



NEW DAWN

ACADEMY

**Response to Intervention
MTSS**

2025-2026 Manual

The following individuals serve on the Oakland International Academy team and have been involved in the writing and planning of the Academy RTI/PBIS Plan:

Name	Title/Position	Role
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Mr. Nick Prybula	Instructional Dean	Supervisor
Ms. Beth Bunk	Special Education Coordinator	Supervisor
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SECTION 1: INTRODUCTION

Response to Intervention (RTI) is a framework designed to identify students who may be at-risk for inadequate academic performance. Through supplemental interventions targeted to learning need, a student may experience improved performance.

Background

In September of 2011, the Michigan Department of Education (MDE) developed guidance materials for school level implementation of RTI. The essential components of Michigan's RTI Framework incorporate a philosophy of student engagement through high-quality, data-based instruction and research-based interventions. MDE defines 11 essential components for RTI implementation:

- **Implement effective instruction for all learners** – A unified system of comprehensive service delivery requiring significant general and special education system change that meets the needs of all learners.
- **Intervene early** – All learners are screened through assessments several times per year, identifying learners who are not making expected progress. These learners are provided with targeted interventions and monitored for progress on an ongoing basis.
- **Provide a multi-tiered model of instruction and intervention** – Levels of intervention will be used to meet the learning needs of all learners. Level/Tier 1 is the research-based core curriculum and classroom interventions that will be available to all learners and effectively meet the needs of 80-85% of them. Level/Tier 2 are targeted group interventions serving approximately 15% of the learners; that learners will receive in addition to the continuation of Level/Tier 1. Learners will move fluidly between Level/Tier 1 and Level/Tier 2. Level/Tier 3 interventions serve approximately 5% of the learners. Learners at this level receive intense individual interventions while continuing to receive Level/Tier 1 instruction. Based on their performance, learners move fluidly between this Level/Tier and 1 and 2.

- **Utilize a collaborative problem solving model** – A structured, systematic problem solving model based in general education to identify student learning needs, analysis of learning problems, and use of the analysis to guide instructional decisions.
- **Assure a research-based Core Curriculum (aligned with Michigan’s state standards)** – The curriculum is aligned with the Michigan standards to ensure that learners are exposed to curriculum that has demonstrated effectiveness in meeting the learning needs of at least 80% of the student population.
- **Implement research/evidence-based, scientifically validated, instruction/interventions** – The Academy, school, and teachers use instruction/interventions that have been validated through research/evidence as having a substantial impact on student achievement.
- **Monitor student progress to inform instruction** – Teachers use relevant data to measure, on an ongoing basis, student progress to inform their educational decision making and impact what they are doing to improve student achievement.
- **Use data to make instructional decisions** – The Academy, school, and staff use data to guide all of their instructional decisions.
- **Use assessments for three purposes: universal screening, diagnostics, and progress monitoring**-The staff uses an assessment to screen the instructional needs of all learners. As learners are identified for more intensive instruction or interventions, the staff uses diagnostic assessments to identify the specific learning needs of all learners. The staff monitors the progress of the student to inform their ongoing decision making.
- **Implement with fidelity** – Staff implements instructional and/or intervention practices according to the intent of the research base.
- **Engage parents and community** – Parents and community are engaged and informed in the instructional process. Addressing these essential components as outlined by the MDE requires careful planning to ensure intervention meets stakeholder needs. This document will assist Academy staff in appropriate implementation.

SECTION 2: RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

RTI serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support.

Oakland International Academy implements a three-tiered model.

Tier One

Tier One is considered the primary level of intervention and always takes place in the general education classroom.

Tier 1 intervention involves appropriate instruction delivered to all students in the general education class, which is delivered by qualified personnel. The matrix in Appendix A provides further curriculum details. Broadly, the following interventions are used within Tier 1:

Reading:

Tier1- Reading				
Grade	Unit	Duration	Lessons	
K	Wonders, Saxon Phonics & Spelling Reading A-Z ,Raz-Kids A-Z ,Discovery Ed.	September to June	For all lessons, please see Rubicon Atlas	
1	Wonders, Saxon Phonics & Spelling Reading A-Z , Raz Kids A-Z ,Discovery Ed.	September to June	For all lessons, please see Rubicon Atlas	
2	Wonders, Saxon Phonics & Spelling Reading A-Z ,Raz-Kids A-Z ,Discovery Ed.	September to June	For all lessons, please see Rubicon Atlas	
3	Wonders, Saxon Phonics & Spelling Reading A-Z ,Raz-Kids A-Z ,Discovery Ed.	September to June	For all lessons, please see Rubicon Atlas	
4	Wonders, Saxon Phonics & Spelling Reading A-Z ,Raz-Kids A-Z ,Discovery Ed.	September to June	For all lessons, please see Rubicon Atlas	

5	Wonders, Saxon Phonics & Spelling Reading A-Z ,Raz-Kids A-Z ,Discovery Ed.	September to June	For all lessons, please see Rubicon Atlas	
6	Wonders, Saxon Phonics & Spelling Reading A-Z ,Raz-Kids A-Z ,Discovery Ed.	September to June	For all lessons, please see Rubicon Atlas	
7	Wonders, Saxon Phonics & Spelling Reading A-Z , Raz-Kids A-Z ,Discovery Ed.	September to June	For all lessons, please see Rubicon Atlas	
8	Wonders, Saxon Phonics & Spelling Reading A-Z ,Raz-Kids A-Z ,Discovery Ed.	September to June	For all lessons, please see Rubicon Atlas	

Writing:

Tier1- Writing				
Grade	Unit	Duration	Lessons	
K	Being a Writer	September to June	For all lessons, please see Rubicon Atlas	
1	Being a Writer	September to June	For all lessons, please see Rubicon Atlas	
2	Being a Writer	September to June	For all lessons, please see Rubicon Atlas	
3	Being a Writer, Grammar Workshop	September to June	For all lessons, please see Rubicon Atlas	
4	Being a Writer	September to June	For all lessons, please see Rubicon Atlas	
5	Being a Writer	September to June	For all lessons, please see Rubicon Atlas	
6	Being a Writer	September to June	For all lessons, please see Rubicon Atlas	
7	Writing Companion, Grammar Workshop (Perfection Learning)	September to June	For all lessons, please see Rubicon Atlas	
8	Writing Companion, Grammar Workshop (Perfection Learning)	September to June	For all lessons, please see Rubicon Atlas	

Math:

Tier1-Math				
Grade	Unit	Duration	Lessons	
K	Reveal Math	September to June	For all lessons, please see Rubicon Atlas	
1	Reveal Math	September to June	For all lessons, please see Rubicon Atlas	
2	Reveal Math	September to June	For all lessons, please see Rubicon Atlas	
3	Reveal Math	September to June	For all lessons, please see Rubicon Atlas	
4	Reveal Math	September to June	For all lessons, please see Rubicon Atlas	
5	Reveal Math	September to June	For all lessons, please see Rubicon Atlas	
6	My Math (General Track) Reveal Math (Honors)	September to June	For all lessons, please see Rubicon Atlas	
7	My Math (General Track) Reveal Math (Honors)	September to June	For all lessons, please see Rubicon Atlas	
8	My Math (General Track) Reveal Math (Honors)	September to June	For all lessons, please see Rubicon Atlas	

Behavior:

Tier1- Behavior				
Grade	Unit	Duration	Lessons	
K	School Wide PBIS plan see attachment	September to June	For all lessons, please see Rubicon Atlas	
1	School Wide PBIS plan see attachment	September to June	For all lessons, please see Rubicon Atlas	
2	School Wide PBIS plan see attachment	September to June	For all lessons, please see Rubicon Atlas	
3	School Wide PBIS plan see attachment	September to June	For all lessons, please see Rubicon Atlas	

4	School Wide PBIS plan see attachment	September to June	For all lessons, please see Rubicon Atlas
5	School Wide PBIS plan see attachment	September to June	For all lessons, please see Rubicon Atlas
6	School Wide PBIS plan see attachment	September to June	For all lessons, please see Rubicon Atlas
7	School Wide PBIS plan see attachment	September to June	For all lessons, please see Rubicon Atlas
8	School Wide PBIS plan see attachment	September to June	For all lessons, please see Rubicon Atlas

Description of Core Program(s):

Check for fidelity: Lesson plans are turned in weekly by classroom teachers to the Principal and Dean of Academics, and are reviewed by them. These lesson plans include the Content and Language Objectives that will be covered as well as the units, lessons and activities that will be taught. Walkthrough and formal observations are also done periodically throughout the school year by the Principal and I to check for the Instructional Dean of the core curriculum that is being addressed.

Considerations of Core Program for English Language Learners: Classroom teachers make accommodations for English Language Learners while also teaching them the core curriculum using the SIOP model.

Tier 1 interventions include explicit mini lessons, tailor-made activities for students requiring extra support, digital resources and online platforms such as Imagine Learning to support students within the classroom.

Tier Two

At New Dawn Academy Tier Two (representing typically 5-7 students) interventions are typically to small groups of students who are identified. The General Ed teacher collaborates with the reading interventionist, paraprofessionals, support staff and ESL instructor to design high quality activities for these students. Supplemental instruction is provided in addition to, and not in place of core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs or weaknesses of the student relative to the reading process Appendix B provides detailed information on specific interventions, frequency of intervention, and group-size.

Reading: Grade K-12 Reading Specialists, ESL staff push in and pull-out, and paraprofessional support are part of teacher schedules for daily interventions. Reading teachers use the Daily 5 to work with small groups on a rotation. Interventions are content focused with intensive reading practice. Teachers also have targeted instruction time each day Monday-Thursday to support students in small, skills-based groups.

Writing: Grade K-12 Reading Specialists, ESL staff push in and pull-out, and paraprofessional support are part of teacher schedules for daily interventions. Interventions are content focused and using iLit, Rosetta Stone, and intensive writing practice in a workshop model.

Math: To improve math scores, NDA has two math 42-minute blocks. The first block is dedicated to direct math instruction, and the second block is more computational with guided practice. Paraprofessionals also push in and pull-out of math classes for small group interventions and learning.

Behavior: K-12 students with behavior problems receive student and parent meetings, MAY be referred to the social worker or behavior coach, and MAY be placed on a behavior contract. All staff are trained on Restorative Justice practices and Peer Mediation is also available.

Description of Tier Two Intervention(s):

Evidence-based: K-12 staff use iLit for language acquisition and all courses are aligned with the common core standards. Students are assessed via WIDA, Fountas & Pinnell, NWEA, Galileo, MSTEP, PSAT and SAT data is analyzed for student learning gaps and weaknesses.

Data Review: K-12 staff conduct monthly one-on-one progress reviews as well as Teacher Team meetings with the Interventionists (Reading Specialist, ESL, Language Coach, and/or paraprofessionals.)

Considerations of Tier 2 Intervention/Instruction for English Language Learners: K-12 students are grouped by WIDA and NWEA scores so that teachers can work with students in ZPD bands for targeted interventions and remediation. K-12 ELL Interventionists use iLit, Rosetta Stone, Finish Line, and ESL library. Paraprofessionals push-in and pull-out with identified groups of students. Teachers have time available Monday-Thursday during targeted instruction time to support students' unique learning needs using differentiated instruction.

TierThree

Tier 3 is designed for a student unresponsive to Tier 2 intervention. Tier 3 usually represents about 2-4 students per classroom but mostly individualized instruction. Appendix C provides detailed information on specific interventions, the frequency of intervention, and group-size.

Reading: Grade K-9 Reading Specialists, ESL staff pull-out, and paraprofessional support are part of teacher schedules for daily interventions. Interventions are content focused with intensive reading practice and more individualized and personalized at this tier.

Writing: Grade K-19 Reading Specialists, ESL staff pull-out, and paraprofessional support are part of teacher schedules for daily interventions. Interventions are content focused with intensive writing practice and more individualized and personalized at this tier.

Math: To improve math scores, NDA has two math 42-minute blocks. The first block is dedicated to direct math instruction and the second block is more computational with guided practice. Paraprofessionals also push in and pull-out of math classes for small group interventions and learning.

Behavior: K-9 students with behavior problems receive student and parent meetings, are referred to the social worker or administrator, and placed on a behavior contract. The behavior coach and school social worker and psychologist will be directly involved at that level.

Description of Tier Three Intervention(s):

Data Review: Students in the RtI Program have monthly meetings with the RtI Coordinator and Teacher Team(s).

Considerations of Tier 3 Intervention/Instruction for English Language Learners: K-9 students are grouped by WIDA and NWEA scores so that teachers can work with students in ZPD bands for targeted interventions and remediation. K-9 ELL Interventionists use iLit, Rosetta Stone ,Finish Line, and ESL library. Teachers have a designated block for targeted instructional activities Monday through Thursday for 30 minutes each.

SECTION 3: ASSESSMENT WITHIN AN RTI FRAMEWORK

A variety of assessments are used to support decisions about a student’s at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RTI process for different purposes.

Screening

Screening is an assessment procedure characterized by brief (no more than 8 minutes per student), efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring, further assessment, or supplemental instruction.

The table presented below provides descriptive information regarding the universal screening procedures:

	Reading	Writing	Math	Behavior
Screening Tool(s):	<i>NWEA-MAP Fountas & Pinnell (K- 5) MLPP (K- 1)</i>	<i>Writing Sample s</i>	<i>NWEA- MAP</i>	<i>Behavior Record Review</i>
Frequency of Administration:	<i>Fall, Winter, Spring</i>	<i>Fall, Winter, Spring</i>	<i>Fall, Winter, Spring</i>	<i>Ongoing</i>
Grades Screened:	<i>K-8</i>	<i>K-8</i>	<i>K-8</i>	<i>K-8</i>
Screening Administrator(s)''	<i>Classroom Teacher</i>	<i>Classroom Teacher</i>	<i>Classroom Teacher</i>	<i>Principal, Classroom Teacher, Staff</i>

Considerations for Screening or Benchmark Assessments for English Language Learners:

1. We utilize tools with demonstrated reliability and validity to identify and monitor students' need for instructional support in reading (i.e., iLit, Rosetta Stone ,ESL library, SIOP, Leveled Readers, and Imagine Language).
2. Students' language skills are assessed to provide an appropriate context regarding the evaluation of current levels of performance via WIDA, NWEA, MSTEP, PSAT, and SAT annually.
3. Student meetings with ELLs evaluate the potential effect of the process acquisition on current performance.
4. Data-based decision-making (using WIDA, Fountas & Pinnell, NWEA, MSTEP, PSAT, and SAT) and targeted instruction is provided based on what is known about the student's current level of performance and his or her literacy experience.
5. The district uses subgroup comparisons on how ELL's perform against "true peers" (i.e. students with similar language proficiencies and cultural and experiential backgrounds) as part of the Index Report and ELL subgroup data.

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring. Specific tools are noted on the page below.

TierOne

Reading: Newcomer ELLs are Screened (WIDA) upon enrollment and NWEA student data is collected in September, January, and May. The WIDA is given each year in February, and Spring assessments include MSTEP, PSAT, and SAT. Imagine Learning provides staff with weekly progress and grade-level reading. All instructors teach a section of Language Acquisition, designed for struggling readers and ELLs.

Writing: All students have writing folders/binders for writing samples collected throughout the school year and assessed for growth. All instructors teach a section of Language Acquisition, designed for struggling readers and ELLs.

Math: To improve math scores, NDA has two math 42-minute blocks. The first block is dedicated to direct math instruction and the second block is more computational with guided practice.

Behavior: All teachers use CHAMPS for behavior management and the Leader in Me Program also teaches self-regulation and character building. Administrators review discipline data for program efficacy.

Considerations for Progress Monitoring for English Language Learners: Given that our student ELL population is 65%, NDA invests richly in our ELL Programming. ELL progress is monitored closely on the WIDA (and other State and local assessment) and tracked and monitored on MI School Data.

TierTwo

Reading: Monthly reviews with RtI coordinator and teacher team(s) for students in the RtI program using Imagine Learning, Galileo, Fountas & Pinnell, NWEA, WIDA, MSTEP, PSAT, and SAT.

Writing: Monthly reviews with RtI coordinator and teacher team(s) for students in the RtI program, using WIDA, MSTEP, PSAT, and SAT.

Math: Monthly reviews with RtI coordinator and teacher team(s) for students in the RtI program using Imagine Learning Math, NWEA, WIDA, MSTEP, PSAT, and SAT.

Behavior: Monthly administrative review of behavior contracts, parent meetings, teacher reports, number of referrals and type, and student progress.

Considerations for Progress Monitoring for English Language Learners: Monthly administrative review of behavior contracts, parent meetings, teacher reports, number of referrals and type, and student progress

TierThree

Reading: Bi-monthly reviews with RtI coordinator and teacher team(s) for students in the RtI program using Imagine Learning, Galileo, Fountas & Pinnell, NWEA, WIDA, MSTEP, PSAT, and SAT

Writing: Bi-monthly reviews with RtI coordinator and teacher team(s) for students in the RtI program using NWEA, WIDA, MSTEP, PSAT, and SAT.

Math: Bi-monthly reviews with RtI coordinator and teacher team(s) for students in the RtI program using Imagine Learning, Galileo, Fountas & Pinnell, NWEA, WIDA, MSTEP, PSAT, and SAT.

Behavior : Bi-monthly administrative review of behavior contracts, parent meetings, teacher reports, number of referrals and type, and student progress

Considerations for Progress Monitoring for English Language Learners: Bi-monthly administrative review of behavior contracts, parent meetings, teacher reports, number of referrals and type, and student progress

SECTION 4: DATA-BASED DECISION MAKING

Within an RTI framework, two major decisions need to be made relative to student performance: Which student's may be at risk for academic failure? How well is the student responding to supplemental, tiered instruction/intervention? Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Determining Initial Risk Status & Response to Intervention

To determine which students may be at risk, New Dawn Academy uses the methods noted in Section 3 to provide universal screening and progress monitoring. A review of this data is conducted to determine student transition between tiers of intervention. Data from these interventions are reviewed by the New Dawn Academy RTI team, which is the principal, Dean, Special Education Teacher, Social Worker, Speech and Language Pathologist, Reading Specialist, Math Specialist, ESL teacher, and classroom teacher. Meetings are held every four to six weeks.

Determining Student Progress

Another key decision made by the New Dawn Academy RTI team is whether or not a student receiving supplemental instruction or intervention is progressing. Progress monitoring data and other data sources to examine the student's performance level and progress rate overtime. By graphing the student's performance and examining the data path, the New Dawn Academy RTI team can make an informed decision about a student's response to intervention. The team will meet every four to six weeks to review progress monitoring data.

Specific Learning Disability (SLD) Determination

The reauthorization of the Individuals with Disabilities Education Act (IDEA) 2004 allow sa Multi-Disciplinary Evaluation Team to use“ a student's response to scientific, research-based interventions” when determining SLD.

RTI does not eliminate the burden an Academy must meet under IDEA to identify a child with a disability. Within 30 days of receiving a parent request for testing or consent for testing the Academy shall conduct an evaluation and convene a Multi-Disciplinary Evaluation Team to determine eligibility for special education pursuant to the Michigan Administrative Rules for Special Education R 340.1721c.

SECTION 5: PROFESSIONAL DEVELOPMENT

To ensure appropriate implantation and create stakeholder engagement it is imperative that *all* staff receive training on the school MTSS/RTI plan. New Dawn Academy provides Rtl, ESL(SIOP) Best Practices, and Special Education training before the student's school year starts on interventions and support staff roles in serving identified students in Reading, Writing, Math, Social Studies, and Science. PLCs occur each week with a variety of approved topics by Saginaw Valley State University and the MDE. There are also weekly/monthly (depending on grade-levels) data meetings for Rtl, as well as meetings for those in process.

SECTION 6: PARENT NOTIFICATION

Parents are notified when their child requires an intervention beyond that provided to all students in the general education classroom. Notification is provided to parents via a letter that indicates:

- The nature of the intervention their child will be receiving
- Type of intervention, Frequency, Duration
- The amount and nature of student performance data that will be collected
- Assessment Used & Progress Monitoring Reviews

Considerations for Parents Whose Native Language is Not English:

Identified families are sent notices of Rtl services provided, written in English as well as the parent's native language. Translation services are available for all meetings and phone calls (via paraprofessionals or staff), as well as all letters mailed and sent home.

SECTION 7: CONTACT INFORMATION

Questions concerning the RTI plan or other material presented in this document should be directed to:

Dr. Larry Cowger, Coordinator Email: larry.cowger@emanschools.net Phone: 313.925.1000

APPENDIX A

Tier1- Reading			
Grade	Unit	Duration	Lessons
K	Unit0-WeAreSpecial Unit1-MakeNewFriends Unit2-ShapesAllAround Unit3-ThePlacesWeGo Unit4-MeetYourNeighbors Unit5- HowDoesYourGardenGrow Unit6-TheFourSeasons Unit7-Baby Animals Unit8-OntheMove Unit9-GrowingUp Unit10-ProblemSolvers	September to June	Unit0-3weeks Unit1-3weeks Unit2-3weeks Unit3-3weeks Unit4-3weeks Unit5-3weeks Unit6-3weeks Unit7-3weeks Unit8-3weeks Unit9-3weeks Unit10-3weeks
1	Unit1: RealisticFiction,Fantasy,and Nonfiction stories. Keydetails Unit2: UnderstandingCharactersSe ttingand Events. MainTopicsandKeyDetails. Unit3: Character,Setting,PlotsandSeq uence, Folk Tales, Cause and Effect, Compare and Contrast. Unit4&5: MainIdea.Sequencing,Point ofView, and Problem and Solution Unit6:ThemeandAuthor'spurpo se	September to June	Unit1-6 weeks Unit2-6 weeks Unit3-6 weeks Unit4-6 weeks Unit5-6 weeks Unit6-6 weeks

2	Unit1: RealisticFiction,Fantasy,Informa tional Text	September to June	Unit1-6 weeks Unit2-6 weeks Unit3-6 weeks
	Unit2: ExpositoryText,Fables,Po etry Unit 3: NarrativeNonfiction,Fiction,Exp ository Text Unit4:RealisticFiction,Expositor yText, Poetry Unit5:Biography,RealisticFiction , Persuasive Text Unit6:ExpositoryText,Drama,My th, Poetry		Unit4-6 weeks Unit5-6 weeks Unit6-6 weeks
3	Unit1:NarrativeFiction,Narra tive Nonfiction, realistic fiction, argumentative text Unit2:Expository,informationalt ext, historical fiction, poetry Unit3:folktale,expository informational text Unit4:realisticfiction,expository informational text, poetry Unit5:narrativenonfiction:bio graphy, fairy tales, argumentative text Unit6:poetry	September to June	Unit1-6 weeks Unit2-6 weeks Unit3-6 weeks Unit4-6 weeks Unit5-6 weeks Unit6-6 weeks
	Unit1:ExpositoryInformationTex t, RealisticFiction,ArgumentativeT ext		

4	Unit2:ExpositoryInformationalText, Drama, Poetry Unit3:RealisticFiction,Biography, Argumentative Text Unit4:NarrativeNonfiction,Historical Fiction,NarrativePoetry	September to June	Unit1-6 weeks Unit2-6 weeks Unit3-6 weeks Unit4-6 weeks Unit5-6 weeks Unit6-6 weeks
	Unit5:ExpositoryInformationalText, Realistic Fiction, Expository Informational Text Unit6:Narrative,Nonfiction,Historical Fiction, Free Verse Poetry		

<p style="text-align: center;">5</p>	<p>Wonder s Unit 1: NarrativeNonfiction,autobiography, Realistic Fiction, Personal Narrative, augmentative Text, Technical Text, Biography, Realistic fiction</p> <p>Unit2: ExpositoryText Folktale Poetry BiographyMyth ,FairyTale</p> <p>Unit3: RealisticFiction,ExpositoryText,</p> <p>Unit 4:Biography, Expository Text, Drama,Legend,Poetry,ExpositoryText, Tall Tale</p> <p>Unit5: ExpositoryText,Fable,HistoricalFiction, Argumentative Text, Expository Text, Realistic Fiction,</p> <p>Unit6: HistoricalFiction,ExpositoryText, Poetry,RealisticFiction,Biography</p>	<p style="text-align: center;">September to June</p>	<p style="text-align: center;">Unit1-6 weeks Unit2-6 weeks Unit3-6 weeks Unit4-6 weeks Unit5-6 weeks Unit6-6 weeks</p>
<p style="text-align: center;">6</p>	<p>Generaltrack - Unit1:NarrativeNonfiction,Biography, Realistic Fiction, PersonalNarrative,ArgumentativeText, Persuasive Article</p> <p>Unit2:ExpositoryText,Historical Fiction</p>	<p style="text-align: center;">September to June</p>	<p style="text-align: center;">Unit1-6 weeks Unit2-6 weeks Unit3-6 weeks Unit4-6 weeks Unit5-6 weeks Unit6-6 weeks</p>

	<p>Unit 3: Realistic Fiction, Personal Narrative,Poetry,NarrativeNonfiction, Drama, Persuasive Article, Realistic Fiction, Biography</p> <p>Unit4:Biography,ExpositoryText, Drama,Poetry,BiographicalSketch, Realistic Fiction,</p> <p>Unit 5:Historical Fiction, Folktale, Argumentative Text, Informational Article,ExpositoryText,ScienceFiction, Parody</p> <p>Unit6:ExpositoryText,Poetry, Narrative Nonfiction</p> <p>Honors-Units1-6</p> <ul style="list-style-type: none"> ● TestingOurLimits ● YouandMe ● IntheDark ● PersonalBest ● MakingYourMark ● TruetoYourself 		
7	<p>Honors-Units1-6</p> <ul style="list-style-type: none"> ● ConflictsandClashes ● Highsand Lows ● Chasingtheimpossible ● MomentofTruth ● TestofTime ● ThePowerof One 	September to June	<p>Unit1-6 weeks</p> <p>Unit2-6 weeks</p> <p>Unit3-6 weeks</p> <p>Unit4-6 weeks</p> <p>Unit5-6 weeks</p> <p>Unit6-6 weeks</p>
8	<p>Honors-Units1-6</p> <ul style="list-style-type: none"> ● EveryoneLovesaMystery ● PastandPresent ● NoRisk,NoReward ● HearMeOut ● TryingTimes ● BeyondReality 	September to June	<p>Unit1-6 weeks</p> <p>Unit2-6 weeks</p> <p>Unit3-6 weeks</p> <p>Unit4-6 weeks</p> <p>Unit5-6 weeks</p> <p>Unit6-6 weeks</p>

Tier1-Math

Grade	Unit	Duration
K	<ul style="list-style-type: none"> ● Unit1-CountingandCardinality ● Unit2-OperationandAlgebraic Thinkinking ● Unit3-NumberandOperationsin Base Ten ● Unit4-MeasurementandData Unit 5 - Geometry 	September to June
1	<ul style="list-style-type: none"> ● Unit1-OperationsandAlgebraic Thinking ● Unit2-NumberandOperationsin Base Ten ● Unit3-Measurementand Data ● Unit4- Geometry 	September to June
2	<ul style="list-style-type: none"> ● Unit1:ApplyAdditionand Subtraction Concepts ● Unit2:NumberPatterns ● Unit3:AddTwo-DigitNumbers ● Unit4:SubtractTwo-DigitNumbers ● Unit5:PlaceValueto1,000 ● Unit6:AddThree-DigitNumber ● Unit7:SubtractThree-Digit Numbers ● Unit8:Money ● Unit9:DataAnalysis ● Unit10:Time ● Unit11:CustomaryandMetric Lengths ● Unit12:GeometricShapesand Equal shapes 	September to June

<p>3</p>	<ul style="list-style-type: none"> ● NumbersandOperationinBase Ten ● OperationsandAlgebraicThinking ● NumberandOperations-Fractions ● MeasurementandData ● Geometry 	<p>September to June</p>
<p>4</p>	<ul style="list-style-type: none"> ● NumbersandOperationinBase Ten ● OperationsandAlgebraicThinking ● NumberandOperations-Fractions ● MeasurementandData ● Geometry 	<p>September to June</p>
<p>5</p>	<ul style="list-style-type: none"> ● 1.NumberandOperationsinBase Ten ● 2.OperationsandAlgebraic Thinking ● 3. Number and Operations-Fractions 	<p>September to June</p>

	<ul style="list-style-type: none"> • 4. Measurement and Data • 5. Geometry 	
6	<ul style="list-style-type: none"> • Unit 1 Ratios and Unit Rates • Unit 2 • Unit 3 Rational Numbers • <u>Unit 3: Arithmetic Operations Incl. Division of Fractions</u> • <u>Unit 4: Expressions and Equations</u> • <u>Unit 5: Area, Surface Area, and Volume Problems</u> • <u>Unit 6: Statistics</u> 	September to June
7	<ul style="list-style-type: none"> • <u>7M1: Ratios and Proportional Relationships</u> • <u>7M2: Rational Numbers</u> • <u>7M3: Expressions and Equations</u> • <u>7M4: Percent and Proportional Relationships</u> • <u>7M5: Statistics and Probability</u> • <u>7M6: Geometry</u> 	September to June
8	<ul style="list-style-type: none"> • <u>8M1: Integer Exponents and the Scientific Notation(1)</u> • <u>8M2: The Concept of Congruence(1)</u> • <u>8M3: Similarity(1)</u> • <u>8M4: Linear Equations(1)</u> • <u>8M5: Examples of Functions from Geometry(1)</u> • <u>8M6: Linear Functions(1)</u> • <u>8M7: Introduction to Irrational Numbers Using Geometry(1)</u> 	September to June

Tier1- Behavior			
Grade	Program	Duration	Lessons
K-5	HabitsofHighlyEffective Students	September to June	Monthly Character Assembly
6-8	er Counts! (Included in Social Studies Units)	September to June	1characterlessonperun

APPENDIXB

Tier2- Reading					
Grade	Program Options	Interventions	Frequency	Duration	Progress Monitoring
K-2	Daily5Structuresand Guided Reading	Reading Teacher, paraeducator,small group instruction	3xwk	20min	Running Records
1	Daily5Structuresand Guided Reading	Reading Teacher, paraeducator,an d small group instruction	3xwk	20min	Running Records
2	Daily5Structuresand Guided Reading	Reading Teacher, paraeducator,an d small group instruction	3xwk	20min	Running Records
3	Daily5Structuresand Guided Reading	Reading Teacher, paraeducator,an d small group instruction	3xwk	20min	Running Records
4	Daily5Structuresand Guided Reading	Reading Teacher, paraeducator,and small group instruction	3xwk	20min	Running Records
5	Daily5Structuresand Guided Reading	Reading Teacher, paraeducator,and small group instruction	3xwk	20min	Running Records

6	Daily5Structuresand Guided Reading	Reading Teacher, paraeducator, and small group instruction	3xwk	20min	Running Records
7	Daily5Structuresand Guided Reading	Reading Teacher, paraeducator, and small group instruction	3xwk	20min	Running Records
8	Daily5Structuresand Guided Reading	Reading Teacher, paraeducator, and small group instruction	3xwk	20min	Running Records

Tier2- Writing					
Grade	ProgramOptions	Interventions	Frequency	Duration	Progress Monitoring
K	Writer'sWorkshop	WritingTeacher,ESL Coach and/or Paraeducator	2xwk	40	WritingPortfolio,6 plus one rubrics
1	Writer'sWorkshop	WritingTeacher,ESL Coach and/or Paraeducator	2xwk	40	WritingPortfolio,6 plus one rubrics
2	Writer'sWorkshop	WritingTeacher,ESL Coach and/or Paraeducator	2xwk	40	WritingPortfolio,6 plus one rubrics
3	Writer'sWorkshop	WritingTeacher,ESL Coach and/or Paraeducator	2xwk	40	WritingPortfolio,6 plus one rubrics
4	Writer'sWorkshop	WritingTeacher,ESL Coach and/or Paraeducator	2xwk	40	WritingPortfolio,6 plus one rubrics
5	Writer'sWorkshop	WritingTeacher,ESL Coach and/or Paraeducator	2xwk	40	WritingPortfolio,6 plus one rubrics
6	Writer'sWorkshop	WritingTeacher,ESL Coach and/or Paraeducator	2xwk	40	WritingPortfolio,6 plus one rubrics

7	Writer's Workshop	Writing Teacher, ESL Coach and/or Paraeducator	2xwk	40	Writing Portfolio, 6 plus one rubrics
8	Writer's Workshop	Writing Teacher, ESL Coach and/or Paraeducator	2xwk	40	Writing Portfolio, 6 plus one rubrics

Tier 2-Math					
Grade	Program Options	Interventions	Frequency	Duration	Progress Monitoring
K	Guided Math(Math2) Intervention time	Math Interventions Small group instruction	3xwk	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring
1	Guided Math(Math2) Intervention time	Math Interventions Small group instruction	3xwk	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring
2	Guided Math(Math2) Intervention time	Math Interventions Small group instruction	3xwk	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring
3	Guided Math(Math2) Intervention time	Math Interventions Small group instruction	3xwk	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring
4	Guided Math(Math2) Intervention time	Math Interventions Small group instruction	3xwk	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring
5	Guided Math(Math2) Intervention time	Math Interventions Small group instruction	3xwk	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring
6	Guided Math(Math2) Intervention time	Math Interventions Small group instruction	3xwk	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring
7	Guided Math(Math2) Intervention time	Math Interventions Small group instruction	3xwk	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring

8	GuidedMath(Math2) Intervention time	MathInterventions Small group instruction	3xwk	40min	Classroom Formative AssessmentsandNWEA MathFall-Winter-Spring
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Tier2- Behavior					
Grade	ProgramOptions	Interventionist	Frequency	Duration	ProgressMonitoring
K	-RtI(SocialWorkerand Behavior Coach) -RestorativeJustice Discipline System	-SocialWorker -BehaviorCoach -Administrator	Once per week	30minute s	Review Weekly ProgressReportfro m Teachers
1	-RtI(SocialWorkerand Behavior Coach) -RestorativeJustice Discipline System	-SocialWorker -BehaviorCoach -Administrator	Once per week	30minute s	Review Weekly ProgressReportfro m Teachers
2	-RtI(SocialWorkerand Behavior Coach) -RestorativeJustice Discipline System	-Social Worker BehaviorCoach -Administrator	Once per week	30minute s	Review Weekly ProgressReportfro m Teachers
3	-RtI(SocialWorkerand Behavior Coach) -RestorativeJustice Discipline System	-SocialWorker -BehaviorCoach -Administrator	Once per week	30minute s	Review Weekly ProgressReportfro m Teachers
4	-RtI(SocialWorkerand Behavior Coach) -RestorativeJustice Discipline System	-SocialWorker --BehaviorCoach -Administrator	Once per week	30minute s	Review Weekly ProgressReportfro m Teachers
5	-RtI(SocialWorkerand Behavior Coach) -RestorativeJustice Discipline System	-Social Worker BehaviorCoach -Administrator	Once per week	30minute s	Review Weekly ProgressReportfro m Teachers
6	-RtI(SocialWorkerand Behavior Coach) -RestorativeJustice Discipline System	-SocialWorker -BehaviorCoach -Administrator	Once per week	30minute s	Review Weekly ProgressReportfro m Teachers
7	-RtI(SocialWorkerand Behavior Coach) -RestorativeJustice Discipline System	-SocialWorker -BehaviorCoach -Administrator	Once per week	30minute s	Review Weekly ProgressReportfro m Teachers

8	-RtI(SocialWorkerand Behavior Coach) -RestorativeJustice Discipline System	-SocialWorker -BehaviorCoach -Administrator	Once per week	30minutes	Review Weekly ProgressReportfrom Teachers
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APPENDIX C

Tier3- Reading					
Grade	ProgramOptions	Interventions	Frequency	Duration	Progress Monitoring
K	Pulloutorpush-in	Small group instructionupto3 students	5 times per week	40minutes	F&Pand Running Records
1	Pullout	Small group instructionupto3 students	5 times per week	40minutes	F&Pand Running Records
2	Pullout	Small group instructionupto3 students	5 times per week	40minutes	F&Pand Running Records
3	Pullout	Small group instructionupto3 students	5 times per week	40minutes	F&Pand Running Records
4	Pullout	Smallgroupupto3 studentsinstructio n	5 times per week	40minutes	F&Pand Running Records
5	Pullout	Small group instructionupto3 students	5 times per week	40minutes	F&Pand Running Records
6	Pullout	Small group instructionupto3 students	5 times per week	40minutes	NWEAand Running Records
7	Pullout	Small group instructionupto3 students	5 times per week	40minutes	NWEAand Running Records

8	Pullout	Small group instruction upto 3 students	5 times per week	40 minutes	NWEA and Running Records
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Tier3- Writing					
Grade	Program Options	Interventions	Frequency	Duration	Progress Monitoring
K	Push-in and pullout	ESL and small group instruction	4x per week	30 min	writing samples
1	Push-in and pullout	ESL and small group instruction	5x per week	40 min	writing samples
2	Push-in and pullout	ESL and small group instruction	5x per week	40 min	writing samples
3	Push-in and pullout	ESL and small group instruction	5x per week	40 min	writing samples
4	Push-in and pullout	ESL and small group instruction	5x per week	40 min	writing samples
5	Push-in and pullout	ESL and small group instruction	5x per week	40 min	writing samples
6	Push-in and pullout	ESL and small group instruction	5x per week	40 min	writing samples
7	Push-in and pullout	ESL and small group instruction	5x per week	40 min	writing samples
8	Push-in and pullout	ESL and small group instruction	5x per week	40 min	writing samples

Tier3-Math					
Grade	Program Options	Interventions	Frequency	Duration	Progress Monitoring
K	IXL Intervention time	Small group instruction upto 3 students	Daily	40 min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring
1	IXL Intervention time	Small group instruction upto 3 students	Daily	40 min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring

2	IXL Intervention time	Small group instruction upto 3 students	Daily	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring
3	IXL Intervention time	Small group instruction upto 3 students	Daily	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring
4	IXL Intervention time	Small group instruction upto 3 students	Daily	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring
5	IXL Intervention time	Small group instruction upto 3 students	Daily	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring
6	IXL Intervention time	Small group instruction upto 3 students	Daily	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring
7	IXL Intervention time	Small group instruction upto 3 students	Daily	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring
8	IXL Intervention time	Small group instruction upto 3 students	Daily	40min	Classroom Formative Assessments and NWEA Math Fall-Winter-Spring

Tier3- Behavior					
Grade	Program Options	Interventionist	Frequency	Duration	
K	-Restorative Justice -Behavior Coaching	-Behavior Coach -Administrator -Restorative Justice	-Twice per week	-30 minutes	
1	-Restorative Justice -Behavior Coaching	-Restorative Justice -Administrator Behavior Coach	-Twice per week	-30 minutes	
2	-Restorative Justice	-Restorative Justice	-Twice per week	-30 minutes	

	-BehaviorCoaching	-BehaviorCoach Administrator			
3	-RestorativeJustice -BehaviorCoaching	-RestorativeJustice -BehaviorCoach Administrator	-Twiceperweek	-30minutes	
4	-RestorativeJustice -BehaviorCoaching	-RestorativeJustice -BehaviorCoach Administrator	-Twiceperweek	-30minutes	
5	-RestorativeJustice -BehaviorCoaching	-RestorativeJustice -BehaviorCoach Administrator	-Twiceperweek	-30minutes	
6	-RestorativeJustice -BehaviorCoaching	-RestorativeJustice -BehaviorCoach Administrator	-Twiceperweek	-30minutes	
7	-RestorativeJustice -BehaviorCoaching	-RestorativeJustice -BehaviorCoach Administrator	-Twiceperweek	-30minutes	
8	-RestorativeJustice -BehaviorCoaching	-RestorativeJustice -BehaviorCoach Administrator	-Twiceperweek	-30minutes	