

## LA Workshop

### RTI SYLLABUS

**Teacher:** Mrs. Kathleen B. Farrin, MEd, CAGs. (Ed. Admin.)

**Room#:** 103

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**Website:** <https://classroom.google.com/c/MTAxNjl4MzQ0NDZa>

Response to Intervention (RTI) is a three-tiered process to help students become more successful in the areas of academics and/or behavior.

#### **RTI allows schools to:**

- Identify students at risk for not meeting grade level outcomes
- Monitor progress towards those outcomes
- Provide evidence-based interventions
- Adjust the intensity and nature of those interventions based on how a student responds to instruction and intervention

RTI is intended to be an instructional adjustment (intervention). It encompasses continuous reflection for delivery and content of instruction (planning), delivery of instruction (doing), checking student performance/data (checking) and adjustment.

Academic interventions are further broken down into mathematics and literacy instruction. Students meet in small groups or individually to discuss and learn strategies that will enable them to become more successful.

All students are assessed two times a year (fall and winter) using the NWEA (Northwest Evaluation Association). Students who demonstrate a pattern of falling below the 30%ile or are struggling in the regular academic classroom are recommended for interventions. These students may be given a secondary assessment to further identify what a student needs for support.

#### **RTI Team**

The RTI team meets weekly to discuss interventions and create individual plans for students who receive RTI services. This team is compiled of core team teachers, unified arts teachers, special education staff, academic coaches, interventionists, principal, and the RTI coordinators.

**Course Description:** This class is for remediation of reading and writing. This class is a *No Credit* course. The students will use computer programs that work on sequence and reading speed. Programs used will include: *Reading Plus*, *Lexia*

*Powerup, Words Their Way, Step-Up to Writing, SRA, Read Naturally, Accelerated Reader, SIMS, Timed Readings and others.*

Using a whole-student lens, while efforts target building comprehension, fluency, stamina and precision of written and verbal expression, intervention efforts will also integrate skills that foster time/task management skills, building executive functions, fostering a growth mind-set, skills for becoming a self-directed learner, life-long reader and learner.

**Supplies Needed:** Earbuds, Headphones, Laptop or I-Pad, Post-it notes, something to write with, Highlighters.

### **Website Resources:**

Common Core Standards

[www.corestandards.org](http://www.corestandards.org)

Teacher's classroom site with links to frequently accessed supports and instructional sites:

<https://classroom.google.com/c/MTAxNjI4MzQONDZa>

A Parent's Guide to RTI

<http://www.ncl.org/publications-a-more/parent-advocacy-guides/a-parent-guide-to-rti>

### **Grading:**

- This is a NON-CREDIT individualized and differentiated instructional intervention program
- *Reading Plus/Lexia Powerup* digital applications deliver pre-assessments and benchmark survey results will generate an individualized intervention program for each student that is to be completed weekly in order to meet end-of-year projected growth outcomes.
- Student weekly instructional reports will be generated and progress reported in Powerschool. Students will utilize these instructional reports in order to develop personal **short-term academic intervention goals**.
- NWEA surveys are completed and data is utilized to prescribe individual and small group mini-lesson instructional interventions. **Using the student profile report, students will identify their Projected RIT growth in order to develop a long-term intervention goal.**
- Students will also receive a copy of their weekly instructional reports that reflects the amount of time/words read that can then be shared with

teachers and applied toward weekly team reading requirements. All gathered data will be reported to parents and teachers at trimester reporting intervals.

**Class Grading Scale:** *Students achieve 80% or better proficiency for weekly prescribed individual instructional intervention efforts.*

**Powerschool Reporting: At least every two weeks....**

E = Exceeds - Student completes more than weekly prescribed instructional intervention lessons with 80% or better proficiency.

M = Meets - Student completes the weekly prescribed instructional intervention lessons with 80% or better proficiency.

PM = Student completes at least half of their weekly prescribed instructional intervention lessons with 80% or better proficiency.

DM = Student completes less than half of their weekly prescribed instructional intervention lessons with 80% or better proficiency.

**RTI Math/Literacy Positive Behavior Management Plan:**

Expectations: ("Give me FIVE")

1. Be **present** and **mindful** at all times
2. Be **prepared** and on time
3. Be **respectful**
4. Be **responsible**
5. Be **positive** and demonstrate a **growth mindset**

"Way to Go" !! Tickets can be earned by.....  
(This is what it looks like)

• Being Safe

• Being Respectful

• Being Responsible

• Being Positive

Encouragement can be in the form of:

- Verbal Recognition
- Punch Card - (Academic Award - both individually and class-wide)
- "Way-to-Go"/Raffles (Earned Individually & With Drawings Every Friday)
- Certificates for achievement

Enforcement:

1. Verbal reminder/warning
2. Take Ten / Make-up time during tutorial
3. Receive "oops" card (2"oops" cards earned in one day, or 3 accumulated over time will result in a write-up = step 4)
4. Call Behavior Specialist /Remove student from class

**Small Group LA Workshop Protocols/Expectations: (This is a brief overview that students collaboratively will develop during the first weeks of school - "What Makes A Group Work Well")**

- Get started quickly by sitting with our thought partner
- Have your Folder, Something to write with, fully charged laptop & Independent On-Team Reading Material.
- Come to class prepared and ready to work.
- Share talking time
- Listen to remember what has been shared.
- Be respectful of others ideas and property.
- All school handbook rules apply.

## RTI Syllabus Agreement 2019-2020

**Please Return as Acknowledgement:** Please read and sign that you understand the class objectives and rules. Please give your phone number and email address. It will help with communication through the year. Your student needs to return this paper signed for a grade.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Contact information:

Phone: (Home) \_\_\_\_\_

(Work) \_\_\_\_\_

Preferred E-mail: \_\_\_\_\_