# Multi-Tier Prevention System

**Primary Level: Tier 1**

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

**Secondary Level: Tier 2**

- **Focus:** Student 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 the classroom

**Intensive Intervention: Tier 3**

- **Focus:** Students who have not responded to primary and secondary level of prevention, present with low achievement, **OR** are identified with a disability
- **Instruction:** Interventions adapted to address individual students needs through systematic use of assessment data, validated interventions, and research-based instruction or behavior supports
- **Setting:** General education setting or outside the classroom

## RtI: Instruction and Targeted Support for All Levels of Need

**Academic Systems**

Tier III: Comprehensive and Intensive Interventions - *Few students* (Students who need individualized interventions)

Tier II: Strategic Interventions *Some students* (Students who need more support in addition to the core curriculum)

Tier I: Core Curriculum *All students*

**Behavioral Systems**

Tier III: Intensive Interventions – *Few students* (Students who need individualized interventions)

Tier II: Targeted Group Interventions *Some students* (Students who need more support in addition to the core curriculum)

Tier I: Universal Interventions *All students, all settings*

**1 - 5%**

**5 - 15%**

**80 - 90%**

DEFINE · ANALYZE · IMPLEMENT · EVALUATE

**ACADEMICS AND/OR BEHAVIOR**

# Park Hill Critical Elements 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. Districtwide consistent curriculum is key. Teachers will provide appropriate levels of support, remediation through enrichment. Each student deserves a guaranteed and viable curriculum with high quality instruction. Each individual classroom teacher is a Tier 1 level interventionist who responds to skill deficits through differentiation. Collaboration from Teacher-Teacher and Teacher-Student must be evident to insure universal curriculum and instruction is taking place.

## Universal Screening Process

These are used to identify students who are at risk of poor learning outcomes. Screenings are provided in multiple areas. Commonly used screening instruments used in defining opportunities for improvement are listed, but not limited to the following: STAR, Acuity, MAP/Terra Nova, EOC's, PLAN, Explore, Orleans-Hannah, classroom assessments, observational data, writing rubrics, attendance data, grades, discipline data, behavior data, self-reporting, counselor, nurse, social worker, and BIST/CARE Teams.

## Data-Based Decision Making

DBD is the analysis of data from universal screening instruments, as well as 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. Opportunity for the sharing of best practice should occur. Teacher initiative should be directed towards changing instruction based on data. The use of data should be balanced with the needs of the whole child. Teams will meet regularly with administrative support.

## Interventions

Interventions should be delivered by the classroom teacher in Tiers I and II. Tier II interventions can also be delivered by trained personnel. Interventions must align with the skill deficits defined by data. Teachers and support personnel will utilize a toolbox approach of approved interventions. AVID Strategies should be used across grade levels and content areas. All staff should remain mindful of student motivation. A common "go –to" list should be provided.
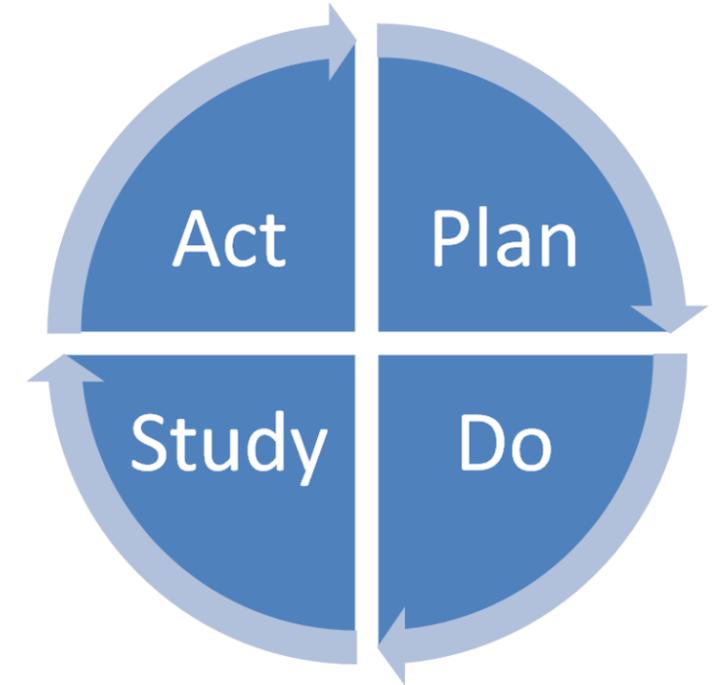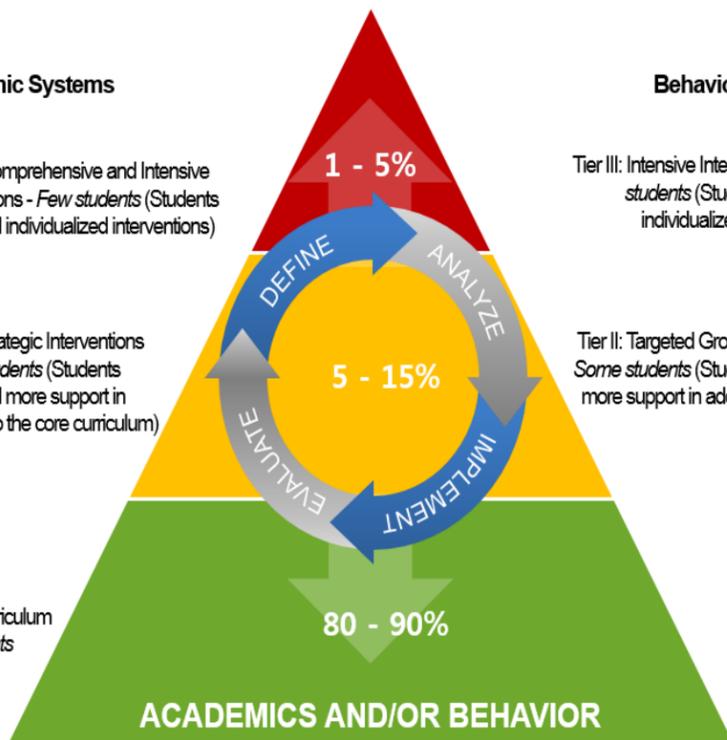
## Progress Monitoring

Progress monitoring should align with specific skill deficits which the student is receiving intervention on. 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. Students should be involved in the process when possible. PM could be a grade or attendance check. Communicate student OFI's prior to start of year so that Progress monitoring can begin immediately.

## Cultural Responsiveness

High expectations should exist for ALL students. Make every effort to know our students' stories. Students and parents should have a voice in this tenet . Role of every staff member is to "teach and support" students. Three dimensions of cultural responsiveness are institutional, personal, and instructional. Value differences in the home lives of students . Be prepared to be uncomfortable in our learning together with students. Have formal and informal discussions about this issue. District priority which drives staff and student change. Part of every classroom culture. Students have ownership in creating a culturally responsive classroom culture.

# A Systems Approach to RtI Implementation

**Act** · **Plan** · **Study** · **Do**

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 Secondary 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 reaching **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 social areas.
- Students requiring interventions to meet individual learning expectations **WILL** receive support through a systematic and purposeful process.