☐ **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**

• Map Testing: Grades 2-5 by teacher

• F&P Testing: Grades 1-5 by teacher

• Fluency testing by reading specialist: Grades 2-5

• F&P Sight Word Assessment: 1st grade by reading specialist or psychologist

• AIMSweb TEL Assessment: K by reading specialist or Kite Teacher

• AIMSweb Math Assessment: K by math specialist 1-5 by teacher

☐ **Prior to Fall/Winter/Spring Data Meetings**

• Enter universal assessment data (MAP & Fountas & Pinnell) into Google Doc

• Use universal assessment data (MAP, Fountas & Pinnell, sight word, AIMSweb) and Benchmark Expectation Chart to determine if any students now qualify for referral 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.

☐ **Data Meetings Fall/Winter/Spring**

• 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.

☐ **October Conferences**

Invite parents of all RtI students or at-risk students to October conferences to discuss student performance, MAP scores, and current interventions. For RTI students, have parents sign 'Fall RtI Parent 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** (about every six weeks)

• 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** (See Prior to Data Team Meeting and Data Team Meeting Directions above)

• Map Testing: Grades 2-5 by teacher

• 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)

• AIMSweb CBM Assessment: Gr. 2-5 by reading specialist or psychologist

• F&P Sight Word Assessment: 1st grade by reading specialist or psychologist

• AIMSweb TEL Assessment: K by reading specialist or psychologist

• AIMSweb Math Assessment: K by math specialist 1-5 by teacher

☐ **February Conferences**

Invite parents of newly identified RtI students to February conferences to discuss student performance, MAP scores, and current interventions. Letter will be mailed home after Winter Data Team meetings or passed out at conferences (see principal).

☐ **Spring Assessments** (See Prior to Data Team Meeting and Data Team Meeting Directions above)

• Map Testing: Grades 2-5 by teacher

• F&P Testing: All K-5 students

• AIMSweb CBM Assessment: Gr. 2-5 by reading specialist or psychologist

• F&P Sight Word Assessment: 1st grade by reading specialist or psychologist

• AIMSweb TEL Assessment: K by reading specialist or psychologist

• AIMSweb Math Assessment: K by math specialist 1-5 by teacher

☐ **Report Cards** (June)

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