

**Response
to
Intervention
Handbook**

2013-2014

Audubon Public Schools

Rationale

A plan is in place for the 2013-14 school year to continue providing a more consistent instructional program in the elementary schools. This plan offers three tiers of assistance for at-risk elementary students primarily through the Response to Intervention program as follows:

Tier 1- The classroom teacher will provide initial intervention through instruction.

Tier 2- Student will be placed in a small group setting for targeted intervention as well as in-class support.

Tier 3- Pull-out based on specific areas to be remediated.

One immediate, positive result of this plan is increased in-class support. Each identified student will be assigned an intervention during, but not limited to, the RTI Block or push-in protocols in the classroom. The assigned interventions will be in Math, English Language Arts or Behavior. Where multiple interventions are needed, the Intervention Specialist, in collaboration with the RTI Team, will determine the prescriptive intervention course for that student. Referrals to I&RS will not occur until a reasonable amount of Tier One and Tier Two interventions have been delivered and fully documented.

Identification of Students in Need

In Tier 1, the classroom teacher will assess student strengths and areas of need in literacy and math skills as usual. The classroom teacher will work closely with the RTI Team and Intervention Specialist to determine the most effective strategies to remediate, within the context of the curriculum, a students' identified weaknesses in the classroom.

In Tier 2, the student's assessments will be analyzed. Using the following multiple measures, any student who is not successful in language arts and/or math with Tier 1 interventions will be placed in Tier 2. At Haviland Avenue School, students are identified and admitted to the Title 1 program when they receive a score with the flag "In need of Intensive Intervention" in Aimsweb. At Mansion Avenue School, students are identified and admitted to the Title 1 program when they receive a score with the flag "In need of Intensive Intervention" in Aimsweb or are Partial Proficient in either Math or LAL on the NJASK. At Audubon Jr/Sr High School, students are identified and admitted to the Title 1 program based upon a rating of Partially Proficient in Math or LAL on the NJASK or receiving a projected scaled score on the in-house Math and LAL assessments administered to 9th and 10th grade students below a 205. In cases where a student falls below proficiency, Tier Data will be used in conjunction with teacher recommendations and classroom performance.

Students exit the Title 1 program when they receive a score in Aimsweb of either at benchmark or in need of strategic intervention, receiving an NJASK rating of Proficient, or receiving a projected scaled score on the in-house Math and LAL assessments of greater than a 205.

In Tier 3, students who have not demonstrated progress on the next round of AIMS Web assessment or have gone down on their scores will be brought to the attention of the I&RS Team.

NOTE: Placement in Tiers 1 & 2 are based on assessment results. Placement in Tier 2 does not preclude continuation of Tier 1 interventions. Placement in Tier 3 is based on CST classification of a student after the required testing from that team for disabilities.

Roles & Responsibilities

The Classroom Teacher will...

- **Maintain primary responsibility to plan daily instruction in the classroom**
- **Maintain primary responsibility to carry out formal assessment of student progress in the classroom**
- **Maintain primary responsibility to communicate with students' parents/guardians.**
- **Take the leadership role in developing a collaborative teaching environment that supports open communication resulting in a strong and productive working relationship between the Intervention Specialist (BSI Teacher) and the Classroom Teacher in order to promote success for their mutual students.**
- **Share weekly lesson plans to maintain congruence and adequate pacing for pull-out students, where such pacing is possible.**

The Instructional Assistant will...

- **Perform instructional duties in collaboration with the classroom teacher.**
- **Uphold classroom rules, climate and teaching philosophy put in place by the classroom teacher.**
- **Proactively support instruction in the classroom as follows:**
 - circulate among students to be sure that students are on task
 - distribute materials
 - clarify instructions
 - answer student questions
 - supply feedback on student performance
 - provide additional practice in a skill to promote mastery
 - work with a small group to build student self-confidence
 - suggest potential resources to the classroom teacher
 - plan alternative ways of presenting skills instruction to struggling learners
- **Model the behavior expected of students (listen when the teacher is instructing; read when the class is reading, etc.)**
- **Share evaluative feedback on student performance with the classroom teacher**
- **Administer assessments to students when appropriate.**
- **Anticipate classroom teachers' ongoing instructional needs during the school day and willingly step up to serve in a role as partner**

The Intervention Specialist will...

- **Assist with the formal multiple measures assessment (to include NJ ASK & AIMS Web score, report card grades, teacher recommendation) leading to an individual student profile to identify those children in need of basic skills instruction during the spring semester for the upcoming school year.**
- **Develop, implement and fine tune a predominantly push in schedule to service the neediest Tier 2 & 3 students in a one-on-one or small group modality inside the regular classroom setting. (In consultation with the principal, determine if pull-out is more beneficial to a student or group of students.)**

- Design a program that aligns closely with regular classroom instruction in terms of pacing and content. This program will utilize the regular classroom's instructional materials whenever possible. Also, the co-teaching portion of lesson plans should be written collaboratively. Additional support materials are available throughout the district if needed. (Such resources and/or alternative instructional strategies may be required to bring students with a history of below par achievement to a point of improved performance).
- Initiate intervention program rotation during the first month of school, or as soon as possible, for grades one through six. Based on results of AIMS Web tests and student work in September, Kindergarten and First Grade students will be identified for possible Tier 2 intervention.
- Communicate regularly with the Classroom Teacher and the RTI Coordinator with the goal of designing the appropriate instructional interventions for Tier 2 & 3 students in need and sharing student progress over the course of the school year. Progress Reports will be issued as determined.
- Meet regularly with regular classroom teachers and interventionists in order to collaborate to analyze data, review instruction and develop new strategies.

Models of Collaborative Teaching

The Intervention teachers and Instructional Assistants who are pushing into the classroom will utilize one of the following collaborative teaching models:

- **One Teach – One Assist-** The classroom teacher instructs content while the instructional assistant focuses on strategy, practice and/or activities to build mastery and confidence in particular skill areas.
- **Team Teach-** Both classroom teacher and instructional assistant work together, actively teaching the content side by side with each team member choosing different aspects of the lesson to deliver.
- **Parallel Teaching-** Classroom teacher and instructional assistant or BSI teacher plan the lesson together, but the classroom teacher sets up ability groups based on an assessment of student needs. The instructional assistant or BSI teacher works with the group that needs more attention or accommodation to succeed.

NOTE: All staff paid, in part, by Title I funds will be required to maintain and submit monthly time sheets to the grant coordinator.

The criteria for entrance into the intervention program are clearly defined. Once a student has exited a specific intervention, Tier One interventions will continue and the interventionist will determine, based on multiple measures, including assessments, whether an intervention in another identified area is necessary. All documentation, including interventions, time frames, exits and continuations of interventions will be maintained in the online Intervention Log.

Extended Day Programs

Purpose

The Audubon School District is committed to offering our students every available opportunity for support and success on the state assessment. These support sessions are offered prior to the state assessment i.e. NJASK and HSPA.

Selection Procedure

Mansion Avenue School

NJASK Extended Day Program

- Students are selected for participation based upon the data collected for RTI evaluation and past performance on state assessments.

Audubon Junior/Senior High School

NJASK 7/8 Morning Program and HSPA Morning Program

- Students are selected for participation based on multiple indicators including but not limited to: past performance on state assessments, in house assessments and performance in Math and English classes.