



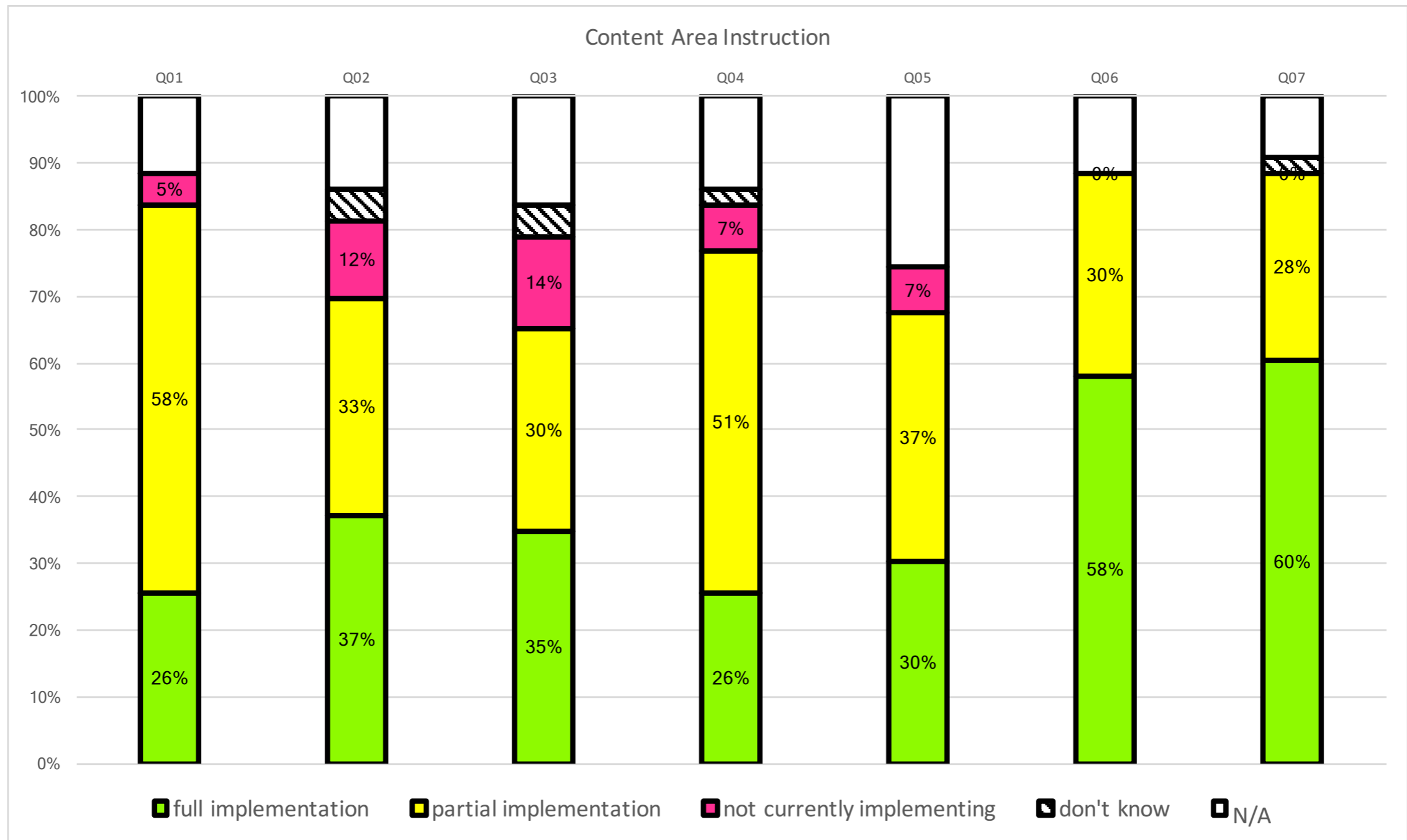
New York State
RtI/TAC
www.nysrti.org

2017

Algonquin

ABBREVIATED Survey Data

Content Area Instruction



Q01 | I devote a regular portion of my instruction to vocabulary development that includes repeated exposure to new words, sufficient modeling, and practice with opportunities to use words in multiple contexts (i.e., writing, discussion, extended reading).

Q02 | I include direct and explicit comprehension strategy instruction that enhances my students' ability to comprehend texts within my content area.

Q03 | I include writing instruction that is specific to my disciplinary area (e.g., writing as a scientist, mathematician, historian, etc.).

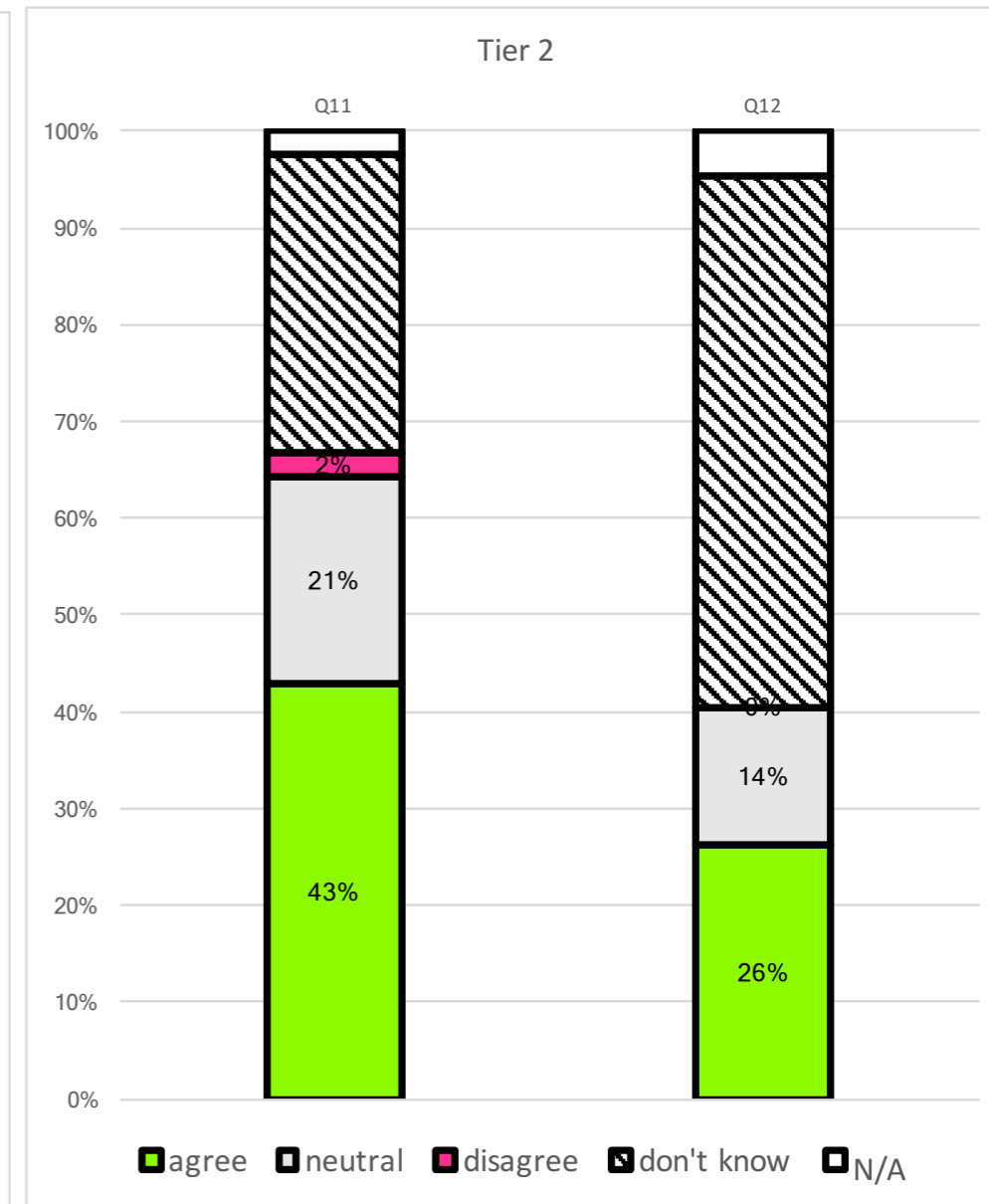
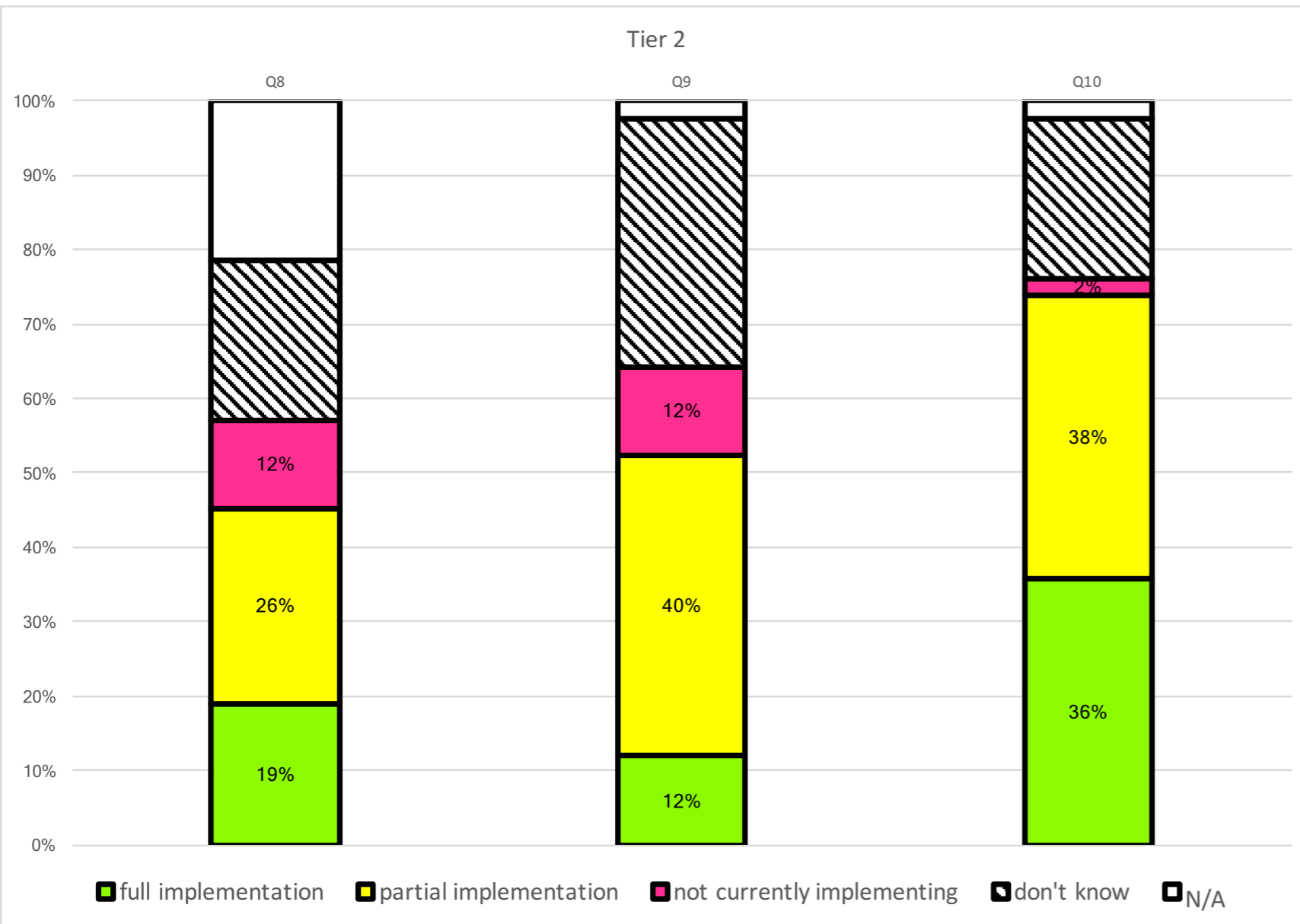
Q04 | I differentiate instruction (e.g., text level, supported instruction) based on the reading/writing levels and needs of my students.

Q05 | I use small and large-group formats to encourage high-quality discussions about texts.

Q06 | I intentionally design and adjust my instructional environment to increase student motivation and academic engagement in learning (e.g., explicit rules/behavioral expectations, class-wide reinforcements and consequences, opportunities for active responding, frequent teacher feedback and encouragement).

Q07 | I explicitly teach self-regulatory, academic, and social skills that promote learning in my content area (e.g., considering others' viewpoints, respectful communication, asking for help, study skills, following directions).

Tier II



Q08 | Additional or supplemental instructional time in reading/writing (at least 20-30 minutes per session, 3-4 times per week, staff to student ratio approximately 1:5) is offered in addition to ELA instruction for at-risk readers.

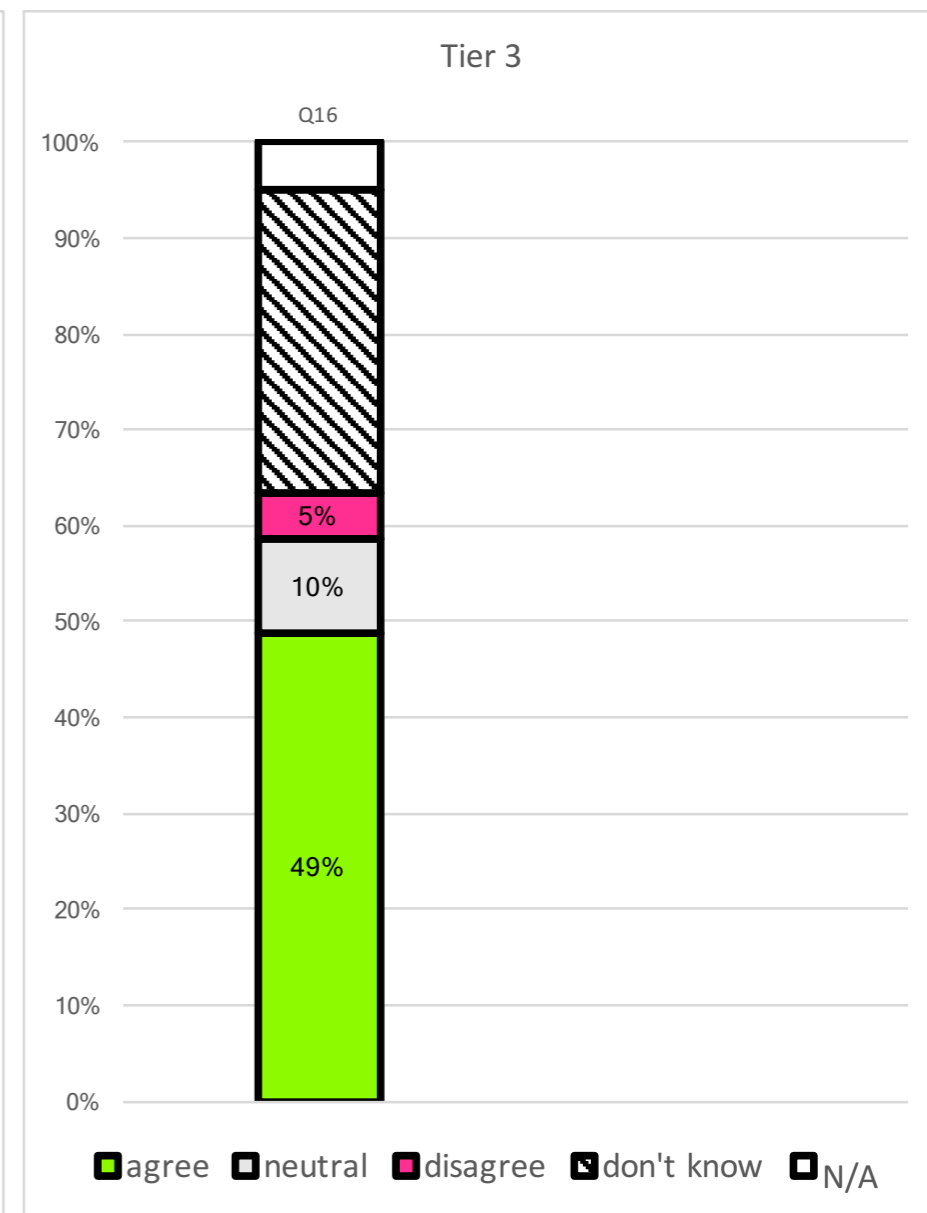
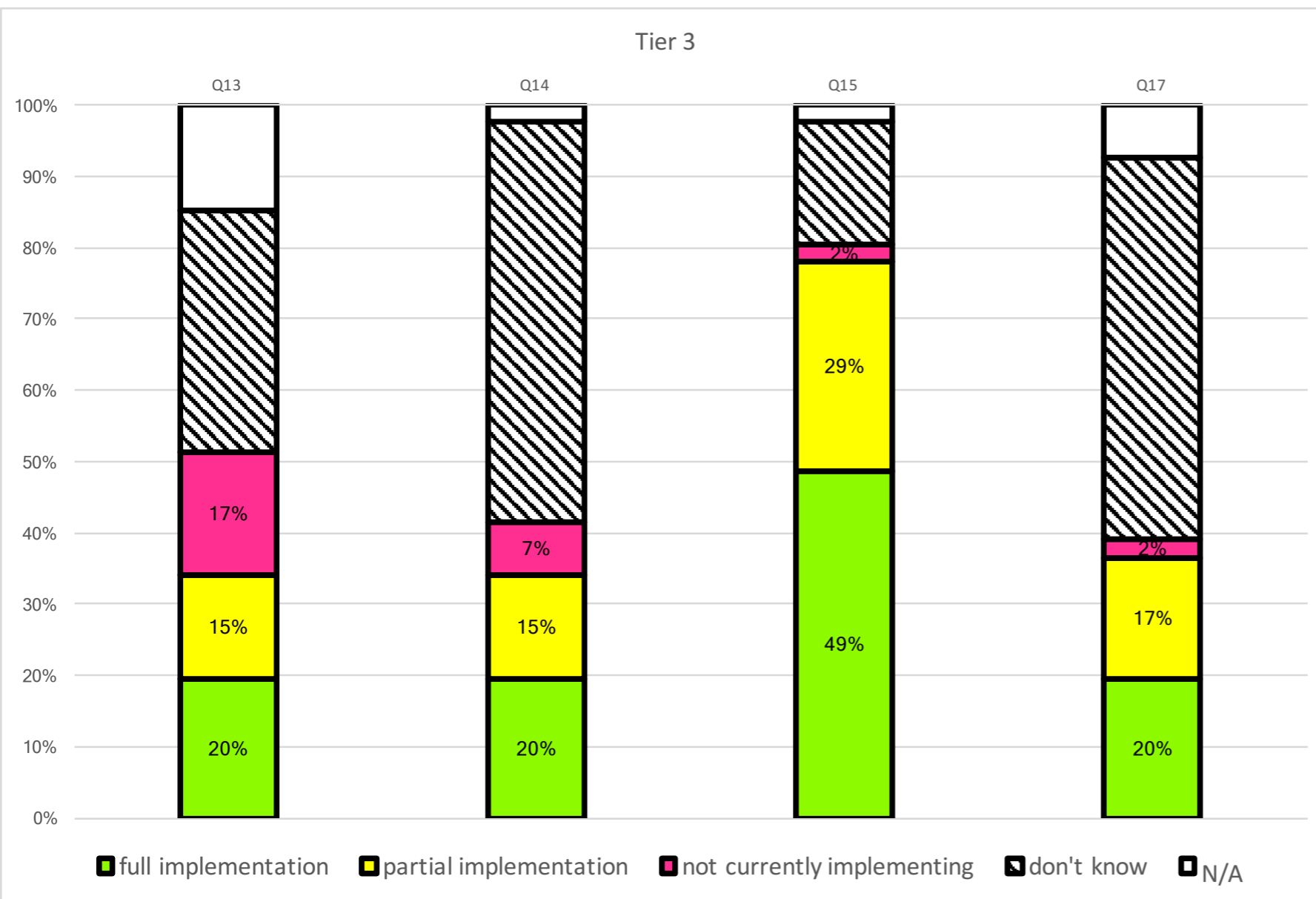
Q09 | Tier 2 Interventions are matched to students' specific needs.

Q10 | Interventions are provided for students who show significant social/emotional/behavioral problems that interrupt learning and adjustment in school.

Q11 | Interventions provided at Tier 2 are research-based and implemented directly by staff who are knowledgeable about students needs and trained in the needed area of instruction.

Q12 | Technology-based interventions provided at Tier 2 are research-based.

Tier III



Q13 | Additional or supplemental instructional time (at least 40 minutes per session, 5 times per week in smaller grouping format than Tier 2) is offered in addition to ELA instruction for students at high risk.

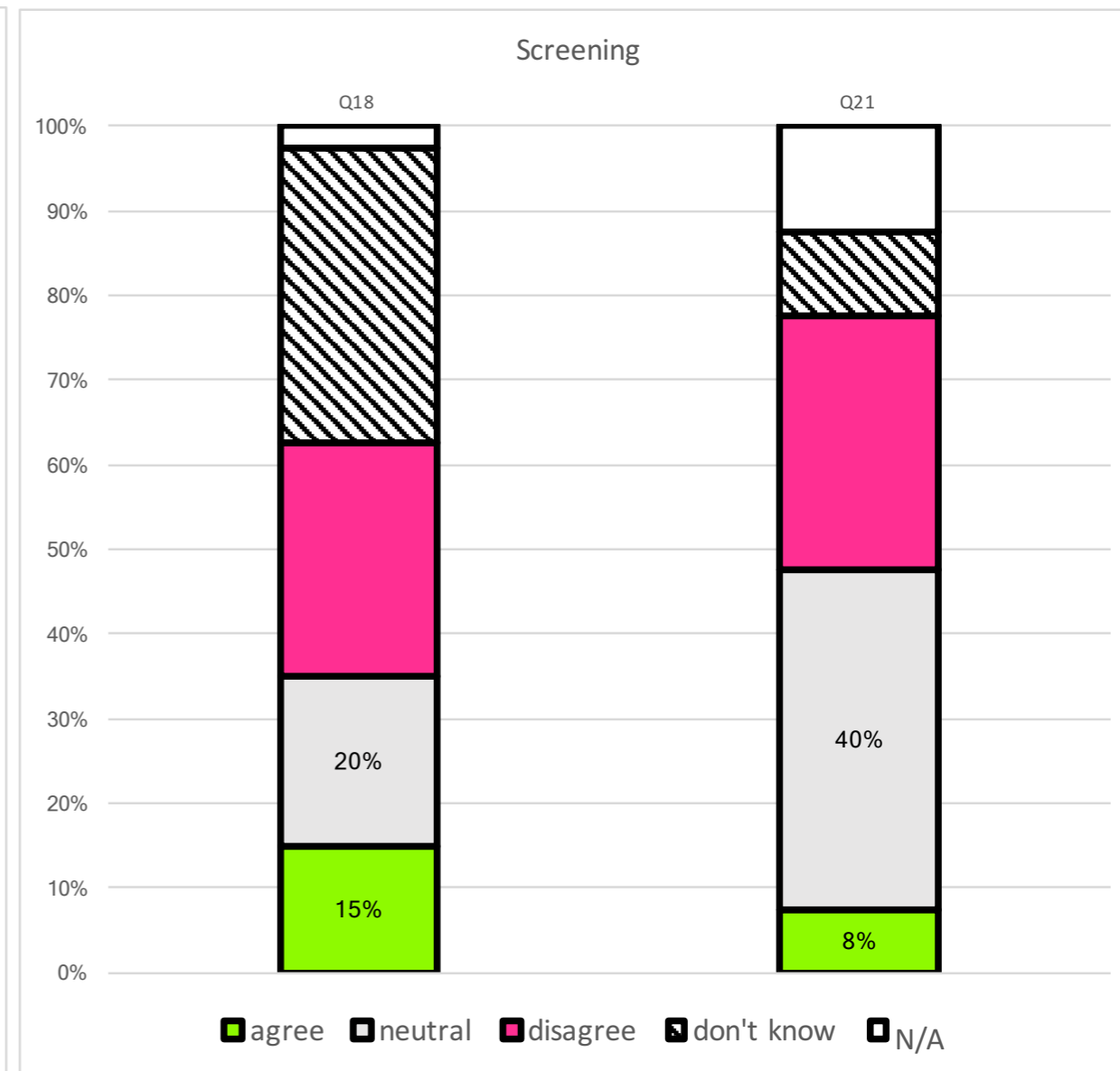
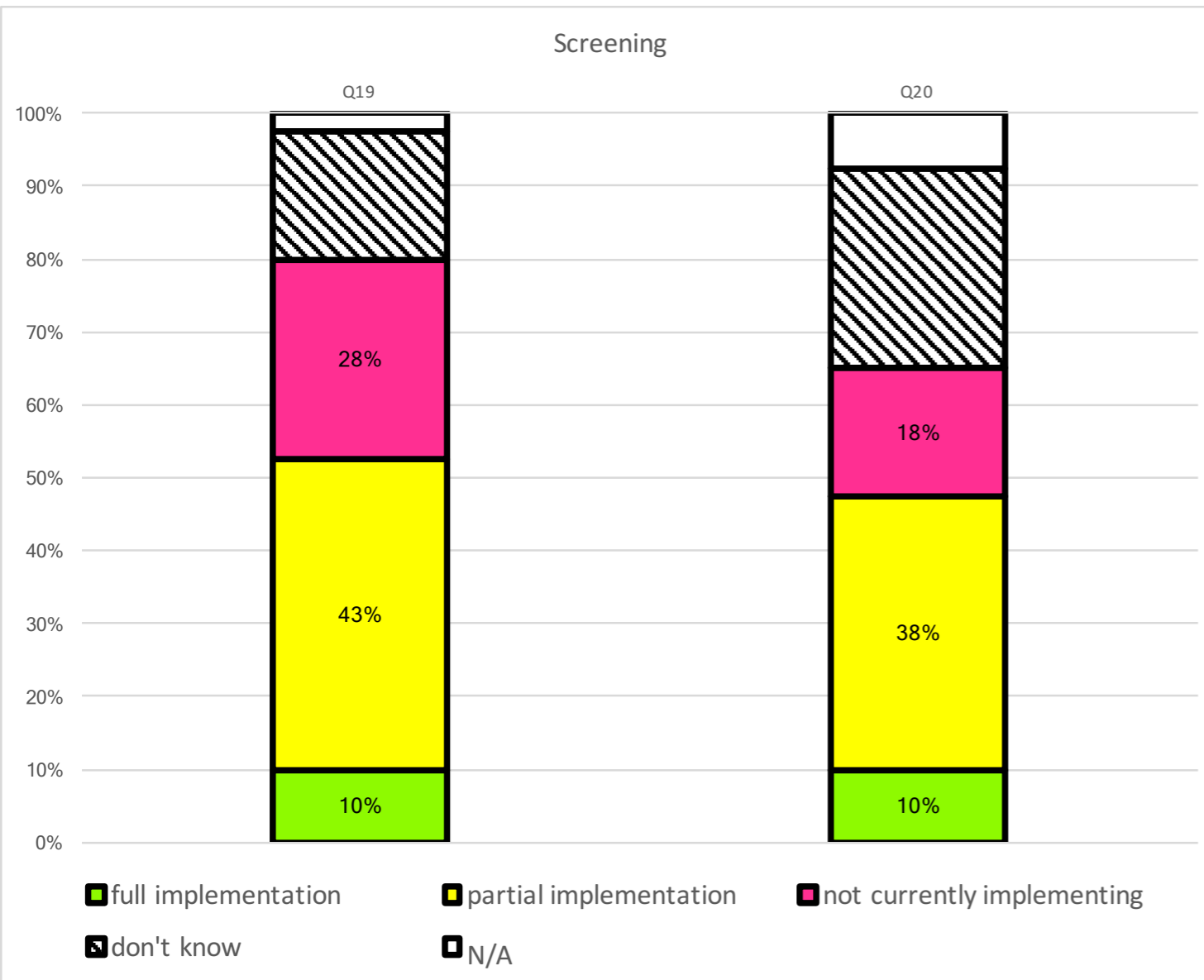
Q14 | Tier 3 interventions are matched to the student's specific academic needs.

Q15 | Students who have intensive social/emotional/ behavioral needs that impact academic learning and adjustment to school are provided interventions, such as individual counseling, crisis counseling, behavior intervention plans based on functional behavior assessments, community based intervention, and/or medical intervention.

Q17 | Technology-based interventions provided at Tier 3 are research-based.

Q16 | Interventions provided at Tier 3 are research-based and implemented directly by staff who are knowledgeable about the student's needs and trained in the needed area of instruction.

Screening



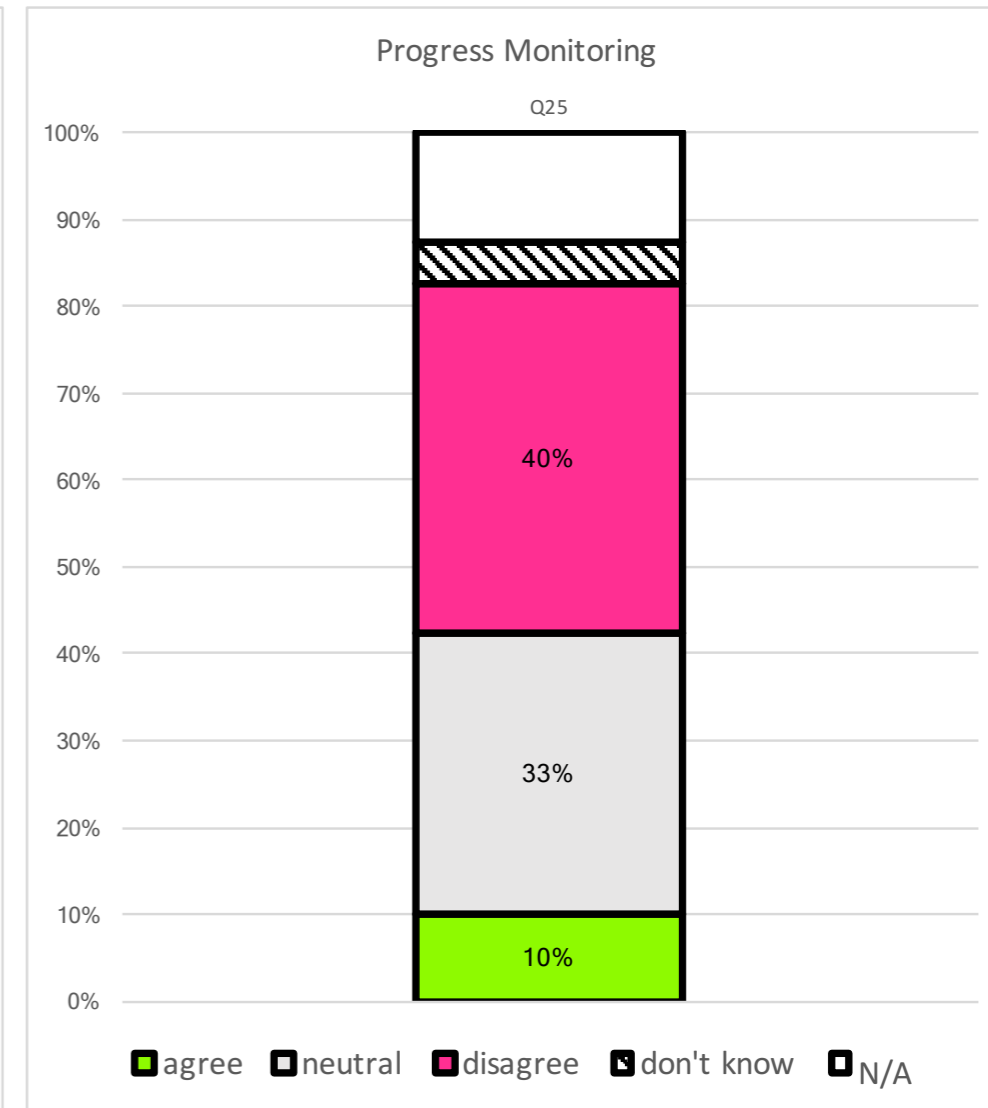
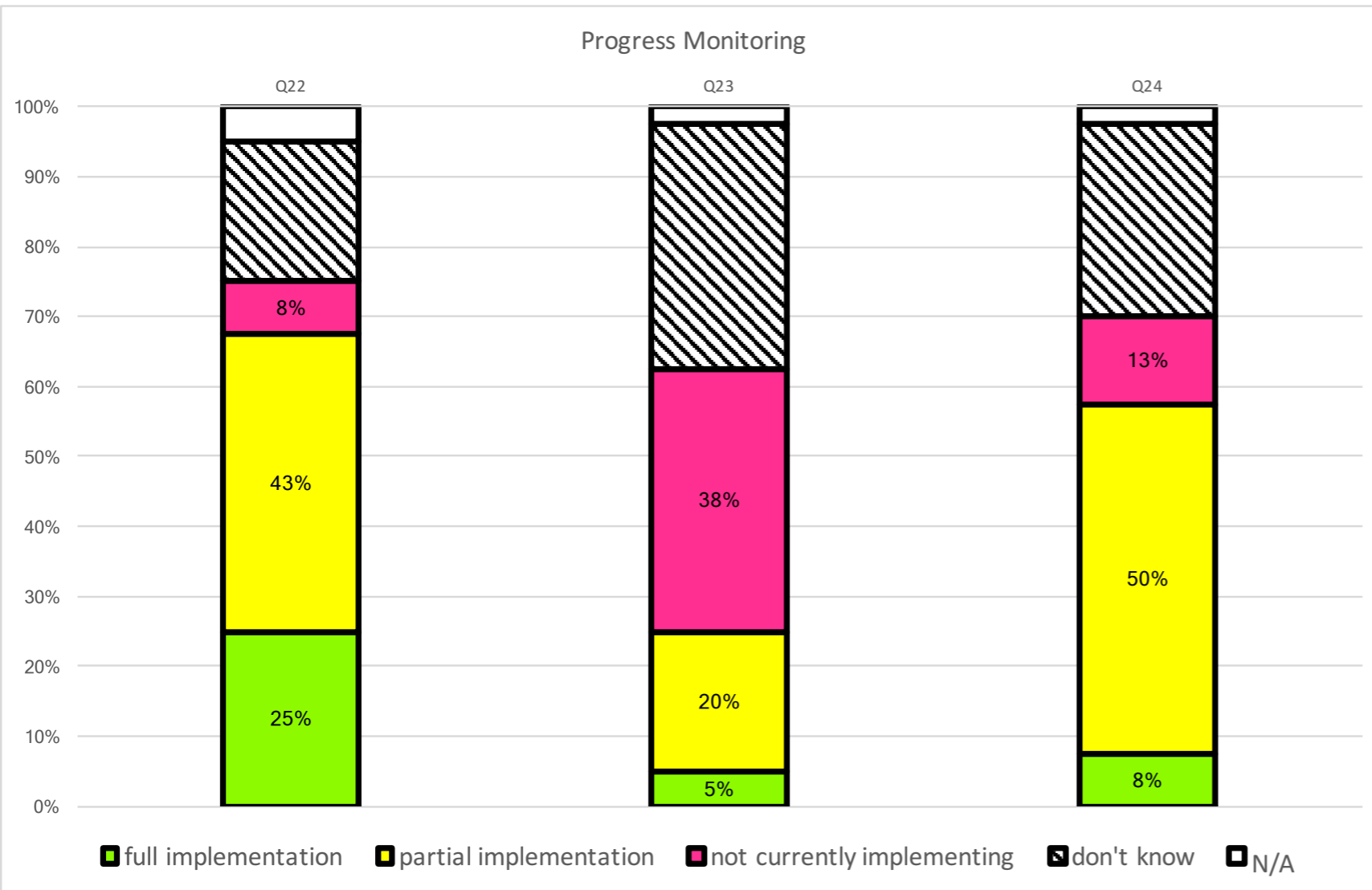
Q19 | Data obtained from each academic screening session are routinely shared at staff meetings and/or grade level team meetings.

Q20 | Screening data are used to prioritize students for tiered academic intervention based on intensity and nature of need.

Q18 | My school conducts academic screening for ALL students a minimum of two to three times per year.

Q21 | I have been provided adequate professional development to understand and make informed decisions based on academic screening data.

Progress Monitoring



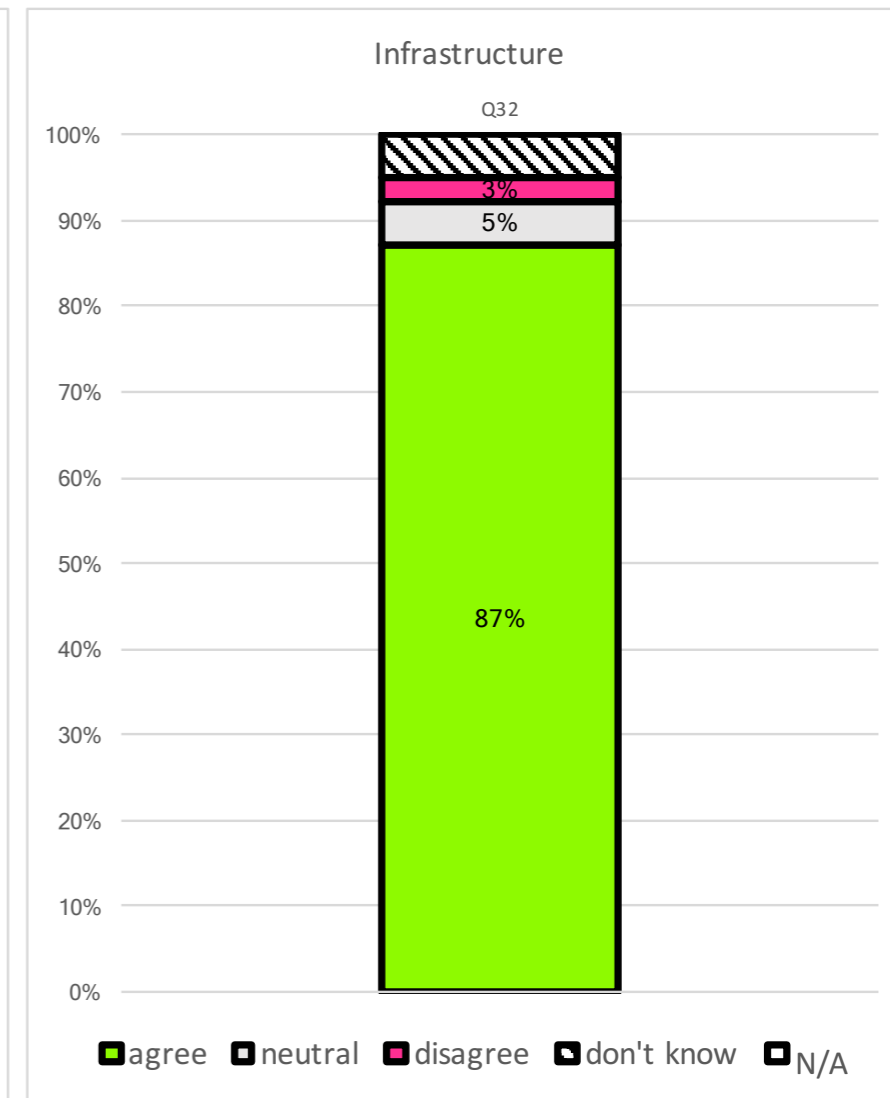
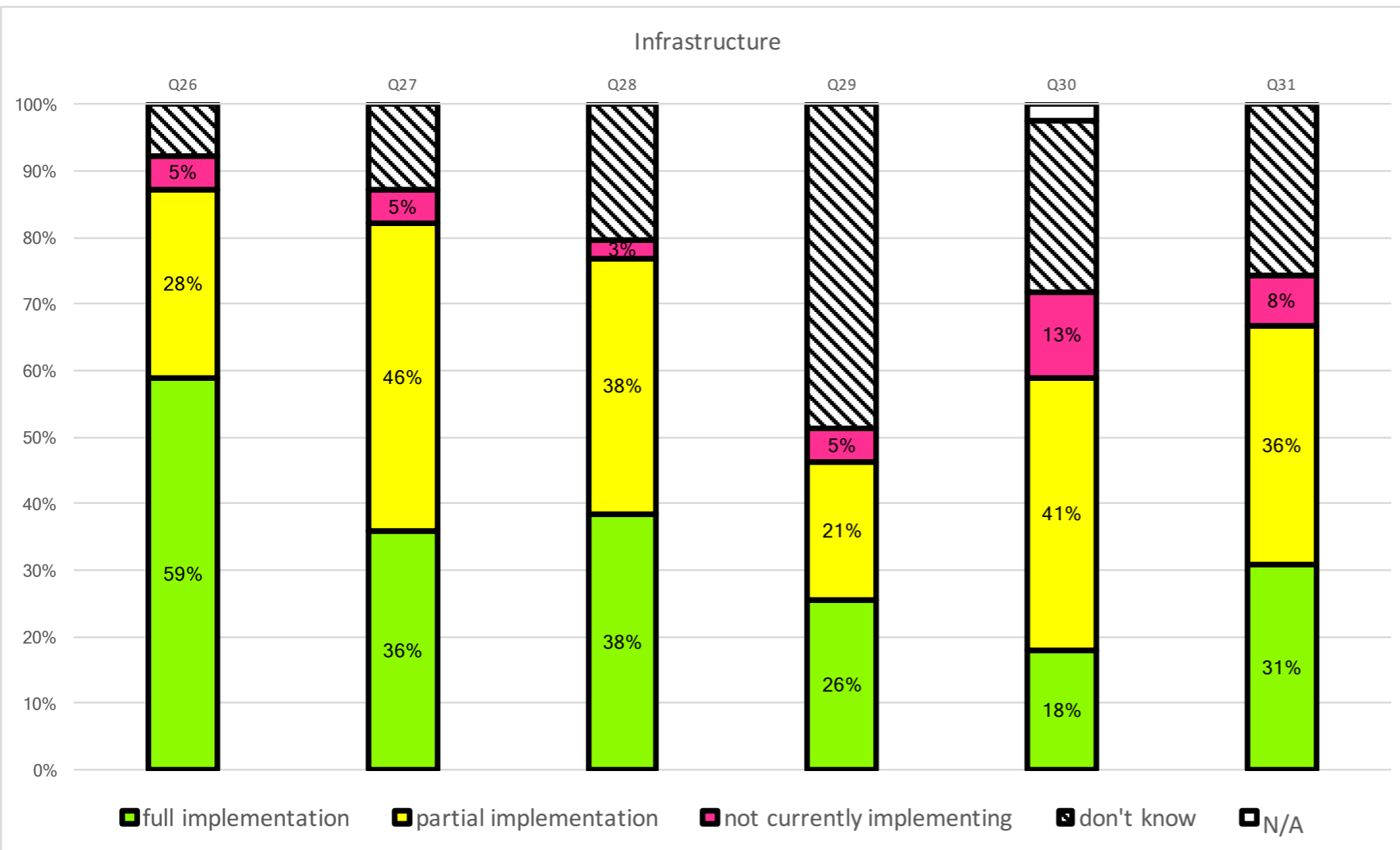
Q22 | Students performing below grade level expectations are progress monitored frequently (1 time per week to 1 time per month depending on measure).

Q23 | Progress monitoring data are graphed and routinely shared at each grade level with teachers and administrators.

Q24 | Instruction/intervention is modified when progress monitoring data indicate limited progress.

Q25 | I have been provided adequate professional development to understand and make informed decisions based on academic screening data.

Infrastructure



Q26 | A building-based Rtl leadership team has been established and reflects a multi-disciplinary composition (e.g., building principal, content area teacher reps, special educator, school psychologist, interventionists, ESL/bilingual teacher, etc.).

Q27 | There is a school-wide plan to identify and address academic needs of all students.

Q28 | There is a school-wide plan to identify and address social/emotional/behavioral needs of all students.

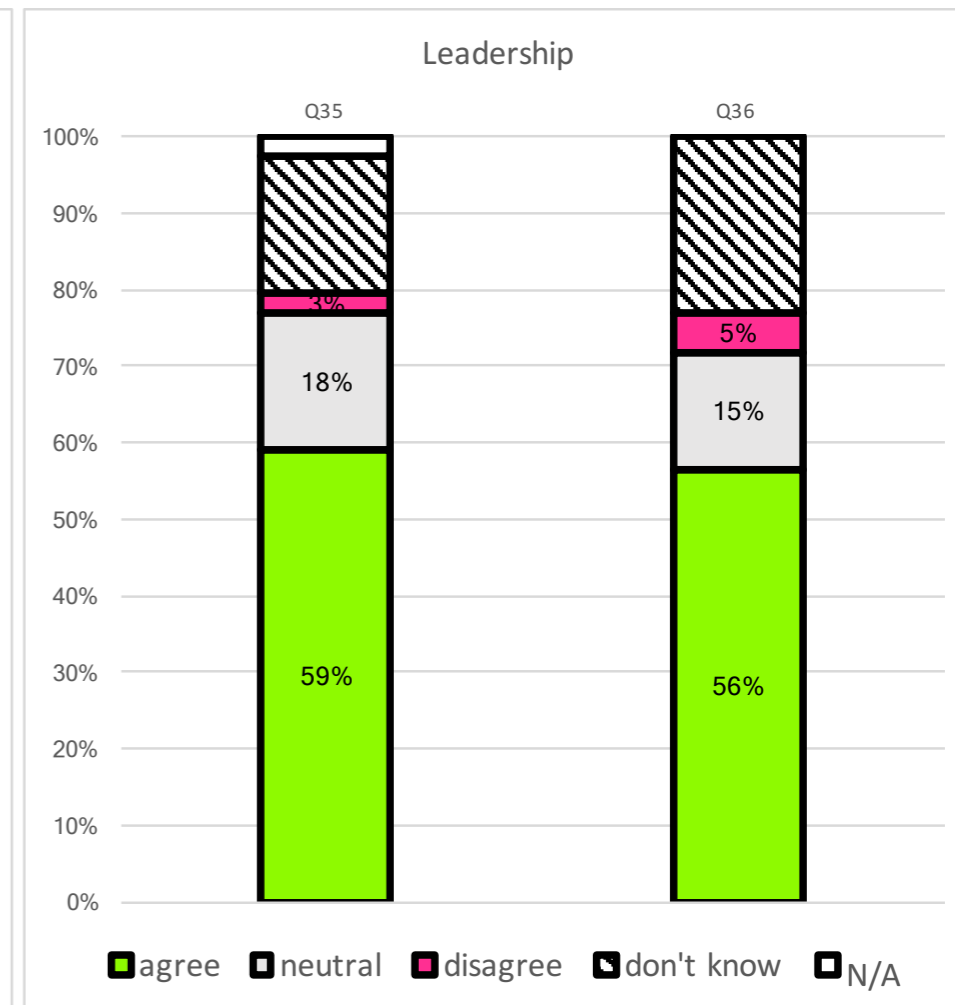
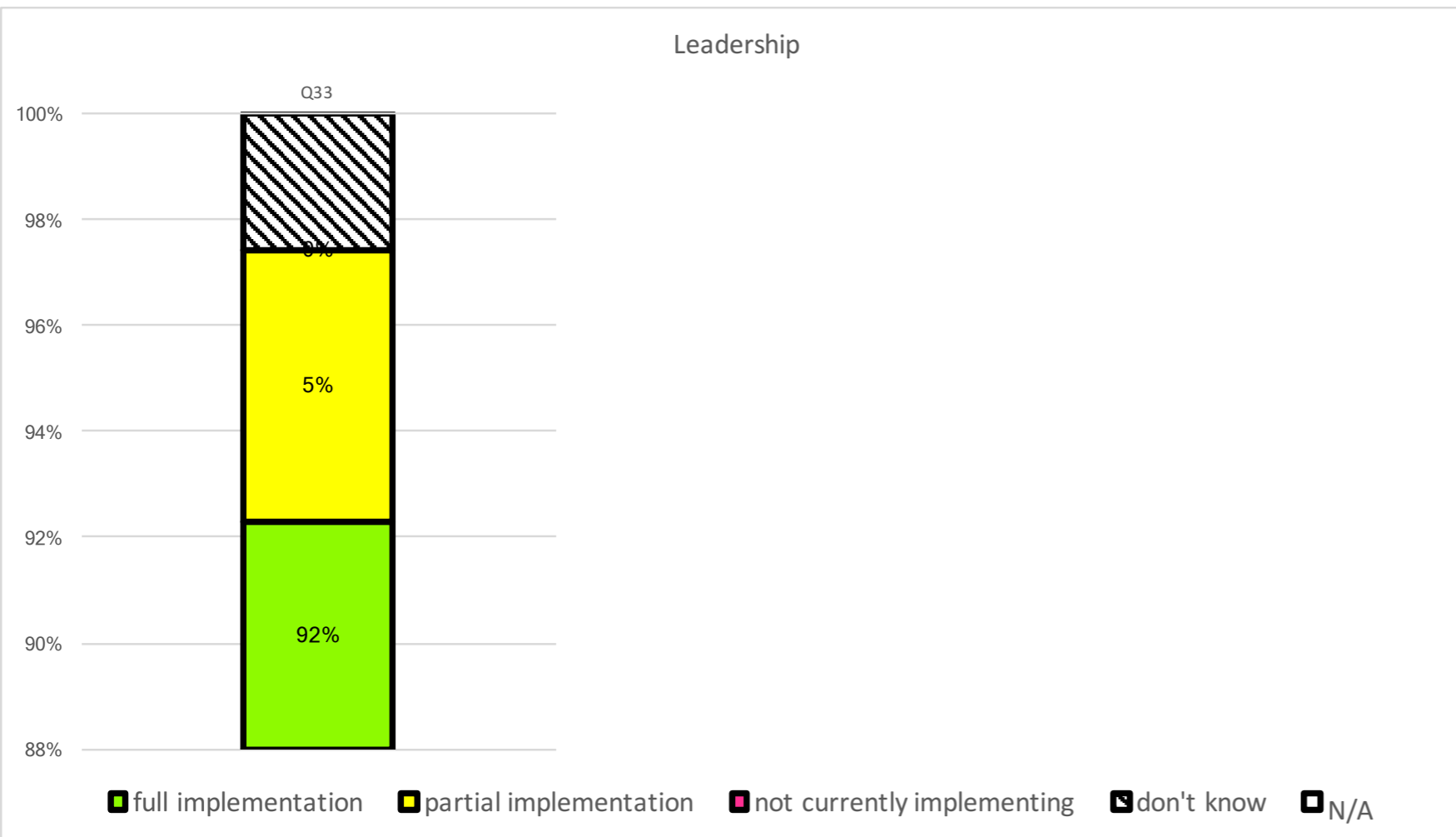
Q29 | Teams meet a minimum of two to three times per year to review and address grade level benchmark data.

Q30 | An Rtl model, which specifies the number of tiers, types of interventions at each tier, and screening and progress-monitoring protocols, has been adopted by my school or district and communicated with staff.

Q31 | Scheduling allows for students to receive additional or supplemental intervention.

Q32 | Rtl is an important process for my school's or district's initiatives to improve student achievement.

Leadership

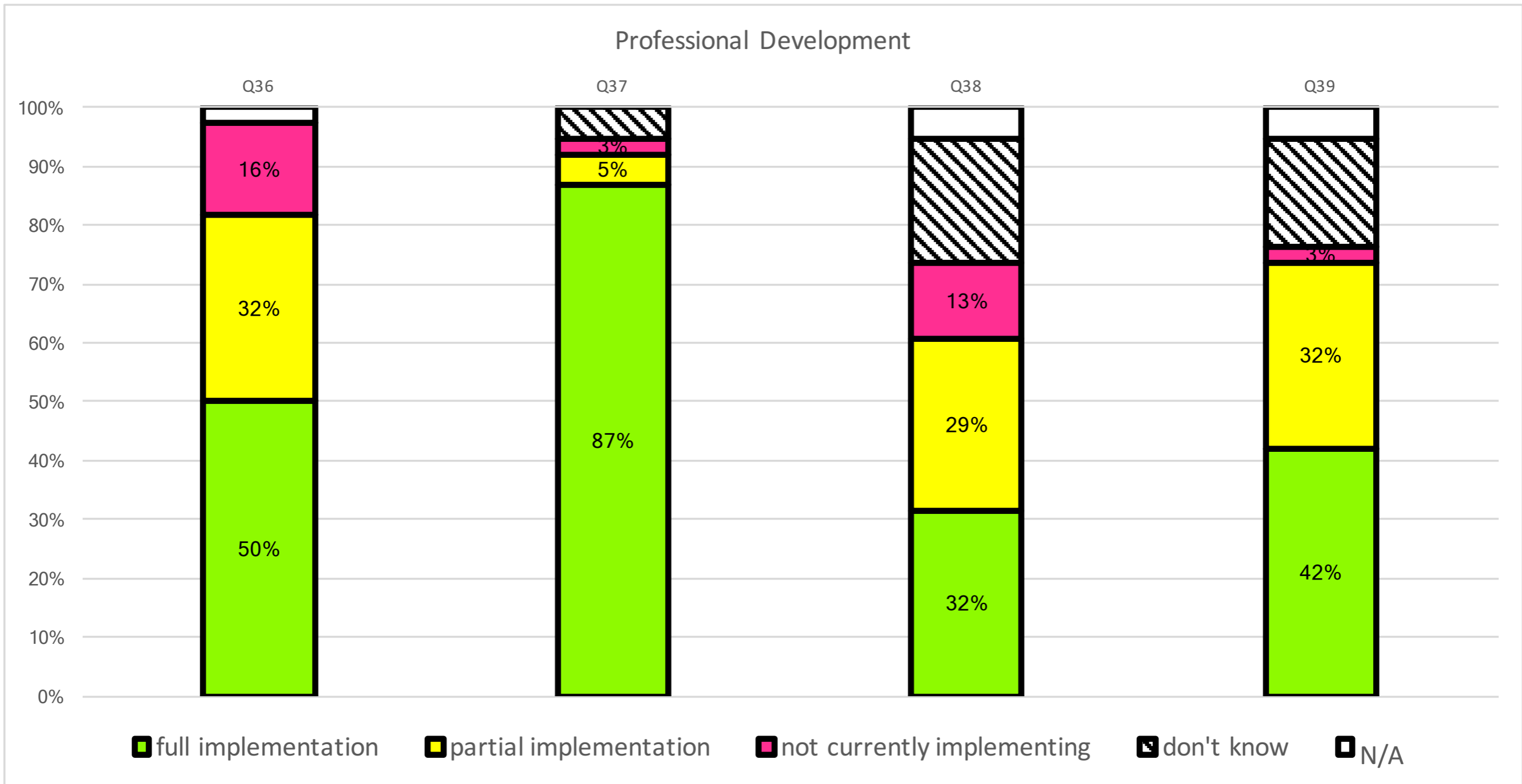


Q33 | The principal articulates the school's RtI vision and how it can be used to support ALL students.

Q34 | The principal actively participates in grade-level team meetings to analyze student reading performance data and to help teachers plan instruction.

Q35 | The building principal and other district leaders allocate the necessary resources essential for effective RtI implementation.

Professional Development



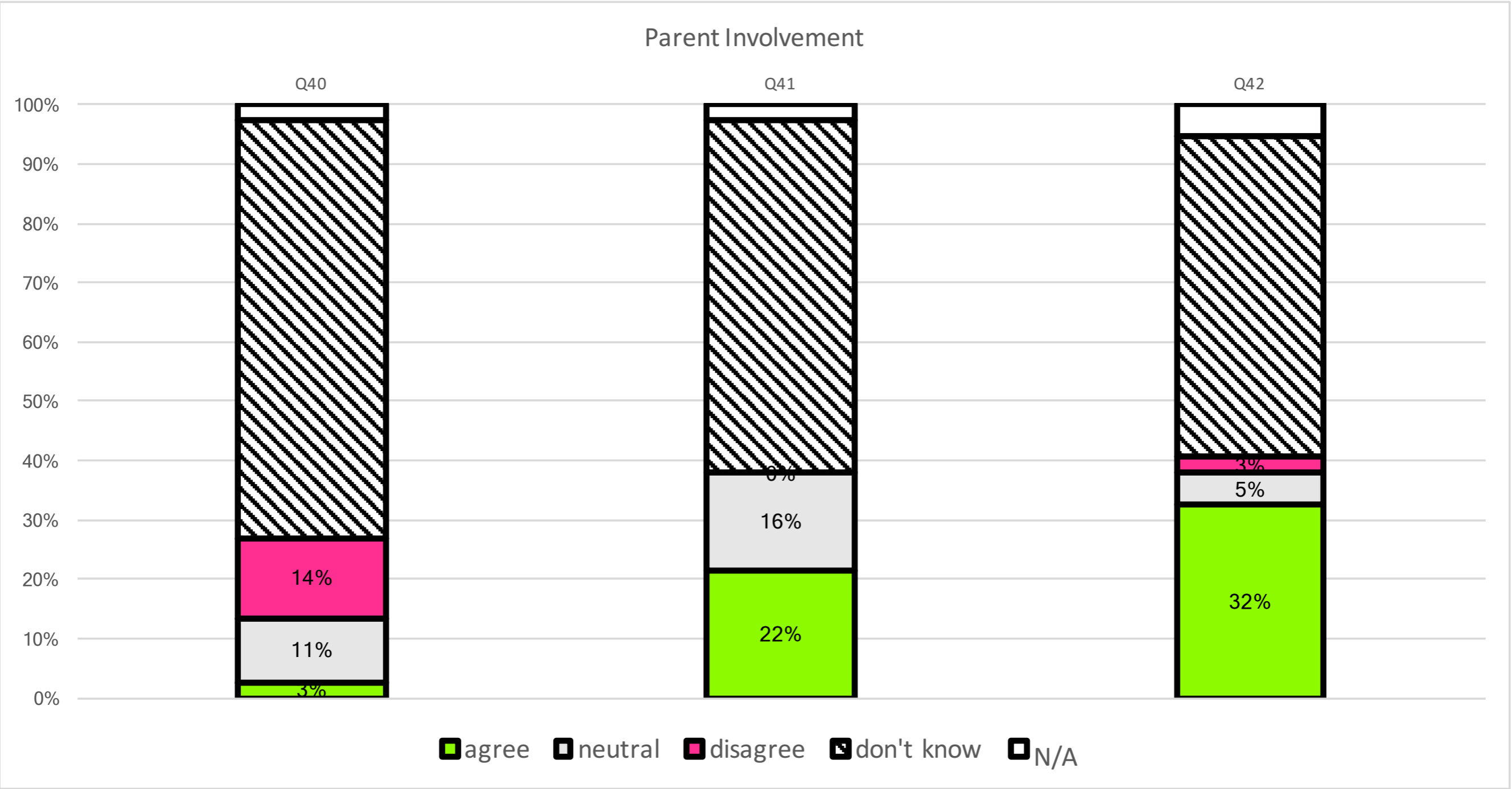
Q36 | I have received professional development that provides an overview of RtI and its critical features.

Q37 | Professional development relative to RtI is part of the school's overall school improvement /strategic plan.

Q38 | Professional development is provided to help teachers prevent social/emotional/behavioral concerns from impacting instruction and providing strategies and interventions when it does.

Q39 | Professional development is provided to help teachers integrate academic learning behaviors (e.g, (group processing skills, following directions) with content area instruction.

Parental Involvement



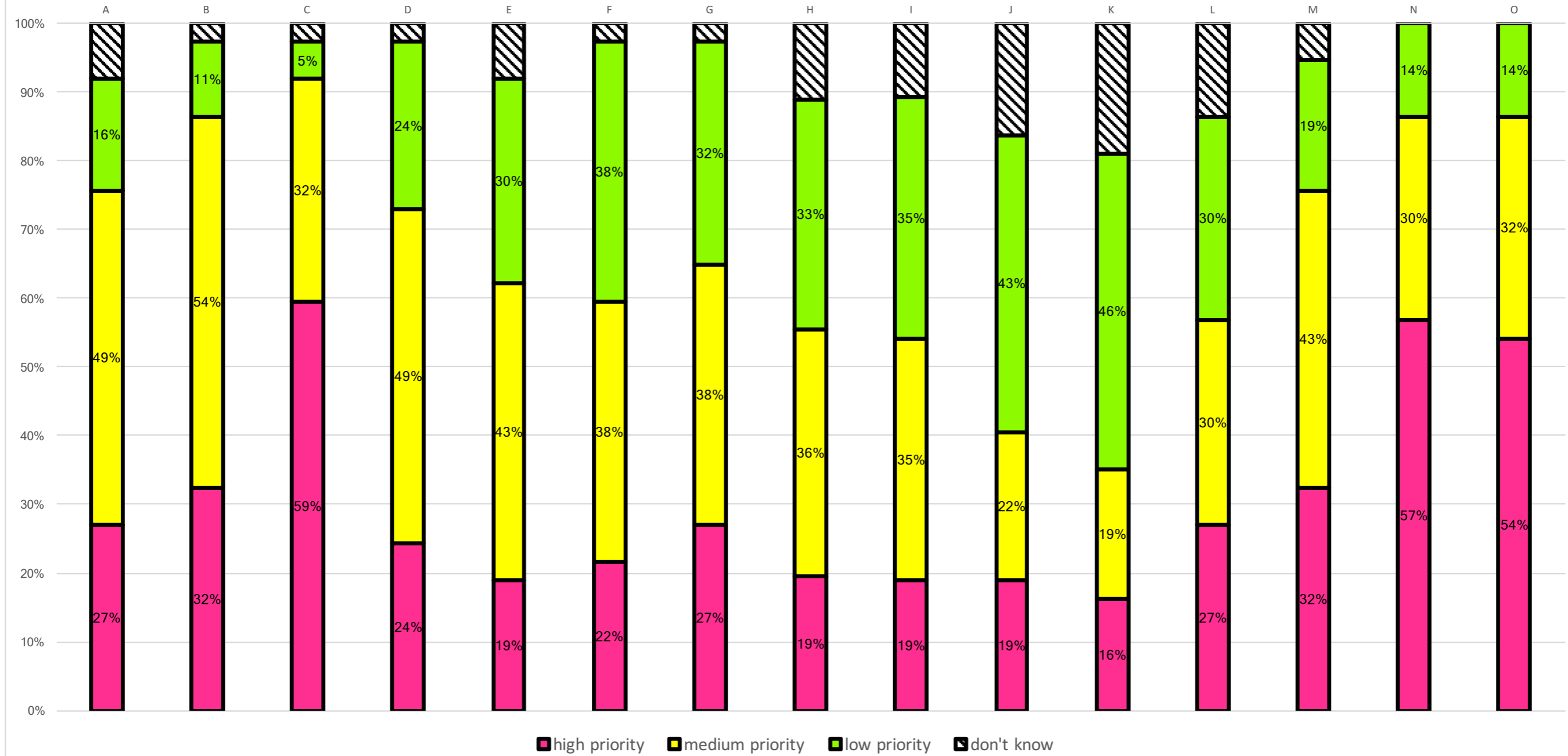
Q40 | All parents are given information regarding the Rtl process which involves an introduction or overview of Rtl as a tiered prevention/intervention process, types of interventions, and ways they can support their child at home.

Q41 | Parents of students deemed at risk are notified about their child's performance on screening measures.

Q42 | Parents of children who receive interventions at Tier 2 or 3 are provided progress reports (e.g., at a minimum once per quarter) on their child's interventions, goals, and improvement.

Professional Development

PD Priorities



- A.** Using data to inform instruction
- B.** Collaborative teaming/professional learning communities
- C.** Research-based interventions for middle school students
- D.** Differentiated instruction across the content areas
- E.** Discipline specific literacy instruction
- F.** Direct and explicit reading comprehension strategy instruction
- G.** How to conduct assessment used for screening and progress monitoring
- H.** Diagnostic reading assessment
- I.** Diagnostic writing assessment

- J.** Curriculum based measurement in reading
- K.** Curriculum based measurement in math
- L.** Computer adaptive tests (CATs)
- M.** Setting realistic and ambitious goals for progress monitoring
- N.** Preventing students' social/emotional/behavioral concerns from impacting instruction and learning through effective classroom management strategies.
- O.** Addressing students' social/emotional/behavioral concerns to minimize impact on instruction and learning.