

We know that every child learns differently and at his or her own pace. The District wants a process and resources in place that allows us to challenge or support kids when they need it. **Response to Instruction (RTI) is a data-driven, multi-tiered approach to the early identification and support of all students**, providing both support for students who demonstrate challenges in learning and extension opportunities for students who have mastered content.

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[Key Points]

RTI isn't a specific program or teaching method. It's a proactive approach to measuring students' skills and using this data to decide which types of targeted teaching to use.

In addition to core instruction, all elementary schools are building time into the instructional day to engage with students in extra academic support or challenge.

RTI is not extension of core curriculum; rather exposure to different formats to increase student understanding

RTI is a process that aims to identify kids' strengths and opportunities for growth and uses targeted teaching to help them.

There are additional credentialed teachers at your school for targeted instruction during RTI time.

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How does RTI work?

The RTI process begins with your child's teacher assessing the skills of everyone in the class. The teacher, with support of the RTI teacher/aide, may break students into small groups tailored for different skill levels or learning styles. This is also known as differentiated instruction.

How do teachers track student progress?

Another essential component of RTI is progress monitoring. Your school frequently assesses your child's skills to determine whether an RTI activity is working. Through a combination of District and site assessments, your child's skills will be assessed frequently. That may sound like a lot of testing, but each assessment only takes a few minutes to complete. The teaching team can see if he's improving or being challenged at the expected rate or if he needs additional support.

How much support do students receive?

RTI offers increasing levels of support (called Tiers) so that if the first intervention method isn't effective, there are more levels to be offered- whether the student is moving toward proficiency or toward mastery of material.

Tier 1: The Whole Class (Classroom time)

Great initial first teaching (GIFT) is the foundation of our instructional program. All students are taught with quality core curriculum using instructional methods that research has shown to be effective.

Tier 2: Small Group Interventions (RTI time)

If a child needs more challenge or support as evidenced in Tier 1, he'll start to receive more targeted help or enrichment. This is in addition to the regular classroom instruction, not a replacement for it. Tier 2 interventions may take place a few times a week during RTI time. During these sessions, he'll be taught in small groups using a different method to extend his understanding of the material.

Tier 3: Individualized support (RTI time)

Typically, only a small percentage of the class will require Tier 3 support. Tier 3 support and instruction are targeted for students who may or may not currently receive special education services, but who do require more intensive academic interventions. These interventions are highly individualized and more intensive in terms of time and focus.

How is RTI related to special education?

Even though RTI isn't a special education program, it can help general education teachers pick up on early signs of learning issues. It can also play an important role in helping schools determine who qualifies for special education services.

What are the benefits of RTI?

RTI is a fluid process. RTI is designed to take kids from where they are in terms of skills and help them move forward. That means adjustments can be made to your child's instruction based on her individual response to an intervention, not the response of the whole class or even a small group.

MVWSD teamwork and RTI:

Our Strategic Plan requires us to ensure all students achieve proficiency as well as challenge students at a high level. The District engages as Professional Learning Communities (PLCs) to collaboratively problem-solve and address our students' diverse needs and challenges. This approach leverages the talent of our teachers while maximizing instructional time for each student. Teachers and administrators collaborate extensively across classes, grade levels, and sites (PLC).

See what RTI time looks like at your school: www.mvwsd.org/RTI

