

Response to Intervention (RTI)

Schools must provide a continuum of educational opportunities to students as part of the regular education program.

RTI is about improving Education for All Students

The key elements of RTI include:

- ❖ High Quality Classroom Instruction
- ❖ Tiered Instruction/Intervention
- ❖ Ongoing Assessment
- ❖ Family Involvement--collaborate with parents to provide the best learning opportunities in school, at home, and in community settings

Response to Intervention (RTI)

- Response to intervention is the practice of providing high-quality instruction/intervention matched to student needs and using learning over time and level of performance to make important educational decisions.
- Some of the critical features of RTI are new; others are traditional, yet viewed in a new way.

Critical Feature #1

Universal Screening

a.k.a. common district assessments

- To find out which children need help, schools use universal screening.
- It is not unusual to find that one in every five children needs some kind of help.
- Teachers want to know as early as possible which children need help.
- Universal screening assessments should be provided at least three times per year.

Universal Screening

- Screening data are organized in formats that allow for analysis of both group and individual performance on skills over time.

Eastford screens students using:

- Concepts About Print
- Writing prompts
- Reader's Response Assessments
- DRA (Developmental Reading Assessment)
- Quarterly Math Assessments

Critical Feature #2

Continuum of Support a.k.a. “The Triangle”

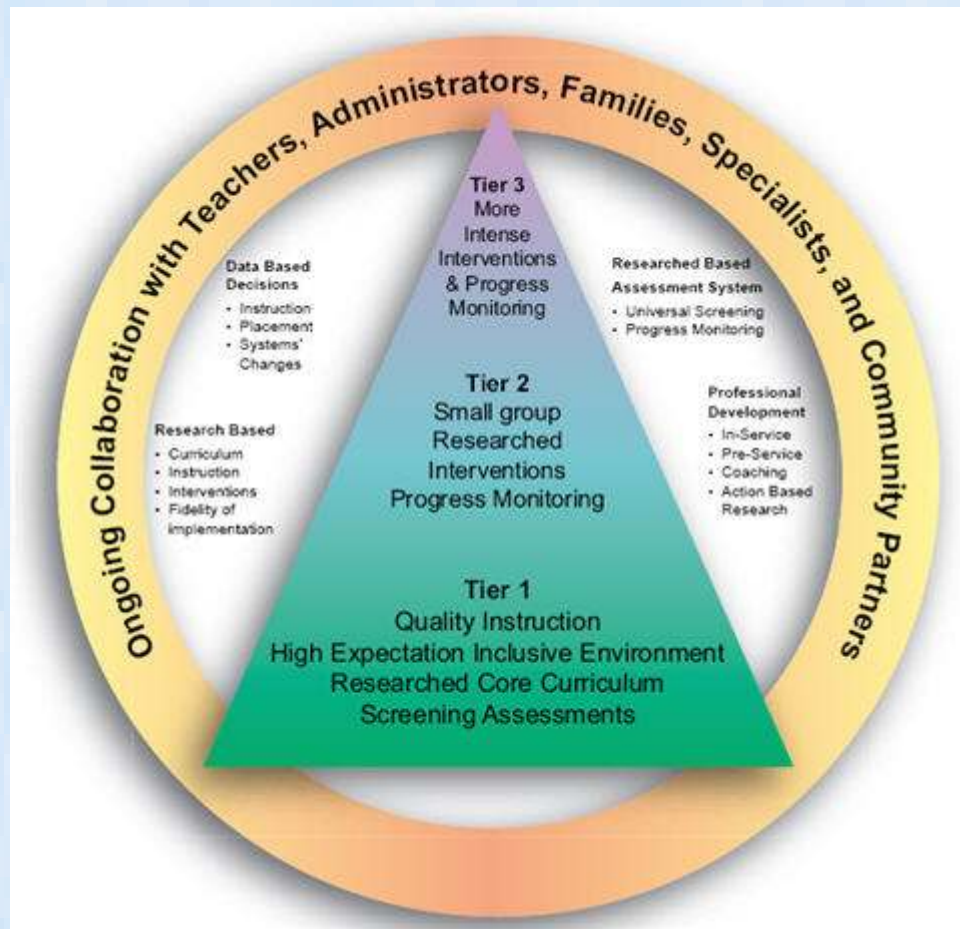
Each tier
represents
increasingly
intense
services.

Tier 3:
About 5% of students are provided with researched-
based intensive interventions

Tier 2: About 15% of students are provided
with research-based interventions of
moderate intensity.

Tier 1: All students are provided with research-based instruction. If
80% or more are not meeting expectations, core practices are
evaluated.

Shaping Futures Together



Intervention Framework

- Intensive Interventions

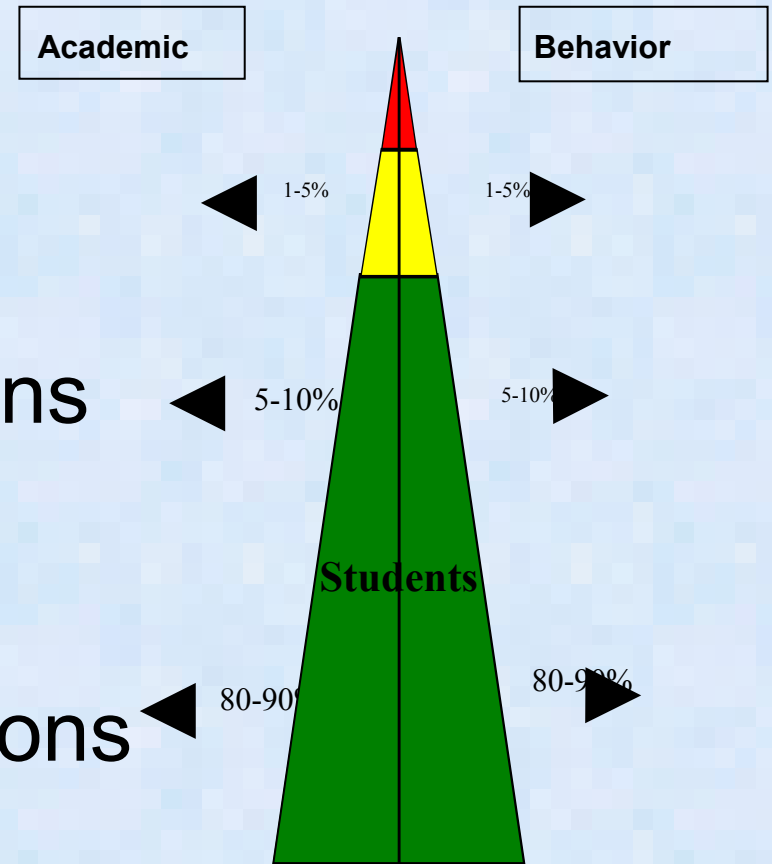
- A few

- Supplemental Interventions

- Some

- Core/Universal Interventions

- All



Eastford Elementary School's Opportunities

Note: The design of this pyramid is based on number of students participating in each opportunity.

STUDENT ASSISTANCE TEAM (SAT)

Students who would benefit from academic or behavioral interventions and assistance are supported by a team of professional staff.

HOMEWORK CLUB

Students (grades 3-8) may participate in this after school program where laptop computers are available for homework and projects.

CURRICULUM ENRICHMENT

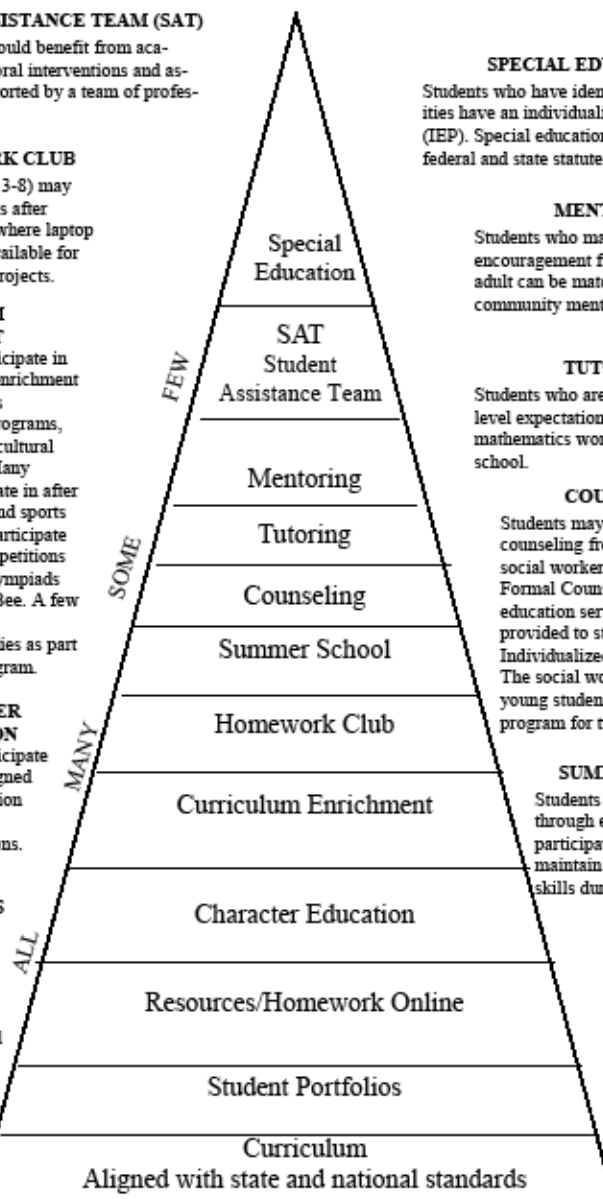
All students participate in some academic enrichment programs such as environmental programs, field trips, and cultural presentations. Many students participate in after school clusters and sports. Some students participate in academic competitions such as Math Olympiads and Geography Bee. A few students conduct independent studies as part of the gifted program.

CHARACTER EDUCATION

All students participate in activities designed to promote decision making skills in everyday situations.

STUDENT PORTFOLIOS

All students progress based on assessments in Language Arts and Mathematics. All teachers review these to inform instruction.



Special Education

SAT Student Assistance Team

Mentoring

Tutoring

Counseling

Summer School

Homework Club

Curriculum Enrichment

Character Education

Resources/Homework Online

Student Portfolios

Curriculum Aligned with state and national standards

SPECIAL EDUCATION

Students who have identified exceptionalities have an individualized education plan (IEP). Special education is governed by federal and state statutes.

MENTORING

Students who may need extra encouragement from a respected adult can be matched with a suitable community mentor.

TUTORING

Students who are not meeting grade level expectations in reading and/or mathematics work with tutors at school.

COUNSELING

Students may receive informal counseling from the school social worker when needed. Formal Counseling, a special education service, may be provided to students with an Individualized Educational Plan. The social worker may refer young students to the P.A.L.S. program for transitional issues.

SUMMER SCHOOL

Students entering grades one through eight are invited to participate in order to maintain their academic skills during the summer.

RESOURCES/HOMEWORK ONLINE

Students & parents can access home/school communication on the website.

We pledge to provide every one of Eastford's children entrusted to our care with the very best education to meet individual needs, to maintain a nurturing and caring environment, and to ensure for each child the necessary preparation for a productive and fulfilling life in our changing world.

SHAPING FUTURES TOGETHER

Critical Feature #3

Progress Monitoring

a.k.a. Data Management System

- In order for RTI to be successful, the school must have an ongoing, systematic process for gathering academic and behavioral data.
- Mini curriculum assessments are utilized to directly measure concepts and skills; they are formative in nature and sensitive to small increments of growth.
- Data should be used to examine student performance over time, evaluate the effectiveness of interventions and inform instructional decisions to maximize student growth.

Critical Feature #3

Progress Monitoring a.k.a. Data Management System

Eastford is still developing its Data Management System. Some of the instruments used for progress monitoring are:

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills (phonemic awareness, fluency))
- Curriculum- Based Measurements

Eastford's Student Assistance Team (SAT)

- The focus of the Eastford Elementary School's **Student Assistance Team (SAT)** is changing. Instead of waiting for teachers and parents to refer students who are struggling, the team is developing procedures to facilitate the RTI program. **Special education teachers, general education teachers and the principal collaborate at SAT meetings** to ensure that action plans for all students are skill-specific and carried out with optimal efficiency

The SAT is governed by the following beliefs:

- Data must drive decisions.
- Time is our ally and our enemy—we know that given the time, students will learn to read and do math. If we wait too long, it will become more difficult.
- When a child is behind, time is the equalizer; give more minutes of instruction to close the gap.
- Early intervention is essential for Prevention of long-term learning issues.

Another way to discuss Response to Intervention is **Tiered Instruction**. The staff will check all children to make sure they are learning. When an individual or group is not learning a skill as expected, interventions are put in place. The staff is going to choose higher “tiered” interventions until the students respond.



Tier 1

- Quality Instruction
- High Expectations for All
- Inclusive Environment
- Screening Assessments
- Regular classroom instruction
- Screening for all
- Extra support and enrichment in small groups

Tier 2

- Small Groups—sometimes out of the classroom
- Researched Interventions
- Progress Monitoring (such as DIBELS or curriculum based measurements)
- Available in general education settings
- Sufficient time for interventions to have an effect
Eastford will use marking periods
- Often are “standardized” supplemental curriculum protocols such as *Read Naturally* or *Study Island*

Tier 2

- EVERY adult in the building is a potential resource for becoming a Tier II Interventionist.
- Personnel deployed AFTER needs are identified
- WHERE interventions take place matters less and less
- Student performance matters more than labels, locations and staff needs.
- Parents of students who participate in a Tier 2 intervention will be notified and they will receive progress reports each academic quarter

Tier 3

- More intense interventions
 - Programs such as *Let's Read* and *Wilson*
- Programs formerly reserved for Special Education students
- Tier 3 interventions generally take place out of the regular classroom
- More Progress Monitoring
- Parents of students who participate in a Tier 3 intervention will be notified and they will receive progress reports each academic quarter.

Summary

- The Eastford Elementary School has begun to implement a Response to Intervention (RTI) program in all grades. All students have been participating in assessments that are analyzed for both group and individual performance on specific skills. The data collected from these assessments are used to provide appropriate interventions for students requiring enrichment or reinforcement.

Summary

Eastford Elementary School has procedures in place to increase the frequency of classroom assessments and offer intervention as soon as it becomes evident that a child is not performing at expected levels

Summary

- Every student participates in RTI since all students participate in a strong Tier 1 Core instructional program. All students participate in universal screening assessments to ensure that they are learning essential skills.
- Some students participate in Tier 2 and Tier 3 interventions. If your child is working with an interventionist you will be notified and a goal will be set. Progress on the goals set will be assessed at least every marking quarter.