

Multi-Tier Prevention System

Primary Level: Tier 1

- **Focus:** ALL Students
- **Instruction:** District Wide Curriculum with **FIDELITY** and a commitment to providing high yield instructional strategies
- **Setting:** General education setting

Secondary Level: Tier 2

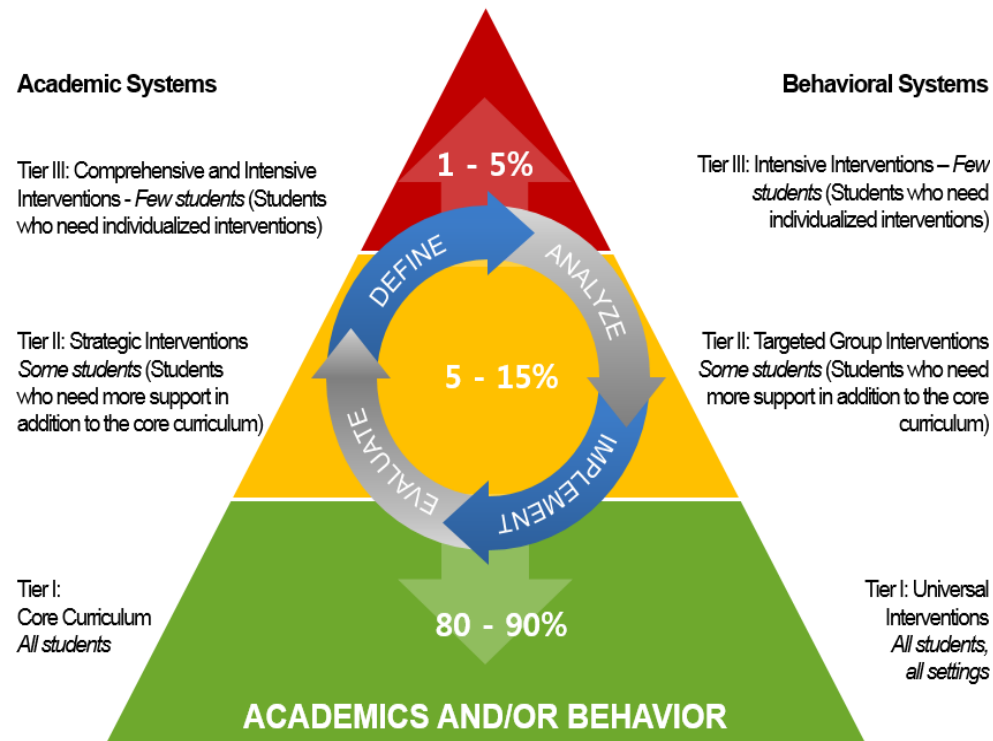
- **Focus:** Students identified through universal screenings and classroom assessments as "in need of assistance"
- **Instruction:** District-Wide Curriculum **AND** targeted supplemental instruction surrounding academic need or behavioral supports
- **Setting:** General education setting **or outside of classroom if needed**

Intensive Intervention: Tier 3

- **Focus:** Students who have not made adequate gains in response to primary and secondary levels of interventions, who present with low achievement, **OR** are identified with a disability.
- **Instruction:** Interventions adapted to address individual student's needs through systematic use of assessment data, validated interventions, and research-based instruction or behavior supports.
- **Setting:** General education setting or outside the classroom

Special Education: Tier 4

RtI: Instruction and Targeted Support for All Levels of Need



Park Hill Essential Components of RtI

Universal Curriculum and Instruction

Universal instruction is the foundation for teaching the core curriculum. High performing classroom learning systems have the capacity to meet or exceed the learning needs of at least 80% of students. Tight alignment between the standards, curriculum, and instruction should be evident. All students should receive the grade level universal curriculum and instruction. Teachers will provide appropriate levels of support, remediation through enrichment. Fidelity to quality instruction and a quality curriculum are a prerequisite. Student work will display and reflect the universal curriculum and instruction with the same standard focus and outcomes. Teachers will differentiate across the curriculum to meet the needs of **ALL** students.

Universal Screening Process

Screenings are used to identify students who are at risk of poor learning outcomes. Screenings are provided in the areas of reading, writing, math, and behaviors which promote learning. Commonly used screening instruments used in defining opportunities for improvement are listed, but not limited to the following: STAR, Acuity, DRA, F&P, MAP/Terra Nova, classroom assessments, observational data, On Demand Writing Rubric, attendance data, grades, discipline data, pre-k screening instrument, Early Literacy checklist, number and letter recognition, sound recognition, and behavior data.

Data-Based Decision Making

Data based decision making includes the analysis of data from universal screenings, as well as teachers observations and classroom assessments. Data-based decision making happens at all levels. Decisions are team based and should be discussed with colleagues in a collaborative manner. Teams may consist of teachers, special education personnel, administration, interventionists, counselors, and ELL teachers. An opportunity for the sharing of best practices should occur. Teacher initiative should be evident, directed toward changing instruction based on data. The use of data should be balanced in context of the needs of the whole child.

Interventions

Most interventions should be delivered through the classroom teacher for tiers I and II. Tier II interventions can be delivered by trained personnel. Interventions must align with the skill deficit identified through screenings. Teachers and support personnel will utilize a toolbox approach of approved interventions. Available tools include, but are not limited to, Reading Mastery, Corrective Reading, Guided Reading, LLI, and Envision Intervention kit. Data team conversations drive the selection of interventions which best match the need of the student. Intervention intensity and duration will vary from tier to tier. The tier does not determine the intervention. Not all tier 3 students need the same intervention.

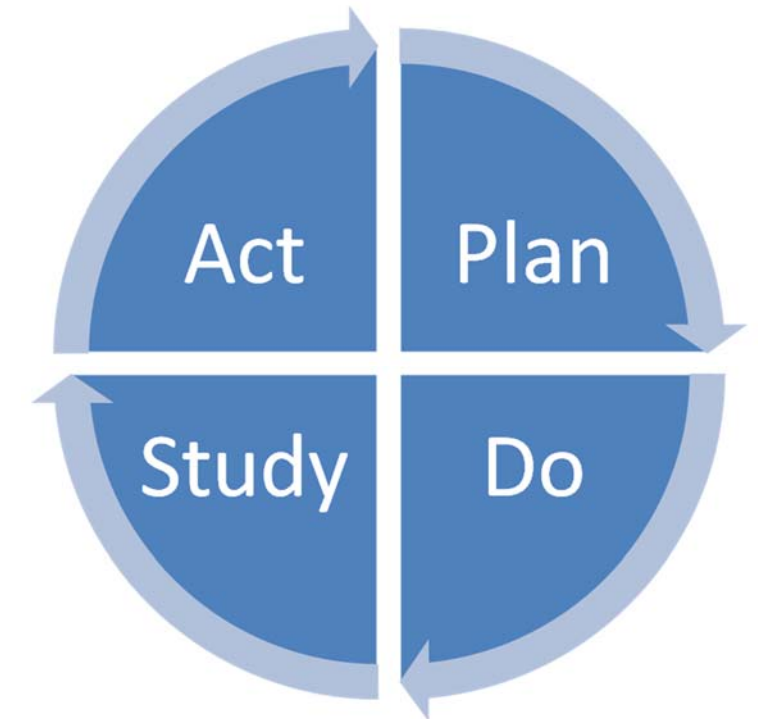
Progress Monitoring

Progress monitoring should align to specific skill deficits for which the student is receiving intervention. Every attempt should be made to monitor students in Tier 1, using assessments taken from Universal Curriculum. Progress monitoring occurs within all tiers. Tier 1 progress monitoring provides data to support decisions on future tier movement. Monitoring should occur often enough to allow time for the intervention to make an impact. Students should be involved the Progress Monitoring process.

Cultural Responsiveness

High expectations for ALL students. Cultural Responsiveness is a **PRIORITY**. Make every effort to know our students' stories. Valuation, consideration, and integration of individuals' culture, language, heritage, and experiences is an expectation. Focus on the whole child. Align interventions which are responsive to the child.

A Systems Approach to RtI Implementation



Use of the RtI Framework is greatly enhanced when a systems approach, which includes regular and frequent cycles of improvement, is applied to its implementation.

Purpose of RtI at the Elementary Level

- RtI is grounded in the general education classroom where teachers implement a rigorous standards-based learning environment.
- RtI is at the core of school improvement to make sure we reach **ALL** students, especially those whose academic skills or behaviors are not meeting expectations.
- RtI supports the educational needs of every student, and is the work and responsibility of **ALL** staff members.
- The RtI process is the framework to address both academic and behavioral needs.
- Students requiring interventions to meet individual learning expectations **WILL** receive support through a systematic and purposeful process.