



**RSU Intervention
Support System (RISS)**
Building Paths For Success

Third Quarter Report

July 30, 2010

1. District RtI needs assessment.	10/15/09	1. Review existing RtI self-assessments, readiness tools, and inventories for fidelity to RtI research and literature, school improvement research, and systems development principles. 2. Identify RtI components for needs assessment. 3. Draft standards and indicators to describe a fully implemented RtI system at the school, district, and classroom practice levels of system. 4. Review needs assessment draft for use in third party evaluation.	Heidi with HAT, Doris, George, district and school leaders	8/1/09 -- 10/5/09: Draft completed.	Completed 10/5/09
2. Needs assessment administration.	11/30/09	1. Identify alignment of data from teacher and school needs assessments with district standards and indicators.	Heidi		Complete
	11/30/09	2. Design agenda, process, and logistics for district needs assessment process.	HAT	11/4/09 for RSU 10; 1/13/10 for RSU 38	Complete
	11/30/09	3. Administer district needs assessment in each RSU.	HAT	Began 11/10/09 in RSU 10; 1/29/10 in RSU 38	Complete
3. RSU RtI implementation plans.	11/30/09	1. Design agenda, process, and logistics for district data-driven planning process.	Heidi		Complete
	11/30/09	2. Develop, and seek Department of Education approval for, the RSU RtI planning framework.	Heidi, Kathryn		Rendered moot by decisions made by DOE's RtI Leadership Team on 10/6/2009
	11/30/09	3. Work with each district's RtI Leadership Team to develop RSU RtI plans.	HAT	RSU 10 district planning begun 11/10/09 and continuing through March 2010. RSU 38 began 1/29/10 and continuing through April 2010.	Continuing
4. Needs data.	12/31/09	1. Work in the RISS project Design Team to identify common RtI needs across RSU's.	HAT	Design Team identified initial activities 10/30/09; process continues 12/14/09	Complete.

Objective (Strategies 1.1. Rider A): 1.1.4. Support RtI school teams in assessing school RtI implementation needs.

1. School and practice-level needs assessments.	10/15/09	1. Review existing RtI self-assessments, readiness tools, and inventories for fidelity to RtI research and literature, school improvement research, and systems development principles.	Heidi, Doris, Ann, Therese	8/1/09 -- 10/5/09: Draft completed; 10/9/09: draft field tested in 2 schools; 10/12/09: revisions complete	Complete
		2. Identify RtI components for assessment.	Heidi, Doris, Ann, Therese		Complete
		3. Draft standards and indicators to describe a fully implemented RtI system at the school, district, and classroom practice levels of system.	Heidi, Doris, Ann, Therese		Complete
		4. Review needs assessment draft for use in third party evaluation.	Heidi, Doris, Ann, Therese		Complete
		5. Field test and revise teacher and school-level needs assessments.	Heidi with district leaders and principals		Complete
2. Needs assessment administration.	11/30/09	1. Work with central office leaders and principals to design needs assessment administration process in each school.	Heidi	8/5/09-10/09/09	10/09/09: Plans in 14 of 16 schools
	11/30/09	2. Administer school needs assessments in each school in each RSU.	HAT with principals and school RtI leadership teams.	10/9/09--1/29/10	Complete in 6 of 9 RSU 10 schools and 6 of 7 RSU 38 schools.
3. RSU RtI implementation plans.	11/30/09	1. Design agenda, process, and logistics for school-level data-driven planning process.	Heidi	Template completed 10/16/09	Unique to each participating school
	11/30/09	2. Develop, and seek Department of Education approval for, the RSU RtI planning framework.	Heidi, Kathryn		Rendered moot by decisions made by DOE's RtI Leadership Team on 10/6/2009
	11/30/09	3. Work with each school's RtI team to draft school plans.	HAT		Worked with a majority of 16 schools by 1/29/2010
4. Needs data.	12/31/09	1. Compile RtI needs data from classroom practice and school-level needs assessments across each RSU.	Heidi, Ann, Therese and RISS Design Team	Teacher data compiled for 13 of 16 schools 11/27/2009	Complete 1/28/10
	12/31/09	2. Work in the RISS project Design Team to identify common RtI needs across RSU's.	HAT	10/28/2009 and 12/14/2009	Complete 12/14/09

5. Rtl implementation progress data.	30-Jun-10 6/30/09	1. Convene Rtl school and district leadership teams in each RSU to assess Rtl implementation progress during the year. 2. Use the Department of Education approved planning framework to develop school and district Rtl implementation plans for the 2010-11 school year.	HAT with Doris, George HAT with Doris, George, school and district Rtl leadership teams		RSU 10 administrators 6/14; RSU 38 administrators 5/27 Rendered moot by decisions made by DOE's Rtl Leadership Team on 10/6/2009
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Objective (Strategies 1.1. Rider A): 1.1.5. Support RSU schools in fully implementing Rtl systems, including Positive Response to Behavior Supports (PBIS) in RSU 38.

1. PBIS training and support.	6/30/10	1. Work with RSU 38 Administrative Team to select schools and school staff to participate in initial PBIS training. 2. Contract with PBIS expert identified by RSU 38 leaders to deliver training. 3. Complete training design and logistics. 4. Provide follow-up support in selected schools and classrooms. 5. Work with RSU 38 Rtl Leadership Team to integrate PBIS into 2010-11 school year Rtl plan.	HAT with RSU 38 Administrative Team; to be identified PBIS trainer		Introductory discussion with RSU 38 A-Team May 13, 2010. No formal training to take place until the 2010-11 school year. RSU 38 RTI Leadership Team will continue planning PBIS integration this summer.
2. In-depth Rtl training and support.	RSU's: January – June 2010; CDS sites: November 2009 -- June 2010 CDS sites: November 2009 – June 2010	1. Use needs assessment data and RISS Design Team advice to schedule 4-16 Rtl events, consultations, and/or coaching.	HAT, RISS Design Team, and to be identified subcontractors	Combined CDS, Special Education, and regular education action plan developed 1/11/10.	Complete Combined CDS, Special Education, and regular education action plan developed 1/11/10.

Strategy 1.A.2. (Objective 1.2. Rider A) Increase opportunities for collaborative work and learning among special educators, CDS staffs, and other educators in the two pilot RSU's.

Objective (Strategies 1.2. Rider A): 1.2.1. Develop a project Design Team composed of representatives from each pilot RSU and the directors of associated CDS sites.

1. RISS project Design Team membership list.	8/30/09	1. Convene representatives from each RSU (including special educators), CDS sites, the Western Maine Partnership, and the Maine Support Network.	Heidi	8/5/09: Meeting held.	8/05/09: Completed
	8/30/09	2. Identify first steps in RISS project planning.	Heidi		8/05/09: Completed
2. Design Team meeting schedule.	10/30/09	1. Develop the Design Team's half-day meeting schedule and agendas (August, October, December, March, May).	HAT	8/5/09: Meeting held.	Meeting schedule completed 11/6/09

Objective (Strategies 1.2. Rider A): 1.2.2. Identify collaborative professional development activities and coordinate professional development opportunities.

1. List/calendar of collaborative professional development events and opportunities.	Evolving 12/31/09 -- June 2010	1. Convene at least 3 Rtl implementation study groups (estimated at 3 half-day sessions per group) composed of regular classroom teachers, special educators, CDS directors when appropriate.	HAT, RISS Design Team		Study groups as of 2/26/10: 1) documentation; 2) "seamless system; 3) 7-12 RTI study group.
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Objective (Strategies 1.3. Rider A) 1.1.3: The Provider will increase the number of schools in the two RSU's using a continuous improvement model to implement and

1.3.1. Develop a school-level on-site audit process to assess Rtl	Field tested by May 31, 2010.	1. Execute contract with audit process consultant. 2. Convene a subcommittee from two pilot sites to work with the consultant to develop the audit process, including training for audits and school teams.	Heidi Heidi, Doris, Ann, Therese	Process designed 1/11/10.	Completed 8/2009
		3. Field test the audit process in two volunteer schools (by March 30, 2010). 4. Convene the Design Team subcommittee and the field test auditors to evaluate and revise the audit process based on the field test results.	HAT, Doris Heidi, Doris	Scheduled for 4/29/10 Incorporated into the 4/29/10 field test.	The January 28, 2010 evaluation report indicates that the on-site audit process is too complex for the current capacity of most schools in the two RSU's. Instead, a collaborative review process will be used this year and incorporated into the year-end evaluation and reflection for schools in the two RSU's. The RISS Design Team will provide advice and guidance. The collaborative review process chosen to replace the on-site audit was field tested on April 29, 2010 with one elementary school and external reviewers from both RSU's. See above.
		5. Complete all audit related materials and protocols for dissemination to all RSU's in the collaborative.	Heidi, MSN staff	By 5/21/10.	Completed prior to the 4/29/10 collaborative review field test.

		6. All RSU schools learn about the audit process.	HAT	In conjunction with the agenda for the end-of-project reflection.	Included in year-end planning meetings with administrators in both RSU's.
		7. Additional RSU schools elect to participate in an RtI audit to inform continued RtI program planning and implementation in 2010-2011.	HAT	A majority of schools will participate.	Three dates for optional collaborative reviews are included in the year 2 calendar.

Strategy 1.A.4. (Objective 1.4. Rider A): Increase the information available on effective school and district RtI system implementation.

Objective (Strategies 1.4. Rider A): 1.4.1. Develop and maintain RISS web site.

1. RISS web site.	8/30/09		Kathryn, Jenny		Completed 8/13/09
	10/30/09	1. Create a RISS blog spot to house initial information and resources.	Heidi, Jenny		Completed
	10/30/09	2. Design and execute web site with features for pilot site private access and	HAT, MSN staff		Completed
	ongoing	3. Promote web site use by pilot sites.	MSN staff		Ongoing
		4. Maintain web site.			

Objective (Strategy 1.4. Rider A): 1.4.2. Disseminate RtI tools and processes in appropriate modalities for audience and purpose, including the MADSEC summer

1. Third party evaluation.	10/30/09	1. Identify third-party evaluator.	Heidi, Kathryn	8/18/09	Completed 8/18/09
		2. Execute contract with evaluator.	Heidi		Completed
		3. Project director meets with selected evaluator to develop project evaluation plan.	Heidi	See meeting planning pages.	Completed
		4. Evaluation plan is disseminated to RISS leadership teams.	HAT		Completed
		5. Complete activities necessary for objective third-party evaluation.	Heidi, George		Completed
2. Prepare and submit required Department of Education reports.	12/4/09; 1/29/10; 3/4/10; 7/31/10		Heidi, George		As required.
3. Disseminate effective RtI professional development approaches and training designs.	ongoing as tools and processes are tested	1. Project director and staff prepare materials and presentation designs.	HAT	See meeting planning page.	ongoing
		2. "Lessons learned" are posted on RISS & DOE web sites.	HAT, MSN staff		ongoing
		3. Project director and staff actively seek opportunities to disseminate RISS tools and processes in presentations to MADSEC and other educational organizations.	HAT, MSN staff	See RISS web page. See meeting planning page.	ongoing

RISS Year One Third Quarter Meeting Planning

Key: pink items are support provided; yellow items are dissemination activities.

Meeting Dates	Group/Person	Location	Purpose	Materials	Lead	Food	Pick Up Date	Theme
3/3/2010	RISS Design Team	Readfield	Year 2 possibilities	Evaluation plan	Heidi	NA	NA	NA
3/5/2010	7-12 RTI Study	Jay	Develop guidelines	RTI packet, web	HAT			
3/10/2010	RSU 10 check-in	Dixfield	RTI progress and	RSU 10 RTI plan	Heidi	NA	NA	NA
3/10/2010	Seamless System	Jay	Action planning	Vision and draft	Ann	NA	NA	
3/15/2010	RSU 10 principals	Dixfield	In-depth RTI for	TBA	Heidi	provided by		
3/16/2010	NWEA Primary	Readfield	K-2 NWEA as a	NA	Heidi & Ann	NA	NA	NA
3/17/2010	Fayette Staff	Fayette	Connections to IES	PPT and Handouts	Ann			
3/18/2010	7-12 RTI Study	Jay	Continue work	7-12 RTI questions	HAT	NA	NA	NA
3/19/2010	HAT (Heidi, Ann,	Auburn	PD planning		Heidi	NA	NA	NA
3/19/2010	Doris Ray	Auburn	Collaborative	Protocol	Heidi	NA	NA	NA
3/22/2010	K-12 Literacy	UMF	Continue core	State and national	Heidi & Ann	UMF	NA	Wild West
3/26/2010	Dixfield Elementary	Dixfield	Connections to IES	PPT and handouts	Ann	NA	NA	Jungle
3/29/2010	Gloria Jenkins,	Dixfield	RSU 10 Progress	District RTI plan;	Heidi	NA	NA	NA
3/30/2010	Fayette Staff	Fayette	Facilitating work on	Curriculum,	Ann	NA	NA	
3/31/2010	HAT (Heidi, Ann,	Auburn	PD planning					
4/1/2010	Meroby Principal	Mexico	Progress update	Meeting minutes	Ann	NA	NA	
4/2/2010	Cynthia Curry	Yarmouth	Universal design	Literacy work	Heidi			
4/2/2010	George Smith	Augusta	Prototype Response	Literacy work	Heidi			
4/6/2010	HAT (Heidi, Ann,	Auburn	PD planning	RISS calendar	Heidi			
4/8/2010	7-12 RTI Study	Jay	Continue model	National RTI Center	Heidi	NA	NA	Questions
4/13/2010	Fayette Staff	Fayette	Facilitating Rtl Plan	Curriculum and	Ann	NA	NA	
4/13/2010	RSU 10 Principals	Dixfield	Continue in-depth	HAT	Heidi	NA	NA	NA
4/14/2010	CDS Director	Farmington	Meeting follow-up	Minutes from	Ann	NA	NA	
4/16/2010	CDS Director	South Paris	Meeting Follow-up	Minutes from	Ann	NA	NA	
4/27/2010	Rich Abramson	Readfield	RTI planning		Heidi			
4/29/2010	Pilot school reps.	Jay	Collaborative review	Heidi, Doris, & Ann	Doris	NA	NA	Spring
5/4/2010	HAT (Heidi, Ann,	Auburn	PD planning	RISS calendar				
5/13/2010	RSU 38 A-Team	Readfield	PBIS overview		Therese			
5/19/2010	Manchester E.	Manchester	Classroom	student work	Heidi	NA	NA	NA
5/21/2010	HAT (Heidi, Ann,	Auburn	PD planning	Year 2 action plan	Heidi	NA	NA	NA
5/27/2010	RSU 38 A-Team	Readfield	RTI planning	PLT information	Heidi	NA	NA	NA
6/3/2010	RSU 10	Dixfield	Math planning	RISS action plan	Heidi	NA	NA	NA
6/4/2010	HAT (Heidi, Ann,	TBA	Year 2 planning	Year 2 action plan	Heidi	NA	NA	NA
6/14/2010	RSU 10 principals	Dixfield	Year 2 planning	RISS action plan	Heidi	NA	NA	NA
6/17/2010	Gloria Jenkins, et al	Dixfield	Connecting PBIS	RISS action plan	Heidi	NA	NA	NA
6/17/2010	B. Bourgoine	Readfield	Literacy planning	RISS action plan	Heidi	NA	NA	NA
6/18/2010	HAT (Heidi, Ann,	Readfield	Year 2 planning	Year 2 action plan	Heidi	NA	NA	NA
6/21/2010	George Smith	Readfield	Response to ME	K-5 Literacy	Heidi & Ann	NA	NA	
6/25/2010	RISS staff &	Readfield	Year 1 reflection	TBA	Therese &			
6/28 &	MADSEC	UMO	Display RISS info	Display materials	Heidi			

RISS Staff Reflection Meeting Minutes

Date: 6/25/2010

Present: Therese Bernier Burns, Pam Flood, Kathryn Markovchick, Ann Pike, Heidi McGinley, George Smith, Margaret Arbuckle, Doris Ray

	Discussion Summary	Action Steps	Completion Date	Action Status	Lead
Process	1. Reflection on District 1 using a fishbowl structure and reflection questions (Ann, Therese, Heidi).				
	2. Observer reflection and feedback.				
	3. Reflection on District 2 using the same structure and process.				
	4. Observer reflection and feedback.				
	5. Observers provided written notes, including: 1) one thing that surprised me; 2) ideas for next steps; 3) acknowledgements/successes to celebrate.				
	6. Information for the evaluator.	Year-end evaluation report.	7/30/2010	In process	George Smith with Heidi.
Key feedback	Be very explicit about what you need/want to do that will model functional communication/operations. Make a list!				
	Create "IEP's" for each school/district to focus staff work and intervention in year 2.				
	Connect school improvement plans with RTI -- be clear RTI is not a program or an initiative but the business of teaching and learning.				
	Stay "in the room" so you'll know when and what to do next.				
	Continue to stay open to your own learning.				
	Remember that vision without action is an hallucination!				
	Don't enable dysfunctional behavior.				
Key questions to guide year 2	What makes things "stick"? When there are successes and progress in schools and districts, what are the key factors that led there?				
	What is the level of felt need in each district for the work? How could this be translated into action?				
	What structures support increased student achievement in schools and districts? How can RISS help form them?				

RISS Year One Deliverables

Objective 1.1. Increase the number of effective RTI systems in the schools in each RSU.

First Quarter Deliverables (12/04/09)

Meeting dates	Professional development	Products created	DOE 12/18/09 Changes -- None
See Meeting Planning page.	See Meeting Planning page.	1. RISS project description (see members section of RISS web page, "grant documents").	
		2. First steps for schools (see members section of RISS web page.)	
		3. Three-tiered needs assessment rationale (see "tools" RISS web page).	
		4. Three-tiered needs assessments (see members section RISS web page).	
		5. Teacher survey results (see http://www.surveymonkey.com/sr.aspx?sm=22VRNMhZ6an2A_2fZTFolfdUj_2bfmc9yBOhJ9EcUS6KL6Y_3d).	
		6. School action planning template (see RISS members web page).	
		7. First steps for districts (see RISS members web page).	
		8. List of professional development support (see RISS members page).	
		9. Third party evaluation plan (see RISS members web page).	

Second Quarter Deliverables (2/26/10)

Meeting dates	Professional development	Products created	DOE 3/3/10 Changes
See Meeting Planning page.	See Meeting Planning page.	10. District RTI planning template.	
		11. Seven Key RTI Foundations.	
		12. Literacy Resources Portal.	

Third Quarter Deliverables (7/30/10)

See meeting planning page.	See Meeting Planning page.	13. Guidelines for selecting universal screeners (see RISS home page "Tools and Processes").	
		14. Draft Response to ME framework for reading (see RISS members page).	

Objective 1.2. Increase opportunities for collaborative work and learning among special educators, CDS staffs, and other educators in the two pilot RSU's.

First Quarter Deliverables (12/4/09)

Meeting dates	Professional development	Products created	DOE 12/18/09 Changes
See Meeting Planning page.	See Meeting Planning page.	1. RISS events calendar (see RISS web page).	None.

Second Quarter Deliverables (2/26/10)

See Meeting Planning Page.	See Meeting Planning Page.	2. Vision of a seamless system.	
		3. Professional development menu (see RISS web page).	

Third Quarter Deliverables (7/30/10)

See Meeting Planning page.	See Meeting Planning page.	4. RISS events calendar (see RISS web page).	None.
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Objective 1.3. Increase the number of schools in the two RSU's using a continuous improvement model to implement and sustain RTI over time.

First Quarter Deliverables (12/4/09)

Meeting dates	Professional development	Products Created	DOE 12/18/09 Changes
		No deliverables planned this quarter for this objective.	None.

Second Quarter Deliverables (2/26/10)

See Meeting Planning Page.	See Meeting Planning Page for	1. RTI Collaborative Review Process.	None.
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Third Quarter Deliverables (7/30/10)

See Meeting Planning Page.	See Meeting Planning Page.		
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Objective 1.4. Increase the information available on effective school and RTI system implementation.

First Quarter Deliverables (12/4/09)

Dissemination dates and audiences	Products Created	DOE 12/18/09 Changes
See Meeting Planning page.	None planned for this quarter.	None.

Second Quarter Deliverables (2/26/10)

See Meeting Planning Page.	1. Revised classroom-level needs assessment.	None.
	2. Revised school needs assessment.	
	3. Revised district needs assessment.	
	4. Needs assessment use guidelines.	
	5. Seven Key RTI Foundations.	

Third Quarter Deliverables (7/30/10)

See Meeting Planning Page.	6. Universal screener guidelines.	
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Response to Intervention Support System (RISS) Year Two Action Plan (August 2010-July 2011)

Priority Area 1, Objective 1.A. (*Goal 1. Rider A*) Support and train special educators, parents, CDS staff, school administrators, and regular classroom teachers in two western Maine pilot RSU's in the development of effective Response to Intervention (RTI) systems, and disseminate RTI tools, processes, and models.

Strategy 1.A.1.: Increase the number of effective RTI systems in the two pilot site RSU's.

Objectives:

- 1.1.1. Support classroom-level interventions in literacy and mathematics.
- 1.1.2. Support schools in fully implementing RTI.
- 1.1.3. Support districts in fully implementing RTI including connecting PBIS work in RSU 10 with work in academics.

Strategy 1.A.2.: Increase the number of schools in the pilot RSU's using a continuous improvement model to implement and sustain Rtl systems over time.

Objectives:

- 1.2.1. Implement the RISS Collaborative Review protocol to inform school RTI evaluation and planning.

Strategy 1.A.3. Increase opportunities for collaborative work and learning among special educators, CDS staffs, administrators, and other educators in the two pilot RSU's.

Objectives:

- 1.3.1. Continue the RISS Design Team.
- 1.3.2. Identify collaborative professional development activities and coordinate professional development opportunities.

Strategy 1.A.4.: Increase the information available on effective school and district RTI implementation.

Objectives:

- 1.4.1. Develop models of effective RTI implementation at the school and district levels.
- 1.4.2. Disseminate RTI tools, processes, and models in appropriate modalities for audience and purpose to other Western Maine Partnership districts and statewide through the RISS web site, Department of Education and professional organization publications, and Maine professional education organizations and associations, including MADSEC, the Maine Principals Association, Maine School Management Association, regional district partnerships (the Maine Content Literacy Project and the other regional members of the Partnership of Partnerships).

Maine Support Network/Western Maine Partnership

Strategy 1.A.1.: Increase the number of effective RTI systems in the two pilot RSU's.

Objective 1.1.1. Support classroom-level interventions in literacy and math.

Deliverables	Tasks	Completion Date
Web-based core program/intervention framework in reading.	<ol style="list-style-type: none"> 1. Complete the interactive web-based core program/intervention framework for reading with K-8 literacy specialists in both RSU's. 2. Pilot the reading framework in schools in both RSU's. 3. Refine the framework. 	July 31, 2011
Web-based core program/intervention framework in mathematics.	<ol style="list-style-type: none"> 4. Convene K-8 mathematics specialists in the two RSU's to identify core program skills, universal screening tools, grade level benchmarks, teaching strategies, and progress monitoring assessments in mathematics in grades K-12. 5. Create a RISS mathematics portal to support mathematics specialists and guide core program/intervention development. 6. Complete the interactive web-based core program/intervention framework for mathematics. 	July 31, 2011
Tools, processes, and list of events.	<ol style="list-style-type: none"> 7. Train teachers and principals to use the steps of the classroom intervention cycle (reflected in the web framework design). 	July 31, 2011

Objective 1.1.2. Support schools in fully implementing RTI.

Deliverables	Tasks	Completion Date
List of events. Tools and processes.	<ol style="list-style-type: none"> 1. Support the continued development of school RTI Leadership Teams. 2. Work with principals and school RTI Leadership Teams to develop standard protocols and decision rules in a majority of the schools in the two RSU's. 3. Train teachers in the use of the protocols and decision rules. 	Ongoing

Objective 1.1.3. Support districts in fully implementing RTI.

Deliverables	Tasks	Completion Date
Guidelines; list of events.	<ol style="list-style-type: none"> 1. Work with district RTI Leadership Teams to identify district-wide standard protocols and decision rules, including: <ol style="list-style-type: none"> a. Student movement across tiers; b. Parent participation and involvement; c. Levels of staff and team responsibility. d. RTI as a pre-referral system. 	July 31, 2011
Tools and processes; list of events.	<ol style="list-style-type: none"> 2. Work with district RTI Leadership Teams to map assets supporting RTI. 3. Work with district RTI Leadership Teams and district A-Teams to create RTI resource development plans in each RSU. 	March 31, 2011
Support provided.	<ol style="list-style-type: none"> 4. Continue professional development and support in PBIS development in RSU 38 and connect RSU 10 PBIS work to academics. 	July 31, 2011

Maine Support Network/Western Maine Partnership

Strategy 1.A.2.: Increase the number of schools in the pilot RSU’s using a continuous improvement model to implement and sustain RtI systems over time.

Objectives:1.2.1. Implement the RISS Collaborative Review protocol to inform school RTI evaluation and planning.

Deliverables	Tasks	Completion Date
Collaborative Review Protocol; School-level needs assessment data.	<ol style="list-style-type: none"> 1. Support schools in the two pilot RSU’s in meeting the documentation requirements for the Collaborative Review process, including: <ol style="list-style-type: none"> a. Yearly use of the RISS teacher survey. b. Yearly use of the RISS school needs assessment. c. School-level data collection to evaluate RTI effectiveness. 2. Provide opportunities for schools to use the Collaborative Review process at three points during the school year. 	June 30, 2011

Strategy 1.A.3. Increase opportunities for collaborative work and learning among special educators, CDS staffs, and other educators in the two pilot RSU’s.

Objective 1.3.1.: Continue the RISS Design Team.

Deliverables	Tasks	Completion Date
Meeting schedule; minutes	<ol style="list-style-type: none"> 1. Establish the 2010-11 Design Team meeting schedule and agendas (August, October, December, February, April, June). 	Ongoing

Objective 1.3.2.: Identify collaborative professional development activities and coordinate professional development opportunities.

Deliverables	Tasks	Completion Date
List/calendar of collaborative professional development events and opportunities.	<ol style="list-style-type: none"> 1. Convene at least 2 of the following RTI implementation study/task groups (estimated at 3 half-day sessions per group) composed of regular classroom teachers, special educators, administrators and CDS directors within the two pilot RSU’s and across the Western Maine Partnership region as appropriate to the topic: <ol style="list-style-type: none"> a. Middle/high school RTI design . b. Student involvement in setting learning goals. c. Parent involvement and participation in RTI. 	July 31, 2011
List of events	<ol style="list-style-type: none"> 2. Provide continued support to the “seamless system” study group, including: <ol style="list-style-type: none"> a. Cross-agency/school /family visits. b. Regular “common language” meetings among pre-Kindergarten, pre-school, Kindergarten, and CDS staff. 	July 31, 2011

Strategy 1.A.4.: Increase the information available on effective school and district RTI implementation.

Objective: 1.4.1. Develop models of effective RTI system implementation.

Deliverables	Tasks	Completion Date
Year 2 Evaluation Plan; required Department of Education reports.	<ol style="list-style-type: none"> 1. Execute contract with third party evaluator. 2. Develop evaluation plan. 3. Complete activities necessary for objective third-party evaluation. 4. Prepare and submit required Department of Education reports. 	Ongoing
Web site postings; models	<ol style="list-style-type: none"> 5. Translate RISS project activities, tools, and processes into model(s) of effective RTI system implementation (see all deliverables). 6. Post tested tools and processes on the RISS web site as soon as they become available throughout the year. 	July 31, 2011

Objective 1.4.2. Disseminate RTI tools, processes, and models in appropriate modalities for audience and purpose to other Western Maine Partnership districts and statewide through the RISS web site, Department of Education and professional organization publications, and Maine professional education organizations and associations, including MADSEC, the Maine Principals Association, Maine School Management Association, regional district partnerships (the Maine Content Literacy Project and the other regional members of the Partnership of Partnerships).

Deliverables	Tasks	Completion Date
List of events.	<ol style="list-style-type: none"> 1. Develop cooperative relationships with organizations and associations with a stake in effective RTI implementation, including: <ol style="list-style-type: none"> a. The Maine Content Literacy Project to identify effective ways to disseminate RTI tools and processes in western Maine participating districts and statewide. b. The professional education organizations represented in the Maine Department of Education’s RTI Leadership Team (MADSEC, MPA, MSMA, MPF, MEA). c. The Partnership of Partnerships. 2. Disseminate RISS tools, processes, and models. 	July 31, 2011

RISS Design Team 2010-2011 Meeting Dates

Purpose: Plans professional development and other support; assesses progress and identifies next steps in each district and across districts; and provides advice and support for project staff.

Members: The two superintendents and the curriculum coordinators in each RSU, with a third representative identified by each district.

August 13, 2010	Dixfield Central Office 9:00 – 11:00	Planning
October 6, 2010	Readfield Central Office 9:00 – 11:00	Study group configurations; course corrections
December 8, 2010	Dixfield Central Office 9:00 – 11:00	Mid-year reflection
February 9, 2011	Readfield Central Office 9:00 – 11:00	Year 3 planning
April 6, 2011	Dixfield Central Office 9:00 – 11:00	Year 3 planning continued
June 24, 2011	Readfield Central Office 9:00 – 11:00	Year-end reflection

RISS 2010-2011 Staff Meetings

RISS School/district consulting staff:		All project staff (reflection prior to DOE quarterly reports)	
August 5, 2010	9-12	October 18, 2010	1-3
September 10, 2010	9-12	January 13, 2011	1-3
September 24 , 2010	9-12	April 14, 2011	1-3
October 4, 2010	9-12	June 29, 2011	1-3
October 18, 2010	9-12		
November 5, 2010	9-12		
November 30, 2010	9-12		
December 10, 2010	9-12		
January 4, 2011	9-12		
January 21, 2011	9-12		
February 4, 2011	9-12		
March 1, 2011	9-12		
March 22, 2011	9-12		
April 14, 2011	9-12		
May 6, 2011	9-12		
May 23, 2011	9-12		
June 13, 2011	9-12		

Key 2010-2011 Dates for Schools

<http://www.mainesupportnetwork.org/riss/>

Date	Activity	Expectations	On the RISS web page
September 9 – October 22	School RTI Leadership Teams meet with RISS staff to evaluate progress, plan, and to identify RTI implementation issues and support.	<p>Expectations:</p> <ol style="list-style-type: none"> Each school should have an RTI Leadership Team identified by the time school starts. Teacher and school RTI needs assessments should be completed to establish the Year 2 baseline by the end of October. Each school should have an RTI plan for the 2010-11 school year. 	Click on Tools and Processes.
October 26, December 3, April 29	Collaborative Review provides schools with the opportunity to present their RTI work and receive feedback, but is not required of RISS schools. Three school representatives attend, usually including the principal. The RISS staff and others external to the project serve as reviewers.	<p>Expectations:</p> <ol style="list-style-type: none"> Notify Heidi 6 weeks in advance of the date selected. Teacher and school needs assessments have been completed and a plan developed to address the needs assessment results. The school RTI Leadership Team reflects on RTI progress and provides a brief written reflection. The school may also provide artifacts. Items 1-3 must be provided to Heidi three weeks in advance to give reviewers time to prepare. 	Click on Login, enter riss riss, click on documents, scroll down to collaborative review.
January 3-31; May 2-31	School RTI Leadership Teams meet with RISS staff to evaluate progress, plan, and to identify RTI implementation issues and support.	<p>Expectations:</p> <p>Schools and districts are actively working on classroom and school-level RTI implementation, including:</p> <ul style="list-style-type: none"> Using data to identify student learning strengths and needs. Using the classroom intervention cycle to address student learning needs (with support from existing interventionists). Tracking the impact of core program and intervention strategies with progress monitoring assessments. Developing standard protocols and decision rules regarding student movement across tiers. 	To be developed.

RISS Professional Work and Learning

<http://www.mainesupportnetwork.org/riss/> Click on “Events”

Activity	Date	Participants
Explore RTI and pre-referral ; identify issues and questions.	August 16 9-12 Dixfield November 4 9-12 Dixfield January 6 9-2 Dixfield	RSU 10 representatives.
Plan RTI expansion to mathematics .	August 17 9-3 October 5 9 – 3:00 November 16 9 – 3 March 4 12 – 3 May 13 12 – 3	Representatives from each grade span from each RSU and district curriculum leaders.
Plan Response to ME development and piloting process in reading .	September 30 12 – 3:00 LaFleur’s, Jay January 10 12 – 3:00 May 13 12 -- 3	Literacy and curriculum leaders from each RSU.
RTI Professional Development for Teachers (topics to be identified by schools/RSU’s).	September 15 3:30 – 5:30 either RSU September 16 3:30 – 5:30 either RSU	Classroom teachers K-12.
The Classroom Intervention Cycle , an RTI variation of Professional Learning Teams as implemented in Manchester and Mt. Vernon elementary schools.	October 18 3:30 – 5:30 either RSU	K-5 classroom teachers and teacher leaders.
Middle/high school RTI study group , a combination of professional development for teachers and administrators and RTI design guidelines for dissemination.	Tentative: October 15 12 – 3 LaFleur’s, Jay Others to be determined by the group.	Representatives from each RSU.
Academic/behavioral RTI study group , to identify streamlined implementation of both aspects of RTI.	December 15 9 – 12 (location TBA)	Representatives from each RSU.
“Seamless system” study group takes action together to create a seamless transition for students from pre-school to Kindergarten.	August 19 1 – 4 (location TBA) October 21 1 – 4 January 20 1 – 4 April 28 1 – 4	Representatives from RSU 10, CDS sites, and pre-school programs.
Others as time and funding permit.		

Key 2010-2011 Dates for Districts

<http://www.mainesupportnetwork.org/riss/>

Date	Activity	Expectations	On the RISS web page
November 8-19	<p>District RTI Leadership Teams meet with RISS staff to evaluate progress, plan, and to identify RTI implementation issues and support.</p>	<p>Expectations:</p> <ol style="list-style-type: none"> 1. The “foundations” section of the RISS district needs assessment should be completed by the district team by November 19, 2010. The remainder of the district needs assessment should be completed by February 11, 2011. 2. Each district should have an RTI plan for the 2010-11 school year. 	<p>Click on Tools and Processes.</p>
<p>March 1-31, 2011</p> <p>May 2-21, 2011</p>	<p>District RTI Leadership Teams meet with RISS staff to evaluate progress, plan, and to identify RTI implementation issues and support.</p>	<p>Expectations:</p> <ol style="list-style-type: none"> 1. Schools and districts are actively working on classroom and school-level RTI implementation, including: <ul style="list-style-type: none"> • Using data to identify student learning strengths and needs. • Using the classroom intervention cycle to address student learning needs (with support from existing interventionists). • Tracking the impact of core program and intervention strategies with progress monitoring assessments. • Developing standard protocols and decision rules regarding student movement across tiers. 2. Districts complete comprehensive RTI plans for the 2011-12 school year which include standard protocols, decision rules, board policies, and asset mapping and development. 	<p>To be developed.</p>

Phonemic Awareness				
K				
Sub-skills	Universal Screener	Benchmark Scores	Strategies	Progress Monitoring
1. Sound and word discrimination 1.a. Word – same or different? 1.b. Which word is different? 1.c. Which sound is different?	Phonological Awareness Profile (DES) Phonemic Awareness Inventory (RES/MES) NWEA Primary? CPAA	a. 80% 1 st b. 80% 1 st c. 80% 2 nd 155 RIT	Sound Sensible	
2. Rhyming 2.a. Do these words rhyme? 2.b. Produce a word that rhymes with ____	PAP (DES) PAI (RES/MES) NWEA Primary? CPAA	a. 80% 1 st b. 80% 1 st 155 RIT	Sound Sensible FCRR	
3. Blending 3.a. Orally blend syllables or onset-rimes 3.b. Orally blend separate phonemes	PAP (DES) NWEA Primary? CPAA	a. 80% 2 nd b. 80% 2 nd 155 RIT		
4. Segmentation 4.a. Segments words in sentences	PAP (DES)	80% 1 st	DIBELS activities FCRR Sound Sensible	
4.b. Demonstrates (claps) syllables in words	PAI (RES/MES) NWEA	80% 1 st RIT 155		
4.c. Says syllables	PAI (RES/MES)	80% 2 nd		
4.d. Identifies first sound in word	DIBELS ISF	80%/ 2 nd 25 wpm DIBELS		
4.e. Segments individual sounds in words	DIBELS PSF	80% 3 rd 35 wpm DIBELS		

Phonics				
K				
Sub-skills	Universal Screener	Benchmark Scores	Strategies	Progress Monitoring
1. Letter-sound correspondence 1.a. Identifies letter matched to a sound	O.S.: HRSIW (DES, RES/MES) Letter Cards (RSU#38)	HRSIW: Tri 1: 10 Tri 2: 20 Tri 3: 25 17:26 2 nd 23:26 3 rd		
1.b. Says the most common sound associated with individual letters.	DIBLES NWF (RES/MES,HS,38) Letter Cards (RSU#38) DIBLES NWF (RES/MES,HS,38) Letter Cards (RSU#38)	13 DIBLES 2 nd 17:26 25 DIBLES 3 rd 23:26	<ul style="list-style-type: none"> • Sound Sensible • FCRR activities • Alphabet Books • Interactive Writing 	
2. Decoding 2.a. Blends letter sounds in one-syllable words	DIBLES NWF RES/MES,HS,38)	13 DIBLES 2 nd 25 DIBLES 3 rd	DIBLES activities FCRR LEXIA (Fayette) Detective Word Sliders(RES/MES)	
3. Sight word reading 3.a. Recognizes some words by sight	High Frequency Word List (RES/MES, DES, HSES, 38)	40% 1 st 60% 2 nd 80% 3 rd	Word wall Great Leaps FCRR	
4. Letter ID	DIBLES LNF (MV,HS) Observational survey LID (MV)	8 DIBLES 1 st 27 DIBLES 2 nd 40 DIBLES 3 rd 1 st : 20 2 nd : 30 3 rd : 45	Sound Sensible Great Leaps format	

Vocabulary				
K				
Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
1. Concept naming and use: 1.a. Names pictures of common concepts. 1.b. Uses words to describe location, size, color, shape. 1.c. Uses names and labels of basic concepts.	Peabody Picture Vocabulary test Lexia?			
2. Categorization: Identifies and sorts pictures of common words into basic categories.				
3. Vocabulary development and use: 3.a. Learns new vocabulary. 3.b. Listen to new words in multiple contexts. 3.c. Uses newly learned vocabulary on multiple occasions.	<i>Group note: need to find universal screening tools.</i>			

Fluency				
K				
Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
Initial Sound Fluency	DIBELS ISF	Tri 1: 8 Tri 2: 25	DIBELS activities	DIBELS
Phoneme Segmentation Fluency	DIBELS PSF	Tri 2: 18 Tri 3: 35	DIBELS activities	DIBELS
Letter Naming Fluency	DIBELS LNF	Tri 1: 8 Tri 2: 27 Tri 3: 40	DIBELS activities	DIBELS
Nonsense Word Fluency	DIBELS NWF	Tri 2: 13 Tri 3: 25	DIBELS activities	DIBELS

COMPREHENSION – GRADE K

Sub-skills	Universal Screener	Strategies	Progress Monitoring
1. Predicting: 1.a. Uses pictures and information about the story to predict what will happen next.	Lexia (Fayette) Rubric (under construction)	FCRR (MESRES) Project Story Boost (RES/MES) Comprehension intervention groups (RES/MES)	
2. Identifying information from stories. 2.a. Answers who, where, and what questions after listening to a sentence or short paragraph.	Rubric (under construction)		
2.b. Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences.	Rubric (under construction)		
3. Reading and summarizing: 3.a. Retells a familiar story with a book.	DRA Retelling rubric	Comprehension intervention groups (RES/MES)	
3.b. Retells a familiar story without a book including beginning, middle, and end.	DRA Retelling rubric	Comprehension intervention groups (RES/MES)	
3.c. Retells a story and includes characters, settings and important events.	DRA Retelling rubric	Comprehension intervention groups (RES/MES)	
3.d. Identifies the correct sequence of events in a story read orally by someone else.	DRA Retelling rubric	Comprehension intervention groups (RES/MES)	
4. Making connections: 4.a. Connects events, characters, and actions in the story to specific life experiences.	Rubric (under construction)		

Phonemic Awareness

GRADE 1

Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
1. Sound isolation 1.a. Identifies initial sound in 1 syllable word 1.b. Identifies final sound in one syllable word 1.c. Identifies medial sound in one syllable word	PAP (DES) NWEA	a. 80% 1 st b. 80% 1 st c. 80% 2nd	Sound Sensible FCRR	
2. Sound blending 2.1. Blends 3-4 phonemes into a whole word	PAP (DES) PAI (RES/MES) NWEA Names Test	80% 2nd	Sound Sensible FCRR Detective Word Sliders	
3. Sound segmentation 3.1. Segments 3 and 4 phoneme, one syllable words	DIBELS PSF (HS,38) NWEA	T1: 35 T2: 35 T3: 35 RIT score for grade 1	Sound Sensible DIBELS activities FCRR	

Phonics				
GRADE 1				
Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
1. Letter and letter correspondence 1.a. Produces L-S correspondence	OS HRSIW DIBELS NWF CORE Phonics (38)	80% 1 st T1: 24 T2: 50 T3: 50		
1.b. Produces sounds to common letter combinations.	CORE Phonics (38) Names Test	80% 2nd		
2. Decoding 2.a. Decodes words with consonant blends 2.b. Decodes words with letter combinations 2.c. Reads words with common parts	CORE Phonics (38) Names Test	a. 80% 1 st b. 80% 3 rd c. 80% 2nd		
2.d. Reads regular one syllable words fluently	DIBLES NWF	T1: 24 T2: 50 T3: 50 80% 2nd		
3 Sight word reading 3.a. Reads common sight words automatically.	Word lists: Ohio, Fountas and Pinnell, or Site based Grade1 word lists (RES/MES, DES, HS, 38)	88% T:3		
4. Reading connected text 4.a. Read accurately (1 error/20 sec.) 4.d. Rereads and self-corrects while reading	DRA 2 Running records	a. 95% accuracy		

Vocabulary				
GRADE 1				
Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
1. Concept categorization: Sorts words into categories.				
2. Vocabulary development and use: Learns and uses unfamiliar words.	DIBELS 39 Word use fluency and retell DRA 2 (DES) uses story vocab. In retell. Lexia?		FCRR activities Concept definition maps Picture book conversation	

Fluency				
GRADE 1				
Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
1. Reading connected text 2. 1.a. Reads fluently (1 word per 2-3 sec mid-year; 1 word per sec end of year). 1.b. Phrasing attending to ending punctuation. 1.c. Reads and rereads to increase familiarity. 1.d. Rereads and self-corrects while reading.	DRA 2 Fluency rubric Read Naturally DIBELS ORF Reading for speed and context Lexia Great Leaps	Scores: Independent or Advanced in Fluency (11-16) in DRA2 DIBELS ORF: T2: 20 T3: 40 60 wpm	Great Leaps HF Phrases Lexia Read Naturally Rereading Readers' Theater Buddy Reading Shared Reading	
2. Reads fluently	DIBELS ORF DRA2 Fluency Rubric	T2: 20 T3: 40 Lev 14-16: 40+ cwpm Lev 18: 55+ cwpm	Great Leaps HF Phrases Lexia Read Naturally Rereading Readers' Theater Buddy Reading Shared Reading	

Comprehension				
GRADE 1				
Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
1. Identifying information from stories: 1.a. Answers who, what, when, where, and how questions after listening to or reading paragraph(s).	DRA 2 (all) DIBELS (ORF)(38&39) Early Success (Fayette)		FCRR Project Story Boost Comprehension intervention groups Enlarged rubrics	
1.b. Tells the main idea of a simple story or topic of an informational passage.	DRA2	19+		
1.c. Identifies and answers questions about characters, settings, and events.	DRA2	19+		
2. Making inferences: 2.a. Makes and verifies predictions based on information from the story.	Rubric (under construction by RSU 38)			
2.b. Draws conclusions about information or stories read.	Rubric (under construction by RSU 38)			
3. Retelling: 3.a. Retells the main idea of simple stories.	DRA2	19+		
3.b. Retells a story and includes characters, settings and important events.	DRA2	19+		
3.c. Retells correct sequence of events in a story or chronological passage.	DRA2	19+		
3.d. Summarizes main ideas learned about a topic from an informational passage or story.	Rubric (under construction by RSU 38)			
5. Monitoring comprehension: 4.a. Stops while reading to assess understanding and clarity.	Rubric (under construction by RSU 38)			
6. Making connections: 5.a. Connects events, characters, and actions in the story to specific life experiences.	DRA2	19+		
5.b. Uses prior knowledge to clarify understanding.	Rubric (under construction by RSU 38)			

Phonics				
2				
Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
1. Letter sound knowledge 1.a. Produces diphthongs and digraphs	Core Phonics K-3 (Scholastic) Names Test	80% 3 rd		
2. Decoding and word recognition 2.a. Applies advanced phonic elements to recognize words (kn, ph, wr, ight, -r controlled vowels) 2.b. Reads compound words, contractions, possessives, inflectional endings. 2.c. Reads mult-syllable words.	Names Test DRA2 Running Record for accuracy DRA2 Runing Record for accuracy DRA2 running record for accuracy	80% 2 nd 95% at independent reading level 95% at independent reading level 95% at independent reading level		
3. Sight word reading		80% 3 rd		

Fluency				
2				
Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
1. Reading connected text: 1.a. Reads 90-100 wpm 1.b. Reads with phrasing and expression. 1.c. Listens to fluent oral reading and practices oral reading fluency. 1.d. Reads and rereads	DRA 2 (beginning at level 14) Read Naturally Lexia Reading for speed and context	DRA2: L20: 65+ cwpm L24: 70+ cwpm L28: 75+ cwpm a. Rate ?– Hasbrouk&Tindal chart b. Rasinski rubric	Great Leaps HF Phrases Lexia Readinga-z Buddy Reading Repeated Readings Readers Theater Shared Reading	

to increase familiarity. 1.e. Self-corrects word recognition errors.	DIBELS	3. running records DIBELS – ORF: T1: 77+ T2: 92+ T3: 110+	Choral reading	
Comprehension				
2				
Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
1. Comprehending stories: 1.a. Answers questions about main characters, settings, and events.	DRA 2 (all) DIBELS (ORF)(38&39) Lexia (Fayette) Early Success (Fayette)	Guided reading observation – indiv. checklist	FCRR Project Story Boost Comprehension intervention groups Enlarged groups	
1.b. Identifies characters actions, motives, emotions, traits, and feelings.	DRA 2			
1.c. Makes and confirms predictions based on information from the story.	DRA2	DRA L20: 19+ L24: 19+ L28: 19+		
1.d. Answers what-if, why and how questions.				
1.e. Distinguishes main idea/details, fact/opinion, cause/effect.	DRA2	19+		
2. Comprehending Informational text: 2.a. Uses text structure to aid understanding.				
2.b. Uses information from simple tables, maps, and charts to learn about a topic.	DRA2	19+		
2.c. Uses titles, table of contents, and chapter headings to locate information.				
3. Comprehension monitoring: 3.a. Reads for understanding.	DRA2	19+		
3.b. Interacts with stories and informational text to clarify and extend comprehension.				
4. Retelling, summarizing, synthesizing: (L28) 4.a. Retells explicit and implicit main ideas. (L20, 24)	DRA2	19+		
4.b. Identifies the correct sequence of events.	DRA2	19+		

4.c. Draws conclusions based on content. (infers)				
4.d. Identifies/discussed theme of text.		DRA		
5. Making connections: 5.a. Connects events, characters, actions, and themes to specific life experiences.				
5.b. Uses prior knowledge to clarify understanding.				
5.c. Makes comparisons across reading selections.				

Phonics – Recognize, isolate, and combine sounds to make words and recognize high frequency words.				
3-5				
Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
1. Decode single and multi-syllabic words with automaticity. 1.a. Syllable types (open and closed) 1.b. variant spellings for consonants and vowels 1.c. Affixes (prefix and suffix) 1.d. Root words 1.e. Compound words.	Timed oral reading sample with miscue analysis at instructional level (running record). DRA 2 DIBELS ORF #38 – Beg and end of grade, 50% and up, no need for end of year DRA Names Test, Woodcock Johnson Reading Mastery, Gray Oral Reading Test (#39), WADE (WILSON Assessment of Decoding and Encoding)	Grade 3: #43- 34 #39 – 38 #38 – 38 Grade 4 – 40 Grade 5 – 50 DIBELS: (?) 80% accuracy WJRT: at grade level Gray: at grade level WADE: 80% of each subtest	Glass Analysis Lexia SPIRE/Wilson Word Sorts Making BIG Words Word Observation	SPIRE concept mastery drill Running Record with miscue analysis Documented teacher Observation Woodcock Johnson Reading Mastery
2. Recognize grade appropriate high frequency words with automaticity	Running Record with miscue analysis at instructional level Graded Word Lists	DRA 2: Recommended accuracy rate for independent reading: Word Lists:	Visual, auditory and kinesthetic modalities, Making Big Words, Lexia. Word Sorts,	Running record with miscue analysis Documented Teacher Observation checklist

Fluency – Orally and silently read narrative, informational, digital and print text with grade appropriate fluency while attending to text features.				
3-5				
Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
1. Reads text at grade appropriate reading rate. 2. Uses appropriate expression and volume. 3. Uses appropriate phrasing and intonation.	Timed oral reading sample at instructional level, (Running Record) rated on a fluency rubric such as: Hasbrouk/Tindal , DRA 2, Zutell/Rasinski assessment, NAEP	NECAP: G3: 90-120 wcpm G4: 115-140 wcpm G5: 125-150 wcpm	Repeated reading Readers Theater Oral reading Echo reading Poetry Read Naturally Jamestown (39)	Running record Rubric scales (see universal screeners)

Vocabulary – Use a variety of strategies to understand word parts and word meanings to make sense of text.

3-5

Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
1. Knowledge of antonyms, synonyms, homophones and homographs.	Star assessment (#39) NWEA (in: Process of Reading: Meaning of Unknown Words) <hr/> Woodcock Johnson Reading Mastery	STAR: (?) NWEA: Meets WJRM: grade level	Fraye Model Word Webs List-group-label Word sorts Cloze	Documented Teacher Observation Fountas and Pinnell Word Study Lesson Assessment Lexia (#39) Cloze Word Webs Scott Foresman Reading series Benchmark Test
2. Identify parts of words (prefixes, suffixes, base words).	Star assessment (#39) NWEA (in: Process of Reading: Meaning of Unknown Words) <hr/> Woodcock Johnson Reading Mastery	Star (?) NWEA: Meets WJRM: grade level	Lexia (39) Fraye Model Word Webs List-group-label Word sorts Cloze	Documented Teacher Observation Fountas and Pinnell Word Study Lesson Assessment Lexia (#39) Cloze Word Webs Scott Foresman Reading series Benchmark Test
3. Use context clues when appropriate.	Star assessment (#39) NWEA (in: Process of Reading: Meaning of Unknown Words) <hr/> Woodcock Johnson Reading Mastery	STAR (?) NWEA: Meets WJRM: grade level	Fraye Model Word Webs List-group-label Word sorts Cloze	Documented Teacher Observation Fountas and Pinnell Word Study Lesson Assessment Lexia (#39) Cloze Word Webs Scott Foresman Reading series Benchmark Test

Comprehension – Use a variety of strategies to make sense of text.

3-5

Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
<p>1. Employ effective before, during and after reading strategies:</p> <ul style="list-style-type: none"> a. Predicting and Questioning b. Summarizing c. Inferring d. Identifying cause/effect, as well as problem and solution. 	<ul style="list-style-type: none"> a. DRA 2 (Independent level at grade level) NWEA (in: Process of Reading /Interpret and Evaluate), b. DRA 2 (Independent level at grade level) . NWEA (in: Process of Reading /Interpret and Evaluate), c. NWEA (in: Process of Reading /Interpret and Evaluate), ----- DRA2: Question at the end: What did the author want you to know? d. NWEA (in: Process of Reading /Interpret and Evaluate), 	<ul style="list-style-type: none"> a. DRA 2: Independent Level on the rubric (at grade level) NWEA: RIT score at grade level b. DRA 2: Independent Level on the rubric (at grade level) NWEA: RIT score at grade level c. RIT score at grade level DRA2: d. RIT score at grade level 	<ul style="list-style-type: none"> a. KWL Reciprocal Teaching Anticipation Guide QAR QtA: Questioning the Author Think Alouds Comprehension Tool Kit Info Pairs b. Read/Pause/Retell Graphic Organizers Reciprocal Teaching Marzano’s strategies/? Think Alouds Comprehension Tool Kit Info Pairs c. QAR Cloze activities Reciprocal Teaching Comprehension Tool Kits (Harvey) Comprehension Tool Kit Info Pairs d. Graphic organizers Think Alouds Info Pairs 	<ul style="list-style-type: none"> a. Documented Teacher anecdotal observations Student Work Samples scored using DRA rubric Benchmark Books Scott Foresman Benchmark Tests b. DRA 2 rubric Student work samples scored using DRA 2 rubric Documented Teacher anecdotal observations Benchmark books Scott Foresman Benchmark Tests c. Scott Foresman Benchmark Tests Student Work Samples scored using DRA rubric Benchmark Books d. Documented Teacher anecdotal observations Benchmark books Scott Foresman Benchmark Tests Student work samples.

2. Understands and uses metacognition.	DRA2: Question at the end	DRA 2: Independent Level on the rubric (at grade level)	Think Alouds R5 Soar to Success Reciprocal Teaching Graphic Organizers Guided Reading	Documented Teacher anecdotal observations Student work samples.
3. Creates meaning from a variety of text including: a. Informational, including visual and digital text b. Poetry and Literary (including visual text)	NWEA: a. Informational / Interpretation b. Literature Interpretation	RIT score at grade level	Think Alouds R5 Soar to Success Reciprocal Teaching Graphic Organizers KWL Read, Pause, Retell RAP, Writing a script based on a text, Guided Reading <u>Reading Response Logs</u> Guided Reading Think Alouds	Scott Foresman Benchmark Unit Test, Leveled Books, Student Work sample, such as: Word Web from Key Ideas of a Visual Text
4. Understands and uses cues from text structure and features.	NWEA: (Informational Text: Parts and Structures) DRA 2 On non-fiction text	RIT score at grade level DRA2: Independent at Grade level	Graphic Organizers Coding the Text – Guided Reading	Documented Teacher Observation, Use of DRA2 rubric , using student samples and/or leveled books
5. Understands elements of literary text: Plot Theme Characterization Conflict	NWEA: (Literature Elements, Devices and Structures)	RIT score at grade level	Graphic Organizers Reciprocal Teaching Think Alouds Response Logs Guided Reading	Student work samples Documented Teacher Observation, Scott Foresman Benchmark Tests
6. Provides evidence from text to support understanding (oral and written).	Previous year's NECAP score for constructed response (for grades 4 and 5).	Score of 3 or 4 on constructed response (NECAP)	Better Answers Response Logs Think Alouds Interactive or Shared Writing Guided Reading	NECAP rubric, Teaching for Deep Comprehension Response Log rubric, Better Answers rubric

			Mini-Lessons, utilizing anchor charts QAR	
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**GRADE 6-8 COMPONENTS OF READING ACROSS THE CURRICULUM
LITERARY AND INFORMATIONAL**

COMPREHENSION					
Literary Or Inform'l	Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
Both	Activate prior knowledge	NWEA NECAP	6 th – 210 7 th – 213 8 th – 219 6 th – 640 7 th 740 8 th - 840	Graphic organizers/sticky notes Think aloud Teacher modeling VIP – very important points Anticipation guides Inquiry chart KWL Knowledge rating guide Annotating text Preteach vocabulary Reciprocal teaching Scaffolding skills from known to new QAR, SQ3R RAFT	
Both	Sequencing a. print b. visual b. digital				
Both	Evaluate text for purpose and audience				
Both	Predict				
Both	Summarize	DRA	34 points @ grade level		
Both	Draw conclusions				
Both	Question: Text author				

Both	Self-monitoring a. clarify b. reread c. metacognition				
Informat'l	Identify main ideas and details				
Informat'l	Contrast points of view				
Literary	Literary Devices				
Literary	Plot structure				
Literary	Understanding conflict				
Literary	Theme				
Literary	Poetry				
Both	Retelling				Oral retelling checklist
Both	Set purpose				
Informat'l	Text features				
Informat'l	Text structures: description, sequential, compare/contrast, cause/effect, question, answer, problem/solution				
Informat'l	Author's argument and perspective				
Both	Infer				
	Set purpose for reading				
	Skim and scan				

Vocabulary				
6-8				
Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
Infers meaning using context	NWEA	SEE COMPREHENSION	Word sort Anticipation guide Frayer model Triple entry vocabulary Cloze Knowledge rating guide List/group/label Word wall Games/word play Puzzles Think aloud Word analysis/chunking Word family tree	MAZE/ CLOZE passages
Uses Latin and Greek derivations	NECAP			Educators Publishers Service Latin/Greek Roots Assessments
Using resources				
Uses syllables to define words				
Recognition of homonyms				
Academic/content/jargon				
Foreign language words (déjà vu)				
Signs and symbols				
Multiple meanings – transfer between subject areas				
Connotative meanings				

Engagement				
6-8				
Sub-skills	Universal Screener	Benchmark	Strategies	Progress Monitoring
Recreational reading: a. in print settings b. in academic settings	Adolescent Reading Attitude Survey (McKenna & Stahl)	50 % positive attitude on survey	Choice Familiar authors Time Lexiles Interest-inquiry Classroom library/Library Accessibility Series Audio books Digital reading Reading to learn Accommodating different learning styles Listening to music	Reading logs
Academic reading: a. in print settings b. in digital settings				
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Universal Screening Tools Selection Criteria

A compilation of recommended criteria for selecting universal screeners
Heidi McGinley, March 2010

Technical standards:

Validity. The assessment measures the skills and sub-skills it purports to measure, and has predictive validity (of future reading or mathematics performance) of at least .60 (*What Works Clearinghouse, 2009*).

Reliability. The assessment's internal consistency or Cronbach's alpha is at least .70 (*What Works Clearinghouse, 2009*).

The assessment:

1. Is criterion-referenced (*National Research Center on Learning Disabilities, 2006*).
2. Assesses age-appropriate knowledge and skills (*National Research Center on Learning Disabilities, 2006*).
3. Assesses existing state and national standards (*National Research Center on Learning Disabilities, 2006*).
4. Provides clear cut points/scores relative to the knowledge and skills being assessed (Catts, 2006).

Administration:

5. The assessment can be administered fairly and uniformly to all students.
6. The assessment accurately identifies students without consuming resources (time and money) needed for instruction.
7. Alternate forms of the assessment are available so it can be used two or more times per year with the same students.

Reports and data:

8. The assessment provides individual student scores for each sub-skill measured to minimize additional diagnostic assessments.
9. The assessment provides classroom and other aggregated student reports.
10. The assessment provides sub-group data for each sub-skill measured to allow for program evaluation.
11. Illustrate individual student progress and growth over subsequent administrations.
12. Can be interpreted and used by classroom teachers.
13. Are transferable to data management systems used district-wide.
14. Can be used to evaluate the effectiveness of the core program experienced by all students as well as to identify individual student learning status.