



Stonington RTI Handbook

This RTI handbook was created to provide information about how the intervention process functions at Stonington Public Schools. Each school carefully monitors student data to make informed decisions to ensure that instruction is meeting all learners' educational needs.

KEY TERMS

Response to Intervention (RTI) is a problem solving process that can be used to determine if and how students respond to specific changes in instruction. RTI provides a process and structure for school teams in designing, implementing and evaluating educational interventions.

Universal Screening is a process that is completed three times a year (for most grades) to help determine which students are "at risk" for not meeting grade level standards. This screening is done with all students through the use of STAR 360. Students whose scores fall below a certain cutoff score may be referred and identified as needing more specialized interventions.

Student Progress Monitoring is a scientifically based practice that is used to frequently assess students' performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individuals, small groups or whole classrooms.

Scientific, Research-Based Instruction refers to specific curricula and educational interventions that have been proven effective through research in scientific, peer-reviewed journals.

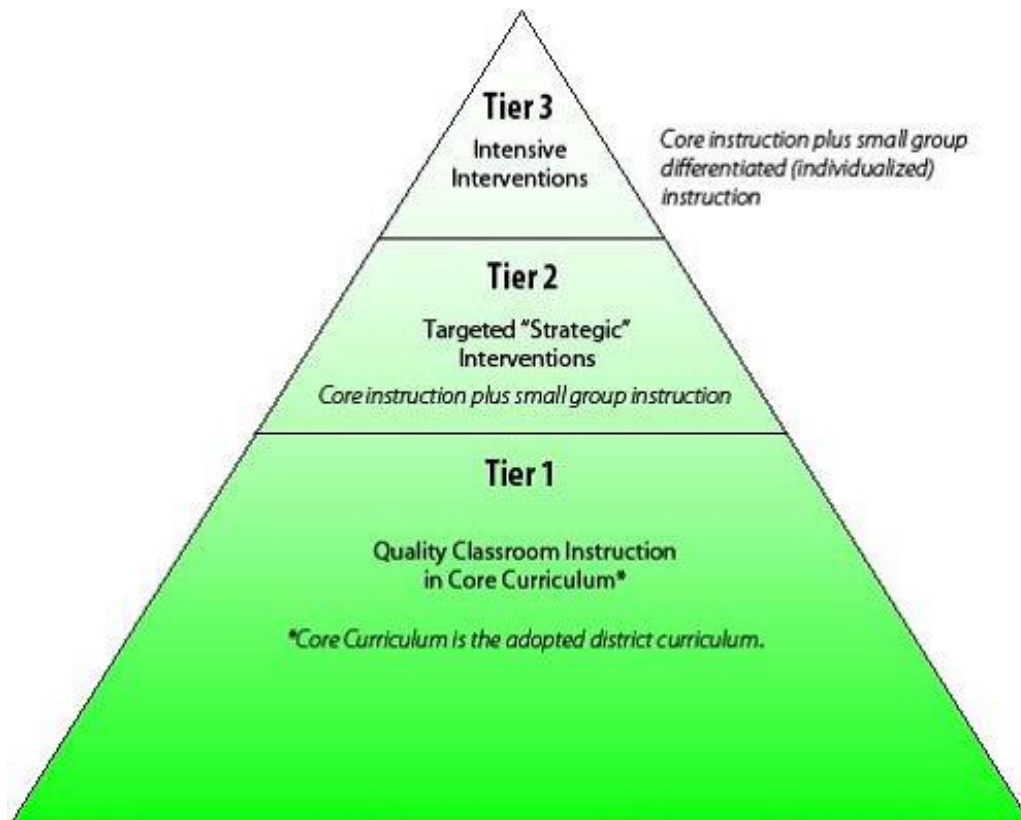
Benefits of RTI include:

- Supports our school's continuous focus on expecting a high level of success for all students
- A school wide screening of specific academic areas allows the school to identify which students need closer monitoring or additional interventions
- Students are identified early for extra support before failure occurs
- A student's individual strengths and weaknesses are taken into account when planning an intervention
- A team of school "experts" which include the classroom teacher, reading specialists, etc. work together to help lift a student's achievement.

-RTI ensures that all students are supported appropriately and that their success is frequently monitored by staff members so that instructional adjustments can be made to help children succeed.

The Three-Tier Model

The three-tiers of intervention account for all students within a school. Each tier corresponds to a layer of intervention or instruction that is matched to student needs. As a student requires more intense learning or behavioral interventions, he or she progresses to the next tier.



Tier 1: Universal Level

80% of students
Core curriculum
Class wide interventions
Differentiated Instruction

Tier 2: Targeted Level

15% of students
Small group instruction
Small group interventions

Tier 3-Intensive Level

5% of students

Individualized interventions

Specialized instructions

THE PROCESS

RTI Initial Referrals

- If a teacher has a student who is performing below grade level in a specific area, the student should be referred for the Response to Intervention Process.
- Student referrals should be data driven. Please share pertinent assessment information in your referral.
- Initial referral meetings will be held separate from team meetings. Please send referrals to the school Rtl Coordinator.

Expectations:

- Please arrive on time and respect other's time.
- Data is expected to be input prior to the meeting.
- Be open to sharing instructional strategies and hearing perspective on best instructional practices.
- Roles for the school meetings are based on each school's Rtl team.
- Classroom teachers must inform parents/guardians of meeting outcomes after every RTI meeting.

Meeting Format

-Classroom teacher presents for no more than 3 minutes per student to share background data and classroom observations. Some students can be presented back to back if they have similar profiles before discussing the instructional plan with the whole group.

- Review the data collection of the past 6-9 weeks
- The team will determine if the student is making progress toward meeting the expectations. Either continue with the interventions, select new interventions (if not responding to initial interventions) or if the student requires Tier 3 interventions.
- Determine goal, progress monitoring schedule, and assessments
- Record all of the information
- Please inform the school Rtl Coordinator of students being dismissed from Tier 2 or students being referred to Tier 3. Tier 3 meetings will be scheduled by the school Rtl Coordinator. When a student is changing tiers, a letter is always sent home.
- Use any additional time to discuss potential Tier 2 students, curriculum and data trends.