# WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT
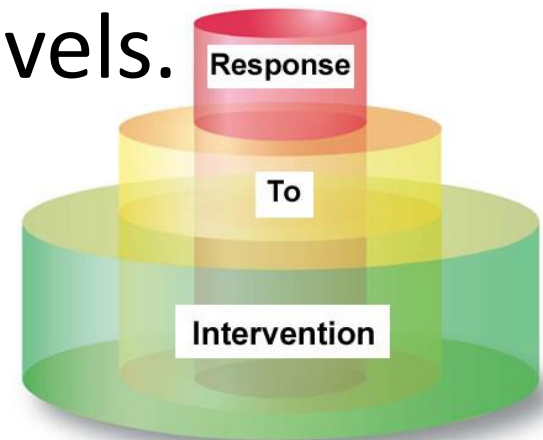
## Encouraging All Students to do Better

# Student Learning: Response to Intervention / RtIM

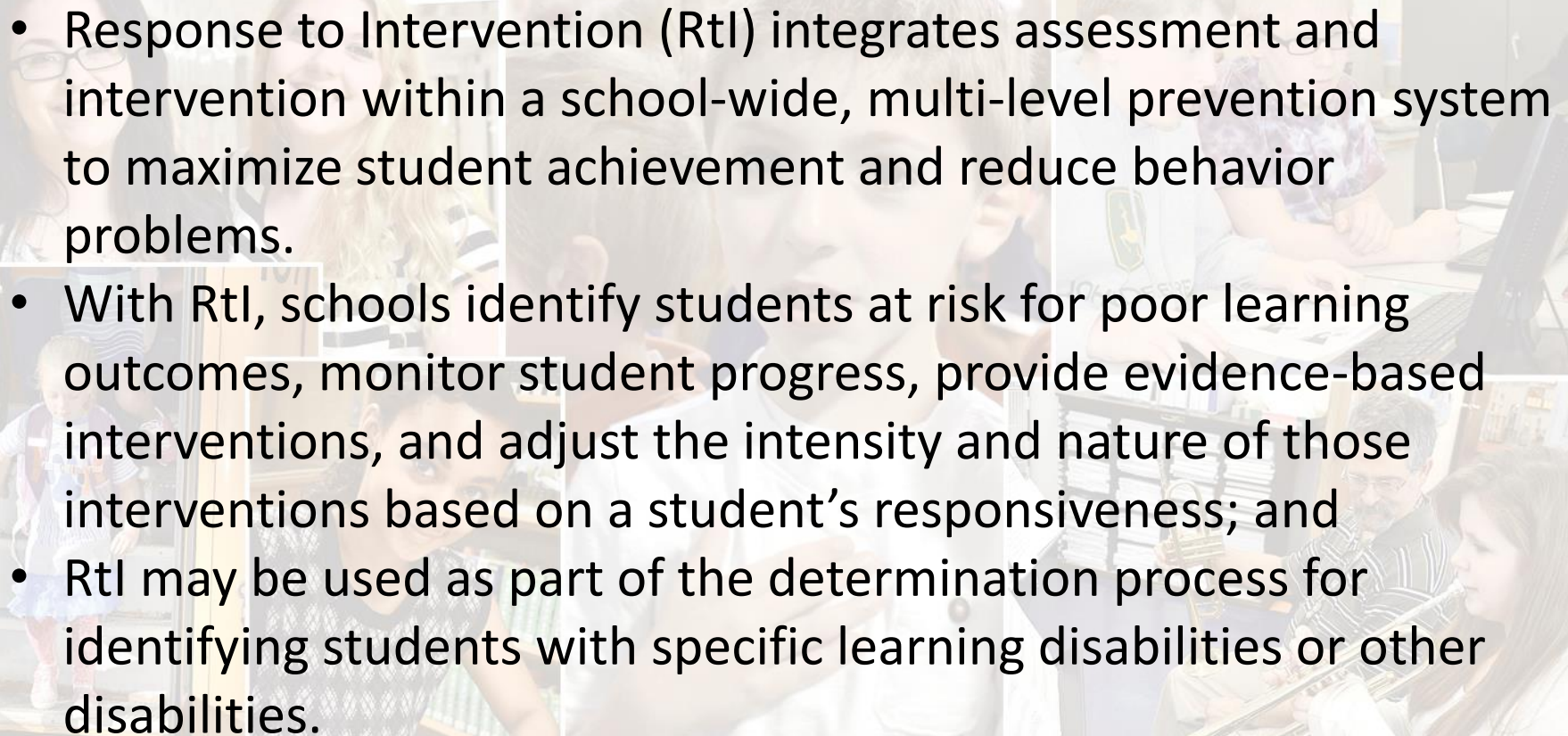Board of Education Meeting
April 27, 2015

# Rationale of RtI

Purpose:

The creation of a systemic process that ensures EVERY child may receive the additional time and support necessary to learn and achieve at high levels.
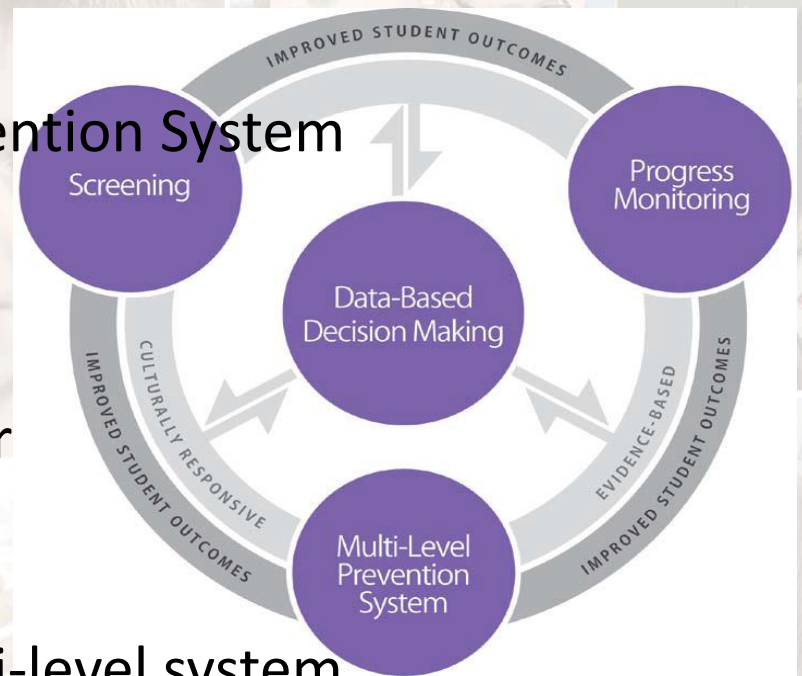
# Defining RtI

- Response to Intervention (RtI) integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems.

- With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions based on a student's responsiveness; and

- RtI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities.
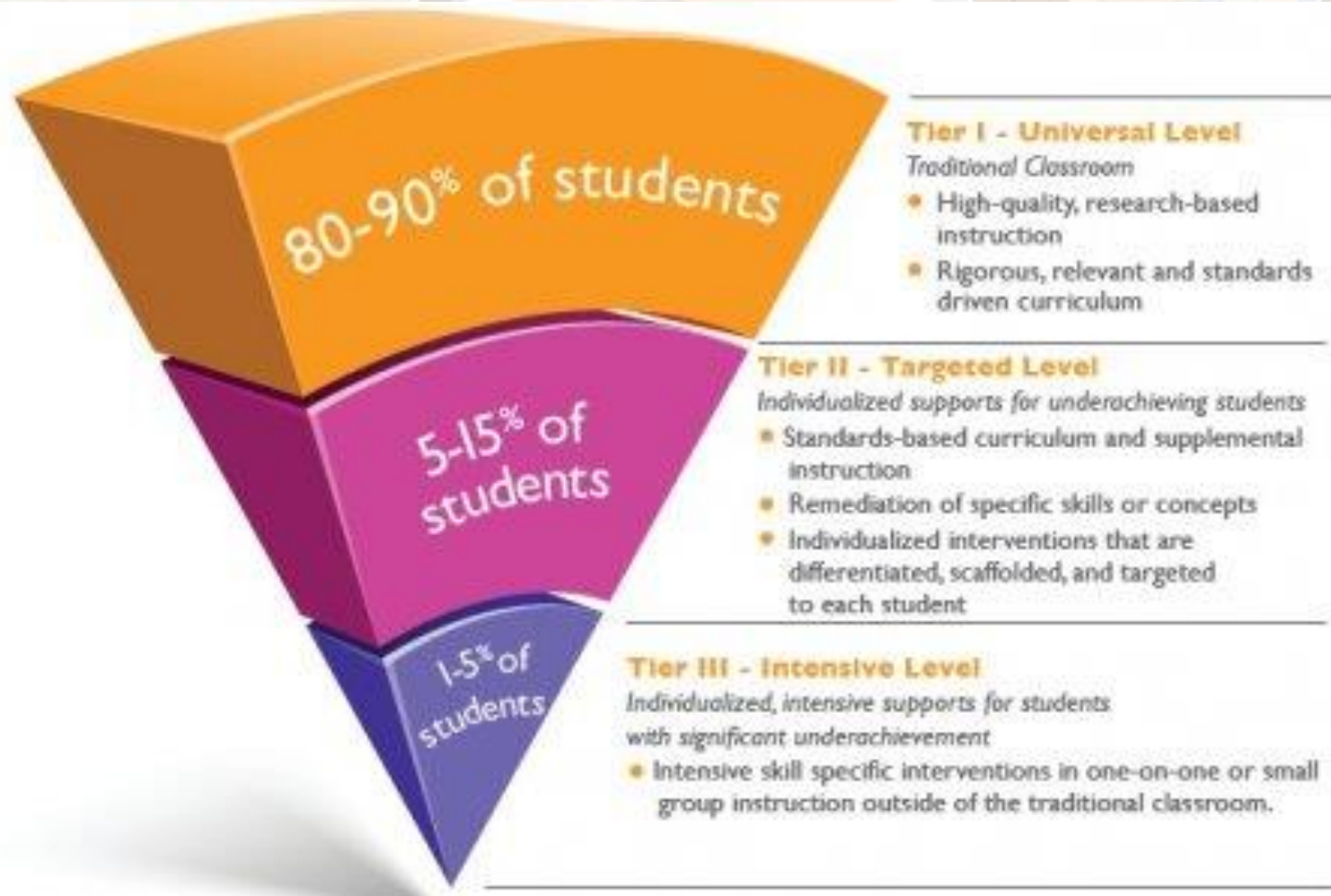
~ National Center on Response to Intervention

# Essential Components of RtI

- Screening
- Progress Monitoring
- School-Wide, Multi-Level Prevention System
  - Primary level
  - Secondary level
  - Tertiary level
- Data-based decision making for
  - Instruction
  - Evaluating effectiveness
  - Movement within the multi-level system
  - Disability identification (in accordance with state law)

# Response to Intervention - Tiers



**Tier I - Universal Level**

*Traditional Classroom*

* High-quality, research-based instruction
* Rigorous, relevant and standards driven curriculum

**Tier II - Targeted Level**

*Individualized supports for underachieving students*

* Standards-based curriculum and supplemental instruction
* Remediation of specific skills or concepts
* Individualized interventions that are differentiated, scaffolded, and targeted to each student

**Tier III - Intensive Level**

*Individualized, intensive supports for students with significant underachievement*

* Intensive skill specific interventions in one-on-one or small group instruction outside of the traditional classroom.

80-90% of students

5-15% of students

1-5% of students

# WCCSD: Response to Intervention (RTI)
*Classroom Reference Guide*

| Tier 1 Intervention<br>*Core Instruction* | Tier 2 Intervention<br>*Supplemental Intervention* | Tier 3 Intervention<br>*Intensive Support & Customized Intervention* |
|---|---|---|
| **Preparation** | **Preparation** | **Preparation** |
| Instruction is provided by qualified personnel (e.g. certified classroom teacher) and may be supported by trained staff. | Instruction is provided by certificated staff. | Instruction is provided by certificated staff. |
| All students have access to ESSENTIAL grade level academic and behavioral standards. Instruction is explicit and aligned to grade level content and the Common Core Learning Standards (CCLS).<br><br>Differentiated instruction is based on readiness, interest and learner profiles of all students. | Remediation and supports are provided to students identified as requiring moderate support to develop / learn the essential skills, concepts and understandings from the core program.<br><br>Supplemental instruction is provided in addition to, but not in place of, the core instruction. Support may include the provision of Academic Intervention Services (AIS). | Remediation and supports are provided to the students identified as requiring extensive support to develop / learn the foundational skills, concepts, and understandings that are prerequisite to the core program.<br><br>Individualized and small group instruction is provided in addition to core and supplemental instruction. Support may include the provision of Academic Intervention Services (AIS). |
| **Group Size** | **Group Size** | **Group Size** |
| Whole class / small group / individualized instruction | Individualized / Small group instruction | Individualized / Small group instruction |
| **Location** | **Location** | **Location** |
| General Education setting | May take place in the general education setting or in an alternate location outside of the general education classroom, as determined by school personnel. | May take place in the general education setting or in an alternate location outside of the general education classroom, as determined by school personnel. |
| **Implementation** | **Implementation** | **Implementation** |
| Daily explicit and systematic instruction includes differentiated instruction based on readiness, interest and learning profiles of all students.<br><br>Reading instruction includes an uninterrupted block of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies. | Intervention is tailored to target the identified student(s) need, and may also be applied to other students who demonstrate similar gaps in skill acquisition or understanding. | Intervention is highly individualized to address demonstrated need of the identified student. |
| Intervention can be fully integrated into the classroom teacher's instructional routine. | Intervention requires that an educator expend a *moderate* amount of additional effort or time beyond the usual classroom instructional routine. | Intervention requires that an educator expend *significant* additional effort or time beyond the usual classroom instructional time. |
| Intervention baseline meets the academic or behavioral levels of most students at that grade level. | Intervention baseline begins somewhat below the academic or behavioral levels of most students at that grade level. | Intervention baseline begins significantly below the academic or behavioral levels of most students at that grade level. |
| **Supports** | **Supports** | **Supports** |
| Examples may include, but are not limited to:<br>Pre-teaching or re-teaching new or complicated information/concepts<br>Using graphic organizers and/or instructional aids to assist learning<br>Encouraging students to demonstrate their learning in multiple ways | Examples may include, but are not limited to:<br>• Adapting or modifying classwork or homework<br>• Providing specialized resources<br>• Breaking instruction into smaller units/chunking<br>• Using alternative strategies to reinforce learning | Examples may include, but are not limited to:<br>• Making a greater use of hands-on activities and assignments<br>• Using specific assistive technology software and/or hardware<br>• Developing a Behavior Plan<br>• Modifying assignments and coursework<br>• Using more specialized reading materials |
| **Progress Monitoring** | **Progress Monitoring** | **Progress Monitoring** |
| STAR Reading and Math Universal Screening is administered to all students in the general education classroom.<br><br>Progress monitoring occurs as deemed necessary. | Progress is monitored every two weeks. | Progress is monitored once a week. |

# WCCSD
## Interpretation
## Of the Tiers

# WCCSD Tiered Process

Grade Level Meetings

Tier 1 – Primary level

SST: School Support Teams

Tier 2 – Secondary Level

SBIT: School Based Intervention Teams

Tier 3 – Tertiary Level

# The Tiered Process... A Closer Look

| | TJ Connor | MS/HS |
|---|---|---|
| **Grade Level Meetings Tier 1 & 2** | **Whole Class Quarterly**<br>• Celebrations<br>• Review of Whole Class Data (ELA focus)<br>• Review of Individual/Groups Student Data (ELA Focus)<br>• Other areas of concern, if time<br>• May be put on schedule for SST | **Bimonthly**<br>• Review of Eligibility Lists, Course and Behavioral Data<br>• Identification of Students with Concerns<br>• Development of Intervention Plan<br>• Other areas of concern, if time<br>• May be put on schedule for SST |

# The Tiered Process... A Closer Look

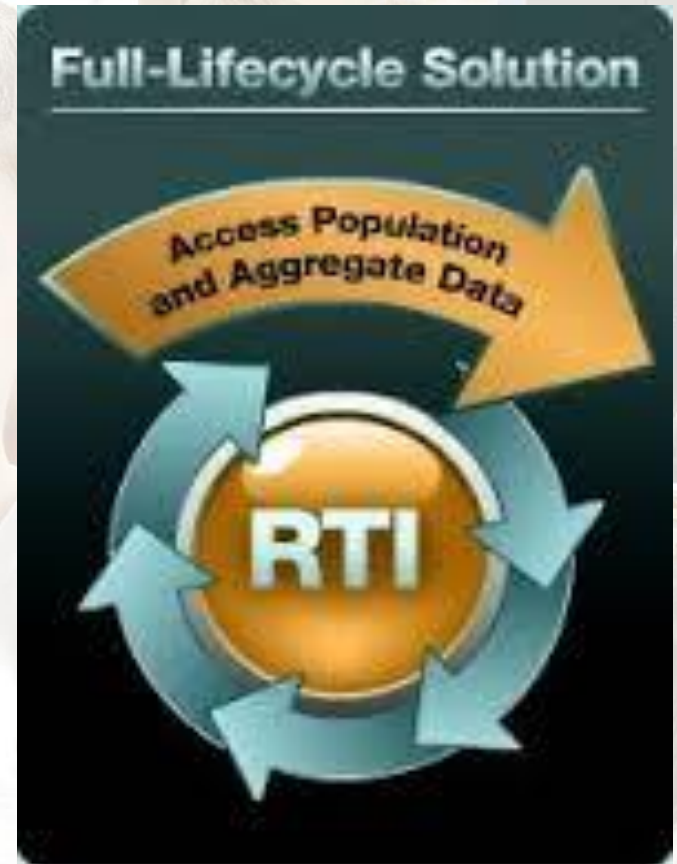| | TJ Connor | MS/HS |
|---|---|---|
| **SST Tier 2** | **Individual, Weekly** <br> Follows structured frameworks: <br> • Strengths <br> • Problem Analysis & Review of Interventions <br> • New Interventions Developed & Selected <br> • Closing <br> *Lasts about 30 minutes per student* | **Individual, Weekly** <br> Follows structured agenda: <br> • Student Progress <br> • Review of Interventions <br> • New Interventions Developed & Selected <br> • Closing <br><br> *Varying time allocations per student* |

# The Tiered Process... A Closer Look

| | TJ Connor | MS/HS |
|---|---|---|
| SBIT Tier 3 | **Individual, As Needed**<br>Step 1: Assess Teacher Concerns<br>Step 2: Student Strengths & Talents<br>Step 3: Review Baseline Data<br>Step 4: Select Target Teacher Concerns<br>Step 5: Set Academic / Behavioral Goals<br>Step 6: Design an Intervention Plan<br>Step 7: Method of Monitoring Progress<br>Step 8: Plan Parent Contact<br>Step 9: Review Intervention & Monitoring Plans | **Individual, As Needed**<br>Step 1: Assess Teacher Concerns<br>Step 2: Student Strengths & Talents<br>Step 3: Review Baseline Data<br>Step 4: Select Target Teacher Concerns<br>Step 5: Set Academic / Behavioral Goals<br>Step 6: Design an Intervention Plan<br>Step 7: Method of Monitoring Progress<br>Step 8: Plan Parent Contact<br>Step 9: Review Intervention & Monitoring Plans |

# RtIM Direct

RTIm Direct

- Full-lifecycle Response to Intervention (RtI) management and tracking system
- Teachers and RtI team members can draft/update/modify intervention plans directly online for viewing, editing, and collaborating by all staff involved with a student .

Questions?