

What is Rtl?

- A framework and philosophy to be used in the general education classroom
- A uniform system of education where general education and special education work together
- Identifies and works with struggling learners in all settings
- Uses Data driven decision-making that better identifies which students should be referred for targeted, supplemental supports



SOARING Above the Peaks

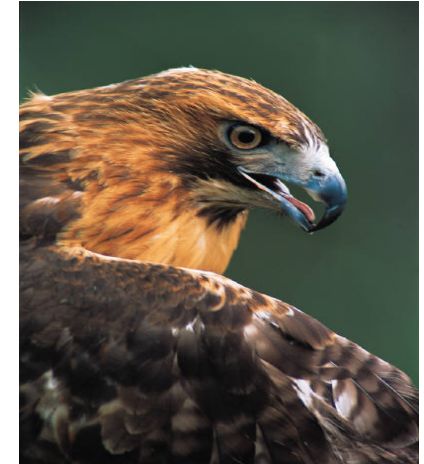
HOLMES MIDDLE SCHOOL

Main: (719)328-3800
Attendance:
(719)328-3813
Counseling:
(719)328-3812
Fax: (719)448-0358

2455 Mesa Road
Colorado Springs, CO 80904

Robert Utter, Principal

HOLMES MIDDLE SCHOOL



Holmes Hawks

Safety

Ownership

Achievement

Respect

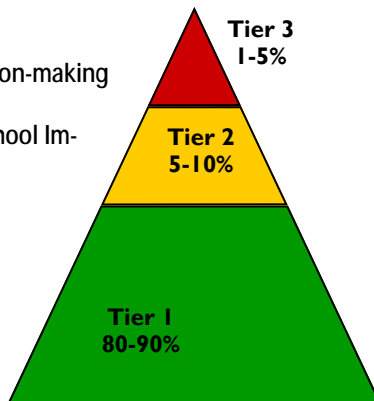
Rtl

What prompted the development of a Response to Intervention Model?

- From 2002 – 2004, Holmes did not meet AYP placing us on “Academic Watch”
- One subgroup (SPED), three years in a row, did not meet AYP standards
- Gaps still existed regarding other minority subgroups (Hispanic, African American, FRL...)
- Our motto became: *“Success is the only option”*

Frameworks

- Universal, aligned best practices
- Supplemental, level-appropriate interventions
- Short-cycle assessment & progress monitoring
- Data Driven Decision-making
- Integral part of School Improvement Plan



Tier I: Core Class Instruction

Focus	All Students grades 6-8
Program	Scientific-based instruction and curriculum emphasizing mastery of content standards
Grouping	Differentiated Instruction w/ flexible grouping
Time	60 minutes per day
Assessment	Baseline Spring CSAP & NWEA-MAP tests (Measures of Academic Progress, Quarterly and Short Cycle Assessments)
Interventionist	General education teacher
Setting	General education classroom

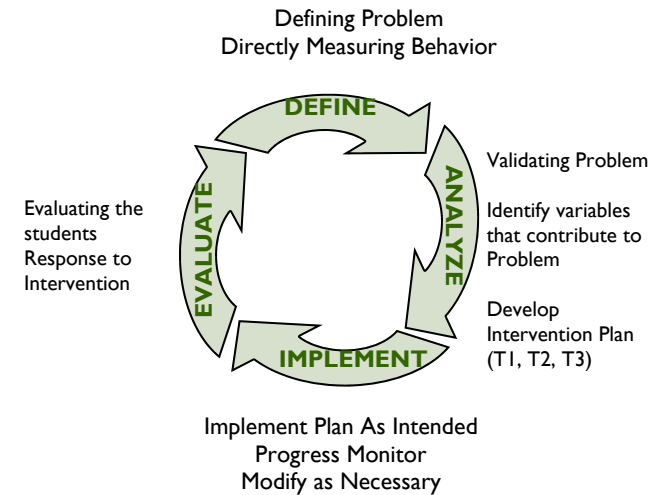
Tier II: Supplemental Instruction

Focus	Students not proficient with Tier I efforts
Program	Specialized, scientifically based program(s) targeting area of need and ability level.
Grouping	Homogeneous small group instruct(1:6 to 1-12)
Time	45 minutes per day
Assessment	Progress monitored biweekly (or more) on target skill to ensure adequate progress
Interventionist	Classroom teacher, SPED teacher, specialized reading/math tutor, ect.
Setting	May be a regular classroom, computer lab- depends on intervention & available resources

Tier III: Intensive Intervention

Focus	Students with marked difficulties-have not responded to Tier I and Tier II efforts
Program	Sustained, intensive, scientifically-based program(s) emphasizing the critical elements for student with difficulties or a disabilities
Grouping	Homogeneous small group instruct(1:5)
Time	Minimum of two 30-45 minute sessions per day
Assessment	Weekly progress monitored on target skill to ensure adequate progress
Interventionist	Specialized personnel
Setting	May be a regular classroom, computer lab- depends on intervention & available resources

PROBLEM SOLVING PROCESS



**Holmes Middle School
Percent Proficient or Advanced on
CSAP Reading and Math**

