

J.R. Smith Elementary

Response to Intervention Pyramid

Universal Screening & Diagnostic Assessments
Acadience Assessments, RISE Interim, NWEA Assessments, 95% Phonemic Awareness/Phonics Screener

Tier 1: Access to essential grade-level standards for all students

Supports for All Students and School Structures:

- School-Wide Behavior Plan – PBIS
- Monthly Counselor Lessons
- PlayWorks
- Think Time
- Stop, Walk, Talk
- Extracurricular – Art, Music, Theater, Library, I
- Wasatch Parent Network
- Site-Based School Officer
- Head-Start and in-school Preschool
- Check-In/Check-Out
- Brown Bucks – Term Goals
- V.I.P. – Be Safe, Be Kind, Be Responsible
- Student Council
- Student-Led Conferences*
- Guided Differentiated Instruction
- Literacy Book
- Literacy Nights/Initiatives
- Off-Campus Outreach
- White Ribbon Week, Kindness Week
- Blocked Schedule
- D.E.A.R.
- Cross Grade-Level Buddies
- School-Wide Rule Review
- Learning Management System
- Grade-Level Programs

Core Instruction:

- Identified Essential Standards for every grade level in Math and Literacy
- Tracking Essential Standards (Student? Teachers?)
- Student Portfolios* Student Led Conferences*
- Common Assessments Given for every Essential Standards
- Students identified for supplemental support by Essential Standards
- Tier 1 Instruction, blocked out time
- Behavioral Essential Standards???? (Be Safe, Be Kind, Be Responsible)
- Academic Behaviors/Learning Skills???? (Perseverance)
- Dual Language Immersion for native Spanish Speakers Language Objectives
- Kagan Structures
- Posted Objectives
- Posted Essential Standards and Ladders
- Technology-based individualized instruction

Certain Access - Tier 2

Tier 2 Supplemental Program

Will Student Interventions:

- Counseling Groups
- PlayWorks- Targeted
- Latinos in Action
- Athletic Council
- Rotary Club
- Admin. Behavior Tracking
- Parent Meetings
- Behavioral Contracts
- Attendance Tracking/Contracts
- Restorative Discipline
- Running Club
- Morning Meeting
- Social Club

Skill Student Interventions:

- Stretch Intervention/Enrichment Time
- 4 days/week
- Blocked Time, school-wide
- Additional faculty support, school-wide
- Academic Contracts
- Parent Meetings
- Tracking Interventions
- Multiple Academic Disciplinaries
- Technology-based individualized instruction

Certain Access: Tier 2 to Tier 3 Lead by Intervention Teams

Certain Access: Tier 1 to Tier 2 Lead by Leadership Team

1. Each grade level team has identified Essential Standards of what must be mastered at that grade level.
2. Each grade level team has identified Targets within each Essential Standard of what must be mastered at that grade level.
3. Each Grade Level Team measures progress of each student for each Essential Standard/Target using a Common Formative/Summative Assessment.
4. Each Grade Level Team refers students for Interventions/Enrichments based on data from CFA/CSA.
5. Teachers provide interventions and enrichments based on data. The most qualified teacher provides the instruction.

Certain Access—Tier 3

Tier 3 Intensive Program

Reading – Teacher-Led Intervention Groups and services based on skills need (Pre/Re-Teach), 4 days/week, Blocked Time, grade-level specific, GATE, Technology based individualized instruction

Math – Pre/Re-Teach, 4 days/week, Blocked Time, grade-level specific, GATE, Technology based individualized instruction

ELL: Intervention based on need/availability of resources, Technology based individualized instruction? Language 1 and/or Language 2

Behaviors and Study Habits:
Counselor and Behavioral
Contracts
Level Systems

Certain Access

Special
Education Testing

Vision:

Mission Statement: We commit to instill within all students the desire and power to create their own life-long path to excel.

- Students and Staff have a focus on reflection and learning.
- Students and Staff have a focus on collaborative teamwork.
- Students and Staff have a focus on results.

Essential Questions

- What do the students need to know?
- How will we know they know it?
- What will we do when they already know it?
- What will we do when they don't?
- What instructional strategies are best for teaching the essential standard?