



Eden Central School District Response To Intervention

June 2010

ELA : Kindergarten Through Grade 6

Building: Grover L. Priess Primary: Grades K-2

Tier 1

Reading/Writing: 100-120 minutes daily literacy blocks

Grades K-2:

Providers: Classroom Teachers

Indicators/Qualifiers: Classroom Performance, evidence based and research based Universal AIMSWEB Screening Data-Fall, Winter, Spring, Lowest 20% of population considered for Tier 2

1. Students receive a Differentiated Instructional approach within the classroom setting using core materials from the whole group researched and evidenced based reading program: Open Court Reading and Writing Program which addresses the 5 Big Ideas in Literacy (phonemic awareness, alphabetic principle, fluency, vocabulary, comprehension). This may include the following:

- Differentiated Instruction (the teacher adjusts the content, process, product in response to student readiness, interest, learning profile)
- Fidelity of programming is followed
- Repeat directions (process)
- Highlight key words/concepts (process)
- Modify tasks (content)
- Provide individual assistance (process, product)

2. Students receive reading instruction in a small group setting of 5-6 students with, at times, the support of the intervention specialist at their instructional reading level using direct reading instruction and strategies within a Guided Reading Group Model.

- Materials: A-Z Readers, Leveled books, Open Court Decodables
- Target instruction based upon data assessment

3. Students receive reading instruction in a small group setting based on specific skill needs at a specific point in time using a Flexible Group Model. Targeted instruction based upon data assessment. Data is derived from AIMS Web and Open Court tools (formal and informal).

Tier 2

Reading:

Grade K:

Providers: Reading Teachers, AIS Teachers, Classroom Aides

Indicators/Qualifiers: The lowest 20% of the population based on: Classroom Performance, AIMSWEB Data Benchmark-Progress Monitoring (Every two weeks or more), Phelps (Kindergarten Screening- which includes the following areas: verbal processing, perceptual processing, auditory processing), IST (Instruction Support Team) Recommendations. Programs are administered with fidelity and through progress monitoring at least every two weeks they are checked for their effectiveness.

- Standard Protocol for Reading: Open Court, Orton Gillingham strategies
- The Data Team reviews the data and the Remedial Reading Teachers review the results with Classroom Teachers to determine:
 - Upward trend but still below benchmark = remain in Tier 2
 - Upward trend above benchmark in LNF, PSF, learns K sight words and classroom generalization = back to Tier 1
 - Flat or downward trend = Refer to IST after a minimum of 12 weeks of intervention and a minimum of 20 weeks total for Tier 3

1. Kindergarten Literacy Lab: 60 minutes daily/5 days per week/ 4-15 minute centers focused on:
 - 5 essential components of literacy adapted from the core Open Court Reading Program and utilizing Reading A-Z books. This is a pullout program staffed by 2 Reading Teachers, and AIS Teacher, and a Para Professional. Group size is 4-6 students. Writing intervention integrated into Reading intervention.
 - Phonological Awareness (sound blending, sound separation, syllables, matching sounds, etc.)
 - Letters & Sounds (letters/sounds taught with visual and movement cues)
 - Sight Words
 - Concepts of Print
 - Vocabulary
 - Comprehension
 - Handwriting & Reinforcement Activities
 - Open Court Intervention Components
2. Push In Interventionalist & Aide:
 - Small Group work (5-6 students)

Grade 1:

Providers: Reading Teachers

Indicators/Qualifiers: The lowest 20% of the student population based upon classroom performance and AIMSWEB Benchmarking Data (Progress Monitoring at least every 2 weeks or more), IST Recommendations

- The Data Team reviews the data and Remedial Reading Teachers review the results with Classroom Teachers to determine:
 - Upward trend but still below benchmark of NWF/ ORF = remain in Tier 2
 - Upward trend above benchmark and classroom generalization = back to Tier 1
 - Below aim line = IST after a minimum of 12 weeks of intervention and a total of 20 weeks to Tier 3
- 1. Developmental Reading Program: Interventionalist provides 30 minutes daily/5 days per week/5-6 students per group focused on core Open Court Reading Program and the 5 essential components of literacy while utilizing the Open Court Decodables. Writing intervention integrated into Reading intervention.
 - Word attack strategies- phonics
 - Decoding
 - Fluency
 - Vocabulary
 - Comprehension
 - Direct phonics instruction utilizing multisensory approach

Grade 2:

Providers: Reading Teachers, Special Education Teachers

Indicators/Qualifiers: The lowest 20% of the student population based upon Classroom Performance, AIMSWEB Benchmarking Data-(Progress Monitoring at least every 2 weeks or more), IST Recommendations

- The Data Team reviews the data and the Remedial Reading Teachers review the results with Classroom Teachers to determine:
 - Upward trend but still below benchmark = remain in Tier 2
 - Upward trend above benchmark and classroom generalization = back to Tier 1
 - Below aim line = IST after a minimum of 12 weeks of interventions and 20 weeks in total for Tier 3

1. Developmental Reading Program: 30 minutes daily/5 days per week/5-6 students per group focused on Kaleidoscope Open Court Intervention Reading Program, Orton Gillingham strategies, while utilizing the Reading A-Z books. Writing intervention integrated into Reading intervention.

- Word attack strategies
- Decoding
- Fluency
- Vocabulary
- Comprehension
- Direct phonics

Tier 3

Reading/ELA:

Grade K:

Providers: Reading Teachers, Special Education Teachers, ELA & Math Club Teachers

Indicator/Qualifiers: The lowest 5% of the student population based upon AIMSWEB Benchmark Data (Progress monitored every two weeks or more), IST Recommendations

- The Data Team reviews the data and the Remedial Reading Teachers review the results with Classroom Teachers to determine:
 - Upward trend but still below benchmark = remain in Tier 3
 - Upward trend above benchmark and classroom generalization = back to Tier 2
 - Below aim line = IST after a minimum of 12 weeks of interventions and 20 weeks in total for Tier 4-CSE testing

1. Tier 3 Kindergarten students will receive 20 minutes of intense direct instruction based on AIMSWEB data and individual students diagnostic assessment in groups of 2-3 students provided by the reading specialist, in addition to the 40 minutes of Tier 2 intervention.
 - Materials will vary according to student need, but could include but is not limited to: Foundations, Wilson Reading Program, phonological awareness, and multisensory approaches.

Grades 1 & 2:

Providers: Reading Teachers, Special Education Teachers, ELA & Math Club Teachers

Indicator/Qualifiers: The lowest 5% of the student population based upon AIMSWEB Benchmark Data (Progress monitored every two weeks or more), IST Recommendations

- The Data Team reviews the data and the Remedial Reading Teachers explains the results with Classroom Teachers to determine:
 - Upward trend but still below benchmark = remain in Tier 3
 - Upward trend above benchmark and classroom generalization = back to Tier 2
 - Below aim line = IST after a minimum of 12 weeks of interventions and 20 weeks in total for Tier 4-CSE testing

1. **First & Second Grade Reading Labs:** These Labs are intended for students who are still not making Benchmark, below aim line and/or progress in Tier 2. They receive small group support with the Reading Teacher for 35-45 minutes with 3-4 students in very specific areas of need including:
 - Sound identification- phonics
 - Decoding/blending
 - Sight words
 - Fluency
 - Comprehension
 - Wilson Reading Program
2. Students are recommended to participate in the enrichment activity: After School ELA Club, which runs 1, or 2 times per year for 8-week periods for 45 minutes. These sessions are intense, direct instruction in the key areas of reading.
3. Wilson Methodology is provided 35-45 minutes 5 times a week which replaces Tier 2 interventions.
4. Interventionalist services for Reading and ELA replaces Tier 2 interventions if necessary utilizing the Wilson Program for 35-45 minutes per day in a small group.

Eden Elementary: Grades 3-6

Tier 1

Reading/Writing: 70-120 minutes of daily literacy instruction—includes whole group and supplemental small group activities

Providers: Classroom Teachers

Indicators/Qualifiers: Instruction for all students targeting diverse needs of those students at risk based on classroom performance and scores below the benchmark from universal AIMSweb screening data (Fall, Winter, Spring), student referral to Instructional Support Team for literacy support; use of formal and informal monitoring instruments from the core reading series

1. Students receive differentiated instruction in word analysis within the classroom using the core materials from the whole group reading program from Harcourt Trophies 3-5. Grade 6 will use materials from the literature program from Holt and the Zaner-Bloser Spelling book. This may include explicit instruction for word analysis such as:
 - *phonics
 - *word recognition
 - *structural analysis for multisyllabic words
 - *use of context clues

Differentiation may include:

- *frequency of small groups (2-5) times weekly
- *length of small group meeting time
- *size of small, flexible groups
- *focus of instruction (skills as needed)
- *format of lesson (explicit reteaching, word sorts, hands-on activities)
- *degree of support, scaffolding

2. Students receive differentiated instruction in **comprehension** within the classroom using the core materials from the whole group reading program from Harcourt Trophies 3-5, the "Elements of Literature" anthology from Holt for Grade 6, other good literature, and content-area material. This may include explicit instruction for comprehension including:
- *appropriate use of strategies to use before, during and after reading
 - *an explanation of what the skill or strategy is and how it aids comprehension
 - *modeling how to use the strategy
 - *scaffolding as students apply the strategy
 - *comprehension monitoring by the student
 - *use of graphic organizers
 - *question answering and question generation by the student
 - *identifying story and text structures
 - *summarization

In addition, students are provided with opportunities for reading independently across a variety of genre to practice their reading skills, apply reading strategies, and to build stamina for reading.

Differentiation may include:

- *frequency of small groups (2-5) times weekly
- *size of small, flexible groups
- *focus of instruction (skills as needed)
- *format of lesson (explicit reteaching, hands-on activities, teacher-directed centers)
- *cooperative learning groups

3. Students receive differentiated instruction in **vocabulary** within the classroom using the core materials from the whole group reading program from Harcourt Trophies 3-5, the "Elements of Literature" anthology from Holt for Grade 6, and content-area materials. This may include explicit instruction for vocabulary including:

- *use of context clues
- *using morphemic analysis (prefixes, suffixes, etc.)
- *use of a dictionary and other reference sources
- *understanding word relationships (synonyms, antonyms, etc.)

In addition, students should be involved in activities that help them construct meaning of new words rather than relying solely on memorization. Students should be provided with opportunities for multiple encounters with words and with opportunities to read independently to help build their vocabulary.

Differentiation may include:

- *frequency of small groups (2-5) times weekly
- *size of small, flexible groups
- *focus of instruction (skills as needed)
- *format of lesson (explicit reteaching, hands-on activities)
- *cooperative learning groups

4. Students receive differentiated instruction in **fluency** within the classroom using the core materials from the whole group reading program from Harcourt Trophies 3-5 and Holt in Grade 6. This may include explicit instruction for fluency and opportunities to practice reading including:

- *directed reading practice
- *instruction in prosody (stress, pitch, phrasing, etc.)
- *repeated reading
- *echo reading
- *Readers' Theater
- *Tape-assisted reading
- *partner reading

Differentiation may include:

- *frequency of small groups (2-5) times weekly
- *size of small, flexible groups

- *focus of instruction (skills as needed)
- *use of reading passages from leveled books, Reading A-Z materials, etc., within the learner's independent reading level (about 95% accuracy)

Tier 2

Reading: 30-40 minute sessions 5 times weekly for Grades 3 and 4 and 3-5 times weekly for Grades 5 and 6; small-group pull-out instruction for Grades 3, 4, 5, and 6; groups no larger than 8 students

Providers: AIS providers; reading and literacy specialists; Special Education Teachers

Indicators/Qualifiers: Instruction for students who scored 1 or 2 on state tests in Grades 3-5; AIS-provider recommendation and Grade 2 AIMSweb data for intervention in Grade 3; AIMSweb Data-Benchmarking (Fall, Winter, and Spring), and Progress Monitoring at least every two weeks; Teacher recommendation based on classroom performance using formal and informal assessments from the core reading program; IST recommendations

- *AIS Teachers review all data with classroom Teachers to determine:
 - Upward trend, but still below benchmark or classroom performance is still below grade level=remain in Tier 2
 - Upward trend above benchmark, classroom performance on grade level=go back to Tier 1
 - Flat or downward trend after a minimum of 12 weeks at this tier =new intervention on Tier 2, refer to IST for consideration of Tier 3 after a minimum of 20 weeks at Tier 2

Grades 3, 4, and 5:

1. Students receive support in word recognition, comprehension, fluency and vocabulary as needed using the Intervention Program from Harcourt and other supplemental materials, such as Words Their Way, Steck-Vaughn Think-Alongs, STARS and CARS from Curriculum Associates, RAZ-Kids, etc. This includes explicit instruction, modeling, guided and scaffolded practice, and application of the strategy at the student's instructional reading level in skills and strategies which include:
 - *decoding and word analysis
 - *preteaching/reteaching vocabulary
 - *building fluency
 - *comprehension skills
 - *summarizing
 - *writing support
2. Students receive decoding support, as needed, using the SRA Corrective Reading program which includes:
 - *study of sound combinations
 - *affixes
 - *multisyllabic words
 - *fluency practice

Grade 6:

1. Students receive support in comprehension and vocabulary as needed using the Adapted Reader from Holt and other supplemental materials, such as Reading A-Z, Learning Island, Reading Strategies for Fiction and Nonfiction from Curriculum Associates, etc. This includes explicit instruction at the student's instructional reading level in skills and strategies which include:
 - *reteaching vocabulary
 - *reteaching focus skills
 - *summarizing
 - *writing support
 - *modeling and scaffolding

2. Students receive decoding support, as needed, using the SRA Corrective Reading program, which includes:

- *study of sound combinations
- *affixes
- *multisyllabic words
- *fluency practice

Tier 3

Reading: 40-60 minute sessions 4-5 times weekly; small-group instruction for Grades 3, 4, 5, and 6; groups of 3-4 students

Providers: AIS providers; reading and literacy specialists; Special Education Teachers

Indicators/Qualifiers: Tier 2/AIS-provider recommendation and Grade 2 AIMSweb data for intervention in Grade 3; AIMSweb Data-Benchmarking (Fall, Winter, and Spring), and Progress Monitoring at least every two weeks

*AIS/Special Ed Teachers review all data with classroom Teachers to determine:

- Upward trend, but still below benchmark or classroom performance is still below grade level=remain in Tier 3
- Upward trend above benchmark, classroom performance on grade level=go back to Tier 2
- Flat or downward trend after a minimum of 20 weeks at this tier =new intervention on Tier 3

Grades 3-6:

1. Students receive decoding support, as needed, using the Wilson Reading program, which includes:

- *phonics
- *fluency

2. Students receive individualized comprehension support, as needed, using materials at their instructional reading level, for example, leveled books, Reading A-Z materials, etc. This instruction focuses on a small set of targeted reading skills presented at a slower pace. It includes modeling, scaffolding, and opportunities for extensive practice with mastery achieved before moving on.

Key

LNF- Letter Naming Fluency
PSF- Phoneme Segmentation Fluency
NWF- Nonsense Word Fluency
ORF- Oral Reading Fluency



Eden Central School District Response To Intervention

June 2011

Math: Kindergarten Through Grade 6

Tier 1

Grades K-2: 90-100 minutes daily instruction, which includes lesson components and math games

Providers: Classroom Teachers

Indicators/Qualifiers: Classroom performance, evidence based and research based Universal AIMSWEB Screening Data-Fall, winter, Spring, Lowest 20% of population considered for Tier 2

Kindergarten and 1st Grade- Number Identification Measure & Quantity Discrimination Measure
2nd Grade- MCOMP

Program: Everyday Mathematics

Students receive a Differentiated Instructional Approach within the classroom setting using core materials from the whole group researched and evidence based math program: Everyday Math which utilizes a hands-on, concrete approach to learning, building proficiency in mathematical concepts and skills over time. This may include the following:

- Differentiated Instruction (the teacher adjusts the content, process, product in response to student readiness, interest, learning profile)
- Fidelity of programming
- Daily Routines
- Practice through games
- Developing readiness through hands-on activities
- Verbalizing and clarifying through discussion
- Revisiting and review of skills
- Assessment- summative and formative

2. Students receive math instruction in a small group setting based on specific skill needs using a Flexible Group Model. Targeted instruction based upon data assessment. Data is derived from AIMS Web and Everyday Math tools (formal and informal).

Tier 2

Grade K: 30 minutes, 3-5 days per week, small group pull out instruction, groups no larger than 6 students

Providers: AIS Teachers, Classroom Aides

Indicators/Qualifiers: The lowest 20% of the population based on: Classroom Performance, AIMSWEB Data Benchmark-Progress Monitoring (Every two weeks or more), Kindergarten Screening- which includes the following area: Number Identification Measures, IST (Instructional Support Team) Recommendations, and Data Team Recommendations. Programs are administered with fidelity and through progress monitoring at least every two weeks they are checked for their effectiveness.

- The Data Team reviews the data and the AIS Teachers review the results with Classroom Teachers to determine:

- Upward trend but still below benchmark = remain in Tier 2
- Upward trend above benchmark in NIM & QDM and classroom generalization = back to Tier 1
- Flat or downward trend = Refer to IST after a minimum of 12 weeks of intervention and 20 weeks total for Tier 3

Program: SRA Number Worlds

Academic Intervention Program: Teacher provides targeted, small-group lessons using SRA Number Worlds Program and Everyday Math Intervention components. Direct instruction will include use of manipulatives, games, reflective questioning, and assessment of the following:

- Number Sense
- Number Patterns and Relationships
- Addition
- Subtraction
- Geometry and Measurement
- Data Analysis and Application

Grade 1: 30 minutes, 3-5 days per week, small group pull out instruction, groups no larger than 6 students

Providers: AIS Teachers, Classroom Aides

Indicators/Qualifiers: The lowest 20% of the population based on: Classroom Performance, AIMSWEB Data Benchmark-Progress Monitoring (Every two weeks or more), IST (Instructional Support Team) Recommendations, and Data Team Recommendations. Programs are administered with fidelity and through progress monitoring at least every two weeks they are checked for their effectiveness.

- The Data Team reviews the data and the AIS Teachers review the results with Classroom Teachers to determine:
 - Upward trend but still below benchmark = remain in Tier 2
 - Upward trend above benchmark in NIM & QDM and classroom generalization = back to Tier 1
 - Flat or downward trend = Refer to IST after a minimum of 12 weeks of intervention and 20 weeks total for Tier 3

Program: SRA Number Worlds

Academic Intervention Program: Teacher provides targeted, small-group lessons using SRA Number Worlds Program and Everyday Math Intervention Components. Direct instruction will include use of manipulatives, games, reflective questioning, and assessment of the following strands:

- Number Sense
- Number Patterns and Relationships
- Addition
- Subtraction
- Geometry and Measurement
- Data Analysis and Application

Grade 2: 30 minutes, 3-5 days per week, small group pull out instruction, groups no larger than 6 students

Providers: AIS Teachers, Classroom Aides

Indicators/Qualifiers: The lowest 20% of the population based on: Classroom Performance, AIMSWEB Data Benchmark-Progress Monitoring (Every two weeks or more), IST (Instructional Support Team) Recommendations, and Data Team Recommendations. Programs are administered with fidelity and through progress monitoring at least every two weeks they are checked for their effectiveness.

- The Data Team reviews the data and the AIS Teachers review the results with Classroom Teachers to determine:
 - Upward trend but still below benchmark = remain in Tier 2
 - Upward trend above benchmark in M-COMP and classroom generalization = back to Tier 1
 - Flat or downward trend = Refer to IST after a minimum of 12 weeks of intervention and 20 weeks total for Tier 3

Program: SRA Number Worlds

Academic Intervention Program: Teacher provides targeted, small-group lessons using SRA Number Worlds Program and Everyday Math Intervention Components. Direct instruction will include use of manipulatives, games, reflective questioning, and assessment of the following strands:

- Number Sense
- Number Patterns and Relationships
- Addition
- Subtraction
- Geometry and Measurement
- Data Analysis and Application

Tier 3

Grade K & 1: 30-40 minutes, 4-5 days per week, small group pull out instruction, groups no larger than 4-5 students

Providers: AIS Teachers

Indicators/Qualifiers: The lowest 5% of the student population based upon AIMSWEB Benchmark Data in NIM & QDM (Progress monitored every two weeks or more), IST Recommendations

- The Data Team reviews the data and the AIS Teachers review the results with Classroom Teachers to determine:
 - Upward trend but still below benchmark = remain in Tier 3
 - Upward trend above benchmark and classroom generalization = back to Tier 2
 - Below aim line = IST after a minimum of 12 weeks of interventions and 20 weeks in total for Tier 4-CSE testing

Program: SRA Number Worlds

Academic Intervention Program: Teacher provides targeted, individualized lessons using SRA Number Worlds Program in accordance to the Mathematics Common Core Standards. Students receive math instruction in a small group setting based on specific skill needs using a flexible group model. Targeted instruction based upon data from AIMSWEB and Number Worlds Assessments. Direct instruction will include use of manipulatives, games, reflective questioning, and assessment of the following:

- Number Sense
- Number Patterns and Relationships
- Addition
- Subtraction
- Geometry and Measurement
- Data Analysis and Application

Students in Tier 3 will receive a differentiated program using components of Number Worlds and Everyday Math. Teacher will provide targeted instruction based on the student's individual needs and skill level with smaller groups and extended time. Teacher will identify areas of weakness through AIMS web data analysis as well as summative and formative assessments

and use data to design individualized program to meet student needs. Materials used will reflect the goals for the individual student and may include the following:

- Games
- Hands-on Learning tools
- Technology

Grade 2: 30-40 minutes, 4-5 days per week, small group pull out instruction, groups no larger than 4-5 students

Providers: AIS Teachers

Indicators/Qualifiers: The lowest 5% of the student population based upon AIMSWEB Benchmark Data in M-COMP (Progress monitored every two weeks or more), IST Recommendations

- The Data Team reviews the data and the AIS Teachers review the results with Classroom Teachers to determine:
 - Upward trend but still below benchmark = remain in Tier 3
 - Upward trend above benchmark and classroom generalization = back to Tier 2
 - Below aim line = IST after a minimum of 12 weeks of interventions and 20 weeks in total for Tier 4-CSE testing

Program: SRA Number Worlds

Academic Intervention Program: Teacher provides targeted, individualized lessons using SRA Number Worlds Program in accordance to the Mathematics Common Core Standards. Students receive math instruction in a small group setting based on specific skill needs using a flexible group model. Targeted instruction based upon data from AIMSWEB and Number Worlds Assessments. Direct instruction will include use of manipulatives, games, reflective questioning, and assessment of the following:

- Number Sense
- Number Patterns and Relationships
- Addition
- Subtraction
- Geometry and Measurement
- Data Analysis and Application

Students in Tier 3 will receive a differentiated program using components of Number Worlds and Everyday Math. Teacher will provide targeted instruction based on the student's individual needs and skill level with smaller groups and extended time. Teacher will identify areas of weakness through AIMS web data analysis as well as summative and formative assessments and use data to design individualized program to meet student needs. Materials used will reflect the goals for the individual student and may include the following:

- Games
- Hands-on Learning tools
- Technology

Tier 1

Grade 3-5: 60-80 minutes of daily instruction including lesson components and math games

Providers: Classroom Teachers

Indicators/Qualifiers: Classroom performance, evidence based and research based Universal AIMSWEB Screening Data-Fall, winter, Spring, Lowest 20% of population considered for Tier 2- M-CAP & M-COMP

Program: Everyday Mathematics

Students receive a differentiated instructional approach within the classroom setting according to the Mathematics Common Core Standards. Differentiated Instruction includes the teacher adjusting the content, process, and product in response to student readiness, interest, learning profile and assessment data. Students need to be:

- Drawing upon real-world experiences to solve problems
- Persevering when solving problems
- Solving real-world problems
- Articulating and defending mathematical ideas
- Using concrete materials, drawings, graphs, etc. to understand and represent mathematical ideas
- Analyzing the reasoning of others
- Choosing tools and strategies to make sense of and solve problems
- Using dialogue and conversation to explore mathematical thinking

Tier 1

Grade 6: 60-80 minutes of daily instruction

Providers: Classroom Teachers

Indicators/Qualifiers: Classroom performance, evidence based and research based Universal AIMSWEB Screening Data-Fall, winter, Spring, Lowest 20% of population considered for Tier 2- M-CAP & M-COMP

Program: Holt Mathematics

Students receive a differentiated instructional approach within the classroom setting according to the Mathematics Common Core Standards. Differentiated Instruction includes the teacher adjusting the content, process, and product in response to student readiness, interest, learning profile and assessment data. Students need to be:

- Drawing upon real-world experiences to solve problems
- Persevering when solving problems
- Solving real-world problems
- Articulating and defending mathematical ideas
- Using concrete materials, drawings, graphs, etc. to understand and represent mathematical ideas
- Analyzing the reasoning of others
- Choosing tools and strategies to make sense of and solve problems
- Using dialogue and conversation to explore mathematical thinking

Tier 2

Grade 3-6: 30-40 minutes, 3-5 days per week, small group pull out instruction no larger than 8 students

Providers: AIS Teachers

Indicators/Qualifiers: The lowest 20% of the population based on: Classroom Performance, AIMSWEB Data Benchmark-Progress Monitoring (Every two weeks or more), IST (Instructional Support Team) Recommendations, and Data Team Recommendations. Programs are administered with fidelity and through progress monitoring at least every two weeks they are checked for their effectiveness.

- The Data Team reviews the data and the AIS Teachers review the results with Classroom Teachers to determine:
 - Upward trend but still below benchmark = remain in Tier 2
 - Upward trend above benchmark in M-CAP & M-COMP and classroom generalization = back to Tier 1
 - Flat or downward trend = Refer to IST after a minimum of 12 weeks of intervention and 20 weeks total for Tier 3

Program: SRA Number Worlds

Academic Intervention Program: Teacher provides targeted, small-group lessons using SRA Number Worlds Program in accordance to the Mathematics Common Core Standards. Direct instruction will include use of manipulatives, games, reflective questioning, and assessment of the following:

- Number Sense
- Number Patterns and Relationships
- Addition and Subtraction
- Multiplication and Division
- Fractions, Decimals, and Percents
- Proportional Reasoning
- Algebra
- Geometry and Measurement
- Data Analysis and Application

Tier 3

Grade 3-6: 30-40 minutes, 4-5 days per week, small group pull out instruction, no larger than 4-5 students

Providers: AIS Teachers

Indicators/Qualifiers: The lowest 5% of the student population based upon AIMSWEB Benchmark Data in M-CAP & M-COMP (Progress monitored every two weeks or more), IST Recommendations

- The Data Team reviews the data and the AIS Teachers review the results with Classroom Teachers to determine:
 - Upward trend but still below benchmark = remain in Tier 3
 - Upward trend above benchmark and classroom generalization = back to Tier 2
 - Below aim line = IST after a minimum of 12 weeks of interventions and 20 weeks in total for Tier 4-GSE testing

Program: Program: SRA Number Worlds

Academic Intervention Program: Teacher provides targeted, individualized lessons using SRA Number Worlds Program in accordance to the Mathematics Common Core Standards. Students receive math instruction in a small group setting based on specific skill needs using a flexible group model. Targeted instruction based upon data from AIMSWEB and Number Worlds Assessments. Direct instruction will include use of manipulatives, games, reflective questioning, and assessment of the following:

- Number Sense
- Number Patterns and Relationships
- Addition and Subtraction
- Multiplication and Division
- Fractions, Decimals, and Percents
- Proportional Reasoning
- Algebra
- Geometry and Measurement

- **Data Analysis and Application**