RESPONSE TO INTERVENTION (RTI)
TIER 2 & TIER 3
INTERVENTION & ENRICHMENT
STANLEY-BOYD ELEMENTARY SCHOOL

WHAT IS RTI?

Stanley-Boyd Area Schools are committed to providing a quality education where every student learns at a high level. Response to Intervention (RtI) is a multi-level system of support providing differentiated instruction to all students. In order to determine if students are meeting grade level expectations and to measure their academic progress over time, every child will be screened three times per year (Fall, Winter, Spring) in reading and math. Our teachers will provide a variety of instructional approaches to ensure each student's success. When screenings show interventions are needed, some may take place within the classroom and some may take place outside the classroom with an interventionist. RtI is not just for children with special needs or a learning disability, but for any student who has not mastered (intervention) or has mastered (enrichment) a grade level essential standard. The focus is to give students what they need to be successful, and continue learning at a high level.

WHAT IS TIER 2 TIME?

Some students may need additional time and support to master essential grade-level curriculum. During Tier 2, students are provided with reteaching of essential standards by a classroom teacher or interventionist. The teacher(s) track your child's progress over time to monitor his/her success throughout the year. Groups are flexible and may change based on student progress.

WHAT IS TIER 3 TIME?

Tier 3 provides frequent, intensive support, in addition to Tier 1-universal instruction and Tier 2-reteaching. During Tier 3, identified students will be provided with targeted instruction by a classroom teacher or interventionist. Different instructional strategies will be used to meet a child's needs.

Some students may be identified as needing enrichment. Those students will meet with our Enrichment teacher to extend & challenge their learning on essential standards.

The teacher(s) track student progress over time to monitor his/her success throughout the year. Groups are flexible and may change based on student progress.

IF YOU HAVE QUESTIONS OR CONCERNS...

If you have any questions about this process, please do not hesitate to contact your child's teacher or principal via phone or email.

IMPORTANT TERMS TO KNOW

Benchmarks: the expected grade-level performance of a student

Curriculum-Based Measurement: a method teachers use to find out how students are progressing in basic academic areas such as math, reading or writing

Data-Based Decision Making: the use of student data to guide design, implementation and adjustment of instruction

Essential Standards: the prioritized academic expectations that educators determine to be the most critical and essential for students to learn

Fidelity of Implementation: using instruction or materials in the way they are intended to be used

Intervention: a change in instructing a student in an area of learning or behavior to try to improve performance and achieve adequate progress

Progress Monitoring: a scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction with an individual child or an entire class

Scientific, Research-Based Instruction: curriculum and educational interventions that are research based and have been proven to be effective for most students

Special Education: instruction that is specially designed to meet the individual needs of a child with a disability according to the federal special education law, the Individuals with Disabilities Education Act (IDEA 2004)

Student Assistance Team (SAT): a group of school personnel and the student's parents/guardians who work collaboratively to address the academic and behavioral needs of struggling students

Universal Screening: a brief assessment given to all students in a grade level to identify or predict students who may be at risk for poor learning outcomes and followed by additional testing as required