

# New Deal Elementary

## RTI Plan

New Deal ISD  
401 South Auburn  
New Deal, TX 79350



**We believe all children can and will reach their full potential  
when given the necessary tools, direction and support.**

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## Defining Response to Intervention

Response to Intervention, or RTI, is the practice of meeting the academic and behavioral needs of all students through a problem-solving process with three key elements:

- High-quality instruction and research-based tiered interventions aligned with individual student need
- Frequent monitoring of student progress to enable results-based academic and/or behavioral decisions
- Use of student response data in making important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies)

The instructional approaches within the general education setting should result in academic and/or behavioral progress for the majority of the students. The primary focus of RTI is early intervention to prevent long-term academic failure. Struggling students are identified using data based progress monitoring and are provided intensive instruction. The use of a scientifically validated curriculum, as well as instructional methods expected in an RTI model, leads to school improvement. Support services require collaboration among parents and/or guardians, and campus personnel such as classroom teachers, administrators, counselors, interventionists, special education teachers, and dyslexia teachers.

## The Major Components of RTI

***Data-based decision making***—Critical educational decisions are based on assessment results. Data are carefully analyzed to determine why academic or behavioral problems exist.

***Universal screening***—Universal screenings are assessments administered to all students to determine as early as possible which students are at risk of not meeting academic benchmarks. These screenings are administered three times per year in order to meet early intervention needs of all students.

***Tiered model of delivery***—The RTI process incorporates a tiered model of delivery of instruction. The tiers reflect increasing intensification of interventions to meet the individual needs of students.

***Progress monitoring***—The monitoring of student progress is a research-based practice that produces data about student growth over time. Progress monitoring is used to determine the effectiveness of instruction and/or interventions.

***Fidelity of implementation***—Fidelity of implementation is achieved when the delivery of instruction, assessments, and progress monitoring is carried out as it was designed to be.

## **Characteristics of RTI**

- RTI supports the early identification of struggling learners by providing immediate intervention using scientific research based instruction and teaching methods in order to improve educational outcomes.
- RTI is a preventive approach used to intervene early when a student show signs of not meeting grade-level educational and/or behavioral standards.
- RTI generates high-quality instruction and interventions matched to student need.
- RTI uses a student's learning rate and level of performance to make educational decisions.
- RTI can be used to make referral decisions for a student who does not respond to intensive intervention (Tier 3) in the general education setting.
- RTI provides data that can be used in the identification of a student with specific learning disabilities, as opposed to the traditional discrepancy model used to determine eligibility for special education services.
- RTI meets the educational needs of all students by providing direct, focused instruction to address specific academic and/or behavioral needs.
- Movement between the three Tiers of RtI is fluid.

## **Laws Supporting Response to Intervention (RtI)**

Both the Every Child Succeeds Act (ESSA 2015) and the Individuals with Disabilities Education Improvement Act (IDEA 2004) focus on the quality of instruction that students receive in the general education setting. NCLB and IDEA require the use of research-based instruction and interventions. RTI focuses on effective academic and behavioral programs that result in improved student performance.

Using data-based interventions and interventions based on scientific research to determine eligibility for learning disabilities is stressed in IDEA 2004. With an RTI approach, general education teachers assume increased responsibility for delivering high-quality instruction to early-identified struggling students. The diverse needs of these students must be addressed through a tiered problem-solving system of timely interventions that increase in intensity and duration. RTI promotes the unity of general education and special education to create a seamless system.

## **New Deal Elementary Norms**

- The campus administrator is responsible for the implementation of RtI.
- Universal screenings will be administered three times a year (Beginning of the Year, Middle of the Year, and End of the Year) to all students according to the district schedule.
- All screeners will be administered with fidelity according to assessment protocol and district training.
- Campus RtI meetings to analyze campus Universal Screener Data will be held with documented meeting minutes.
- Campus RtI teams will utilize the New Deal Elementary Campus Supported Resources list to prescribe targeted interventions based on student needs.
- Documentation of student progress will be collected by campuses and will be reviewed at regularly scheduled RtI meetings.
- Student intervention plans will be reviewed according to the timelines established by campus administration.
- Data will be used to make any necessary additions or other changes to student intervention plans.
- Student privacy is of the highest priority with the RtI team.

## **Campus Team**

Each campus should designate a diverse campus level RtI team. At the elementary level, it is recommended that the academic team coincide with the behavior team.

**Campus RtI Team (researched based range is 5-7 members):**

- **Mandatory Team Members:** Campus administrator and the campus RtI coordinator
- **Recommended Team Members:** Counselor, General Education Teachers, Intervention Teacher (if different than classroom teacher), Instructional Coach
- **Other members as needed:** LSSP/Diagnostician, District Dyslexia Coordinator, District RtI Coordinator, ESL/LEP representative

## Three Tier Structure

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Instruction</b>	Classroom Core Instruction 100% of students	Strategic Intervention in addition to core instruction: 15% of students	Intensive intervention <i>in addition to</i> core instruction. 5% of students.
<b>Focus</b>	All Students	Students not making adequate progress with Tier 1 instruction alone and identified as needing targeted interventions.	Students not making adequate progress with Tier 2 interventions and identified as needing intense intervention.
<b>Program</b>	TEKS based curriculum and instruction based on best practice including differentiate instruction, quality of deliver and use of aligned resources.	Validated, standard intervention programs, strategies and procedures that supplement ongoing quality core instruction. (Wilson, WVP, FCR)	Validated, individualized intervention programs, strategies and procedures that supplement ongoing quality core instruction. (Wilson, WVP, FCR, DIPS)
<b>Time</b>	Entire Day	Day At least 30 minutes three to five days a week <i>in addition to</i> quality core curriculum. (WIN Time)	Individualized time determined by RtI committee <i>in addition to</i> quality core instruction. (WIN Time)
<b>Interventionist</b>	General Education Teacher	Classroom teacher or specialist	Classroom Teacher, Specialist or other trained personnel as determined by the RtI committee
<b>Setting</b>	General Education Classroom	General education classroom and/or other setting deemed appropriate by the RtI committee.	Setting deemed appropriate by the RtI committee
<b>Grouping</b>	Multiple and flexible grouping formats	Homogenous and/or one-on-one	Homogenous and/or one-on-one
<b>Assessment</b>	Universal Screening at BOY, MOY, EOY. Formative Assessments and District Curriculum Based Assessments.	Progress Monitoring every two weeks. RtI committee meets after 9 weeks to determine further assistance.	Progress Monitoring weekly. RtI committee meets after 6 weeks to determine further assistance.

## Tier Definitions

If more than 80% of the students tested in any one grade fall below the cut-off score for Tier 2 intervention, core instructional strategies should be reviewed.

Differentiated strategies begin within the core classroom. On one end of the scale, students only mildly below benchmark may be placed on watch for supplementary differentiated instruction and more frequent monitoring. Students below the 40<sup>th</sup> and 25<sup>th</sup> percentiles are often considered on watch. At the other end, students well above benchmark should receive enrichment activities to further accelerate their growth.

Below the 25<sup>th</sup> percentile, students should be considered for Tier 2 intervention in grades 3-5. In grades K-2, after TPRI screeners are completed, utilize the Expanded Sample TPRI Criteria for students considered in need of Tier 2 interventions.

### **Tier 1:**

Tier 1 is the foundation of the RtI instructional model. In this tier, all students receive high-quality, research-based instruction in the general education setting. Teachers deliver high-quality core class instruction that is aligned with state standards and in which 80% or more of the students are successful.

Teachers will differentiate instruction in grade-level classes, monitoring the progress of all students via documentation of universal screening and individual student results on state assessments, curriculum-based assessments, district benchmark assessments, daily assignments, and teacher-made assessments.

The Individuals with Disabilities Improvement Act of 2004 (IDEA) and the Every Child Succeeds Act of 2015 (ESSA) advocate the use of interventions and instruction based on scientific research. Both acts require effective reading and mathematics instruction that results in improved student performance and a reduction in the number of students needing special education services. Essential components for reading are phonemic awareness, vocabulary development, reading comprehension, phonics instruction, and fluency, and those for mathematics are mathematics calculation and problem solving.

### **Tier 2:**

The RtI campus team will increase support for Tier 2 students not making expected progress at Tier 1, approximately 10-15% of all students. Students will receive individualized, small-group targeted instruction delivered by a classroom teacher or an intervention specialist, in addition to Tier 1, grade-level core instruction. This intensified level of intervention includes research-based programs, strategies and procedures designed to supplement and enhance Tier 1 activities.

### **Tier 3:**

The RtI campus team will increase support for Tier 3 students not making expected progress at Tier 1 and Tier 2, approximately 1-5% of all students. Students will receive intensified, comprehensive intervention delivered by an intervention specialist, in addition to Tier I, grade-level core instruction. This intensified level of intervention includes research-based programs, strategies and procedures designed to supplement and enhance Tier 1 activities.

### **504 Referrals:**

A student identified as 504 is not automatically a Tier 3 student. He/she is at Tier 3 only if 504 services and accommodations, Tier 1 instruction, and Tier 2 interventions are not effective and severe academic deficiencies persist.

A 504 student should receive instruction and intervention in whichever RtI Tier is most appropriate.

For any Questions about the RTI process, please contact

Rebecca Cooper, Elementary Principal

rcooper@ndisd.net 806-746-5849



\_\_\_2 copies sent to parent  
\_\_\_1 copy signed & returned

New Deal Elementary  
Notice of Interventions  
2017-2018

To the parents of \_\_\_\_\_

During this school year, your child has been provided with high-quality instruction in the general education classroom. Additionally, your child has received the following instructional supports this school year.

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Based on your child's performance on,

(TPRI      Benchmarks      STAAR      Classroom work),

she or he will be receiving additional support through the Response to Intervention (RtI) process, which provides targeted interventions in your child's areas of need. It is anticipated that the following specific interventions will benefit your child.

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

The intervention will target this TEKS strand \_\_\_\_\_

The targeted skill is \_\_\_\_\_

Baseline \_\_\_\_\_ Student Goal \_\_\_\_\_ EOY Goal \_\_\_\_\_

Instructional Strategy (optional) \_\_\_\_\_

The intervention will take place for \_\_\_\_\_ minutes, \_\_\_\_\_ times per week.

Interventionist \_\_\_\_\_

Follow Up Plan/Date \_\_\_\_\_

- Intervention successful
- Intervention unsuccessful
- Need more time to determine results

Please return one signed copy & keep the other copy for your records.  
\_\_\_\_\_

If you need more specific information, please contact me at 806-746-5849 or \_\_\_\_\_.

Sincerely,

\_\_\_\_\_, Classroom Teacher

Rebecca Cooper, Elementary Principal [rebeccac@ndisd.net](mailto:rebeccac@ndisd.net)



# RTI Documentation

Student \_\_\_\_\_

1<sup>st</sup> 6 weeks

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Aug. 27-31	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Sept. 3-7	No School	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Sept. 10-14	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Sept. 17-21	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Sept. 24-28	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Oct. 1-5	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing

# RTI Documentation Notes

Student \_\_\_\_\_

1<sup>st</sup> 6 weeks

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Aug. 27-31					
Sept. 3-7	No School				
Sept. 10-14					
Sept. 17-21					
Sept. 24-28					
Oct. 1-5					

## RTI Documentation

Student \_\_\_\_\_

2<sup>nd</sup> 6 weeks

<b>Date</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Oct. 8-12</b>	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
<b>Oct. 15-19</b>	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
<b>Oct. 22-26</b>	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
<b>Oct. 29- Nov. 2</b>	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
<b>Nov. 5-9</b>	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Early Release	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing

# RTI Documentation Notes

Student \_\_\_\_\_

2<sup>nd</sup> 6 weeks

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Oct. 8-12					
Oct. 15-19					
Oct. 22-26					
Oct. 29- Nov. 2					
Nov. 5-9			Early Release		

## RTI Documentation

Student \_\_\_\_\_

3<sup>rd</sup> 6 weeks

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Nov. 12-16	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Nov. 19-23	No School	No School	No School	Happy Thanksgiving	No School
Nov. 26-30	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Dec. 3-7	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Dec. 10-14	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Dec. 17-21	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Early Release

# RTI Documentation Notes

Student \_\_\_\_\_

3<sup>rd</sup> 6 weeks

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Nov. 12-16					
Nov. 19-23	No School	No School	No School	Happy Thanksgiving	No School
Nov. 26-30					
Dec. 3-7					
Dec. 10-14					
Dec. 17-21					Early Release



# RTI Documentation

Student \_\_\_\_\_

4<sup>th</sup> 6 weeks

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Jan. 7-11	No School	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Jan. 14-18	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Jan. 21-25	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Jan. 28- Feb. 1	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Early release	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Feb. 4-8	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Feb. 11-15	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing

# RTI Documentation Notes

Student \_\_\_\_\_

4<sup>th</sup> 6 weeks

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Jan. 7-11	No School				
Jan. 14-18					
Jan. 21-25					
Jan. 28- Feb. 1			Early release		
Feb. 4-8					
Feb. 11-15					

# RTI Documentation

Student \_\_\_\_\_

5<sup>th</sup> 6 weeks

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Feb. 18-22	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Feb. 25- Mar. 1	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Early Release	Phonics DIP/LIP Math Reading Writing
Mar. 4-8	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Mar. 18-22	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Mar. 25-29	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
Apr. 1- 5	Phonics DIP/LIP Math Reading Writing	Early Release	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing

# RTI Documentation Notes

Student \_\_\_\_\_

5<sup>th</sup> 6 weeks

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Feb. 18-22					
Feb. 25- Mar. 1				Early Release	
Mar. 4-8					
Mar. 18-22					
Mar. 25-29					
Apr. 1- 5		Early Release			

# RTI Documentation

Student \_\_\_\_\_

6<sup>th</sup> 6 weeks

<b>Date</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Apr. 8-9</b>	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
<b>Apr. 15-19</b>	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	<b>Snow Day</b>
<b>Apr. 22-26</b>	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
<b>Apr. 29- May 3</b>	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
<b>May 6-10</b>	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
<b>May 13-17</b>	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing
<b>May 20-24</b>	<b>Snow Day</b>	Phonics DIP/LIP Math Reading Writing	Phonics DIP/LIP Math Reading Writing	<b>Early Release</b>	<b>No School</b>

# RTI Documentation Notes

Student \_\_\_\_\_

6<sup>th</sup> 6 weeks

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Apr. 8-9					
Apr. 15-19					Snow Day
Apr. 22-26					
Apr. 29- May 3					
May 6-10					
May 13-17					
May 20-24	Snow Day			Early Release	No School