Response to Intervention (RtI)

What does Response to Intervention look like?

What is RtI?

- Response to Intervention
- A system for monitoring student progress and providing additional instruction to those students who are struggling in the areas of reading, math, and social skills.

Research Says...

Tier 3

Students lag behind their peers by one or more years, demonstrate very weak progress on screening measures, and require intensive intervention.

Tier 2

Students lag well behind their peers, demonstrate weak progress on screening measures, and require some form of intervention.

Tier 1

Students learn at roughly grade level or above, and are least likely to fall behind or need intervention.

Tier 3

Tier 2
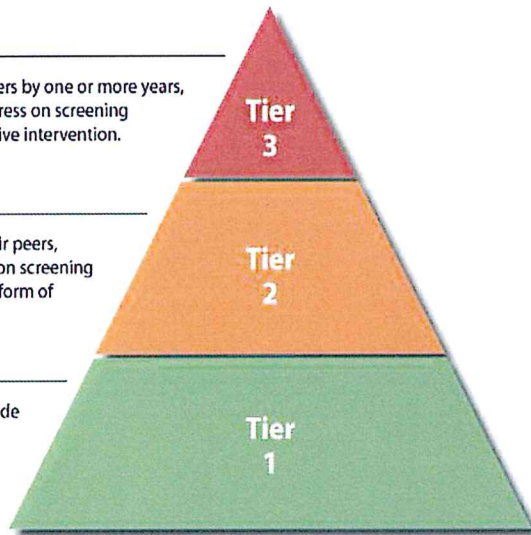
Tier 1

- Tier 1 The school would start by ensuring that every student has access to rigorous, grade-level curriculum and highly effective initial teaching. The process of determining essential student learning outcomes would shift from trying to cover all required standards to a more narrow focus on standards that all students must master to be able to succeed in the future.

- Tier 2 The school would use ongoing formative assessment to identify students in need of additional support, as well as to target each student's specific learning needs. In addition, teachers would create common assessments to compare results and determine which instructional practices were most and least effective in Tier 1. Giving students more of what didn't work in Tier 1 is rarely the right intervention!

- Tier 3 We would start by guaranteeing that all students in need of intensive support would receive this help in addition to core instruction—not in place of it. If our goal is to ensure that all students learn at high levels, then replacing core instruction with remedial assistance not only fails to achieve this outcome, but also tracks at-risk students into below-grade-level curriculum.

"Doing the right work for the right reasons."

- **Teach-** RtI is the use of interventions and strategies for those students struggling in the Tier 1 instruction. We teach in another way using alternate strategies. We provide more time and practice to meet individual needs.

- **Learn-** RtI means that students are growing and learning in ways that match their own individual needs. This looks different from child to child, but the goal is that all children will grow.

- **Care -** We care about the success, learning and growth of all students in academic and social areas.

The **Purpose** of RtI

- That is the purpose of **RTI—to systematically provide every student with the additional time and support needed to learn at high levels.**
- What must we do to make learning a reality for every student? If we took the research on effective teaching and learning and condensed it into a simple formula for learning, it would look like this:

  - **Targeted Instruction + Time = Learning**

- Because learning styles and instructional needs vary from student to student, we must provide each student with targeted instruction—that is, teaching practices designed to meet his or her individual learning needs. We also know that students don't all learn at the same speed. Some will need more time to learn.

Data

How many students are served at each level?

General statement about success rate? What is success in RtI? It's about each individual student's growth and about closing the gap. Are students learning at a faster rate than they would have?

Show aims graph from last year, block out student name, talk about the data and what we would discuss.

Data

- 73 students are currently receiving RtI support at the middle school level

How are students identified?

- Students are monitored in the areas of reading, math, and social skills through the uses of assessments and screening tools.
- RtI Team Meetings are held regularly to discuss student progress in targeted areas or to identify new student concerns.

What is taught?

- Interventions targeting reading fluency, decoding, reading comprehension, math facts, math concepts, and social skills are provided based on the need of the student.

Who's involved in RtI?

- The RtI team includes the building principal, classroom teacher, interventionist, school social worker, and school psychologist.

Elementary RtI

Academic Purpose: The purpose of Elementary Academic RtI is to provide the highest quality instruction and interventions that will match the needs of individual students in order to ensure that all children reach their fullest potential. Entrance and Exit criteria is used to help guide decisions about students in both their weaknesses and successes.

Behavior: A screener will be given to teachers in 1st quarter and April to score all of their students in the appropriate categories. The purpose of the 1st quarter screener will be to identify those students in the "high" risk category. The purpose of the April screener will be to identify the success of the program for the current school year and to identify those students that will continue services 1st quarter of the following school year.

*Both programs are continuously monitored by collaborative Problem Solving Team Meetings.

RtI in Action...

GMS RtI

- The last period of the day, ASAP (academic student assistance period), is designated as an intervention period.
- Students are identified for intervention through use of benchmarking and data from the elementary level
- Targeted instruction is provided in reading, math, organization skills (SAS, strategies for academic success
- Student progress is monitored through use of assessments (aimsweb)

GMS RtI

- Grade level teams meet monthly
- Full BBT (building based team) meets quarterly to review overall process
- Team members include: intervention teacher, counselors, social worker, psychologist, classroom teachers.

GHS RtI

- Fourth period, ASAP (academic student assistance period), is designated as an intervention period.
- Students are identified for intervention by teachers
- Identified students attend a learning center in that subject area where skills are retaught
- Those struggling with organization and homework attend SAS (strategies for academic success) 7th period
- Students not showing success in learning center are identified for further more individualized interventions

Questions?