

Minidoka County Schools
School Board Report
January 21, 2019

RTI (Response to Intervention)

Brief Overview-

To achieve improved student outcomes, the district will use an RTI process in all schools that will identify students' challenges early and provide appropriate instruction in the general education classroom.

What is RTI?

RTI stands for Response to Intervention. RTI is a process used to help students who are struggling academically and/or behaviorally.

Response to Intervention (RTI) (*Minidoka County School District Policy #224*)

To achieve improved student outcomes, the district will use an RTI process at all schools that will identify students' challenges early and provide appropriate instruction in the general education classroom.

In implementing the process, the district will utilize:

1. Scientific, evidence-based interventions in the general education setting to the extent possible;
2. Measurement of the student's response to intervention; and
3. RTI data to inform instruction.

How Does it Work?

Each school has an RTI team who will help identify and write a plan to help students succeed. The team should consist of the school administrator, a classroom teacher or two, possibly the special education teacher, and ideally the parent of the student who is in need of a plan. Each person on the team should have a designated role in the RTI process.

Step #1- Teacher will have tried and documented for six weeks, classroom interventions. Parents will have been notified of the concern. This can be addressed at parent conferences, at a separate meeting or through phone calls, or emails. An intervention needs to be tried for 6 weeks, then the teacher meets with the RTI team to determine a change of intervention for another 6 weeks. Admin, RTI lead, or instructional coach may observe/intervene with the purpose of helping teacher refine the classroom interventions.

Step #2- When classroom interventions are not working and concerns remain, the teacher will talk to the **School RTI Lead**. The RTI Lead will assign someone from the team to help the teacher write the plan.

Step #3- The RTI team meets with the teacher to write an RTI Student Intervention Plan using the Milepost program. At this meeting, the team offers suggestions for interventions and brainstorms ideas to help the student become successful. (The purpose of meeting as a team is that more heads working together will provide more options for the teacher to choose from for interventions.)

Step #4- The teacher will implement interventions and begin progress monitoring to track the effectiveness of the interventions. The intervention should be monitored at least every other week if not weekly. The teacher will be responsible for graphing 6 weeks of intervention results.

Step # 5 If the parent was not invited to attend the RTI meeting to write the plan, the classroom teacher will again contact parents to discuss interventions (document time and date of meeting).

Step #6- The core RTI team will meet with the teacher after 6 weeks to discuss the progress and update the RTI plan as needed. There must be at least 3 data points before any decision is made about the intervention.

The team may find:

a. The interventions are working. The data is showing the student is progressing and data points are at or above the goal line.

Decisions: Continue to implementing the intervention, increasing the goal until the student has grade level results

If interventions work, teacher will keep parent informed.

b. Some progress is being seen. Data points are showing student is moving toward the goal, but there has not been three consecutive data points above the goal line.

Decision: There may be a need to intensify the intervention so that more progress can be made quickly.

OR: Another adjustment that may be made is to give more time for the intervention to work.

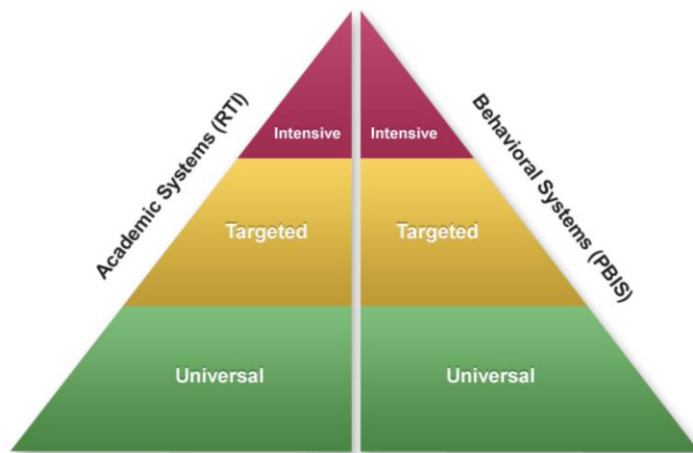
Teacher will keep parent informed of progress or changes, or the parent could be invited in to review the data with the RTI team.

c. Interventions are not working. The data points are still significantly below the goal line.

Decision: A change of intervention is needed.

*Parents should be informed any time the goal is changed.

Tiers in Education-



Tier 1 (75- 80%) Students who do well in the general classroom. These students needs are met by the core curriculum provided by the classroom teacher. They should be given the Universal screeners or benchmark testing three times a year.

Tier 2 (10-20%) Students who show on the Universal Screener or benchmark testing that they may be having difficulty

in an academic area. This student may also be failing classes and a further look at his/her behavior and discipline record may be necessary. These students would need to be given an intervention for 6-8 weeks with progress monitoring every other week. At the end of this cycle, evaluate the data to determine adjustments that need to be made to the intervention. Adjustments that could be made are: frequency of intervention, the intensity of intervention, and duration of the intervention. Start the student on a second 6-8 week cycle of intervention with progress monitoring every other week. If the student is still not making progress they should be placed on an RTI plan.

Tier 3 (3-5 %) Students who score below the 10th percentile on the universal screeners. These students should be given interventions and have an RTI plan written for them. These students would need to be given an intervention for 6-8 weeks with progress monitoring every other week. At the end of this cycle, evaluate the data to determine adjustments that need to be made to the intervention. Adjustments that could be made are: frequency of intervention, the intensity of intervention, and duration of the intervention.

Tier 3 students who are not making progress should be given an RTI plan with targeted interventions and goals for 6-8 weeks with progress monitoring every week.

Responsibilities of Building RTI Lead

Job Description :

1. Attend district RTI meetings.
2. Lead building RTI meetings.
3. Train staff: on writing plans, interventions, progress monitoring and milepost
4. Writing RTI plans
5. Progress monitoring- oversee and ensure data is being recorded
6. Work with staff on RTI implementation.
7. Ensure RTI plans and progress monitoring are placed in Mile Post.
8. Maintain the RTI folders.
9. Monitor student data.
10. Recommend students who need RTI plans.
11. Coordinate STAR testing
12. Print/Send reports from STAR testing
13. Meet with Admin about RTI
14. Peacekeeper between the faculty in RTI process

Meetings/Activities

During the 2018-2019 school year, the District RTI team has met several times to plan and establish goals for the year. The goals established for 2018-2019 are listed below:

Goals:

- Training on RTI- Secondary Schools/ Milepost Training : Minico, East- 6th gr team, West-6th gr team,
- Early Warning System for Secondary Schools- utilize Powerschool for information regarding attendance, grades, behaviors (at-risk indicators)
- Identification of Students served by RTI- symbol on Powerschool added by secretaries-
*complete by December 2018 /update each trimester/semester
- Training on Progress Monitoring for Secondary (Review for Elem.)

Focus Areas:

- District wide behavior expectations-suggestions...Be Prepared, Be Responsible, Be Respectful
- District/Building Level Systems of Support- visit schools to provide support and observe current systems in place
- Transitioning RTI plans from elementary, to secondary- Google spreadsheet 5/6 and 8/9

Completed tasks/assignments:

- Professional Development Training on RTI for all secondary teachers- August 2018
- Identified current RTI students in Powerschool-December 2018
- Created a spreadsheet to assist with transition from middle school to high schools- October 2018
- RTI Team drive created last year has been updated with RTI Manual, resource/support documents- September 2018
- Monthly RTI team meetings- September- April
- Milepost training at Minico/Mt. Harrison - October 2018

Challenges:

- Communication/transition between elementary/middle/high school
- Time to meet, discuss and document RTI plans- collaboration time
- Staff buy in and support