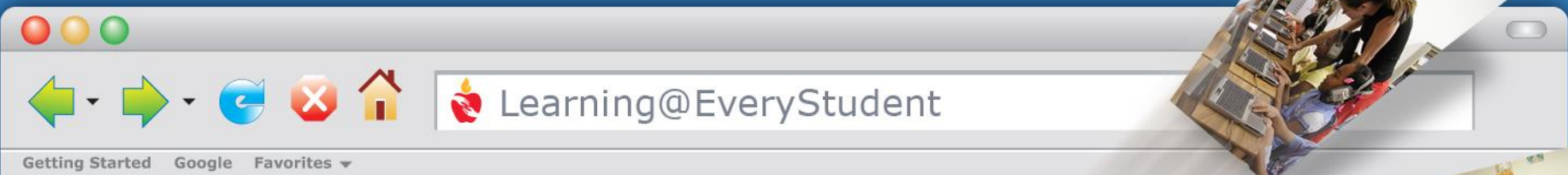


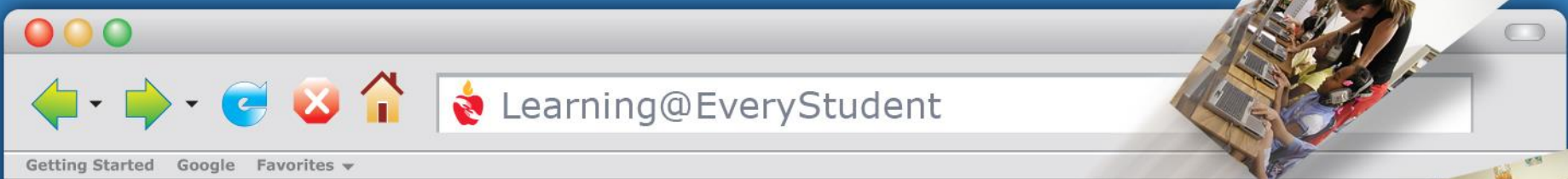
Response to Intervention (RtI)





Tier 1- Core Instruction

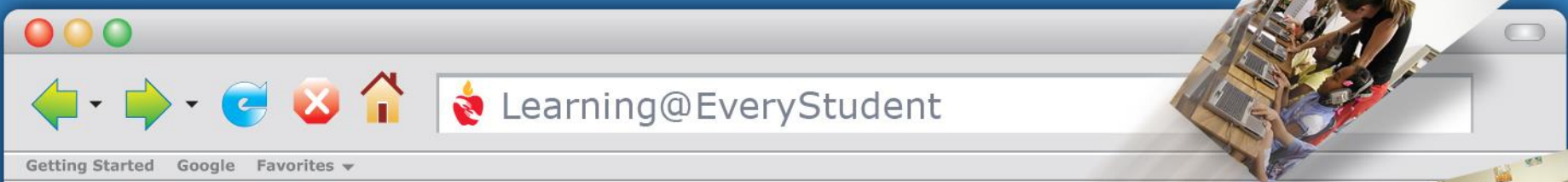
Focus (All students 80% successful)	Consistent quality implementation of core curriculum using research based instructional strategies provided to all students
Program	TEKS based instruction delivered with fidelity, preventative and proactive
Grouping	Intervention is done within the framework of the classroom (tutoring, reteaching, accommodations) in a variety of grouping formats such as whole group/small group formats
Progress Monitoring	Assessments given to all students as per assessment calendar, including state and district assessments
Duration	DAILY – 6 to 9 weeks
Providers	Classroom teacher, grade level team or department



Tier 1- Core Instruction

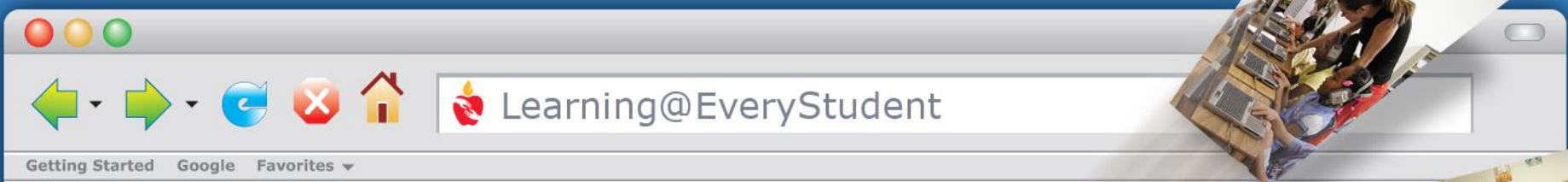
- Whole-group instruction (Modeling)
- Small-group instruction
- Scaffolding
- Conferencing
- Tutorials





Tier 2 – Supplemental Instruction

Focus (20% of students/ 15% successful)	Non responders to TIER 1 are identified and given individually tailored interventions
Program	Quality scientifically research based individualized intervention provided in addition to Tier 1
Grouping	Tier 2: Instructional strategies and interventions with high efficiency, rapid response that supplement and support TIER 1, targeted group intervention
Progress Monitoring	Progress monitoring: Checkpoints charted; Observations and notations of student response to intervention with instruction adjusted accordingly
Duration	Daily – for 6-9 weeks
Providers	Provided by classroom teacher, instructional specialist supports

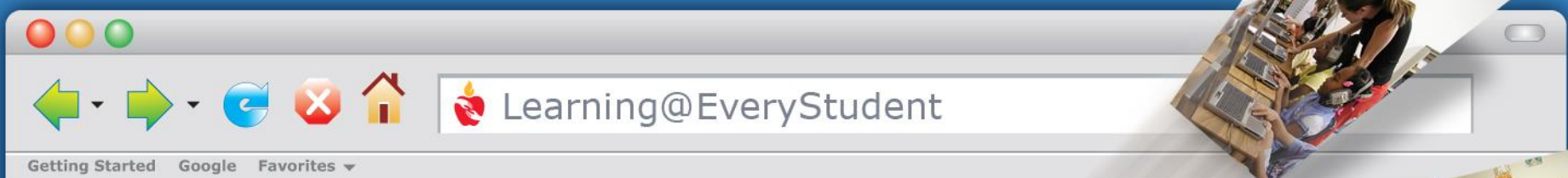


Tier 2 – Supplemental Instruction

Targeted intervention on decoding, word analysis, fluency, vocabulary, comprehension:

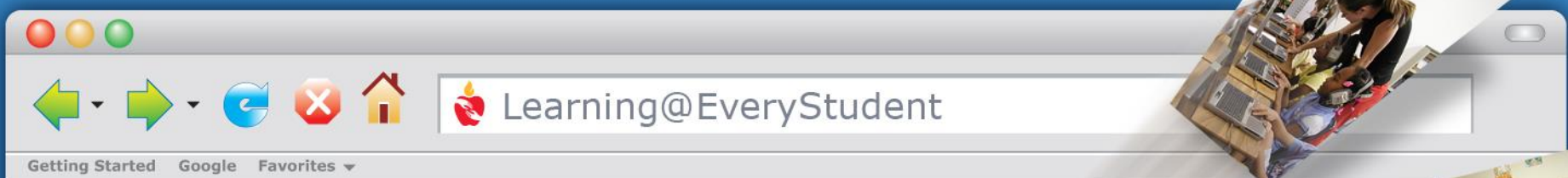
Elementary: Small-group instruction within general classroom

Secondary : Accelerated Reading course



Tier 3 – Intensive Instruction

Focus (5% of students)	Instructional programming for students who fail to respond to TIER 1 and/or TIER 2
Program	More explicit and intensive intervention specifically designed for individuals, provided in addition to Tier 1 and Tier 2; materials specified for use with TIER 3 intervention
Grouping	Individual or small group
Progress Monitoring	Progress monitoring: Checkpoints charted; Observations noted and instruction adjusted accordingly
Duration	Daily targeted intervention for 6-9 weeks
Providers	Campus instructional specialist, classroom teacher in collaboration with specialist



Where do we begin in K-2?

**Word
Recognition**

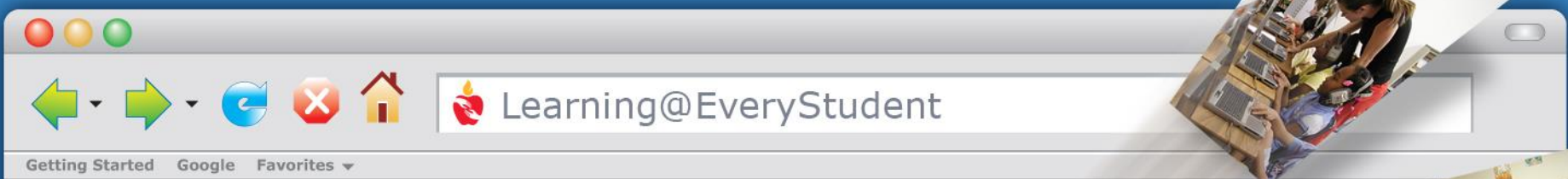
Decoding

**Phonological
Awareness**

Screenings in K-2

TPRI

**MAP Skills
Checklist**

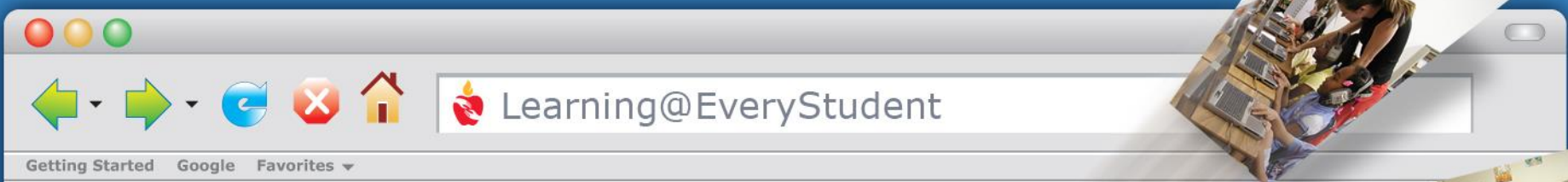


TPRI

Kindergarten B-O-Y: SD Letter Sound, SD Blending Onset-Rimes and Phonemes, SD Print Awareness, SD Listening Comprehension

First Grade B-O-Y: SD Letter Sound or SD Blending Phonemes, SD Word Reading, TPRI Reading, (Accuracy, Fluency, Comprehension), SD Listening Comprehension

Second Grade B-O-Y: SD Word Identification, SD Task 1 Spelling, Frustrational on Story 1 or Fluency is less than 60cwpm or Comprehension is 0-4.



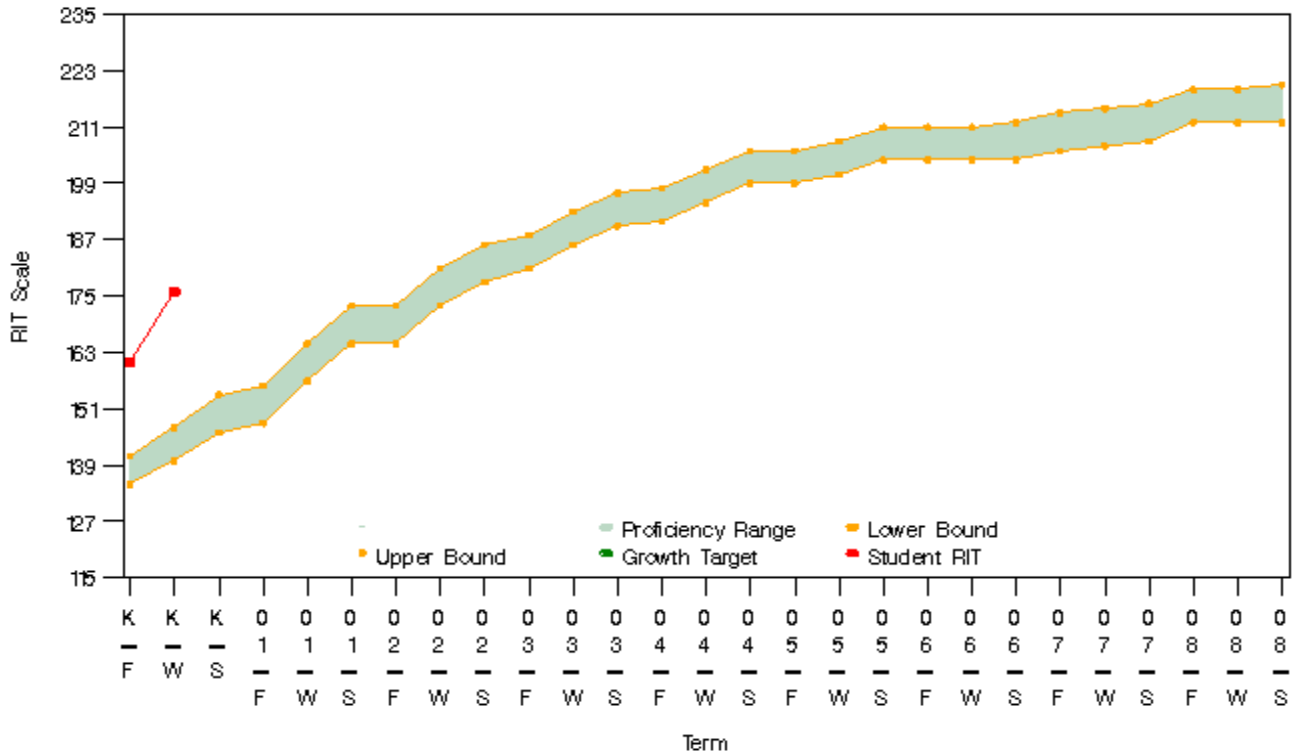
MAP PRIMARY

1	Phonological Awareness	196
2	Phonics	195
3	Concepts of Print	178
4	Vocabulary & Word Structure	163
5	Comprehension	158
6	Writing	165

PRIMARY MAP	Reading Primary		Math Primary	
		RIT		RIT
10-11 (W)	KG	178		180
10-11 (F)	KG	161		167

Student Learning Growth Charts

Reading Learning Growth





Getting S...



Assessment History - Windows Internet Explorer

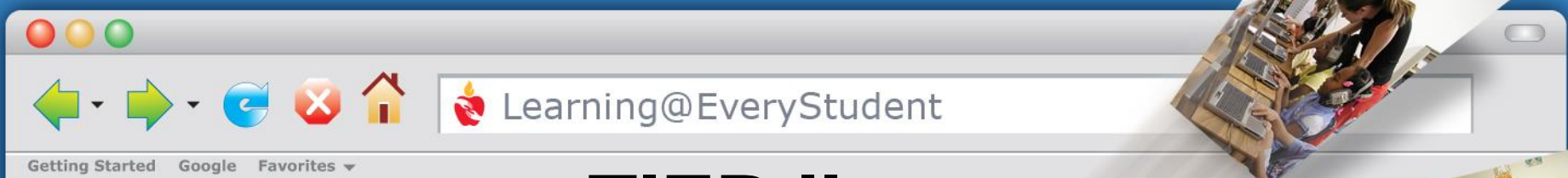
http://performance.pisd.edu/SASStoredProcess/do?_program

PRIMARY MAP		Reading Primary		Math Primary	
		RIT		RIT	
10-11 (S)	01	177		184	
10-11 (W)	01	169		167	
10-11 (F)	01	157		151	
09-10 (S)	KG	158		157	
09-10 (W)	KG	140		148	
09-10 (F)	KG	137		142	

Student Learning Growth Charts

Reading Learning Growth

Term	Student RIT
00F	137
00W	140
00S	151
01F	157
01W	169
01S	177
02F	167
02W	175
02S	184
03F	184
03W	187
03S	190
04F	190
04W	193
04S	199
05F	199
05W	203
05S	211
06F	211
06W	211
06S	211
07F	211
07W	215
07S	218
08F	220
08W	220
08S	220



TIER II

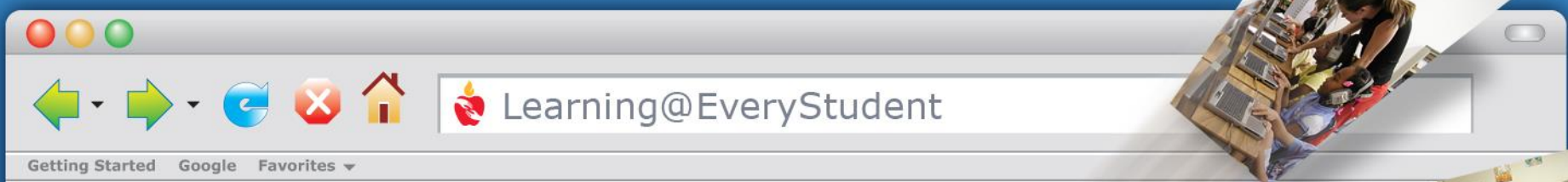
Plano Accelerated Reading

Additional Assessments

Kindergarten: Writes upper and lower case letters,
Sentence Dictation

First Grade: Primary Spelling Inventory (PSI), IRI
(Instructional and Fluency)

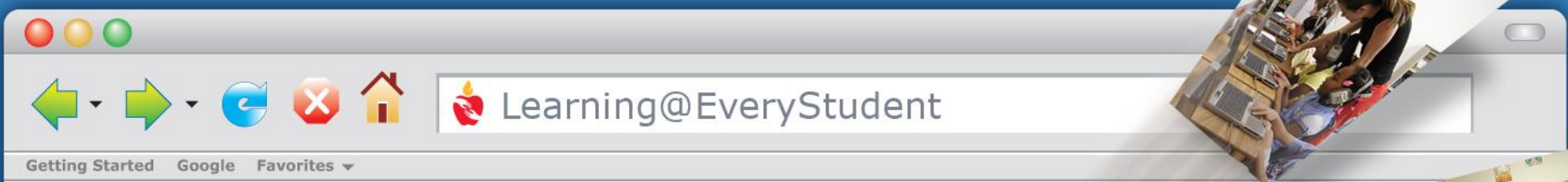
Second Grade: Primary Spelling Inventory (PSI),
IRI (Instructional and Fluency)



TIER II

RESOURCES





TIER II K - 2

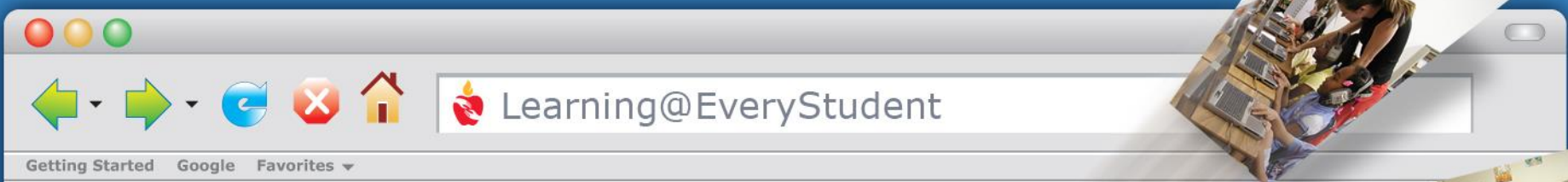
<http://www.tpri.org/resources/blackline-masters.html>

TPRI Interventions Activities Guide (IAG)

**Phonological
Awareness**

Decoding

**Word
Recognition**



TIER II K - 2

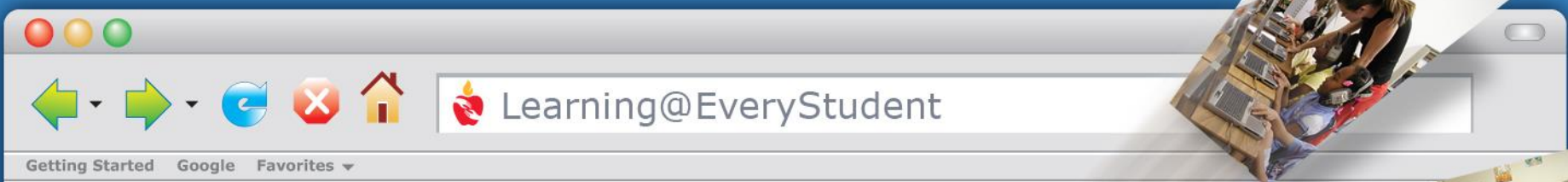
http://www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspx

Florida Assessments for Reading Instruction

**Phonological
Awareness**

Decoding

**Word
Recognition**



TIER II K - 2

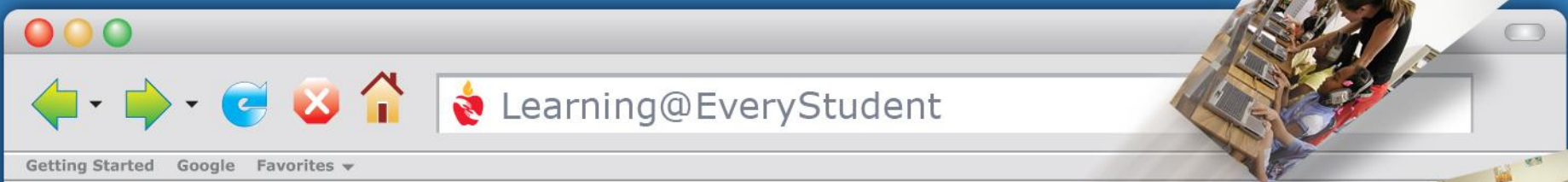
McGraw Hill Intervention Guides

**Phonological
Awareness**

Decoding

Fluency

Comprehension



Earobics

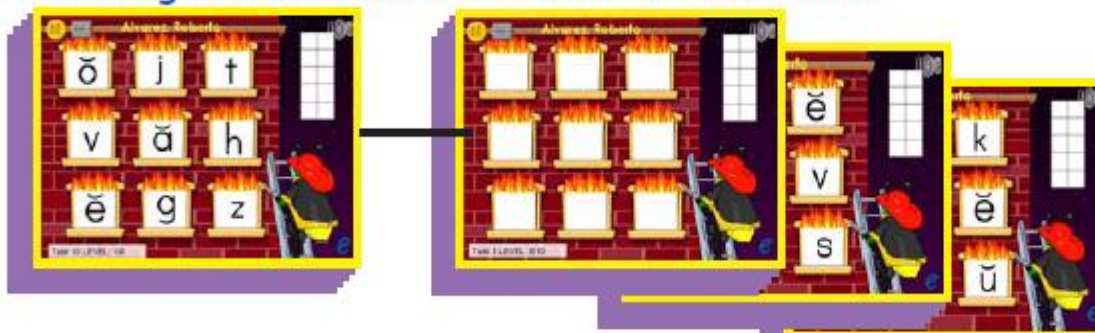
(Elementary/

**Phonological
Awareness**

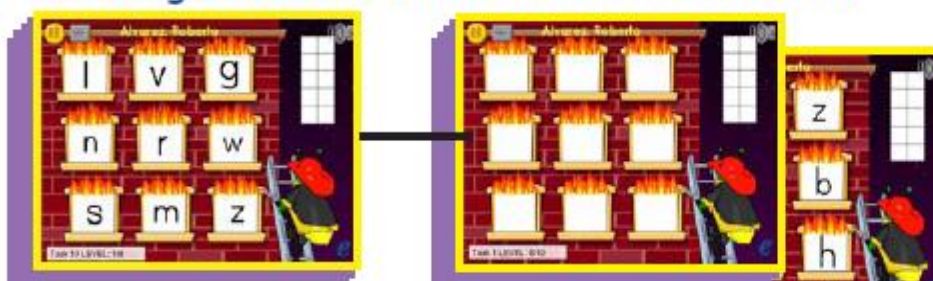
Tasks 7–9: Recalling, Sequencing, and Following Directions with 1–4 Long Vowel Sounds



Tasks 10–12: Recalling, Sequencing, and Following Directions with 1–4 Short Vowel Sounds



Tasks 13–14: Recalling, Sequencing, and Following Directions with 1–4 Consonant Sounds

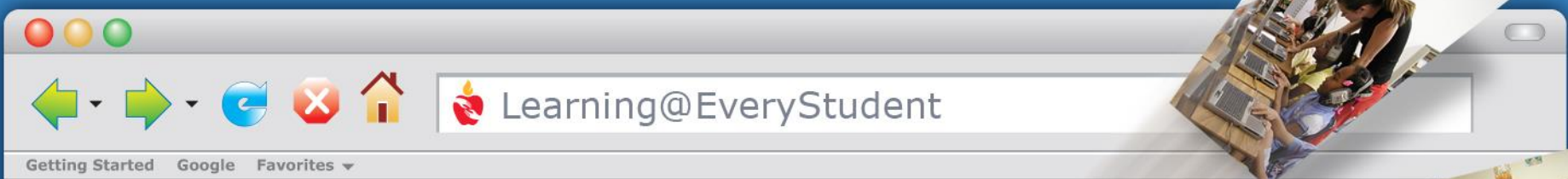


Delayed Visual Cueing

As the activity progresses, students will not see pictures or letters until after the auditory stimuli are presented. Delayed visual cueing requires the student to rely on auditory memory to complete the task.

Background Noise

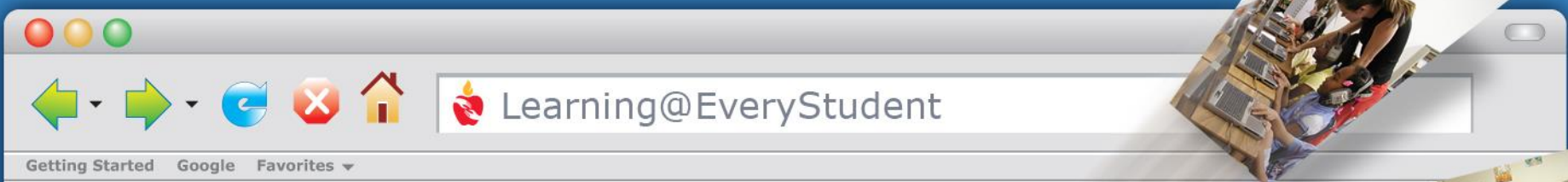
Background noise is systematically introduced, requiring the student to listen and focus in the presence of competing distractions. The volume of the background noise increases or decreases depending upon the student's performance.



TIER III

RESOURCES





TIER III

Touch Phonics

1-2 (3-6 in special cases)

Decoding



TOUCHPHONICS PROGRESS CHART – 1ST EDITION

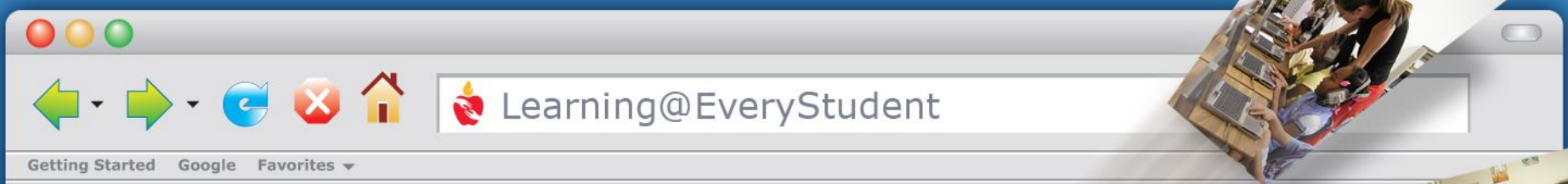
Student's Name _____ Starting Date _____

Lesson 1: Vowel + Consonant		Lesson 8: Short e	
Page 41	Date	Page 57	Date
Link Sound to Letter, Blend Sounds		Link Sound to Letter, Blend Sounds	
Model, Build Words, Write Words, Sentence Dictation		Model, Build Words, Write Words, Sentence Dictation	
Review Pattern Words, Learn Sight Words		Review Pattern Words, Learn Sight Words	
Read the Story, Respond to the Story		Read the Story, Respond to the Story	
Extend the lesson, Check for Mastery		Extend the lesson, Check for Mastery	
Lesson 2: Vowel + Consonant		Lesson 9 Review #1 All Short Vowels	
Page 46	Date	Page 58	Date
Link Sound to Letter, Blend Sounds		Link Sound to Letter, Blend Sounds	
Model, Build Words, Write Words, Sentence Dictation		Model, Build Words, Write Words, Sentence Dictation	
Review Pattern Words, Learn Sight Words		Review Pattern Words, Learn Sight Words	
Read the Story, Respond to the Story		Read the Story, Respond to the Story	
Extend the lesson, Check for Mastery		Extend the lesson, Check for Mastery	
Lesson 3: Vowel + Consonant		Lesson 10: Review #2 All Short Vowels	
Page 52	Date	Page 59	Date
Link Sound to Letter, Blend Sounds		Link Sound to Letter, Blend Sounds	
Model, Build Words, Write Words, Sentence Dictation		Model, Build Words, Write Words, Sentence Dictation	
Review Pattern Words, Learn Sight Words		Review Pattern Words, Learn Sight Words	
Read the Story, Respond to the Story		Read the Story, Respond to the Story	
Extend the lesson, Check for Mastery		Extend the lesson, Check for Mastery	
Lesson 4: Short a		Lesson 11: Review #3 All Short Vowels	
Page 53	Date	Page 60	Date
Link Sound to Letter, Blend Sounds		Link Sound to Letter, Blend Sounds	
Model, Build Words, Write Words, Sentence Dictation		Model, Build Words, Write Words, Sentence Dictation	
Review Pattern Words, Learn Sight Words		Review Pattern Words, Learn Sight Words	
Read the Story, Respond to the Story		Read the Story, Respond to the Story	
Extend the lesson, Check for Mastery		Extend the lesson, Check for Mastery	
Lesson 5: Short i		Lesson 12: Consonant Digraph th	
Page 54	Date	Page 61	Date
Link Sound to Letter, Blend Sounds		Link Sound to Letter, Blend Sounds	
Model, Build Words, Write Words, Sentence Dictation		Model, Build Words, Write Words, Sentence Dictation	
Review Pattern Words, Learn Sight Words		Review Pattern Words, Learn Sight Words	
Read the Story, Respond to the Story		Read the Story, Respond to the Story	
Extend the lesson, Check for Mastery		Extend the lesson, Check for Mastery	
Lesson 6: Short o		Lesson 13: Consonant Digraph ch	
Page 55	Date	Page 62	Date
Link Sound to Letter, Blend Sounds		Link Sound to Letter, Blend Sounds	
Model, Build Words, Write Words, Sentence Dictation		Model, Build Words, Write Words, Sentence Dictation	
Review Pattern Words, Learn Sight Words		Review Pattern Words, Learn Sight Words	
Read the Story, Respond to the Story		Read the Story, Respond to the Story	
Extend the lesson, Check for Mastery		Extend the lesson, Check for Mastery	
Lesson 7: Short u		Lesson 14: Consonant Digraphs sh	



Getting Started Google Favs



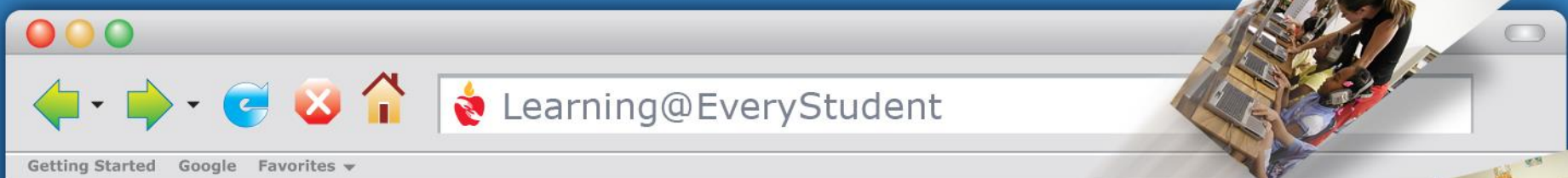


TIER III Bilingual Campuses

Esperanza

**Decoding/Spanish
K-2**

The goal of Esperanza is to provide a multi-sensory systematically, and sequentially approach to Spanish literacy.



Where do we begin in grades 3-8?

Comprehension

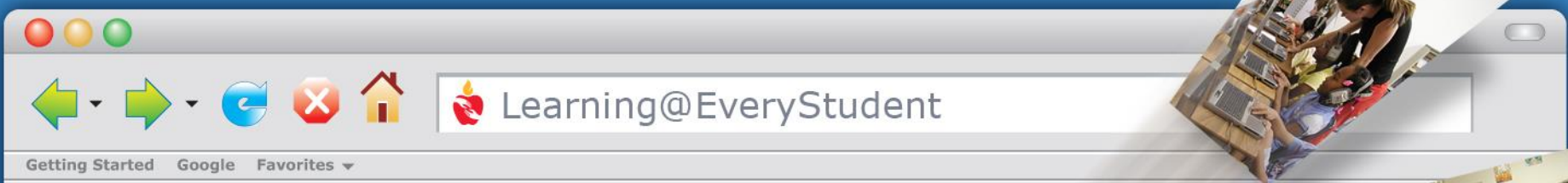
Vocabulary

**Word
Recognition**

Decoding

Screenings in 3-8

**MAP
STAAR**



TIER II

Plano Accelerated Reading Additional Assessments

Third-Fifth Grades: IRI, Elementary Spelling Inventory, Compositions, *Optional* Oral Story Retell

Sixth –UP: IRI, Qualitative Spelling Inventory, (QSI) (TMSFA for 7th grade)



Feature Guide For Spelling Inventory - 1

Directions: Check the features that are present in each student's spelling. In the bottom row, total features used correctly. Check the spelling stage that summarizes the student's development. Begin instruction at that stage with a focus on the types of features where the student **missed two or more features in a column**.

Name: _____ Teacher: _____ Grade: _____ Date: _____

Spelling Stages	Emergent	Letter Name Alphabetic		Within Word		Pattern		Syllables & Affixes			Derivational Relations		
	Late	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late	Early	Middle	Late
Features	Consonants: Beginning	Final	Short Vowels	Digraphs & Blends	Long Vowel Patterns	Other Vowel Patterns	Syllable Junctures & Easy Prefixes & Suffixes	Harder Prefixes, Suffixes, & Unaccented Final Syllables	Reduced and Altered Vowels, Bases, Roots, and Derivatives	Feature Points	Words Spelled Correctly		

Late EMERGENT to LETTER NAME-ALPHABETIC

1. bed	b	d	e								
2. ship		p	i	sh							
3. when		n	e	w							
4. lump	l		u	mp							

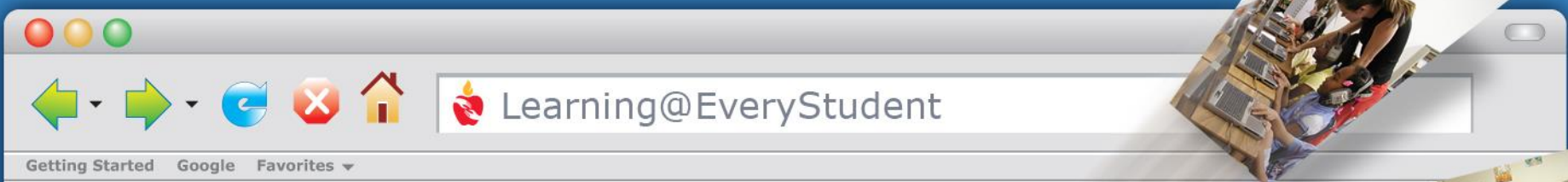
WITHIN WORD PATTERN

5. float				fl	oa						
6. train		n		tr	ai						
7. place					a-e						
8. drive		v		dr	i-e						
9. bright					igh						
10. throat					oa						

Spelling Stages:

Early Middle Late
 Letter Name-Alphabetic
 Within Word Pattern
 Syllables & Affixes
 Derivational Relations

Words Spelled Correctly : ___/25
 FEATURE POINTS: ___/53
 Total ___/78



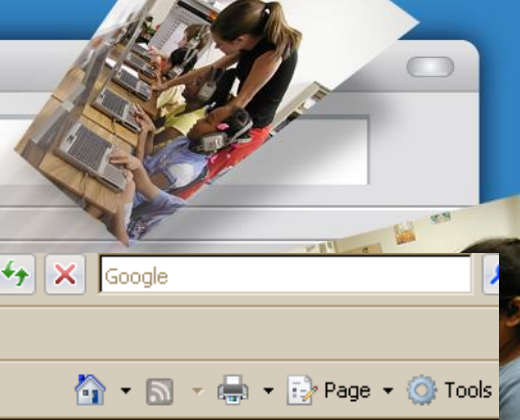
MAP

All students 3-8
Special populations high school

Phonics/Vocabulary

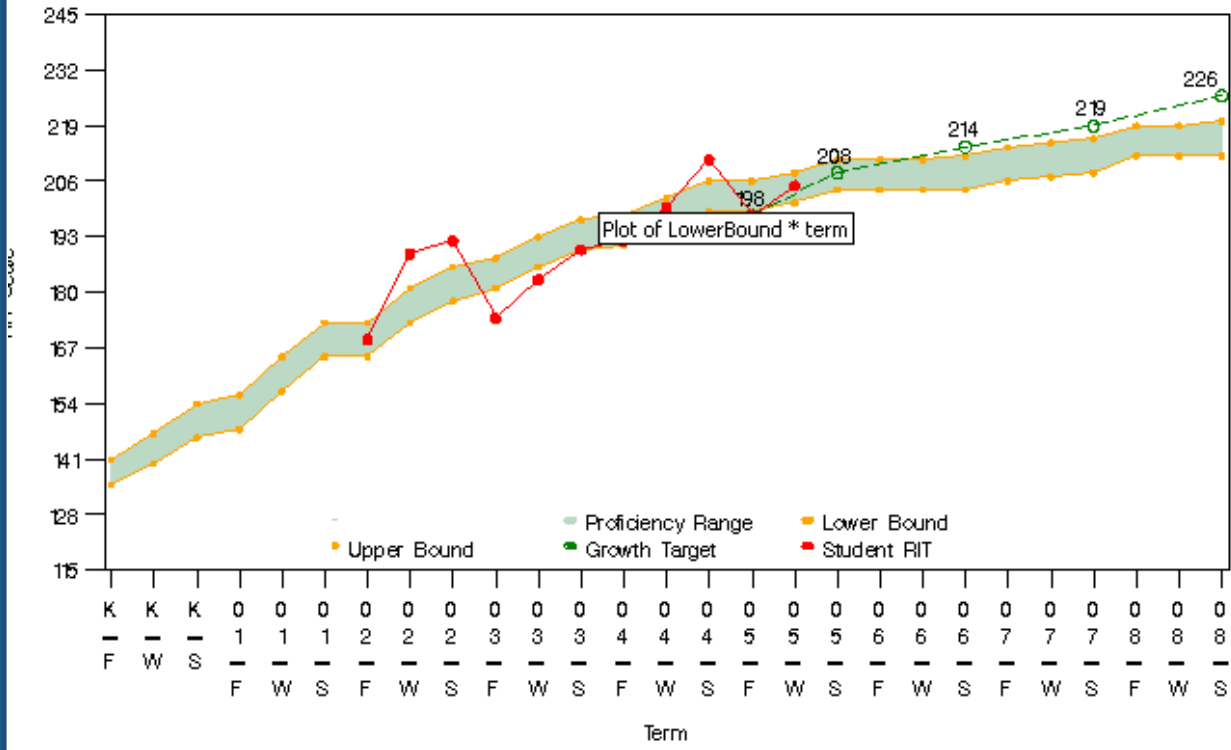
Literacy Concepts

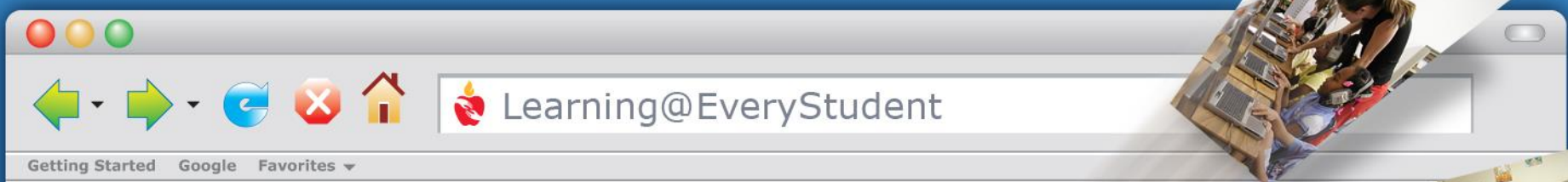
Informational Concepts



Student Learning Growth Charts

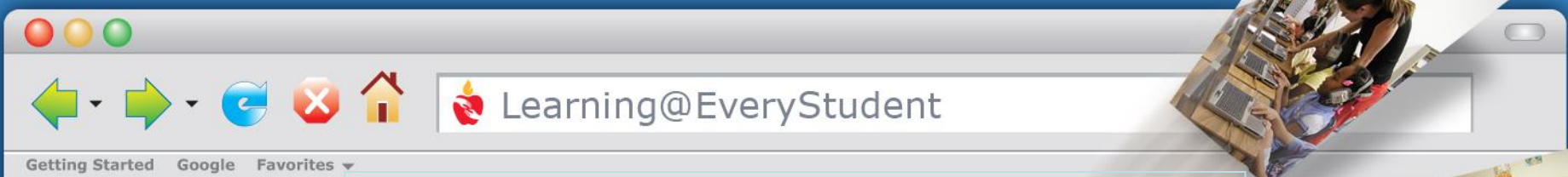
Reading Learning Growth





RESOURCES





Fluency 3-8 (TIER III)



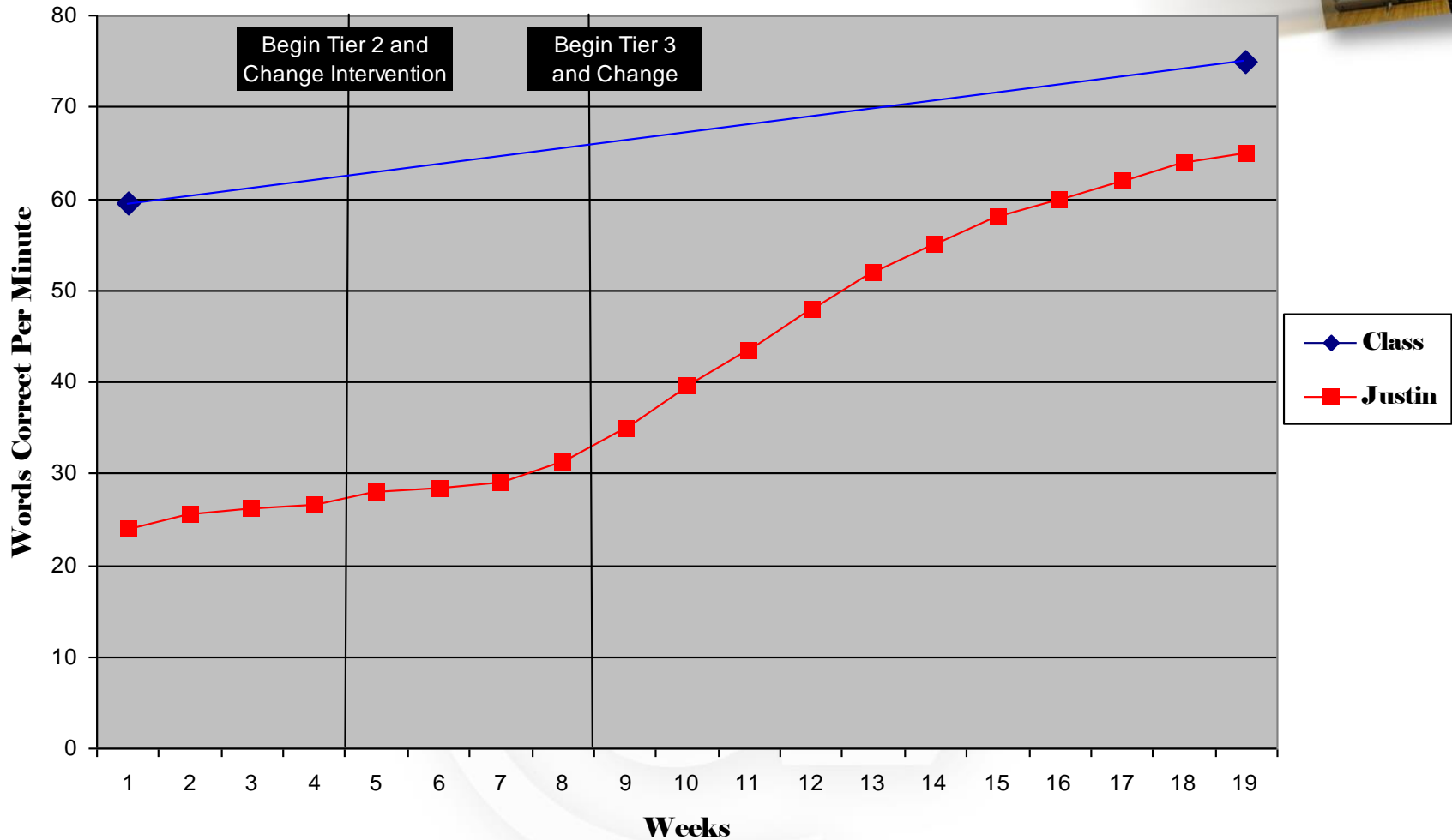
Rite Flight

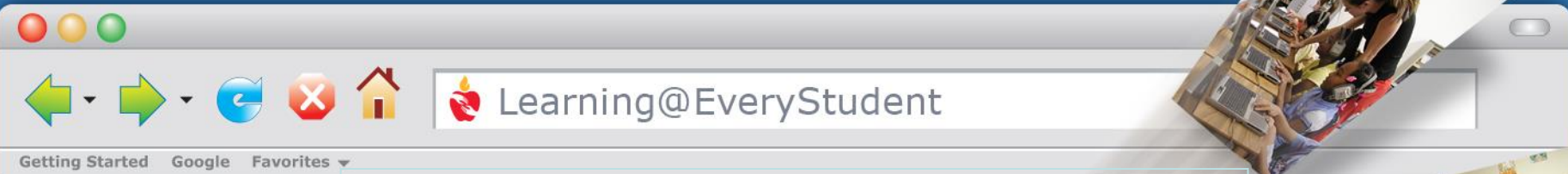
Fluency





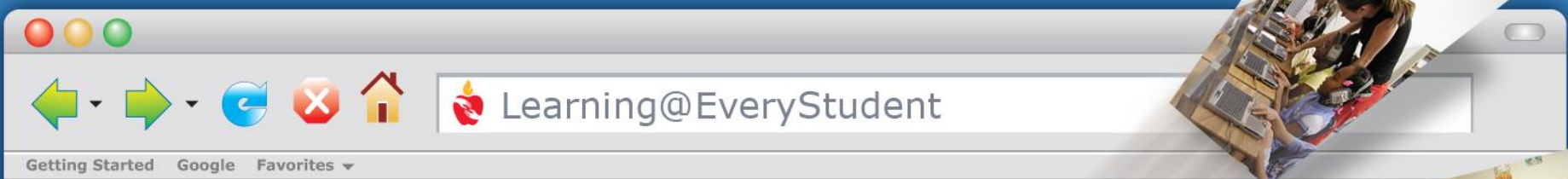
Justin's Progress





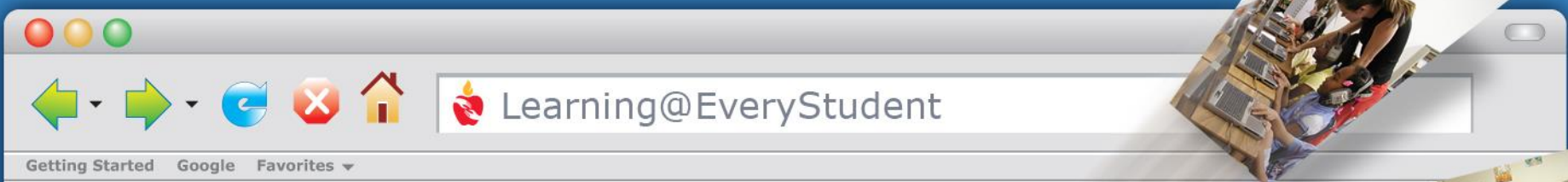
Comprehension Toolkits 3-8 (TIERS II-III)





Secondary (6-12) Resources

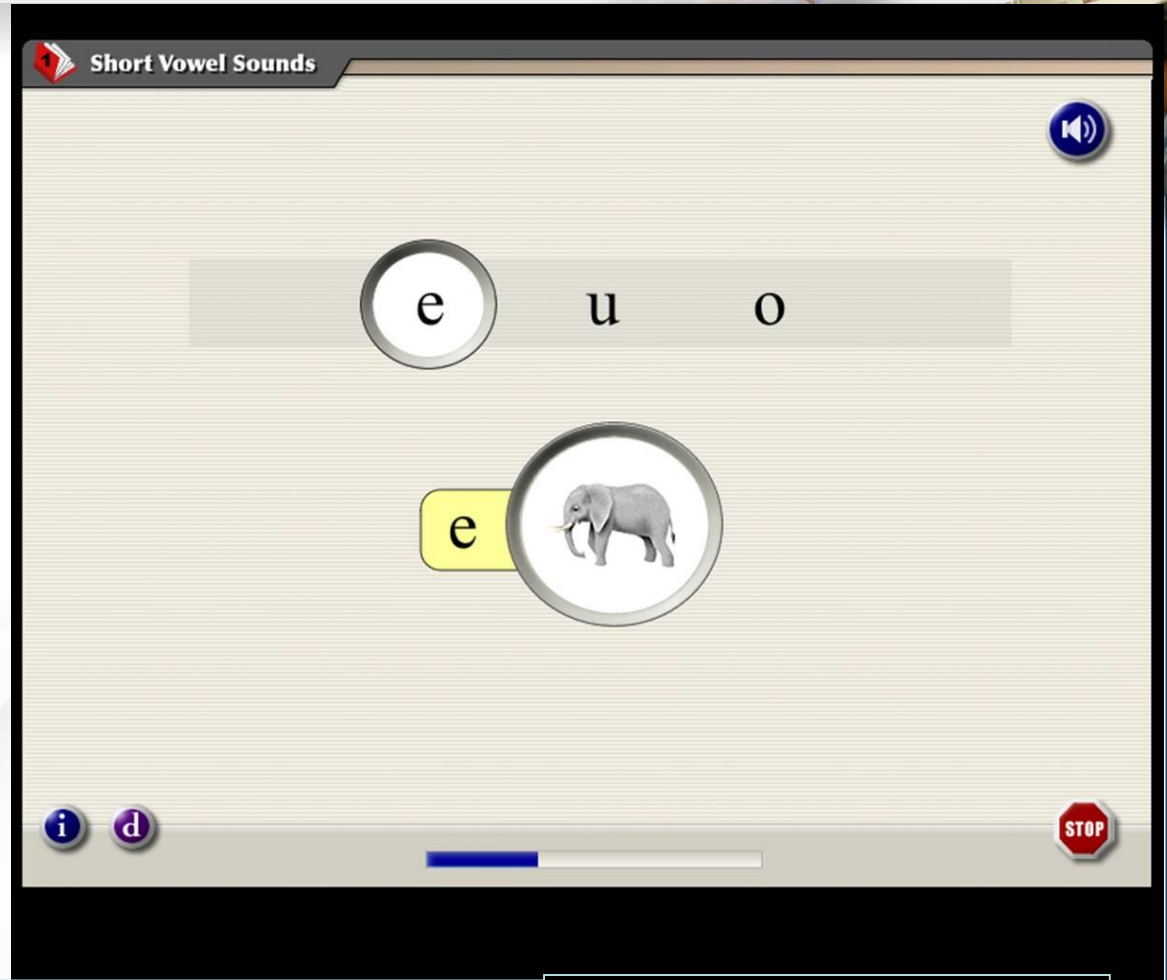




TIER II and III 6-12

Lexia
Strategies for
Older Students

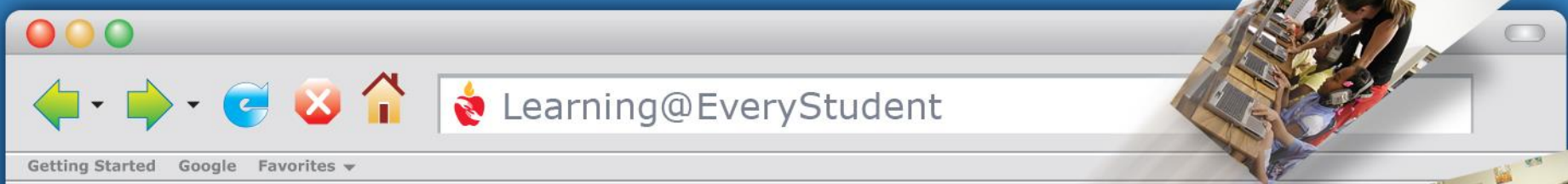
Secondary
(6-12)



Decoding

Vocabulary

Spelling

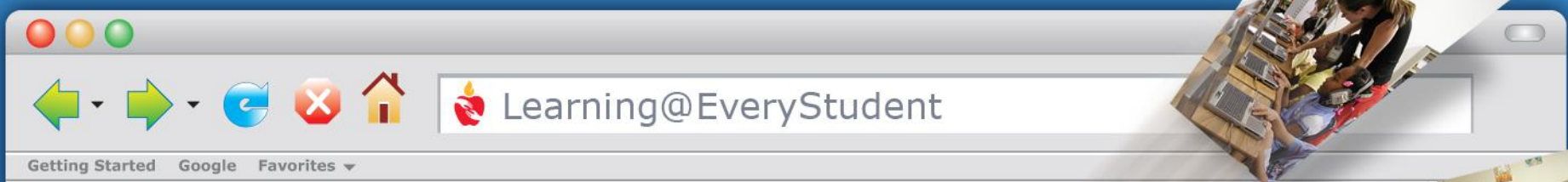


Layers of Language:

Decoding

Spelling

Vocabulary (word analysis,
prefixes, suffixes, morphemes)

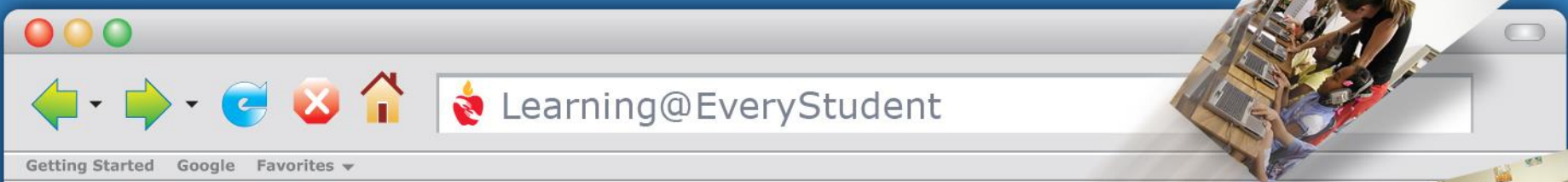


TIER II and III

ry and use it correctly when reading and writing:

Structural Meanings	Conceptual Words	Use of Context	Uses of Language
Compound words as all words together	Color, shape, texture	Determine what words mean from how they are used in a sentence (heard or read)	Tongue twisters, palindromes, riddles
Compound words the meanings of component words	Opposites, living things	Use context to determine meaning of unfamiliar or multiple meaning words	Idioms
Common prefixes and suffixes to determine meaning	Antonyms and synonyms	Multiple meaning words and homographs in context	Adages and sayings
Common prefixes and suffixes and how they change meaning	Homographs and homophones	Ambiguous words	Foreign words and phrases used in English
Intermediate level academic English words from Greek and Latin roots and affixes	Complete Analogies (antonyms/synonyms)		Latin and Greek words used in English
	Produce analogies		
	Complete analogies (part to whole and whole to part)		
	Complete analogies of function and description		

late stages of development. Students may not be at the same level at the same time in all



Fluency Stations TIER II

Secondary (6-12):

Audacity





Tier I

Classroom Instruction with Scaffolding and Conferencing

I-Station Reading Software (1-8)
Leveled Readers (K-5)

Tutorials

Tier II

Small –group instruction

Elem: Earobics, Intervention Activities Guide, Word Sorts Comprehension Toolkits

Sec. LEXIA SOS, Fluency Stations. Leveled Readers (Separate CLASS)

Tier III

Pull-Out Small groups

Elem: Touch Phonics, Triumphs, Rite Flight, Comprehension Toolkits

Sec. LEXIA, Rite Flight, Triumphs Comprehension Kits



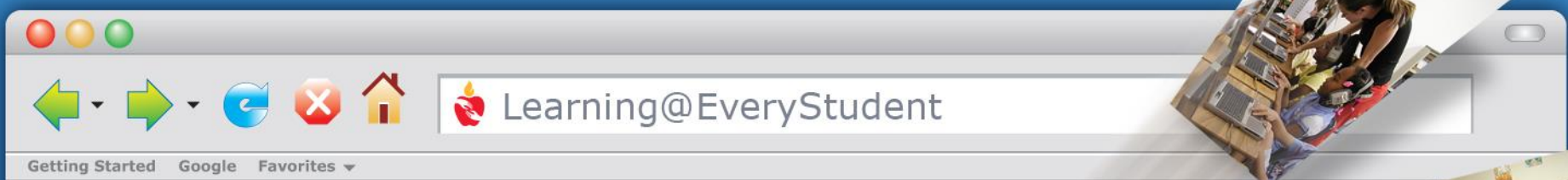
Documentation of Instruction and Interventions

Name

Date of Meeting

Area of Concern	Description of student's participation in core curriculum (include amount of time, mode of intervention and name of curriculum)	The evaluation team concludes that the student has been provided appropriate core curriculum	Description of the intervention	Frequency and duration of the intervention 30 min/X wks	Fidelity of intervention (Qualification of intervention)	Results: provide qualitative and qualitative information (systematic progress monitoring; graphs)	Rate of progress (as compared to grade level peers (provide clear graphs))
Phonemic Awareness		<input type="checkbox"/> yes <input type="checkbox"/> no					
Phonics		<input type="checkbox"/> yes <input type="checkbox"/> no					
Fluency		<input type="checkbox"/> yes <input type="checkbox"/> no					
Vocabulary		<input type="checkbox"/> yes <input type="checkbox"/> no					
Comprehension		<input type="checkbox"/> yes <input type="checkbox"/> no					

Sample



If a child can't learn the way we teach, then we will teach the way he learns.

