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The PAUSD Vision:

We support all PAUSD students as they prepare themselves to thrive as global citizens in a rapidly changing world. We develop our students’ knowledge, critical thinking, and problem solving skills, and nurture their curiosity, creativity, and resilience, empowering every child to reach his or her fullest intellectual, social, and creative potential.

PAUSD FOCUS GOALS 2016-17
Universally Supporting Every Student, Every Day

Equity & Access
Assure that every student has access to multiple programs, services, activities and enrichment experiences that support student learning and enable each individual to achieve his or her fullest intellectual, creative and social potential.

Wellness & Safety
Provide for the social-emotional needs of students and staff and cultivate positive, healthy, identity-safe school environments that promote high levels of connection, engagement and overall well-being throughout the school community.

High Quality Teaching & Learning
Engage every student in joyful, purposeful learning that appropriately challenges all students to ensure core content mastery and maximizes each student’s opportunity to excel academically.
Introduction

Response to Instruction and Intervention (RTI²) has been in place at Palo Unified School District (PAUSD) since 2012. Consistent with our district vision, we have implemented this framework to support our students’ learning. In 2014-15, school site teams participated in training sessions with Austin Buffum, working towards developing our capacity to function as Professional Learning Communities to enhance teaching and learning in our schools. Our work together highlighted an understanding of a PLC as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. When our schools function as professional learning communities they exercise a commitment and coordinated strategy to respond when students do not learn by designing and identifying timely strategies ensuring that students receive additional time and support.

PLC work at the different school sites and educational teams continues to focus on learning with four essential questions:

1. **What do we want each student to learn?**
2. **How will we know when each student has learned it?**
3. **How will we respond when a student experiences difficulty in learning it?**
4. **What are we going to do for the students who already know it?**

Response to Instruction and Intervention (RTI²), as it is described in this handbook, is the proactive and systematic approach that guides our work as we answer the question: “**How are we going to respond when a child doesn’t learn?**” (Buffum, Mattos & Weber, 2010).

This document was developed by the elementary education department to help elementary administrators and educators understand the definition of RTI², how it
works at PAUSD, and the importance of RTI² in educating our students to be successful in our schools.

**Overview of RTI²**

**What is RTI²?**

- Response to Instruction and Intervention (RTI²) is a data-driven, multi-tiered approach to the early identification and support of all students.
- RTI² is a school-wide process to ensure that all students learn and involves quality instruction and interventions that are matched to students’ needs.
- RTI² begins with high-quality, culturally responsive differentiated instruction, positive behavior systems, universal screening and data analysis of all children’s learning in the classroom.
- It is a proactive approach instead of reactive.

**Why RTI²?**

DuFour & Marzano (2011) argue that with the passage of Disabilities Education Improvement Act (1994) schools and districts were called to create a more structured and timely approach to responding to students who experience difficulty in schools. The RTI Action Network states:

“In 2004, the Congress acted on concerns about the increasing number of students in special education, and the related suspicion that many students currently classified as having a specific learning disability (SLD) might have avoided the need for special education if instructional support and interventions had been provided to them at an early stage in their education.”

Dufuor & Marzano suggest that the basic idea of RTI² is to present good initial instruction, assess frequently, provide prompt assistance for struggling students to catch learning problems before they become more serious and follow-up relentlessly.

“Very importantly, RTI asked educators to take collective responsibility for each student’s learning and work collaboratively to ensure that learning (p.175).”
Essential Elements of RTI²
According to the National Center on RTI, there are four essential components of response to intervention: (1) a school-wide, multi-level instructional and behavioral system for preventing school failure, (2) screening, (3) progress monitoring, and (4) data-based decision making for instruction, movement within the multi-level system, and disability identification in accordance with state law. Each component is essential in making the RTI framework work properly.

How it works
RTI works as a process that is composed of data, problem solving, and intervention. This is similar to the scientific process. The process is never ending as it starts again after an intervention is implemented.

- **Data**: The teacher collects data on a student at the beginning of the year through various assessments. Another name for this is *universal screening*.

- **Problem solving**: If the student has a need or gap, the teacher will begin to problem-solve and identify the best approach to support the student in this area. This is best accomplished when done with help from other colleagues and involves processes and protocols to support the students.

- **Intervention**: The teacher develops an intervention, which features targeted and explicit instruction to support the student.
Three Tiers of RTI²

The process of data collecting, problem solving and intervention happens in three tiers (Fisher & Frey, 2010).

**Tier I:** Quality core instruction that is responsive, standards-based, and data-driven.

**Tier II:** Interventions-supplemental instruction that is aligned with core instruction. The interventions should allow for increased intensity and frequency. These interventions may happen before, during, or after-school.

**Tier III:** More intense and more frequent interventions that require further expertise and assessment.

Traditionally, the three tiers of the RTI² system have been represented in a pyramid (Figure 3). In *Simplifying Response to Intervention – Four Essential Guiding Principles*, Buffum, Mattos, & Weber (2012) suggest that a more accurate representation of effective practices involves inverting the pyramid (Figure 4), allowing a greater emphasis on the essential role of effective core instruction promoting success for all students in Tier I.

"The inverted pyramid continually focuses a school’s collective attention and resources to a single point: the individual child. We still believe that the pyramid should be wide at the top to represent access to the core grade-level curriculum that all students deserve and need. We also strongly support the RTI belief that a school’s initial core instruction must be designed to meet the needs of most students and should include differentiation. Beyond this initial instruction, when some students demonstrate the need for more targeted instruction and additional time, the school responds by focusing on the needs of each of these students."

Buffum, Mattos, & Weber, 2012
Whether the multi-tiered system of supports is illustrated as a conventional pyramid or one that is inverted, the key principles for effectiveness remain the same. The fundamental purpose RTI is to provide every student with the additional time and support they need to succeed. The system must work within a culture of collective responsibility – with a shared belief that that every member of the organization is responsible for ensuring high levels of learning. The system should bolster students to achieve these high levels in Tier I, offering timely and targeted Tier II services that are temporary as learning goals are met. Ultimately, a well-working system will reduce the number of students that will require Tier III services, moving them into the assessment and identification process for Special Education only after multiple, documented interventions.

Figure 5
Why does RTI² fail?

The International Reading Association (IRA) Commission on RTI states that there are several reasons why RTI² fails in some schools:

1. RTI becomes an appendage to traditional schooling practice rather than a catalyst for cultural change.
2. Teachers define their role as teaching rather than ensuring that all students learn.
3. Educators view assessments as a way to give a grade rather than a way to inform their practice and address student needs.

“Effective intervention must be integrated within the context of a guaranteed curriculum, informative assessments, and a process of continuous improvement” (IRA Commission on RTI, 2009).

In Simplifying Response to Intervention, Buffum, Mattos, and Weber (2012) declare: “Of all the elements of RTI, we have seen schools struggle with progress monitoring more than any other aspect.” The authors thus recommend a system through which schools can follow through beyond the identification of students in need of extra help, to include a determination of the intervention most appropriate to meet the child’s needs, and a commitment to monitor each student’s progress. Implementing an ongoing process of collectively analyzing evidence to target the specific learning needs of each student and determine the effectiveness of the instruction the child receives in meeting these needs. Figure 6 provides an illustration of this cycle of convergent assessment. Each phase of the Tier 2 process requires appropriate use of data to inform the instructional interventions and their impact. The process begins with data collected to identify students needing specific skills support, proceeds with diagnostic data collected at the onset of an appropriate intervention, includes a progress monitoring point to confirm that the intervention is having a positive impact, and requires outcome data that is used to determine that a student’s skill gap has been closed or whether a new cycle needs to be initiated.
TIER II Cycle of Convergent Assessment

**BEFORE INTERVENTION**
- Universal Screening
- & other common assessments

Identify specific skills and knowledge (learning targets) that remain unmastered. Group students by target for intervention.

**END OF INTERVENTION**
- Universal Screening
- & other common assessments

Analyze results, and identify students in need of continued and/or intensified intervention(s).

**BEGINNING OF INTERVENTION**
- Baseline data collected
  (Ideally Intervention Program Tool)

Introduce students to learning target. Begin instruction and/or intervention; select an appropriate measure of progress.

**MID-POINT PROGRESS CHECK**
- Progress Monitoring - Assessment
  (ideally from Intervention Tool/Program)

Analyze results, modify intervention if necessary, and discontinue intervention(s) once mastery has been achieved.

*Figure 6*
PAUSD RTI Evaluation - Ensuring Best Practices

Given our District Focus Goals for 2016-17 (see page 3) and the directive of the district’s Minority Achievement and Talent Development (MATD) Task Force, the Research, Evaluation and Assessment (REA) Department are collaborating with the Office of Elementary Education to conduct an RTI Evaluation during the 2016-17 school year. Specific recommendations issued by the MATD in May 2015 include:

- Identify and administer a diagnostic assessment, provide interventions and ongoing monitoring, and assure that administrators and faculty review this data regularly and use it meaningfully.
- Conduct an audit of current intervention programs to identify the most cost-effective.
- Create a system for obtaining, analyzing, and reporting data necessary to monitor progress and results.

The evaluation is focused on literacy this year given the historic focus on literacy interventions and the current mathematics curriculum pilot adoption. An additional factor is also the introduction of the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) mathematics assessments being administered to all district students in 3rd-5th grade for the first time in 2016-17.

Essential questions that are a focus of the evaluation include the following:

- How are students being identified for Tier 2 intervention? What measures are being used?
- How many and which students are receiving Tier 2 interventions?
- What Tier 2 intervention programs are being used? How are these interventions structured (staff, schedule, duration)?
- How is student progress in Tier 2 interventions being monitored from the beginning to end of intervention?
- How does student performance change from the beginning to end of year for those in Tier 2 interventions?
- What Tier 2 intervention components are working well, and what supports or conditions are needed to improve Tier 2 interventions for students?

In order to assist with the completion of the RTI Evaluation, the RTI Monitoring Tool was developed as an additional resource to collect this common information from all of the district’s elementary schools and similarly relevant data from the pre-school campus. The RTI Monitoring Tool for each school site will include a complete list of all students identified for Tier 2 intervention. The tool captures all phases of the RTI assessment cycle as featured on page 10: universal screening tools and other available assessments used to identify underperforming students; preliminary intervention diagnostic data; progress monitoring during the intervention; and outcome data at the completion of the intervention and the end of the current school year.

The hope is that the information collected will create a shared understanding of how many and which students are receiving interventions, what works, what are supportive conditions, and what are challenges and needs to improve our Tier 2 interventions for students. We believe that this tool will help to inform decisions around effective instructional practices and supports and how resources can be leveraged to have the greatest impact on students.
**RTI Monitoring Tool**

*Note: This is a securely shared Google Sheet that extends horizontally to collect data across the entire school year. The screen-shots below highlight each of the sections of the process.*

**BLUE Section:** The RTI Data collection process begins with preliminary student information and screening data gathered from a student’s previous school year assessments (as available).

**GREEN Section:** Data collection continues as an appropriate intervention is identified for eligible students. The team and RTI instructors administer intervention diagnostics and other placement assessments to begin the targeted intervention cycle.

**ORANGE and PURPLE Sections:** As the RTI cycle proceeds, progress monitoring is conducted using intervention-specific or other district assessments to ensure adequate progress or adjust intervention. End of year outcomes will also be collected to ensure students reach or progress toward meeting grade level end-of-year benchmarks.
Data, Problem Solving, and Intervention in Each Tier

The following tables describe how data, problem solving and interventions happen within each Tier in PAUSD.

<table>
<thead>
<tr>
<th>Tier I</th>
<th>Data Collecting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This is when teachers use formative assessments to learn about the needs of the students in the class. This is also called universal screening because all students are assessed to gain a better understanding of where they are and what their needs are. At PAUSD, the assessments include the NWEA Measures of Academic Progress in Mathematics (3rd-5th grade) District and Everyday Math Assessments (end of Year, Beginning of Year), MARS assessments, Teachers College writing assessments, and DRA and BAS reading assessments.</td>
</tr>
<tr>
<td>Data Collecting</td>
<td>Problem Solving in Tier I begins by analyzing the needs of students and using the formative assessment data. If a student is not making adequate progress the teacher would follow the following process to ensure that the student receives support:</td>
</tr>
<tr>
<td></td>
<td>1. Meet with grade level colleagues and parents to discuss concerns and possible strategies.</td>
</tr>
<tr>
<td></td>
<td>2. The teacher would then implement the strategies for a minimum of 6 weeks and document the results (RTI Action Network, 2013).</td>
</tr>
<tr>
<td></td>
<td>3. If the student does not make adequate progress, the teachers would need to schedule an Instructional Support Team (IST) meeting to discuss possible Tier II interventions for the student. The IST should include different educational specialists that will add</td>
</tr>
</tbody>
</table>


| Intervention | In Tier I, this means high quality instruction and core curriculum. This is the tier in which teachers define the knowledge and skills that each student needs to have in order to be successful. (Staff Development for Educators, 2008; Fisher & Frey, 2010; National Center on RTI, 2014; Buffum, Mattos & Weber, 2012). According to McDougal (2010), “Tier I interventions are those that can be delivered in the classroom or throughout the school and are available to all students to address student academic or behavioral concerns (p. 102).”

At PAUSD Tier I instruction and interventions may include balanced literacy instruction, writing workshop model, Everyday Math, and the use of best practices that aim to prevent struggles with students. The Common Core State Standards (CCSS) are part of this tier and are the foundation of the RTI² framework. At the heart of the new Common Core State Standards (CCSS) is a focus on higher expectations and higher cognitive demands for all students. Instructional practices that are part of Tier I include:

- Using multiple intelligences in your instruction
- Small group instruction and differentiation
- Having high expectations for students
- Tapping into students’ prior knowledge and cultural background |
<table>
<thead>
<tr>
<th>Tier II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collecting</td>
<td>Teachers may use the same formative assessment data as in Tier I to determine who would need a more frequent and intense intervention. Other assessment tools, often featured as components of intervention programs also offer important baseline information. For example, Reading Recovery and the Bridges Math Intervention programs being used at multiple sites both feature placement assessments as well as frequent progress-checks. <strong>Progress monitoring</strong> is very important in Tier II as close monitoring requires shorter, more frequent assessments.</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>In Tier II, the problem solving process begins when the teacher meets with the <strong>Instructional Support Team (IST)</strong> to develop ways to support the few students in the classroom that are not meeting benchmarks. This team is usually comprised of the psychologist, reading specialist, EL specialist, and principal. Schools set aside monthly time when this team can meet with teachers to talk about their concerns about particular students. The team will analyze the student data and strategies tried in the classroom to determine the most appropriate Tier II intervention for identified students.</td>
</tr>
<tr>
<td>Intervention</td>
<td>Research stipulates that Tier II interventions should meet the following criteria (RTI Action Network, 2013; Buffum, Mattos &amp; Weber, 2012; McDougal, 2010): 1) be research-based and evidenced-based 2) given in a small group setting 3) be clearly articulated and implemented with fidelity 4) be administered by a trained professional</td>
</tr>
</tbody>
</table>
Tier II interventions can last between 8-12 weeks. Student progress on the intervention should be documented in order to determine if the intervention was effective or not. Documentation can happen by using the progress monitoring tools: short frequent assessments to track student growth on the intervention. The progress monitoring data can be collected as frequent as every week (RTI Action Network, 2013).

According to Buffum, Mattos & Weber (2012), “Students should never miss Tier I core instruction in order to receive this additional time and support,” (p. 61) Thus, it is recommended that Tier II interventions be given during a time that students are not missing critical instruction or be given after school.

Once the intervention is over, students should be given a post-assessment to measure total growth on the intervention. This data is useful as the IST members determine if (a) the student has made sufficient growth and no longer needs an intervention, (b) a different intervention should be used, or (c) the student should be referred to the SST process (Tier III).

Other Considerations for Tier II

1. It is critical to use various formative assessments and data when having a discussion about a student. For example, you can use DRA, running
records, writing samples, EDM, MARS, observational notes. All of these will allow you to get a better picture of the student.

2. Determine what the criteria for receiving a Tier II intervention will be. For example, all first graders who are two DRA levels below in fluency or all second graders that score less than 70% on Part A of the EDM end of the year assessment. Relying exclusively on teacher recommendation will create a lack of accountability and will result in many students who might not need Tier II.

3. If more than 15% of students need Tier II support, this might indicate a need to re-examine Tier I instruction (McDougal, 2010).

4. Spend more time looking at the cause of the problem rather than the symptom. This will require asking many questions and going deeper into the issue. For example, if five students are one DRA level below, ask what is preventing them from reaching the next DRA level.

5. Start looking at trends across a group of students: What is one thing that all of these students have in common? Why might these students have this issue? What might be one thing that we can do that can support all of these students?

6. Do not rush into assigning students an intervention. Spend as much time as needed in the analysis of the problem.

7. Ensure that the intervention matches the student needs and that all people working with the student are working towards the same goal.

8. Active communication between parents, teachers, and specialists working with the student is essential so that everyone understands the goal.

9. Set specific and measurable goals. “Helping the student to read” is not a measurable and specific goal. “Reading CVC words with 80% accuracy on a grade level passage” is a measurable and specific goal.

10. Participation in the intervention/plan should be mandatory.

11. Highly trained professionals should administer the interventions.
12. Ensure that the child spends sufficient time on the intervention every week. If the child is using a set intervention program, ensure that the program is implemented with fidelity.

13. Interventions should not supplant instruction. Interventions need to be given in addition to instruction and should also match the instruction. Teachers should not stop differentiating instruction in the classroom because a child is receiving an intervention.

14. Monitor the progress of students participating in the intervention by giving them short and frequent assessments.
**Tier III**

<table>
<thead>
<tr>
<th>Data Collecting</th>
<th>For data collecting, the same data that was used in the other tiers can be used as a preliminary component of the Tier III referral process. It is important to maintain accurate records of all the Tier II interventions that have been tried and the results of such interventions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>The problem-solving process is completed by the school site <strong>Student Study Team (SST)</strong>. This team is composed of the school psychologist, resource teacher, principal and any other specialist that might be relevant to the student. <strong>Parents are also part of these meetings.</strong> The team will bring together all available data on the student’s current levels of academic performance as well as documentation from interventions provided in Tiers I and II. The team will problem-solve and decide if the student needs - a) a different Tier II intervention or b) if the student needs additional screening to identify a potential learning disability and/or determine qualification for special education services.</td>
</tr>
<tr>
<td>Intervention</td>
<td>The interventions in this tier may be similar to the ones in Tier II but are more frequent and more intensive and will require further expertise and assessment. If the child is found to meet eligibility for special education services, then the student will have an Individualized Education Program developed to monitor progress in their goals using data collecting, problem solving and interventions.</td>
</tr>
</tbody>
</table>
RTI Processes and Protocols at PAUSD

The following flow chart describes the general process that is followed at PAUSD to provide support to all students using the RTI framework.

Universal Screening: To determine which students fall in Tier I, Tier II, or Tier III.

Tier I
- Students receive initial good instruction

Most students will make progress (85%)

Teachers have kid-by-kid meetings, meet with parents and grade level to discuss concerns (Grade Level Collaboration)

Teachers implement strategies for 6 weeks, if students do not make progress...

Teachers schedule an IST meeting to discuss concerns (IST Process)

Tier II
- Students begin receiving appropriate interventions

A few students will not make progress (15%)

Appropriate goals are set for making progress on the intervention

Students are progress monitored to determine progress

Post-assessment data is collected to determine success of the intervention

If student does not make adequate progress, after several interventions, then the SST process may begin (SST Process)

Tier III
- Students begin receiving more intensive interventions

Appropriate goals are set for making progress on the intervention

Students are progress monitored to determine progress

Post-assessment data is collected to determine success
## RTI² Roles and Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities for RTI²</th>
</tr>
</thead>
</table>
| **School Principal**     | • Collect and analyze end of year school data (DRA, EDM, CELDT, Writing) and beginning of the year universal screening results  
                          | • Meet with teachers to discuss their students’ needs  
                          | • Set regular RTI² meetings with the school RTI² team to monitor progress of students  
                          | • Facilitate IST and SST meetings                                                                 |
| **School Psychologist**  | • May provide input and advice to the RTI² team  
                          | • May provide Tier II social/emotional interventions  
                          | • Attend SST meetings  
                          | • Provide interventions to students under their Special Education case load |
| **Classroom Teacher**    | • Provide initial good quality instruction (Tier I)  
                          | • Meet with grade level and parents if a student is not making adequate progress  
                          | • Implement additional support strategies for students not making adequate progress for at least 6 weeks and document the outcomes  
                          | • Schedule an IST meeting if the strategies implemented are not successful  
                          | • Communicate with parents about any Tier II interventions in which the students will participate  
                          | • Support the implementation of Tier II interventions in the classroom |
| **Reading Specialist**   | • With support from principal and RTI² team, collect and analyze literacy data to determine literacy needs in the school  
                          | • Share with the RTI² team student literacy assessment data (universal screening) in order to develop an appropriate RTI² plan for the school  
<pre><code>                      | • Carry out evidence-based literacy interventions and document outcomes of the interventions |
</code></pre>
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| EL Specialist               | • With support from principal and RTI<sup>2</sup> team, collect and analyze CELDT and ADEPT data to determine EL needs in the school (August-October)
  • Share with the RTI<sup>2</sup> team student CELDT assessment data (universal screening) in order to develop an appropriate RTI<sup>2</sup> plan for the school
  • Provide Tier I support for EL students by coaching teachers on ELD strategies or pushing-in during instruction.
  • May provide Tier II intervention for some EL students in a push-in setting using a focus area and documenting outcomes of the intervention |
| Education Specialist (RSP Teacher) | • May provide input and advice to the RTI<sup>2</sup> team during IST meetings
  • Attend SST meetings
  • Provide interventions to students under their Special Education case load (Tier III) |
| Speech Therapist            | • Provide Tier II intervention in speech to students that meet the speech Tier II criteria
  • Provide intervention to students under their Special Education case load (Tier III) |
| Intervention Specialist     | • In some school sites, a part-time position has been added to provide additional support for classroom teachers and to the different specialists to ensure that high-risk students who are performing below their grade-level benchmarks receive appropriate supports.
  • This staff member assists the school principal and RTI<sup>2</sup> team with data collection and analysis to identify students eligible for Tier II services; facilitates progress monitoring; and, provides direct instruction in the targeted content and skills. |
Screening and Monitoring Tools

Universal Screening
Universal screening refers to the process of assessing all students to accurately diagnose their needs to then provide appropriate supports. Buffum, Mattos, & Weber (2012) state that the primary purpose of universal screening is to identify, as early in the school year as possible, those students who without intervention would be at risk. The following is a list of assessments used at PAUSD to screen students.

<table>
<thead>
<tr>
<th>Area</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Beginning of the Year (BOY), Trimester (T1 and T2) and End of the Year (EOY) Assessments, Everyday Math Unit Assessments, MARS, Smarter Balance Assessment (CAASPP), and NWEA Measures of Academic Progress for 3rd-5th grade students.</td>
</tr>
<tr>
<td>Literacy</td>
<td>DRA, Observation Survey, Running Records, Fountas &amp; Pinnell BAS, Smarter Balance Assessment (CAASPP), Teacher’s College Writing Assessments</td>
</tr>
<tr>
<td>Social/ Emotional</td>
<td>Teacher observations, Progress Report assessment</td>
</tr>
<tr>
<td>Other</td>
<td>CELDT, ADEPT</td>
</tr>
</tbody>
</table>

Each school’s leadership and instructional support team is best suited to analyze the results of universal screening early each school year to identify those students who are at risk for poor learning outcomes.

Progress Monitoring
Progress monitoring is used to assess students’ academic performance and to quantify a student’s rate of improvement or responsiveness to instruction and selected interventions. As students receive supplementary, targeted instruction, it is important to monitor progress by using frequent shorter assessments. Formative assessments provide continuous feedback so that teachers can further
adjust instruction to help students meet learning short- and long-term learning objectives.

**Tier II Intervention Selection Criteria**

As PAUSD has moved to further implementation of the Common Core State Standards for English Language Arts and Mathematics, district-wide assessments continue to undergo further development. During 2016-17, we are introducing the nationally-normed NWEA Measures of Academic Progress in mathematics as an additional universal screener for 3rd-5th grade students. In ELA, we continue to use the DRA to monitor progress in reading benchmarks, but continue to progress towards the implementation of using the Fountas & Pinnell Benchmark Assessment System (BAS), which will be the literacy tool K-5th effective 2017-18. For upper primary students, the new CAASPP standardized scores from the previous school year may also add information as one additional screening tool.

Careful analysis of the results on these various assessment tools provides important information to identify those students at greatest risk and determine eligibility for Tier II intervention. As a district, we have focused goals in our strategic plan to set reliable academic baselines and benchmarks. In the interim, school sites are able to establish cut scores that can distinguish students who are considered most at risk of underperforming academically or behaviorally.
### Instruction in the Different Tiers at PAUSD -- MATH

<table>
<thead>
<tr>
<th>Tier 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Everyday Math Bridge Materials</strong> - journals, enrichment, re-teaching; multiple lesson delivery models: Part 1 and part 3; use of multiple teaching modalities: EDM English Learner Handbook</td>
<td></td>
</tr>
<tr>
<td><strong><a href="http://www.everydaymathonline.com">www.everydaymathonline.com</a></strong> (Games and Student Interactive Reference Books)</td>
<td></td>
</tr>
<tr>
<td>MARS tasks: Silicon Valley Math Initiative: <strong><a href="http://www.svmimac.org">www.svmimac.org</a></strong></td>
<td></td>
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<tr>
<td>Number Talks (Sherry Parrish)</td>
<td></td>
</tr>
<tr>
<td>CCSS-aligned mathematics materials used in exploratory period 2014-15 (Engage NY, TERC Investigations, CA Math Expressions, Math in Focus Singapore, Go Math, etc.)</td>
<td></td>
</tr>
<tr>
<td>Flexible grouping for strategy instruction</td>
<td></td>
</tr>
<tr>
<td>Problem of the Month: <strong><a href="http://www.insidemathematics.org">www.insidemathematics.org</a>; <a href="http://www.svmimac.org">www.svmimac.org</a></strong></td>
<td></td>
</tr>
<tr>
<td>Number sense activities: <strong><a href="http://www.youcubed.org">www.youcubed.org</a></strong></td>
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</tr>
<tr>
<td>Open-Ended Problems: 101 Questions</td>
<td></td>
</tr>
<tr>
<td>Use of manipulatives: Marilyn Burns</td>
<td></td>
</tr>
<tr>
<td>Protocols for discussing multiple strategies and algorithms – supporting Math Practice Standards</td>
<td></td>
</tr>
<tr>
<td>Pre-teaching or previewing the lesson or the concept</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math specialist intervention</td>
<td></td>
</tr>
<tr>
<td>iReady math</td>
<td></td>
</tr>
<tr>
<td>Focus Math</td>
<td></td>
</tr>
<tr>
<td>After-school math intervention class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier III</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource and related Special Education Interventions</td>
<td></td>
</tr>
</tbody>
</table>

### Strategies to Support English Learners During Math

- Building on student experiences and using material with familiar content
- Providing students with necessary background knowledge
- Using graphic organizers
- Using chants
- Making instruction and tasks extremely clear
- Providing hands-on interactive learning
- Giving additional practice and time
- Using sentence frames to help students talk about academic content
- Using repetition to solidify understanding of content
- Slowing teachers’ speech rate to make instruction understandable

Resources: Claude Goldenberg (2012); Understanding Language: [http://ell.stanford.edu](http://ell.stanford.edu); Fillmore & Snow (2000); Dutro & Moran (2002); Echeverria (2010)
## Instruction in the Different Tiers at PAUSD -- LITERACY

### Tier 1
- Balanced Literacy Components: Reading Workshop, Writing Workshop, Word Study, Shared Reading, Interactive Writing, Read Aloud with Accountable Talk
- Teachers College Reading and Writing Project – Units of Study
- Differentiated Word Work: Donald Bear
- Mini-Lessons combined with small-group strategic and targeted individualized literacy instruction: Teachers College/Lucy Calkins, Fountas & Pinnell
- Independent Reading monitored with Teacher Conferring with Students
- Close Reading: Chris Lehman, Kate Roberts
- Daily independent reading of just-right books
- ELD strategies (repetition, visuals, sentence frames, clear and explicit instructions)
- Culturally relevant content
- Oral language
- Explicit instruction

### Tier II
- Reading specialist support
- LLI
- Read Naturally
- Reading Recovery
- iReady Reading
- After school reading club/class

### Tier III
- Resource and related Special Education Interventions

---

### Strategies to Support English Learners During Literacy Instruction
- Build on student experiences and use material with familiar and culturally relevant content
- Preview and develop specific content vocabulary and academic language
- Use graphic organizers
- Identify text sources with repetitive language patterns and chants
- Provide visuals and anchor charts to support instruction and tasks clearly
- Give additional practice and time
- Using sentence frames to help students talk about academic content
- Using repetition to solidify understanding of content
- Monitor instructional speech and rate to make instruction comprehensible
- Promote peer student collaboration and support

Resources: Claude Goldenberg (2012); Understanding Language: [http://ell.stanford.edu](http://ell.stanford.edu); Fillmore & Snow (2000); Dutro & Moran (2002); Echeverria (2010)
## Instruction in the Different Tiers at PAUSD – Socio-Emotional

<table>
<thead>
<tr>
<th>Tier</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **Tier 1** | • Responsive Classroom  
• Steps to Respect, Second Step, Project Cornerstone  
• Teach classroom rules and school rules with consistency and model and practice with students  
• Use non-verbal cues to support and redirect on task behavior  
• Use visual aides in giving directions  
• Increase physical proximity to student  
• Use different materials and/or resources  
• Simplify directions and instruction  
• Prepare students for transitions  
• Provide independent and/or quiet area to work  
• Reduce environmental distractions  
• Change student groupings and use cooperative learning  
• Provide breaks and opportunities for movement  
• Offer choices in the classroom  
• Give specific, concrete feedback on student’s successes  
• Discover and utilize student’s talents in the classroom  
• Display the student’s work in the classroom  
• Provide positive reinforcement  
• Teach relaxation techniques  
• Use a timer during work time |
| **Tier II** | • Seeing school counselor  
• Seeing school psychologist  
• Behavior contracts |
| **Tier III** | • Resource and related Special Education Interventions |
Intervention Resources

Before Deciding on an Intervention

Before beginning any interventions there are several factors that a school must consider, such as, resources, need, teacher capacity, readiness for replication, evidence that the intervention will produce the desired results, and whether or not it is a good fit.

Partial List of Palo Alto Unified School District Interventions

The list below reflects some of the most commonly used interventions at PAUSD Elementary Schools.

<table>
<thead>
<tr>
<th>LITERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Recovery</strong></td>
</tr>
<tr>
<td><em>Reading Recovery</em> is a highly effective short-term intervention of daily one-to-one lessons that supplement good classroom teaching for the lowest achieving first graders. Specially certified teachers work individually with students in daily 30-minute lessons over 12-20 weeks. The U.S. Department of Education What Works Clearinghouse has rated this program as a highly effective intervention across domains central to CCSS: alphabetics, fluency, comprehension, and general reading achievement.*</td>
</tr>
<tr>
<td><strong>Leveled Literacy Intervention (LLI)</strong></td>
</tr>
<tr>
<td><em>The Fountas &amp; Pinnell <em>Leveled Literacy Intervention System</em> (LLI) is a small group, supplementary intervention designed for children who perform below grade-level expectations in reading and writing. LLI serves those students who need intensive support to achieve grade-level competency through explicit instruction in reading, writing and word work combined with opportunities for increased language modeling and oral language development.</em></td>
</tr>
<tr>
<td>MATH</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>IXL Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IXL Math is a subscription-based practice website featuring computer adaptive mathematics practice for grades K-12. The IXL skills are aligned to the California Common Core Content Standards and provide comprehensive coverage of math concepts and applications. With a subscription, educators are given access to the IXL Analytics standards center where student progress can be monitored.</td>
</tr>
</tbody>
</table>

| Social Thinking Curriculum | The Social Learning curriculum comes from the Social Thinking® teaching framework originated by Michelle Garcia Winner. The framework consists of specific social vocabulary, concepts and strategies to help young learners develop positive social communicative and functioning skills. |

| Positive Behavioral Interventions & Support (PBIS) | PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. |

Helpful RTI² Resources
RTI2 Support Plan for 2016-2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>September-October</td>
<td>Each elementary school principal works with classroom teachers and their site instructional support and leadership teams to review school data identifying students performing below grade level benchmarks. The Principal on Special Assignment provides technical assistance in using this data to develop an RTI(^2) plan and funding proposal (Elementary School RTI(^2) Plan &amp; Funding Form) and initiation of data collection on the RTI Monitoring Tool.</td>
</tr>
<tr>
<td>November-December</td>
<td>Grants ($10,000-$12,000) are awarded to school sites for implementation of Tier II intervention activities. Staff will monitor and support the site’s RTI(^2) projects.</td>
</tr>
<tr>
<td>January-February</td>
<td>Mid-year check in on Tier II programs, including collection of progress monitoring data. In Winter 2017, this will include administration of the NWEA MAP assessment for all 3rd-5th grade students receiving Tier II mathematics support.</td>
</tr>
<tr>
<td>April-May</td>
<td>End of the year evaluation of the RTI(^2) plan for each site.</td>
</tr>
</tbody>
</table>

References


Center for Mental Health in Schools at UCLA (2012). *RTI and classroom & schoolwide learning supports: A guide for teachers and learning supports staff*. Los Angeles, CA.


2016-2017

PAUSD Elementary School

RTI² Plans
Addison Elementary School
RTI² Support Plan 2016-17

Problem
(What data was collected? How were students identified as eligible for RTI?)

In August 2016, the Principal and Intervention TOSA analyzed ELA CAASPP data for current 4th and 5th graders, 2016 End of Year DRA data and Beginning of the Year DRA data to determine who would receive Tier Two reading support. We also analyzed the same data for math (substituting DRA for PAUSD local math assessments) to determine who would receive Tier Two math intereventions.

We plan to run (2) seven-week math intervention programs for 1st-5th graders. In order to determine eligibility for our second session, we will also analyze NWEA data.

Goal
(Learning Targets – projected outcomes)

The students who were not reading at benchmark or met standard on the ELA CAASPP would be offered either Reading Recovery from our Intervention TOSA, LLI from our Reading Specialist, or language support from our ELL teacher in order to bridge the gap between their current benchmark scores and the expected targets. Students that scored below the 70% percentile on the local math assessments and/or below benchmark in their math CAASPP assessment would be offered an after school math intervention, Math Academy. The outcomes of the Math Academy differ at each grade level dependent on the results of the Bridges pre-assessment taken the week before the Academy began. We also have the goal that each student who participates in Math Academy gain 6-10 points on NWEA between fall and spring and that 70% of the students who participate in Academy will meet standard on CAASPP.

Action Plan
(Staffing, curriculum materials, schedule including frequency & duration, etc.)

Reading Intervention:
- Reading Recovery: (2)1st graders working with Intervention TOSA 4x/week for 30 min.
- LLI: (21) students 1st- 3rd graders working with Reading Specialist 4x/week for 30 min.
- ELL: (14) K-5 students working with our ELL Specialist on guided reading
3x/week for 30 min.
- (10) 3rd- 5th grade students working with Intervention TOSA 2x/week push in support in various content areas
- (42) 1st- 5th graders working with (5) different teachers after school during Math Academy 2x/week for an hour using Bridges Intervention for approximately 7 weeks

<table>
<thead>
<tr>
<th>Estimated cost of the plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>(How will the $10,000 fund be expended?)</td>
</tr>
</tbody>
</table>

The funds will be directly applied to our after school Math Academy program. There are (5) teachers paid $53/ hour for 3 hours per week (2 hours instruction/1 hour planning) for 7 weeks which totals $5,565. We also purchased Bridges set 1 and set 2 which totals $1,950. After the first session, the total cost is $7,515. We would like to run a second session which would cost an additional $5,565 for personnel; materials would not have to be repurchased. We would accrue a deficit of $3,080 and are seeking additional funds to continue the after school math intervention in grades 1-5.

<table>
<thead>
<tr>
<th>How will effectiveness be determined?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What progress monitoring tools will be used to determine outcomes and effect of intervention?)</td>
</tr>
</tbody>
</table>

All students attending Math Academy took a Bridges Intervention pre-assessment. The same assessment will be administered during the last week of intervention (the week before our holiday break). Furthermore, the team will analyze the results of the fall, winter, and spring NWEA results.
Problem
(What data was collected? How were students identified as eligible for RTI?)

Using EOY and BOY assessment it was determined that 29% of our continuing students (current grades 1-5) are not at benchmark in the area of reading at the end of the 2015/16 school year, and 40% of our continuing students (current grades 1-5) are not at benchmark in the area of math.

15/16EOY Data

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Grade</th>
<th>DRA at Grade Level</th>
<th># At GL/# of students</th>
<th>Math on Grade Level</th>
<th># At GL/# of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 1</td>
<td>K</td>
<td>18/20</td>
<td>16/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 3</td>
<td>K</td>
<td>16/20</td>
<td>15/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 9</td>
<td>1</td>
<td>15/20</td>
<td>8/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 10</td>
<td>1</td>
<td>20/21</td>
<td>21/21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 5</td>
<td>2</td>
<td>6/14</td>
<td>10/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 6</td>
<td>2</td>
<td>10/18</td>
<td>17/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 14</td>
<td>2</td>
<td>12/13</td>
<td>13/13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 12</td>
<td>3</td>
<td>11/21</td>
<td>7/21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 13</td>
<td>3</td>
<td>14/18</td>
<td>5/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 16</td>
<td>4</td>
<td>13/19</td>
<td>4/19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 17</td>
<td>4</td>
<td>8/13</td>
<td>5/13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 21</td>
<td>4</td>
<td>11/18</td>
<td>7/18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 18</td>
<td>5</td>
<td>9/17</td>
<td>7/21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room 19</td>
<td>5</td>
<td>16/20</td>
<td>7/20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

K-5 179/252 = 71%
K-4 154/215 = 71%
K-5 142/252 = 56%
K-4 127/211 = 60%

See RTI Monitoring Tool for more data
First, we made a list of students not at benchmark at the end of the year, and added any new students who were not on benchmark in either math and/or reading at the beginning of the year.

Then, we removed…
- EL students who score a level 1 or 2 on the CELDT or who were recent newcomers to the country (We are still waiting for this fall’s CELDT results)
- 4th/5th graders who met benchmark on the SBAC Assessment in 15/16
- Students with behavior problems that would disrupt the sessions
- Students with IEPs

<table>
<thead>
<tr>
<th>Goal</th>
<th>(Learning Targets – projected outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of both programs is to bring students up to grade level at the completion of the intervention program.</td>
<td></td>
</tr>
<tr>
<td>School-wide we hope to raise the number of students meeting benchmark in math by 10% and reading by 10%.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>(Staffing, curriculum materials, schedule including frequency &amp; duration, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing: The goal is to have small groups of 3 or 4 to work with one adult in both reading and math. Credentialed teachers as well as instructional aides will work with small groups.</td>
<td></td>
</tr>
<tr>
<td>Curriculum: LLI (4th/5th), Literacy Wings (1st-3rd) and Bridges Math Intervention Program (1st – 5th)</td>
<td></td>
</tr>
<tr>
<td>Schedule: Two ten-week sessions. Students will meet three days a week (Monday, Tuesday and Thursdays after school)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2016-2017</th>
<th>Session 1 (2:30-3:00)</th>
<th>Session 2 (2:50-3:45)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades 1-3 (3-4 students per group)</td>
<td>Grades 4-5 (3-4 students per group)</td>
</tr>
<tr>
<td>Session 1 Oct-Dec</td>
<td>Literacy Only</td>
<td>Math &amp; Literacy</td>
</tr>
<tr>
<td>Session 2 Jan- Apr</td>
<td>Math &amp; Literacy</td>
<td>Math &amp; Literacy</td>
</tr>
</tbody>
</table>

K students - We have implemented a Kindergarten Boot Camp, inviting those students who are missing key foundational skills, typically developed during preschool, to attend Tuesday and Thursday after school session for five weeks for a total of 10 days. Students work in groups of 3 to 4 with one credentialed
teacher, at four literacy stations during their time in the Boot Camp. Boot Camp runs the five weeks prior to the start of full day kindergarten.

**Estimated cost of the plan**
(How will the $10,000 fund be expended?)

- **$ 2,257.13** to purchase Bridges Intervention Kits
- **$ 7,243.87** to provide part of the cost of the Tier 2 staff
- **$ 500.00** to provide snacks for students in the program.

**Total $10,000**

**How will effectiveness be determined?**
(What progress monitoring tools will be used to determine outcomes and effect of intervention?)

Progress monitoring will be conducted during the two 10 week intervention periods in the following ways…

**Reading**
- Administer DRA at the beginning and end of each ten week session
- Quick running record bi-weekly
- Teacher observation and student work samples

**Math**
- Administer pre and post Bridges assessment
- Weekly embedded assessments in the Bridges kit
- NWEA and Local math pre and post assessments
- Teacher observation and student work samples

**Mid Year and EOY Assessments for both subjects**
Juana Briones Elementary School  
RTI² Support Plan 2016-17

<table>
<thead>
<tr>
<th>Problem</th>
<th>(What data was collected? How were students identified as eligible for RTI?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In addition to school-based supports, Briones proposes two intervention programs to be supported by supplementary RTI funding. The first of these is a Mathematics After-School BOOST program to support under-performing 3rd-5th grade students. The second one is an early intervention literacy boost for Kindergarten students at risk of not reaching end-of-year grade level benchmarks.</td>
</tr>
</tbody>
</table>

**Mathematics After-School BOOST**  
Students in 3rd - 5th grade were identified by results obtained from the NWEA Measures of Academic Progress administered in Fall 2016. All students* achieving RIT scores at or below the 60th percentile (norm for grade level) were further screened using the Bridges Math Intervention Placement Assessments. Additional baseline information was obtained by reviewing 2016 CAASPP scores and teacher recommendations.

**Kindergarten BOOST**  
Students in Kindergarten were identified by Fall assessments measuring Letter Names & Sounds Identification and sight word recognition. Based on these scores, students will receive additional literacy support using the Zoo Phonics program to increase their ability to reach end-of-year grade level literacy benchmarks.

*excluding students with existing IEP’s

<table>
<thead>
<tr>
<th>Goal</th>
<th>(Learning Targets – projected outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- By Spring, 2016, 3rd -5th graders participating in the Math Boost program will show accelerated progress in their NWEA MAP scores (based on projected student growth norms).</td>
</tr>
<tr>
<td></td>
<td>- Kindergarten students will demonstrate measurable progress in the assessments for Letter Names &amp; Sounds Identification, sight word recognition, and text reading level (2 or 3 by end of year).</td>
</tr>
</tbody>
</table>
### Action Plan
(Staffing, curriculum materials, schedule including frequency & duration, etc.)

#### MATH BOOST
- Provide three 6-week cycles of Mathematics After-school intervention program (BOOST!). Each cycle will target specific grade level/skill groups, beginning with two cycles at the 4th/5th grade level. The third cycle will target current 3rd grade students. Each group will attend after-school sessions three afternoons per week for the 6-week period, beginning in the last week of November and will last 18 weeks total, ending right before testing the week of April 24.

  Student Sessions:
  Tuesday & Thursday 2:40-4:00 pm; Wednesday 1:30-3:00 pm

#### KINDERGARTEN BOOST
- Kindergarten will be using Zoo Phonics to help develop students recognition and fluency with upper and lower case letter names and sounds, and to develop a basic sight word vocabulary. This program will last 22 weeks.

  - One instructional aide will work with identified kindergarten students three hours a week in the afternoon during non-core instructional time. This program will augment and not supplant the reading that is currently happening in the classroom.

### Estimated cost of the plan
(How will the $10,000 fund be expended?)

<table>
<thead>
<tr>
<th>Projected Costs for MATH BOOST:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SET 2 Bridge Intervention Program: $1060</td>
<td></td>
</tr>
<tr>
<td>Instruction: 18 weeks at 6.5 hours/week</td>
<td></td>
</tr>
<tr>
<td>Teacher: (prep + 3 days instruction) @ $51/hr = $5967</td>
<td></td>
</tr>
<tr>
<td>Aide: 18 weeks x 4.5 hrs @ $25/hr = $2025</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL for MATH BOOST: $9052**

<table>
<thead>
<tr>
<th>Projected Costs for KINDERGARTEN BOOST:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Aide: 3 hrs x 22 weeks x $25 an hour. <strong>Total Cost: $1,650.</strong></td>
<td></td>
</tr>
<tr>
<td>Zoo Phonics Instructional Materials $700</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL for KINDERGARTEN BOOST: $2350**

**TOTAL: $11,402**

*(Site will fund the difference from the $10,000 allocated by the district.)*
**How will effectiveness be determined?**

*(What progress monitoring tools will be used to determine outcomes and effect of intervention?)*

- We will use the assessment & progress monitoring tools from the Bridges Intervention program.
- We will compare the NWEA MAP math results in Winter *and* Spring for grades 3-5
- We will compare the 2017 to 2016 CAASPP results
- We will use the assessment tools from the Zoo Phonics program.
- We will review end-of-year literacy benchmarks for the Kindergarten students.
Duveneck Elementary School
RTI² Support Plan 2016-17

Problem
(What data was collected? How were students identified as eligible for RTI?)

<table>
<thead>
<tr>
<th>Student data (grades K-5) was collected:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math:</strong> EOY EDM, BOY EDM, RTI Teacher Referral, and CAASPP for grades 4, 5.</td>
</tr>
<tr>
<td>Kinder: 5, Grade 1: 10, Grade 2: 8, Grade 3: 7, Grade 4: 6, Grade 5: 10 = 46 students on Fall 2016 Math Intervention List. Eligibility results from having scored below grade-level benchmarks (or below standard) on these assessments and teacher referrals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student data (grades K-5) was collected:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy:</strong> DRA 15/16, DRA 16/17, RTI Teacher Referral, CELDT 16/17, CAASPP for grades 4, 5.</td>
</tr>
<tr>
<td>Kinder: 7, Grade 1: 13, Grade 2: 10, Grade 3: 9, Grade 4: 11, Grade 5: 8 = 58 students on Fall 2016 Literacy Intervention List. Eligibility results from having scored below grade-level benchmarks (or below standard) on these assessments and teacher referrals.</td>
</tr>
</tbody>
</table>

Goal
(Learning Targets – projected outcomes)

| Provide a Math Intervention that supports 46 students, as well as provides differentiation opportunities for all students in grades 3, 4, and 5 to benefit from. This intervention will elevate students’ mathematical proficiencies to a minimum 75% score on 2016-17 Mid-Year Math Assessment. |

| In Literacy, all 58 students have been assigned to a specific intervention and staff member’s case-load through a variety of programs: Reading Recovery and Reading interventions with a Full Time Reading Specialist, work with Educational Specialist, a Resource Aide, and an ELL Specialist. There are some students that overlap these resources. Literacy levels are being closely monitored through Fall 2016 DRA data and BOY writing (collected October 2016) by classroom teachers, Reading Specialist, Ed Specialist, and Principal. |

| Up to 46 students will be served through an afterschool Math Intervention Class with this extra funding. We plan to design three after-school programs for students in grades 1-5, which meet twice a week, from 2:45-4:00 PM. |

Action Plan
(Staffing, curriculum materials, schedule including frequency & duration, etc.)

| Starting in August 2016, our specialist team went through all student rosters and highlighted students who were below benchmarks in certain content areas. |
These rosters were given to teachers prior to Kid-By-Kid Meetings held in September. After our Kid-By-Kids meetings ended, the team of specialists combed the KBK lists to identify students not yet served and deliver interventions. These interventions include Reading Recovery classes for four first graders, reading groups for first and second grade students delivered by our Reading Specialist. In addition, our Speech and Language Pathologist began her RTI work through teacher referrals, many of which take place twice a week for 20 minutes, and our educational specialist also began her RTI efforts with specific students from the KBK process. In some cases, these interventions are 1:1, and some are delivered in small groups. Each of these specialists will be using a new form called the RTI Summary to capture data, explain the effectiveness of the intervention and provide “next step” recommendations.

In January 2017 we will implement 3 afternoon classes to support up to 46 students who are exhibiting challenges with mathematics. We anticipate two teachers and an aide will administer 12 sessions (2 sessions per week over a 6 week period). Each session lasts 1.25 hours 2:45-4:00, tentatively Mondays and Tuesdays, though this may shift to Tuesdays and Thursdays depending on staff availability. A Second 6-Week Session will run March 2017-April 2017.

All of these afternoon sessions are Math based. Priority will be for 16 students in grades 4 and 5 for the first session, though we will offer a class for third graders and first/second graders combined. Needs of the group of students are determined by BOY Math 2016, NWEA, as well as teacher observation (Oct 2016 Google Doc for Teacher Input).

### Estimated cost of the plan
(How will the $10,000 fund be expended?)

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 iXL Licenses were purchased for all Grade 3, 4, and 5 students for $2,000.</td>
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</tr>
<tr>
<td>We are paying teachers at a rate of 4 hours per week for planning, instruction, and evaluation of student progress. Each teacher will receive a stipend of $1128 per 6-week session.</td>
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<tr>
<td>Winter Session: (2X$1,128=$2,256) Spring Session: (2X$1,128=$2,256)</td>
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</tr>
<tr>
<td>Total cost for teacher compensation: $2,256+$2,256=$4,512</td>
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<tr>
<td>In addition, staff will use the Bridges Intervention, Set 2 (for upper grades) at a cost of $975.</td>
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</tr>
<tr>
<td>Total expected expense for this intervention so far is $7,487.</td>
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</tbody>
</table>

### How will effectiveness be determined?
(What progress monitoring tools will be used to determine outcomes and effect of intervention?)

In Math, skills-specific assessments will be administered at the beginning and end of the cycle, and iXL also provides on-demand reports on skills that are mastered, as well as those that remain challenging. Throughout the 6-week cycle, teachers will review student progress independently and will the
classroom teacher. Staff will compare other data – End of Unit Assessments in EDM, Mid-Year Math Assessment in January/February 2017. Based on progress they make, students may be referred for “Math Plus” Spring Session.

In Literacy, cycles of intervention last six to eight weeks. Our intervention team (ELL Specialist, Intervention TOSA, Reading Specialist (RR) Teacher, and Educational Specialist) will work collaboratively to monitor student progress. The team will look at DRA scores and on-demand writing assessments mid year. In SSTs, 504, IEP meetings, students and families will receive an RTI Summary page that notes the incoming data, explains the intervention(s) delivered, and measures their effectiveness with outgoing assessments. These summaries also include recommendations for next steps, which may include further practice of skills with or without specialists.

Records of intervention are logged either through IST Google Doc (all grades) and/or 2016-17 Duv RTI Google Doc to track specific students in grades 3, 4, 5. The first data review was completed October 2016, the next full data review will take place in January 2017. In January, we will also have the interim SBAC Assessments completed.

Math Plus teachers report to site principal. “Math Plus” is the name of the class that we created to deliver the intervention.
Problem
(What data was collected? How were students identified as eligible for RTI?)

Math RTI
To identify students that would benefit from RTI support in Mathematics, we examined data* for 4th and 5th graders, including-
- EOY Math Assessment from the previous grade level, looking at the overall scores and also for low scores in specific domains
- 2016 CAASPP results
- As they become available, we will also use scores from the NWEA Measures of Academic Progress, the new mathematics assessment that will be administered by October 28, 2016.

Identified students will be invited to participate in an after-school mathematics intervention program using the Bridges Intervention Program. In addition, our Math Instructional Assistant will support qualifying students during the school day.

Literacy RTI
To determine the students that would benefit from RTI support in Literacy, we examined data for all of our students, grades 1st – 5th. Our Reading Recovery Teacher will provide Reading Recovery to students based on the Observation Survey results. In addition, she will work with small groups using LLI for 2nd and 5th grades.

Data examined for literacy--
- EOY DRA/BAS from previous year, looking at reading level and miscues
- EOY Writing Assessment from the previous year looking at specific domains on the TC progression
- BOY DRA/BAS for the current school year, looking at reading level and miscues
- Observation Survey Data (Reading Recovery Assessment Tasks) for 1st graders

To augment intervention provided for students during the school day, we will also offer an after-school literacy intervention program. The intervention teacher will offer lessons using the Phonographix Resources.

Goal
(Learning Targets – projected outcomes)

Math RTI: To increase student proficiency in the following math domains:
Operations & Algebraic Thinking, Number & Operations in Base Ten, and Number & Operations-Fractions.

Literacy RTI: To increase student proficiency in identifying and using letter sounds and patterns to decode and transcribe.
**Action Plan**  
(Staffing, curriculum materials, schedule including frequency & duration, etc.)

<table>
<thead>
<tr>
<th><strong>Math RTI</strong> (Duration: 6 to 8 weeks)</th>
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<tbody>
<tr>
<td>Staffing: Maria Derrick</td>
<td></td>
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<tr>
<td>Curriculum: Bridges Intervention</td>
<td></td>
</tr>
<tr>
<td>Schedule: Monday, Tuesday, Thursday from 3:00-4:00PM and on Wednesday from 1:30-2:30 PM</td>
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<table>
<thead>
<tr>
<th><strong>Literacy RTI</strong> (Duration: 6 to 8 weeks)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Staffing: Shirley Jou</td>
<td></td>
</tr>
<tr>
<td>Curriculum Materials: Phono-Graphix Super Speller Workbooks, Sound Wall Charts (Cue Cards), My Speller Dictionary (Instructor’s Edition)</td>
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</tr>
<tr>
<td>Schedule: Monday, Tuesday &amp; Thursday, 2:30-3:00 &amp; Wednesday, 1:30-2:00</td>
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</table>

**Estimated cost of the plan**  
(How will the $10,000 fund be expended?)

**Math RTI**
- Staff: 4 hours of instruction and 1 hour of preparation for 8 weeks (@ $25/hr): $1,000.00
- Snacks for 8 weeks: $400.00

**Literacy RTI**
- Curriculum Materials: workbooks, cue cards, speller dictionary: $394.73
- Staff: 2 hours of instruction and 1 hour of preparation for 8 weeks (@ $51/hr): $1,224.00
- Snacks for 8 weeks: $400.00

**Total for Math RTI & Literacy RTI:** $3,418.73

**How will effectiveness be determined?**  
(What progress monitoring tools will be used to determine outcomes and effect of intervention?)

**Math RTI**
The Bridges Math intervention has progress monitoring embedded in the program. We will administer the appropriate placement assessments to establish a starting point for lessons. Each module (set of lessons) includes Progress Monitoring tasks that will be routinely administered. In addition, we will use the Fall score obtained in NWEA-MAP as a baseline. Students participating in the Tier II program will also take MAP in the Winter (end of January), which will allow us to monitor progress. NWEA will also be administered in the Spring.

**Literacy RTI**
Students will be assessed with a Version A and Version B of the original sound cues list. They will be assessed around week 4 for mid intervention assessment with Version A (just cued sounds) and week 8 with Version B which will include the entire battery of sounds/segmentation/blending that was given at the beginning of intervention.
Problem
(What data was collected? How were students identified as eligible for RTI?)
The principal, assistant principal, specialists, and teachers worked collaboratively to identify students performing below benchmark. Using the available data and information provided by teachers, we compiled a list of students whom we felt would benefit from Tier II interventions.

Using BOY Reading, formative assessments, and teacher input, 20 students were identified for afterschool Reading Intervention in grades 3-5. Additionally, 40 student in grades 2-4 were invited to attend Escondido’s Bridges Math Intervention based on a study of EOY/BOY 2016 math scores, current assessments, and teacher recommendations.

Goal
(Learning Targets – projected outcomes)
The intention of providing Tier II intervention support is to bolster academic growth equivalent to or beyond one year. Each intervention contains a data collection component to quantify progress. The interventions we have selected are:

Fast Forward- This program was selected to boost the reading performance of a select group of Escondido students not meeting benchmark standards. The teacher will facilitate one-hour afterschool sessions. A portion of that time will be spent on activities that strategically target specific reading skills. The remaining portion of that time will consist of teacher-directed activities and instruction.

• Goal: 50% of students will advance to grade level benchmark

Guided Reading Groups & Reading Assistant Program- Curriculum content will vary from student to student. Focus will be on comprehension and oral fluency.

• Goal: 50% of students will meet EOY grade level benchmark

Bridges Math Intervention- This intervention would target specific strands that the EOY, BOY, and CAASSP data identified as areas of growth for selected children. Set I would address primary level concepts that include number sense and place value. Set II would provide additional support for upper graders struggling with the operations of multiplication and division.

• Goal: 50% of children reach grade level benchmark.
Action Plan  
(Staffing, curriculum materials, schedule including frequency & duration, etc.)

**Fast Forward Reading Intervention**- A group of 5-6 will meet afterschool, twice a week with an intervention teacher. While children work with the computer program, the teacher will monitor student activity and provide one-on-one support to build on identified deficits.

**Guided Reading Groups & Reading Assistant Program** - A teacher will host a group of 4th and 5th grade students. The group will be divided and rotated so that each child will receive Guided Reading instruction, as well as work on individual goals through the Reading Assistant program. Accounts will be purchased for qualifying students in grades 4 & 5.

**Bridges Math Intervention**- Children will meet twice a week to improve their understanding of foundational math concepts. Teachers will use data gathered from the Bridges pre-assessment to guide their instructional plan and goals. Each lesson will consist of a warm-up, a game/activity, and guided practice. End-of-module assessments will also be administered to monitor concept attainment.

*Snacks and bus transportation will be provided for all students attending afterschool intervention programs.*

**Estimated cost of the plan**  
(How will the $10,000 fund be expended?)

To adequately staff, train, and implement the said programs, we have budgeted for the following:

**Fast Forward**
One Teacher:
- (20 hours Instruction +10 hours Prep) @$51/hour= $1,530

Student License & Training:
- (5 students x $280) + $500 Training = $1,900

Total for Fast Forward Implementation: **$3,430**

**Guided Reading Groups & Reading Assistant Program**
One Teacher:
- (20 hours Instruction +10 hours Prep) @$51/hour= $1,530

Student Licenses for Reading Assistant
- 20 students x $47 account fee= $940

Total for Guided Reading Groups and Reading Assistant: **$2,470**
**Bridges Math Intervention**

Three Teachers:
- \((20 \text{ hours Instruction} + 10 \text{ hours Prep}) \times \$51/\text{hour} = \$1650\) x 3 teachers = \$4,590

Bridges Intervention Materials:
- Volume 1 and Volume 2 Kits: \$975 x 2 kits = \$1,950

Total for Bridges Implementation: \$6,540

**Snacks:** \$1,000

*The projected cost of implementing proposed Tier II Interventions for 2016-2017: \$13,440*

<table>
<thead>
<tr>
<th>How will effectiveness be determined?</th>
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</thead>
<tbody>
<tr>
<td>(What progress monitoring tools will be used to determine outcomes and effect of intervention?)</td>
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</table>

**Fast Forward** - In addition to the Winter DRA, Fast Forward diagnostics will be routinely evaluated to monitor student progress.

**Guided Reading Groups & Reading Assistant Program** - In addition to the Winter DRA, Reading Assistant diagnostic assessments will be routinely evaluated to monitor student progress.

**Bridges Math Intervention** - In addition to Bridges pre and post assessments, the instructor will administer regular check-in assessments designed to monitor student progress of targeted skills. The RTI team will also study the results of the district Trimester 1, Trimester 2, EOY, and NWEA Measures of Academic Progress (MAP) data to study program effectiveness.
## Problem
(What data was collected? How were students identified as eligible for RTI?)

<table>
<thead>
<tr>
<th>The RTI model at Fairmeadow has shifted slightly for this year. With a 1.0 Reading Specialist and a .4 Intervention Specialist, <strong>we have targeted Tier 2 literacy intervention during the school day.</strong> Our Reading Specialist targets intervention in grades K-2 and our Intervention Specialist targets intervention in grades 3-5. <strong>Our after school intervention will provide a Tier 2 model focusing specifically on student challenges in the area of mathematics.</strong></th>
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</table>

We started the year with a close analysis of Spring, 2016 DRA, BAS, EOY math, and EOY district assessments. We reviewed this data as a specialist team to target immediate intervention for students showing need for an immediate 6-week cycle at the start of the year. For 4th and 5th graders we also considered CAASPP results in ELA and Math. We consolidated all of these scores on a spreadsheet and shared with all teachers before they met their class. Our Intervention Specialist conferred with teachers about appropriate Tier 1 interventions grounded in the data captured from last Spring. This allowed us to ensure that students received appropriate Tier 1 and Tier 2 interventions during the first six weeks of school while we waited for initial fall assessment scores to come in.

When Fall, 2016 assessments were complete, we conducted *kid by kid* meetings with all teachers, grounding the conversations in data collected and prioritizing appropriate Tier 1 and Tier 2 interventions. Tier 2 literacy interventions during the school day include Reading Recovery, Leveled Literacy Intervention, EL Cluster GLAD language scaffolded co-teaching, Step up to Writing, Project Rally (after school), and small group reading and writing workshop push-in support.

**This RTI plan specifically refers to the after school intervention we are planning for mathematics intervention.** Students were determined for intervention based on Spring, 2016 CAASPP scores and Fall, 2016 BOY math assessment scores. We will administer NWEA Measures of Academic Progress (MAP) in mathematics in October and plan to use the results to determine more accurate pre-intervention levels based on mathematics strand needs.

We currently have 14 3rd graders who met the after school intervention criteria, 15 4th graders who met the after school intervention criteria, and 18 5th graders who met the after school intervention criteria. This criteria was a triangulation of CAASPP 2015/16, EOY 2015/16, BOY 2016/17, and observation/classroom assessments reviewed at kid by kid meetings.
Goal
(Learning Targets – projected outcomes)

Our goal for the after school math intervention is increased confidence and ability in the focus strand area for each student at each grade level.

We will be tracking an increase in student performance as measured by Bridges Intervention placement assessments, and the regular progress monitoring assessments. The end of trimester 1 NWEA-MAP assessment will establish a baseline in each focus strand area, and the mid year and EOY NWEA-MAP assessment will help us track progress. Using the Bridges Intervention beginning of intervention assessment and the NWEA-MAP assessment data will allow us to set targeted learning goals for each student, which we will capture on our school-wide RTI spreadsheet.

Action Plan
(Staffing, curriculum materials, schedule including frequency & duration, etc.)

The after school intervention will include three 6-week cycles of intervention, 1 cycle for 3rd grade students, 1 cycle for 4th grade students, and 1 cycle for 5th grade students.

The intervention will be based upon a single strand area per grade level using the Bridges Intervention materials:

- 3rd – Operations: Basic Multiplication and Division*
- 4th – Base Ten Operations: Multiplication and Division Word Problems*
- 5th – Adding, Subtracting and Making Sense of Fractions*

Each 6-week cycle will include Monday afternoon teacher planning (3-4 pm) with our Intervention Specialist, and Tuesday (3-4:30 pm), Wednesday (2-3:30 pm), and Thursday (3-4:30 pm) sessions with students. Three teachers will be responsible for instruction, allowing for targeted small group work guided by the need of each learner, as defined by the pre-assessment and progress monitoring.

Teachers will work under the supervision of Intervention Specialist, Carolyn Jones and Principal, Grant Althouse.

- Frances Foster – Credentialed Teacher
- Yogi Saxena – Instructional Aide
- Tami Fletcher – Instructional Aide

*Subject to change based on results of NWEA-MAP and Bridges Pre Assessment

Estimated cost of the plan
(How will the $10,000 fund be expended?)

<p>| Bridges Intervention Instructional Materials | $2,000 |
| Carolyn Jones – 18 hours planning x 53 = $954 |  |
| Frances Foster – 95 hours x $24 = $2,280 |  |</p>
<table>
<thead>
<tr>
<th>Tami Fletcher - 95 hours x $24 = $2,280</th>
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</thead>
<tbody>
<tr>
<td>Yogi Saxena - 95 hours x $24 = $2,280</td>
</tr>
<tr>
<td>Snacks - $206</td>
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</tbody>
</table>

**Total Intervention Cost - $10,000**

**How will effectiveness be determined?**
(What progress monitoring tools will be used to determine outcomes and effect of intervention?)

During the intervention we will monitor student growth progress through the regular built in assessments that are a part of the Bridges Intervention program (at the end of each four-lesson module). We will track the success of the intervention through analysis of the pre and post intervention assessments, as well as a close strand analysis of fall, 2016, winter, 2017, and spring, 2017 NWEA-MAP performance data.
Greendell
RTI² Support Plan 2016-17

<table>
<thead>
<tr>
<th>Problem</th>
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<tbody>
<tr>
<td>(What data was collected? How were students identified as eligible for RTI?)</td>
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</tbody>
</table>

Greendell School provides a range of pre-kindergarten, preschool, and parent education programs serving families of children aged birth through five years. The RTI² efforts in this plan are designed to offer supplementary instruction and early intervention for students enrolled in Young Fives, Transitional Kindergarten (TK), and Springboard to Kindergarten—in other words, those students most quickly transitioning into our elementary schools as kindergarten students in 2017-18.

The Pre-Kindergarten Observation Form (P-KOF) is administered to students in Young Fives and TK in fall and spring. Students in the Springboard to Kindergarten program begin school mid-year and are assessed upon enrollment and again at the end of the school year. The P-KOF is designed to measure school readiness skills across four domains: Self Care & Motor Skills, Self-Regulation, Social Expression, and Kindergarten Academics. For each of the skills assessed, children are scored in one of four areas: Not Yet, Beginning, In Progress, and Proficient. For this intervention, the Greendell teaching team prioritized readiness skills they considered to be **most critical** to ensuring a smooth transition into kindergarten.

The PKOF will be administered mid-year to Young Fives and TK students whose fall scores are in the Not Yet or Beginning range in any of the following areas: **Writing Name, Letter Identification, Counting 1-10, 1:1 Correspondence**. Springboard students demonstrating Not Yet or Beginning scores on the PKOF on their initial assessment will be identified as eligible for the RtI program. If the criteria yields a large number of students, those students in the Not Yet range will be prioritized for RtI support.

<table>
<thead>
<tr>
<th>Goal</th>
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<tbody>
<tr>
<td>(Learning Targets – projected outcomes)</td>
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</table>

Based on the results of the P-KOF assessment, students with scores of **Not Yet** and **Beginning** in the identified domains for **Kindergarten Academics** will receive instructional support to promote the following skills--

- Writing name
- Letter identification
- Counting 1-10
- 1:1 correspondence
The goal of this intervention is to help students reach improved scores – *In Progress* and *Proficient*.

**Action Plan**
(Staffing, curriculum materials, schedule including frequency & duration, etc.)

Transitional Kindergarten teacher, Zoe Peters will provide daily instruction for students identified in small groups. Sessions will include 15-20 minutes of targeted lessons for each of skills identified. Intervention teacher will work with classroom teacher to complete mid-year assessment for identified students. Intervention teacher will design and deliver mini-lessons and complete interim and post-assessments.

**Estimated cost of the plan**
(How will the $10,000 fund be expended?)

14 weeks February 2017 – May 2017

1 **Teacher** (2 hours per day, 5 days per week- including prep & instruction)
10 hours per week x 14 weeks
Approximately 140 hours @ $53/hr. = $7,420

1 **Instructional Aide as Teacher**
2 hours per week x 14 weeks
Approximately 28 hours @ $25/hr. = $700

**Instructional Materials/Supplies:** $300

**TOTAL:** $8,420

**How will effectiveness be determined?**
(What progress monitoring tools will be used to determine outcomes and effect of intervention?)

The intervention teacher will maintain documentation for the lessons provided (monitoring attendance/student participation). Interim and pre-/post-intervention assessment data, using the Pre-Kindergarten Observation Form will be collected to determine progress and growth.
Walter Hays Elementary School
RTI² Support Plan 2016-17

<table>
<thead>
<tr>
<th>Problem</th>
<th>(What data was collected? How were students identified as eligible for RTI?)</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>LITERACY</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong>: Students were assessed using the Early Reading Assessments Tools from the Teachers College Units of Study for Teaching Reading.</td>
<td></td>
</tr>
<tr>
<td><strong>First Grade</strong>: Students were assessed using the Reading Recovery Observation Survey tasks, including Letter Identification, Running Records, Writing Vocabulary, Hearing and Recording Sounds in Words, Concepts About Print, and Sight Word Reading.</td>
<td></td>
</tr>
<tr>
<td><strong>Second-Fifth Grade</strong>: DRA/BAS scores from previous year (EOY 2016) and Fall BOY assessments.</td>
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<table>
<thead>
<tr>
<th>MATH</th>
<th></th>
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<tbody>
<tr>
<td><strong>First &amp; Second Grade</strong>: Based on EOY and BOY Math Assessments and teacher recommendation, the Math Specialist provides additional support for students in the primary grades.</td>
<td></td>
</tr>
<tr>
<td><strong>Third-Fifth Grade</strong>: EOY District Math Assessments (Spring 2016), CAASPP for 4th/5th graders, and NWEA Measures of Academic Progress scores from Fall Administration. As students are identified at risk, further data is collected using the Bridges Intervention Placement Assessment.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Goal</th>
<th>(Learning Targets – projected outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong>: Interventions are provided with the instructional goal of supporting students to reach or progress toward grade level benchmarks. Upon this progress, additional support is provided in core classrooms using differentiation practices.</td>
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</tr>
<tr>
<td><strong>Math</strong>: Intervention is designed to support students in achieving adequate growth on the RIT scores obtained in the NWEA MAP assessments. Ideally, students will accelerate in achieving one year’s growth by participating in the short-term intervention cycles to close their achievement gap.</td>
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</table>
**Action Plan**
(Staffing, curriculum materials, schedule including frequency & duration, etc.)

Tier II interventions are provided by site staff during the school day.

The Reading Specialist (full-time) provides Reading Recovery for 1st grade and small group support using LLI at grades 2nd, 3rd. In addition, an early intervention program has been added for at-risk Kindergarten students.

The school Math Specialist (part-time) provides support for grades K-5th using a push-in and pull out model as appropriate. Bridges Math Intervention is used for Tier II instruction.

Out-of-school Reading instruction will be provided before school four days per week for 5th grade students.

**Estimated cost of the plan**
(How will the $10,000 fund be expended?)

**Reading Sessions:**

4 days per week x 45 minutes (3 hours) + 1 hour prep = 4 hours
2 teachers x 4 hours x $53/hour x 20 weeks = $8,480

**Intervention Materials:**

Bridges Intervention Sets 1 & 2 ($975 each) = $1,950

**TOTAL:** $10,430

**How will effectiveness be determined?**
(What progress monitoring tools will be used to determine outcomes and effect of intervention?)

Each of the intervention programs has specific progress monitoring assessments that will be used (e.g., running records in literacy and progress checks in the Bridges Math Intervention curriculum). In addition, we will monitor student progress using district assessments including the DRA/BAS for literacy, and NWEA MAP for mathematics. Students participating in Tier II programs will be assessed in Winter 2017 to monitor growth. We will also conduct an analysis of the EOY assessments in literacy and math, and for our 3rd-5th graders analyze the results of the Spring 2017 CAASPP.
# Hoover Elementary School
## RTI² Support Plan 2016-17

### Problem
(What data was collected? How were students identified as eligible for RTI?)

RTI services at Hoover include small group literacy instruction for students in grades 1-3, delivered by the Reading Specialist. In addition, the Education Specialist also provides Tier II support for students on a push-in and pull-out basis in math and reading in grades K-5.

For the supplementary RTI funds, Hoover is targeting needs identified in mathematics for 3rd – 5th grade students. The Principal and Instructional Support Team reviewed EOY and available CAASPP data from Spring 2016. In addition, scores obtained from the Fall (October) administration of the NWEA MAP assessment provided additional screening data. As a team, we have prioritized RTI services for 3rd grade students whose MAP scores were at or below the 65th percentile for their grade level. This cutoff allows the school to support students who are at greatest risk of *not meeting standard* in mathematics for this current school year (Spring 2017). Based on this criteria, we have determined that 11 third grade students are in need of additional Tier II RTI support in the areas of number sense and problem solving.

### Goal
(Learning Targets – projected outcomes)

Students will demonstrate progress on pre- and post-assessments using MARS tasks for their grade level. In addition, students participating in RTI will show adequate progress toward meeting their growth goals using the NWEA MAP scores from a Winter 2017 administration (only RTI students will take MAP in late January/early February) and Spring 2017. Our goal is to increase the MAP RIT scores so that students are likelier to *Meet Standard* in the Spring 2017 CAASPP administration.

### Action Plan
(Staffing, curriculum materials, schedule including frequency & duration, etc.)

Beginning in January, two credentialed staff members with work with small groups between 1:45-2:30, three days per week for ten weeks. Students will be pulled form class 15 minutes early on these days and RTI will replace the Homework Club programs during the ten-week session. Teachers will use the Bridges Intervention Materials in addition to MARS tasks to promote problem solving.
solving skills and mathematical reasoning.

Estimated cost of the plan
(How will the $10,000 fund be expended?)

Two teachers x 4 hours per week per teacher for 10 weeks = 64 hours @$55 per hour = $4,400.00

Bridges Intervention Set 2= $975.00

Possible additional course materials = $300

Snacks = $200.00

Total Estimated Cost: $5,875.00

How will effectiveness be determined?
(What progress monitoring tools will be used to determine outcomes and effect of intervention?)

We will collect and analyze the following data to monitor our program effectiveness and the impact of our various Tier II efforts:

Literacy:
- District DRA/BAS benchmark assessments
- TC Writing Assessments
- CAASPP Spring 2016 scores

Math:
- Progress monitoring with Bridges materials
- Formative assessments to be determined by teachers
- Winter and Spring MAP Scores
- CAASPP Spring 2016 Scores
Problem
(What data was collected? How were students identified as eligible for RTI?)

KINDERGARTEN READING: Seven kindergarteners knew very few letter names and sounds at the time of our September Kid by Kid grade level meeting. This group excludes all students who are beginning English learners for whom English acquisition is the explanation for their below benchmark performance.

FIRST GRADE READING: Ten first graders were reading below beginning year DRA/BAS benchmark at our September Kid by Kid grade level meeting. This group excludes all students who are beginning English learners for whom English acquisition is the explanation for their below benchmark performance.

SECOND GRADE READING: Five second graders were reading below beginning year DRA/BAS benchmark at the time of our September Kid by Kid grade level meeting. This group excludes all students who are beginning English learners for whom English acquisition is the explanation for their below benchmark performance. One of these students is being assessed for eligibility for Tier 3 special education services.

THIRD GRADE READING: Four third graders are reading below beginning year DRA/BAS benchmark at our September Kid by Kid grade level meeting. This group excludes all students who are English learners for whom English acquisition is the explanation for their below benchmark performance. One of these students is already receiving Tier 3 intervention based on her IEP. Four more students are at benchmark level 28 Instructional, and have weaknesses in either fluency or comprehension.

FOURTH GRADE READING: Two 4th graders were reading below beginning year DRA/BAS benchmark at our September Kid by Kid grade level meeting. These two students are already receiving Tier 3 intervention based on their IEP goals. This data excludes the students who are English learners for whom English acquisition is the explanation for their below benchmark performance.

FIFTH GRADE READING: Three 5th graders are reading below beginning year DRA/BAS benchmark at our September Kid by Kid grade level meeting. Two of these students are already receiving Tier 3 intervention based on their IEP goals. This data excludes the students who are English Learners for whom English acquisition is the explanation for their below benchmark performance.
### Goal
**(Learning Targets – projected outcomes)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDERGARTEN READING</td>
<td>All kindergartners who are English proficient will meet mid-year reading benchmark of DRA level 2 Ind</td>
</tr>
<tr>
<td>FIRST GRADE READING</td>
<td>All first graders who are English proficient will meet mid-year Reading benchmark of DRA level 10 Ind</td>
</tr>
<tr>
<td>SECOND GRADE READING</td>
<td>All second graders who are English proficient will meet mid-year Reading benchmark of DRA level 20 Ind</td>
</tr>
<tr>
<td>THIRD GRADE READING</td>
<td>All third graders who are English proficient will meet mid-year Reading benchmark of DRA level 34 Ind</td>
</tr>
<tr>
<td>FOURTH GRADE READING</td>
<td>All fourth graders who are English proficient will meet mid-year Reading benchmark of DRA level 40 Inst.</td>
</tr>
<tr>
<td>FIFTH GRADE READING</td>
<td>All fifth graders who are English proficient will meet mid-year Reading benchmark of DRA level 50 Inst.</td>
</tr>
</tbody>
</table>

### Math
The goal for all of our students to whom we provide Tier 2 intervention is to see more than the projected growth on the end of year NWEA MAP assessment in the domains in which the intervention has been provided.

### Action Plan
**(Staffing, curriculum materials, schedule including frequency & duration, etc.)**

#### Reading:
- **Kinder:** All 7 kindergartners identified for intervention are meeting for 15 minutes 4 x week with the Reading Specialist to learn letter names and sounds.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Grade</td>
<td>The four 1st graders closest to grade level are meeting 2 x wk for 75 minutes after school in Dolphin Readers with credentialed teacher using LLI. The other six 1st graders are provided Tier 2 intervention with our Reading Specialist 4 x wk for 40 minutes using LLI.</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>The student furthest from benchmark has been receiving Tier 2 intervention using LLI from the Reading Specialist. He has been assessed for SPED and will be transferring soon to the Ed Specialist for Tier 3 intervention. Four students identified for intervention will begin meeting 4 x wk for 40 minutes with our Reading Specialist using LLI as the other student transfers to Tier 3.</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>The three students significantly below grade level benchmark meet 4 x wk for 40 minutes with our Reading Specialist using LLI. The five students closest to grade level receive guided reading instruction in their classrooms and will continue to be monitored for progress. A Tier 2 intervention group may be formed at a later date.</td>
</tr>
<tr>
<td>4th Grade</td>
<td>Three 4th graders whose DRA was at benchmark at the start of the year, but</td>
</tr>
</tbody>
</table>
who did not perform at the “Meeting Standards” level on the CAASPP at the end of 3rd grade are meeting with the Reading Specialist 3 x wk to work on close reading and comprehension skills.

5th grade: One 5th grader reading below benchmark is meeting with the Education Specialist 3 x wk for 40 min in a group of students with IEPs who are working on reading comprehension using LLI materials.

Math:
We are using the NWEA MAP to assess and monitor progress for 3rd – 5th grades in math. Two instructional aides who are both skilled and experienced will be providing small group intervention lessons using the Bridges Intervention materials under the guidance of our on-site Math Coach (funded through the .3 Intervention funding). Two groups of students at each grade level have been identified based on NWEA MAP performance scores. These groups will receive 2 x wk lessons for 30 minutes based on the learning targets within the domain of Number and Operations for 4 weeks. The students within these groups may change at the end of the 4 week period as the topic of intervention moves across the learning targets and domains. Our Math coach is determining the lessons to be taught to each group, based on alignment with the NWEA MAP data. Students who receive intervention lessons will take the NWEA MAP again in January to monitor progress in the domains in which intervention has occurred.

### Estimated cost of the plan
(How will the $10,000 fund be expended?)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridges Intervention Materials for Math</td>
<td>$2,121</td>
</tr>
<tr>
<td>Aide time for math intervention</td>
<td>$4,320</td>
</tr>
<tr>
<td>Credentialed teacher for Dolphin Readers</td>
<td>$5,432</td>
</tr>
<tr>
<td>Total</td>
<td>$11,873</td>
</tr>
</tbody>
</table>

($1,873 to be paid by discretionary funds)

*inclusive of associated costs

### How will effectiveness be determined?
(What progress monitoring tools will be used to determine outcomes and effect of intervention?)

We will use DRA2 and BAS to monitor reading progress. We will use the Bridges Intervention materials assessments and the NWEA MAP to monitor progress in math.
**Problem**  
(What data was collected? How were students identified as eligible for RTI?)

Ohlone students participate in district and state assessments appropriate to their grade levels. These include early literacy assessments from the Reading Recovery and Teachers College resources, DRA and BAS, BOY, NWEA MAP, and EOY Math (including MARS performance tasks), and on-demand Teacher’s College writing assessments. Students in grades 3-5 also participate in the Smarter Balanced CAASPP assessments.

Based on these assessments, classroom teachers and our Instructional Support Team identified students not meeting grade-level benchmarks. In addition to school-based Tier II intervention programs such as Reading Recovery and our Literacy Intervention Specialist, RTI services are proposed in after-school sessions for the following targeted groups of students:

**Literacy Support Groups – Afterschool**  
2nd-3rd one session (8 weeks, 3 times per week, 4 students)  
4th-5th one session (8 weeks, 3 times per week, 6 students)

**Math Intervention**  
2nd-5th 3 times per week, on-going monthly focus groups

**Writing Academy 4th – 5th**  
This session will begin in February 2017. Identification of eligible students will be determined by analysis of on-demand writing scores (based on rubrics), teacher recommendation, and Spring 2016 CAASPP results.  
(10 weeks, 3 times week, 1 hour each)

**Goal**  
(Learning Targets – projected outcomes)

- Reduction by 10-20% of students not meeting benchmarks/standards.
- Remediate students to bring their skills up to meet district grade-level benchmarks in reading, writing, and math.

**Action Plan**  
(Staffing, curriculum materials, schedule including frequency & duration, etc.)

**Literacy After School Program**  
Our after-school LLI groups for 2nd-3rd grade and 4th-5th grade will each be taught by an Instructional Aide (supervised by certificated staff) trained in the Fountas & Pinnell LLI system.
Math Intervention
A credentialed teacher will provide supplementary instruction during the school day to identified groups of students performing below their grade level benchmarks in mathematics. This intervention will feature small-group instruction using explicit skills and concepts, tutorials and games, and Number Talks to strengthen basic number sense, math skills, and mathematical reasoning. Students will meet with the RTI Math Specialist and will three days per week. This small group support will be provided in addition to the regular math instruction they receive from their classroom teacher.

Writing Academy
The Writing Academy teachers will teach the essay writing process through small-group and 1:1 direct instruction. Students receive support with organization (and organizational devices), production, revision, and editing skills. Authors Devices are explicitly taught. The class will meet three days per week for an hour each day for 10 weeks. Students will be identified using Teachers College Writing Rubrics and CAASPP scores and will begin in February 2017.

Estimated cost of the plan

<table>
<thead>
<tr>
<th>Literacy</th>
<th>2nd - 3rd Grades, 1 Instructional Aide (supervised by certificated staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4th-5th Grades, 1 Instructional Aide (supervised by certificated staff)</td>
</tr>
<tr>
<td></td>
<td>2 aides x 4 hours x 8 weeks x @$25 = $1,600</td>
</tr>
<tr>
<td></td>
<td>LLI Materials $1,600</td>
</tr>
</tbody>
</table>

| Math             | (2nd-5th) 1 teacher (16 weeks, 5 hrs/week @$55) = $4,400                |

| Writing Academy (Feb-May) | 2 teachers x 10 weeks x 4 hrs/week @$55) = $4,400                      |

TOTAL: $12,000

How will effectiveness be determined?
(What progress monitoring tools will be used to determine outcomes and effect of intervention?)

Our instructional intervention teams will use pre- and post-assessments as well as ongoing assessment data to monitor progress and will re-adjust interventions when required (e.g., increase or decrease support). (Please see Problem Identification and Goals Sections for specific outcomes, expectations, and ongoing monitoring of students.)
Problem
(What data was collected? How were students identified as eligible for RTI?)

In the area of Literacy, our school looked at the Spring DRA, Fall DRA, and CAASPP scores. We documented students that were not reaching benchmark. For Math, we looked at the EOY 2016 assessments, BOY 2016, and CAASPP scores, and recorded students that were not meeting benchmark in one or more of these assessments. We compiled this information into a spreadsheet. The principal and RTI Intervention Specialist met with each grade level to discuss students of concern. Then the principal and RTI Intervention Specialist met with the Reading/EL Specialist and Resource Teacher to discuss who is already receiving Tier III support and who needs Tier II support.

LITERACY:
37 students in grades 1-5 did not meet the Fall benchmark in Reading based on their DRA scores.

Grade 5 - 8 out of 75 students did not meet the benchmark.
Grade 4 - 7 out of 70 students did not meet the benchmark.
Grade 3 - 7 out of 68 students did not meet the benchmark.
Grade 2 - 6 out of 65 students did not meet the benchmark.
Grade 1 - 9 out of 66 students did not meet the benchmark.

MATH:
8 students scored 73% or below on the 2016 BOY (Grades 1 and 2) math assessment. EDM unit test scores and teacher formative assessment were also taken into consideration.

Grade 2 - 3 out of 65 students scored 73% or below on the BOY math assessment.
Grade 1 - 5 out of 66 students scored 73% or below on the BOY math assessment.

Because our 3rd, 4th and 5th grade students did not take the BOY in math, we used the EOY 2016, CAASPP, and teacher formative assessment to create a list of students who need support in the area of math. We are currently targeting three 5th grade students, eleven 4th grade students, and six 3rd grade students. We will administer NWEA Measure of Academic Progress (MAP) in mathematics in October and use the results to determine a more accurate look of the needs of our 3rd, 4th, and 5th grade students to inform our second and third cycles of our after school intervention program.
<table>
<thead>
<tr>
<th>Goal</th>
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</thead>
<tbody>
<tr>
<td>(Learning Targets – projected outcomes)</td>
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</table>

**LITERACY:**
Reduce the number of 1<sup>st</sup> - 5<sup>th</sup> grade students not meeting the reading benchmark from 37 to 20 students in Spring 2017.

**MATH:**
Reduce the number of 1<sup>st</sup>- 2<sup>nd</sup> grade students scoring 73% or below on the BOY math assessment from 8 to 4 based on Spring 2017 EOY assessment data.

Our goal for the after school math program is to see growth in students’ math abilities. We will measure growth by using the built in progress monitoring in Bridges Intervention Curriculum. Students will take an initial assessment and then have a short assessment every 5<sup>th</sup> lesson to determine next steps in instruction.

*Using the Bridges data and the NWEA-MAP assessment data will allow us to set more targeted goals for students in grades 3-5.

<table>
<thead>
<tr>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Staffing, curriculum materials, schedule including frequency &amp; duration, etc.)</td>
</tr>
</tbody>
</table>

**LITERACY:**
We are going to offer a Tier II intervention program for 5<sup>th</sup> grade students who are not meeting the DRA benchmark. Our RTI Intervention Specialist Teacher will be using the LLI program for reading instruction with 3-4 students three times per week. Each session will last about 45 min. Our Reading /EL Specialist will continue to work with Reading Recovery students (1<sup>st</sup> grade) and use LLI to support additional groups of students in Grades 2-4. Many of our students that are below grade level in the area of Literacy are students with IEPs. These students receive targeted support based on their IEP goals and objectives from our resource teacher, other service providers, classroom teachers, and classroom aides.

**MATH:**
The after school math intervention program (Bridges Intervention Curriculum) will include three 5-week cycles of intervention. The first cycle includes: Two one hour sessions (Tuesday and Thursdays) with our 4<sup>th</sup> and 5<sup>th</sup> grade students and three one hour sessions (Monday, Tuesday, and Thursdays) with our 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade students. We are immediately targeting three 5<sup>th</sup> grade students, eleven 4<sup>th</sup> grade students, and six 3<sup>rd</sup> grade students, four 2<sup>nd</sup> grade students, and six 1<sup>st</sup> grade students for the first cycle, which will be held the last half of October through November.
### Estimated cost of the plan
(How will the $10,000 fund be expended?)

| Bridges Intervention Program | $2,300 |

### Math After School
- **Two Teacher Instructors** at 3 hours per week (2 teaching hours and 1 hour prep) @ $51.00 per hour for 15 weeks = **$4,590**
- **Two Instructional Aide** at 4 hours per week (3 teaching hours and 1 hour prep) @ $25.00 per hour for 15 weeks = **$3,000**
- Snacks for the 15 weeks = **$600**

**Total Intervention Cost** - **$10,490**

**$490 will come out of site funds.**

### How will effectiveness be determined?
(What progress monitoring tools will be used to determine outcomes and effect of intervention?)

We will use DRA, EDM unit tests, and Bridges assessments to monitor progress. Based on data collected after each 5-week cycle, we will adjust groups as necessary.

### LITERACY:
During the intervention we will monitor student growth through DRA scores and LLI progress monitoring.

We will compare the Fall and Spring DRA results for grades 1-5. Our goal is to reduce the number of 1st - 5th grade students not meeting the reading benchmark to 20 students in Spring 2017.

### MATH:
During the intervention we will monitor student growth through the built-in assessments that are part of the Bridges Intervention Curriculum.

We will document the EOY math assessment for grades 1 and 2. Our goal is to reduce the number of 1st and 2nd grade students scoring 73% or below on the EOY math assessment from 8 students to 4 in Spring 2017. We will also compare the Bridges math assessment scores from the beginning of the program at the end of our intervention sessions to monitor individual student progress that may not be measured or detected by the EOY math assessment.

For students in grades 3-5, we will also compare the Bridges math assessment scores from the beginning of the program at the end of our intervention sessions to monitor individual student progress. Additionally, we will use the NWEA-MAP performance data as a tool to see growth from October to the end of the year.