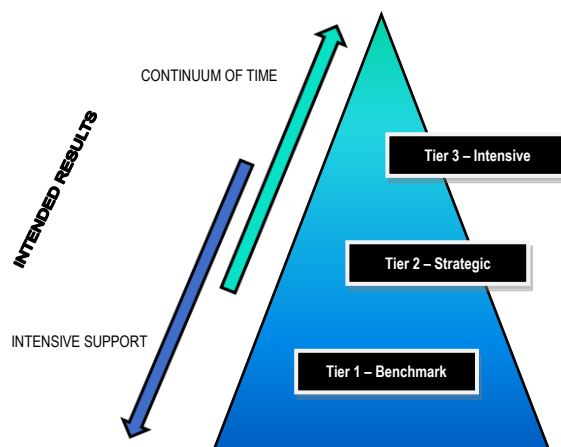


Washakie County School District #1

Response to Intervention RTI

District Plan



District Plan for Response to Intervention

Response to Intervention is a framework that promotes a well-integrated system providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RTI provides a seamless system of interventions and resources which allows students to make significant academic progress. The RTI Model utilizes screening and on-going data analysis to inform instructional interventions, as well as collaborative problem-solving among staff and parents to enhance all students' performance.

Part 1: Overview

Response to Intervention (RTI): a tiered approach to ensure that the academic needs of students are addressed

RTI critical features include the following:

- A systematic screening process to identify students who are at-risk academically
- High-quality research-based instruction, interventions, strategies, support, and a positive learning environment
- A tiered approach to instruction interventions
- A collaborative approach across disciplines
- A system of progress monitoring with data-based decisions to determine if student progress is sufficient or insufficient
- Professional development that includes coaching and peer collaboration
- Family involvement strategies

Part 2: The Response-to-Intervention (RTI) District Model

The heart of the model lies in the use of tiered instructional processes. Instruction that occurs as a function of the outcomes of the assessments drives the changes that our district hopes to see in students who are identified as being at some level of risk for not meeting academic expectations. Tiered instruction represents a model in which the instruction delivered to students varies on several dimensions that are related to the nature and severity of the student's difficulties.

The assessment components of RTI (screening and progress monitoring) are essential elements of implementation.

The RTI model consists of three tiers of instructional processes.

1. **Tier 1** is the key component of tiered instruction. All students receive instruction within a scientifically researched core program. The Tier 1 instructional program is synonymous with the core reading or math curriculum, which is aligned with state standards. The core program is the delivery of a high-quality instructional program in reading or math having established known outcomes that cut across the skill development of the targeted area. The teaching staff is involved with ongoing professional development to deliver the Tier 1 core instructional program in the way it was designed. The Tier 1 program is implemented with a high degree of integrity and by highly trained teachers, and most of the students receiving this instruction shows outcomes upon assessment that indicate a level of proficiency that meets minimal benchmarks for performance in the skill area. The district's target is to have 75%–80% of children reach successful levels of competency through Tier 1 delivery. All children receive Tier 1 instruction, but those children in need of supplemental intervention receive additional instruction at Tier 2 or Tier 3.
2. **Tier 2** consists of children who fall below the expected levels of accomplishment (called benchmarks) and are at **some** risk for academic failure but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process (DIBELS, MAP, and/or PAWS). Instructional programs focus on specific student needs. Instruction is provided in smaller groups than Tier 1. Small groups consist of anywhere from about five (5) to eight (8) children.
3. **Tier 3** consists of children who are considered to be at high risk for failure and are considered to be candidates for identification as having special education needs. The groups of students at Tier 3 are of much smaller sizes, ranging from three (3) to five (5) children, and where there is need, one-to-one (1:1) instruction is used. When one-to-one instruction is used, Tier 3 is considered special education. Yet, Tier 3 could include children who are not identified as being in need of special education but their needs are at the intensive level.

The district affords schools to establish tiered instruction according to a workable schedule to maximize school personnel resources and supports a high degree of collaboration among all members of the teaching force of a school. Schools select specific times of each day to devote to tiered instruction as a workable mechanism for RTI initiative.

Part 3: The Intent of RTI

The intent of **Response to Intervention** (RtI) is that all children receive excellent classroom instruction first and that low-performing children are offered intense, individualized academic interventions. Student progress is monitored to see if response to this intervention yields adequate academic growth.

Response to Intervention (RTI) is part of the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) and aims to prevent unnecessary assignment to special education. IDEA 2004 allows the use of an alternate process to identify students with a specific learning disability (SLD). As a tiered framework for instructional delivery RTI is systematic and data based for identifying and resolving students' learning difficulties appropriate to the individual learner's needs.

The district RTI framework provides high-quality instruction and intervention that is aligned to the student's individual needs. It targets increasingly intensified levels/tiers of scientifically based reading or math interventions. Weekly or monthly progress monitoring is administered to make informed decisions about changes in the interventions provided. Each school's intervention team makes decisions regarding tier-to-tier placements and provides oversight of procedures and fidelity of implementation.

The Response to Intervention Model

