

K-5 Rtl Outline 2011-2012

Goals:

1) Implement instructional interventions and differentiating during class time.

☐ Beginning of the year:

- Review Rtl files to familiarize yourself with students that qualify for Rtl in your classroom.
- Continue interventions recommended by previous teacher(s).

☐ September:

- Fall Map Testing: 2-5 students
- F&P Testing: 1-5 students
- Fluency testing by reading specialist- 2-5
- Sight word testing by reading specialist- 1st grade

☐ Prior to Fall Data Meetings: (end of September)

- Use MAP, Fountas & Pinnell and fluency scores to determine if any students now qualify that were not previously identified for Rtl.
- Complete Rtl Referral and Student Profile for students that are new to Rtl.
- Turn new referrals into building RTI representative

☐ Fall Data Meetings:

- For current RTI students, bring results of universal assessment data (individualized MAP report, F & P assessment form)
- 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 Rtl students.
- As a team, write an Intervention Plan for each student new to Rtl.

☐ Invite parents of all Rtl students to October conferences to discuss student performance, MAP scores, and current interventions

☐ Progress Monitoring: (As a team, November and March 5 week check-ins)

- Review Rtl intervention plan for student.
- As a team, note progress on Intervention Plan.
- Make changes to plans as necessary.
- Seek support staff help 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
- F&P Testing: All K-2 students; Only 3-5 students who qualify for Tier 2 or Tier 3 reading
- Fluency testing by reading specialist- 1-5
- Sight word testing by reading specialist- 1st grade

☐ Prior to Winter Data Meetings: (January)

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- Use MAP, Fountas & Pinnell and fluency scores to determine if any students now qualify that were not previously identified for Rtl.
- Complete Rtl Referral and Student Profile for students that are new to Rtl.
- 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)
- 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 Rtl students.
- As a team, write an Intervention Plan for each student new to Rtl.

☐ Invite parents of newly identified Rtl students to February conferences to discuss student performance, MAP scores, and current interventions. Invite other parents based on your concerns regardless of the student's tier.

☐ Progress Monitoring: (As a team, November and March five-week check-ins)

- Review Rtl intervention plan for student.
- Note progress on Intervention Plan.
- Make changes to plans as necessary.
- Seek support staff help as needed.

☐ Spring Assessments

- Map Testing: All 2-5 students
- F&P Testing: All K-5 students
- Fluency testing by reading specialist- 1-5
- Sight word testing by reading specialist- 1st grade

☐ Prior to Spring Data Meetings: (May)

- Use MAP, Fountas & Pinnell and fluency scores to determine if any students now qualify that were not previously identified for Rtl.
- Complete Rtl Referral and Student Profile for students that are new to Rtl.
- Turn new referrals into building RTI representative

☐ May Spring Data Meetings

- As a team, complete Intervention Plans for students new to Rtl. Interventions should begin at the start of school so please write plan with recommendations for next year.
- As a team, complete Plan Evaluation with Plan or Goal Modifications for current Rtl students so intervention can be continued at start of next year,
- For current RTI students, bring results of universal assessment data (individualized MAP report, F & P assessment form)
- 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)