

Purpose: To determine the effectiveness of RTI and make necessary adjustments to literacy practices across content areas.

- Prior to the meeting collect the following data:
 - Step 1 Data: Determine the percentage of students by number of risk factors

Percent of student by Number of Risk Factors	
<i># of Factors</i>	Percentages of students
<i>1</i>	
<i>2</i>	
<i>3</i>	
<i>4</i>	
<i>5</i>	

- Step 2 Data: Calculate risk percentages for each category

Risk Categories	Percent at Risk
<i>Attendance</i>	
<i>Behavior</i>	
<i>Failing 2 or more core classes</i>	
<i>ISAT (not passing)</i>	
<i>Universal Screening (not at benchmark)</i>	

- Step 2 additional Data (if needed): Calculate % of students passing each core class

Core class	Percent Meeting Criteria
<i>ELA</i>	
<i>Math</i>	
<i>Social Studies</i>	
<i>Science</i>	

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Step 1: Problem Identification (What is the problem?)

- a) Are our coordinated literacy efforts meeting the needs of most of our students? (record the percentage of students with 0 or 1 risk factors)?
- b) Calculate a goal for the next meeting

	Percentage of students	Goal for next Benchmarking:
<i>% of students with 0 or 1 risk factors</i>		

Step 2: Problem Analysis (Why is it happening?)

- a) Which area of instruction needs enhancement in order to increase the percentage of students with 0 or 1 risk factors (as a team, please check the instructional need in the table below)?

Selection of area of instructional need can be based on the following: walkthroughs, teacher report, formative assessments, ISAT, student behavior, CBMs, and others as deemed appropriate.

Provide Explicit Vocabulary Instruction	Provide direct and explicit comprehension strategy instruction and opportunities to build background knowledge	Provide opportunities for extended discussion of text meaning and interpretation	Increase student motivation and engagement in literacy learning.

- b) Consider whether you need to address Attendance or Behavior as well.

Step 3: Plan Identification (What is the plan?)

a) How can you enhance instruction in the area of instructional need?

1) As a team, please select one or two instructional strategies from the checklist below?

Checklist for Carrying out IES Guide Recommendations	
<p>Recommendation 1: Provide explicit vocabulary instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dedicate a portion of regular classroom lessons to explicit vocabulary instruction. <input type="checkbox"/> Provide repeated exposure to new words in multiple contexts and allow sufficient practice sessions in vocabulary instruction. <input type="checkbox"/> Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading, <input type="checkbox"/> Provide students with strategies to make them independent vocabulary learners. 	<p>Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions. <input type="checkbox"/> Ask follow-up questions that help provide continuity and extend the discussion. <input type="checkbox"/> Provide a task or discussion format that students can follow when they discuss text in small groups. <input type="checkbox"/> Develop and practice the use of a specific “discussion protocol.”
<p>Recommendation 2: Provide direct and explicit comprehension strategy instruction and build background knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select carefully the text to use when beginning to teach a given strategy. <input type="checkbox"/> Show students how to apply the strategies they are learning to different texts. <input type="checkbox"/> Make sure that the text is appropriate for the reading level of students. <input type="checkbox"/> Use a direct and explicit instruction lesson plan for teaching students how to use comprehension strategies. <input type="checkbox"/> Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning. <input type="checkbox"/> Talk about comprehension strategies while teaching them. 	<p>Recommendation 4: Increase student motivation and engagement in literacy learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as around the specific learning processes used to access those ideas. <input type="checkbox"/> Provide a positive learning environment that promotes student autonomy in learning. <input type="checkbox"/> Make literacy experiences more relevant to student interests, everyday life, or important current events. <input type="checkbox"/> Build classroom conditions to promote higher reading engagement and conceptual learning through such strategies as goal setting, self-directed learning, and collaborative learning.