Goal:

\*\*\* Implement differentiated instructional interventions during class time.

☐ Beginning of the year

• Review RtI files to familiarize yourself with students who qualify for RtI in your classroom.

• Continue intervention(s) recommended by previous teacher(s).

☐ Fall Assessments

• Fall Map Testing: Grades 2-5

• F&P Testing: Grades 1-5

• Fluency testing by reading specialist: Grades 2-5

• Sight word testing by reading specialist: 1st Grade

• AIMS web Math Assessment: 1st Grade by 1st grade or Kite Teacher

• AIMS web Math Assessment: 2-5 identified students (see math specialist)

☐ Prior to Fall Data Meetings

• Use universal assessment data (MAP, Fountas & Pinnell, fluency, sight word, AIMSweb) and Benchmark Expectation Charts to determine if any students now qualify that were not previously identified for RtI.

• Kindergarten- If a student scores below the grade level expectations on two or more measures in one academic area (one must be OCM or NIM for math), complete a referral form.

• Complete RtI Referral Form for all students who are new to RtI.

• Turn new referrals into building RTI representative.

☐ Fall Data Meetings (September)

• For current RTI students, bring results of universal assessment data (individualized MAP report, F & P assessment form, and AIMS web scores, if available).

• Review results from recent universal assessments along with classroom performance to determine tier placement (change of tier, remain current tier placement, DNQ, placement in tier).

• As a team, update current Intervention Plan or write new Intervention Plan for continuing RtI students.

• As a team, write an Intervention Plan for each student new to RtI.

☐ Invite parents of all RtI students to October conferences to discuss student performance, MAP scores, and current interventions. Have parents sign RtI letter, which acknowledges they are aware of the services. If they do not attend, indicate date it was sent home on a copy of the letter and place in file. Invite other parents based on your concerns regardless of the student**’**s tier.

☐ Progress Monitoring/Check-in Meeting

• Review RtI intervention plan for student.

• As a team, note progress on Intervention Plan.

• Make changes to plans as necessary.

• Seek support staffs help as needed.

• Schedule additional problem solving meetings as needed.

☐ Winter Assessments

• Map Testing: All 5th grade students and students in Grades 2-4 who qualify for Tier 2 or Tier 3 services (or for RTI team request of additional information)

• F&P Testing: All K-2 students; Only Grades 3-5 students who qualify for Tier 2 or Tier 3 reading (Tier 1 optional but may be used for grouping or informational purposes)

• Fluency testing by reading specialist: Grades 2-5

• Sight word testing by reading specialist: 1st Grade

• AIMS web Math Assessment: Grades 1-5 identified students (see math specialist)

☐ Prior to Winter Data Meetings

• Use universal assessment data (MAP, Fountas & Pinnell, fluency, sight word, AIMSweb) and Benchmark Expectation Charts to determine if any students now qualify that were not previously identified for RtI.

• Kindergarten-If a student scores below the grade level expectations for F&P or on two or more measures in one academic area (one must be OCM or NIM for math), complete a referral form (meeting in February).

• Complete RtI Referral Form for students who are new to RtI.

• Turn new referrals into building RTI representative.

☐ Winter Data Meetings (January)

• For current RTI students, bring results of universal assessment data (individualized MAP report, F &P assessment form, and AIMS web scores, if available).

• Review results from recent universal assessments along with classroom performance to determine tier placement (change of tier, remain current tier placement, DNQ, placement in tier).

• As a team, update current Intervention Plan or write new Intervention Plan for continuing RtI students.

• As a team, write an Intervention Plan for each student new to RtI.

☐ Invite parents of newly identified RtI students to February conferences to discuss student performance, MAP scores, and current interventions. Pass out RTI letter to parents. Send letter home if parent did not attend. Invite other parents based on your concerns regardless of the student**’**s tier.

☐ Progress Monitoring/Check-in Meeting

• Review RtI intervention plan for student.

• Note progress on Intervention Plan.

• Make changes to plans as necessary.

• Seek support staffs help as needed.

• Schedule additional problem solving meetings as needed.

☐ Spring Assessments

• Map Testing: Grades 2-5

• F&P Testing: All K-5 students

• Fluency testing by reading specialist: Grades 1-5

• Sight word testing by reading specialist: 1st Grade

•AIMS web Math Assessment: Grades 1-5 identified students (see math specialist)

☐ Prior to Spring Data Meetings

• Use universal assessment data (MAP, Fountas & Pinnell, fluency, sight word, AIMSweb) and Benchmark Expectation Charts to determine if any students now qualify that were not previously identified for RtI.

•Kindergarten-If a students scores below the grade level expectations for F&P or on two or more measures in one academic area (one must be OCM or NIM for math), complete a referral form.

• Complete RtI Referral for students who are new to RtI.

• Turn new referrals into building RTI representative.

☐ Spring Data Meetings (May)

• For current RTI students, bring results of universal assessment data (individualized MAP report, F&P assessment form, and AIMS web scores, if available).

• As a team, complete Plan Evaluation with Plan or Goal Modifications for current RtI students so intervention can be continued at start of next year.

• Review results from recent universal assessments along with classroom performance to determine tier placement (change of tier, remain current tier placement, DNQ, placement in tier).

• Fill out end of the year RtI parent letter for any student who had a RtI plan.

☐ Report Cards (June)

•Send home end of the year RtI parent letter with report card.