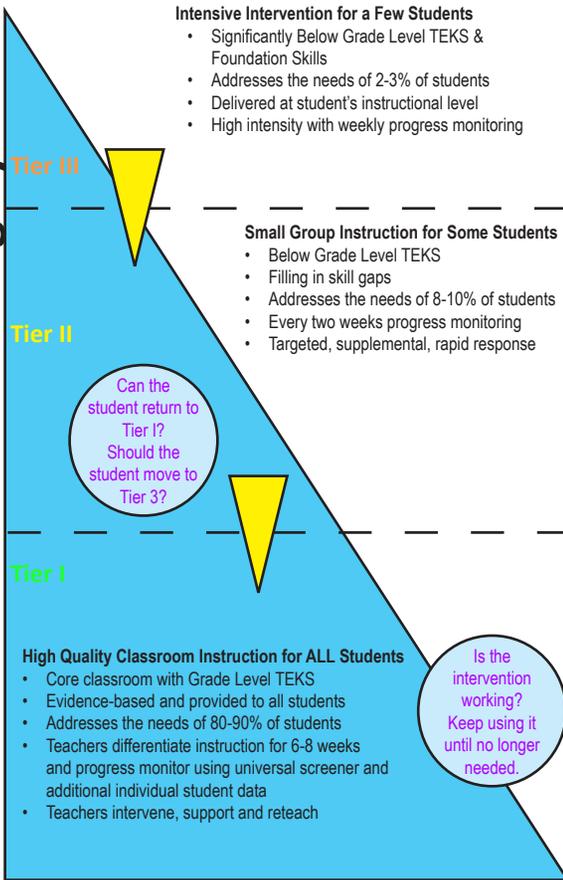


GCISD Personalized Learning Pyramid



What Rtl Is Not

The following practices are not appropriate instructional interventions and should not be part of an RTI plan:

- Special or re-assigned seating in the classroom
- Shortened assignments
- Communications with the parent about the child at regular parent teacher conferences or other informal communications
- Classroom observations
- Suspension
- Retention
- More of the same/ general classroom instruction and/or assignments

Parent Resources/More information:

TEA: Response to Intervention

<http://www.rti4success.org/resources/family-resources>

<http://www.rtinetwork.org>



Response to Intervention

A Parent Guide

Campus:

Phone Number:

Principal:

Assistant Principal:

What is Response to Intervention?

Parents want to see their child excel, and it can be very frustrating if a child falls behind in reading, math, or struggles with appropriate behavior. Response to Interventions (RtI) is a process that provides intervention and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful.

What can I expect with RtI?

- You will be informed of your child's area of needed interventions.
- You will see levels of support (academic and/or behavioral) that increase or decrease in intensity depending on your child's needs.
- The RtI committee will review how your child responds to interventions provided.

Essential Components of RtI in GCISD

- ✓ Monitoring a student's progress in the general curriculum using appropriate screenings or tests (assessments)
- ✓ Choosing and implementing research-based interventions to address a student's area of concern
- ✓ Following district guidelines to decide which students are not making sufficient progress or responding to the intervention
- ✓ Monitoring how the student responds to the intervention by using assessments at least once a week or once every two weeks
- ✓ Making sure the interventions are provided accurately and consistently with fidelity
- ✓ Determining the level of support that a student needs in order to be successful
- ✓ Giving parents notice of a referral and a request to conduct a formal evaluation if a disability is suspected as required by IDEA

Key Terms

Intervention

An intervention is a specific program or set of steps to help a child improve in an area of need. Students can have many needs. If a student is acting out in class, a behavioral intervention might be put in place. For subjects like reading or math, there are instructional interventions.

LEAD 2021

LEAD stands for Leading Excellence – Action Driven. It is a bold plan that impacts every aspect of GCISD – from instruction and technology to facilities and operations – through four core objectives and seven specific strategies.

Personalized Learning in GCISD

Personalized learning is an instructional philosophy intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students to create an environment and experience that best facilitates their learning. In GCISD, personalized learning aims to “meet each child where he is and help him meet his potential” and to “educate the whole child” (Wolf, 2010).

Progress Monitoring

Progress monitoring is a scientifically based practice that is used to frequently assess students' performance and evaluate the effectiveness of instruction. It allows teachers to better understand a child's needs and demonstrate the growth he/she is making in a specific area. Data that indicates a substantial lack of progress signals the need for more intensive interventions that match the skill deficit. It includes observations and other types of assessment.

RtI

Response to Intervention (RtI) is a tiered approach designed to create an integrated system of instruction, intervention, and decision making to support student learning and growth in the classroom setting. RtI begins with quality classroom instruction and the universal screening of all students. Teachers and other school staff collaboratively and systematically review data and make decisions based on student need. Struggling learners are provided researched based interventions to accelerate their rate of learning. Progress is closely monitored to make decisions about the level and length of interventions.

TEKS

Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Multi-tiered Instruction

The RtI process has three tiers that build upon one another. Each tier provides more intensive levels of support.

Tier 1 is the foundation of the RtI instructional model. In Tier 1, all students receive high-quality, research-based instruction in the general education setting. Teachers deliver high-quality core class instruction that is aligned with state standards and in which 80-90% or more of the students are successful. Teachers will differentiate instruction in grade-level classes for a minimum of 6-8 weeks and will monitor the progress of all students via documentation of universal screening and individual student results on state assessments, curriculum-based assessments, district benchmark assessments, daily assignments, and teacher-made assessments.

Classroom teachers provide Tier 1 interventions and supports as needed in the form of reteaching opportunities.

Tier 2 - Increased support to Tier 2 will be based on academic school-wide screenings for students who are not meeting grade level benchmarks and for whom Tier 1 interventions are not supportive enough. This will serve approximately 8-10% of all students. Students are identified for individualized small-group instruction delivered by teachers and/or interventionists, in addition to Tier 1 instruction. This intensified level of intervention includes research-based programs, strategies, and procedures designed to supplement and enhance Tier 1 activities. Tier 2 interventions are typically provided by the classroom teacher and are informed by various data points.

Tier 3 - Students who have not responded adequately to interventions in Tiers 1 and 2 and are performing significantly below grade level will move to Tier 3 and receive intensified, comprehensive intervention in addition to their grade-level instruction. Tier 3 interventions are typically provided by a specialist and/or classroom teacher and are data driven. Tier 3 typically addresses the needs of approximately 2-3% of all students. This intensified level of intervention includes research-based programs, strategies, and procedures designed to strengthen areas specific to the students' highest needs.

Universal Screener

Universal screenings are tools that are used to identify levels of proficiency for each student in essential academic and behavioral areas. Students who are not meeting grade level standards are identified as needing more specialized instruction. GCISD uses Istation as their universal screener for reading and math.