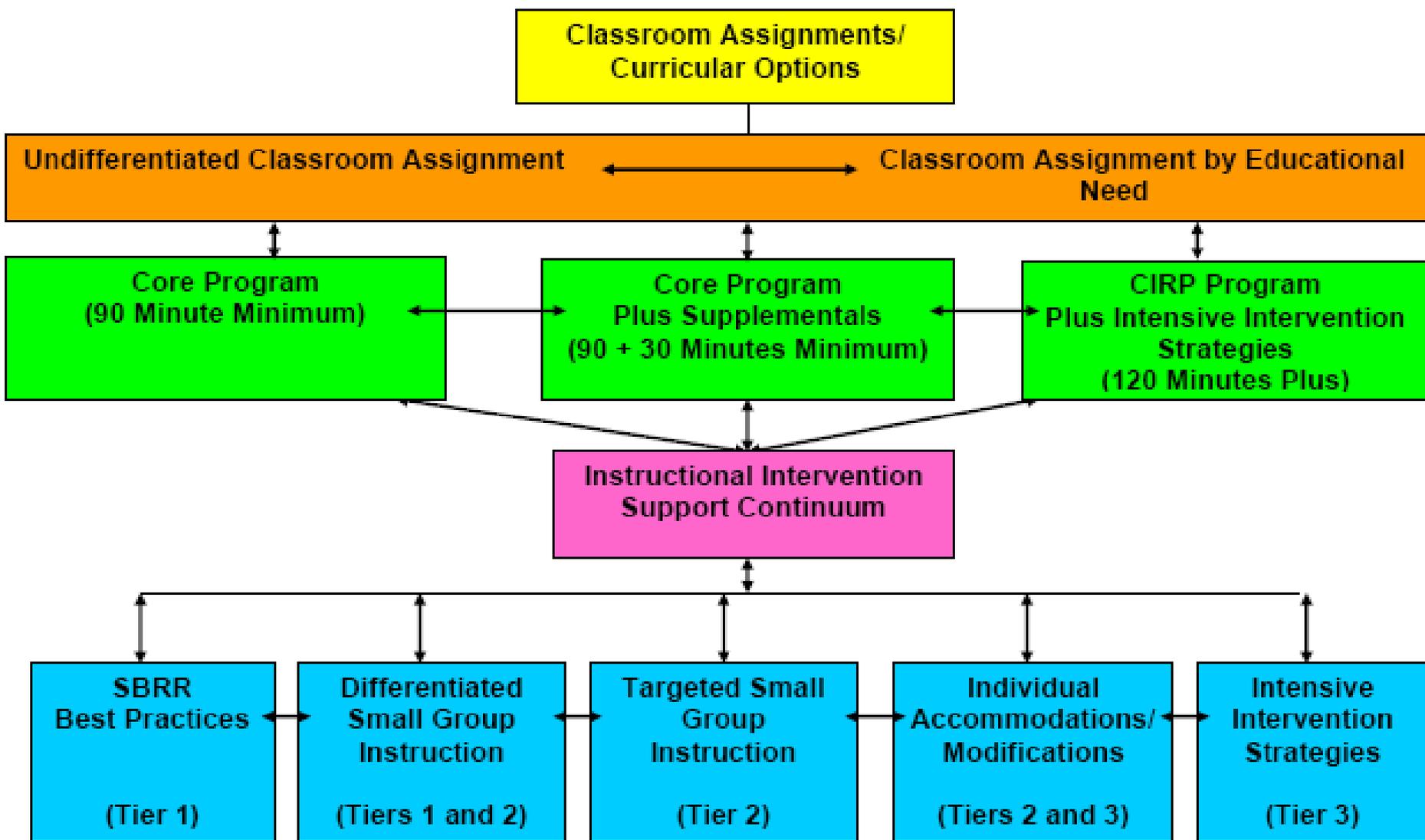


# Richmond Rtl Inservice

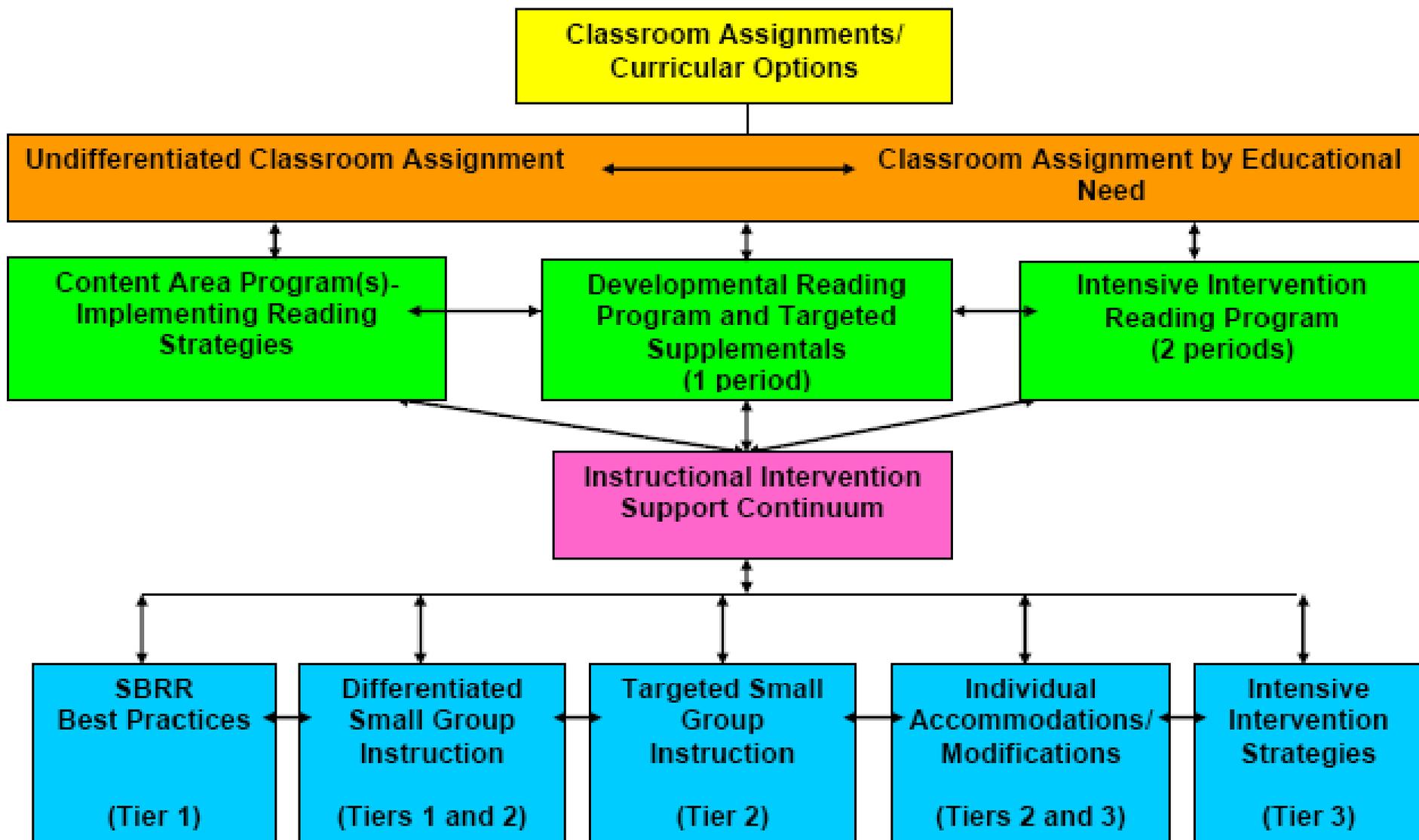
## Rtl School Restructuring Initiatives

Reading and Math

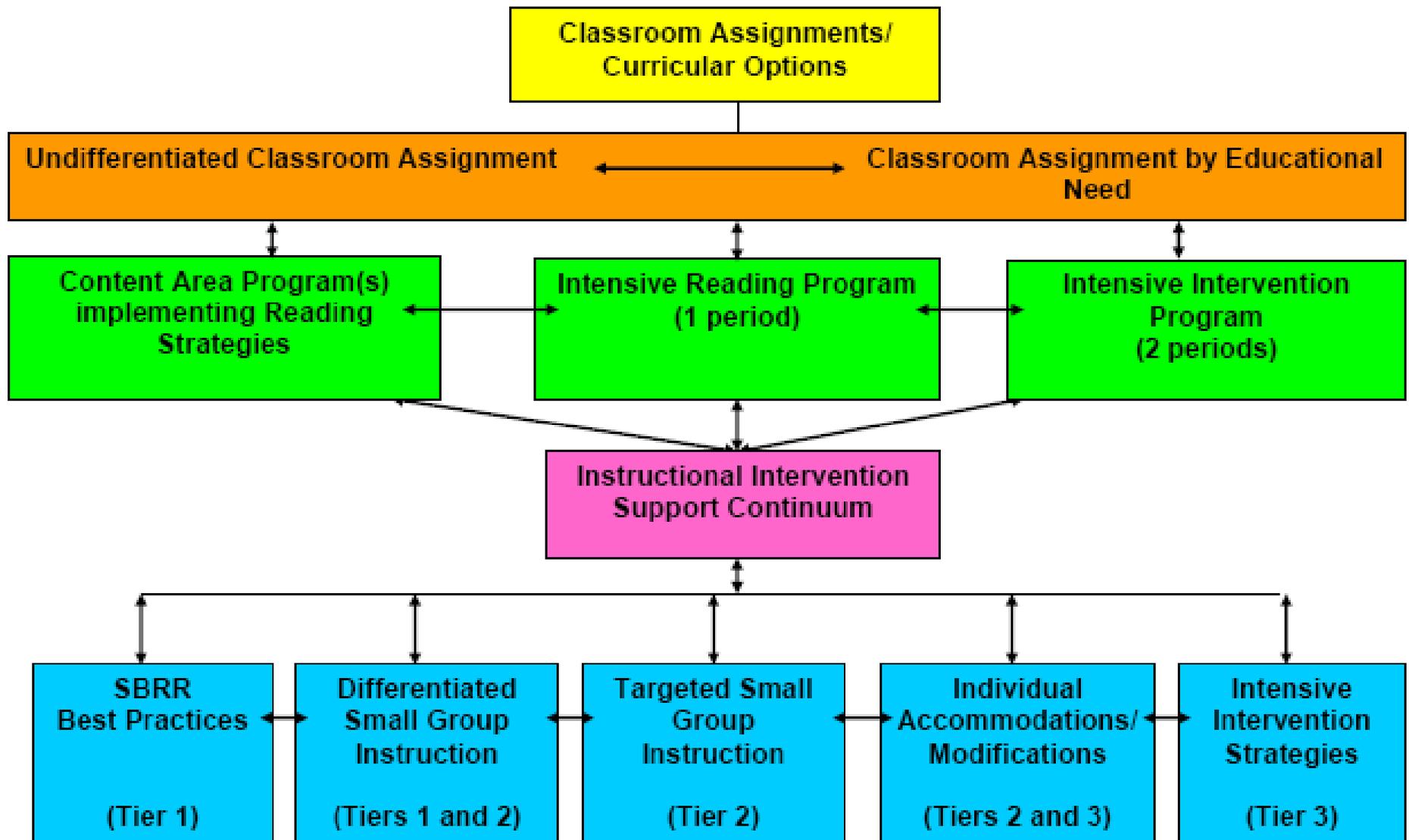
# RESPONSE TO INTERVENTION DELIVERY SYSTEM ELEMENTARY SCHOOL READING GUIDELINES



# RESPONSE TO INTERVENTION DELIVERY SYSTEM MIDDLE SCHOOLS – READING PROGRAMS

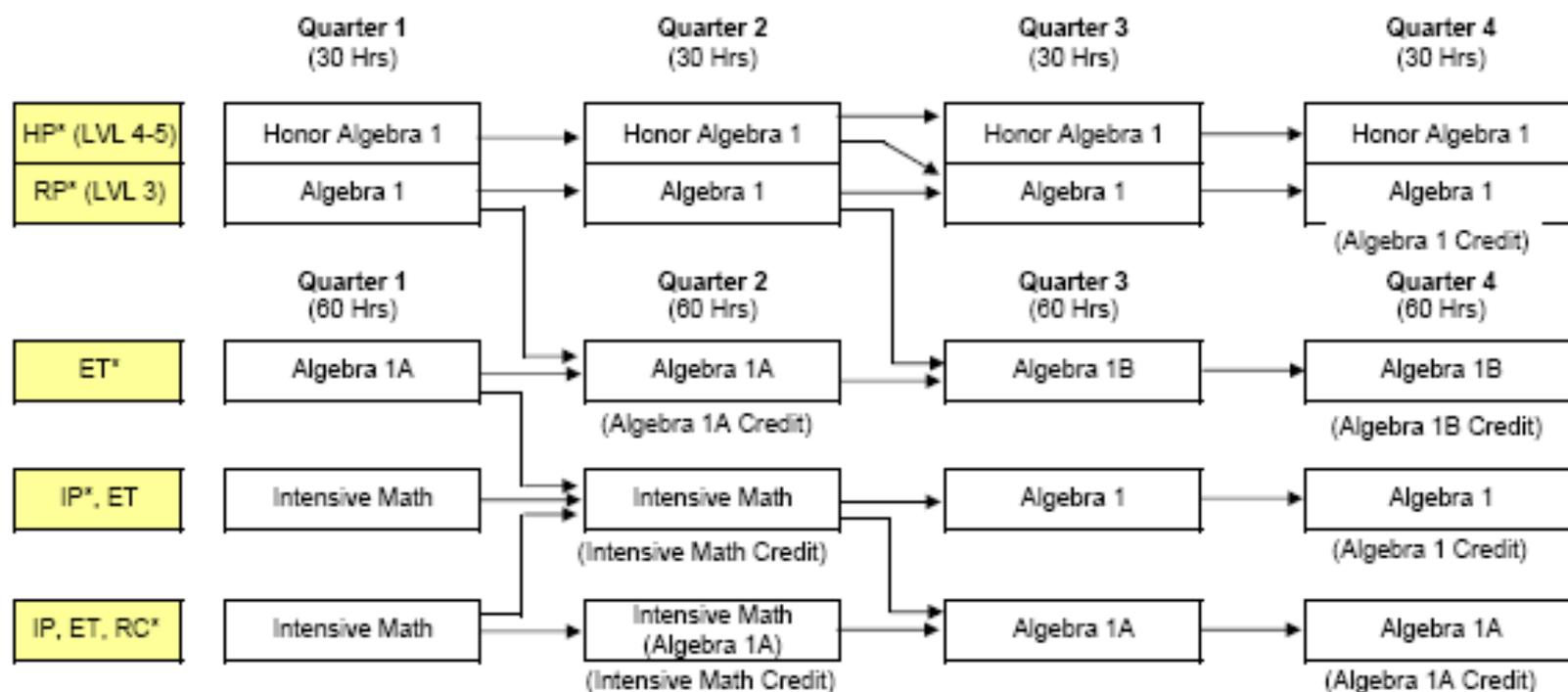


# RESPONSE TO INTERVENTION DELIVERY SYSTEM HIGH SCHOOLS – READING PROGRAMS



This RtI system is also designed and aligned with ESE student Inclusion components and processes.

## 9th GRADE ALGEBRA 1 COURSE OPTIONS

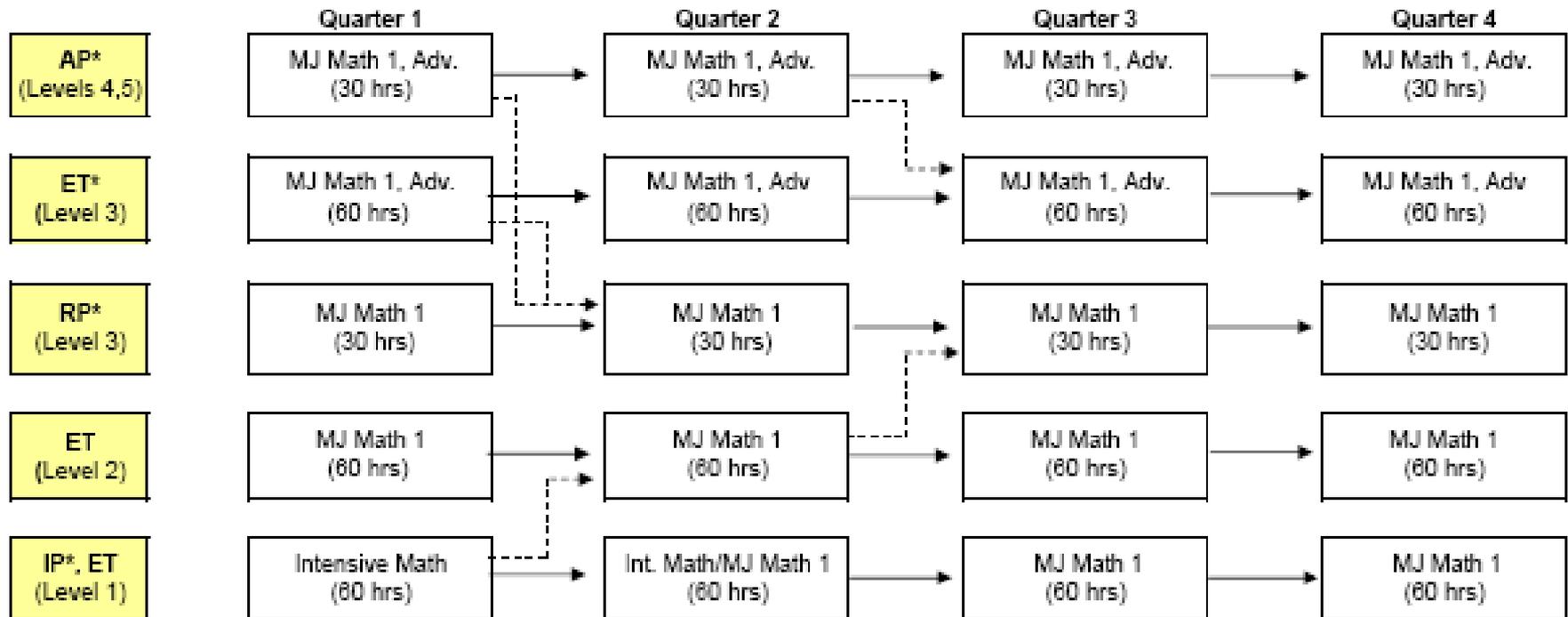


\*KEY: HP - Honors Program RP - Regular Program IP - Intervention Program ET - Extended Time RC - Reduced Content

### POSSIBLE FOUR-YEAR PLAN FOR FCAT LEVELS 1 AND 2

	9th Grade	10th Grade	11th Grade	12th Grade
Level 1	Intensive Math and Algebra 1A	Intensive Math and Informal Geometry	(Intensive Math, if needed) <sup>†</sup>  Algebra 1B	(Intensive Math, if needed) <sup>†</sup>  Liberal Arts
Level 2	Algebra 1A and Algebra 1B	Informal Geometry or Geometry	Liberal Arts or Algebra 2	Algebra 2 (Optional) or Math College Readiness
	Intensive Math and Algebra 1	Geometry	Algebra 2	Math College Readiness or 4th Math Credit

Middle School Course Options for 6th Grade  
 Alternate Day Block Schedule  
 2009 - 2010



**KEY\*:** AP-Advanced Program    RP-Regular Program    ET-Extended Time    IP-Intensive Program

- (1) FCAT Math Level 1 and Level 2 would be scheduled into a daily 80-minute block.
- (2) FCAT Level 3 students would be enrolled in either an advanced math course every day for 80 minutes or a regular math course every other day for 80 minutes.
- (3) Level 4 and 5 students would be enrolled in a single math course for 80 minutes every other day

# RTI SECONDARY SCHOOL RESTRUCTURING

## Alternate Block Intervention Model A 80 to 90 Minute Block

<b>Class Period</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
1	Intensive Reading				
2	Language Arts	Elective	Language Arts	Elective	Language Arts
3	Intensive Math*	Intensive Math*	Intensive Math**	Intensive Math**	Intensive Math**
4	Science	Social Studies	Science	Social Studies	Science

\*See Algebra Options chart; Intensive classes are blocked to provide two years of instructional time within a one-year timeline.

L. D. Tihen, PhD

Lee County School District

# RTI SECONDARY SCHOOL RESTRUCTURING

## Alternate Block Intervention Model B 80 to 90 Minute Block

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Reading*	Language Arts*	Reading*	Language Arts*	Reading*
2	Science	Elective	Science	Elective	Science
3	Intensive Math**				
4	Elective	Social Studies	Elective	Social Studies	Elective

\*Same teacher instructs pending and Language Arts, if possible

\*\*See Algebra Options chart

L. D. Tihen, PhD  
Lee County School District

# Instructional Function of Rtl

- Each tier is minimally comprised of four components:
  1. Focus of Instruction
  2. Group Size
  3. Academically engaged time and
  4. Frequency of Assessment

# RESPONSE TO INTERVENTION – READING PROGRAM

## Elementary Tier Component Guidelines

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
<u>Focus of Instruction</u>	SBRR Comprehensive Core Reading Program (CCRP)	CCRP with Supplemental Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
<u>Grouping/Student Assignment Numbers</u>	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with <u>specifically targeted</u> instruction	Differentiated Very Small Group and Individual (3 or Less Students per Group)
<u>Academic Engaged Time (AET)</u>	Ninety (90) Minute Block of Uninterrupted Reading Instruction (ii)	Ninety (90) Minute Block, with an Additional Thirty (30) Minutes of Intervention (iii)  <u>Increased</u> Systematic Explicit Instruction and Practice	120 Minutes Plus – Additional Time Allocated in Relation to the Number and Severity of the Student's Needs (15 to 30 Weeks Intervention). <u>Highly Increased</u> Systematic Explicit Instruction and Practice.
<u>Frequency of Assessment</u>	Three to Four Screenings per Year to Monitor Student Progress (DIBELS, FORF, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBAs)

\*Students may experience multiple components across tiers.

\*\*Students may move from both lower to higher tiers and higher to lower tiers.

The RtI system is also designed and aligned with ESE student Inclusion components and processes.

## RESPONSE TO INTERVENTION – MIDDLE READING PROGRAM

### Tier Component Guidelines

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intervention
<u>Focus of Instruction</u>	Content Area Programs implementing reading strategies	Developmental Reading Program for Level 3 and above students  Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
<u>Grouping/Student Assignment Numbers</u>	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with <u>specifically targeted</u> instruction	Reduced numbers of Students in Both Large and Differentiated Small Groups and Individual Instruction
<u>Academic Engaged Time (AET)</u>	Content Area Classes One Period each	One Period Developmental Reading Class  <u>Increased Systematic Explicit Instruction and Practice</u>	Two Period Intensive Reading Block  <u>Highly Increased Systematic Explicit Instruction and Practice.</u>
<u>Frequency of Assessment</u>	Three to Four Screenings per Year to Monitor Student Progress (FORF, MAZE, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBAs)

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# RESPONSE TO INTERVENTION – HIGH READING PROGRAM

## Tier Component Guidelines

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
<u>Focus of Instruction</u>	Content Area Programs implementing reading strategies	Supplemental Intensive Reading Program with Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
<u>Grouping/Student Assignment Numbers</u>	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with <u>specifically targeted</u> instruction	Reduced numbers of Students in Both Large and Differentiated Small Groups and Individual Instruction
<u>Academic Engaged Time (AET)</u>	Content Area Classes One Period each	One Period Intensive Reading Class  <u>Increased</u> Systematic Explicit Instruction and Practice	Two Period Intensive Reading Block  <u>Highly Increased</u> Systematic Explicit Instruction and Practice.
<u>Frequency of Assessment</u>	Three to Four Screenings per Year to Monitor Student Progress (FORF, MAZE, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBAs)

\*Students may experience multiple components across tiers.

\*\*Students may move from both lower to higher tiers and higher to lower tiers.

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**RESPONSE TO INTERVENTION – MATHEMATICS PROGRAMS**  
**Tier Component Guidelines for Elementary, Grades K - 5**

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
<u>Focus of Instruction</u>	Core Math Program (CMP) with differentiated instruction	CMP with <u>embedded</u> Supplemental Program Interventions targeted to student needs	CMP with (1) <u>embedded</u> Supplemental Programs and (2) Intensive Interventions targeted to student needs
<u>Grouping/Student Assignment Numbers</u>	Large and differentiated small group instruction	Large group with differentiated small group (5 or less) Supplemental Intervention	Small group (3 or less) and individual Intensive Intervention
<u>Academic Engaged Time (AET)</u>	Sixty (60) minute class  Ten (10) – twenty (20) minutes of daily calendar math	Sixty (60) minute class with thirty (30) minutes of intervention scheduled twice a week  Ten (10) – twenty (20) minutes of daily calendar math  <u>Increased</u> systematic explicit instruction and practice during intervention sessions	Sixty (60) minute class with a thirty (30) minute Intensive Math class meeting once a day  Ten (10) – twenty (20) minutes of daily calendar math  <u>Highly increased</u> systematic explicit instruction and practice during intervention sessions.
<u>Frequency of Assessment</u>	Three to four screening per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA and District Assessments)	Twice a month minimum progress monitoring of all participating students (CBA)

This RtI system is also designed and aligned with ESE student Inclusion components and processes

**RESPONSE TO INTERVENTION – MATHEMATICS PROGRAMS**  
Tier Component Guidelines for Middle School

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
<u>Focus of Instruction</u>	Core Math Program (CMP) <ul style="list-style-type: none"> <li>Regular Math courses with differentiated instruction</li> </ul>	CMP with <u>embedded</u> Supplemental Program Interventions targeted to student needs <ul style="list-style-type: none"> <li>Regular Math courses</li> <li>Supplemental Interventions which include review of basic concepts such as fractions during class or individual /small group assistance scheduled <u>outside of regular class</u></li> </ul>	CMP with (1) <u>embedded</u> Supplemental Programs and (2) Intensive Intervention targeted to student needs <ul style="list-style-type: none"> <li>Regular Math courses</li> </ul>
<u>Grouping/Student Assignment Numbers</u>	Large and differentiated small group	Large group with small group (5 or less) Supplemental Intervention	Differentiated Small group (3 or less) and individual Intensive Intervention <ul style="list-style-type: none"> <li>Intensive Math class of 15 or less.</li> </ul>
<u>Academic Engaged Time (AET)</u>	One class period	One class period with thirty (30) minutes of intervention scheduled once a week  <u>Increased</u> systematic explicit instruction and practice	One class period with an additional one period Intensive Math class meeting once a day  <u>Highly increased</u> systematic explicit instruction and practice.
<u>Frequency of Assessment</u>	Three to four screening per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA and District Assessments)	Twice a month minimum progress monitoring of all participating students (CBA)

This RtI system is also designed and aligned with ESE student Inclusion components and processes

**RESPONSE TO INTERVENTION – MATHEMATICS PROGRAMS**  
Tier Component Guidelines for High School

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
<u>Focus of Instruction</u>	<p>Core Math Program (CMP) with differentiated instruction</p> <ul style="list-style-type: none"> <li>Regular Math courses with differentiated instruction</li> </ul>	<p>CMP with <u>embedded</u> Supplemental Program Interventions targeted to student needs</p> <ul style="list-style-type: none"> <li>Regular Math courses</li> <li>Supplemental Interventions which include review of basic concepts such as fractions during class or individual /small group assistance scheduled <u>outside of regular class</u></li> </ul>	<p>CMP with (1) <u>embedded</u> Supplemental Programs and (2) Intensive Intervention targeted to student needs</p> <ul style="list-style-type: none"> <li>Regular Math classes</li> </ul>
<u>Grouping/Student Assignment Numbers</u>	Large and differentiated small group	Large Group and differentiated small group (5 or less) with Supplemental Intervention	<p>Differentiated small group or individual Intensive Intervention</p> <ul style="list-style-type: none"> <li>Pull-out group (3 or less)</li> <li>Intensive Math class of 15 or less.</li> </ul>
<u>Academic Engaged Time (AET)</u>	One class period	<p>One class period with thirty (30) minutes of intervention scheduled once a week</p> <p><u>Increased</u> systematic explicit instruction and practice</p>	<p>One class period with</p> <ul style="list-style-type: none"> <li>Forty-five (45) minute pull-out group (3 or less) meeting twice a week</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>One additional class period of Intensive Math meeting once a day</li> </ul> <p><u>Highly increased</u> systematic explicit instruction and practice.</p>
<u>Frequency of Assessment</u>	Three to four screening per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA and District Assessments)	Twice a month minimum progress monitoring of all participating students

This RtI system is also designed and aligned with ESE student Inclusion components and processes