



Yukon Flats School District

Response to Instruction and Intervention (RtI) Plan

Ensuring the success of all students

Pilot: 18-19 School Year

July 31, 2018

RtI

Introduction

Response to Instruction and Intervention (RtI) is a tiered model for academics and behavior in which schools focus more on helping all children learn by addressing problems immediately in the general education setting. RtI emphasizes the importance of providing high quality, scientifically-based instruction and interventions, and holds schools accountable for the annual progress of all students.

What is RtI?

RtI is a process designed to help schools focus on high quality core instruction and responsive interventions that are matched to student needs and monitored on a frequent basis. The information obtained during the RtI process is used by school personnel in order to adapt instruction. It is a guide for the student's educational program.

Tiered Instruction:

Providing additional support and intervention to students as soon as the need is identified. Identification for tiers is based on student achievement data. Movement between the tiers is fluid and flexible, based on frequent progress monitoring.

Tier 1: Core Instruction (Board adopted curriculum with differentiation) – For ALL students in ALL tiers

Tier 2: Strategic Support – Students scoring in the 10th - 19th percentile

Tier 3: Intensive Intervention – Students scoring below the 10th percentile

What are the Benefits of RtI?

Perhaps the greatest benefit of an RtI approach is that it eliminates a “wait to fail” situation. Students get help promptly within the general education setting. As soon as data indicates a problem area for a student or a group of students, interventions are put into place to address these concerns. While the interventions are taking place, school staff monitors any progress that

these students are making in their problem areas. These progress-monitoring techniques used within the RtI process, provide information that allows teachers to better evaluate student needs and match instruction, resources, and interventions appropriately.

RtI Plan Overview

Tiers of Instruction

Each year initial tier placements are determined by teacher teams (PLCs), examining AIMSweb student achievement data.

Tier 1 - “Core Instruction,” at or above the 20th percentile

Tier 2 - “Strategic,” between the 10th and 19th percentile

Tier 3 - “Intensive,” below the 10th percentile

See the RtI Flowchart beginning on page 5 and Response to Intervention Tiers beginning on page 8 for more details for each tier.

Interventions (Early Intervening)

Students are targeted for interventions according to the following plan:

- Teacher teams, using screening and available achievement data, determine tiers in which students will be placed.

Tier 1 – Teacher provides close monitoring and support through differentiated instruction during core reading instruction and utilization of re-teaching as needed.

Tier 2 - Strategic intervention is provided with supplemental programs approved for Tier 2 instruction in addition to rigorous core instruction with ongoing progress monitoring every two weeks.

Tier 3 - Intensive intervention programs approved for Tier 3 in addition to rigorous core instruction are provided with weekly ongoing progress monitoring.

RtI FlowChart

Benchmark Screening three times per year: administer AIMSweb Benchmark Assessments in Reading and Math to all students in grades K-12.

CORE INSTRUCTION: TIER 1

 **IF** student performs at or **above the Yukon Flats School District target** of 20% on the benchmark assessment,

THEN the student is Tier 1. The student will receive instruction through the district's adopted core programs. The teacher should differentiate instruction according to the students' needs and strengths. Ongoing assessments from adopted core programs should be used to monitor the students' progress on mastery of skills and strategies.

STRATEGIC INTERVENTION: TIER 2

 **IF** student performs **in the 10th to 19th percentile** on the benchmark assessment,

THEN a goal should be set for the student.

In addition to already providing differentiated instruction within the Tier 1 core program, the teacher will provide a Tier 2 Intervention for 30 minutes 3-5 days/week.

Student will be progress monitored at least every two weeks to determine the effectiveness of the program and/or intervention being used.

IF the student does not make progress towards their goals within six weeks with three data points (progress monitoring), **THEN** the PLC will change the frequency or methodology of the intervention. After another six weeks with three data points (progress monitoring) the PLC will establish a Tier 3 Intervention.

INTENSIVE INTERVENTION: TIER 3

 **IF** student performs **below the 10th percentile** on the benchmark assessment and the students is not responding to established interventions determined by the PLC.

THEN in addition to providing instruction in the Tier 1 Core Program, the teacher should provide additional 30-60 minutes of instruction five days/week using a Tier 3 Intervention. The teacher should conduct any necessary additional assessments to determine the appropriate Tier 3 Intervention program needed for the student.

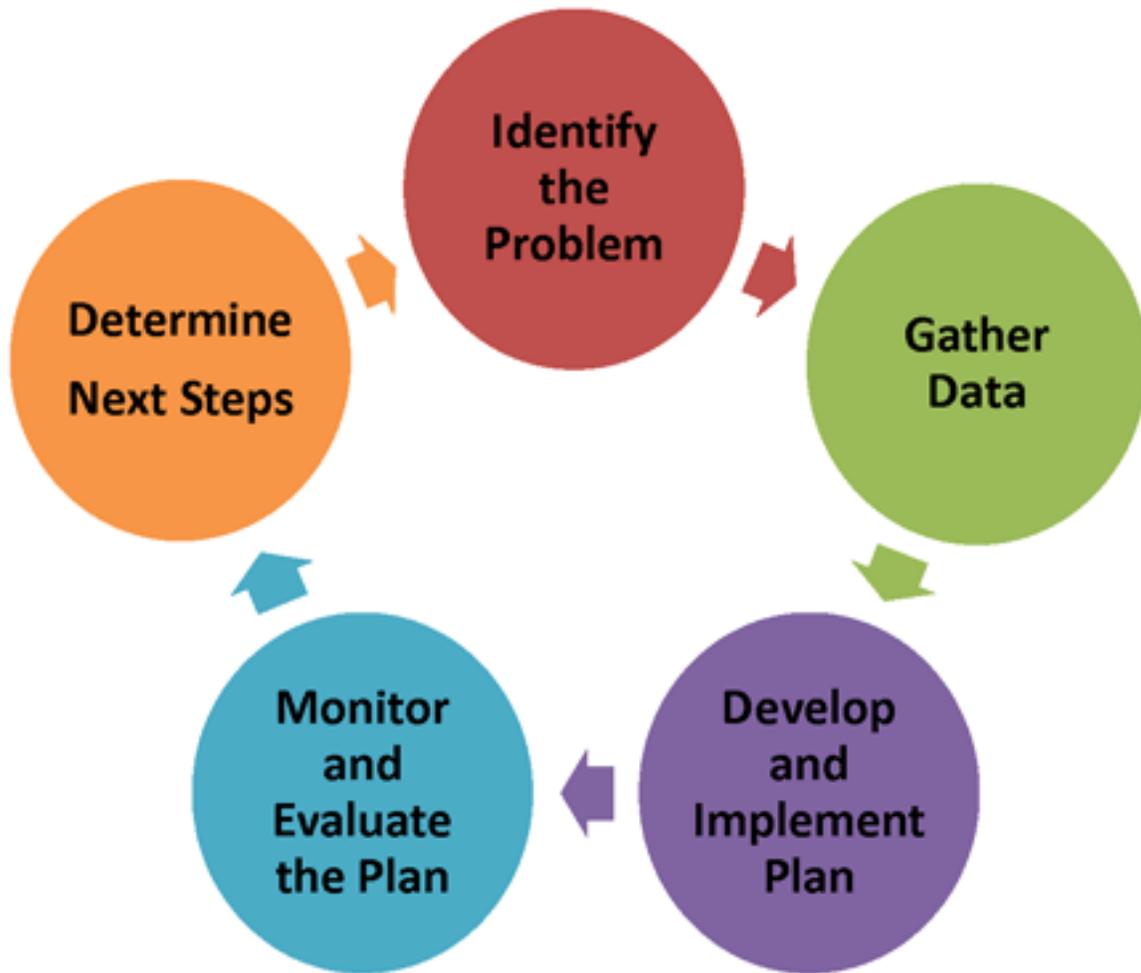
Student will be progress monitored weekly to determine the effectiveness of the program and/or intervention being used.

IF the student does not make progress towards their goals within six weeks with six data points (progress monitoring), **THEN** the PLC will consider alternate Tier 3 Interventions. **IF** the student does not make progress towards their goals within six weeks with six data points (progress monitoring), the PLC shall make a referral for a Special Education evaluation.

Note: Moving to Intensive Intervention can take place for students who are below the 10th percentile or for students above the 10th percentile when the PLC Team determines intensive intervention to be the best placement in order to prevent further failure. For example, the team might make a decision to move to intensive intervention when a student is failing to make progress with strategic interventions. Intensive intervention can be provided both to students who are qualified for special education, as well as to students who require this level of intervention but do not qualify for special education.

Problem Solving Model

For instructional decision-making, the Problem Solving Model should be used in a Professional Learning Community (PLC) process to determine what the problem and response should be. Problem solving PLCs should take place for data-based decision making according to the Multi-level Prevention System, Screening, and Progress Monitoring schedules.



Response to Intervention Tiers

TIER	PERCENTILE	INSTRUCTIONAL PLAN	
Tier 1 GREEN (Benchmark)	20% or higher	Core instruction with differentiation	CORE
Tier 2 YELLOW (Strategic)	10% - 19%	Core instruction with differentiation + Targeted Interventions	CORE + MORE
Tier 3 (RED) Intensive	Below 10%	Core instruction with differentiation + Targeted Interventions + Increased Time or Alternate Core	CORE + MORE + MORE