

Eligibility and Exit

Intervention Cycles

Students are given benchmark assessments every 6-8 weeks. Results from these benchmarks are used to determine student progress. Students are placed in intervention groups based on benchmark results, which run daily for 30 minutes. Students are progress monitored throughout the intervention cycle. Students who are struggling academically/social emotionally will be brought to RTI. At this meeting, the team will discuss further interventions to provide support. Students in RTI who are consistently making progress over 2-3 months will no longer be brought in front of the RTI team but will continue to have the current supports in place to help them be most successful.

Intervention Programs

Tier II (Supplemental)

Head Sprout is used for grades k-2 to develop reading fundamentals. Students learn skills such as phonemic awareness, vocabulary, phonics, fluency, and comprehension.

Read Theory is used for grades 3-5 to develop fluency and comprehension skills.

Dream Box is used for grades K-5 to focus on mathematics skills.

My Sidewalks is a reading program that emphasizes vocabulary, comprehension through deep concepts.

Tansey Academy is extra Math or ELA support offered to students after school on Monday and Wednesday for one hour.

Tier III Programs

Add+vantage Math Recovery programs build students fluency in early numeracy

Lively Letters is a reading program that turns letters into characters for students to identify its initial sounds.

Project READ is a K-3 program used to build decoding skills using multi-sensory approaches.

Linguistics is a decoding program used in grades 4-12 for struggling readers.

Quick Reads is a fluency program used for increasing automaticity and fluency skills.

Early Reading Intervention (ERI) is a phonological program used for students in K-1.

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James Tansey Elementary



Response to Intervention (RTI)

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Our Vision

James Tansey Elementary School is a small two unit K-5 school. Our goal is to create rich learning opportunities for all students to excel. Within a rich learning environment, students will be supported, challenged, and encouraged to think beyond the norm. The goal is to open students minds to understanding that with hard work and effort, they will be able to excel both academically and socially.



What Is Response To Intervention (RTI)?

RTI was developed to help provide interventions to those students who are struggling both academically and social emotionally. RTI is composed of a team including, general education teachers, special educators, coaches and administration. The RTI team provides interventions and supports for struggling students. The team meets on each student every 6-8 weeks to determine their educational progress. RTI is designed to make educated decisions based on instruction and intervention progress for students in both general and special education.

The following standards are essential to ensuring students academic and social emotional success:

Classroom Instruction: All students receive high quality instruction in general education classrooms. Classroom expectations model responsive classroom in order to hold students accountable for their own learning and behavior.

Student Assessment: All students take benchmark assessments and are progress monitored to determine students level of learning and achievement both individually and compared to their peers. Students progress in RTI are monitored frequently and documented through Form E to examine student achievement.

Tiered instruction: A three tiered approach is used to effectively differentiate instruction for all students. **Tier 1** instruction includes differentiated plans (Form A) which is used to accommodate all learners during their academic blocks. **Tier 2** instruction includes interventions that are provided by the classroom teacher for specific students. **Tier 3** instruction are more intense intervention programs for students who are struggling significantly behind grade level.

Parent Involvement: Parents are called by the classroom teacher to discuss student academic or social emotional progress throughout the school day. Parents and teachers work together to develop a plan both at school and at home to reach student success.