



# GLENS FALLS CITY SCHOOL DISTRICT

RTI – Response To Intervention Plan

For

AI – Academic Intervention Services

March 2022

## Table of Contents

Definitions .....	3-4
RTI as a Multi-Leveled Intervention Model.....	5
Assessment within an RTI Framework.....	6-8
Data-Based Decision Making.....	8-9
Progress Monitoring.....	9-10
Professional Development.....	10
Parental Notification.....	11
Academic Intervention Services available through the RTI Process.....	12
Identification for AIS.....	13
Instruments to be Used for Continuation or Discontinuation of Services.....	14
RTI and Academic Intervention Services (AIS) Forms to be used.....	15
<b>Appendices.....</b>	<b>16</b>
Appendix A – RTI Tier Qualifications and Expectations Form.....	17-21
Appendix B – RTI Student Data Form.....	22
Appendix C – Academic Intervention Services (AIS) Student Plan K-8.....	23
Appendix D – Parent Notification.....	24-25
Appendix E – AIS Parent Compact.....	26
Appendix F – AIS Progress Report.....	27
Appendix G – Student Checklist for AIS Folder Grades K-2.....	28
Appendix G –Student Checklist for AIS Folder Grades 3-4.....	29
Appendix G – Student Checklist for AIS Folder Grades 5-8.....	30
Appendix H – RTI Flow Chart.....	31-32
Appendix I – Dr. Blocker Target Skill Chart.....	33

## Definitions

Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs.

### Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RtI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those intervention depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

### Academic Intervention Services Defined

Academic Intervention Services (AIS) means additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the State learning standards. AIS is intended to provide additional support to students who are at risk of not meeting the state standards in English/Language Arts, Math, Science, and Social Studies.

### Legislative Background

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RtI policy and procedures for students in grades K -4 in the area of literacy. These amendments established a policy framework for RtI in regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using a RtI process to determine a student's response to research-based intervention.

The Regents policy framework for RtI defines RtI to minimally include:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:

- amount and nature of student performance data that will be collected and the general education services that will be provided;
- strategies for increasing the student's rate of learning; and
- parents' right to request an evaluation for special education programs and/or services

New York State requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to the:

- criteria for determining the levels of intervention to be provided to students,
  - types of interventions,
  - amount and nature of student performance data to be collected, and
  - manner and frequency for progress monitoring.
- [8 NYCRR section 100.2(ii)]*

The following elements are required for a RtI plan in New York State and are included in Glens Falls City School District's Response to Intervention plan:

- RtI as a Multi-Leveled Intervention Model
- Assessment within an RtI Framework
- Data-based Decision Making
- Professional Development
- Parent Notification

### RTI as a Multi-Leveled Intervention Model

RtI serves as a multi-tiered prevention framework/model with increasingly levels or tiers of instructional support. Within the Glens Falls City School District, a 3-tiered model is used. The graphic presented below provides a visual illustration of the district's RtI model.

<b>Tiers of Instruction</b>	<b>Description</b>
<b>Tier 1 Classroom Instruction</b>	Core classroom instruction includes whole class, small group and individual opportunities to address areas of weakness.
<b>Tier 1 Part II Classroom Instruction</b>	Is initiated when a teacher identifies that a student is not meeting benchmarks and targets a specific skill area within the classroom for instruction.
<b>Tier 2 Strategic Intervention</b>	<p>Students receive 2 - 4 days of instruction targeted to their specific instructional needs in a small group setting with a reading specialist (K-4) or classroom teacher (5-8).</p> <p>Tier 2 Math support is provided by classroom teachers K-8.</p> <p>Lessons focus on research-based strategies across all components of reading and programs.</p> <p>Continuous progress monitoring is used to adjust instruction accordingly.</p>
<b>Tier 3 Intensive Intervention</b>	Students receive tier 2 instruction with increased time in a smaller group.

## Assessment within an RTI Framework

An RtI framework uses a variety of assessments that are used to support decisions about a student's at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RtI process for different purposes.

### Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are "at-risk" for academic failure and who may require closer monitoring, further assessment, or supplemental instruction. The table presented below provides information regarding the universal screening procedures used at Glens Falls City School District.

Grade Level	Assessment Tools
Kindergarten -	<p>iReady – Universal Screener/Benchmark GFSD Assessment for ELA – Kindergarten</p> <ul style="list-style-type: none"><li>• Capital/Lower Letter ID</li><li>• Letter Sounds</li><li>• Rhyming Recognition/Production</li><li>• Concepts of Print</li><li>• Blending</li><li>• Segmenting</li><li>• Developmental Spelling</li><li>• Snap Words</li><li>• Running Record</li></ul> <p>Ready Math Mid-Unit and End-of-Unit Assessment Form A</p>
1 <sup>st</sup> Grade -	<p>iReady – Universal Screener/Benchmark GFSD Assessment for ELA First Grade</p> <ul style="list-style-type: none"><li>• Phonological Awareness: Blending</li><li>• Phonological Awareness: Segmenting</li><li>• Developmental Spelling</li><li>• Snap Words</li><li>• Running Record</li><li>• Capital/Lower Letter ID</li><li>• Letter Sounds</li><li>• Concepts of Print</li></ul> <p>Ready Math Mid-Unit and End-of-Unit Assessment Form A</p>

<b>2<sup>nd</sup> Grade -</b>	<p>iReady – Universal Screener/Benchmark GFSD Assessment for ELA – Second Grade</p> <ul style="list-style-type: none"> <li>• Developmental Spelling</li> <li>• Running Record</li> <li>• Snap Words</li> <li>• Writing About Reading</li> <li>• Phonological Awareness: Blending</li> <li>• Phonological Awareness: Segmenting</li> </ul> <p>Ready Math Mid-Unit and End-of-Unit Assessment Form A</p>
<b>3<sup>rd</sup> Grade -</b>	<p>iReady – Universal Screener/Benchmark GFSD Assessment for Language Arts – Grade 3</p> <ul style="list-style-type: none"> <li>• Words Their Way</li> <li>• Running Records <ul style="list-style-type: none"> <li>○ Reading Level</li> <li>○ Book Title</li> <li>○ Accuracy Rate</li> <li>○ Fluency</li> <li>○ Comprehension</li> </ul> </li> <li>• Writing About Reading</li> </ul> <p>Ready Math Mid-Unit and End-of-Unit Assessment Form A</p> <p>Ready Math Unit Assessment Unit Review (NYS Assessment Format)</p>
<b>4<sup>th</sup> Grade -</b>	<p>iReady – Universal Screener/Benchmark GFSD Assessment for Language Arts – Grade 4</p> <ul style="list-style-type: none"> <li>• Words Their Way</li> <li>• Running Records <ul style="list-style-type: none"> <li>○ Reading Level</li> <li>○ Book Title</li> <li>○ Accuracy Rate</li> <li>○ Fluency</li> <li>○ Comprehension</li> </ul> </li> <li>• Writing About Reading</li> </ul> <p>Ready Math Mid-Unit and End-of-Unit Assessment Form A</p> <p>Ready Math Unit Assessment Unit Review (NYS Assessment Format)</p>

<b>Grades 5-8</b>	iReady – Universal Screener/Benchmark Common Grade Level Assessments Running Records (as needed) <ul style="list-style-type: none"> <li>• Reading Level</li> <li>• Book Title</li> <li>• Accuracy</li> <li>• Fluency</li> <li>• Comprehension</li> </ul> Grade 5 – Words Their Way  Ready Math Mid-Unit and End-of-Unit Assessment Form A Ready Math Unit Assessment Unit Review (NYS Assessment Format)
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### **Data-Based Decision Making**

A key component of an RTI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an RTI framework, two major decisions need to be made relative to student performance:

1. Which student's may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?

#### Determining Initial Risk Status

To determine which students may be at-risk, the Glens Falls City School District uses data obtained from benchmark/screening assessments as well as other sources. The attached RTI Expectations charts provide information about the nature of this decision. **These charts can be found in Appendix A.**

#### Determining Student Response to Intervention

Another key decision made within RTI is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Glens Falls City School District makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. Grade



level literacy teams make an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

<b>Determining Student Response to Intervention</b>	
Data Sources:	Please see the chart of possible progress monitoring tools provided above.
Purpose:	<ul style="list-style-type: none"> <li>• Determine student's response to the intervention</li> <li>• Determine if the student is making progress towards grade level benchmarks</li> <li>• Determine the need for a lesser or more intensive intervention</li> </ul>
Who's Involved:	Principal, grade level teachers, reading specialists, and other specialists as available.
Frequency:	The grade level teams meet every 6 weeks to discuss student responses to intervention. Please Appendices B and C for the data sheets used within each meeting. Detailed records are kept on student performance and minutes are taken.

### **Progress Monitoring**

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

The Glens Falls City School District uses a variety of progress monitoring tools to determine a student's movement across the tiers by examining rate of progress and level of performance over time. The table below provides a listing of the progress monitoring assessments used across all tiers of instruction.

<b>Area of Intervention</b>	<b>For Reading Specialists and Support Providers</b>	<b>For Classroom Teachers</b>
<b>Letter / Sound ID</b>	<ul style="list-style-type: none"> <li>- iReady</li> <li>- Fountas &amp; Pinnell Running Record</li> <li>- GFSD Assessment for ELA – K-2</li> <li>- GFSD Assessment for Language Arts Grades 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>- iReady</li> <li>- Fountas &amp; Pinnell Running Record</li> <li>- GFSD Assessment for ELA – K-2</li> <li>- GFSD Assessment for Language Arts Grades 3 and 4</li> </ul>
<b>Phonemic Awareness and Rhyming</b>	<ul style="list-style-type: none"> <li>- iReady</li> <li>- Fountas &amp; Pinnell Running Record</li> </ul>	<ul style="list-style-type: none"> <li>- iReady</li> <li>- Fountas &amp; Pinnell Running Record</li> </ul>

	<ul style="list-style-type: none"> <li>- GFSD Assessment for ELA – K-2</li> <li>- GFSD Assessment for Language Arts Grades 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>- GFSD Assessment for ELA – K-2</li> <li>- GFSD Assessment for Language Arts Grades 3 and 4</li> </ul>
<b>Decoding and Word Analysis</b>	<ul style="list-style-type: none"> <li>- iReady</li> <li>- Fountas &amp; Pinnell Running Record</li> <li>- GFSD Assessment for ELA – K-2</li> <li>- GFSD Assessment for Language Arts Grades 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>- iReady</li> <li>- Fountas &amp; Pinnell Running Record</li> <li>- GFSD Assessment for ELA – K-2</li> <li>- GFSD Assessment for Language Arts Grades 3 and 4</li> </ul>
<b>Sight Words</b>	<ul style="list-style-type: none"> <li>- iReady</li> <li>- Fountas &amp; Pinnell Running Record</li> <li>- GFSD Assessment for ELA – K-2</li> <li>- GFSD Assessment for Language Arts Grades 3 and 4</li> <li>- Graded Word Lists</li> </ul>	<ul style="list-style-type: none"> <li>- iReady</li> <li>- Fountas &amp; Pinnell Running Record</li> <li>- GFSD Assessment for ELA – K-2</li> <li>- GFSD Assessment for Language Arts Grades 3 and 4</li> <li>- Graded Word Lists</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>- iReady</li> <li>- Fountas &amp; Pinnell Running Record</li> <li>- Timed Reading Passage</li> </ul>	<ul style="list-style-type: none"> <li>- iReady</li> <li>- Fountas &amp; Pinnell Running Record</li> <li>- Timed Reading Passage</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>- iReady</li> <li>- Fountas &amp; Pinnell Running Record</li> </ul>	<ul style="list-style-type: none"> <li>- iReady</li> <li>- Fountas &amp; Pinnell Running Record</li> </ul>
<b>K-8 Math</b>	Ready Math Mid-Unuit and End-of-Unit Assessment Form A	Ready Math Mid-Unuit and End-of-Unit Assessment Form A
<b>3-8 Math</b>	Ready Math Unit Assessment Reivew (NYS Assessment F ormat)	Ready Math Unit Assessment Reivew (NYS Assessment F ormat)

### Professional Development

Part 100.2(ii)(3) requires each school district take “appropriate steps to ensure that staff have the knowledge and skills necessary to implement a Rtl program and that such program is implemented consistent with...” the specific structure and components of the Rtl process selected by the school district.

The Glens Falls Elementary provides multiple opportunities for teachers to engage in professional dialogue with other teachers and specialists on critical Rtl topics. Teachers also have varied opportunities to work with the district’s literacy consultant as part of school professional development sessions and literacy coaching opportunities within the classroom.

## **Parent Notification**

In the Glens Falls City School District, parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents via letter that indicates:

- The nature of the intervention their child will be receiving
  - Type of intervention
  - Frequency
  - Duration
  - Interventionist
  - Location
- The amount and nature of student performance data that will be collected
  - Type of data
  - Screening tool
  - Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services

## **Academic Intervention Services available through the RTI process:**

### **Elementary:**

ELA, Math, Social Studies and Science  
Before School Tutoring  
After School Tuesdays and Thursdays  
Speech and Language Support  
Early Literacy Groups  
Special Education Services  
Summer Success  
Small Class Size

### **Middle School:**

ELA, Math, Science, and Social Studies  
Academic support from classroom teachers after school Tuesdays and Thursdays  
Speech and Language Support  
Special Education Services  
Summer Programing  
Guidance

### **High School:**

After School AIS  
Special Education Services

- Consultant Teacher
- Collaboration

Math Lab/Support Lab  
Social Worker  
Guidance  
Extended programs

- 3 semester Biology
- Extended Math

Science lab/support lab  
Remediation Classes

- English
- Math
- Social Studies

Grade Point

- Credit Recovery

**\*Identification for AIS:**

**Grade 1** – iReady, Running Records, Math Benchmark, Ready Math Unit Assessments, Speech and Language evaluations/tests and psychological testing are used to identify students who have learning deficits. Teacher/parent recommendations per child study team meeting.

**Grade 2** – iReady, Running Records, Grade 1 or 2 Math Benchmark, Ready Math Unit Assessments, Speech and Language evaluations and psychological testing are used to identify students who have learning deficits. Teacher/parent recommendations per child study team meeting.

**Grade 3** – iReady, Running Records, Grade 2 or 3 Math Benchmark, Ready Math Unit Assessments, Speech and Language evaluations and psychological testing are used to identify students who have learning deficits. Teacher/parent recommendations per child study team meeting.

**Grade 4** – iReady and/or score of 2 or below on the ELA Grade 3 NY State and/or math assessment, Ready Math Unit Assessments, Speech and Language evaluations and psychological testing are used to identify students who have learning deficits. Teacher/parent recommendations per child study team meeting.

**Middle School:**

iReady and/or a score of 2 or below on the 5<sup>th</sup>, 6<sup>th</sup>, or 7<sup>th</sup> grade ELA and/or Math State Assessment, Ready Math Unit Assessments, Scoring 2 or below on the Science and Social Studies State assessments. Speech and Language evaluations and psychological testing are used to identify students who have learning deficits. At least one classroom based assessment is used to identify student in need of academic support and intervention. Report card grades, progress reports, homework, final exams and attendance are also considered with input from context area teachers at team meetings. Teams review data, along with teacher input, before making final recommendations.

**High School:**

A score of 2 or below on the 8<sup>th</sup> grade ELA, Science and/or Math State Assessment. Scoring below the State reference point on the Science and Social Studies state assessments. Scoring below a 65% on any Math, Science, Social Studies or English Regents exam. Report card grades, progress reports, mid-term exams, final exams, attendance and homework. Teacher recommendations highly considered prior to receiving State data. Psychological testing is used to identify students who have learning deficits.

**\* Our plan considers each individual student's needs. Services may be adjusted and determined based on these needs to provide the appropriate AIS program.**

## **Instruments to be Used for Discontinuation of Services**

AIS will be discontinued when the AIS teacher, in consultation with classroom teacher and other service providers, determine that the student is on grade level in the deficit area. A combination of instruments may be used to determine a student's academic level.

### **Elementary:**

- Common Grade Level Literacy Assessments – District Assessment Committee
- iReady
- New York State Assessments
- Report Card Grades
- AIS Progress Reports
- Math Benchmark Assessments
- Written Parent Refusal of Services
- Other Standardized tests and screen device

### **Middle School:**

- Standardized testing
- iReady
- Report Card Grades
- Math Benchmarks
- Written Parent Refusal of Services
- Teacher recommendation

### **High School:**

- Attaining a passing grade on the appropriate regents exams
- Report Card Grades
- Homework
- Teacher made tests
- Annual or triennial reviews (CSE)
- Unit, Mid term, final exam results
- Parent conferences
- Class participation
- Attendance
- Written Parent Refusal of Services
- Attaining a passing grade on the appropriate Credit Recovery course

## **RTI and ACADEMIC INTERVENTION SERVICES (AIS) FORMS USED**

- **RTI STUDENT DATA FORM**

Completed by: Both the classroom teacher and AIS service provider

- **ACADEMIC INTERVENTION SERVICES (AIS) STUDENT PLAN**

Completed by: AIS Provider prior to implementation for all students receiving services

- **PARENT NOTIFICATION LETTER**

Completed by: AIS Provider and signed by building principal at beginning of student's program.

- **PARENT COMPACT**

Completed by: AIS Provider and signed by parent

- **QUARTERLY REPORT FORM INCLUDING CONTINUATION AND DISCONTINUATION**

Completed by: AIS Provider at end of each quarter: First week in November  
End of January  
First week of April  
June Report Card

- **STUDENT CHECK LIST**

Completed by AIS Provider

**\*Please see Appendices for all forms.**

## **Appendices**

Appendix A: RTI Tier Qualifications and Expectations

Appendix B: RTI Student Data Form

Appendix C: AIS Student Plan

Appendix D: Parent Notification Letter

Appendix E: Parent Compact

Appendix F: Quarterly Report Form Including Continuation and Discontinuation

Appendix G: Student Checklist

Appendix H: RTI Tier System Flow Chart

Appendix I: Dr. Blocker Target Skill Chart



# Appendix A:

## Glens Falls Elementary School RTI Expectations 2021 – 2022 School Year

Kindergarten

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Benchmark #1:				Benchmark #2:				Benchmark #3:			
Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3
<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>			
40%+	39% - 26%	25% - 10%	Below 10%	40% +	39% - 26%	25% - 10%	Below 10%	40% +	39% - 26%	25% - 10%	Below 10%
<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>			
N/A	N/A	N/A	N/A	C+	N/A	B	A	D+	N/A	C	B-A
<u>Writing Expectations (November)</u>				<u>Writing Expectations (March)</u>				<u>Writing Expectations</u>			
3+	N/A	2.5-2.0	1.5-1.0	3+	N/A	2.5-2.0	1.5-1.0	3+	N/A	2.5-2.0	1.5-1.0

Note: Students in 'Watch' and Tier 2 will receive progress monitoring once per month. Students in Tier 3 will receive progress monitoring once every two weeks. Classroom teachers will be responsible for progress monitoring the 'Watch' students. Reading specialists will progress monitoring students in Tiers 2 and 3.

When making decisions for instructional interventions, multiple sources of data should be considered. Specific assessment results should be combined with observational data, classroom performance and student characteristics.

Revised 10/7/2021

## Glens Falls Elementary School RTI Expectations 2021 – 2022 School Year

First Grade

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Benchmark #1:				Benchmark #2:				Benchmark #3:			
Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3
<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>			
40% +	39% - 26%	25% - 10%	Below 10%	40% +	39% - 26%	25% - 10%	Below 10%	40% +	39% - 26%	25% - 10%	Below 10%
<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>			
D	N/A	C	B-A	G+	N/A	F-E	D-A	J+	N/A	I-H	G-A
<u>Writing Expectations</u>				<u>Writing Expectations</u>				<u>Writing Expectations</u>			
3+	N/A	2.5-2.0	1.5-1.0	3+	N/A	2.5-2.0	1.5-1.0	3+	N/A	2.5-2.0	1.5-1.0

Note: Students in 'Watch' and Tier 2 will receive progress monitoring once per month. Students in Tier 3 will receive progress monitoring once every two weeks.

When making decisions for instructional interventions, multiple sources of data should be considered. Specific assessment results should be combined with observational data, classroom performance and student characteristics.

Revised 10/7/2021

# Appendix A continued:

Glens Falls Elementary School RTI Expectations 2021 – 2022 School Year  
Name: \_\_\_\_\_

Second Grade

Teacher: \_\_\_\_\_

Benchmark #1:				Benchmark #2:				Benchmark #3:			
Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3
<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>			
40% +	39 % - 26%	25% - 10%	Below 10%	40% +	39% - 26%	25% - 10%	Below 10%	40% +	39 % - 26%	25% - 10%	Below 10%
<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>			
J+	N/A	H	G-A	L+	N/A	K	J-A	M+	N/A	L	K-A
<u>Writing Expectations</u>				<u>Writing Expectations</u>				<u>Writing Expectations</u>			
3+	N/A	2.5-2.0	1.5-1.0	3+	N/A	2.5-2.0	1.5-1.0	3+	N/A	2.5-2.0	1.5-1.0

Note: Students in 'Watch' and Tier 2 will receive progress monitoring once per month. Students in Tier 3 will receive progress monitoring once every two weeks.

When making decisions for instructional interventions, multiple sources of data should be considered. Specific assessment results should be combined with observational data, classroom performance and student characteristics.

Revised 10/7/2021

Glens Falls Elementary School RTI Expectations 2021 – 2022 School Year  
Name: \_\_\_\_\_

Third Grade

Teacher: \_\_\_\_\_

Benchmark #1:				Benchmark #2:				Benchmark #3:			
Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3
<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>			
40% +	39 % - 26%	25% - 10%	Below 10%	40% +	39% - 26%	25% - 10%	Below 10%	40% +	39 % - 26%	25% - 10%	Below 10%
<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>			
M+	N/A	L	K-A	O+	N/A	N	M-A	P+	N/A	O	N-A
<u>Writing Expectations</u>				<u>Writing Expectations</u>				<u>Writing Expectations</u>			
3+	N/A	2.5-2.0	1.5-1.0	3+	N/A	2.5-2.0	1.5-1.0	3+	N/A	2.5-2.0	1.5-1.0
<u>NYS ELA</u>				<u>NYS ELA</u>				<u>NYS ELA</u>			
3+	N/A	2	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Students in 'Watch' and Tier 2 will receive progress monitoring once per month. Students in Tier 3 will receive progress monitoring once every two weeks.

When making decisions for instructional interventions, multiple sources of data should be considered. Specific assessment results should be combined with observational data, classroom performance and student characteristics.

Revised 10/7/2021

# Appendix A continued:

Glens Falls Elementary School RTI Expectations 2021 – 2022 School Year

Fourth Grade

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Benchmark #1:				Benchmark #2:				Benchmark #3:			
Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3
<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>			
40% +	39 % - 26%	25% - 10%	Below 10%	40% +	39% - 26%	25% - 10%	Below 10%	40% +	39 % - 26%	25% - 10%	Below 10%
<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>			
P+	N/A	O	N-A	R+	N/A	Q	P-A	S+	N/A	R	Q-A
<u>Writing Expectations</u>				<u>Writing Expectations</u>				<u>Writing Expectations</u>			
3 +	N/A	2.5-2.0	1.5-1.0	3+	N/A	2.5-2.0	1.5-1.0	3+	N/A	2.5-2.0	1.5-1.0
<u>NYS ELA</u>				<u>NYS ELA</u>				<u>NYS ELA</u>			
3+	N/A	2	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Students in 'Watch' and Tier 2 will receive progress monitoring once per month. Students in Tier 3 will receive progress monitoring once every two weeks.

When making decisions for instructional interventions, multiple sources of data should be considered. Specific assessment results should be combined with observational data, classroom performance and student characteristics.

Revised 10/7/2021

Glens Falls Elementary School RTI Expectations 2021– 2022 School Year

Fifth Grade

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Benchmark #1:				Benchmark #2:				Benchmark #3:			
Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3
<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>			
40% +	39 % - 26%	25% - 10%	Below 10%	40% +	39% - 26%	25% - 10%	Below 10%	40% +	39 % - 26%	25% - 10%	Below 10%
<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>			
S/T+	N/A	O	Below O	U+	N/A	Q	Below Q	V+	N/A	R	Below R
<u>Writing Expectations</u>				<u>Writing Expectations</u>				<u>Writing Expectations</u>			
Not Yet +	N/A	N/A	N/A	Starting To +	N/A	Not Yet	N/A	Yes	N/A	Starting To	Not Yet
<u>NYS ELA</u>				<u>NYS ELA</u>				<u>NYS ELA</u>			
3+	N/A	2	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Students in 'Watch' and Tier 2 will receive progress monitoring once per month. Students in Tier 3 will receive progress monitoring once every two weeks.

When making decisions for instructional interventions, multiple sources of data should be considered. Specific assessment results should be combined with observational data, classroom performance and student characteristics.

Revised 10/7/2021

# Appendix A continued:

Glens Falls Elementary School RTI Expectations 2021 – 2022 School Year

Sixth Grade

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Benchmark #1:				Benchmark #2:				Benchmark #3:			
Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3
<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>			
40% +	39 % - 26%	25% - 10%	Below 10%	40% +	39% - 26%	25% - 10%	Below 10%	40% +	39 % - 26%	25% - 10%	Below 10%
<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>			
V/W+	N/A	O	Below O	X+	N/A	Q	Below Q	Y+	N/A	R	Below R
<u>Writing Expectations</u>				<u>Writing Expectations</u>				<u>Writing Expectations</u>			
Not Yet +	N/A	N/A	N/A	Starting To +	N/A	Not Yet	N/A	Yes	N/A	Starting To	Not Yet
<u>NYS ELA</u>				<u>NYS ELA</u>				<u>NYS ELA</u>			
3+	N/A	2	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Students in 'Watch' and Tier 2 will receive progress monitoring once per month. Students in Tier 3 will receive progress monitoring once every two weeks.

When making decisions for instructional interventions, multiple sources of data should be considered. Specific assessment results should be combined with observational data, classroom performance and student characteristics.

Revised 10/7/2021

Glens Falls Elementary School RTI Expectations 2021 – 2022 School Year

Seventh Grade

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Benchmark #1:				Benchmark #2:				Benchmark #3:			
Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3
<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>			
40% +	39 % - 26%	25% - 10%	Below 10%	40% +	39% - 26%	25% - 10%	Below 10%	40% +	39 % - 26%	25% - 10%	Below 10%
<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>			
Y+	N/A	O	Below O	Z+	N/A	Q	Below Q	Z+	N/A	R	Below R
<u>Writing Expectations</u>				<u>Writing Expectations</u>				<u>Writing Expectations</u>			
Not Yet +	N/A	N/A	N/A	Starting To +	N/A	Not Yet	N/A	Yes	N/A	Starting To	Not Yet
<u>NYS ELA</u>				<u>NYS ELA</u>				<u>NYS ELA</u>			
3+	N/A	2	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Students in 'Watch' and Tier 2 will receive progress monitoring once per month. Students in Tier 3 will receive progress monitoring once every two weeks.

When making decisions for instructional interventions, multiple sources of data should be considered. Specific assessment results should be combined with observational data, classroom performance and student characteristics.

Revised 10/7/2021

Appendix A continued:

Glens Falls Elementary School RTI Expectations 2021 – 2022 School Year

Eighth Grade

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Benchmark #1:				Benchmark #2:				Benchmark #3:			
Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3	Tier 1	Watch	Tier 2	Tier 3
<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>				<u>iReady Diagnostic</u>			
40% +	39 % - 26%	25% - 10%	Below 10%	40% +	39% - 26%	25% - 10%	Below 10%	40% +	39 % - 26%	25% - 10%	Below 10%
<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>				<u>Fountas &amp; Pinnell Expectations</u>			
Z+	N/A	O	Below O	Z+	N/A	Q	Below Q	Z+	N/A	R	Below R
<u>Writing Expectations</u>				<u>Writing Expectations</u>				<u>Writing Expectations</u>			
Not Yet +	N/A	N/A	N/A	Starting To +	N/A	Not Yet	N/A	Yes	N/A	Starting To	Not Yet
<u>NYS ELA</u>				<u>NYS ELA</u>				<u>NYS ELA</u>			
3+	N/A	2	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Students in 'Watch' and Tier 2 will receive progress monitoring once per month. Students in Tier 3 will receive progress monitoring once every two weeks.

When making decisions for instructional interventions, multiple sources of data should be considered. Specific assessment results should be combined with observational data, classroom performance and student characteristics.

Revised 10/7/2021

Student Name:		Teacher:		School Year:	
Tier 1b _____	Service Provider: _____	*Please initiate a 2nd form at			
Tier 2 _____	Service Provider: _____	Tier 2 for the 2nd service provider			
Tier 3 _____	Service Provider: _____				

RTI Meeting Date	Current Level of Performance	Target / Focus Skills Circle 2	Tier of Instruction Frequency	6 Week Goal	Progress Monitoring Date Method and Results												
		Phonological Aware. Rhyming Decoding Fluency Comprehension Writing Other:	Tier 1b Tier 2 Tier 3 Days: Time:		<table border="1"> <tr> <td>Date:</td> <td>Date:</td> </tr> <tr> <td>Method:</td> <td>Method:</td> </tr> <tr> <td>Result:</td> <td>Result:</td> </tr> </table> <table border="1"> <tr> <td>Date:</td> <td>Date:</td> </tr> <tr> <td>Method:</td> <td>Method:</td> </tr> <tr> <td>Result:</td> <td>Result:</td> </tr> </table>	Date:	Date:	Method:	Method:	Result:	Result:	Date:	Date:	Method:	Method:	Result:	Result:
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		Phonological Aware. Rhyming Decoding Fluency Comprehension Writing Other:	Tier 1b Tier 2 Tier 3 Days: Time:		<table border="1"> <tr> <td>Date:</td> <td>Date:</td> </tr> <tr> <td>Method:</td> <td>Method:</td> </tr> <tr> <td>Result:</td> <td>Result:</td> </tr> </table> <table border="1"> <tr> <td>Date:</td> <td>Date:</td> </tr> <tr> <td>Method:</td> <td>Method:</td> </tr> <tr> <td>Result:</td> <td>Result:</td> </tr> </table>	Date:	Date:	Method:	Method:	Result:	Result:	Date:	Date:	Method:	Method:	Result:	Result:
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Date:	Date:																
Method:	Method:																
Result:	Result:																
		Phonological Aware. Rhyming Decoding Fluency Comprehension Writing Other:	Tier 1b Tier 2 Tier 3 Days: Time:		<table border="1"> <tr> <td>Date:</td> <td>Date:</td> </tr> <tr> <td>Method:</td> <td>Method:</td> </tr> <tr> <td>Result:</td> <td>Result:</td> </tr> </table> <table border="1"> <tr> <td>Date:</td> <td>Date:</td> </tr> <tr> <td>Method:</td> <td>Method:</td> </tr> <tr> <td>Result:</td> <td>Result:</td> </tr> </table>	Date:	Date:	Method:	Method:	Result:	Result:	Date:	Date:	Method:	Method:	Result:	Result:
Date:	Date:																
Method:	Method:																
Result:	Result:																
Date:	Date:																
Method:	Method:																
Result:	Result:																

Plan Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_ DOB: \_\_\_\_\_

Current Grade: \_\_\_\_\_ Bldg. \_\_\_\_\_ CSE Classification: \_\_\_\_\_ 504: Yes ☐ No ☐

Parent Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Parent Address: \_\_\_\_\_ Wk Phone: \_\_\_\_\_

Parent Notification: Date of Initiation of Service: \_\_\_\_\_ Date of Discontinuance of Service: \_\_\_\_\_

Dates AIS Progress Reports sent: Qtr 1: \_\_\_\_\_ Qtr 2: \_\_\_\_\_ Qtr 3: \_\_\_\_\_ Qtr 4: \_\_\_\_\_

GRADE	ELA		MATH		SCIENCE		SOCIAL STUDIES	
	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE
Grade _____								

## SERVICES TO BE PROVIDED:

	ELA	MATH	SCIENCE	SOCIAL STUDIES
Name of Service				
Service Provider				
Times				
Exit Assessment Date/Score				

## STUDENT'S STRENGTHS

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## STUDENT'S WEAKNESSES

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Attendance Information: \_\_\_\_\_

Behavioral Comments: \_\_\_\_\_

Classroom Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

AIS Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Comments/Concerns: \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

\*Sign and return to \_\_\_\_\_

The duplicate copy is for your records.



## GLENS FALLS CITY SCHOOL DISTRICT

Glens Falls, New York 12801

### RTI Parent Notification Letter

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Date: \_\_\_\_\_

To the Parents/Guardians of: \_\_\_\_\_

The Glens Falls City School District believes in providing interventions to students who are not meeting the NYS Learning Standards that are necessary for future academic success. Research has found that students' learning styles require different learning strategies and different materials in addition to the materials already being used in the classroom.

In order to provide the most effective education, we provide additional help as soon as possible for those students who may be lacking progress in the classroom.

#### **Your child will be receiving extra help in reading.**

Our Literacy Team will meet to discuss your child's needs and to review the progress they have made during the intervention period.

RTI (Response to Intervention) students will work with the reading teacher / classroom teacher in a small group setting for a minimum of 6 weeks, in order to be given additional instruction.

In the event that your child needs additional help to meet the standards, we will continue to work with them in small groups. If no progress has been made in the areas of need, we may give more time to your child in an even smaller group setting.

**Should you have any questions or concerns, please contact the reading specialist at 792-1071.**

Thank you for your time!

Sincerely,

Building Principal

Reading Specialist





## GLENS FALLS CITY SCHOOL DISTRICT

Glens Falls, New York 12801

### RTI Parent Notification Letter

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Date: \_\_\_\_\_

To the Parents/Guardians of: \_\_\_\_\_

The Glens Falls City School District believes in providing interventions to students who are not meeting the NYS Learning Standards that are necessary for future academic success. Research has found that students' learning styles require different learning strategies and different materials in addition to the materials already being used in the classroom.

In order to provide the most effective education, we provide additional help as soon as possible for those students who may be lacking progress in the classroom.

**Your child will be receiving extra help in math  
on Tuesday and Thursday from 2:45-3:15.**

Our Literacy Team will meet to discuss your child's needs and to review the progress they have made during the intervention period.

RTI (Response to Intervention) students will work with the classroom teacher in a small group setting for a minimum of 6 weeks, in order to be given additional instruction.

In the event that your child needs additional help to meet the standards, we will continue to work with them in small groups. If no progress has been made in the areas of need, we may give more time to your child in an even smaller group setting.

**Should you have any questions or concerns, please contact the classroom teacher 792-1071.**

Thank you for your time!

Sincerely,

Building Principal

Classroom Teacher

**Student's Name** \_\_\_\_\_

### **AIS (ACADEMIC INTERVENTION SERVICES) STAFF – PARENT COMPACT**

The school and parents working cooperatively to provide for the successful education of the children agree:

<b>THE AIS STAFF AGREES</b>	<b>THE PARENT/GUARDIAN AGREES</b>
<ul style="list-style-type: none"> <li>• To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</li> <li>• To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</li> <li>• To reinforce the high quality reading, math, social studies, and science curriculum that is taking place in the classroom.</li> <li>• To deal with communication issues between teachers and parents through parent teacher conference days (district-wide) and conferencing with classroom teachers.</li> <li>• To assess and monitor the child's academic progress and to facilitate access to staff as needed.</li> <li>• To provide opportunities for parents to volunteer and participate in the child's academic activities.</li> </ul>	<ul style="list-style-type: none"> <li>• To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy by attending the annual meeting.</li> <li>• To share the responsibility for improved student achievement by:               <ul style="list-style-type: none"> <li>- assuring child(ren)'s attendance at school.</li> <li>- reading to/with our child(ren) regularly.</li> <li>- monitoring our child(ren)'s homework.</li> <li>- providing our child(ren) with extra library experiences.</li> </ul> </li> <li>• To attend Parent-Teacher conferences, Open Houses and classroom visitation opportunities.</li> <li>• To communicate with school personnel and parent groups, such as PTA/PTSA and Site Teams regarding parent training.</li> </ul>

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Telephone Number  
AM ☐ PM ☐  
Best Time to Contact

\_\_\_\_\_  
Telephone Number  
AM ☐ PM ☐  
Best Time to Contact

Appendix F:

**AIS Progress Report**  
Glens Falls City School District

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
RTI Reading\_\_\_\_ AIS Math\_\_\_\_\_

**Areas being addressed by intervention (Target Skills):**

**Student's outcome data:**

- ☐ Met or exceeded the goal
- ☐ Showed promising progress but did not meet the goal
- ☐ Showed some progress
- ☐ Showed no progress or showed regression

**Next step:**

- ☐ Select a new target skill and create a new intervention to meet that goal
- ☐ Continue with the present intervention without changes or with minor changes
- ☐ Substantially revise or replace the present intervention
- ☐ Discontinue the present intervention

We encourage your involvement in this process by supporting your child at home. This can be done by checking homework on a nightly basis, providing your child a place to study, and keeping in contact with the school. If you have any questions or concerns, please contact the school at 792-1071 to set up a parent conference.

**Teacher comments:**

\_\_\_\_\_  
Teacher Signature

Appendix G:

**STUDENT CHECK LIST (AIS FOLDER Grades K – 2)**

Student Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher providing services: \_\_\_\_\_

Date: \_\_\_\_\_

	√	Teacher Name	Signature
Student Plan			
Parent Compact			
Parent Notification			
Quarterly Reports: 1			
2			
3			
4			
Assessment: 1			
2			
3			
4			
Other:			
Other:			

Comments:

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***Internal Auditor File Review***

<i>Quarter</i>	<i>Name</i>	<i>Initial</i>
1 <sup>st</sup> Quarter		
2 <sup>nd</sup> Quarter		
3 <sup>rd</sup> Quarter		
4 <sup>th</sup> Quarter		

Comments:

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Appendix G:

**STUDENT CHECK LIST (AIS FOLDER Grades 3 – 4)**

Student Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher providing services: \_\_\_\_\_

Date: \_\_\_\_\_

	√	Teacher Name	Signature
Student Plan			
Parent Compact			
Parent Notification			
Quarterly Reports: 1			
2			
3			
4			
Assessment: 1			
2			
3			
4			
Grade 3 Assessment:			
Grade 4 Assessment:			
Grade 5 Assessment:			
Other:			
Other:			

Comments:

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***Internal Auditor File Review***

<i>Quarter</i>	<i>Name</i>	<i>Initial</i>
1 <sup>st</sup> Quarter		
2 <sup>nd</sup> Quarter		
3 <sup>rd</sup> Quarter		
4 <sup>th</sup> Quarter		

Comments:

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Appendix G:

**STUDENT CHECK LIST (AIS FOLDER Grades 5 – 8)**

Student Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher providing services: \_\_\_\_\_

Date: \_\_\_\_\_

	√	Teacher Name	Signature
Student Plan			
Parent Compact			
Parent Notification			
Quarterly Reports: 1			
2			
3			
4			
Assessment: 1			
2			
3			
4			
Grade 6 Assessment			
Grade 7 Assessment			
Grade 8 Assessment			
Other:			
Other:			

Comments: \_\_\_\_\_

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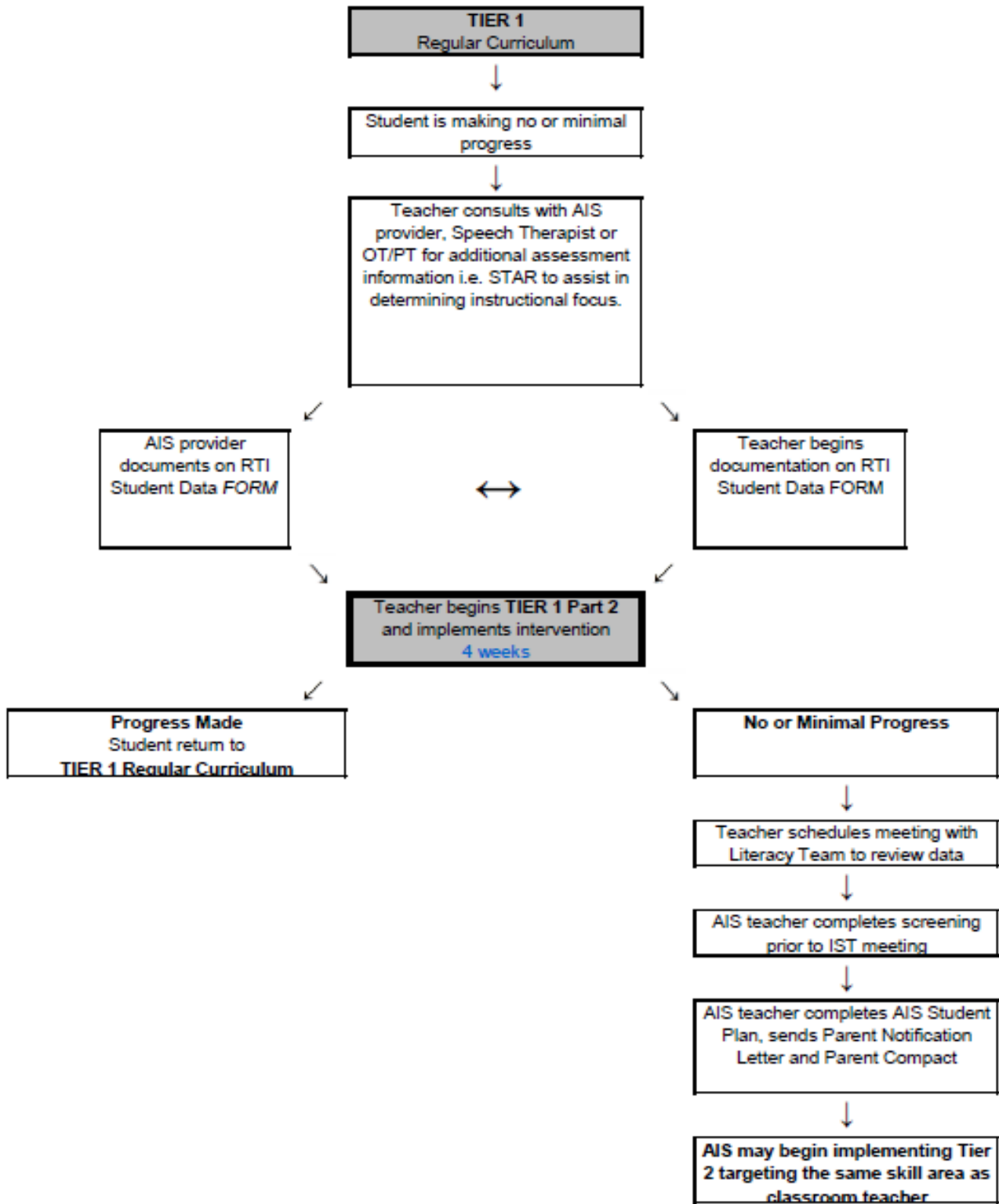
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***Internal Auditor File Review***

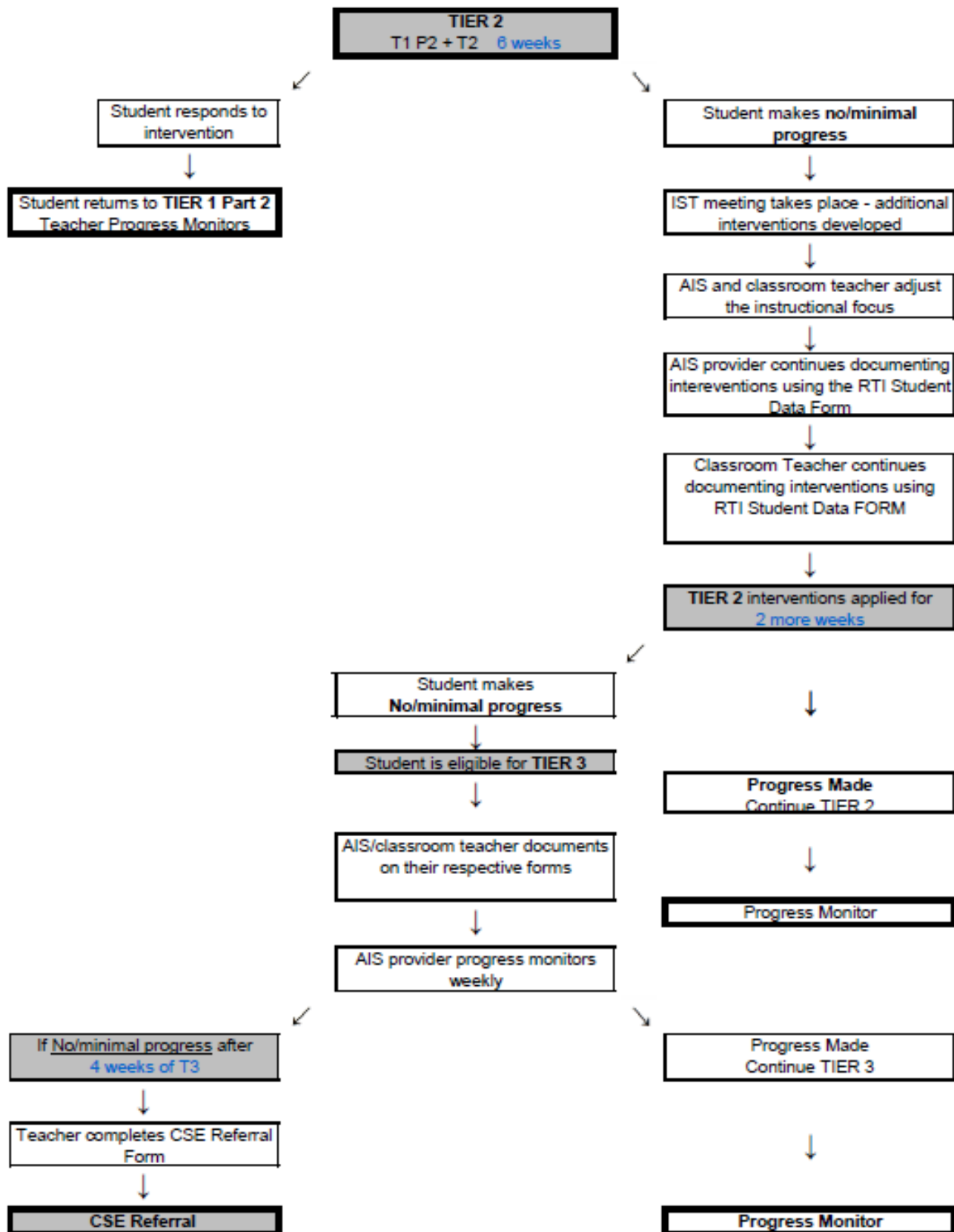
<i>Quarter</i>	<i>Name</i>	<i>Initial</i>
1 <sup>st</sup> Quarter		
2 <sup>nd</sup> Quarter		
3 <sup>rd</sup> Quarter		
4 <sup>th</sup> Quarter		

Comments: \_\_\_\_\_

TIER System/Documentation Flow Chart  
DRAFT



Appendix H continued:





# Appendix I:

## Literacy First Process Developing Fluent Readers

1. Fluent readers are characterized by the ability to read orally with speed, accuracy and proper expression. (National Reading Panel, 2000)
2. Fluent readers read orally as if conversing with someone.
3. Fluency is the end result of the decoding and comprehension processes.
4. Fluency results from making connections between the ideas expressed in the passage and the reader's background knowledge. These connections tell the reader understand what is being read.
5. Fluency can be developed or enhanced through explicit instruction.

Mechanics of Reading	Phonological Awareness	Phonics, Advanced Decoding and Spelling		Call Word	Purpose for Reading		Vocabulary, Semantics, Syntax		Comprehension Skills		Strategic Reading Tools		Metacognitive Processes	
		Typically Mastered	Typically Mastered		Understand my purpose for reading	B D A	B D A	B D A	B D A	B D A	B D A	B D A	B D A	B D A
Concept of Written Word			Pre K	Phonics	If student can call words, work primarily on the left side of the graphic organizer.	X	X	X	Essential				Prove your answer	X X
Top to Bottom			Pre K	Letter Name	If student can call words, work primarily on the right side of the graphic organizer.	X	X	X	Retell	X	Question-Answer-Relationship	X	Explain the process used to get your answer	X X
Left to Right			Pre K	Letter Sounds		X	X	X	Summarize	X	Graphic Organizers	X		
Sweep Back Left			K	CVC Short Vowel		X	X	X	Main Idea	X	Think Aloud	X		
Eye looks at each letter in each word			K	Onset/Rime Short Vowel		X	X	X	Predict	X	KWLH PLUS	X		
			K	Long Vowel Silent 'E'		X	X	X	Clarify	X	SQQR	X		
			K	Endings		X	X	X	Question	X	Visual Reading	X		
			K	Consonant Blends		X	X	X	Advanced Cause/Effect	X	Fix-Up Strategies	X		
			K	Beginning Endings		X	X	X	Visualize	X	Basic Signal	X		
			K	Letter Sound Variations		X	X	X	Compare/Contrast	X	Words	X		
			K	Vowel Digraphs		X	X	X	Time/Sequence	X	Who	X		
			K	Vowel Diphthongs		X	X	X	List/Enumerate/Collect	X	What	X		
			1	R-Controlled Vowels		X	X	X	Problem/Solution	X	Where	X		
			1	Advanced Decoding		X	X	X			Why	X		
			3-8	6 Syllable Types		X	X	X			How	X		
			3-8	Morphemic Analysis		X	X	X			Advanced Signal	X		
			3-8	Prefixes		X	X	X			Words	X		
			3-8	Suffixes		X	X	X			Cause Effect	X		
			3-8	Base Words		X	X	X			Compare/Contrast	X		
			2	Word Roots		X	X	X			Time/Sequence	X		
			2	Spelling		X	X	X			List/Enumerate/Collect	X		
			5	Developmental Stages:		X	X	X			Problem/Solution	X		
			Emergent			X	X	X						
			Letter Name Alphabetic			X	X	X						
			Within Word			X	X	X						
			Syllables & Affixes			X	X	X						
			Derivational Relations			X	X	X						

KEY	
B	Before Reading
D	During Reading
A	After Reading

Oral Language Development - Vocabulary, Syntax and Semantics
Strategic Thinking Tools
Sustained Silent Reading

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