TIER 3

Response to Foundational Gaps
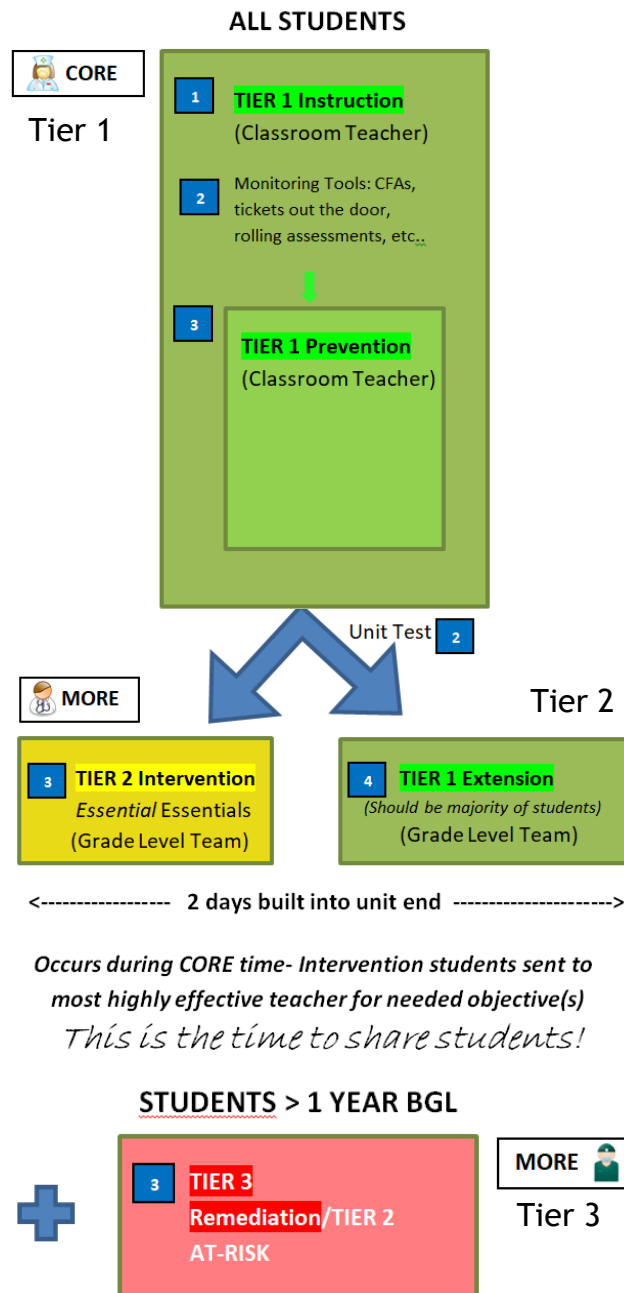
<mark>Remediation</mark>

- Daily intensive remediation to fill foundational gaps
- Targeted skills may be behavioral, academic, or both (depending on individual need)
- PST meets monthly to review student data and modify plan, as needed
- Tier 3 Team: EL, SpED, Title, Alpha/Behavioral Therapist

✅ Use data from AIMSWeb screeners, rolling assessments, etc.
✅ MONITORING TOOL: AIMSWeb (Weekly)

You need more extensive treatment from a specialist.

ALL STUDENTS

CORE

Tier 1

1 TIER 1 Instruction (Classroom Teacher)

2 Monitoring Tools: CFAs, tickets out the door, rolling assessments, etc..

3 TIER 1 Prevention (Classroom Teacher)

Unit Test **2**

MORE

Tier 2

3 TIER 2 Intervention *Essential* Essentials (Grade Level Team)

4 TIER 1 Extension *(Should be majority of students)* (Grade Level Team)

<----------------- 2 days built into unit end ---------------------->

Occurs during CORE time- Intervention students sent to most highly effective teacher for needed objective(s)

This is the time to share students!

STUDENTS > 1 YEAR BGL

➕ **3** TIER 3 Remediation/TIER 2 AT-RISK

MORE

Tier 3

PLC Questions:

1- What do we expect them to learn?
2- How will we know they are learning?
3- How will we respond when they don't learn?
4- How will we respond if they already know it?

Arbor Grove Elementary

RTI

Response to Intervention

Ensuring high levels of learning for ALL students!

TIER 1
Initial Teaching

Instruction

- Whole group, grade level instruction on core subjects (with scaffolding/supports), strong emphasis on *essential* essentials
- Differentiated small group Reading instruction
- Minimum of one running record/day to monitor text level growth
- No pull-outs during this time

Prevention

- Immediate reteaching of learning target(s) to small group or individuals

✅ **Use data from Exit Tickets, CFAs, Rolling Assessments**

Take two of these and call me in the morning.

TIER 2
Response to Non-Mastery of *ESSENTIAL* ESSENTIALS
(on grade level)

Intervention

Grade level teams analyze data and collaboratively plan for re-engagement/extension:

- Build intervention days into the end of each unit
- *Re-engagement teacher is the one with the best results for each essential essential*

✅ **Use data from Unit Tests**

That medicine isn't working. Let's try this one instead.

RSA TIER 2

"Tier 2" as defined by the state of Oklahoma is up to one year behind grade level expectations in Reading.

- Frequent, targeted, small group Reading instruction:
  - Skill-based for students needing Phonics and/or PA skills, *or*
  - Guided Reading on instructional text level
- Laser focus on filling sight word gaps/student self-tracking (if applicable)
- 6-Minute Fluency or other fluency-focused intervention (if applicable)

✅ **Use data from AIMSWeb screeners and rolling assessments**
✅ **MONITORING TOOL: Orange Folder**