

Campus Community School

“A Better Self, A Better World”

School-wide RTI Process

RTI is a framework intended to prevent students from having academic problems. All Campus Community School educators and leaders shall continuously examine, reflect upon, and improve their practices, including data-based decision making, in order to provide the best support for each student in our school.

General Academic Guidelines

1. **STAR Early Literacy, Reading and Math** will be used as a universal screener for all K-8 students at Campus Community School. Students will be tested within the first 2 weeks of the beginning of the school year. In addition, Kindergartners be given a **readiness screener** prior to entering CCS.
2. All students will take STAR at least 4 times a year, at the beginning of each new RTI cycle.
3. Teachers will use STAR and other assessment data (work samples, classroom assessments, progress monitoring from previous interventions, etc.) to determine the appropriate tier of instruction. Tier 1 is quality, research-based, differentiated instruction. Tier 2 interventions, which are in addition to core instruction, should target students' weaknesses in small group instruction and may include standardized intervention programs and approaches. Tier 3 interventions, which are in addition to core instruction, should be highly individualized and must be more intense in duration, frequency, and/or strategy than Tier 2.
4. Students scoring at or below the 25th percentile on STAR will be provided Tier 2 interventions for one full RTI cycle (typically 8 weeks, but at least 6 weeks). Progress must be monitored weekly.
5. After one completed cycle of Tier 2 interventions, teachers will use STAR and other assessment data to determine whether a child will return to Tier 1, remain on Tier 2 for another cycle, or move to Tier 3 for more intense intervention.
6. After one completed cycle of Tier 3 interventions, teachers will use STAR and other assessment data to determine whether a child will return to Tier 2, remain on Tier 3 for another cycle, or be referred to the IST team for potential evaluation for special education services.
7. Intervention strategies, baseline data and progress data will be recorded for each child on Tier 2 or 3.
8. Parents of students receiving interventions will be informed, in writing, about decisions and progress related to their child(ren).
9. STAR data of all students will be shared at a minimum of 2 times a year at student-led conferences.

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Regulations about Duration and Frequency of Interventions

- Tier 2: 90 minutes/week in no less than 2 sessions; 120 minutes/week if both subjects
- Tier 3: 150 minutes/week in no less than 4 sessions; 180 minutes/week if both subjects

Process for Each RTI Cycle

After using STAR and other assessment data to identify students who need Tier 2 or Tier 3 interventions, teachers must determine how to group students, what goals to set for each student, and what strategies/materials to use.

Before grouping students, it is important to assess needs. Teachers can use the **Diagnostic Reports** in STAR to identify potential instructional needs. Ideally, students should be grouped according to need/weakness. Because STAR is a comprehensive test, there will potentially be several identified areas of weakness. It is important for the teacher to identify which ones are a priority (typically foundational skills or those linked to current units) for the current intervention cycle. While it is best to focus on one or two weaknesses at a time, it is helpful if teachers create a prioritized list to refer to in case students respond quickly to an intervention.

In addition to STAR, teachers should administer a pre-test to collect baseline data about the specific skills being targeted. This is different from STAR because it is very focused. The pre-test can be teacher created or external (Dibels, IRI, etc.) as long as it matches the targeted skills.

After identifying weaknesses and prioritizing the skills to focus on, teachers need to consider what method, strategies and materials they will use to intervene. Teachers can use the **Template for Differentiated Instruction** to document plans for each of their groups. While there is not a one-size fit all approach to interventions, it is appropriate for teachers to use standardized intervention methods and programs at Tier 2. The interventions at Tier 3, however, should be individualized. Teachers should be able to articulate the decision process used for all steps of the RTI process.

It is important to remember that an intervention requires instruction, practice, and assessment. It is not enough to simply put a child on the computer to practice math facts and hope he gets better. It is also not enough to instruct and do only collaborative practice; students need time to practice individually, as well, so that the teacher can evaluate what that child can/cannot do independently.

The following is a simplified list of the steps teachers should take after determining a student needs tier 2/tier 3 interventions. This information will need to be documented on the **Student Progress Monitoring** form.

1. Diagnose students' needs/weaknesses.
2. Create groups based on similar needs.
3. Prioritize the skills to target for the intervention cycle.
4. Establish baseline data for the targeted skills through a pre-test.
5. Determine the instructional strategies and materials that will be used for the intervention cycle.
6. Determine how progress will be monitored.
7. Set benchmark goals in STAR.
8. Communicate with parents.
9. Track and document progress in a timely manner.