begin Tier 3 immediately, etc.
Goals for students in Tier 2:	Goals for students in Tier 2:	
Goals for students in Tier 1: (e.g. fence sitters)	Goals for students in Tier 1: (e.g. fence sitters)	
What will we do in the classroom to help achieve these goals? *Strategies should have good research base and be practical.	What will we do in the classroom to help achieve these goals? *Strategies should have good research base and be practical.	Strategies that worked for students in Tier 2 and Tier 3 that should be continued next year:
What materials do we need?	What materials do we need?	What materials were helpful?
What students do we need to watch between now and the next benchmark? Individual plan for each.	What students do we need to watch between now and the next benchmark? Individual plan for each student or group of students.	What students do we need to watch for in the fall?
How will we know if we are on track to achieve our goals?	How will we know if we are on track to achieve our goals?	
Team Annotation of "To-Do's"	Team Annotation of "To-Do's"	
Next Meeting Date:	Next Meeting Date:	

### SCASD Screening and Goal Record - Grade 3

**Instructions:** The Data Team completes three times per year for each classroom. Document students who are meeting benchmarks and students receiving Tier 2 and/or Tier 3 services based on the universal screening/benchmark data. Create a plan to achieve goals within each classroom for the different groups of students.

**Teacher** \_\_\_\_\_ **School** \_\_\_\_\_

**Number of students in classroom** \_\_\_\_\_

Benchmark Data	Benchmark Targets <b>Grade 3</b>			Number of students in Tier 1:  Number of students in Tier 2:  Number of students in Tier 3:
	Fall	Winter	Spring	
R-CBM	77	105	119	
RR	N	O	P	

**Key:**

R-CBM=Reading-Curriculum Based Measure

RR=Running Record (Instructional)

Fall	Winter	Spring
Goals by next benchmark:	Goals by next benchmark	Goals for Fall
Goals for students in Tier 3:	Goals for students in Tier 3:	Discuss plan to retain skills over the summer, students who need to begin Tier 3 immediately, etc.
Goals for students in Tier 2:	Goals for students in Tier 2:	
Goals for students in Tier 1: (e.g. fence sitters)	Goals for students in Tier 1: (e.g. fence sitters)	
What will we do in the classroom to help achieve these goals? *Strategies should have good research base and be practical.	What will we do in the classroom to help achieve these goals? *Strategies should have good research base and be practical.	Strategies that worked for students in Tier 2 and Tier 3 that should be continued next year:
What materials do we need?	What materials do we need?	What materials were helpful?
What students do we need to watch between now and the next benchmark? Individual plan for each.	What students do we need to watch between now and the next benchmark? Individual plan for each student or group of students.	What students do we need to watch for in the fall?
How will we know if we are on track to achieve our goals?	How will we know if we are on track to achieve our goals?	
Team Annotation of "To-Do's"	Team Annotation of "To-Do's"	
Next Meeting Date:	Next Meeting Date:	

## Appendix E

Name:	Grade:	Teachers:
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### Reading Goal:

Reading is a complex process where components made up multiple skills and strategies have to synthesize in order for a student to make meaning of text. However, the RtII goal should reflect one or two components of reading that would most help this student develop as a reader at this specific point and time.

September:

November:

January:

March:

May:

### Formal Reading Assessments:

Assessment s:	September	November	January	March	May
Classroom RR	Level:	Level:	Level:	Level:	Level:
	Literary/Informational	Literary/Informational	Literary/Informational	Literary/Informational	Literary/Informational
	Acc.:	Acc.:	Acc.:	Acc.:	Acc.:
	Comp:	Comp:	Comp:	Comp:	Comp:
Reading Specialist RR	Level:	Level:	Level:	Level:	Level:
	Literary/Informational	Literary/Informational	Literary/Informational	Literary/Informational	Literary/Informational
	Acc.:	Acc.:	Acc.:	Acc.:	Acc.:
	Comp:	Comp:	Comp:	Comp:	Comp:
AIMSweb	wcpm:	wcpm:	wcpm:	wcpm:	wcpm:
RCBM	Acc:	Acc:	Acc:	Acc:	Acc:
	roi:	roi:	roi:	roi:	roi:
Scholastic					
Listening Comp.					
MAP					

Other Classroom					
WTW					
Other: Core					
Phonics Survey:					
	Green - Met Benchmark		Yellow - Approaching		Red: Below Benchmark

Reading Instruction Action Plan:					
Month:	Classroom Teacher Interventions and Resources		Reading Specialist Intervention and RtII Resources		
September					
November					
January					
March					
May					



## Appendix F

### Approved List of Instructional and Intervention Resources

Resource and Author(s)	Research Based Yes/ No	Instructional Purpose(s)	Grade Level	Location of Resource	Date of Approval
Breaking the Code by Gentry	Yes	Blueprints for instruction and early interventions focusing on specific skills	1-5	All elementary schools	Spring 2006
Early Reading Intervention	Yes	Teaches phonological awareness, letter names, letter sounds, spelling, and simple-sentence reading	K-1	All elementary schools	Spring 2006
Good-Bye Round Robin, Rasinski	Yes	Fluency	1-5	All elementary	Spring 2006
Interventions for Reading Success	Yes	Provide interventionists with "quick" strategies to target specific needs	1-5	All elementary schools	Spring 2007
Language for Learning (SRA)	Yes	Teaches a wide range of language concepts and skills; builds proficiency in oral lang. and vocab.	K	All elementary schools	Fall 2009
Leveled Literacy Intervention	Yes	Improve phonemic awareness, phonics, fluency, vocabulary, comprehension	1-2	All elementary schools	Fall 2009
Phonemic Awareness (SRA)	Yes	Teaches phonological awareness following the sequential steps of the phonological awareness continuum	K-1	All Elementary schools	Spring 2006
Phonemic Awareness in Young Children	Yes	Hearing sounds in words	K-1	All Elementary schools	Spring 2006
Phonics Poetry by Rasinski (Reader's Theatre)	Yes	Teaching phonics via poetry	1-5	All Elementary schools	Spring 2006
RAVE-O	Yes	To be used in conjunction with Reading Mastery I and/or II to improve comprehension	23-	All elementary schools	Fall 2013

Read NaturallyLive	Yes	Improve reading fluency and comprehension	1-5	All Elementary Schools	Spring 2006
Reading Mastery I&II	Yes	Develops decoding, word recognition, and literal comprehension skills in a highly systematic and explicit approach	K-2	All Elementary schools	Spring 2006
REWARDS	Yes	Reading multisyllabic word reading strategies	4-5	All Elementary schools	Spring 2007
Six Minute Solution	Yes	Provide interventionists with “quick” strategies to target specific needs	K-2	All elementary schools	Spring 2007
Steck-Vaughn Guided Reading, i.e. Pair-it	Yes	Improve phonemic awareness, phonics, fluency, vocabulary, comprehension	3-5	All elementary schools	Spring 2006
Super QAR	Yes	Comprehension/Test taking skills	1-5	All elementary schools	Spring 2006
Words Their Way	Yes	Improve phonemic awareness, phonics, fluency, vocabulary, comprehension	K-2	All elementary schools	Spring 2006
Words Their Way: Words Sorts for Letter Name-Alphabetic Spellers-Baer	Yes	Improve phonemic awareness, phonics, fluency, vocabulary, comprehension	1-5	All elementary schools	Spring 2009
Wright Group Guided Reading Kits, i.e. Gear Up, Take Two’s, Wildcats	Yes	Improve phonemic awareness, phonics, fluency, vocabulary, comprehension	1-5	All elementary schools	Spring 2006
Lesson Connections	Yes	Improve phonemic awareness, decoding, fluency, vocabulary & comprehension	K-2	All elementary schools	Spring 2011
Elements of Reading	Yes	Improve vocabulary knowledge	1-4	All elementary schools	Spring 2011
Reading Success	Yes	Improve comprehension strategies	3-5	All elementary schools	Spring 2011

Phonics for Reading	Yes	Develops phonemic awareness and decoding skills in all three levels. Second and Third Levels include passages for strengthening reading fluency and comprehension skills.	3-5	All elementary schools	Spring 2011
The Reading Strategies Book by Jennifer Serravallo	Yes	Supplemental teacher resource that supports Tier 2 for supporting students' independent use of strategies to support goals in reading.	K-5	All elementary schools	Spring 2016
The Comprehension Toolkit by Stephanie Harvey & Anne Goudvis	Yes	Support students' independent use of strategies to support comprehension goals.	2-5	All elementary schools	Spring 2016
Comprehension Connections by Tanny McGregor	Yes	Supplemental resource to support Tier 1 & 2 instruction/intervention for abstract thinking and reading strategies by connecting them to concrete, visible examples	K-5	All elementary schools	Spring 2016
Reader's Theater	Yes	Supplemental teacher resource Tier 2 for small group embedded reading practice. Should not replace LLI or Read Naturally but can be used to provide additional fluency & expression practice.	K-5	All elementary schools	Spring 2016

## Appendix G

### INTERVENTION DECISION-MAKING GUIDELINES

**Use of Guidelines** - The following information is to be used as guidelines. Some students may not be a match for the recommendations; therefore, the teams will need to utilize flexible thinking in choosing an intervention for students not fitting into the various categories.

<b>Kindergarten</b>	
AIMSweb Data:	Intervention:
LNF & LSF – Emerging and no behavior concerns	ERI Reading Mastery I and Lesson Connections K
LNF & LSF – Deficient and no behavior concerns	ERI Lesson Connections K
LNF & LSF – Deficient and behavior concerns	ERI Reading Mastery I and Lesson Connections K
Deficit in phonemic awareness or language development?	Language for Learning and/or Phonemic Awareness
<b>Grade 1</b>	
Data:	Intervention:
LSF & NWF – Emerging RR - Instructional in Level B	LLI, Words Their Way
LSF & NWF – Deficient RR -Difficult or Instructional in Level A	Reading Mastery I with or without Lesson Connections K, LLI
Sight word errors	Six Minute Solution
Further into the school year LSF & NWF – Established, RCBM – Emerging RR – Instructional/Independent on Level	Can Begin paper version of Read Naturally
<b>Grade 2</b>	
Data:	Intervention:
RCBM – Emerging RR - Instructional in F/G (F&P) or G/H (WG)	LLI, Read Naturally, Words Their Way
RCBM – Deficient RR –Difficult in F (F&P) or G (WG)	Reading Mastery I or II with or without Lesson Connections K/1, LLI, Words Their Way
Sight Word errors	Six Minute Solution
<b>Grade 3</b>	
Data:	Intervention:
RCBM – Emerging RR– Instructional on Level M; Accuracy 95-97%; Satisfactory comp.	LLI, Read Naturally

MAP: RIT above cut score	
RCBM – Emerging RR – Instructional on Level M or lower; Accuracy 95-97%; Limited comprehension MAP: RIT scores indicate deficit	QAR as a unit for 6-8 weeks then into LLI Read Naturally (Tier I, if possible)
RCBM – Low Emerging RR- Instructional on Level M or lower; Accuracy below 95%; not decoding words with 2 or more syllables; Satisfactory comp. MAP: RIT above cut score	Complete RM II/Lesson Connections 1 Phonics for Reading Read Naturally (Tier 1, if possible) LLI
RCBM – Low Emerging or Deficient RR- Instructional on Level M or lower; Accuracy below 95%; Limited comprehension MAP: RIT scores indicate deficit	Read Naturally, QAR as a unit for 6-8 weeks and tie into RN questions Phonics for Reading, Elements of Reading - Vocab – most likely Level A/B Reading Mastery II
<b>Grade 4</b>	
<b>Data:</b>	<b>Intervention:</b>
RCBM – Emerging RR – Instruct. on Level O; Accuracy 95-97%; Satisfactory comprehension MAP: RIT above cut score	LLI Read Naturally (Tier 1, if possible)
RCBM – Emerging RR – Instruct. on Level O or below; Accuracy 95-97%; Limited comprehension MAP: RIT scores indicate deficit	Reading Success Level A QAR Elements of Reading-Vocab, Level B/C Read Naturally (Tier 1, if possible), LLI
RCBM – Low emerging RR – Instruct. on Level N/O; Accuracy below 95%; Satisfactory comp. MAP: RIT above cut score	Phonics for Reading REWARDS Read Naturally (Tier 1, if possible) LLI
RCBM – Deficient RR – Instructional below Level O; Accuracy below 95%; Limited comprehension MAP: RIT scores indicate deficit	Corrective Reading Decoding Phonics for Reading - a possibility Read Naturally (Tier 1, if possible)
<b>Grade 5</b>	
<b>Data:</b>	<b>Intervention:</b>
RCBM – Emerging; RR – Instructional on Level R or below; Accuracy 95-97%; Satisfactory comprehension MAP: RIT above cut-off score	LLI QAR Read Naturally (Tier 1, if possible)
RCBM – Emerging RR – Instructional on Level R or below; Accuracy 95-97%; Limited comprehension MAP: RIT indicates deficit	Reading Success A or B (if completed A, go to B) QAR Elements of Reading - vocab Level B/C Read Naturally (Tier 1, if possible)
RCBM – Low emerging RR – Instructional on Level R or below; Accuracy below 95%; limited comprehension MAP: RIT indicates deficit	Phonics for Reading REWARDS QAR Read Naturally (Tier 1, if possible)

## Appendix H

### State College Area School District Kindergarten RTII Service Summary Form

Student: \_\_\_\_\_  
School Year: \_\_\_\_\_  
Building: \_\_\_\_\_  
Completed By: \_\_\_\_\_

#### TIER ONE INSTRUCTIONAL SUMMARY

\_\_\_\_\_ This student receives 90 minutes per day at Literacy Stations, including Guided Reading, Words  
Initial Their Way, Kid Writing, Listening Station, Reading Fluency, Read-Aloud's and Discussions.  
Based on scores from AIMSWEB (report attached) and teacher observations, this student was  
recommended to receive Tier Two and/or Tier Three additional instructional support.

**TIER TWO INSTRUCTIONAL SUMMARY:** Begin: \_\_\_\_\_ Exited? \_\_\_\_\_

Parent Notification: \_\_\_\_\_

**TIER THREE INSTRUCTIONAL SUMMARY:** Begin: \_\_\_\_\_ Exited? \_\_\_\_\_

Parent Notification: \_\_\_\_\_

**Instructional Plan:** This student receives \_\_\_\_\_ minutes per day intervention, small group / one on one,  
using:

Program/ Strategy	Tier 2	Tier 3	Status
<b>Early Reading Intervention</b>			Lessons Completed: _____ to _____
<b>Reading Mastery</b>			Lessons Completed: _____ to _____
<b>List Other:</b> (Road to the Code ,Breaking the Code, Phonemic Awareness, Explode the Code, SRA Lesson Connections, SRA Language for Learning or other)			
<b>One-On-One Lesson Review</b>			
<b>Preferential Seating</b>			
<b>Re-Teaching of Lessons</b>			
<b>Behavioral Plan</b>			
<b>Visual/Auditory Cues</b>			
<b>Parent/At-Home Intervention Plan</b>			
<b>Additional Classroom Intervention (Describe</b>			

#### **ADDITIONAL INFORMATION:**

General Health Information (Medication, Vision, Hearing, Mobility) \_\_\_\_\_

**IST Meeting Dates:** \_\_\_\_\_

**Other services receiving:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

cc: Cat B, Title I Teacher rev 2/13

## Appendix I

### Fidelity Checklists

#### Summary

- **Core Reading Curriculum** – Principal completes Classroom Fidelity Assessment Checklist (CFAC) before December.
- **Grade Level Data Team Checklist** – Principal, IST, and psychologist complete after the initial fall data team meeting.
- **SCASD Student RtII Fidelity Record** – Principal completes Tier 1, and IST and psychologist complete Tiers 2 and 3 when a student is being considered for Referral to Special Education.
- **Standard Protocol Intervention Checklists** – specialist(s) trained and experienced in using the intervention(s) complete within 1 month of implementation and again in February. If a specialist has been using the intervention for three or more years, the checklist need only be completed within one month of implementation each year.



## CLASSROOM FIDELITY ASSESSMENT CHECKLIST

*Directions: The building principal completes this assessment of the fidelity of implementation of the core reading curriculum before December.*

Fidelity	Ratings and Comments		
	Yes	No	Comments
Teacher implements core curriculum, as defined by the publisher's implementation design			
Teacher has attended professional development trainings regarding appropriate implementation of the core curriculum			
Teacher implements scientific, research-based instructional strategies			
Teacher has attended professional development trainings regarding scientific, research-based instructional strategies			
Teacher ensures that all students are instructed at their respective instructional level using a variety of instructional methods			
Teacher provides ongoing assessment and progress monitoring of students			

Classroom observed \_\_\_\_\_  
 Observer \_\_\_\_\_ Date \_\_\_\_\_

## SCASD Grade Level Meeting Fidelity Checklist

*Directions: As a team, complete this assessment following the **first** Grade Level Team meeting of the year to ensure data-based decision making for each student in Tier 2/3.*

1. The student's baseline data in the area(s) of concern was described in specific, measurable terms meaningful for intervention.	<b>N</b>	<b>Y</b>
2. The goal(s) for the student (observable replacement behaviors and desired level of performance) were described in measurable terms on the written Intervention Plan.	<b>N</b>	<b>Y</b>
3. A method for measuring progress toward the goal (desired level of performance) was described in writing.	<b>N</b>	<b>Y</b>
4. An intervention to improve student performance was designed in the form of a <u>written</u> Intervention Plan.	<b>N</b>	<b>Y</b>
5. At least one person is assigned to SUPPORT the teacher in implementing the Intervention Plan.	<b>N</b>	<b>Y</b>
6. The frequency (how often) the measure of progress will be used was specified in writing.	<b>N</b>	<b>Y</b>
7. An implementation integrity measure is available for checking how the intervention is implemented.	<b>N</b>	<b>Y</b>
8. The principal was present and participated in the meeting.	<b>N</b>	<b>Y</b>
9. The parent(s) of the student receiving intervention is aware of and has the opportunity to be involved in the intervention process.	<b>N</b>	<b>Y</b>
10. A date for the review of the intervention plan and progress monitoring data was specified in writing.	<b>N</b>	<b>Y</b>

**Signature of Assessor(s)** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Witness** \_\_\_\_\_ **Date** \_\_\_\_\_

## SCASD Student RtII Fidelity Record

*Directions: Complete Tiers 1, 2, and 3 for students who are in Tier 3 and in IST/MDE process. Principal completes Tier 1. IST and psychologist complete Tiers 2 and 3.*

### Tier 1

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
Student Age \_\_\_\_\_ Teacher \_\_\_\_\_ School \_\_\_\_\_

**Yes No Evidence-based general education curriculum and methodologies.** The student is placed in a general education classroom where a highly qualified teacher is using evidence-based curricula and strategies.

**If yes, provide rationale and documentation:**

**If not, describe action step(s):**

**Yes No Fidelity of instruction.** The curricula, including extensions, were implemented with fidelity for this student.

**If yes, provide rationale and documentation:**

**If not, describe action step(s):**

**Yes No Differentiation of instruction.** Specific instructional adjustments and/or extensions were

consistently implemented to meet the student's needs.

**If yes, provide rationale and documentation:**

**If not, describe action step(s):**

<b>Yes</b>	<b>No</b>	(Required fields) <b>Universal Screening Data.</b> Universal screening data of the student's performance in academic content areas are collected at least three times a year and compared to grade level peers using national norms. The student scores at or below target indicating at-risk for reading proficiency.
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**If yes, provide rationale and documentation:**

**If not, describe action step(s):**

Features of Response to Instruction and Intervention have been implemented with fidelity for the student. Note: All areas need to be in place prior to making a referral for special education evaluation.

**Administrator's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## SCASD Student RtII Fidelity Record

### Tier 2

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Student Age \_\_\_\_\_ Teacher \_\_\_\_\_ School \_\_\_\_\_

**Yes No Evidence-based Interventions.** The student has received evidence-based small-group (1:6) instruction for a minimum of 12 weeks for 20-60 minutes in addition to the core curriculum.

**If yes, provide rationale and documentation:**

**If not, describe action step(s):**

**Yes No Fidelity of Intervention.** The Tier 2 intervention(s) were implemented with fidelity for this student.

**If yes, provide rationale and documentation:**

**If not, describe action step(s):**

<b>Yes    No    Strategic Monitoring Data.</b> The student's progress was monitored and charted every two weeks and results shared with parents.	
<b>If yes, provide rationale and documentation:</b>	<b>If not, describe action step(s):</b>
<b>Yes    No    Data-Based Decision Making.</b> Grade level teams examined data monthly looking for a positive trend. If student was not making progress, change was made to intervention and/or student was moved to Tier 3 if more time and intensity of intervention is warranted.	
<b>If yes, provide rationale and documentation:</b>	<b>If not, describe action step(s):</b>

Features of Response to Instruction and Intervention have been implemented with fidelity for the student. Note: All areas need to be in place prior to making a referral for special education evaluation.

**Administrator's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## SCASD Student RtII Fidelity Record

### Tier 3

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Student Age \_\_\_\_\_ Teacher \_\_\_\_\_ School \_\_\_\_\_

**Yes No Evidence-based Interventions.** The student has received evidence-based small-group (1:3) instruction for at least 12 weeks in Tier 3 for 60-75 minutes in addition to the core curriculum.

**If yes, provide rationale and documentation:**

**If not, describe action step(s):**

**Yes No Fidelity of Intervention.** The Tier 3 intervention(s) were implemented with fidelity for this student (including core curriculum, extensions, supplemental curriculum, and strategies).

**If yes, provide rationale and documentation:**

**If not, describe action step(s):**



<b>Yes    No    Progress Monitoring Data.</b> The student's progress was monitored weekly and results shared with parents.	
<b>If yes, provide rationale and documentation:</b>	<b>If not, describe action step(s):</b>
<b>Yes    No    Data-Based Decision Making.</b> Data teams reviewed data looking for a positive trend. If student was not making adequate progress, then a change was made to the intervention. Students with a "dual-discrepancy" (rate and level) are referred for MDE.	
<b>If yes, provide rationale and documentation:</b>	<b>If not, describe action step(s):</b>

Features of Response to Instruction and Intervention have been implemented with fidelity for the student. Note: All areas need to be in place prior to making a referral for special education evaluation.

**Administrator's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## RtII Program Fidelity Checklist: Early Reading Intervention

*Directions: A professional trained and experienced in the intervention completes within 1 month of implementation and in February.*

Observer \_\_\_\_\_ Date \_\_\_\_\_ Lesson # \_\_\_\_\_  
 Intervention Group \_\_\_\_\_ # of students in group \_\_\_\_\_  
 Length of lesson \_\_\_\_\_

GENERAL OBSERVATIONS		
<i>Skill</i>	<i>Implementation</i>	
Materials are ready for each activity.	<i>Yes</i>	<i>No</i>
Instructor is organized and familiar with the lesson.	<i>Yes</i>	<i>No</i>
Instructor exhibits enthusiasm and warmth toward students.	<i>Yes</i>	<i>No</i>
Instructor models skills/strategies appropriately and with ease.	<i>Yes</i>	<i>No</i>
Instructor provides students with adequate think time.	<i>Yes</i>	<i>No</i>
Instructor maintains good pacing.	<i>Yes</i>	<i>No</i>
Instructor ensures students are firm on content prior to moving forward.	<i>Yes</i>	<i>No</i>
Students are highly engaged in the lesson.	<i>Yes</i>	<i>No</i>
Instructor encourages student effort.	<i>Yes</i>	<i>No</i>
Instructor completes all parts of the lesson.	<i>Yes</i>	<i>No</i>
Student success rate is high.	<i>Yes</i>	<i>No</i>
<b>Notes:</b>		
<i>Alphabetic Skill</i>	<i>Implementation</i>	
Follows procedures in lesson.	<i>Yes</i>	<i>No</i>
Follows wording in lesson.	<i>Yes</i>	<i>No</i>
Uses error correction appropriately.	<i>Yes</i>	<i>No</i>
Uses lesson activity formats.	<i>Yes</i>	<i>No</i>
Student success rate is high.	<i>Yes</i>	<i>No</i>
<b>Notes:</b>		
Integrated Phonological/Alphabetical <b>ACTIVITY 2</b>	<i>Implementation</i>	
Follows procedures in lesson.	<i>Yes</i>	<i>No</i>
Follows wording in lesson.	<i>Yes</i>	<i>No</i>

Uses error correction appropriately.	<i>Yes</i>	<i>No</i>
Uses lesson activity formats.	<i>Yes</i>	<i>No</i>
Student success rate is high.	<i>Yes</i>	<i>No</i>
<b>Notes:</b>		
Phonological <b>ACTIVITY 3</b>		
<b><i>Skill</i></b>	<b><i>Implementation</i></b>	
Follows procedures in lesson.	<i>Yes</i>	<i>No</i>
Follows wording in lesson.	<i>Yes</i>	<i>No</i>
Uses error correction appropriately.	<i>Yes</i>	<i>No</i>
Uses lesson activity formats.	<i>Yes</i>	<i>No</i>
Student success rate is high.	<i>Yes</i>	<i>No</i>
<b>Notes:</b>		
Alphabetic <b>ACTIVITY 4</b>		
<b><i>Implementation</i></b>		
Follows procedures in lesson.	<i>Yes</i>	<i>No</i>
Follows wording in lesson.	<i>Yes</i>	<i>No</i>
Uses error correction appropriately.	<i>Yes</i>	<i>No</i>
Uses lesson activity formats.	<i>Yes</i>	<i>No</i>
Student success rate is high.	<i>Yes</i>	<i>No</i>
Writer's Warm-Up <b>ACTIVITY 5</b>		
<b><i>Implementation</i></b>		
Follows procedures in lesson.	<i>Yes</i>	<i>No</i>
Follows wording in lesson.	<i>Yes</i>	<i>No</i>
Uses error correction appropriately.	<i>Yes</i>	<i>No</i>
Uses lesson activity formats.	<i>Yes</i>	<i>No</i>
Student success rate is high.	<i>Yes</i>	<i>No</i>
<b>Notes:</b>		
Integrated Phonological/Alphabetical <b>ACTIVITY 6</b>		
<b><i>Implementation</i></b>		
Follows procedures in lesson.	<i>Yes</i>	<i>No</i>

Follows wording in lesson.	<i>Yes</i>	<i>No</i>
Uses error correction appropriately.	<i>Yes</i>	<i>No</i>
Uses lesson activity formats.	<i>Yes</i>	<i>No</i>
Student success rate is high.	<i>Yes</i>	<i>No</i>
<b>Notes:</b>		
Phonological/Spelling <b>ACTIVITY 7</b>	<b><i>Implementation</i></b>	
Follows procedures in lesson.	<i>Yes</i>	<i>No</i>
Follows wording in lesson.	<i>Yes</i>	<i>No</i>
Uses error correction appropriately.	<i>Yes</i>	<i>No</i>
Uses lesson activity formats.	<i>Yes</i>	<i>No</i>
Student success rate is high.	<i>Yes</i>	<i>No</i>

## RtII Fidelity Checklist: Reading Mastery or Language for Learning

*Directions: A professional trained and experienced in the intervention completes within 1 month of implementation and in February.*

Name of Interventionist: \_\_\_\_\_ School: \_\_\_\_\_  
 Name of Observer: \_\_\_\_\_ Date: \_\_\_\_\_  
 Number of Students Observed: \_\_\_\_\_  
 Start Time (clock time): \_\_\_\_\_ Stop Time: (clock time): \_\_\_\_\_  
 Total Time of Instruction: \_\_\_\_\_ Lesson #: \_\_\_\_\_

SET UP		
<i>Area</i>	<i>Implementation</i>	<i>Comments</i>
<b>Materials and Time</b>		
Teacher and student materials ready.	<i>Yes</i> <i>No</i>	
Teacher organized and familiar with lesson.	<i>Yes</i> <i>No</i>	
<b>INSTRUCTION / PRESENTATION</b>		
Follows steps and wording in lessons.	<i>Yes</i> <i>No</i>	
Uses clear signals.	<i>Yes</i> <i>No</i>	
Provides students many opportunities to respond.	<i>Yes</i> <i>No</i>	
Models skills/strategies appropriately and with ease.	<i>Yes</i> <i>No</i>	
Corrects all errors using correct technique.	<i>Yes</i> <i>No</i>	
Provides students with adequate think time.	<i>Yes</i> <i>No</i>	
Presents individual turns.	<i>Yes</i> <i>No</i>	
Moves quickly from one exercise to the next.	<i>Yes</i> <i>No</i>	
Maintains good pacing.	<i>Yes</i> <i>No</i>	
Ensures students are firm on content prior to moving forward.	<i>Yes</i> <i>No</i>	
Completes all parts of teacher directed lesson.	<i>Yes</i> <i>No</i>	
<b>General Observations of the Group</b>		
Students engaged in lesson.	<i>Yes</i> <i>No</i>	
Student success rate is high.	<i>Yes</i> <i>No</i>	
Teacher encourages student effort.	<i>Yes</i> <i>No</i>	
Transitions between activities are smooth.	<i>Yes</i> <i>No</i>	

**Observation Notes:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## RtII Fidelity Checklist: Read Naturally

*Directions: A professional trained and experienced in the intervention completes within 1 month of implementation and in February.*

Name of Interventionist: \_\_\_\_\_ School: \_\_\_\_\_  
 Name of Observer: \_\_\_\_\_ Date: \_\_\_\_\_  
 Number of Students Observed: \_\_\_\_\_  
 Start Time (clock time): \_\_\_\_\_ Stop Time: (clock time): \_\_\_\_\_  
 Total Time of Instruction: \_\_\_\_\_ Lesson #: \_\_\_\_\_

Step	Implementation		Comments
<b>Picking a Story &amp; Tape/CD</b>			
Student instructional materials are well organized and readily available.	Yes	No	
Student selects a new story at the appropriate level.	Yes	No	
<b>Key Word Review and Prediction</b>			
Teacher practices key words with students.	Yes	No	
Teacher prompts for prediction.	Yes	No	
<b>Cold Reading</b>			
Teacher times and records errors for 1 minute.	Yes	No	
Teacher practices missed words with students.	Yes	No	
Teacher tells students the number of WRC.	Yes	No	
Teacher assists with graphing performance.	Yes	No	
<b>Reading With the Tape/CD</b>			
Teacher monitors and assists as necessary.	Yes	No	
Student reads along as story is read 3 times.	Yes	No	
<b>Reading Practice</b>			
Teacher monitors and assists as necessary.	Yes	No	
Student reads passage at least 3 times to attain goal.	Yes	No	
<b>Answering Comprehension Questions</b>			
Teacher monitors and assists as necessary.	Yes	No	
<b>Hot Reading</b>			
Teacher times and records errors for 1 minute.	Yes	No	
Teacher tells students the number of WRC.	Yes	No	
Teacher assists with graphing performance.	Yes	No	
Teacher checks student performance in relation to goal level and states if <b>passed</b> reading passage.	Yes	No	
Teacher checks comprehension question accuracy.	Yes	No	
<b>General Observations of the Group</b>			
Students engaged in lesson.	Yes	No	
Student success rate is high.	Yes	No	
Teacher familiar with steps and procedures.	Yes	No	
Teacher encourages student effort.	Yes	No	
Students progress through steps smoothly.	Yes	No	

Observation Notes: \_\_\_\_\_

## RtII Fidelity Checklist: GUIDED READING (Tier 2)

*Directions: A professional trained and experienced in the intervention completes within 1 month of implementation, January, and April.*

***Every student should participate every day in at least one of three guided reading experiences - Before, During, or After.***

Essential Elements of Guided Reading	Comments
<b>Before the Reading the Teacher...</b>	
<input type="checkbox"/> Selects an appropriate text, one that will be supportive but with a few problems to solve	
<input type="checkbox"/> Prepares an introduction to the story	
<input type="checkbox"/> Briefly introduces the story, keeping in mind the meaning, language, and visual information in the text, and the knowledge, experience, and skills of the reader	
<input type="checkbox"/> Leaves some questions to be answered through reading	
<b>During the Reading the Teacher...</b>	
<input type="checkbox"/> “Listens in” and does not use “round robin reading”	
<input type="checkbox"/> Observes the reader’s behaviors for evidence of strategy use	
<input type="checkbox"/> Confirms reader’s problem-solving attempts & successes	
<input type="checkbox"/> Interacts with individual readers to assist with problem-solving at point of difficulty (when appropriate)	
<input type="checkbox"/> Makes notes about the strategy use of individual readers	
<b>After the Reading the Teacher...</b>	
<input type="checkbox"/> Talks about the story with the students	
<input type="checkbox"/> Invites personal response	
<input type="checkbox"/> Returns to the text for one or two teaching opportunities such as finding evidence or discussing problem-solving	
<input type="checkbox"/> Assesses students’ understanding of what they read	
<input type="checkbox"/> Sometimes engages students in extending the story through such activities as drama, writing, art, or more reading	
<input type="checkbox"/> Sometimes engages students for a minute or two of word work	

## RtI Fidelity Checklist: WORDS THEIR WAY (Tier 2)

*Directions: A professional trained and experienced in the intervention completes within 1 month of implementation and in February.*

School \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Number of Students Observed: \_\_\_\_\_ Day of Intervention: \_\_\_\_\_

Total Time of Instruction: \_\_\_\_\_ Sort # \_\_\_\_\_

Steps	Implementation		Comments
<b>Day 1</b>			
Para reads aloud the WTW Library book.	Yes	No	
Para asks for a rhyming word for each word on the Day 1 spelling list	Yes	No	
Para asks each child to fingerspell one word on the list.	Yes	No	
Para asks children to read the spelling words on the list.	Yes	No	
Para dictates each spelling word	Yes	No	
Para dictates 1 or 2 sentences using letter or sound boxes when needed.	Yes	No	
<b>Day 2-5</b>			
Para or child rereads the WTW Library book or books.	Yes	No	
Para asks for a rhyming word for each word on the Day 2 (3-5) spelling list (High-Five strategy).	Yes	No	
Para asks each child to fingerspell one word.	Yes	No	
Para asks the children to read the spelling words on the list.	Yes	No	
Para dictates each spelling word (sound/letter boxes used when needed).	Yes	No	
Para dictates 1 or 2 sentences (using sound/letter boxes when needed).	Yes	No	
Play WTW game.	Yes	No	
Build, blend, extend activity.	Yes	No	



## RtII Fidelity Checklist: REWARDS

*Directions: A professional trained and experienced in the intervention completes within 1 month of implementation and in February.*

Name of Interventionist: \_\_\_\_\_ School \_\_\_\_\_  
 Name of Observer: \_\_\_\_\_ Date: \_\_\_\_\_  
 Number of Students Observed: \_\_\_\_\_  
 Total Time of Instruction: \_\_\_\_\_ Lesson # \_\_\_\_\_

Area	Implementation		Comments
<b>Materials and Time</b>			
Teacher and student materials ready.	Yes	No	
Teacher organized and familiar with lesson.	Yes	No	
<b>Instruction/Presentation</b>			
Follows steps and wording in lessons.	Yes	No	
Provides students many opportunities to respond.	Yes	No	
Models skills/strategies appropriately and with ease	Yes	No	
Provides students with adequate think time.	Yes	No	
Presents individual turns or with a partner.	Yes	No	
Maintains good pacing.	Yes	No	
Completes all parts of teacher directed lesson.	Yes	No	
<b>General Observations of the Group</b>			
Students engaged in the lesson.	Yes	No	
Student success rate is high.	Yes	No	
Teacher encourages student effort.	Yes	No	
Transitions between activities are smooth.	Yes	No	

Observation Notes:

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## RtII Fidelity Checklist: Leveled Literacy Intervention (Tier 2) – Even Lessons

*Directions: A professional trained and experienced in the intervention completes within 1 month of implementation and in February.*

Name of Interventionist: \_\_\_\_\_ School \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Number of Students Observed: \_\_\_\_\_ Day of Intervention: \_\_\_\_\_

Total Time of Instruction: \_\_\_\_\_ Lesson # \_\_\_\_\_

Even Lesson Number Steps	Implementation	Comments
<b>Rereading Books and Assessment</b>		
Do a running record with one child.	Yes    No	
Other children reread familiar books.	Yes    No	
Prompt children for word solving.	Yes    No	
<b>Phonics/Word Work</b>		
Group activity	Yes    No	
<b>Writing About Reading</b>		
Dictated Writing	Yes    No	
Interactive Writing	Yes    No	
Independent Writing	Yes    No	
<b>New Book</b>		
Introducing the text	Yes    No	
Reading the text	Yes    No	
Discussing and revisiting the text	Yes    No	
Teaching point	Yes    No	
Optional Letter/Word Work *	Yes    No	

\*A paraprofessional who has been trained may do this activity.

## RtII Fidelity Checklist: Leveled Literacy Intervention (Tier 2) – Odd Lessons

*Directions: A professional trained and experienced in the intervention completes within 1 month of implementation and in February.*

Name of Interventionist: \_\_\_\_\_ School \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Number of Students Observed: \_\_\_\_\_

Total Time of Instruction: \_\_\_\_\_ Lesson # \_\_\_\_\_

Odd Numbered Lesson	Implementation	Comments
<b>Rereading Books</b>		
Prompt for word solving	Yes No	
<b>Phonics/Word Work</b>		
Group Activity	Yes No	
<b>New Book</b>		
Introduce the text	Yes No	
Read the text	Yes No	
Discuss and revisit the text	Yes No	
Teaching point	Yes No	
<b>Letter/Word Word*</b>		
Group Activity	Yes No	

\*A para professional with training may do this activity.

## RtII Fidelity Checklist

### Reading Success: Effective Comprehension Strategies - Levels A and B

*Directions: A professional trained and experienced in the intervention completes within 1 month of implementation and in February.*

Name of Interventionist: \_\_\_\_\_ School \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Number of Students Observed: \_\_\_\_\_ Day of Intervention: \_\_\_\_\_

Total Time of Instruction: \_\_\_\_\_ Lesson # \_\_\_\_\_

Area	Implementation			Comments
<b>Materials and Time</b>				
Teacher and student materials ready	Yes	No		
Teacher organized and familiar with lesson	Yes	No		
Teacher has good pacing	Yes	No		
<b>Lesson</b>				
Teacher teaches all lesson parts.	Yes	No		
Student workbook has markings in it (underlining, circling, sentences) AND all items are completed for each lesson.	Yes	No		
Student reads directions	Yes	No		
Errors corrected immediately by providing additional scaffolding as needed in workbooks	Yes	No	NA	
Reteaching occurs if student(s) demonstrates difficulty with a topic.	Yes	No	NA	
<b>Assessments/Quizzes</b>				
Quiz or test is given every 5 <sup>th</sup> lesson, scored, and recorded.	Yes	No	NA	
Teacher reads the specific instructions located in the Teacher Presentation book for the specific test or quiz given	Yes	No	NA	

**Observation Notes:** \_\_\_\_\_

\_\_\_\_\_

## RtII Fidelity Checklist: The Six-Minute Solution (Tier 2)

*Directions: A professional trained and experienced in the intervention completes within 1 month of implementation and in February.*

Name of Interventionist: \_\_\_\_\_ School \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Number of Student(s) Observed: \_\_\_\_\_ Total Time of Instruction: \_\_\_\_\_

Phonetic Elements \_\_\_\_ Automatic Words \_\_\_\_ Practice Passages \_\_\_\_

Step	Implementation	Comments
<b>Materials and Time</b>		
Teacher and student materials ready.	Yes    No	
Teacher organized and familiar with lesson.	Yes    No	
<b>Procedure</b>		
<b>1 minute:</b>		
Teacher sets time	Yes    No	
Partner 1 reads	Yes    No	
Partner 2 marks errors on copy	Yes    No	
<b>1 minute:</b>		
Partner 2 gives feedback on number of elements/words read and number of errors made	Yes    No	
Error correction procedure done.	Yes    No	
Record the numbers on Fluency Graph.	Yes    No	
<b>1 minute</b>	Yes    No	
Partner 2 reads	Yes    No	
Partner 1 marks errors and records on fluency graph		
<b>1 minute:</b>		
Partner 1 gives feedback on number of elements/words read and number of errors made.	Yes    No	
Error correction procedure done.	Yes    No	
Record the numbers on Fluency Graph.	Yes    No	
<b>1 minute:</b> Materials are out away.	Yes    No	

## RtII Fidelity Checklist: Phonics for Reading – First, Second, and Third Levels

*Directions: A professional trained and experienced in the intervention completes within 1 month of implementation and in February.*

Name of Interventionist: \_\_\_\_\_ School: \_\_\_\_\_  
 Name of Observer: \_\_\_\_\_ Date: \_\_\_\_\_  
 Number of Students Observed: \_\_\_\_\_  
 Total Time of Instruction: \_\_\_\_\_ Lesson #: \_\_\_\_\_

SET UP		
<i>Checklist</i>	<i>Implementation</i>	<i>Comments</i>
<b>Materials and Time</b>		
Teacher and student materials ready.	<i>Yes</i> <i>No</i>	
Teacher organized and familiar with lesson.	<i>Yes</i> <i>No</i>	
<b>INSTRUCTION / PRESENTATION</b>		
Follows steps and wording in lessons.	<i>Yes</i> <i>No</i>	
Uses clear signals.	<i>Yes</i> <i>No</i>	
Provides students many opportunities to respond.	<i>Yes</i> <i>No</i>	
Models skills/strategies appropriately and with ease.	<i>Yes</i> <i>No</i>	
Corrects all errors using correct technique.	<i>Yes</i> <i>No</i>	
Presents individual turns.	<i>Yes</i> <i>No</i>	
Moves quickly from one exercise to the next.	<i>Yes</i> <i>No</i>	
Maintains good pacing.	<i>Yes</i> <i>No</i>	
Ensures students are firm on content prior to moving forward.	<i>Yes</i> <i>No</i>	
Completes all parts of teacher directed lesson.	<i>Yes</i> <i>No</i>	
Is enthusiastic and provides specific praise throughout lesson.	<i>Yes</i> <i>No</i>	
Students complete workbook pages as required.	<i>Yes</i> <i>No</i>	
Evidence that assessments – <b>Checking Up</b> - are followed: <b>First Level</b> – end of every fourth lesson <b>Second Level</b> – end of lessons 3, 6, 9, 12, 16, 20, 23, 26, 29, 32 <b>Third Level</b> – end of every third lesson	<i>Yes</i> <i>No</i>	
<b>General Observations of the Group</b>		
Students engaged in lesson.	<i>Yes</i> <i>No</i>	
Student success rate is high.	<i>Yes</i> <i>No</i>	
Transitions between activities are smooth.	<i>Yes</i> <i>No</i>	

**Observation Notes:** \_\_\_\_\_

## RTII Fidelity Checklist: Number Worlds

Name of Interventionist: \_\_\_\_\_ School \_\_\_\_\_  
 Observer \_\_\_\_\_ Number of Students \_\_\_\_\_  
 Observed: \_\_\_\_\_ Total Time of Instruction: \_\_\_\_\_ Lesson # \_\_\_\_\_ Date \_\_\_\_\_

Area	Implementation		Comments
<b>Materials and Time</b>			
Teacher and student materials ready.	Yes	No	
Teacher organized and familiar with lesson.	Yes	No	
Teacher maintains good pacing.	Yes	No	
Teacher makes use of the manipulative kits.	Yes	No	
<b>Warm Up</b>			
Teacher presents activity orally or in writing.	Yes	No	
Teacher allows sufficient time for students to respond to prompts.	Yes	No	
<b>Engage</b>			
Teacher transitions smoothly to the guided <b>Engage</b> section of the lesson.	Yes	No	
Teacher checks to make sure students understand the objectives of the lesson.	Yes	No	
Teacher demonstrates the lesson in a way that students can easily follow along.	Yes	No	
Teacher includes students in the discussion.	Yes	No	
Teacher frequently checks for understanding.	Yes	No	
Teacher encourages multiple solutions.	Yes	No	
Teacher asks students to explain their answers.	Yes	No	
Teacher gives all students enough time to explain their answers.	Yes	No	
<b>Assessment</b>			
Teacher closely monitors student progress	Yes	No	
Teacher asks students to correct their own incorrect answers.	Yes	No	
Teacher completes the informal assessments.	Yes	No	

Observation Notes:

## RTII Fidelity Checklist: Elements of Reading: Vocabulary

*Directions: A professional trained and experienced in the intervention completes within 1 month of implementation and in February.*

Interventionist: \_\_\_\_\_ School \_\_\_\_\_ Observer: \_\_\_\_\_

Number of Students Observed: \_\_\_\_\_ Day of Intervention: 1, 2, 3, 4, 5

Total Time of Instruction: \_\_\_\_\_ Lesson # \_\_\_\_\_ Date \_\_\_\_\_

Area	Implementation	Comments
<b>Materials and Time</b>		
Teacher and student materials ready.	Yes No	
Teacher organized and familiar with lesson.	Yes No	
Teacher maintains good pacing.	Yes No	
<b>Day 1: Introducing the Vocabulary</b>		
Introduces the reading selection and the vocabulary for the week .	Yes No	
Teacher reads the Read-Aloud to the group and follows the “Bringing the Story/Poem to Life” activity.	Yes No	
<b>Comprehension Callouts/Talking about the Story</b> Ideas are used during the initial read-aloud.	Yes No	
Uses <b>Vocabulary in Action</b> to introduce and personalize the words.	Yes No	
Uses <b>Word Watcher Incentive Chart</b>	Yes No	
<b>Day 2: Using the Vocabulary</b>		
Discusses the <b>Concept Cards</b> with <b>Word Snapshots</b> .	Yes No	
Shares friendly discussion with <b>Word Chat</b> .	Yes No	
Student’s complete sentences through shared writing.	Yes No N/A	
<b>Day 3: Using the Vocabulary</b>		
Shares friendly discussion with <b>Word Chat</b> .	Yes No	
Students read independently the R.E.V. It Up!	Yes No N/A	
Students write responses to the R.E.V. It Up!	Yes No N/A	
Uses the <b>Word Challenge</b> .	Yes No	



<b>Day 4: Using the Vocabulary</b>		
Uses <b>Word Organizers</b> .	Yes    No	
Students complete independent writing related to one or more words.	Yes    No	
<b>Day 5: Assessment</b>		
<b>Rapid Review</b> oral assessment completed.	Yes    No	
<b>Cumulative Review</b> completed.	Yes    No	
<b>Show What You Know Assessment</b> done.	Yes    No	
<b>General Observations of the Group</b>		
Students engaged in the lesson.	Yes    No	
Student success rate is high.	Yes    No	
Teacher encourages student effort.	Yes    No	
Transitions between activities are smooth.	Yes    No	

Observations:

## RtII Fidelity Checklist: Corrective Reading Decoding

*Directions: A professional trained and experienced in the intervention completes within 1 month of implementation and in February.*

Name of Interventionist: \_\_\_\_\_ School \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Number of Students Observed: \_\_\_\_\_ Day of Intervention: \_\_\_\_\_

Total Time of Instruction: \_\_\_\_\_ Lesson # \_\_\_\_\_

Checklist	Implementation		Comments
<b>Materials and Time</b>			
Teacher and student materials ready	Yes	No	
Teacher organized and familiar with lesson	Yes	No	
<b>Instruction/Presentation</b>			
Follows steps and wording in lessons	Yes	No	
Uses clear, consistent signals per program guidelines	Yes	No	
Provides students with many opportunities to respond	Yes	No	
Group responses on signal	Yes	No	
Provides students with adequate think time, when necessary	Yes	No	
Presents individual turns in unpredictable order	Yes	No	
Corrects all errors using appropriate error correction procedures	Yes	No	
Maintains even, quick pacing throughout lesson	Yes	No	
Ensures students are firm with content prior to moving forward	Yes	No	
Completes all parts of the teacher-directed lesson	Yes	No	
Is enthusiastic and provides specific praise throughout lesson	Yes	No	
Evidence that built-in assessments/checkouts are followed	Yes	No	
<b>General Observations of the Group</b>			
Students engaged in lesson	Yes	No	
Student success rate is high	Yes	No	
Transitions between activities are smooth	Yes	No	

### Fidelity Checklist: Connecting Math Concepts

Name of Interventionist: \_\_\_\_\_ School \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Number of Students Observed: \_\_\_\_\_ Day of Intervention: \_\_\_\_\_

Total Time of Instruction: \_\_\_\_\_ Lesson # \_\_\_\_\_

Checklist	Implementation		Comments
<b>Materials and Time</b>			
Teacher and student materials ready	Yes	No	
Teacher organized and familiar with lesson	Yes	No	
<b>Instruction/Presentation</b>			
Follows steps and wording in lessons	Yes	No	
Uses clear, consistent signals per program guidelines	Yes	No	
Provides students with many opportunities to respond	Yes	No	
Group responses on signal	Yes	No	
Provides students with adequate think time, when necessary	Yes	No	
Presents individual turns in unpredictable order	Yes	No	
Corrects all errors using appropriate error correction procedures and repeats task until student responses are firm	Yes	No	
Maintains even, quick pacing throughout lesson	Yes	No	
Ensures students are firm with content prior to moving forward	Yes	No	
Completes all parts of the teacher-directed lesson	Yes	No	
Is enthusiastic and provides specific praise throughout lesson	Yes	No	
Evidence that built-in assessments/remedies are followed	Yes	No	
<b>General Observations of the Group</b>			
Students engaged in lesson	Yes	No	
Student success rate is high	Yes	No	
Transitions between activities are smooth	Yes	No	

## Appendix I



### Response to Intervention (RtI) Instructional Framework: A Parent's Quick Reference Guide

	<b>Tier 1: Foundational Core Instruction for All Students</b>	<b>Tier 2: Targeted Group Instruction for Some Students</b>	<b>Tier 3: Intensive Instruction for a Few Students</b>
<b>Focus: Standards Aligned System</b>	All students receive instruction in the general education standards aligned curriculum	Students at risk for failure who do not respond to Tier 1 (general education) receive additional support	Students significantly behind who have not responded well to Tier 1 or Tier 2 efforts receive additional support
<b>Program</b>	Program based on research (what we know to work) and following PA state standards (what students should know and be able to do) delivered with fidelity (as intended)	Interventions based on research delivered with fidelity (as intended) that are specialized and based on student needs	Interventions delivered with fidelity (as intended) that address student strengths and needs in an intensive and explicit way using strategies based on research
<b>Grouping</b>	Flexible Grouping	Small groups of students with similar abilities and needs	Individual or very small groups of students with similar abilities and needs
<b>Time</b>	<b>Reading:</b> 90+ uninterrupted minutes minimum per day <b>Math:</b> 60+ uninterrupted minutes minimum per day	Data driven based on individual student progress: Recommendations include at least 30 minutes/day in addition to Tier 1 or as intended by the intervention plan	Data driven based on individual student progress: Recommendations include 30-60 minutes daily in addition to Tier 1 or as intended by intervention plan
<b>Assessment: Universal Screening and Progress Monitoring</b>	Universal Screening: Brief assessment of all students Progress Monitoring: Continuous measuring and comparing of student learning to determine progress and adjust instruction	Monitoring student progress on target skill(s) monthly or twice per month based on the needs of the student	Monitoring student progress on target skill(s) weekly
<b>Goal(s)</b>	Grade level achievement or above	Eliminate gap between present achievement and grade level expectations	Eliminate or narrow gap between present achievement and grade level expectations
<b>Instructor</b>	General education classroom teacher with support from other building staff to reinforce learning, as needed	Classroom teacher or specialist (e.g., SLP, reading specialist, behavior specialist) or other staff as intended by the intervention	Classroom teacher or specialist (e.g., SLP, reading specialist, behavior specialist) or other staff as intended by the intervention
<b>Setting</b>	General education classroom	Small group in the classroom or another appropriate setting within the school	Appropriate setting within school
<b>Behavior Support</b>	Effective school-wide behavior supports	Specialized behavior plans provided/monitored by teacher and parents	An assessment of student behaviors, known as a Functional Behavior Assessment (FBA) and the development of specialized behavior plans with teacher and parents
<b>Professional Development</b>	Focused, specialized, and ongoing to provide relevant training based on the needs of students and school staff	Focused, specialized, and ongoing to provide training in specialized interventions	Focused ongoing training in specialized interventions
<b>Parent Involvement</b>	Information about student progress provided to parents via report cards and parent-teacher conferences	Ongoing, frequent communication with parents regarding progress on target skill(s); parents participate in intervention change decisions	Ongoing, frequent communication with parents regarding progress on target skill(s); parents participate in intervention change decisions



## **Appendix J**

### **Parent Letters**

1. All parents of students in Grades K-3 (September)
2. Kindergarten students in intervention (October)
3. Kindergarten students in intervention (January and June)
4. First grade students in intervention (October)
5. First grade students in intervention (January and June)
6. Second and third grade students in intervention (October, January, and June)

## Building Letter head (September)

Dear Parents:

The purpose of this letter is to share information regarding the school district's universal screening assessments conducted in grades Kindergarten through Third Grade for reading and kindergarten for math. This is very important information for you to have.

State College Area School District currently checks reading progress in grades K through 3 three times a year: September, January, and May. During these months, the district uses several assessments. Each of the assessments requires students to reach a specific benchmark score. As the school year progresses, the requirements/benchmark increase with each testing period. If you want more information about district assessments, please visit our school district website (<http://www.scasd.org//Domain/38>).

Should your child be recommended for supplemental instruction you will receive an additional letter the early part of October. An additional letter will not be sent to the parents of children who are not seen to be in need of supplemental instruction. However, should you desire to know how your child performed on the benchmark assessments you may contact \_\_\_\_\_ any time after the middle of October. If you have any further questions, please do not hesitate to contact me at the above number.

Sincerely,

Principal

Building Letter Head

(October K Fall) 20\_\_\_\_\_

Dear Parents:

Your child, \_\_\_\_\_, took the benchmark AIMSweb assessment to determine his/her attainment of skills with early literacy and early numeracy. At this time, your child's score does not reflect the benchmark score expected in some/all areas:

Letter Naming Fluency:

The expected benchmark score is \_\_\_\_\_ and your child's score was \_\_\_\_\_.

Letter Sound Fluency:

The expected benchmark score is \_\_\_\_\_ and your child's score was \_\_\_\_\_.

Quantity Discrimination

The expected benchmark score is \_\_\_\_\_ and your child's score was \_\_\_\_\_.

The school will be working with your child to increase his/her score to the expected level. We will be providing your child with the following:

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If you have any questions, please do not hesitate to contact the school.

Sincerely,

Principal

cc: Classroom teacher/Purple folder

Building Letter Head

(January/June of K) 20\_\_\_\_\_

Dear Parents:

Your child, \_\_\_\_\_, took the benchmark AIMSweb assessment to determine his/her attainment of skills with early literacy and early numeracy. At this time, your child's score does not reflect the benchmark score expected in some/all areas:

Letter Sound Fluency:

The expected benchmark score is \_\_\_\_\_ and your child's score was \_\_\_\_\_.

Nonsense Word Fluency:

The expected benchmark score is \_\_\_\_\_ and your child's score was \_\_\_\_\_.

Quantity Discrimination Measure

The expected benchmark score is \_\_\_\_\_ and your child's score was \_\_\_\_\_.

The school will be working with your child to increase his/her score to the expected benchmark level. We will be providing your child with the following:

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If you have any questions, please do not hesitate to call the school.

Sincerely

Principal

Cc: Classroom Teacher/Purple Folder



Building Letter Head

(October of 1<sup>st</sup> grade) 20\_\_\_\_\_

Dear Parents:

The purpose of this letter is to share with you the results of the fall First Grade AIMSweb assessment.

The AIMSweb assessment is a reliable and valid indicator of students' reading achievement compared to national norms. Because research has shown a developmental progression of students' reading skills, the AIMSweb assessment reflects this expected change over time to ensure that students are on-track to becoming proficient readers.

Your child, \_\_\_\_\_, took the benchmark AIMSweb assessment to determine his/her attainment of skills with early literacy and early numeracy. At this time, your child's score does not reflect the benchmark score expected in some/all areas:

Letter Sound Fluency:

The expected benchmark score is \_\_\_\_\_ and your child's score was \_\_\_\_\_.

Nonsense Word Fluency:

The expected benchmark score is \_\_\_\_\_ and your child's score was \_\_\_\_\_.

The school will be working with your child to increase his/her score to the expected benchmark level. We will be providing your child with the following:

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If you have any questions, please do not hesitate to call the school.

Sincerely

Principal

Cc: Classroom Teacher/Purple Folder

Building Letter Head

(January/June First Grade) 20\_\_\_\_\_

Dear Parents:

The purpose of this letter is to share with you the results of the \_\_\_\_\_ (winter/spring) First Grade AIMSweb assessment.

The AIMSweb assessment is a reliable and valid indicator of students' reading achievement compared to national norms. Because research has shown a developmental progression of students' reading skills, the AIMSweb assessment reflects this expected change over time to ensure that students are on-track to becoming proficient readers.

Your child, \_\_\_\_\_, took the benchmark AIMSweb assessment to determine his/her attainment of early literacy skills. At this time, your child's score does not reflect the benchmark score expected in some/all areas:

Oral Reading Fluency:

The expected benchmark score is \_\_\_\_\_ and your child's score was \_\_\_\_\_.

The school will be working with your child to increase his/her score to the expected benchmark level. We will be providing your child with the following:

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Please continue to read to your child every day and also see that your child practices/reads nightly. Reading nightly with your child will help him/her become a more accurate and fluent reader.

If you have any questions, please do not hesitate to call the school.

Sincerely

Principal

Cc: Classroom Teacher/Purple Folder

Building Letter Head

(October/January/June Grade 2 & 3) 20\_\_\_\_\_

Dear Parents:

The purpose of this letter is to share with you the results of the \_\_\_\_\_ (fall/winter/spring) \_\_\_\_\_ (second/third grade) AIMSweb assessment.

The AIMSweb assessment is a reliable and valid indicator of students' reading achievement compared to national norms. Because research has shown a developmental progression of students' reading skills, the AIMSweb assessment reflects this expected change over time to ensure that students are on-track to becoming proficient readers.

Your child, \_\_\_\_\_, took the benchmark AIMSweb assessment to determine his/her attainment of early literacy skills. At this time, your child's score does not reflect the expected benchmark score.

Oral Reading Fluency:

The expected benchmark score is \_\_\_\_\_ and your child's score was \_\_\_\_\_.

Research has shown that automaticity (fluency) with reading is a reliable and valid indicator of future reading success because fluency affects how well readers understand what they read.

The school will be working with your child to increase his/her score to the expected benchmark level. We will be providing your child with the following:

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Please continue to read with your child every day and see that your child practices/reads nightly. Reading nightly will help your child become a more accurate and fluent reader.

If you have any questions, please do not hesitate to call the school.

Sincerely

Principal

Cc: Classroom Teacher/Purple Folder