

RTI WBCSD Reading Pathway High School (8/25/16)

Universal Screening (Fall) Benchmark Measures (Winter, Spring): ALL STUDENTS →	Fall (Sept.): <i>AIMSweb:</i> <i>Tier 1 and 2: MAZE</i> <i>Tier 3: R-CBM, MAZE</i>	Winter (Jan.): <i>AIMSweb:</i> <i>Tier 2: MAZE</i> <i>Tier 3: R-CBM, MAZE</i>	Spring (May): <i>ISAT</i> <i>AIMSweb:</i> <i>Tier 2: MAZE</i> <i>Tier 3: R-CBM, MAZE</i>
	Tier 1: Benchmark	Tier 2: Strategic	Tier 3: Intensive (Inc. Sp. Ed.)
Identification/Definition of Need: 2 Indicators for Tier 2	<i>ISAT 9th Grade 2571</i> <i>10th Grade 2577</i> <i>8th Grade English: C+</i> <i>MAZE</i> <ul style="list-style-type: none"> • Fall/Winter/Spring <i>Attendance > 90%</i>	<i>ISAT 9th 2488</i> <i>10th 2491</i> <i>English I Grade: <C</i> <i>MAZE</i> <ul style="list-style-type: none"> • Fall /Winter/Spring 	<i>ISAT 9th Grade <2488</i> <i>10th Grade <2491</i> <i>English I Grade: <C</i> <i>R-CBM:</i> <ul style="list-style-type: none"> • Fall /Winter/Spring <i>MAZE</i> <ul style="list-style-type: none"> • Fall /Winter/Spring <i>Attendance < 90%</i> <i>CORE Phonics Survey as needed</i>
Instructional Plan: Instructional focus <div style="text-align: center;">↓</div>	Instructional emphasis: <ul style="list-style-type: none"> – Grade level standards – Morphemes 	Instructional emphasis: <ul style="list-style-type: none"> – Phonics (multi-syllabic words) – Fluency – Vocabulary – Comprehension <i>*Includes specially designed instruction for students with special needs.</i>	Instructional emphasis: <ul style="list-style-type: none"> – Oral language development – Phonemic awareness – Phonics – Fluency – Vocabulary – Comprehension – Decoding <i>*Includes specially designed instruction for students with special needs.</i>
Core Program and/or Intervention: Standard Treatment Protocol and/or Individual Plan	<i>Collections</i>	<i>Plato</i> <i>Sopris West Six Minute Solution</i> <i>SRA Corrective Reading</i> <i>Comprehension C</i>	<i>SRA Corrective Reading</i> <i>SRA Read to Achieve Narrative and/or Content Area</i> <i>Sopris West 6 Minute Solution</i> <i>Sopris West REWARDS</i>
Implementation: Duration/frequency and delivery of instruction w/ fidelity <div style="text-align: center;">↓</div>	1 Period English	1 Period Reading Lab 1 Period English	1 Period Reading Lab (Specialized Instruction, Small Groups) 1 Period English 1 Period Literacy Study Skills
Progress Monitoring: Verify progress by monitoring response to instruction/intervention	MAZE (Fall, Winter, Spring) English grade quarterly	<i>AIMSweb measures as appropriate: monthly</i> English grade quarterly	<ul style="list-style-type: none"> – <i>AIMSweb measures as appropriate: 2 x/month</i> – <i>CORE Phonics Survey as needed</i> – <i>English Grade Quarterly</i>
Evaluation and Adjustment: Certify mastery and adjust the plan according to the decision making process	-Evaluation by classroom teacher quarterly. (Common Course Assessment) <ul style="list-style-type: none"> – <i>AIMSweb MAZE</i> – <i>Formative/Summative Assessment (English Grade)</i> – <i>ISAT Reading</i> – <i>Attendance</i> 	-Evaluation by RTI Team Quarterly <ul style="list-style-type: none"> – <i>AIMSweb</i> – <i>Formative/Summative Assessment (English Grade)</i> – <i>ISAT Reading</i> – <i>Attendance</i> 	-Evaluation by RTI Team monthly. <ul style="list-style-type: none"> – <i>AIMSweb</i> – <i>Core Phonics Survey</i> – <i>Formative/Summative Assessment (English Grade)</i> – <i>ISAT Reading</i> – <i>Attendance</i>