



Response to Intervention

Grades K-9 Reading

Rockford Public Schools



Rockford Public Schools is committed to ensuring ***all students learn at high levels***. An important part of our commitment is implementing a comprehensive Response to Intervention (RtI) process to help students develop and increase their literacy skills.

RtI is a structured, multi-tiered approach to help identify and support struggling students by providing high-quality direct instruction and intervention. This approach includes implementation of priority reading standards for content, identification of concepts and skills for student proficiency, and the utilization of assessment data to analyze student progress. RtI is a process to respond in a timely, targeted, and systematic way when students demonstrate the need for intervention. The RtI process includes the following steps:

❖ Step 1: **Universal Screening and Assessment**

Universal screening for all students will be conducted three times per year (fall, winter, spring) in grades K-9. All K-8 students will take NWEA Reading assessment and those that flag will have a secondary screener using The Dynamic Indicators of Basic Early Literacy Skills (DIBELS.) Ninth grade students will take a PSAT reading assessment at the beginning of each trimester. In addition, common formative grade level reading assessments will also be administered at least monthly. These assessments will monitor student progress and identify student grade level proficiency in comparison to grade level expectations.

❖ Step 2: **Analyzing Assessment Data**

Collaborative Action Teams including a child's classroom teacher, principal, instructional coach, reading interventionist, resource room teacher, speech and language pathologist (grades K-1), and school psychologist will meet **three times a year on all students and monthly for Tier III students** to analyze reading performance and progress monitoring of interventions. This information will determine if students need to have a change in intervention, continued work in an intervention, or if they have met benchmarks that will dismiss them from Tier III intervention.

❖ Step 3: **Instruction and Intervention**

The RtI process uses a multi-tiered system of reading instruction and intervention. Each tier has instructional support structures or interventions that help teachers implement research-based curriculum, instructional practices and interventions to improve student achievement.

- **Tier I Instruction** is grade level reading instruction for all students. Grade level literacy CCSS standards are taught using a common resource and pacing guide to ensure a guaranteed and viable curriculum.
- **Flex Time Intervention** is for reteaching or extending priority reading standards based on student evidence of understanding through common formative

assessments. Flex time occurs during the 120 minute literacy block for grades K-5 and there are opportunities daily for 30 minutes in grades 6-8. 9th grade students have flex time two times a week. Bi-weekly PLC meetings will provide the time to analyze the common formative assessment data and determine which interventions are needed for which students.

- **Tier III Intervention** is for students needing direct, intensive literacy intervention for skills well below current grade level benchmarks. Students will receive Tier III intervention **in addition** to both Tier I core classroom reading instruction and targeted Flex Time intervention. For grades K-5 this will include an additional 30-50 minutes of remedial instruction 4-5 times a week and is provided by a Resource Room teacher or Reading Interventionist who has specialized training for the targeted area of learning. Grades 6-9 students will attend a Reading Lab Class one period a day in addition to their ELA class. Tier III is progress monitored weekly to check growth towards grade level content standards. Progress will be reviewed by the Collaborative Action Team monthly. Students are able to enter and exit Tier III monthly as determined by progress monitoring data.

Categorically eligible children are included in addition to this process. The Rockford Public Schools' 31a list will be used for reference to identify these students during each universal screening process so they have appropriate services provided.