

**Academy of Dover Charter School
RTI Policy and Procedures**

Title 14 DE Administrative Code Section 12: Response to Intervention Procedures, Subsection 12.1.0 through 12.11.0 each public agency shall establish and implement procedures to determine whether a child responds to scientific, research based interventions for reading and mathematics.

RTI is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions. RTI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by child outcome data.

- High quality instruction: Using district recommended curriculum, adapting to student needs, differentiating instruction, mobile-flexible groupings of students.
- Intervention matched to student need: Student is assessed and instruction is matched.
- Monitoring progress: Students are given assessments using a tool such as DIBELS, sight word inventories, Phonemic Awareness assessments for reading, Go Math assessments, Fluency assessments, IXL.com progress.
- Applying child response data to important educational decisions: Intervention team meets to make decisions regarding interventions, strategies, and classroom intervention groupings.

Assessment/placements

- All students are screened in reading (DIBELS Next) and math (SMI) at least three times per year to make sure that classroom instruction is on target for all students and each student is also compared to others of the same age in the same grade and class.
- All students will be screened within the first two weeks of school (initial screening) and these students will be progress monitored throughout the year. (For additional information on screenings, please see TIERS tabs)
- Specialists will make informed decisions when placing students in groups. Previous assessment data needs to be factored into placement decisions.
- Each grade level has a dedicated time in the daily schedule for 30 minutes of Reading and Math RTI.

Response to Intervention Tier System

TIER I: Regular Classroom Instruction

- All students in the classroom must receive this TIER I instruction daily.
- If a student falls below the 25th percentile, but is not likely to reach the end of year benchmarks, the team makes recommendations for instructional interventions.
- Students on TIER I will complete the following assessments through the year to monitor progress:
 - DIBELS: August, December, April
 - SMI: August, December, May
- If at the end of 6 weeks of monitoring instruction the student is not on the path for meeting benchmarks, they will receive Tier II interventions.

TIER II: Weekly Progress Monitoring

- Students receive small group instruction for a minimum of 90 minutes per week with the classroom teacher or paraprofessional.
- The students' progress will be evaluated during Tier II interventions and weekly progress monitoring. All interventions are documented into RTIm Direct.
- The team monitors students' progress and reviews the data and makes recommendations for instructional strategies and/or behavioral supports.
- If at the end of 6 weeks, a student is showing insufficient progress, then the Instructional Support Team (IST) will review and document the student's progress. The following will be determined:
 - Does the student require additional assessments?
 - What previous interventions have occurred?
 - Any changes in instruction or behavioral interventions?
 - Determine whether child needs Tier III interventions.

Tier III: Sustained Intensive Individual Interventions

- Students receive small group instruction for a minimum of 150 minutes a week with the reading and/or math specialists.
- Weekly progress monitoring continues and interventions will be documented in RTIm Direct.
- If after six weeks of Tier III interventions (for a total of 18 weeks of intervention) the student has made *little* progress, then the IST refers the child for special education evaluation.