

ACADEMIC INTERVENTION PLAN

The Response to Intervention (RtI) process is a multi-step approach to providing services and interventions at increasing levels of intensity. The progress students make at each stage of intervention is closely monitored and results are used to make decisions about the need for further research-based instruction/intervention in general education.

Long Valley Charter School's goal is to provide academic interventions in order to ensure student growth and succeed in their regular academic program and on California State assessments (CAASPP).

Long Valley Charter School is introducing an Intervention format for all students. Students who are not yet proficient academically will be provided with targeted instruction and interventions at increasing levels of intensity and specificity in addition to quality core instruction to accelerate the rate of learning. Response to Intervention is a process not a program. Therefore, interventions are designed to increase student engagement in a specific topic area by focusing in-person or/and online delivery; scripted and unscripted curriculum.

Over the course of a school year, students take 3 diagnostic tests throughout the school year in math and reading using the iReady platform. Students who score two or more grade levels below will receive Tier 3 intervention. Students who fall one grade level below will receive Tier 2 intervention. Students who are at grade level will receive differentiated instruction based on skill deficits (and remediation if necessary.)

Classroom-based Learning

Math

Intervention for Tier 3 will be in a small group setting with either a teacher or a paraprofessional. The intervention will be varied and based on individual student instructional priorities and can change as growth occurs. The following resources will be used for Math Tier 3 instruction: iReady targeted lessons, Strategies to Achieve Mathematics Success (STAMS), best practices and programs as needed. Intervention for Tier 2 will be a small group setting with the teacher. It will focus on refining skills using Houghton Mifflin Expressions (K-5), Keys to Algebra (6-8), iReady, and TPT supplemental lessons/materials along with best practices. Tier 1 students will work on skill deficits to help refine/remediate missing skills. They will develop differentiated academic pathways with iReady and will be using a combination of supplemental programs: Khan, Math Seeds, Prodigy, supplemental materials, and best practices.

Reading

Intervention for Tier 3 will be in a small group setting with either a reading specialist or a paraprofessional. The intervention will be varied and based on individual student instructional priorities and can change as growth occurs. One of the following resources will be used for Reading Tier 3 instruction: iReady targeted lessons (1-8), Standards Plus, Read Naturally, REWARDS (4-12), Phonics for Reading, TPT supplemental lessons/materials, best practices and programs as needed. Tier 2 reading intervention will be a small group setting with the teacher. It

will focus on refining skills using iReady targeted lessons, novel studies, supplemental reading materials, programs and best practices. Tier 1 students will work on skill deficits to help refine/remediate missing skills. They will develop differentiated academic pathways with iReady and will use supplemental programs to aid with skill deficits. Students will use a combination of several programs: iReady, Reading Eggs, Khan, and best practices.

Frequency

A schoolwide period is established Monday through Thursday focused on intervention. Students will engage in targeted lessons four times a week for 30-45 minutes. Placement of students will depend on their diagnostic analysis from iReady.

Independent Study

Intervention for Tier 2 will be provided by teachers during their one-hour weekly meeting with students. To maximize the learning during their one on one meetings, teachers will use their iReady assessments to look at areas of needs and provide instruction.

Students who require Tier 3 intervention receive targeted interventions in a one-to-one or small group in-person setting at their specific resource center.

Progress monitoring

Since the goal of Rtl is to show growth towards grade-level proficiencies, progress monitoring is a key part. Teachers will utilize iReady growth monitoring for the students who are in Tier 3. Teachers will rely on curriculum-based assessments and/or other research-based methods of assessing to evaluate Tier 1 and Tier 2 student learning outcomes. Outcomes include:

- **Outcome goal met** – If a student meets the outcome goal, the intervention is successful. However, if the interventionist judges that the current intervention is still helping the student, it should continue. If instead you decide that the intervention is no longer needed, it should be discontinued.
- **Clear progress** – but the outcome goal not met. If the progress-monitoring data shows that the student has made meaningful progress but still falls short of the outcome goal, you may elect to keep the current program but make adjustments to strengthen it — like shrinking the group size, increasing frequency and/or length of sessions, etc.
- **Little or no progress observed** – If the student fails to make significant progress in the group, the interventionist should consider switching the student to a different intervention program or referring that student for more intensive intervention services (e.g., to move from Tier 2 to Tier 3).

Support for Teachers

Teachers will receive professional learning on the Rtl process to ensure instructional practices are meaningful and impactful to a student's learning. Training will begin at the next Professional Learning Day on 3/17/2023. Weekly professional learning community meetings will further staff learning and provide a forum for discussion and reviewing student progress.