**Denton ISD’s Elementary
Response to Intervention (RtI) Handbook**

**Enduring Understanding:**The Response to Intervention process targets success for all students by emphasizing high quality instruction and early intervention. The student’s response to the interventions implemented at each tier of the model is carefully documented, monitored frequently, and adjusted as needed. **RtI is a problem solving process, not a pre-referral process.** **Please click on the link below to view the RtI video for teachers explaining the new form -** [**http://www.screencast.com/t/Szt9ndU8Pu**](http://www.screencast.com/t/Szt9ndU8Pu)



**Suggestions for Members of the RtI Team (will vary based on the student’s needs):**Administrator, Counselor, Classroom teacher, Reading Recovery Teacher, Reading Specialist/Interventionist, Math, Specialist/Interventionist, Parent, LSSP, Diagnostician, special education staff, any other staff member involved with the student’s success.

**Universal Screeners:**

**Reading:**

**K-2**

* Early Literacy Inventory (ELI)- Spanish Early Literacy Inventory (SELI)
* Individualized Reading Assessment, such as DRA (follow DRA guidelines if at-risk)
* Common formative and summative assessment data

**3-5**

* Administer DRA or an individualized reading assessmentfor any student below the SRI scores on RtI Continuum
* Prior STAAR results for 4th and 5th grade
* Common formative and summative assessment data

**Math:**

**K-2**

* Assessing Math Concepts by Kathy Richardson
* Common formative and summative assessment data

**3-5**

* End of Year 2nd grade District Benchmark
* Prior STAAR results for 4th and 5th grade
* Common formative and summative assessment data

**Pathway to AWARE forms:**

* Log into **Eduphoria**
* Click on **AWARE**
* Find the **students** tab on the left side of the screen
* Enter student’s name and information
* Click **search** and select the student
* Go to the **forms** tab
* Click on **add forms**
* Select **Elementary RTI forms**
* Select appropriate form
* Click on **view**
* Once you have entered data, always click on **save** before exiting the form!

**RTI Continuum – Guidelines**

**Tier 1**

**Tier 2**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **GREEN**List Students here who are not currently on the RtI radar. | **YELLOW**List students here who meet the following criteria. These students should be discussed at grade level PLC meetings and begin TIER 1 interventions/monitoring for 6 or more weeks in the classroom. | **RED**List students here who meet the following criteria. These students go straight to the RtI committee to begin TIER 2 interventions. Typically not more than 20% of gradel level population. |
| **Math** | **K-2: Assessing Math Concepts by Kathy Richardson Overall Stage 3*** See KR Assessment Documents for BOY, MOY, or EOY Criteria

**3-5:**-Significantly above STAAR state average:* + 3rd grade – 30
	+ 4th grade – 32
	+ 5th grade 34

-District Benchmark: 90% or above | **K-2: Assessing Math Concepts by Kathy Richardson Overall Stage 2*** See KR Assessment Documents

for BOY, MOY, or EOY Criteria**3-5:**- Hovering around STAAR state average:* + 3rd grade – 30
	+ 4th grade – 32
	+ 5th grade 34

- District Benchmark: 51-89% | **K-2: Assessing Math Concepts by Kathy Richardson Overall Stage 1*** See KR Assessment Documents

for BOY, MOY, or EOY * BOY criteria:
	+ Kinder: Counting Objects-student does not have one-to-one correspondence to 7
	+ First: Number Arrangements-student cannot identify small number an arrangements
	+ Second: Combination Trains-student does not know facts to 9

**3-5:** - Significantly below STAAR state average:* + 3rd grade – 30
	+ 4th grade – 32
	+ 5th grade 34

-District Benchmark: 50% or below |

**These guidelines should be considered as well as progress on content essentials**

**as determined by a collection of people working for the success of the child.**

**Tier 2**

**Tier 1**

|  |  |  |  |
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| **Reading** | **K-2: ELI-SELI Overall Stage 3*** See ELI-SELI Assessment

for BOY, MOY, or EOY **Stage 3 Criteria*** + DRA or Individualized Reading Assessment: **On-Level** on the DISD Guided Reading Six Weeks Benchmark Continuum

**3-5:**DRA or Individualized Reading Assessment: **On-Level** on theDISD Guided Reading Six Weeks Benchmark ContinuumSignificantly above STAAR state average:* + 3rd grade – 26
	+ 4th grade – 29
	+ 5th grade 31
 | **K-2: ELI-SELI Overall Stage 2*** See ELI-SELI Assessment

for BOY, MOY, or EOY **Stage 2 Criteria*** + DRA or Individualized Reading Assessment: **1-2 Levels below** DISD Guided Reading Six Weeks Benchmark Continuum

**3-5:**DRA or Individualized Reading Assessment: **1-2 Levels below** DISD Guided Reading Six Weeks Benchmark ContinuumHovering around STAAR state average:* + 3rd grade – 26
	+ 4th grade – 29
	+ 5th grade 31
 | **K-2:ELI-SELI Overall Stage 1*** See ELI-SELI Assessment

for BOY, MOY, or EOY **Stage 1 Criteria*** + DRA or Individualized Reading Assessment: **More than 2 Levels below** DISD Guided Reading Six Weeks Benchmark Continuum

**3-5:**SRI– BRDRA or Individualized Reading Assessment: **1-2 Levels below** DISD Guided Reading Six Weeks Benchmark ContinuumSignificantly below STAAR state average:* + 3rd grade – 26
	+ 4th grade – 29
	+ 5th grade 31
 |

**These guidelines should be considered as well as progress on content essentials**

**as determined by a collection of people working for the success of the child.**

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| **Behavior** | **Classroom Behavior Survey** * Indicates the student is not currently experiencing significant emotional and behavioral challenges (They do not appear on the Classroom Behavior Survey).
 | **Classroom Behavior Survey** * Students who appear on

 the Classroom Behavior  Survey (rank order 3-5) * Students who

 occasionally experience  behavioral difficulties:  Adjustment issues  (death, illness, new  sibling, parent  absent from the  home, divorce, etc) | **Classroom Behavior Survey****1st six weeks*** + Student appears on the Classroom Behavior Survey: Rank Order 1 or 2

 **4th six weeks*** + Student appears on the Classroom Behavior Survey: Rank Order 1 or 2
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| **Math** |  |  |  |
| **Reading** |  |  |  |
| **Behavior** |  |  |  |

**Tier 1**

**Tier 2**

**Tier 1 Suggestions for Interventions**

**Reading**

* + Houghton Mifflin Journey’s/Senderos Differentiated Kit/Small Group Lessons
	+ Phonics Lessons
	+ Vocabulary – pre-teach & above & beyond
	+ Guided Reading
	+ Fluency Kit
	+ Documented differentiated quality instruction
	+ Campus Intervention Time

**Math**

* + Problem Solver
	+ Investigations in Number, Data, and Space
	+ EnVisions Differentiated Materials
	+ Vocabulary – pre-teach & above & beyond
	+ Documented D.I. quality instruction \*multiple manipulative, approaches, concrete, pictorial, abstract
	+ Campus Intervention Time

**Behavior**

* + **TBSI/CHAMPS (**School-wide Expectation/Management)
	+ Positive Behavioral Supports
	+ Classroom Guidance Lessons (inc. Bully Prevention)
	+ Campus-wide Behavior Recognition System

**Tier 2 Suggestions for Interventions**

**Reading**

* + Literacy Groups
	+ Fountas & Pinnell Leveled Literacy Intervention Kits
	+ HM Tier 2 Intervention Kit – Journeys/Seneros – Write in Readers
	+ Guided Reading – supplemental
	+ TEA lessons for intervention
	+ Phonics lessons
	+ Classworks

**Math**

* + Math Diagnostic & Intervention System – EnVision
	+ Developing # concepts Books 1-3, Kathy Richardson
	+ Problem Solver
	+ TIPS
	+ Classworks
	+ Mastering Math Skills Levels C, D, E

**Behavior**

* + Teacher’s Behavioral Toolbox series
	+ Sprick Interventions/RtI Committee Form (Behavior Strategies)
	+ Individual and/or Group Counseling
	+ Parent and Teacher Conference
	+ Community Referrals (prn)

**Tier 3 Suggestions for Interventions**

**Reading**

* + Reading Recovery/DLL
	+ Dyslexia
	+ HM Tier 3 Intervention Kit – Journeys/Senderos
	+ Leveled Literacy Intervention

**Math**

* + Do the Math

**Behavior**

* + More intensive, focused interventions
	+ Possible Special Education referral

BOY Assessments

|  |  |  |  |
| --- | --- | --- | --- |
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| **Math** |  |  |  |
| **Reading** |  |  |  |
| **Behavior** |  |  |  |