

Timeline

Fall

1. All students will be assessed using AIMSweb, a universal screener in the areas of math and reading the second week of school.
2. 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.
3. Students identified as needing Tier 2 or 3 interventions will receive additional instruction to their regular classroom instruction in the targeted area(s).
4. Each week students will take short assessments called progress monitoring to track progress toward year-end goals.
5. 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.
6. Progress reports will be sent to parents with regular first nine week report cards.
7. Those continuing interventions will continue through the end of the second grading period.
8. All students will be assessed in January using AIMSweb and process continues.

CME's RTI 3-Tier Model:

Tier I (7-9 weeks) - All students

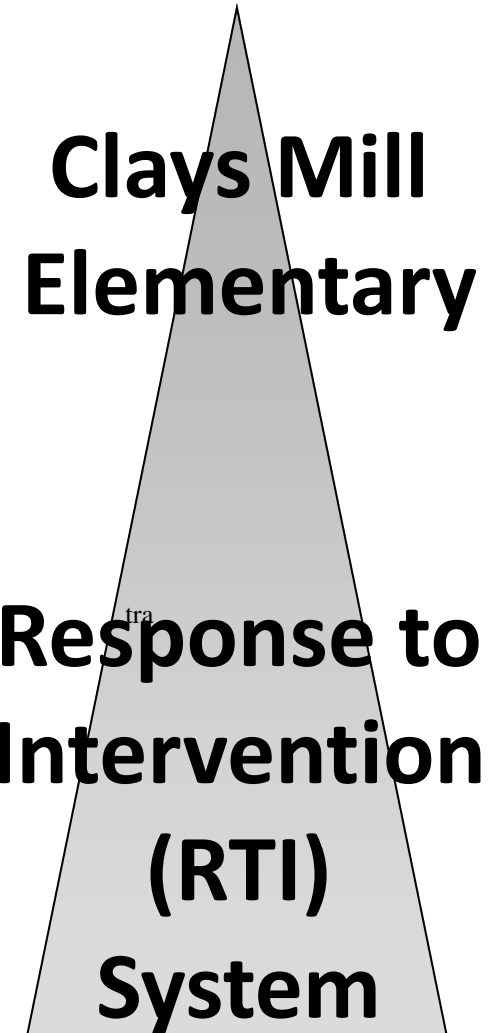
- An effective core curriculum is provided to all students by the general education teacher in the classroom setting.
- Students who are not successful in the core curriculum are provided differentiated instruction and interventions by the general education teacher.
- Interventions are based on student assessment data.
- Progress is monitored three times per year (Fall, Winter, Spring) using AIMSweb and MAP Assessments.

Tier II (7-9 weeks) - small group (<5 students) instruction with an intervention specialist

- Students who are not making expected progress at Tier I are provided 30 minutes of additional instruction to the core curriculum twice weekly
- Progress is monitored at least once per week or twice monthly

Tier III (7-9 weeks) - individual or small group (1-3 students) instruction with intervention specialist

- Students who continue to have difficulty and/or require more intensive assistance are provided 30 minutes of intensive interventions daily.
- Interventions are in addition to instruction in the core curriculum provided at Tier I and Tier II
- Progress is monitored at least once per week.
- *Students who are not responding to the intensive interventions may be considered for a referral for a special education evaluation.*



Clays Mill Elementary Response to Intervention System

What is Response to Intervention (RTI)?

Response to Intervention (RTI) is the practice of using data to guide high-quality instruction and interventions matched to student need. Progress is monitored based on the level of interventions being provided (Tiers 1, 2, and 3). The progress data is used to determine if changes in instruction are needed and if the interventions being provided are effective.

What are Interventions?

Specific strategies, techniques, and programs provided in addition to instruction in the core curriculum to improve student performance. These are generally provided by an intervention specialist in an individual or small group setting.

Clays Mill Elementary Intervention System

The Clays Mill Elementary Response to Intervention (RTI) System is being implemented throughout the school grades K-5. Through the intervention process, students who are having academic (math and reading) or behavior difficulties are identified early and provided interventions and support in the areas of concern.

Your child's teacher or the intervention team will notify you if your child has been identified as a student in need of interventions. The interventions will be provided in addition to regular classroom instruction. Your child's progress will be monitored weekly while being provided interventions. You will receive reports of the progress your child is making each nine week grading period with the report card. If an intervention is not working for your child, the intervention may be changed and monitored for effectiveness. The goal of this program is for your child to progress to a point where the intervention is no longer needed.

Core Components of CME's RTI System

- Parent communication
- Universal AIMSweb screening administered to all students three times per year (fall, winter, spring) to identify students in need of additional instruction in reading and math
- High-quality classroom instruction
- Scientific research-based interventions implemented with fidelity to address student academic (math and reading) and behavioral difficulties
- Weekly assessments to measure progress during interventions
- Educational decisions based on responsiveness to instruction/interventions
- Instruction/intervention intensity changes based on student performance