

Response to intervention (RTI)

Tomé, World's Best Elementary RTI (Responsible Teachers Intervening) Process

The fundamental purpose of our school is to continuously increase learning for all students. To accomplish this goal a collective effort must be put forth by both teachers and administrators working together to accomplish the following:

- Guide and support the staff to embrace the need for all students to learn at high levels (grade level or higher).
- Continually foster a school culture whereby through the analysis of data the staff passionately strives to increase learning for all students.

These interventions happen in Tier I, this is not Tier II or the SAT process. The Tomé instructional cycle must be followed to ensure focused and effective first instruction of identified essential standards. The requirements for SAT are still in effect. The process will be led by the school intervention team. This team is comprised of administrators, teacher leaders and support staff who intrinsically seek to work with other adults on campus to continuously increase learning for all students.

Students with a specific skill deficit will be identified by performance on grade level common formative assessment. The referring teacher will fill out the referral for intervention form and return it to the designated spot in the Tomé Data Room.

Tier I first instruction is provided by grade level teachers primarily with support from special education teachers for students that are identified. Tier I intervention is provided by all staff members and is exclusive of none. This will include classroom, special education, PE and art teachers, librarian, computer Lab assistant, IEP facilitator, academic coach, counselor, secretary, nurse, educational assistants, principal and assistant principal. The school intervention team will determine who will provide intervention and who will provide extension. Intervention is the priority. The most qualified individual will provide intervention.

Interventions are based on the current essential standard. During the intervention block students will either receive intervention or extension. Students will NEVER miss new instruction on essential standards to receive intervention.

The RTI process at Tomé is a 3 week cycle.

- Formative assessment to identify skill deficit.
- Referral of student to school intervention team.
- School intervention team meets to group by skill deficit, needed instruction and intervention.
- Weekly progress monitoring.
- Reassess for skill proficiency at the end of 3 week cycle
- Repeat cycle

