



Clays Mill Elementary
Response to Intervention
(RTI) Program

What is Response to Intervention?

- **The practice of providing high-quality instruction and interventions matched to student need**
- **Monitoring progress frequently to make decisions about changes in instruction, and**
- **Applying child response data to important educational decisions.**

Elements of RtI at Clays Mill

- **SAT (Student Assistance Team)** – Our SAT meets every Monday based on teacher or parent request about a particular student and is chaired by our Child Guidance Specialist and consists of our principal, Administrative Dean, PSA, School Psychologist, Diagnostician, Facilitator, general classroom teacher, and parent/guardian when requested.
- **Intervention Team** – Our RTI team meets once each nine weeks to review our RTI program and make improvements if necessary. It consists of our Principal, Administrative Dean, PSA, Child Guidance Specialist, intervention teachers, a general education teacher, and a special education teacher.

Decision Making Process

Tools used for decision making:

- **AIMSweb**- ALL students are Benchmarked in reading and math in the fall, winter and spring. Students scoring Well Below Average and Below Average are considered for Tier II and Tier III instruction. www.aimsweb.com
- **NWEA/MAP** – ALL students take the reading and math MAP test in the fall, winter, and spring. Results of testing are used by teachers to guide individual and whole class instruction. Students scoring below the 25%tile that were not identified by AIMSweb will be considered for interventions.
- www.nwea.org
- Classroom performance in reading and math (teacher judgment of need) may also be considered.
- After benchmarking, teaching teams and members of the Intervention Team discuss results and create schedule of interventions. Parents are notified of decisions and SAT's may be scheduled for students requiring Tier 3 interventions.

Tier 1

- **All students at Clays Mill receive research-based reading and math instruction in their regular education classroom by their classroom teacher. If 80% of the students do not meet the 'cut scores' established by the AIMSweb, MAP, and K-PREP data, then the core curriculum is considered less than adequate, and is supplemented with other materials. All students receive differentiated instruction based on student need obtained from MAP data.**

Tier 2

- RTI time (additional 30 minutes of research-based reading and/or math instruction twice weekly) is given to non special education students identified as Tier 2 or 15 minutes daily by an adaptive computer program.
- Intervention teachers, classroom teachers, or adaptive software programs are used to provide targeted instruction based on individual student needs using research based programs (ex: Great, Leaps, Soar to Success, SuccessMaker, etc). These interventions are in addition to Tier 1 core instruction in reading and math. Small group instruction size will not exceed five students.

Targeted Interventions

Targeted Intervention Skill Instruction:

Grade	FALL	WINTER	SPRING
Kindergarten	<u>Early Literacy</u> – Letter Names <u>Early Numeracy</u> – Oral Counting, Number Identification, Quantity Discrimination, Missing Number	<u>Early Literacy</u> – Letter Names, Letter Sounds, Phonemic Segmentation Fluency, Nonsense Word Fluency <u>Early Numeracy</u> – Oral Counting, Number Identification, Quantity Discrimination, Missing Number	<u>Early Literacy</u> – Letter Names, Letter Sounds, Phonemic Segmentation Fluency, Nonsense Word Fluency <u>Early Numeracy</u> – Oral Counting, Number Identification, Quantity Discrimination, Missing Number
1st Grade	<u>Early Literacy</u> – Letter Names, Letter Sounds, Phonemic Segmentation Fluency, Nonsense Word Fluency <u>Early Numeracy</u> – Oral Counting, Number Identification, Quantity Discrimination, Missing Number	<u>Reading</u> – Nonsense Word Fluency, Fluency <u>Math</u> – Computation	<u>Reading</u> – Nonsense Word Fluency, Fluency <u>Math</u> – Computation
2nd– 5th Grades	<u>Reading</u> – Fluency, Comprehension <u>Math</u> – Computation, Concepts and Applications	<u>Reading</u> – Fluency, Comprehension <u>Math</u> – Computation, Concepts and Applications	<u>Reading</u> – Fluency, Comprehension <u>Math</u> – Computation, Concepts and Applications

Tier 3

- **Non-special education students with the greatest identified needs will receive 30 minutes of additional instruction daily (individually or small or in small groups of 1-3 students) with an intervention specialist. These students are considered to be in Tier 3 (lowest 5-10%) and may be referred for special education if progress is not made after intensive, targeted interventions.**

Progress Monitoring

- **Students receiving Tier 2 and Tier 3 support are progress monitored weekly using the AIMSweb probe(s) appropriate for their area(s) of intervention.**
- **Progress monitoring is completed by the teacher providing the intervention. Data is entered into the AIMSweb program by intervention teacher or RTI coordinator.**

Progress Monitoring Review

- Every 7-9 weeks, each grade level team meets with members of the RTI team to review progress of each student in Tier 2 and Tier 3.
- At these meetings, decisions are made to:
 - continue current intervention
 - change the intervention
 - increase time or individualization of intervention
 - exit the intervention due to achieved goal
- RTI is a fluid structure. Students may enter or exit tiers several times throughout the year based on progress monitoring and benchmark data.
- Parents/Guardians will receive benchmark and progress monitoring information every nine weeks with report card.

Special Education Considerations

- A referral for special education services is made only when a student in Tier 3 has shown minimal progress with multiple interventions and after at least 11-12 points of AIMSweb data are gathered.
- At that time, additional classroom testing or screening by special education diagnostician or school psychologist may be made to gather additional information for the referral.

RTI TIMELINE

Fall

- All students will be assessed using AIMSweb, a universal screener in the areas of math and reading the second week of school.
- Students who score below the 25th percentile compared to the national AIMSweb norms will be considered for Tier 2 or 3 services in the areas of math and reading. Grade level teachers and interventionists will determine students that would benefit from additional instruction during the school day.
- Students identified as needing Tier 2 or 3 interventions will receive additional instruction to their regular classroom instruction in the targeted area(s).
- Each week students will take short assessments called progress monitoring to track progress toward year-end goals.
- Teachers and interventionists reconvene after the first nine weeks to review data and determine if interventions are working, need to be changed, or continue based on student performance toward year-end goals.
- Progress reports will be sent to parents with regular first nine week report cards.
- Those continuing interventions will continue through the end of the second grading period.
- All students will be assessed in January using AIMSweb and process continues