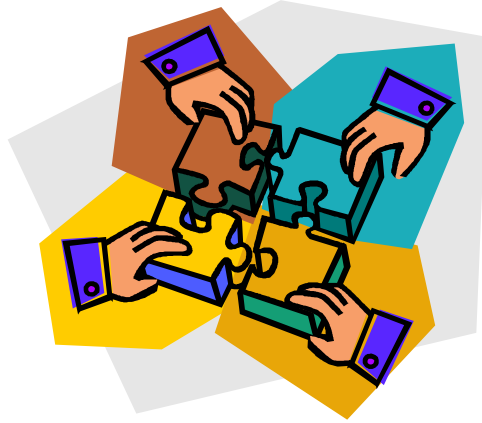


Virден Elementary

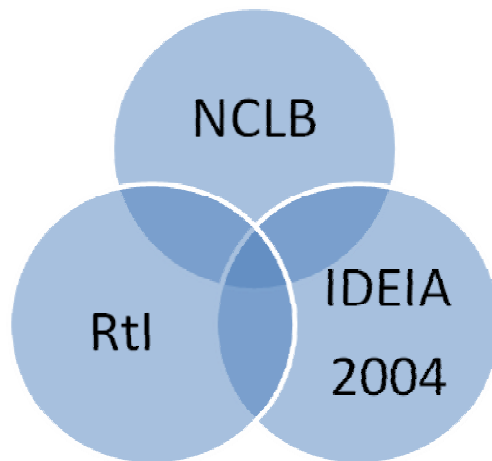
Response
to
Intervention

Manual



Response to Intervention (RtI)

At Virden Elementary, we believe that all students can learn. When a student is having difficulty learning or achieving at a specified rate in the classroom, interventions are needed to help that child learn to their fullest potential. However, Response to Intervention is not only for struggling students, it is for all students. RtI is an “All-education” initiative, not Special Education or General Education, but it takes the learning of our students and puts that learning into the hands of ALL of the individuals involved in the student’s life , not only one or two.



Response to Intervention in the area of Reading

In order to diagnose when a child is having difficulties in the area of Reading, we benchmark all students in August, January, and May. For each grade level, we specifically look at the following areas:

Kindergarten – Letter Naming Fluency, Letter Sound Fluency, and Nonsense Word Fluency.

First Grade – Letter Sound Fluency, Nonsense Word Fluency, and Reading Fluency

Second – Eighth Grade – Reading Fluency and Reading Comprehension

The benchmark scores are then used to determine which students need more diagnostic testing, and to determine which students could benefit from intervention beyond what the normal curriculum is providing. The interventions provided to the student are based on their specific need and are research based. A “research-based” intervention is one that has been implemented and studied through a technical process to determine whether or not student achievement increases during a period of time. Interventions used are given for a specified amount of time and for a specified length of time. The progress of a student is monitored through curriculum based measurements, and documented. This documentation serves as guidance to a team of professionals who determine if the intervention is appropriate and effective.

The following scores will determine whether or not a child needs more assistance in a particular area:

Grade	Measure	Fall Below Basic	Fall Proficient	Winter Below Basic	Winter Proficient	Spring Below Basic	Spring Proficient
K	LNF	2	8	15	27	29	40
	LSF	3	13	15	30	25	40
	PSF	-	-	7	18	10	35
	NWF	-	-	5	20	15	25
1	NWF	13	24	30	50	-	-
	R-CBM	0	20	20	40	40	60
	MAZE	-	-	2	6	5	10
2	R-CBM	30	45	55	65	70	90
	MAZE	2	4	5	10	8	15
3	R-CBM	51	76	72	97	87	114
	MAZE	5	10	10	17	15	22
4	R-CBM	71	97	87	113	98	126
	MAZE	7	11	13	18	15	20
5	R-CBM	80	106	94	121	110	138
	MAZE	11	16	16	22	21	28

6	R-CBM	88	114	99	127	112	139
	MAZE	12	17	18	24	23	30
7	R-CBM	98	129	100	136	110	150
	MAZE	14	19	17	23	23	30
8	R-CBM	135	150	145	150	150	150
	MAZE	15	20	18	25	22	30

The following are explanations of the acronyms used above:

LNF = Letter Naming Fluency

LSF = Letter Sound Fluency

PSF = Phoneme Segmentation Fluency

NWF = Nonsense Word Fluency

R-CBM = Reading Curriculum Based Measurement

MAZE = Reading Comprehension Test

In order to ensure that our core curriculum is meeting the needs of our students, we hope to see 80% of all students within the proficient category, 10-15% of our students between proficient and below basic, and only 5% of our students fall within the below basic category.

A team of professionals will meet periodically throughout the school year in order to assess student progress. When attending these meetings, teachers need to bring the following documentation with them:

- Attendance of student
- Chart of progress
- Interventions used with timeline
- Parent contacts
- Behavior Logs (if necessary)
- Classroom work

In order to ensure the success of all students, the RtI team meeting form will be completed each time the team meets. Accordingly, a RtI Student Intervention Profile will be kept on each individual student that is receiving interventions. (See forms)

If a student is not progressing at a rate that is significant for “catch up” growth, the team will reassess the interventions used after an eight week period to determine what new intervention is needed. If the intervention is showing a rate of improvement that is significant, the intervention may be continued for the student. All decisions will be documented through the Team meeting form, and will be reviewed at the next team meeting that is held.

Response to Intervention Virден Elementary School Grade Level Meeting Form

Date: _____

Grade Level: _____

Tier II Students – Some Risk of Academic Failure						
Student	Area of Concern	Intervention	Date Began	Date End	Results (Rate of Progress)	Case Manager

Participants at Meeting:

RtI Student Intervention Profile

Student Name: _____

Teacher Name: _____

Initial Data Information

Initial Grade Level: _____

Date: _____

AIMS Scores LNF _____ LSF _____ PSF _____ NWF _____ MAZE _____ R-CBM _____

Attendance Issues _____

Behavioral Issues _____

<p>Intervention #1 Classroom: _____ Reading Support: _____ Resource: _____ Other: _____</p> <p>Start Date: _____ Intervention: _____</p> <p>Circle: Phonemic Awareness Phonics Fluency Vocabulary Comprehension</p> <p>Group Size: Individual: _____ 2-5 _____ 6-15 _____ 15-30 _____ Other: _____</p> <p>Frequency: One/Wk _____ Two/Wk _____ Three/Wk _____ Four/Wk _____ Daily: _____</p> <p>Duration: 10 min. _____ 15 min. _____ 20 min. _____ 30 min. _____ 45 min. _____ 60 min. _____ Other: _____</p> <p>Intervention Teacher: Reg. Certified _____ Spec. Certified _____ Para _____ Counselor _____ Volunteer _____</p> <p>End Date: _____</p> <p>Progress Data:</p>
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<p>Intervention #2 Classroom: _____ Reading Support: _____ Resource: _____ Other: _____</p> <p>Start Date: _____ Intervention: _____</p> <p>Circle: Phonemic Awareness Phonics Fluency Vocabulary Comprehension</p> <p>Group Size: Individual: _____ 2-5 _____ 6-15 _____ 15-30 _____ Other: _____</p> <p>Frequency: One/Wk _____ Two/Wk _____ Three/Wk _____ Four/Wk _____ Daily: _____</p> <p>Duration: 10 min. _____ 15 min. _____ 20 min. _____ 30 min. _____ 45 min. _____ 60 min. _____ Other: _____</p> <p>Intervention Teacher: Reg. Certified _____ Spec. Certified _____ Para _____ Counselor _____ Volunteer _____</p> <p>End Date: _____</p> <p>Progress Data:</p>
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<p>Intervention #3 Classroom: _____ Reading Support: _____ Resource: _____ Other: _____</p> <p>Start Date: _____ Intervention: _____</p> <p>Circle: Phonemic Awareness Phonics Fluency Vocabulary Comprehension</p> <p>Group Size: Individual: _____ 2-5 _____ 6-15 _____ 15-30 _____ Other: _____</p> <p>Frequency: One/Wk _____ Two/Wk _____ Three/Wk _____ Four/Wk _____ Daily: _____</p> <p>Duration: 10 min. _____ 15 min. _____ 20 min. _____ 30 min. _____ 45 min. _____ 60 min. _____ Other: _____</p> <p>Intervention Teacher: Reg. Certified _____ Spec. Certified _____ Para _____ Counselor _____ Volunteer _____</p> <p>End Date: _____</p> <p>Progress Data:</p>
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