

LACKAWANNA TRAIL ELEMENTARY CENTER  
2015-2016 SCHOOL YEAR



Response to Instruction & Intervention (RtII)  
Grades K-3, Reading

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## **RtII TEAM MEMBERS**

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### **Members of the LTEC RtII Team:**

- Mr. Brian Kelly, Elementary Principal
- Mr. Kelly Carey, School Psychologist
- Mrs. Kathy Ewing, RtII Coordinator/Title I Reading Specialist
- Mrs. Sarah Haus, Title I Reading Specialist
- Ms. Leanne Lombardi, Guidance Counselor
- Mrs. Jaime Voglino, Speech Therapist
- Mrs. Donna Biglin, Learning Support

### **Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, & 3<sup>rd</sup> Grade Teams:**

- Ms. Courtney Vanko, Grade K Teacher & RtII Committee Rep
- Mrs. Mary DeNault, Grade K Teacher
- Mrs. Dana Marion, Grade K Teacher
- Mrs. Megan Naylor, Grade K Teacher
- Mrs. Katie Loughney, Grade 1 Teacher & RtII Committee Rep
- Mrs. Betty Jo Bergey, Grade 1 Teacher
- Mrs. Patti Gray, Grade 1 Teacher
- Mrs. Crissy Wiswell, Grade 1 Teacher
- Mrs. Sarah Wright, Grade 2 Teacher & RtII Committee Rep
- Mrs. Meaghan Jones, Grade 2 Teacher
- Mrs. Karen Shaw, Grade 2 Teacher
- Mrs. DeeAnn Vida, Grade 3 Teacher & RtII Committee Rep
- Mrs. Judy Ambrose, Grade 3 Teacher
- Mrs. Holly Colvin, Grade 3 Teacher
- Mr. Todd Peters, Grade 3 Teacher

## **ROLES AND RESPONSIBILITIES**

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### **RtII Coordinator Responsibilities:**

- Schedule and participate in RtII meetings
- Coordinate Title I services for the Tier 2 and Tier 3 interventions
- Research and disseminate best practices in literacy and interventions
- Act as a liaison between administration and RtII personnel
- Maintain RtII database and all meeting information
- Collaborate with regular education teachers and reading specialists
- Other duties assigned by administration

### **RtII Paraprofessional Responsibilities:**

- Duties related to RtII assigned by Administration or RtII Coordinator
- Assist with student interventions as designated

### **Classroom Teacher Responsibilities:**

- Instruct all students, using research-based core curriculum, with fidelity
- Administer LEAD 21 core diagnostics to students
- Use LEAD 21 program with small groups to teach/reteach skills within the core reading program
  - LEAD 21 small groups are required to meet 15 minutes per day, 4-5 days/w
- Progress monitor students on your progress monitor list, as well as, any other struggling students
- Implement Tier 1 Strategies for 4 weeks for any struggling students
- Follow the RtII action plan as prescribed for any student who has one
- Bring concerns regarding a student's academic struggles to the RtII team
- Attend RtII meetings
- Provide data to the RtII team
- Communicate with parents regarding their child's education and progress

**Reading Specialist Responsibilities:**

- Act as a resource for the classroom teacher
- Recommend research-based strategies for classroom teacher to use
- Monitor Tier 1 assessment and progress monitoring data
- Analyze data to determine qualifications for movement to Tier 2 services
- Report data at RtII meetings to show need for movement from Tier 1 to Tier 2
- Provide direct instruction at the Tier 2 level (in addition to Tier 1 core instruction)
- Determine skill(s) that need to be remediated at the Tier 2 level
- Work with students in small groups (no larger than 6), at least 30 minutes per day, 5 days a week
- Use research-based strategies approved by the RtII team
- Keep the RtII team informed about Tier 2 students
- Progress monitor Tier 2 students bimonthly & Tier 3 students weekly
- Enter all student data in the database in a timely manner so that the RtII team can view current data
- Facilitate continued communication with the classroom teacher to determine if the remediation is having a positive effect in the classroom
- Administer additional diagnostic assessments when necessary
- Communicate with parents regarding their child's education and progress

**The Reading Specialist will not:**

- Complete make-up work with students during intervention time
- Progress monitor students that are not being seen by the reading specialist

## INITIAL LIST OF RtII STUDENTS FOR BEGINNING OF THE SCHOOL YEAR

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- At the end of the school year the Reading Specialists will meet to determine a list of RtII students for the following school year
- The list will be formed using May DIBELS data and LEAD 21 report card data
- After the formation of the initial list, if a teacher has a student that is a concern then the teacher must complete 4 weeks of intervention activities and progress monitor this student during this time
- After that the student may be referred to an RtII meeting

## NEW STUDENTS

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When a student moves into the district during the school year, the classroom teacher will allow 2 weeks for the student to adjust before recording any grades. During this two week adjustment period, the student should take tests for diagnostic purposes. A Reading Specialist will give the appropriate DIBELS Next Assessment. If the classroom teacher has concerns then Tier 1 Strategies should be implemented for 4 weeks. If after 4 weeks there is data demonstrating a need for Tier 2 services, the teacher can begin the referral process for RtII.

## DIBELS Next TARGETS FOR 2015-2016

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Grade	Measure	Sept	Jan	May
Kindergarten	LNF	*8	*27	*40
	FSF	10	30	-
	PSF	-	20	40
	NWF-CLS	-	17	28
First Grade	LNF	*40	-	-
	PSF	40	-	-
	NWF-CLS	27	43	58
	NWF-WWR	1	8	13
	ORF	-	23	47
	ORF-Accuracy	-	78%	90%
	ORF-Retell	-	-	15

\*These targets are based off of teacher recommendation since there are no Benchmarks for LNF with DIBELS Next.

<b>Grade</b>	<b>Measure</b>	<b>Sept</b>	<b>Jan</b>	<b>May</b>
Second Grade	NWF-CLS	54	-	-
	NWF- WWR	13	-	-
	ORF	52	72	87
	ORF-Accuracy	90%	96%	97%
	ORF- Retell	16	21	27
Third Grade	ORF	70	86	100
	ORF- Accuracy	95%	96%	97%
	ORF- Retell	20	26	30
	ORF- Quality	2	2	3
	DAZE	8	11	19

LNF- Letter Naming Fluency

FSF- First Sound Fluency

PSF- Phoneme Segmentation Fluency

NWF-CLS- Nonsense Word Fluency- Correct Letter Sounds

NWF-WWR- Nonsense Word Fluency- Whole Words Read

ORF- Oral Reading Fluency

DAZE- DIBELS MAZE

### **TIER 1**

- 
- Students in Tier 1 meet 5 days/week for 30 mins.
  - Students in Tier 1 may be divided into groups based on reading needs
  - These students will be placed into these groups based on DIBELS data, LEAD 21 data and any other assessments that may be helpful
  - Students may move between these groups based on data and information from the Tier 1 teacher
  - Based on student needs, some Tier 1 students will be progressed monitored by the Tier 1 teacher

### **MOVEMENT FROM TIER 1 → TIER 2**

- 
- Students in Tier 2 meet 5 days/week for 30 mins. The reading instruction given is based on a research based program(s)
  - A student must be in the LEAD 21 Intensive Reading Level for at least 4 weeks
  - A student must have been progress monitored using the DIBELS and have 4 data points under the Benchmark line for the assessments given

## MOVEMENT WITHIN TIERS

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### Tier 2 → 1

- Students who are in Tier 2 will have their Action Plans reviewed every 6-8 weeks by the RtII team. The RtII Coordinator may monitor data more frequently.
- Movement from Tier 2 to Tier 1 will occur when the student has met the goals in the Action Plan and the Team determines there are no further goals to reach through Tier 2 Interventions.
- Based on Progress Monitoring data, the team will determine if:
  - the interventions are working successfully and should continue
  - the interventions have worked successfully and the student meets the criteria for movement back to Tier 1

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### Remain in Tier 2

- the intervention time is not working and something needs to change
  - time per session
  - number of sessions per week
  - number of students in the group
  - implementation of intervention

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### Tier 2 → 3

- the intervention has been tried and modified over at least 6 weeks and:
  - the student remained at the Intensive level (LEAD 21)
  - DIBELS progress monitoring reveals little or no growth

The team will determine:

- what additional diagnostics are needed if any
- what Tier 3 should look like to meet the student's needs
- the teacher, the schedule, and the goal(s) for Tier 3

When moving to Tier 3, the RtII Coordinator will send home a letter to explain the movement from Tier 2 to Tier 3 and what the Tier 3 services will be. A parent meeting will be scheduled, if needed.



## **TIER 3 IMPLEMENTATION**

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Students who are in Tier 3 will have their cases reviewed every 6-8 weeks by the RtII team. The RtII Coordinator will review data weekly. Movement from Tier 3 to Tier 2 will occur when the student reaches Tier 3 goals and is ready to attempt Tier 2 goals.

At Tier 3 students will:

- be given an additional 30 mins. of reading instruction 5 days/week
- receive direct, intensive instruction from an approved research-based program
- be progressed monitored weekly by the Tier 3 teacher

Based on progress monitoring data, the team will determine if:

- the interventions are working successfully and should continue
- the interventions have worked successfully and the student meets the criteria for

movement back to Tier 2

OR

- the intervention has been implemented for at least 8 weeks and minimal or no improvement has occurred—the team will recommend special education testing
- possible retention

## **RETENTION**

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For the 2015-2016 school year, decisions for retention will be made through the RtII team for K-3. A teacher who has academic concerns regarding a student should refer that student to the RtII committee. In order for the Retention Committee to consider a student at the end of the school year for retention, it is expected that the student has moved through the RtII process and meets the requirements designated for retention at that student's grade level.

## **READING SPECIALIST RESPONSIBILITIES FOR MOVEMENT WITHIN TIERS**

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- Write final action plan
- Send letter home informing parents
- Create student's file. Included will be the Action Plan, Health Form, Initial Referral Form/Input Form
- Get Health Information from school nurse
- Complete any diagnostic testing
- Complete a Progress Report each marking period
- Create a Progress Monitoring schedule
- Communicate with the classroom teacher about student's progress in the classroom
- Communicate with the parent about any issues or concerns

**Tier 2 → Tier 1:**

- Send letter home informing parents of movement from Tier 2 to Tier 1.
- Put copy of parent letter in student's file
- Notify classroom teacher so that the teacher knows and will progress monitor student
- Complete a student action plan for classroom teacher
- Include a final copy of progress monitoring data and current benchmark report in the student's file
- Complete a progress report, send home a copy, and put a copy in the student's file

**Tier 2 → Tier 3:**

- Send letter home informing parents of movement from Tier 2 to Tier 3. Parent meeting will be scheduled, if needed
- A new schedule and action plan will be created
- All changes will be noted in the action plan

## **TIER 1 STRATEGIES for LETTER NAMING FLUENCY**

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- Learning the Alphabet with Songs

- Singing the Alphabet Song with Varying Pace and Rhythm
- Singing only Part of the Alphabet Song
- Singing the Alphabet Song to Other Tunes
  
- Matching Letter Shapes to Letter Names
  - Pre-Arc Cards
  - Alphabet Arc Side 1
  - Matching Letters Game
  - Matching Uppercase and Lowercase Letters
  
- Letter Sequencing
  - Alphabet Arc Side 2
  
- Building Fluency in Letter Recognition and Naming
  - Instant Letter Recognition Charts
  - Letter Naming Flashcards
  - Closer to Z
  - Missing Letter Decks
  
- Florida Center for Reading Research
  - <http://www.fccr.org>

(Activities from: I've Been DIBEL'd, Now What? Designing Interventions with DIBELS Data, by Susan L. Hall, 2006)

## **TIER 1 STRATEGIES for FIRST SOUND FLUENCY and PHONEME SEGMENTATION FLUENCY**

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- Segmenting Sentences into Words
  - Just Say Part
  - Clapping Words in a Sentence
  - Word Chairs
  
- Segmenting Words into Syllables
  - Clap, Snap, or Tap
  - Break It in Half
  - Syllable Puzzles
  
- Segmenting Words into Onset-Rime, Rhyming, and Alliteration
  - Rhyming Picture Sort
  - Rhyming Picture Puzzles
  - Rhyme-Away Story
  - Oops! Wrong Rhyme
  - Stand-Up Rhyme Time
  - Say It, Take It
  
- Phonemic Awareness: Isolation
  - Isolate that sound
  - All Aboard!
  - Saying Silly Sentence
  - Where's That Sound?
  - Thumbs Up
  
- Phonemic Awareness: Identity
  - Sound Dominoes
  
- Phonemic Awareness: Categorization
  - Picture Card Sort
  - Sort Objects into Piles
  
- Phonemic Awareness: Blending
  - Turtle Talk
  - Blending Animal Names in "Old MacDonald" Song
  - Tap and Sweep, or Tapping Out the Sounds

- Blending Phonemes
- Phonemic Awareness: Segmentation
  - Head, Waist, and Toes
  - Say It and Move It
  - Let's Count Sounds
- Phonemic Awareness: Deletion
  - Deleting a Sound
  - Take Away a Sound
- Phonemic Awareness: Addition
  - Make a New World
- Phonemic Awareness: Substitution
  - Change That Word
  
- Florida Center for Reading Research
  - <http://www.fccr.org>

## TIER 1 STRATEGIES for NONSENSE WORD FLUENCY

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- Introducing and Practicing Letter-Sound Associations
  - Using Letter-Sound Cards to Introduce Letter-Sound Association
  - Reviewing Letter-Sound Relationship with Letter-Sound Cards
  - Fill in the Initial Letter
  - Beginning Sounds Beach Ball
  - Mystery Picture
  - Scavenger Hunt
  
- Blending Letter Into Words
  - Touch and Say
  
- Building Fluency When Reading Real and Nonsense Words
  - Detective Game with Real and Nonsense Word Cards
  - Sorting Real and Nonsense Words on Cards
  - Timed Reading of Word Lists
  - Three Wounds Word Deck
  
- Spelling Simple One-Syllable Words
  - Elkonin Boxes with Pictures
  - Sound Boards
  - Word Chains
  - Say and Write
  
- Reading and Spelling Multisyllabic Words
  - Spelling Words with Two or More Syllables
  - Flexing Syllables for Multisyllabic Words
  
- Techniques of Teaching Nonphonetic Sight Words
  - Heart Words
  
- Practicing with Text
  - Decodable Text
  
- Florida Center for Reading Research
  - <http://www.fccr.org>

## **TIER 1 STRATEGIES for ORAL READING FLUENCY**

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- Building Fluency with Repeated Oral Readings
  - Repeated Oral Readings
  - Partner Reading
- Other Strategies for Building Passage Reading Fluency
  - Audiotaped Stories
  - Echo Reading

## **TIER 1 STRATEGIES for RETELL FLUENCY**

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- Comprehension Activities
  - KWL Chart
  - Write Predictions
  - Story Web
  - Green, Yellow, and Red Question Cards
  - Comprehension Bookmark
  - Questioning the Author
  - Make a Movie
  - Compare and Contrast
  - Cause and Effect
  - Sequencing Event
  - Main Idea
  
- Florida Center for Reading Research
  - <http://www.fccr.org>

## TIER 2 & 3 RESOURCES

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<b>Programs</b>	<b>Skills</b>
Road to the Code	Phonemic awareness (PA)
Earobics	Letters, sounds, PA, memory
Fast ForWord	Letters, sounds, PA, colors, shapes
6 minute fluency solution	Fluency
Foundations	Multisensory
Bridge to Early Reading	Multisensory, phonics, PA
Orton Gillingham	Multisensory
Scott Foresman Direct Instruction	Letters, sounds, segmenting, blending
Great Leaps	Letter rec, sight words, PA, fluency
Read Naturally	Fluency
Project Read	Multisensory, phonics, PA
Visualize/Verbalize	Comprehension
Reading Eggs	PA, phonics
Study Island	Comprehension
Just Words	Phonics
Phonics for Reading	Phonics, Comprehension

## 2015-2016 DIBELS SCHEDULE

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- September 14-25 ~DIBELS Assessments
  - October 2 ~ Data Day
- January 5-15 ~DIBELS Assessments
  - February 12 ~ Data Day
- May 2-13 ~DIBELS Assessments
  - May 20 ~ Data Day