

RTI at Lake Placid Elementary School

RTI at Lake Placid Elementary School is a multi tiered approach using benchmark screenings, interventions, and progress monitoring. At LPES, RTI reading is directed by the reading specialist and RTI math is under the direction of a part time math coach.

Screenings

Three times a year (fall, winter, and spring,) each classroom teacher in grades 1-5, gives the Fountas and Pinnell Benchmark Assessment individually to each student. The results of the assessment are input into the Fountas and Pinnell online data management system. After each benchmark assessment period, the reading specialist meets with each grade level team to determine which students are not meeting the benchmark for reading, and students are placed into small groups for intervention.

The kindergarten teachers give the Fountas and Pinnell Benchmark Assessment in the winter and the spring. In the fall, winter and spring, the kindergarten students are individually assessed using the AIMS Web Test of Early Literacy. The reading specialist meets with the kindergarten teachers to determine which students are not meeting benchmark and who needs to receive intervention in Tiers II and III.

Likewise, three times a year the AIMS Web math assessment is given to all students in a combination of classroom teacher given and RTI staff direction. Students receive both the M-COMP and M-CAP. The math coach meets with each grade level team to determine which students are not meeting the benchmark for math, and students are placed into small groups for intervention.

Benchmarks

Any student who reads below the following levels on the Fountas and Pinnell Benchmark Assessment is considered to be not meeting benchmark.

| <u>Grade</u> | <u>Fall</u> | <u>Winter</u> | <u>Spring</u> |
|--------------|-------------|---------------|---------------|
| K | -- | B | D |
| 1 | D | G/H | J |
| 2 | J/K | L | M |
| 3 | M/N | O | P |
| 4 | P/Q | R | S |
| 5 | S/T | U | V |

The National Norms benchmarks set by AIMS Web are used to determine additional information on students in kindergarten three times a year.

Interventions

Students are placed into small groups in Tiers II or III depending on their needs. The groups have no more than five students in Tier II and no more than four students in Tier III. All interventions are based on students' needs. Typically, students need intervention in phonics, reading fluency and comprehension and basic math skills.

Kindergarten

Fall intervention in kindergarten is based on the Wilson Foundations program, which is the phonics program used in the kindergarten classrooms. Students receive a “double dose” of phonics instruction in a small group. They are progress monitored weekly on letter naming and letter sound, based on the data from the AIMS Web benchmark assessment. The data is analyzed weekly to determine if the intervention is working or not. If it is not working, the reading specialist meets with the classroom teacher and/or the Instructional Support Team to determine the next course of action.

Winter and spring intervention is based on the results of the Fountas and Pinnell Benchmark Assessment and the AIMS Web assessment. Those students who continue to need phonics support will remain in a phonics intervention group. Those students who need more fluency

support move into a group that uses the Fountas and Pinnell Leveled Literacy Intervention Kits (LLI).

Grades 1-5

The Fountas and Pinnell Leveled Literacy Intervention Kits (LLI) are used with students in grades 1-5 for interventions needed in reading fluency and comprehension. Students are progress monitored using the LLI reading records. All information is uploaded into the LLI online data management system to be analyzed to determine if the interventions are successful.

If students need more phonics instruction, Wilson Language System is used, and if students need more fluency instruction, the Read Naturally system is used. If students need math support small group instruction combined with Accelerated Math and IXL are used.

Progress Monitoring

Each student is progress monitored weekly, based on the need and the type of intervention. All data is kept online to be viewed by classroom teachers, the reading specialist, principal and members of the Instructional Support Team. Students are progress monitored weekly, in all grades, using the AIMS Web progress monitoring tools, based on their needs. In addition, students in the LLI groups are also progress monitored using the LLI reading records. The data is reviewed weekly, by the reading specialist, math coach and all members of the Instructional Support team, which includes classroom teachers, have access to the data.