

Fullerton School District



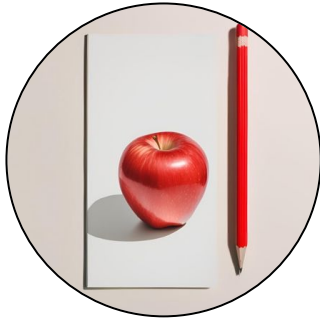
# FSD RtI Family Information Meeting

Sunset Lane Elementary

# Welcome

- What is RTI?
- How Do We Provide Support at School?
- How Can Families Support at Home?

# Sunset Lane RTI Team



**Teacher**



**ELA RtI Coach  
Jessica Humes**

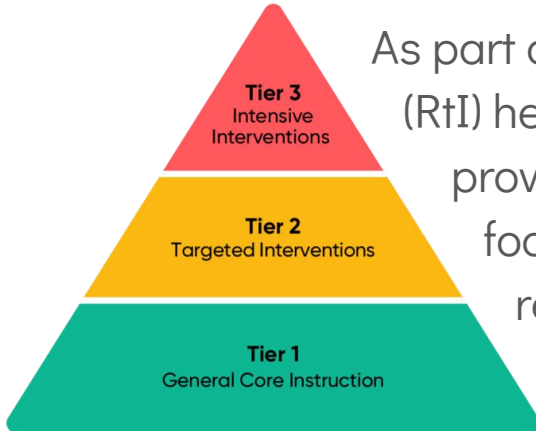


**Principal  
Dr. Tracy Gyurina**

# Quick Conversation

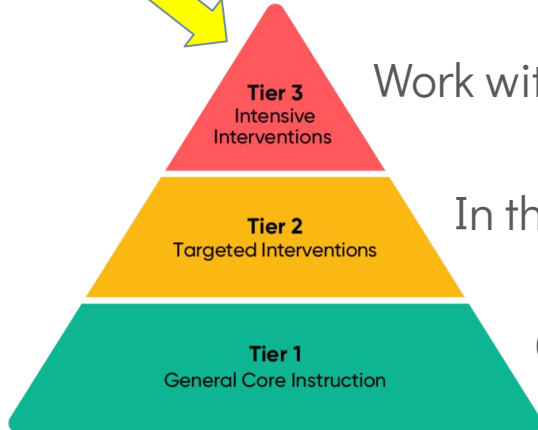
- What are your goals for your child in reading this school year, and how do you feel we can best support them in achieving these goals?

## Response to Intervention (RtI)



As part of the FSD academic program, Response to Intervention (RtI) helps support students at all levels of learning. Using proven strategies, students work in small groups on focused lessons designed to build essential skills in reading. These sessions are tailored to their specific learning needs to help them succeed.

Today's focus



## Response to Intervention (RtI)

Work with RtI Coach in small group focused on essential skills.

In the classroom, with the teacher, on prerequisite skills.

Grade level, standards-based instruction for all students.

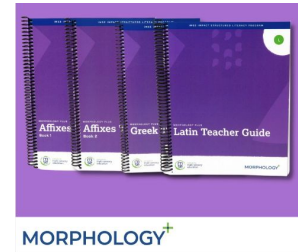
# Literacy Instructional Programs

Heggerty Phonemic Awareness

OG Comprehensive + (Phonics)

Morphology +

~30 minutes of pull out small group  
instruction 4 times a week



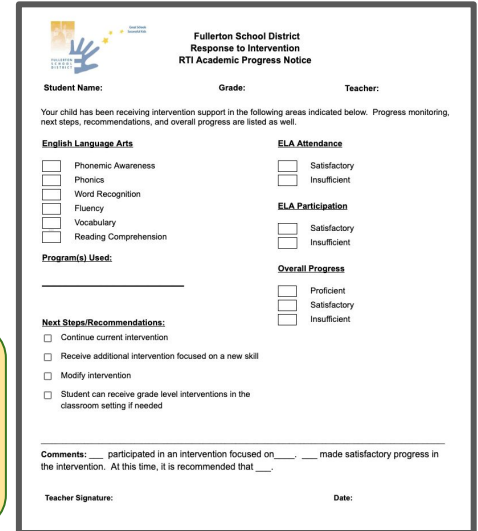
Heggerty

# How is progress measured?

Along with classroom and district tools, the RtI Coach uses a quick assessment every other week to check how well the intervention is working and to track the student's progress at their specific learning level.

- iReady Diagnostic
- Literacy Tasks

Parent progress reports are created at the close of each cycle.



The form is titled "Fullerton School District Response to Intervention RTI Academic Progress Notice". It includes fields for "Student Name:", "Grade:", and "Teacher:". Below these is a paragraph: "Your child has been receiving intervention support in the following areas indicated below. Progress monitoring, next steps, recommendations, and overall progress are listed as well." The form is divided into several sections: "English Language Arts" with checkboxes for Phonemic Awareness, Phonics, Word Recognition, Fluency, Vocabulary, and Reading Comprehension; "ELA Attendance" with checkboxes for Satisfactory and Insufficient; "ELA Participation" with checkboxes for Satisfactory and Insufficient; "Program(s) Used:" with a blank line; "Overall Progress" with checkboxes for Proficient, Satisfactory, and Insufficient; "Next Steps/Recommendations:" with checkboxes for "Continue current intervention", "Receive additional intervention focused on a new skill", "Modify intervention", and "Student can receive grade level interventions in the classroom setting if needed"; and "Comments:" with a line for text. At the bottom, there are fields for "Teacher Signature:" and "Date:".



# Process for Identification in RTI

Universal  
Screeners



Benchmarks



Diagnostics



Tier 1

Tier 2

Tier 3

Continue classroom instruction w/  
differentiation and general supports

- iReady Diagnostics (3x/year)
- Classroom assessments

Further Assessment  
to determine placement

Students are placed in RTI groups

Progress Monitor



## RtI Goals

**Catch Challenges Early:** Identify students who need extra help as soon as possible, so they don't fall behind.

**Provide the Right Support:** Use proven strategies with highly-trained specialists to address specific academic struggles in the general education setting.

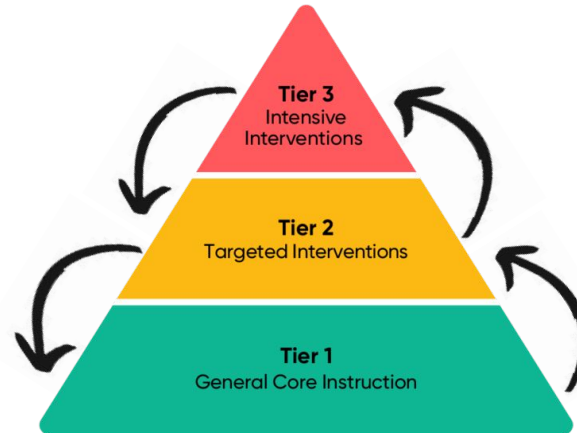
**Track Progress:** Regularly check how well students are responding to the support they're getting and adjust as needed.

**Accurately Referring Students for Special Education Assessments:** Support students' needs without **improperly** identifying them for special education/learning disabilities.

# Quick Conversation

- What is the best way for you to be informed about your child's participation and progress in Response to Intervention?

# How students move through the RtI Pyramid of Support



Based upon students' performance on state, district, and classroom tests, they may move up or down the pyramid to receive the academic support they need to be successful learners.

# Student Progress Meetings

## Roundtable

When does it occur?

- After cycles of intervention in which students did not make adequate progress

Who may attend?

- School personnel - RTI Coach, Teacher, Speech, Administrator, RSP, School Counselor, School Psychologist

What is the purpose?

- Review intervention plan and use data to determine modifications to the intervention

## SIT

When does it occur?

- After multiple cycles of intervention, which have been modified, in which students do not make adequate progress

Who may attend?

- RTI Coach, Teacher, Administrator, RSP, Speech, School Psychologist, **Parent/Caregiver**

What is the purpose?

- Study student history and intervention plan with a broad interest group, consider next steps for intensive support

FULLERTON  
SCHOOL  
DISTRICT



## Cycle 1 Dates

August 26- September 200

## Cycle 2 Dates

September 30- December 133

## Cycle 3 Dates

January 17 - March 77

## Cycle 4 Dates

March 24- May 233

## Helpful Tips for Families

### Be Present, Patient, and Persistent

Students must be *present* at school and attentive in intervention groups to grow their skills. Intervention is *not a quick fix*. It takes time and effort to make progress.

Share openly about your child. You may know things that the school doesn't. Ask for clarification on data, tests, or interventions if you don't understand.

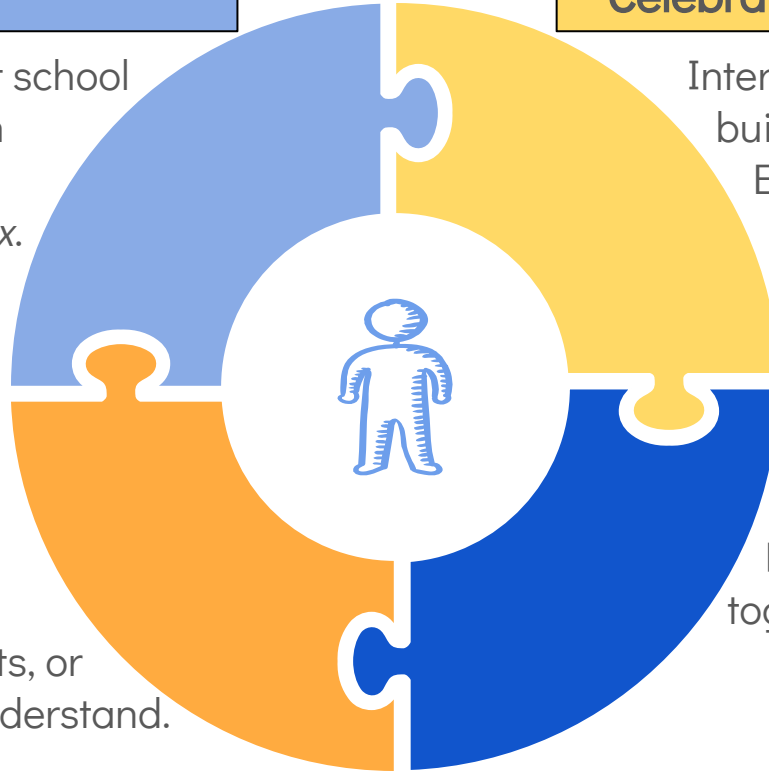
### Communicate

### Celebrate Your Child's Growth

Intervention is focused on building your child's skills. Encourage and celebrate your child's individual growth!

Read with your child daily. Have conversations together as a family.

### Ways You Can Support at Home



# Thank you!!

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[tracy\\_gyurina@myfsd.org](mailto:tracy_gyurina@myfsd.org)





Thank you!



**Sunset Lane RTI Family Meeting-1/13/25**

Survey Link



English Presentation



Spanish Presentation



Korean Presentation







