Response to Intervention (RtI) for the Secondary Level

Multi-Tier Prevention System

Primary Level: Tier 1
- Focus: All students
- Instruction: District Wide Curriculum with FIDELITY to a commitment to 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 the classroom

Intensive Intervention: Tier 3
- Focus: Students who have not responded to primary and secondary level of prevention, present with low achievement, or identified with a disability
- Instruction: Interventions adapted to address individual student 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 I: Comprehensive and intensive interventions for students who need individualized interventions
- Tier II: Strategic interventions, some students who need more support in addition to the core curriculum
- Tier III: Intensive interventions, few students who need individualized interventions

Behavioral Systems
- Tier I: Targeted group interventions, some students who need more support in addition to the core curriculum
- Tier II: Intensive interventions for few students who need individualized interventions
- Tier III: Universal interventions, all students

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. District-wide 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 taken 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, Acrea, MAPP, Terra Nova, EOC’s, CLE, Explore, Orleans-Hanna, classroom assessments, observational data, writing rubrics, attendance data, grades, discipline data, behavior data, self-reporting, counselor, nurse, social worker, and B/S/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 III 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 I 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

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

- RtIs 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.