

Response to Intervention

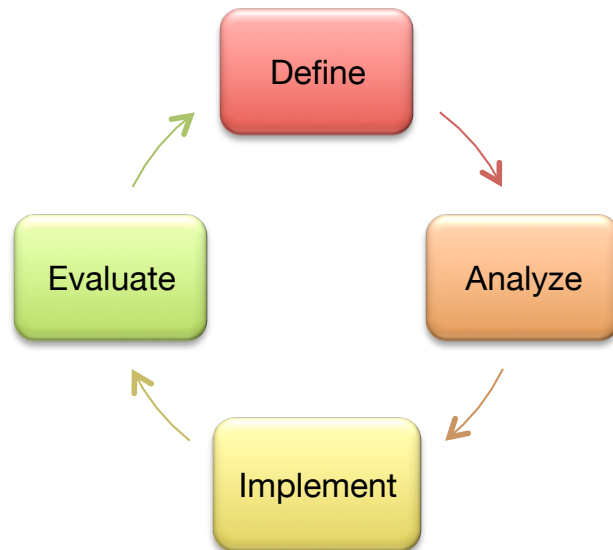
A Guide to our Practice of Providing High-Quality
Instruction and Intervention Matched to Student Need



What is Response to Intervention (RtI)?

Response to Intervention is a well-integrated system for all students who need support or enriched learning opportunities. Families and staff work as a team and collaborate to help students succeed. Dublin City Schools supports student achievement by providing high-quality, differentiated instruction that is matched to a student's academic, social-emotional, and/or behavioral needs.

- The overarching purpose of RtI implementation is to improve educational outcomes for all students.
- The team defines the student's needs and analyzes options for providing high-quality differentiated instruction based on student strengths and interests.
- Interventions are implemented and student progress is evaluated by the team.



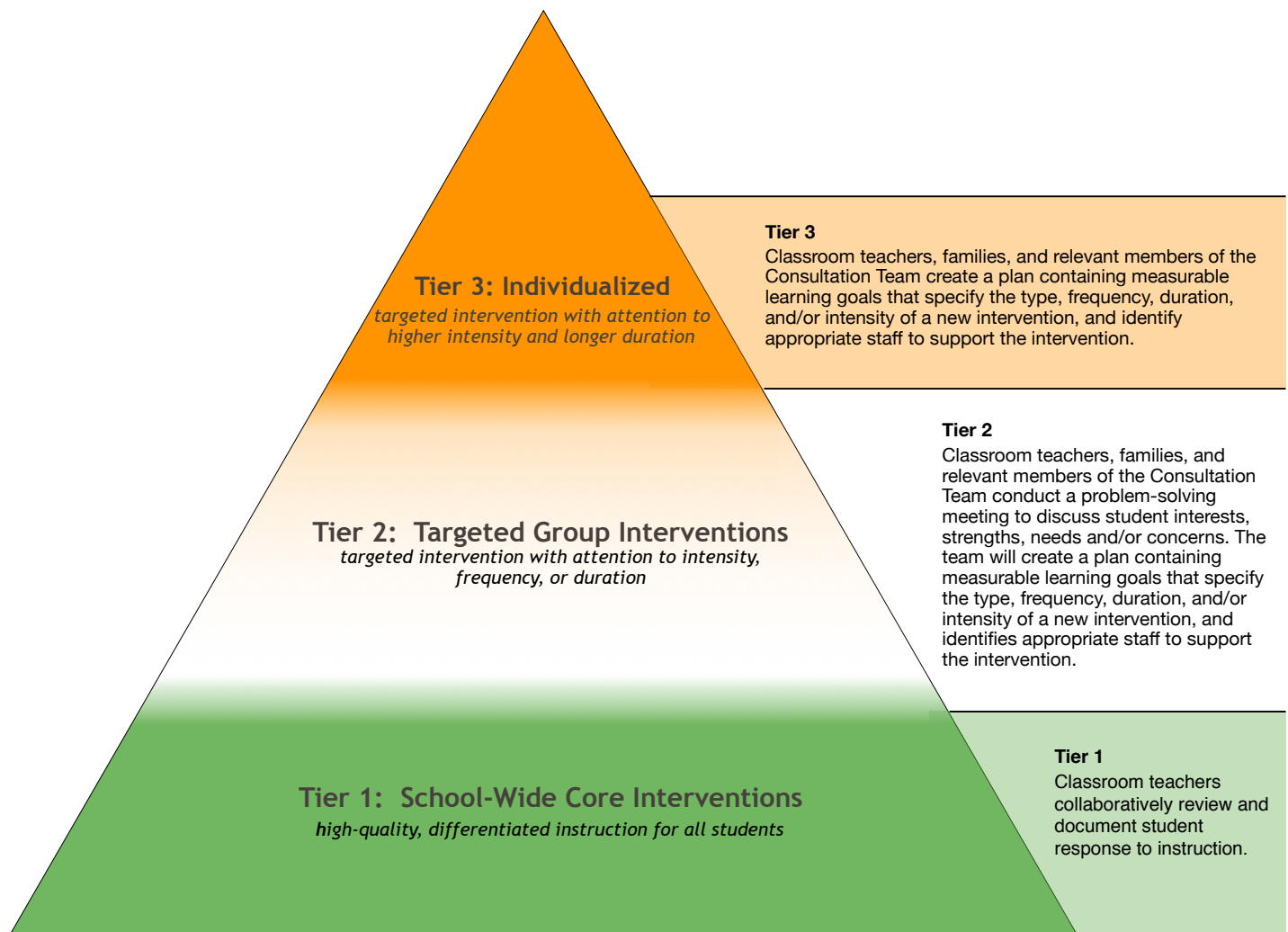
What will happen at an RtI meeting?

- Families, classroom teachers, and relevant members of the Consultation Team conduct a problem-solving meeting to discuss student interests, strengths, needs and/or concerns.
- The group creates or reviews an intervention plan containing measurable learning goals that specifies the type, frequency, intensity, and duration of a new intervention, and identifies appropriate staff and resources needed to support the intervention.
- Families, classroom teachers, and relevant members of the Consultation Team will identify an intervention cycle and establish progress monitoring expectations.
- The Consultation Team will identify a date to reconvene with families at the end of the intervention cycle to review progress monitoring data and to discuss next steps for the student.

Dublin City Schools Staff Commitments

- To work collaboratively 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, interests, 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 families 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.



Key Terms in RtI

High-Quality Differentiated Instruction: High-quality differentiated instruction refers to an educator's strategies for purposely adjusting curriculum, learning environments, and instructional practices that support a student's readiness, interests, and learning style.

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 the 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 the 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 measurable learning goal is a statement of what students will know and be able to do as a result of high-quality differentiated instruction.

Consultation Team: The Consultation Team is comprised of staff with a wide spectrum of expertise, which meets to review the progress of identified students working through interventions or enrichment plans. This team monitors the process to ensure 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 needs.

We Grow Thinkers!



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.