

# Response to Intervention

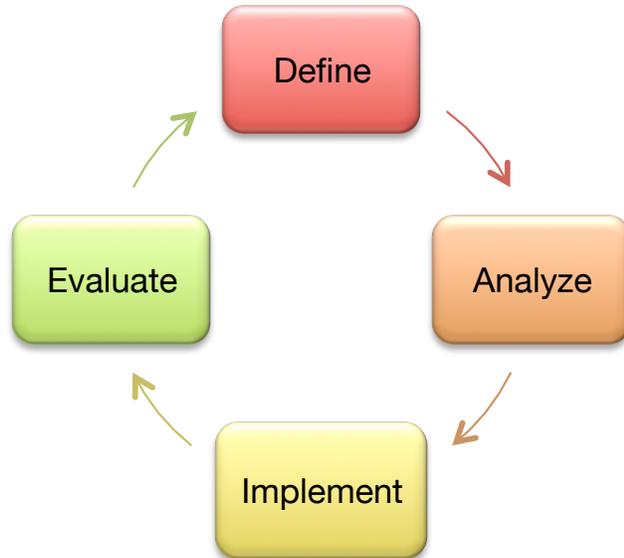
A Guide to our Practice of Providing High Quality  
Instruction or Intervention Matched to Student Need



## What is Response to Intervention (RtI)?

Response to Intervention is a well-integrated system for targeted students who need support or enriched learning opportunities. By providing high quality, differentiated instruction that is matched to a student's academic, social-emotional, and/or behavioral needs we can improve student achievement.

- The overarching purpose of RtI implementation is to improve educational outcomes for all students.
- Staff collaborates to discuss student progress.
- Staff participates in discussion around student interests, strengths, needs and/or concerns.



## What will happen at an RtI meeting?

- Relevant members of the Core Consultation Team, the classroom teacher, and parents conduct a problem-solving meeting to discuss student interests, strengths, needs and/or concerns.
- The group creates an intervention plan containing a measurable learning goal(s) that specifies the type, frequency, intensity, and duration of a new intervention and also identifies appropriate staff and resources needed to support the intervention.
- The team will identify an intervention cycle and establish progress monitoring expectations.
- The team will identify a date to reconvene with parents at the end of the intervention cycle to review progress monitoring data and to review next steps for the student.



## DCS RtI Commitments

- To support the general education teacher in addressing the individual needs of students
- To provide high quality differentiated instruction that is matched to a student's academic, social-emotional, and/or behavioral needs
- To develop learning goals reflective of student readiness, interest, and content progression
- To monitor the progress of all students through the collection of relevant and timely data
- To identify and provide intervention to students who are not meeting grade level expectations
- To identify and provide intervention to students who are exceeding grade level expectations
- To communicate progress and involve parents throughout the intervention cycle

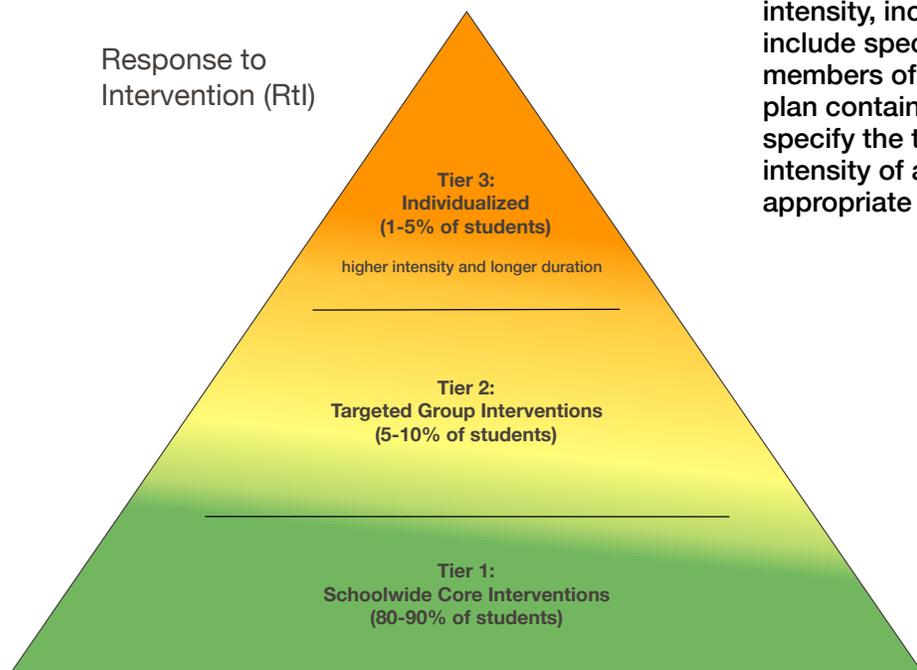
**Response to intervention is a process of helping students increase achievement through the identification of specific interventions and monitoring the effectiveness of these interventions.**

**Tier 1:** High quality, differentiated instruction for all students. Classroom teachers collaboratively review and document student response to instruction.

**Tier 2:** Targeted intervention with attention to intensity, frequency, or duration. Relevant members of the Core Consultation Team, the classroom teacher, and parents conduct a problem-solving meeting to discuss student interests, strengths, needs and/or concerns.

**Tier 3:** Targeted intervention with a focus on higher intensity, increased frequency or duration; this may include specialized programming. Relevant members of the Core Consultation Team creates a plan containing measurable learning goals that specify the type, frequency, duration, and/or intensity of a new intervention and also identifies appropriate staff to support the intervention.

Response to Intervention (RtI)



## District Focus

Dublin City Schools will provide a well-rounded world-class education to all students and continuously improve everything that we do.

## Instructional Focus

Dublin City Schools will implement formative instructional practices to personalize a meaningful and creative learning experience for all students.

## Key Terms in RtI

**Differentiated High Quality Instruction:** Differentiated high quality instruction refers to an educator's strategies for purposely adjusting curriculum, teaching environments, and instructional practices that supports a student's readiness, interest, and learning style. The content, process, products, and learning environment may be differentiated.



**Intervention Cycle:** An intervention cycle is a specified amount of time that an intervention will be implemented with fidelity. During this time, data is collected for Progress Monitoring. At the end of this cycle, the team reviews the student's response to the intervention and determines next steps for the student. One intervention cycle is typically 6 or 8 weeks.

**Progress Monitoring:** Progress monitoring is collection of data used to measure a student's response to intervention. The

data can be used to adjust the student's measurable learning goal and/or to adjust the frequency, intensity and duration of the targeted intervention.

**Measurable Learning Goal:** A statement of what students will know and be able to do as a result of high quality differentiated instruction.

**Core Consultation Team:** The Consultation Team is comprised of staff with a wide spectrum of expertise and meets to review the progress of identified students working through interventions or enrichment plans. This team monitors that academic, social-emotional, and/or behavioral interventions are aligned with student needs. The team ensures that interventions are well-documented, implemented with fidelity, and that the intervention frequency, intensity and duration matches the student's need.