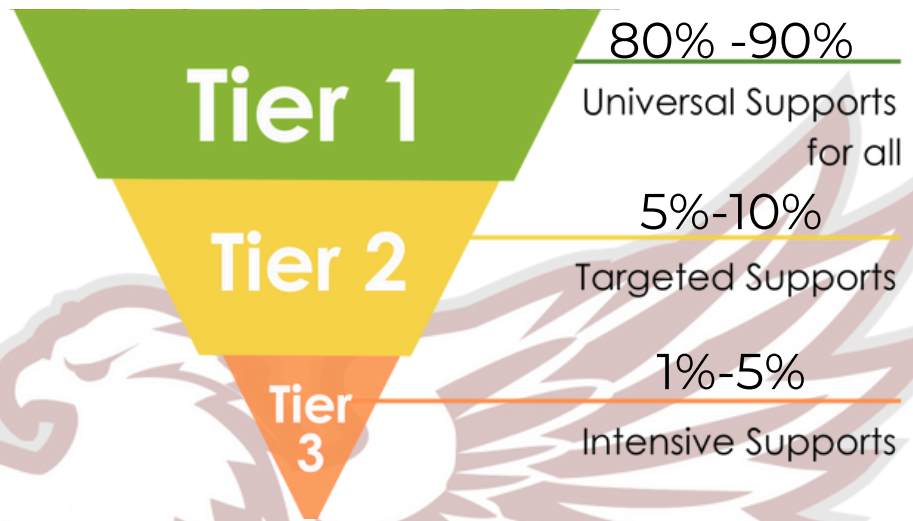


WYOMING CENTRAL SCHOOL RESPONSE TO INTERVENTION

RTI BUILDING BLOCKS

1. High Quality Core Instruction (Tier 1)
2. Universal Screening
3. Tiered Levels of Support
4. Progress Monitoring
5. Data-Based Decision Making
6. Fidelity of Implementation
7. Family Involvement



- Provides high-quality instruction and support for all students
- Includes strong school values, policies, and healthy classroom practices

- Provides targeted support to students who need additional help to meet grade-level expectations
- Includes small group instruction and targeted support

- Provides intensive support to students who are struggling significantly in one or more subject/skill areas
- Includes individualized support and small group instruction

UNIVERSAL SCREENING

- iReady Diagnostics in Reading and Math
- iReady Growth Monitoring
- Brigance (Pre-K)
- BIMAS (SEL)
- Phonics Screener (K-3)
- Heggerty Phonemic Awareness (K-2)
- Oral Reading Fluency (K-5)

PROGRESS MONITORING

- iReady Standards Mastery
- Heggerty Phonemic Awareness
- Phonemic Awareness Screening Test (PAST)
- Orton Gillingham
- Evidence Based Teacher Created Assessment

FAMILY INVOLVEMENT

1. Initial Communication
2. Progress Monitoring Updates
3. Home-School Collaboration
4. Goal Setting & Support Plans
5. Cultural & Linguistic Considerations
6. Feedback & Advocacy

WYOMING CENTRAL SCHOOL RESPONSE TO INTERVENTION

NEST TIME

NURTURE
ENGAGE
SUPPORT
THRIE

A PLACE WHERE STUDENTS ARE NURTURED,
ACTIVELY ENGAGED, GIVEN SUPPORT, AND SET UP TO
THRIVE—JUST LIKE EAGLETS PREPARING TO SOAR!

SOAR TIME

SUPPORT
OPPORTUNITY
ACHIEVEMENT
REFLECTION

EMPHASIZES RISING TO CHALLENGES
WITH SUPPORT AND FOCUS

Tier 1

Benchmark & Universal Screening
ALL students for areas of strength as well as areas of need.

Whole class data-driven differentiated core instruction and progress monitoring for ALL students.

With effective core instruction, about 15-20% of students may need additional support to master the benchmark.

If fewer than 20% of students are meeting benchmark goals with core instruction alone, determine if the core is being used with fidelity and instructional best practices are being utilized.

Determine the need for staff professional development regarding Tier 1 differentiated core instruction.

Student Goal Met
Student's response is progress monitored and documented, and small group targeted instruction has been completed. Differentiated core instruction continues.

Tier 2

Targeted intervention planning is based on universal screening data. SMART goal(s) are set for student's area(s) of need, and the frequency/measure to document and monitor progress is determined.

Students with goals for areas of need move to Tier 2: Whole Class Data-Driven Differentiated Core Instruction & Small Group Targeted Instruction in addition to core instruction.

Monitor student's progress aligned to small group targeted instruction for desired rate of progress towards the goal.

Grade level/Content team meetings held monthly to discuss and ensure all students receiving Tier 2 support are making progress, and patterns/trends are analyzed.

Student Goal Not Met
Student's response is progress monitored and documented, and student is not making expected progress toward goal.

Tier 3

Individual problem solving meeting is held for any student not making sufficient progress. The team ensures:

- Intervention is appropriately matched to specific area of need.
- If size for small group targeted instruction is appropriate, and if intensity needs to be changed.
- The environment is conducive to the support provided.
- The intensity/frequency and duration of the intervention are considered based upon data and do not need to be dialed up/down.
- Finally, the team determines if intensive support should be provided: Whole class core differentiated instruction + additional targeted instruction (often small group in addition to core instruction) + intensive support.

Student Goal Met
Student's response is progress monitored and documented, goal met, and small group targeted instruction and intensive intervention have been completed. Whole Class Data-Driven Differentiated Core Instruction continues.

Student Goal Not Met
Student's response is progress monitored and documented; if goal is not met and need persists after Tier 3 intensive intervention, student will be referred by the RtI team to the Committee for Special Education for next steps.. Whole Class Data-Driven Differentiated Core Instruction continues.