

# Response to Intervention Plan

## Manhattan School District #114

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# Response to Intervention Plan

## Manhattan School District #114

### What is the goal of the Manhattan School District 114's Response to Intervention Plan?

We aim to provide the highest quality instruction and interventions that will match the needs of the individual student to insure that all children reach their fullest potential. With screening all students and frequent progress monitoring, Manhattan School District 114 staff will make data-driven decisions on whether changes are necessary to our instructional and/or academic goals.

### What is Response to Intervention?

Response to Intervention (RtI) is a systematic plan used in response to students who are struggling academically or behaviorally. All students are screened to measure their skills and progress over time. Struggling students are identified, problematic areas are targeted, and specific interventions are put in place to help the student before the problematic skill area begins to negatively affect a child's performance in the classroom. If RtI is implemented early enough, and is executed with fidelity and integrity, a child's area of need should be lessened or corrected before they begin to fail in the classroom.

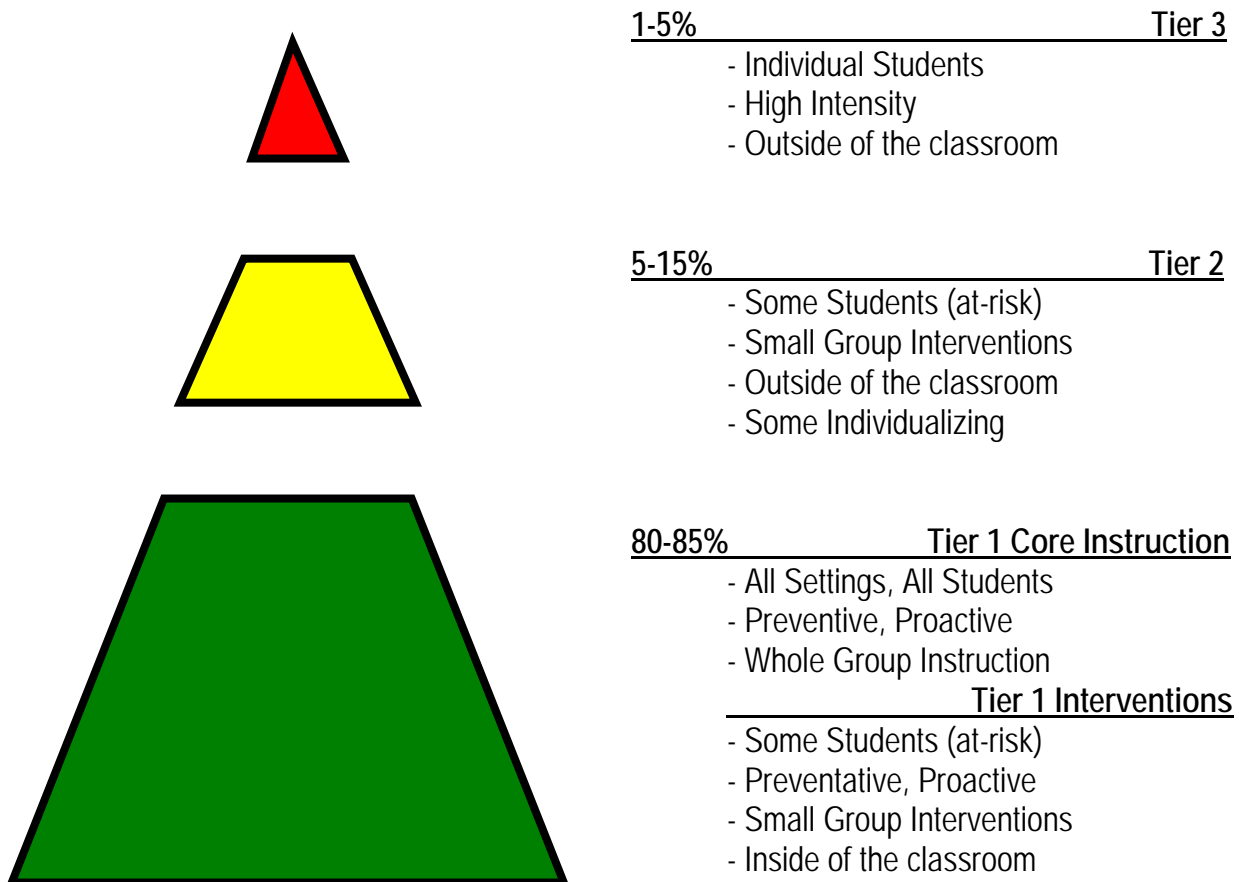
Response to Intervention is a regular education initiative. With RtI, schools must document what interventions and steps have been taken in the three-tiered RtI model before they can place or consider a child for special education. This means using differentiated instructional strategies for all learners, providing all learners with interventions, continuously measuring student performance using progress monitoring instruments and making educational decisions based on a student's response to interventions.

**RtI has three essential components:**

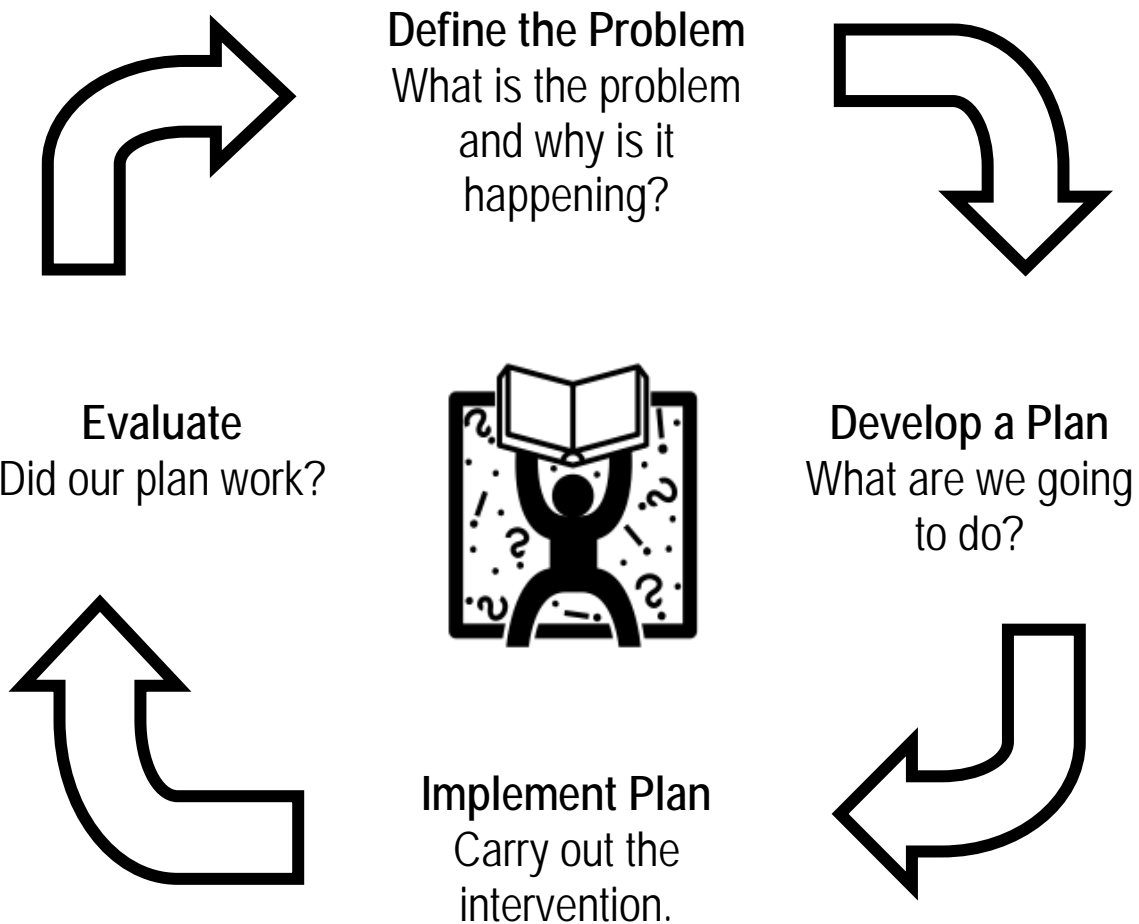
1. Using a three tier model of school supports
2. Utilizing a problem-solving method for decision-making
3. Systematically collecting and reviewing data to inform instruction.

**1. Three-tier model of school supports:** Within the RtI framework, resources are allocated in direct proportion to student needs. This framework is typically depicted as a three-tier model that utilizes increasingly more intense instruction and interventions.

Tier 1	Consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum.
Tier 2	<i>In addition to core instruction</i> , supplemental instruction and interventions are provided to students for whom data suggest additional instructional support is warranted.
Tier 3	Intensive, individualized instructional interventions provided <i>in addition to core instruction</i> with the goal of increasing an individual student's rate of progress.



2. **Problem-solving method of decision-making:** Across the tiers, the problem solving method is used to match instructional resources to educational need. The problem-solving method is as follows:
- a. Analyze and define the problem by using data to determine the discrepancy between what is expected and what is occurring.
  - b. Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student's progress will be monitored.
  - c. Implement intervention plan with integrity and fidelity.
  - d. Use progress-monitoring data to evaluate the effectiveness of the intervention plan.



### 3. Systematically collecting and reviewing data to inform instruction:

Within an RtI model, progressively more intensive interventions and supports are coupled with more frequent progress monitoring of student achievement in order to guide the educational planning.

Tier 1	Data is collected and used as a general screening process for all students and to determine effectiveness of core instructional practices.
Tier 2	Data is collected to determine the effectiveness of the intervention and determine if an instructional change is needed.
Tier 3	Data is collected for the same reasons as tier 2, but is collected on a more frequent basis so that educational decisions can be made in a timely manner.

Data systems used for screening and progress monitoring within an RtI model are consistent across all three tiers and are scientifically- based. It is important to note that RtI within a three-tier intervention model is also a part of special education eligibility decision-making required by 34 CFR 300.309 and 23 IAC 226.130.

## Response to Intervention Terminology

An **intervention** is a specific skill-building strategy implemented and monitored to improve a targeted skill (i.e. what is actually known) and achieve adequate progress in a specific area (academic or behavioral). It takes place with time, intensity, and duration.

A **scientifically based intervention** refers to specific curriculum and educational interventions that have been proven to be effective for most students, and the research has been reported in scientific peer-reviewed journals as well as educational foundations.

An **accommodation** eliminates obstacles that would interfere with a student's ability to perform or produce at the same standard of performance expected of general education students.

A **modification** is a change that actually changes the standards of performance (i.e. what is expected to be known).

**Fidelity of implementation** refers to the delivery of instruction in the manner in which it was designed, such as the number of minutes/day or week, materials used, and instructional techniques.

A **universal screening** refers to a process in which all students are assessed to identify those at risk for failure. It is a type of assessment that is characterized by the administration of quick, easily repeatable testing of age-appropriate skills to all students.

To be effective, a screening must be sensitive to different levels of reading development. In addition to predicting future performance, universal-screening serves to identify students who are not presently meeting standards and who, as a result, require immediate attention. This would generally mean additional (diagnostic) assessment, monitoring, and/or interventions.

**Progress monitoring** is the scientifically based practice of assessing students' academic performance using Curriculum Based Measurements. CBM's are a measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions. Educators or paraprofessionals who collect student performance data on a frequent basis, conduct progress monitoring. These brief assessments usually take place every week to two weeks, or at the minimum, every month. The educator graphs each student's scores against days on the calendar and draws a line to determine if the scores reflect a trajectory of increased achievement. This trend line, which represents weekly rate of improvement, is the rate at which the student is making progress toward achieving competence in the grade-level curriculum.

# Tiers of Interventions in Manhattan School District 114

**Tier 1 Core– For all (80-85%) students including students who require curricular enhancement for acceleration.**

- The characteristics of tier 1 include high-quality classroom instruction and universal screening for all students.
- Within tier 1, all students receive high quality, scientifically based instruction of the CORE district curriculum, as aligned to the Illinois Learning Standards.
- Core instruction is provided by highly qualified personnel to ensure that student difficulties are not due to inadequate instruction.
- All students are screened three times per year during the fall, winter, and spring to establish an academic baseline and to identify struggling learners who need additional support.
- Students identified as being “at risk” through universal screenings and/or results on state or district wide assessments receive supplemental instruction during the school day in the regular classroom.
- The length of time for this step will vary based on individual student need. During that time, student progress is closely monitored using a validated screening system such as a Curriculum Based Measurement (CBM).
- At the end of this period, students showing significant progress are generally returned to the general classroom program. Students not showing adequate progress will receive tier 2 interventions.

**Tier 2 Intervention– 5-15% or less of the students may be identified as at-risk and require supplemental instruction or intervention in addition to the core curriculum.**

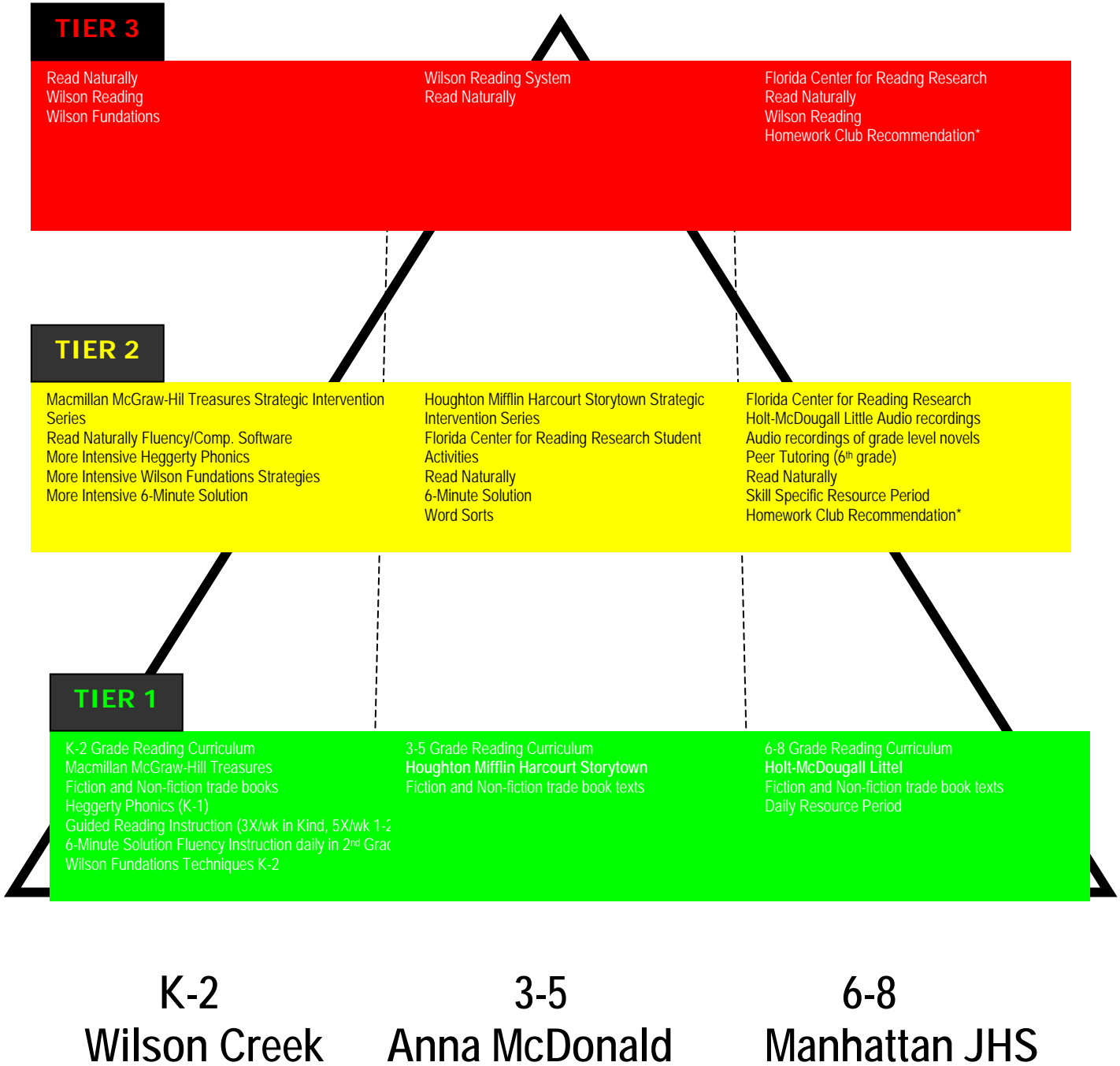
- Students not making adequate progress in the regular classroom in tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.
- Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention.
- These services and interventions are provided in small-group settings in addition to instruction in the core curriculum.
- Interventions are supplemental, specialized and research-based programs that are targeted to specific skills emphasizing components of the core instruction program.

- A longer period of time may be required for specific interventions taking place in tier 2.
- Progress monitoring in the area of intervention takes place every two weeks.
- Students who continue to show limited progress at this level of intervention are then considered for more intensive interventions as part of tier 3.

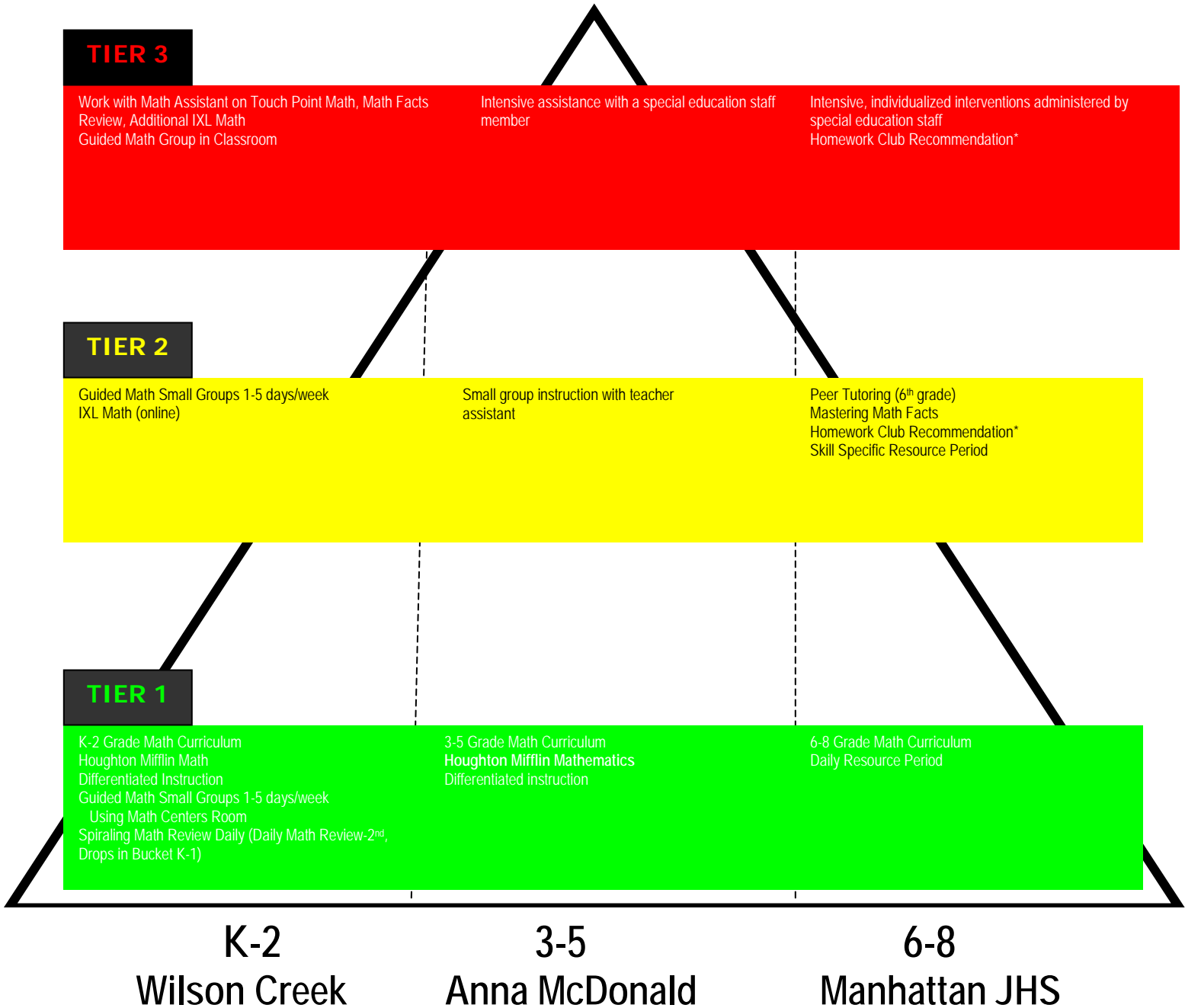
**Tier 3 Intervention – 1-5% or fewer of the students may be identified as needing more intensive, small group or individual interventions in addition to the core curriculum.**

- At this level, students receive individualized, intensive interventions outside of the classroom that continue to target the students' skill deficits.
- Integrated instruction from all three tiers is provided to the student to strengthen skill areas identified from the results of frequent progress monitoring.
- Interventions are implemented with fidelity and tied to an individualized intervention plan.
- Progress monitoring the area of intervention takes place weekly.
- Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).
- The data collected during tiers 1, 2 and 3 are included and used to make the eligibility decision.
- At any point in the Rtl process, IDEA 2004 allows parents or school personnel to request a formal evaluation to determine eligibility for special education.
- An Rtl process cannot be used to deny or delay a formal evaluation for special education.

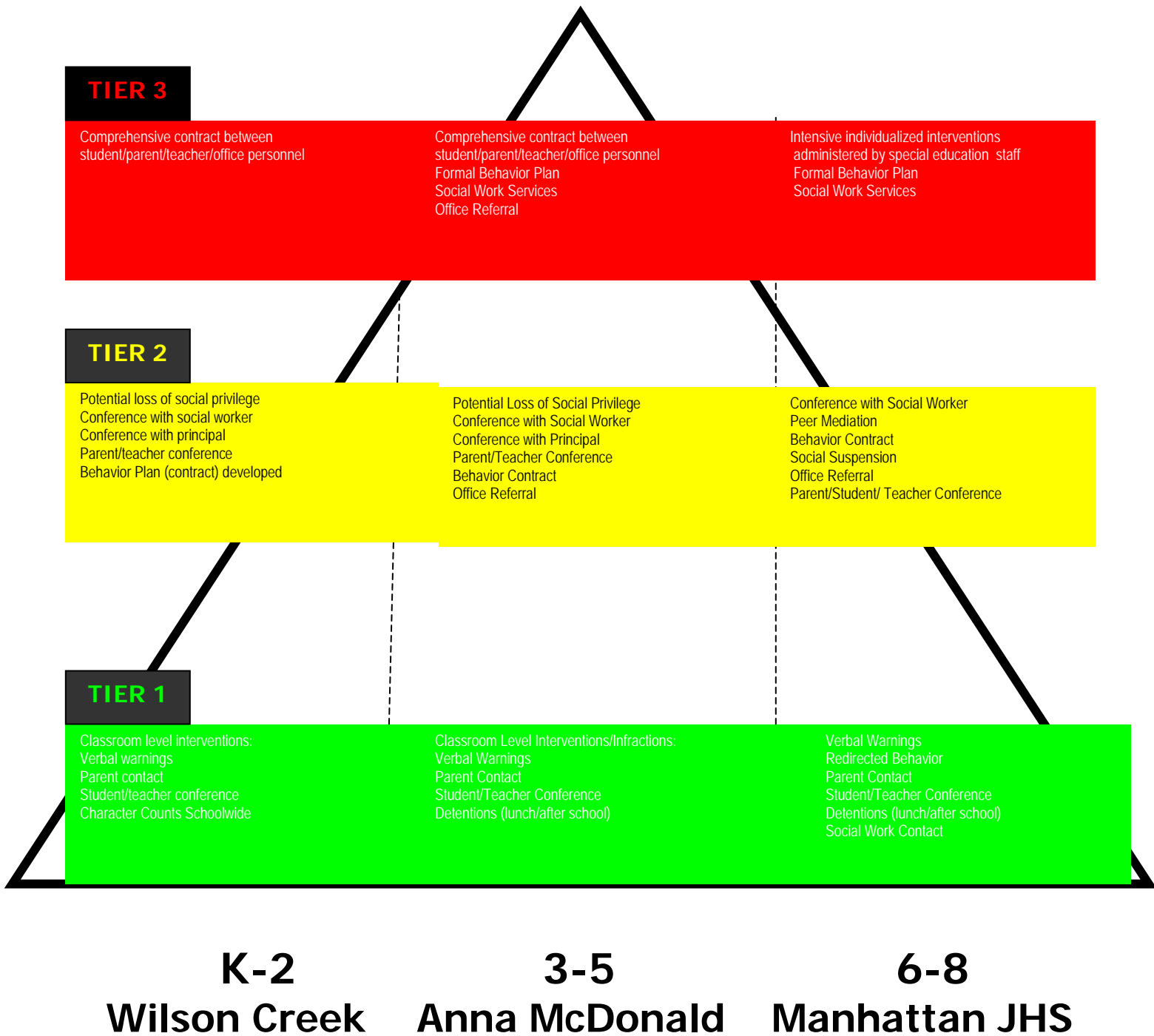
# Manhattan School District 114 – Reading Interventions



# Manhattan School District 114 – Math Interventions



# Manhattan School District 114 – Behavior Interventions



# The RtI Process for Wilson Creek School

## How are students identified at Wilson Creek School?

- The homeroom teacher is the frontline expert and through careful assessing, both formal and informal, observation, and monitoring in the classroom they are the first identifiers of struggling students.
- Wilson Creek School also utilizes two benchmark measures for all students. AIMSweb benchmark assessments are administered three times a year during the fall, winter, and spring for reading in Kindergarten – 2<sup>nd</sup> grades and math in first and second grades. The Developmental Reading Assessment (DRA) is administered to all emerging readers in Kindergarten 3 times per year. The Rigby Benchmark Assessment is administered to kindergarten students in the Spring and to first and second graders twice a year in the fall and spring, however it is also administered to “at-risk” students mid-year. The Wilson Creek School staff also utilizes information from chapter assessments as well as quarterly assessments.
- The data obtained through our school-wide benchmark measures are used as a general indicator of possible areas of higher need. The data can also be used to help target more specific areas where intervention needs to take place.
- If a child is identified as being at or above benchmark there is no need to formally monitor until the next benchmark assessment.

## What happens when a teacher identifies a child that is struggling?

- The homeroom teacher, along with the reading support teachers, and the principal, will identify those students needing additional interventions. The child will receive in the classroom specific and timely scientifically based tier 1 interventions and the progress of such intervention will be monitored. In order to be proven effective or ineffective, an intervention should be implemented for a

reasonable minimum amount of time of approximately 8 weeks.

- All baseline data, interventions used, and progress-monitoring data are documented. Documentation of all interventions and the results of the interventions are critical and necessary. Teachers will use the Rtl intervention log and tracking sheet to document their work with each student. All information will be collected by the reading support teachers and shared with the principal on a quarterly basis. This information will also be shared with classroom teachers at monthly P.O.D. (Pouring Over Data) meetings and the following will be discussed:
  - If the student begins to make progress:
    - a. the interventions administered are proving to be beneficial and successful for the child!
    - b. the interventions will either be continued or discontinued.
  - If the child is not experiencing progress:
    - a. paperwork will be completed by homeroom teacher and submitted to the building principal.
    - b. an Rtl Team meeting may be scheduled for future action and parents will be informed of the next steps in the Rtl process.

### **How is benchmark assessment data used to identify struggling students?**

- The data will be discussed at grade level P.O.D. meetings and decisions will be made for working with students in the tier 1, tier 2 or tier 3 settings.

### **What happens at tier 2?**

- When it is determined that interventions are needed for small groups of students, the team, including classroom teachers and Rtl staff, will determine an intervention plan that will be carried out for 9-12

- weeks.
- In tier 2, students are instructed by the school reading support staff in small group settings. Groups meet 5 times each week, totaling 2 ½ hours of intervention per week. Students will also be progress monitored every other week by the person that implements the interventions.
  - Tier 2 intervention groups are designed to supplement instruction for small groups of students with similar needs in the areas of literacy skills, phonemic awareness, reading support, comprehension, and fluency.
  - After 9 weeks of implementation, if the child is making progress:
    - a. the team may decide to continue with the tier 2 interventions.
    - b. the team may decide to exit the student from tier 2 and move to tier 1 Intervention.
  - If progress is not made, the team will determine if:
    - a. the intervention should be maintained.
    - b. a formal Rtl team meeting should be held to discuss further intervention for the child.

### What is an Rtl Team meeting?

- All Rtl forms are completed by homeroom teacher and data is gathered and brought to the Rtl meeting for tier 3 discussion.
- The Rtl staff, the principal, school psychologist, and the classroom teacher meet to discuss the interventions and data from tier 1 and tier 2 that have been implemented.
- The team will make decisions regarding the next steps for helping the child:
  - a. A new plan may be developed and suggestions for further interventions at tier 2 may be made.

- b. The child may be moved to tier 3 and a new plan will be developed. Every 4-6 weeks the homeroom teacher and RtI Team will review the interventions and progress monitoring data. At the time of review the teacher may:
    - i. Continue with the same intervention
    - ii. Try a different intervention
    - iii. Re-evaluate the area of need
    - iv. Request a new team meeting with RtI Coordinator to further problem solve.
- The RtI Coordinator is expected to keep in contact with the parents on progress.
  - A follow-up meeting will be set up in approximately 8 weeks with the RtI Team. The teacher will update any data that is relevant and appropriate and bring it to the follow-up meeting.

### What happens at tier 3?

- When it is determined that more intense, one-on-one, specialized interventions are needed, the team will determine a new intervention plan. The plan should be implemented for a minimum of 9-12 weeks. Progress monitoring will also be increased from tier 2, taking place weekly.
- A reading support staff member carries out tier 3 intervention plans in a one-on-one to one-on-three setting outside of the homeroom, 5 days per week for a total of 2 ½ hours.
- If the child is making progress:
  - a. the team may decide to continue with the tier 3 interventions.
  - b. the team may decide to exit the student from tier 3 and move to tier 2.
- If progress is not being made:

- a. the intervention will be re-evaluated and a new plan may be created.
- b. The child may be referred to Special Education

**What are the assessments and screeners used at Wilson Creek School to identify struggling students?**

Assessment	AIMSweb R-CBM, Maze, and/or Early Literacy Probes	Developmental Reading Assessment (DRA) and/or Rigby Benchmark
<b>Description</b>	<p>Progress monitoring system based on direct, frequent assessment of fluency and comprehension abilities. Assessments provide online data for analysis and tracking progress.</p> <p>For benchmarking, the MAZE, a 3 minute cloze-like assessment is administered to a large group. The R-CBM, (3) one-minute selected passage readings, is administered one-on-one.</p> <p>For progress monitoring, the MAZE and/or R-CBM, with only (1) one-minute passage reading.</p>	<p>Tool used for assessing and documenting students' development as readers over time. The DRA/Rigby Benchmark evaluates the major aspects of reading that are critical to independence as a reader.</p> <p>The assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts and answer related comprehension questions.</p> <p>The assessment can be used to follow students' growth over multiple years.</p>
<b>Purpose</b>	To screen and identify students in need of reading interventions and monitor the progress and improvement of students over the course of the school year.	To identify students' reading level, independent reading strengths and weaknesses, planning for instruction, and monitoring reading growth.
<b>Students Tested</b>	Benchmark: ALL STUDENTS Progress Monitoring: Students being provided with tier 2/3 RtI reading interventions.	ALL STUDENTS
<b>Assessment Times</b>	Benchmarking: One time during fall, winter, and spring. Progress Monitoring: Bi-Weekly according to schedule created. Weekly once a child is in a tier 3 Intervention or beginning Sped Eligibility process.	End of 1 <sup>st</sup> Quarter and Mid-May for all students. End of 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters for those students in tier 2 and 3 interventions, in addition to those students suspected of reading below grade level expectations.

Testing Personnel	Building AIMSWeb Team Members	Classroom Teachers & Reading Assistants
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**What are the reading materials and practices used at Wilson Creek School?**

***Macmillan/McGraw-Hill Treasures (K-2)***

A literacy program for grades K-2. It is designed to help teachers build active readers and writers through motivating and engaging literature, scientifically research-based instruction and a wealth of reliable teaching tools. This program provides strategies for differentiating instruction within the general education environment. In addition, it prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right skill, at the right time, and for every student.

**K – 2<sup>nd</sup> Grade Reading Core Curriculum  
Wilson Creek School**

*Our core reading curriculum is only as strong and reliable as its implementation. Ensuring the goals of our curriculum are met in each classroom, each week, will help us provide consistent, effective instruction to all students in our school.*

**Core Reading Curriculum Goals:**

- All teachers cover at least the checked skills listed in the attached chart for ALL lessons in the Macmillan Treasures basal series.
- All teachers address the additional concepts as listed in attached chart.

	K	1	2
Macmillan Treasures	All checked skills in teacher's manual including but not limited to: Oral Language, phonemic awareness,	All checked skills in teacher's manual including but not limited to: Oral Language, phonemic awareness,	All checked skills in teacher's manual including but not limited to: Oral Language, phonemic awareness,

	phonics, spelling, vocabulary, comprehension, fluency, and grammar	phonics, spelling, vocabulary, comprehension, fluency, and grammar	phonics, spelling, vocabulary, comprehension, fluency, and grammar
Guided Reading Instruction	Macmillan Approaching/On/Beyond leveled readers in addition to additional leveled library materials. 2 X per week/15-20 min. per student	Macmillan Approaching/On/Beyond leveled readers in addition to additional leveled library materials. 4-5 X per week/15-20 minutes per student	Macmillan Approaching/On/Beyond leveled readers in addition to additional leveled library materials. 4-5 X per week/15-20 minutes per student
Heggerty Phonics	3 X per week	3 X per week	As needed
Foundations Strategies (tapping, letter and word work)	1-4 quarters	1-4 quarters	1-4 quarters
6-Minute Solution	-	-	Daily
Making Words	At least 1X/week (whole class)	At least 1X/week whole class and in centers	At least 1X/week in centers
Word Sorts	Introduce and use in Centers	Introduce and use in centers	Introduce and use in centers
Reader Response	Interactive in guided reading groups and whole class using a word work graphic organizer	Whole class and in response to guided group readings, using one of the grade level approved graphic organizers	Whole class and in response to guided group readings, using one of the grade level approved graphic organizers (including one that transitions to the 3 <sup>rd</sup> grade organizer)
Spelling		Macmillan Spelling Weekly – tied to weekly concepts	Macmillan Spelling Weekly- tied to weekly concepts
Handwriting	Zaner-Bloser Manuscript weekly	Zaner-Bloser Manuscript weekly	Zaner-Bloser Manuscript weekly – transitioning to cursive 2 <sup>nd</sup> semester

## **Kindergarten Core Reading Curriculum**

Kindergarten utilizes the Macmillan/McGraw Hill Treasures Reading Series. Each unit from Book 1-6 will be covered. These areas of reading will be included in our program weekly.

### **Oral Vocabulary**

1. The lesson words will be introduced and used frequently during the week in both discussion and oral readings.

### **Phonemic Awareness**

1. Lessons from the reading series will be done as a group.
2. Heggerty Phonics Program will be done with the children three times/week all year.

### **Phonics**

1. Lessons from the reading series will be done with the children each week.
2. Letter cards will be used involving the Foundations Technique using Letter Key Word cards, naming the letter, picture and then the sound.
3. The letter/sound introduced each week will be reinforced through matching the letter to the sound on our weekly "Sing, Talk, Rhyme" chart.
4. Making Words at least once/week.

### **Phonemic Awareness**

1. Letter and photo cards will be used to identify and review the initial sound of the introduced letter each week.

### **High Frequency Words and Reading Vocabulary**

1. Words will be sent home to practice.
2. Words will be reinforced in the story selections.
3. The words will be reinforced with the use of the leveled readers provided by the series.

### Reading Comprehension

1. The Big Book read each week will be used to develop listening skills, book knowledge, fluency, and comprehension skills.

### Written Response

1. Using the graphic organizer for each unit, the class will complete it as a group.

### Guided Reading

1. Guided Reading will take place three days a week in the classroom. All students will read with the teacher, and reading assistant, one time per week.
2. The children will be reading at approximately their own reading level.
3. The children be leveled periodically using the DRA and Rigby benchmarking kits.
4. Literacy centers will be used to reinforce phonetic, vocabulary, listening comprehension, and writing skills.

### Assessment

1. The children will be leveled periodically using the DRA and Rigby benchmark kits.
2. Unit reading tests from the reading series will be given after each unit, beginning at the 4<sup>th</sup> quarter.
3. Teacher observation during guided reading will be used for further assessment.

### First Grade Core Reading Curriculum

The First Grade will use the Macmillan/McGraw Hill Treasures Reading Series. Each Unit from Book 1-6 will be covered. These areas of reading will be included in our program weekly.

### Oral Vocabulary

1. The lesson words will be introduced and used frequently during the week in both discussion and oral readings.

### Listening Comprehension

1. A story will be read aloud to the children at least 4 times/week. These may include the readings from the Read-Aloud Edition.

### Phonemic Awareness

1. Lessons from the reading series will be done as a group.
2. Heggerty Phonics Program will be done with the children 3 times/week all year.

### Phonics

1. Lessons from the reading series will be done with the children each week.
2. The take home phonics readers included in our reading series will be sent home each week and the phonetic skill being taught for the week will be highlighted in these books.
3. Letter cards will be used involving the Foundations Technique using Letter Key Word cards, naming the letter, picture and then the sound.
4. The phonetic skill for the week will come from the lessons in the reading series. Words will be sorted according to the skill taught.
5. Foundations letter cards will be used to reinforce phonetic skills.
6. Making Words at least once/week.

### Spelling

1. The tested words for the week will include the phonetically based words in the reading series. These words will be posted in the room and sent home for practice.
2. The high frequency words will be used as extra credit. They will be posted in the classroom, sent home and then placed on the word wall at the end of the week. They will be reinforced throughout the week.

### High Frequency Words and Reading Vocabulary

1. Words will be sent home to practice.
2. Words will be reinforced in the story selections.

3. The words will be reinforced with the use of the leveled readers provided by the series.

### **Vocabulary words**

1. Vocabulary words will be introduced and reinforced as they are presented in the reading series.

### **Reading Comprehension**

1. The Big Book for each week of the first three books in our series will be used to develop listening skills, book knowledge, fluency, and comprehension skills.
2. The Decodable Reader will be used to develop fluency and comprehension.
3. The strategy taught each week in the reading series will be taught in the selections for that week.
4. The children will read all stories for the week and take the basal home for further practice. A book mark will go home on Mondays relaying information to the parents of the stories to be read for the week.
5. A genre discussion will be held each week as discussed in the reading series. The genre of all stories that are read will be discussed.
6. Leveled readers will be used to further develop these skills.

### **Fluency**

1. Fluency will be developed through group readings of the stories.
2. Fluency will be developed through rereading with partners, volunteers, and parents.
3. Leveled readers will be used to further develop fluency.

### **Written Response**

1. Using the graphic organizer for each unit, the class will complete it as a group.

2. A response sheet will be completed for a listening center each week, progressing from drawing a picture with some labels, to writing a response.

### **Guided Reading**

1. Guided Reading will take place five days a week in the classroom. All students will read with the teacher, but not on a daily basis.
2. A reading assistant will take groups to work with as well as the teacher.
3. The children will be reading at approximately their own reading level.
4. The children be leveled periodically using the Rigby benchmarking kits.
5. Literacy centers will be used to reinforce phonetic, spelling, vocabulary, listening comprehension, and writing skills.

### **Assessment**

1. The children will be leveled periodically using the Rigby benchmark kits.
2. Weekly Reading Tests from the reading series will be given to each child.
3. Teacher observation during guided reading will be used for further assessment.

### **Second Grade Core Reading Curriculum**

The Second Grade will use the Macmillan/McGraw Hill Treasures Reading Series. Each Unit from Book 1-6 will be covered. These areas of reading will be included in our program weekly.

### **Oral Language**

1. Access Prior Knowledge
2. Discuss picture prompt

### **Phonemic Awareness**

1. Lessons from the reading series will be done as a group.
2. Heggerty Phonics Program will be used within our small guided reading group for our struggling students.

### **Phonics**

1. Lessons from the reading series will be done with the children each week.
2. The phonetic skill for the week will come from the lessons in the reading series. Words will be sorted according to the skill taught.
3. Phonics skill is reinforced through their practice workbook.
4. Making Words at least 1x/week.

### **Spelling**

1. The tested words for the week will include the phonetically based words in the reading series. These words will be posted in the room and sent home for practice.
2. Spelling words are reinforced through their spelling workbook/guided reading center.

### **Vocabulary words**

1. Vocabulary words will be introduced and reinforced as they are presented in the reading series.
2. Vocabulary words are reinforced through overhead transparencies and practice workbook.

### **Reading Comprehension**

1. The Leveled Reader will be used to develop fluency, comprehension, and reinforce vocabulary words.
2. The strategy taught each week in the reading series will be taught in the selections for that week.
3. The children will read all stories for the week and take the basal home for further practice. A bookmark will go home on Mondays relaying information to the parents of the stories to be read for the week.

4. A genre discussion will be held each week as discussed in the reading series. The genre of all stories that are read will be discussed.
5. The comprehension strategy for the week is posted in the classroom as a visual aide.
6. Graphic organizers are used whole group to teach and reinforce the comprehension skill each week.

### **Fluency**

1. Fluency will be developed daily through reading leveled passages with partners using the 6 Minute Solutions program.

### **Extended Response**

1. Using the graphic organizer for each unit, the class will complete it as a group to complete their weekly reading assessment.

### **Guided Reading**

1. Guided Reading will take place five days a week in the classroom. All students will read with the teacher, but not on a daily basis.
2. A reading assistant will take groups to work with as well as the teacher.
3. The children will be reading at approximately their own reading level.
4. The children will be leveled periodically using the Rigby Benchmarking Kits.
5. Literacy centers will be used to reinforce phonics, spelling, vocabulary, listening comprehension, making words, word sorts, and writing skills.

### **Assessment**

4. The children will be leveled periodically using the Rigby Benchmark Kits.
5. Weekly Reading Tests from the reading series will be given to each child.

6. Teacher observation during guided reading will be used for further assessment.
7. 6 Minute Solution graphs to determine student progress.
8. The students will take a weekly spelling test.

**What are the math materials and practices used at Wilson Creek School?**

***Houghton Mifflin (K-2)***

The program uses a systematic step-by-step approach to developing mathematics skills and concepts. The focus on problem solving and reasoning provides opportunities for students to demonstrate and apply their understanding.

**K – 2<sup>nd</sup> Grade Math Core Curriculum  
Wilson Creek School**

***Our core math curriculum is only as strong and reliable as its implementation. Ensuring the goals of our curriculum are met in each classroom, each week, will help us provide consistent, effective instruction to all students in our school.***

**Core Math Curriculum Goals:**

- All teachers cover at least the checked skills listed in the attached chart for ALL chapters in the Houghton Mifflin series.
- All teachers use the additional materials and strategies as listed in attached chart.

Program	K	1	2
Houghton Mifflin	Sorting and Classfying Patterns Number concepts 0-12 Calendars and Clock Measurement Money Addition and Subtraction Concept to 10? Geometry	Calendars Time to ½ hour Measurement Money Addition and Subtraction Concepts to 20 2-digit addition and subtraction Data & Graphing Numbers and Patterns to 100	Calendars Time to the minute Measurement Money Addition and Subtraction with regrouping Data & Graphing Geometry Fractions

	Fractions Greater Numbers Problem Solving	Geometry Fractions Greater Numbers Problem Solving Probability	Greater Numbers Problem Solving Probability Multiplication 0,1,2, and 5?
Guided Math Instruction	1-5 X per week starting in 2010 (increasing each successive year)	1-5 X per week starting in 2010 (increasing each successive year)	1-5 X per week starting in 2010 (increasing each successive year)
Spiral Math Review	4-5 X per week (Drops in Bucket Math Review)	4-5 X per week (Drops in Bucket Math Review)	4-5 X per week (2 <sup>nd</sup> Grade Daily Math Review and/or Drops in Bucket Math Review)
IXL (online) Math Concepts Review	Used as a center, in computer lab, and/or additional practice for Tier 2/3 students	Used as a center, in computer lab, and/or additional practice for Tier 2/3 students	Used as a center, in computer lab, and/or additional practice for Tier 2/3 students
Touch Point Math	As needed	As needed	As needed

## The RtI Process for Anna McDonald School

### How are students identified at Anna McDonald School?

- The homeroom teacher is the frontline expert. Through careful assessment, both formal and informal, observation, and monitoring in the classroom, they are the first identifiers of struggling students.
- Anna McDonald School utilizes two benchmark measures for all students. AIMSweb benchmark assessments are administered three times a year during the fall, winter, and spring for both reading and math. The Developmental Reading Assessment (DRA) is administered to all students twice a year and may also be administered to “at-risk” students a third time during the year. The QRI-4 is also used as a diagnostic tool for struggling readers. Anna McDonald School staff also utilizes information from chapter assessments as well as quarterly assessments.
- The data obtained through our school-wide benchmark measures are used as a general indicator of possible areas of higher need. The data can also be used to help target more specific areas where intervention needs to take place.
- If a child is identified as being at or above benchmark there is no need to formally monitor until the next benchmark assessment.

### What happens when a teacher identifies a child that is struggling?

- The homeroom teacher, along with RtI Coordinator, Mrs. Kim Maher, using all appropriate data, will identify the specific skill area that they believe the child is struggling with. The child will receive in the

classroom specific and timely scientifically based tier 1 interventions and the progress of such intervention will be monitored. In order to be proven effective or ineffective, an intervention should be implemented for a reasonable minimum amount of time of approximately 8 weeks.

- All baseline data, interventions used, and progress-monitoring data are documented. Documentation of all interventions and the results of the interventions are critical and necessary. Teachers will use the RtI intervention log and tracking sheet to document their work with each student. Because of its importance, all of this valuable information is collected and monitored by Anna McDonald's RtI Coordinator, Mrs. Kim Maher.
- If the student begins to make progress:
  - a. the interventions administered are proving to be beneficial and successful for the child!
  - b. the interventions will either be continued or discontinued.
- If the child is not experiencing progress:
  - a. paperwork will be completed by homeroom teacher and submitted to the RtI Coordinator for further review.
  - b. an RtI Team meeting may be scheduled for future action and parents will be informed of the next steps in the RtI process.

### **How is benchmark assessment data used to identify struggling students?**

- After the benchmark data is collected, an RtI data meeting will be held with the RtI coordinator, school psychologist, principal, and classroom teachers. The data will be discussed and decisions will be made for working with students in the tier 1 or tier 2 settings.

### **What happens at tier 2?**

- When it is determined that interventions are needed for small groups of students, the team, including classroom teachers and Rtl staff, will determine an intervention plan that will be carried out for 9-12 weeks.
- In tier 2, students are instructed by the school reading support staff in small group settings. Groups meet two times each week, totaling one hour of intervention per week. Students will also be progress monitored every other week by the person that implements the interventions.
- Tier 2 intervention groups are designed to supplement instruction for small groups of students with similar needs in the areas of reading support, comprehension, and fluency.
- After 9 weeks of implementation, if the child is making progress:
  - a. the team may decide to continue with the tier 2 interventions.
  - b. the team may decide to exit the student from tier 2 and move to tier 1 Intervention.
- If progress is not made, the team will determine if:
  - a. the intervention should be maintained.
  - b. a formal Rtl team meeting should be held to discuss further intervention for the child.

### **What is an Rtl Team meeting?**

- All Rtl forms are completed by homeroom teacher and data is gathered and brought to the Rtl meeting for tier 3 discussion.
- The Rtl staff, the principal, school psychologist, and the classroom teacher meet to discuss the interventions and data from tier 1 and tier 2 that have been implemented.
- The team will make decisions regarding the next steps for helping the

child:

- a. A new plan may be developed and suggestions for further interventions at tier 2 may be made.
  - b. The child may be moved to tier 3 and a new plan will be developed. Every 4-6 weeks the homeroom teacher and RtI Coordinator will review the interventions and progress monitoring data. At the time of review the teacher may:
    - j. Continue with the same intervention
    - ii. Try a different intervention
    - iii. Re-evaluate the area of need
    - iv. Request a new team meeting with RtI Coordinator to further problem solve.
- The RtI Coordinator is expected to keep in contact with the parents on progress.
  - A follow-up meeting will be set up in approximately 8 weeks with the RtI Team. The teacher will update any data that is relevant and appropriate and bring it to the follow-up meeting.

### What happens at tier 3?

- When it is determined that more intense, one-on-one, specialized interventions are needed, the team will determine a new intervention plan. The plan should be implemented for a minimum of 9-12 weeks. Progress monitoring will also be increased from tier 2, taking place weekly.
- A reading support staff member carries out tier 3 intervention plans in a one-on-one setting outside of the homeroom, two times per week, for a total of one hour.
- If the child is making progress:
  - a. the team may decide to continue with the tier 3 interventions.

- b. the team may decide to exit the student from tier 3 and move to tier 2 Intervention.
- If progress is not being made:
  - a. the intervention will be re-evaluated and a new plan may be created.
  - b. The child may be referred to Special Education.

**What are the assessments and screeners used to identify struggling students?**

Assessment	AIMSweb Reading MAZE and R-CMB	Developmental Reading Assessment (DRA)	Qualitative Reading Inventory-4 (QRI-4)
Description	<p>Progress monitoring system based on direct, frequent assessment of fluency and comprehension abilities. Assessments provide online data for analysis and tracking progress.</p> <p>For benchmarking, the MAZE, a 3 minute cloze-like assessment is administered to a large group. The R-CBM, (3) one-minute selected passage readings, is administered one-on-one.</p> <p>For progress monitoring, the MAZE and/or R-CBM, with only (1) one-minute passage reading.</p>	<p>Tool used for assessing and documenting students' development as readers over time. The DRA evaluates the major aspects of reading that are critical to independence as a reader.</p> <p>The assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts and answer related comprehension questions.</p> <p>The assessment can be used to follow students' growth over multiple years.</p>	<p>Informal reading inventory made up of word identification, fluency, and comprehension tasks used to assess reading skills and diagnose reading difficulties and problems.</p> <p>The QRI-4 is administered one-on-one over several short meetings. The evaluator conducts assessments of word recognition using word lists. The student then previews, reads, retells, and answers explicit and implicit comprehension questions regarding either narrative or expository passages.</p>
Purpose	To screen and identify students in need of reading interventions and monitor the progress and improvement of students over the course of the school year.	To identify students' reading level, independent reading strengths and weaknesses, planning for instruction, and monitoring reading growth.	To assess and diagnose reading problems, observe reading abilities and behaviors, and identify students' independent, instructional, and frustration level.
Students Tested	Benchmark: ALL STUDENTS Progress Monitoring: Students being provided with	ALL STUDENTS	ONLY students being brought to the RtI team after repeated failure to respond to classroom

	Tier 2 Rtl reading interventions.		reading interventions.
<b>Assessment Times</b>	Benchmarking: One time during fall, winter, and spring. Progress Monitoring: Bi-Weekly according to schedule created.	Approximately Weeks 5 and 25 of the Reading Curriculum Calendar For those below level, reassess in approximately Week 15.	Any time throughout the year. To be set up with Reading Support Personnel upon signing student up for Rtl team meeting.
<b>Testing Personnel</b>	Building SWAT Team Members	Classroom Teachers	Reading Support Personnel

**What are the reading materials and practices used at Anna McDonald School?**

***Houghton Mifflin Harcourt STORYTOWN Reading (3-5)***

A literacy program materials for grades 3-5. It is designed to help teachers build active readers and writers through motivating and engaging literature, scientifically research-based instruction and a wealth of reliable teaching tools. This program provides strategies for differentiating instruction within the general education environment. In addition, it prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right skill, at the right time, and for every student.

**3<sup>rd</sup> – 5<sup>th</sup> Grade Reading Core Curriculum  
Anna McDonald School**

*Our core reading curriculum is only as strong and reliable as its implementation. Ensuring the goals of our curriculum are met in each classroom, each week, will help us provide consistent, effective instruction to all students in our school.*

**Core Reading Curriculum Goals:**

- All teachers cover at least the **vocabulary, focus skill, and comprehension strategy** for ALL lessons, 1-30, in the Harcourt Storytown basal series.
- All teachers address **“The Weekly 6”** set of non-negotiable concepts EVERY week.

## **1. Storytown Lesson Vocabulary Words**

- Lesson vocabulary words must be posted weekly.
- All students have a cumulative "Robust Vocabulary" folder.
- Vocabulary words are introduced on the first day of the week and addressed daily.
- Implemented by use of basal activities and story, leveled readers, centers.
- Vocabulary words are assessed weekly.

## **2. Storytown Lesson Focus Skill and Comprehension Strategy**

- Focus skills and comprehension strategies are introduced in whole group lessons that are focused on the introduction of the skill and strategy.
- Students experience guided and independent practice with the skill and strategy by gradual release of responsibility.
- Implemented by use of basal activities/story, leveled readers, novels, guided reading text.

## **3. Making Connections**

- All students will complete at least one making connections activity each week that requires the student to identify and explain their connection to a text.
- The RTC poster and form is a tool that can be used for teaching making connections.
- Implemented by making connections among basal story/paired selection/leveled reader/novels and ensuring students are familiar with all types of connections.

## **4. Genre Study**

- Implemented by continuously identifying the genre of all text used in the reading block.
- Genre reference information should be posted or provided individually for each student.

## **5. Extended Response**

- Extended response will be taught following the gradual release of responsibility model. As a "work in progress" the teacher will guide and build upon students' skills to teach all elements of the extended response.

- An extended response activity is added to tests, at least every 2 weeks, that reflects the current skills and elements of the response being covered in class.
- Student extended responses should be used to guide classroom instruction.
- Reading curriculum graphic organizer for extended responses must be used.
- Implemented by completing weekly extended response activities, instruction, constant interactions with, and shared writing of extended responses.
- By 2<sup>nd</sup> quarter, students should be given the opportunity to independently demonstrate their understanding of all elements of the extended response.

## 6. Fluency

- Fluency is specifically addressed each week.
  - Common terminology (rate, accuracy, punctuation, phrasing, expression) is used.
  - Implemented by weekly fluency practice in basal activities, centers, timed reads, etc.
- All teachers display and maintain the **“Focus on Reading”** pocket chart weekly.
    - Story title, genre, comprehension strategy, comprehension skill, and vocabulary words require weekly updates.
  - All teachers administer at least two **Weekly Lesson Tests** per Theme.
    - All students **MUST** be given the opportunity to use their textbook on weekly lesson tests.
    - Lesson test scores are documented and available for use of data in RtI process.
    - Complete lesson tests include comprehension, focus skill, extended response and vocabulary concepts.

- All teachers use the **Theme Tests** as a formative assessment, only.
  - There is no requirement for reporting student scores.
  - The test can be shortened or given over several days.
  - The test can be used for test prep instruction.
  - The short and extended responses can be used for extended response instruction and practice.
  - If giving the test as an assessment to all students, refrain from modifying the test in order to expose the child to an ISAT-like experience.
  - Use the theme tests in any way you see fit. Use it as a tool for identifying areas of need for particular students, guided test taking practice, etc. **Your reading time is valuable; using the tests in a meaningful way is crucial.**

### **Guided Reading (Tiers 1, 2, and 3):**

Guided Reading is a literacy technique that provides small groups of students the opportunity to learn various reading strategies with guidance from the teacher. They will learn the skills and knowledge required to read increasingly more difficult texts on their own. With independent reading as the goal, guided reading provides the framework to ensure that students are able to apply strategies to make meaning from print. The teacher introduces reading strategies; tailoring the instruction to the needs of the students. When the students read, the teacher provides praise and encouragement as well as support when needed.

### **Corrective Reading (tiers 2 & 3):**

Corrective Reading is more intense reading instruction intended to serve the lowest achieving (bottom 20% of students). This is instruction provided by interventionists and incorporate:

- o word recognition,
- o phonics/decoding skills,
- o phonics/structural analysis,
- o fluency/automaticity,

o comprehension

Corrective Reading supplements classroom teaching with small group sessions, generally conducted as pullout sessions during the school day.

**What are the math materials and practices used at Anna McDonald School?**

***Houghton Mifflin (3-5)***

The program uses a systematic step-by-step approach to developing mathematics skills and concepts. The focus on problem solving and reasoning provides opportunities for students to demonstrate and apply their understanding.

**3<sup>rd</sup> – 5<sup>th</sup> Grade Math Core Curriculum  
Anna McDonald School**

*Our core math curriculum is only as strong and reliable as its implementation. Ensuring the goals of our curriculum are met in each classroom, each week, will help us provide consistent, effective instruction to all students in our school.*

**Core Math Curriculum Goals:**

- All teachers cover all chapters in the Houghton-Mifflin basal series.

Program	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Houghton Mifflin	Name and write six-digit numerals in random order Identify place value in six-digit numbers Rank non-sequential numbers from smallest to largest and largest to smallest	Identify place value in 9-digit numbers Read and write number words Compare and order numbers to the hundred millions Round to the nearest hundred millions place Solve problems using a	Identify place value in decimals to the thousandths Identify place value in whole numbers to the billions Apply a variety of problem solving strategies to solve word problems (i.e

	<p>Round up to six-digit numbers to the nearest ten, hundred, thousand, and ten thousand</p> <p>Add and subtract up to four digit numbers with regrouping</p> <p>Use the inverse operation to check subtraction problems</p> <p>Introduce and practice multiplication and division facts through 9x9, using manipulatives and fact families</p> <p>Divide numbers with single digit quotients</p> <p>Recognize fractional units and visually identify fractions</p> <p>Calculate the sum of four or more addends</p> <p>Use mental math for simple computation</p> <p>Solve simple algebraic equations</p> <p>Identify and construct all solid and plane figures</p> <p>Estimate and measure using English and Metric units</p> <p>Count money and write money notations using the dollar sign and decimals</p> <p>Calculate intervals of time</p> <p>Apply a wide variety of strategies to solve word problems</p> <p>Collect, record, and interpret data from tables, graphs, and charts</p> <p>Identify symmetry and congruent shapes</p> <p>Compare quantities of numbers using <math>&gt;</math>, <math>&lt;</math>, and <math>=</math></p> <p>Calculate the perimeter</p>	<p>calculator</p> <p>Solve word problems using mathematical strategies</p> <p>Multiply a four-digit number by a one-digit number with regrouping</p> <p>Multiply two-digit and three-digit numbers by a two-digit number</p> <p>Divide three-digit numbers by one-digit numbers</p> <p>Use the inverse operation to check division problems</p> <p>Estimate units of measure</p> <p>Solve metric and customary conversions</p> <p>Use both customary and metric units of measurement to find length</p> <p>Read a thermometer and add/subtract temperatures</p> <p>Construct and solve simple algebraic equations</p> <p>Count back change using manipulative</p> <p>Estimate sums, differences, products, and quotients</p> <p>Add and subtract five and six-digit numbers</p> <p>Measure or estimate perimeter, area, and volume</p> <p>Recognize and names shapes, solids, angles, and their properties</p> <p>Identify congruence, similarity, and symmetry of shapes</p> <p>Collect, organize, and analyze data using bar graphs, line graphs, tally charts</p> <p>Solve for range, mean, median, and mode</p> <p>Find the probability of an event</p> <p>Identify, compare/order, simplify, add/subtract (with like denominators) fractions</p>	<p>interpreting remainders, multi-step problems, logical reasoning)</p> <p>Construct tables, graphs, and charts using collected data</p> <p>Round numbers to the nearest ten, hundred, thousand, ten-thousand, hundred-thousand, millions, and billions</p> <p>Mentally add, subtract, or multiply multiples of ten up to three digits</p> <p>Multiply a three-digit number by a two-digit number</p> <p>Divide whole numbers by a two-digit number</p> <p>Estimate sums, differences, and products of decimals</p> <p>Round a decimal to the nearest place value</p> <p>Compare and order decimals to the thousandths</p> <p>Multiply decimals</p> <p>Identify geometric concepts involving points, lines, planes, and space</p> <p>Identify least common denominator and greatest common factor</p> <p>Interchange improper fractions and mixed numbers</p> <p>Add and subtract fractions and mixed numbers with unlike denominators</p> <p>Multiply and divide fractions</p> <p>Identify and compute the mean, median, mode, and range</p> <p>Calculate perimeter, area, and volume of regular and irregular shapes</p> <p>Compute algebraic expressions</p>
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	and area of a figure Identify and continue a pattern Identify the probability of a situation		Add and subtrascct integers
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- All teachers address and/or implement the set of non-negotiable concepts EVERY week which includes:
  - o identifying and posting math vocabulary
  - o displaying math posters related to concepts covered
  - o daily spiral review using "Drops in he Bucket" or an assortment of material
  - o basic math fact assessment twice a quarter
  - o assessment of spiral review concepts on chapter tests
  - o bi-monthly extended response assessments

## The Rtl Process for Manhattan Junior High School

### How are students identified at Manhattan Junior High?

- The classroom teacher is the frontline expert. Through careful assessment, both formal and informal, observation, and monitoring in the classroom, they are the first identifiers of struggling students.
- Manhattan Junior High utilizes benchmarking measures for all students. AIMSWeb benchmark assessments are administered three times a year during the fall, winter, and spring for both reading and math. Manhattan Junior High staff also utilize information from chapter/ unit assessments
- The data obtained through our school-wide benchmark measures are used as a general indicator of possible areas of higher need. The data can also be used to help target more specific areas where intervention needs to take place.
- If a child is identified as being at or above benchmark there is no need to formally monitor until the next benchmark assessment.

### What is an Rtl Team meeting?

- All Rtl forms are completed by classroom teachers and data are gathered and brought to the Rtl meeting for tier 2 or 3 discussion.
- The Rtl team and resource interventionist meet to discuss and review the grade level teachers' input forms, and the data from tier 1 and tier 2 interventions that have been implemented.

- The team will make decisions regarding the next steps for helping the child:
  - a. A new plan may be developed and suggestions for further interventions at tier 2 may be made.
  - b. The child may be moved to tier 3 and a new plan will be developed. Every 4-6 weeks the daily resource teacher(s) will review the interventions and progress monitoring data. At the time of review the teacher may:
    - k. Continue with the same intervention
    - ii. Try a different intervention
    - iii. Re-evaluate the area of need
    - iv. Request a new team meeting with RtI Team to further problem solve.
- The RtI interventionist is expected to keep in contact with the parents on progress.
- An RtI meeting will be set up in approximately 8 weeks. The teacher will update the RtI team on any relevant and appropriate data for discussion at this meeting.

### **What happens when a teacher identifies a child that is struggling?**

- The classroom teacher and RtI Team will use all appropriate data and identify the specific skill area that they believe the child is struggling with. The child will receive in the daily resource period, specific and timely scientifically based tier 1 interventions, and the progress of such intervention will be monitored. In order to be proven effective or ineffective, an intervention should be implemented for a minimum of 8 weeks.
- All baseline data, interventions used, and progress-monitoring data are documented. Documentation of all interventions and the results of the interventions are critical and necessary. Teachers will use an RtI intervention log and tracking sheet to document their work with

each student. This information will be collected and shared with the Rtl team. This data will then be used to review a student's progress.

- If the student begins to make progress:
  - a. the interventions administered are proving to be beneficial and successful for the child!
  - b. the interventions will either be continued or discontinued.
- If the child is not experiencing progress:
  - a. paperwork will be completed by the resource teacher providing interventions and submitted to the Rtl Team for further review.
  - b. an Rtl Team meeting may be scheduled to determine future action and parents will be informed of the next steps in the Rtl process.

### **How is the benchmarking data used to identify struggling students?**

- After the benchmark data are collected, the Rtl team will call a meeting. In addition to the AIMSWeb data, the team will review ISAT scores, grades and overall student progress. The data will be discussed and decisions will be made for working with students in the tier 1 or tier 2 settings. This data will then be passed on to the grade level teachers and students will then be assigned to the appropriate resource classroom to receive tier 2 interventions.

### **What happens at tier 2?**

- Upon determination that interventions are needed, grade level teachers will determine an intervention plan that will be carried out for 9-12 weeks.
- In tier 2, students are instructed by their reading and math teachers in small group settings during their resource periods. Groups meet daily for twenty minutes, totaling one hundred minutes per week. Students will also be progress monitored every other week by the

person that implements the interventions.

- Tier 2 intervention groups are designed to supplement instruction for small groups of students with similar needs in the areas of reading and/or math support, comprehension, and fluency.
- After 9-12 weeks of implementation, if the child is making progress:
  - a. the team may decide to continue with the tier 2 interventions.
  - b. the team may decide to exit the student from tier 2 and move to tier 1 Intervention.
- If progress is not made, the team will determine if:
  - the intervention should be maintained.
  - a formal RtI team meeting should be held to discuss further intervention for the child.

### What happens at tier 3?

- When it is determined that more intense, individualized or specialized interventions are needed, the team will determine a new intervention plan. The plan should be implemented for a minimum of 9-12 weeks. Progress monitoring will now take place weekly.
- A special education staff member carries out tier 3 intervention plans in an individualized setting outside of the general education environment two times per week, for a total of forty minutes.
- If the child is making progress:
  - a. the team may decide to continue with the tier 3 interventions.
  - b. the team may decide to exit the student from tier 3 and move to tier 2.
- If progress is not being made:
  - a. the intervention will be re-evaluated and a new plan may be created.

b. The child may be referred to Special Education.

**What are the reading materials and practices used at Manhattan Junior High School?**

***McDougal-Littell (6-8)***

A literacy program materials for grades 6-8. It is designed to help teachers build active readers and writers through motivating and engaging literature, scientifically research-based instruction and a wealth of reliable teaching tools. This program provides strategies for differentiating instruction within the general education environment. In addition, it prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right skill, at the right time, and for every student.

**6<sup>th</sup> – 8<sup>th</sup> Grade Reading Core Curriculum  
Manhattan Junior High School**

*Our core reading curriculum is only as strong and reliable as its implementation. Ensuring the goals of our curriculum are met in each classroom, each week, will help us provide consistent, effective instruction to all students in our school.*

Skills	6	7	8
Literary Analysis	All students are introduced to key literary terms at the start of the year. The terms are reinforced and applied daily through textbook	All students are introduced to key literary terms at the start of the year. The terms are reinforced and applied daily through textbook	All students are introduced to key literary terms at the start of the year. The terms are reinforced and applied daily through textbook

	selections and novel unit studies. Students use the key literary terms to analyze independent reading materials throughout the school year.	selections and novel unit studies. Students use the key literary terms to analyze independent reading materials throughout the school year.	selections and novel unit studies. Students use the key literary terms to analyze independent reading materials throughout the school year.
Reading Comprehension Instruction	Research based reading strategies are introduced on a weekly basis. Students apply reading strategies to fiction and nonfiction text selections and novel units. Students are expected to demonstrate the use of appropriate reading strategies and to progress to a level of independent application.	Research based reading strategies are introduced on a weekly basis. Students apply reading strategies to fiction and nonfiction text selections and novel units. Students are expected to demonstrate the use of appropriate reading strategies and to progress to a level of independent application.	Research based reading strategies are introduced on a weekly basis. Students apply reading strategies to fiction and nonfiction text selections and novel units. Students are expected to demonstrate the use of appropriate reading strategies and to progress to a level of independent application.
Reading Fluency	Students have an opportunity to practice fluency on a weekly basis during whole class and small group instructional activities.	Students have an opportunity to practice fluency on a weekly basis during whole class and small group instructional activities.	Students have an opportunity to practice fluency on a weekly basis during whole class and small group instructional activities.

Vocabulary	Vocabulary is introduced on a biweekly basis through the Sadler Oxford Vocabulary Workshop series. Explicit vocabulary instruction includes pronunciation, synonyms and antonyms, context clues, and parts of speech. Students are assessed at the end of each unit. Context clues are reinforced through DOL, and additional vocabulary is introduced during novel/textbook reading instruction.	Vocabulary is introduced on a biweekly basis through the Sadler Oxford Vocabulary Workshop series. Explicit vocabulary instruction includes pronunciation, synonyms and antonyms, context clues, and parts of speech. Students are assessed at the end of each unit. Context clues are reinforced through DOL, and additional vocabulary is introduced during novel/textbook reading instruction.	Vocabulary is introduced on a weekly basis through the Sadler Oxford Vocabulary Workshop series. Explicit vocabulary instruction includes pronunciation, synonyms and antonyms, context clues, and parts of speech. Students are assessed at the end of each unit. Context clues are reinforced through DOL, and additional vocabulary is introduced during novel/textbook reading instruction.
Reader Response (Extended Response)	Extended response to literature is taught throughout the school year. Effective extended response concepts are reinforced through whole class and small group instructional activities. Extended response items are included as test items throughout the school year. Graphic organizers and visuals are used in every classroom to support the instruction of extended response.	Extended response to literature is taught throughout the school year. Effective extended response concepts are reinforced through whole class and small group instructional activities. Extended response items are included as test items throughout the school year. Graphic organizers and visuals are used in every classroom to support the instruction of extended response.	Extended response to literature is taught throughout the school year. Effective extended response concepts are reinforced through whole class and small group instructional activities. Extended response items are included as test items throughout the school year. Graphic organizers and visuals are used in every classroom to support the instruction of extended response.
	The instruction of the core curriculum is applied through the use of our textbook, <u>McDougal Littell Literature</u> , novels, and	The instruction of the core curriculum is applied through the use of our textbook, <u>McDougal Littell Literature</u> , novels, and	The instruction of the core curriculum is applied through the use of our textbook, <u>McDougal Littell Literature</u> , novels, and

	<p>teacher-produced materials. The novels read include <u>Freak the Mighty</u> and <u>Rules</u>. The accelerated class uses more challenging material that may be different from the ones listed above.</p>	<p>teacher-produced materials. The novels read include <u>The Giver</u>, <u>The Outsiders</u>, <u>Soldier's Heart</u>. The accelerated class uses more challenging material that may be different from the ones listed above.</p>	<p>teacher-produced materials. The novels read include <u>Hunger Games</u>, <u>A Day No Pigs Would Die</u>, <u>That Was Then, This Is Now</u>. The accelerated class uses more challenging material that may be different from the ones listed above.</p>
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**What are the math materials and practices used at Manhattan Junior High School?**

***Holt-McDougall Littell (6-8)***

The program uses a systematic step-by-step approach to developing mathematics skills and concepts. The focus on problem solving and reasoning provides opportunities for students to demonstrate and apply their understanding.

**6<sup>th</sup> – 8<sup>th</sup> Grade Math Core Curriculum  
Manhattan Junior High School**

*Our core math curriculum is only as strong and reliable as its implementation. Ensuring the goals of our curriculum are met in each classroom, each week, will help us provide consistent, effective instruction to all students in our school.*

### Core Math Curriculum Goals:

Program	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
MacDougal/McGraw-Hill	Understand numbers and operations. Place value to whole numbers and decimals. Add, subtract, multiply, and divide. Use data and graphs. Apply customary and metric measurement. Use and apply geometry. Understand ratio and percent. Determine and understand probability. Calculate perimeter, area and volume. Calculate statistics. Work without a calculator.	Estimate whole numbers, decimals, fractions and percentages. Compare whole numbers, decimals, fractions, integers, and percentages. Add, subtract, multiply, and divide whole numbers, decimals, fractions, integers, and percentages. Work with percentages and apply to various real life situations. Understand plane geometry: triangles, parallel and perpendicular lines, and constructions. Measure customary units and metric units.	Estimate whole numbers, decimals, fractions and percentages. Compare whole numbers, decimals, fractions, integers, and percentages. Add, subtract, multiply, and divide whole numbers, decimals, fractions, integers, and percentages. Work with percentages and apply to various real life situations. Understand plane geometry: triangles, parallel and perpendicular lines, and constructions. Measure customary units and metric units. Translate, Evaluate, Solve, and interpret equations and inequalities.

- All teachers address and/or implement the set of non-negotiable concepts EVERY week which includes:
  - o identifying and posting math vocabulary
  - o displaying math posters related to concepts covered
  - o daily spiral review using an assortment of material
  - o assessment of spiral review concepts on chapter tests

The Response to Intervention process is a constant process and the language, policy, and procedures established within this document is a guideline that is flexible and adaptable to best identify and support students that struggle. Language within this document is subject to change and issues with students are reviewed on a case-by-case basis.