

SY 2021-2022

*Response to Intervention
Plan*

*A Multi-Tiered
Academic
Support
Program*

Burch Charter School of Excellence

SECTION 1: INTRODUCTION

Response to Intervention (RTI) functions as a significant educational strategy or framework designed to identify students who may be at-risk in their academic performance. The overall purpose of RTI in Burch Charter School of Excellence is to provide those students who are struggling to meet the demands of the curricula in English Language Arts and mathematics with interventions targeted to their learning needs.

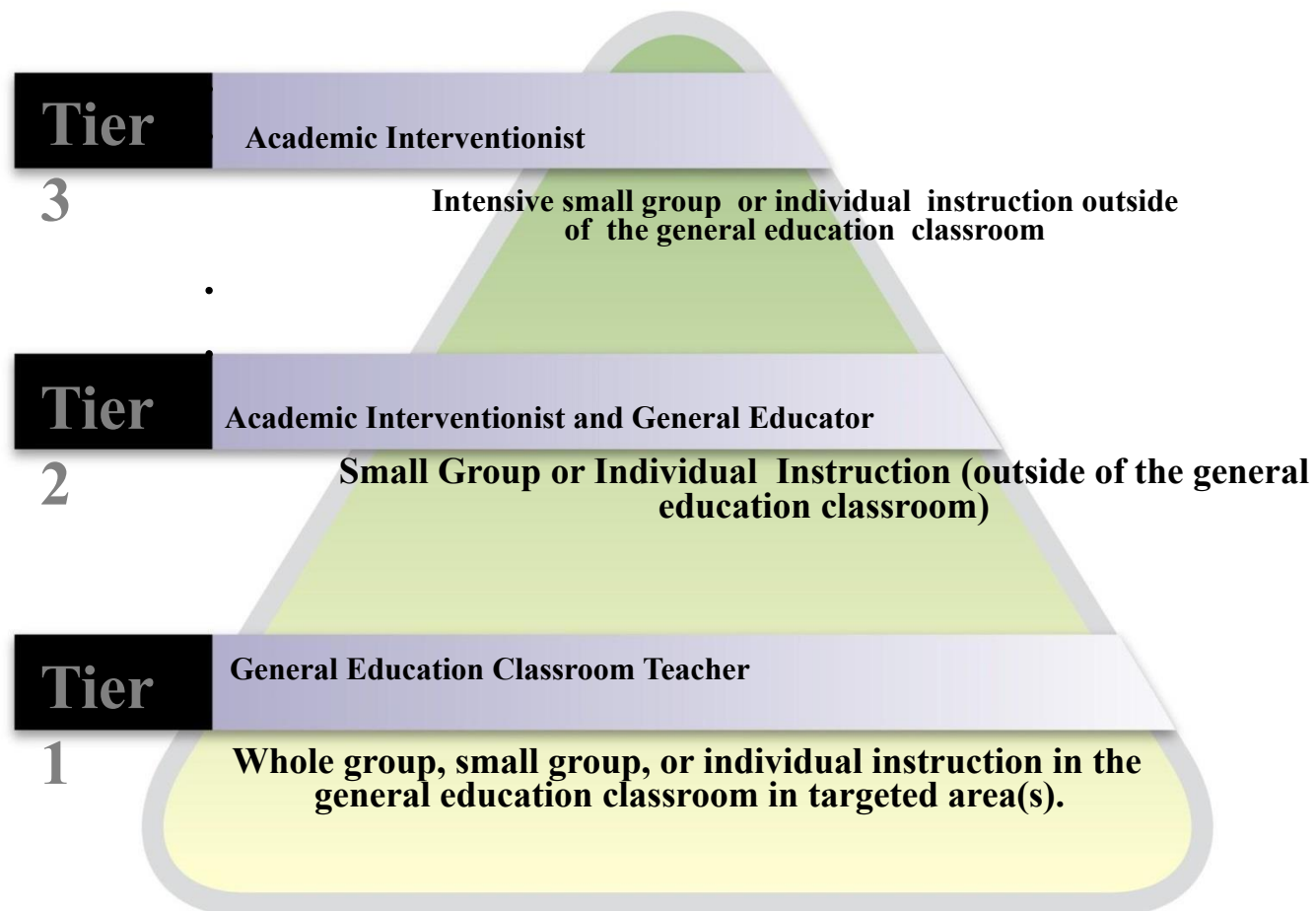
Response to Intervention Defined

Response to Intervention integrates assessment and intervention within a multi-tiered prevention system to facilitate student achievement. With RTI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those intervention depending on a student's responsiveness, and identify students with learning disabilities.

SECTION 2:

RTI AS A MULTI-TIERED INTERVENTION FRAMEWORK

RTI serves as a multi-tiered intervention framework with increasing levels or tiers of instructional support. The graphic presented below provides a visual illustration of the school's RTI model. It is important to note that the instruction a child receives in RTI is supplemental in nature. That is, the instruction is *in addition to, and not in place of core instruction students receive in the classroom*. Further information for each tier follows the graphic.



Tier 1

Tier 1 is considered the primary level of intervention in Burch Charter School of Excellence and includes differentiated instruction provided to all students. It also includes, targeted instruction for those students evidencing signs of academic struggle. Students needing assistance receive additional instruction in specific areas during designated times of the day provided by their general education teacher.

Tier 2

Within Burch Charter School of Excellence, Tier 2 intervention includes small group or individual supplemental instruction provided by the Academic interventionist or other designated professional. The services are offered to students outside of the general education classroom. *As in Tier 1, supplemental instruction is provided in addition to, and not in place of, the core instruction that all students receive in the classroom.*

The supplemental Instruction/intervention provided at this tier is designed to address the needs or weaknesses of the student relative to the curricula demands in reading, writing and/or mathematics. Students requiring Tier 2 services are those who, based on data collected and teachers' opinions, have not made adequate on Tier 1 and continue to require supplemental instruction.

Tier 3

Tier 3 is designed for those students who have made limited progress to Tier 2 intervention or who demonstrate significant needs that warrant more intensive instruction or intervention. At this level, the I&RS Committee may consider whether increasing the intensity of services.

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Burch Charter School of Excellence

SY 2021-2022

Student Intervention Plan

Student's Name:

Grade:

Date Parent Notified:

Teacher's Name:

Date:

Targeted
Area:

Intervention Strategy Used	Time Period	Student Performance Data
	Week 1	
	Week 2	
	Week 3	
	Week 4	
	Week 5	
	Week 6	
	Week 7	
	Week 8	

Assessment of Targeted Intervention (After 6-8 weeks)	Date of Assessment:	Type of Assessment: (formal or informal)	Results:
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Teacher Recommendation:



Burch Charter School of Excellence

100 Linden Avenue, Irvington, NJ 07111

(973) 373-3223

Dr. Jeff White, Chief School Administrator

Mr. Timothy Simmons, Vice Principal

Ms. Jennifer Stein, Vice Principal

Dear Parents,

Burch Charter School of Excellence strives to provide the highest quality education to all of its students. As children develop and acquire critical skills needed to meet curricula demands, on occasion, some of the students may require additional assistance. Based upon consultation with your child's teacher and a review of formal and informal assessments, STUDENT'S NAME, has been scheduled to receive support with the Academic Interventionist in TARGETED AREA(S).

Mr./Ms./Mrs. (**Name of Provider**) will be working with your child weekly in our Response-to-Intervention (RTI) Model. Progress will be monitored and reviewed every six to eight weeks and you will be informed accordingly. You will also be informed if and when changes to the plan are to be made.

If you consent to the services described, please sign and return the bottom portion of this letter to your scholar's teacher.

Sincerely,

Dr. Jeff White

Dr. Jeff White
Chief School Administrator

Please return this form to your scholar's teacher:

Child's name _____ Date _____

_____ Yes, I accept the support described above for my child

_____ No, at this time I wish to decline the services described above

Print name: _____ Signature: _____

RESOURCES

National Center on RTI: http://www.rti4success.org/pdf/rtiessentialcomponents_042710.pdf

Fuchs and Fuchs present a “blueprint” for understanding RTI: http://www.advocacyinstitute.org/resources/TEC_Rtlblueprint.pdf

National Center on RTI: http://www.rti4success.org/index.php?option=com_content&task=blogcategory&id=20&Itemid=81

New Jersey State Guidance Document: nj.gov/education/njtss



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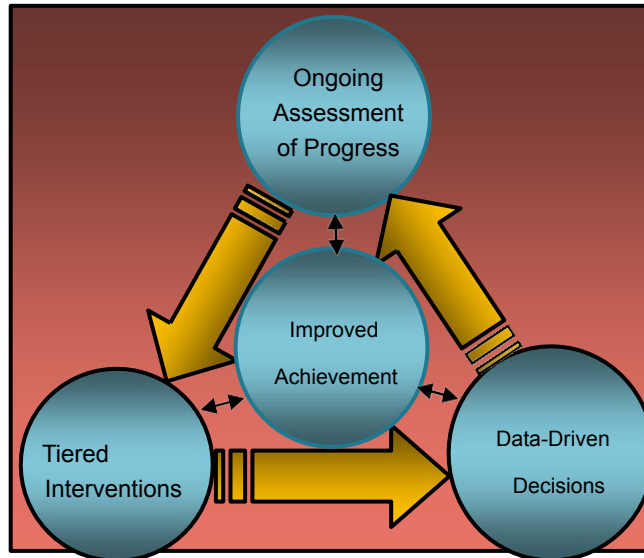
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Response To Intervention

WHAT IS RTI?

Response to Intervention (RTI) is a multi-tiered, problem-solving approach that identifies general education students in grades K-5 who are struggling in academic areas (reading, writing and mathematics). Through ongoing assessment, identified students are provided with targeted instruction at varying levels of intensity. The progress that students make at each level is closely monitored and used in further decisions regarding their instructional program. Early intervening programs such as RTI have been effective in preventing a deficit from becoming a disability.



The RTI model is a three-tiered approach. Tier 1 takes place in the student's classroom and is conducted by the primary teacher.

Tier 2 calls for supplemental instruction provided by an Academic Interventionist.

Tier 3 calls for the student to receive an increased amount of supplemental services by an Academic Interventionist.

