

RESPONSE TO INTERVENTION

Grades 1-5

Program Rationale:

National experts support data discussions based on formative assessments through the professional learning community model in order to increase student achievement. It is our responsibility as educators to form instruction to meet each child's academic needs and learning style. Milltown has established a leveled group instructional program through guided reading in the early elementary grades, which has proven very successful in increasing our students' reading abilities. Homogeneous grouping in mathematics will establish similar parameters to guided reading, so that instruction may be differentiated based on formative assessments.

Program Description:

Students in grades 1-5 will receive 60 minutes of math and language arts instruction daily from their teacher. Common post-assessments will be given, according to the grade level's pacing guide. Homogeneous groups will be formed based on a ranking of post-assessment scores and teacher input. Students will receive reinforcement of the previously taught skills during an additional 20-30 minutes 2-3 times a week, ranging from enrichment to remediation based on their performance on the post-assessment. Students may or may not have their homeroom teacher for their math or language arts intervention period. Students who did not meet grade level proficiency on the post-assessment will be retested at the end of the intervention period, and the higher of the 2 assessment scores will be recorded for report card purposes, but not to exceed 71%. If a student does not meet proficiency on the reassessment, the student may then be invited to attend before/after school small group instruction for further instructional support.

Program Eligibility:

All students in the regular education mathematics and language arts program in grades 1-5 will participate as part of their general program of instruction.

Program Goals:

By grouping students at their instructional level, the teacher will be able to better meet the needs of learners and build a stronger academic base for scaffolding of mathematics and language arts skills and concepts. By continuing to offer a heterogeneous grouping of students during daily instruction, students will benefit from modeling of their peers who are at various instructional levels. Flexible grouping appreciates the fact that a student's needs may change as different topics arise throughout the curriculum.