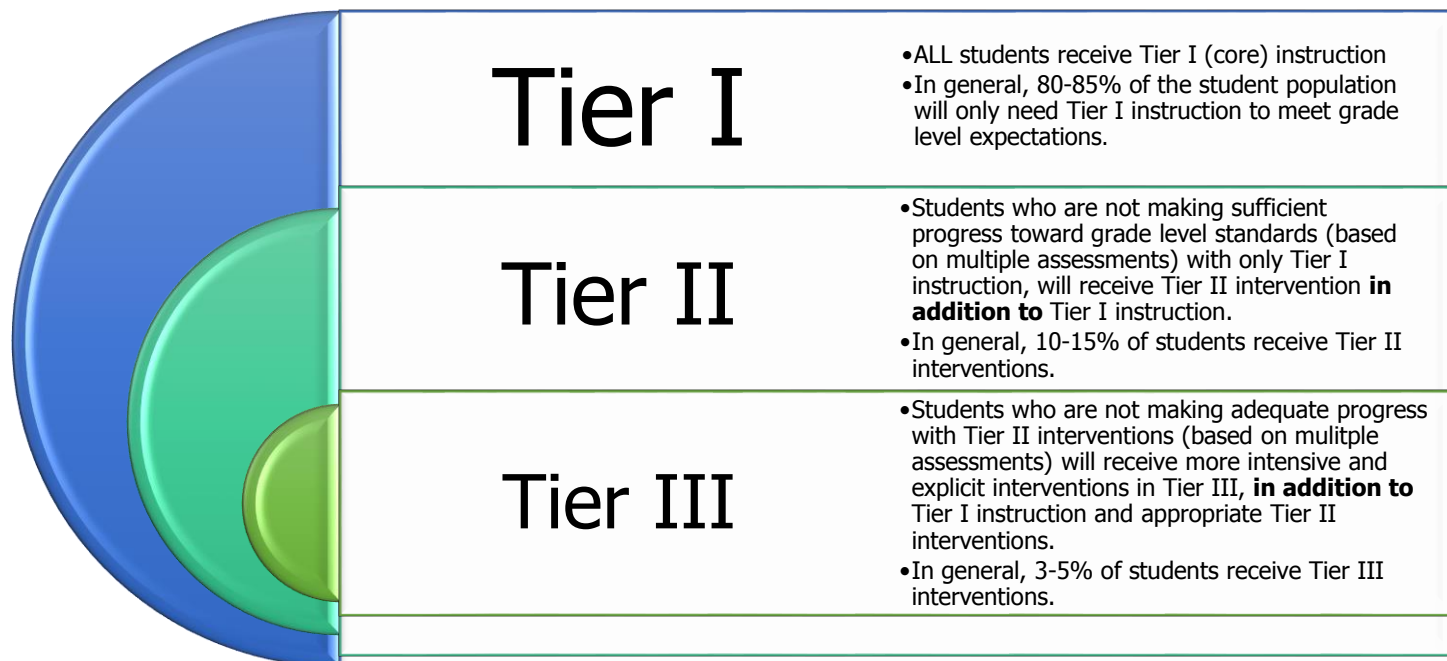# Response to Instruction and Intervention (RTI²)

RtI² is a systematic, tiered, data-driven approach to instruction that benefits every student. RtI² integrates resources through a comprehensive system of core instruction and tiered levels of interventions to benefit every student. The notion of RtI was expanded to RtI², Instruction and Intervention, to emphasize the full spectrum of instruction, from general to intensive (CDE).

Tier I	• ALL students receive Tier I (core) instruction • In general, 80-85% of the student population will only need Tier I instruction to meet grade level expectations.
Tier II	• Students who are not making sufficient progress toward grade level standards (based on multiple assessments) with only Tier I instruction, will receive Tier II intervention **in addition to** Tier I instruction. • In general, 10-15% of students receive Tier II interventions.
Tier III	• Students who are not making adequate progress with Tier II interventions (based on mulitple assessments) will receive more intensive and explicit interventions in Tier III, **in addition to** Tier I instruction and appropriate Tier II interventions. • In general, 3-5% of students receive Tier III interventions.

Tier I
Elementary English-Language Arts

What is Tier I?: The delivery of high quality differentiated instruction by the general education teacher using research-based strategies and materials aligned to the grade-level core **curriculum** (California State Standards) in the general education classroom to all students regardless of designation (ELL, Special Education, Advanced Learners).

Why Tier I?: To ensure high levels of learning through a **balanced literacy model** where every student is actively engaged in their learning.

- Implement evidence based core curriculum to ensure equity, access, and success for all students.
- Guide focus and pacing of instruction based on **evidence** of student learning.
- Provide access to rigorous **differentiated** core instruction for cohesive capacity building for a range of learners.

How to Implement Tier I?:

Duration and Frequency: District **guidelines** for English-Language Arts instructional minutes to be provided daily for the duration of the entire school year (based on the California Framework and research on Balanced Literacy best practices)

Uninterrupted ELA minutes:
*K: 60 minutes ELA/reading block plus 30 minutes direct writing instruction daily
*1st-5th: 90 minutes ELA/reading block plus 30 minutes direct writing instruction plus 30 minutes integrated writing daily

Instruction: Through an effective and comprehensive literacy program, the expectation is that at least 80-85% of the student population will demonstrate **competency** of grade level standards, based on multiple assessment measures, and only need Tier I instruction. Best first instruction is direct, intentional, explicit, and provided by the teacher.

Curriculum Guides: The CA standards have been organized into 6-week units for each grade level in the **SMMUSD ELA Curriculum Guides**. Grade level teams and individual teachers will use these guides as a tool to help them plan their standards-based lessons, to ensure that all essential ELA components are included in their daily ELA block, and that students are receiving the recommended daily ELA instructional minutes.

Collaboration: Teachers collaborate on a regular basis with grade-level peers, coaches, and specialists to analyze student data, and, based on students' needs, plan and differentiate lessons, create flexible student groupings.

Instructional Programs: District-adopted research-based materials and resources that can be used to address the essential components of a Balanced Literacy program. As teachers, we agree that one program alone does not meet the expectations of a complete balanced literacy program. In order to ensure a balanced literacy program, teachers draw upon a range of programs and resources.
- Houghton Mifflin (pending adoption of new ELA program)
- Units of Study - Reading and Writing
- Words Their Way
- Write from the Beginning
- Phonemic Awareness: The Skills That They Need To Help Them Succeed!
- Academic Vocabulary Toolkit

Instructional Tools/Strategies:
- Thinking Maps
- Dr. Kaplan's Tools for Differentiation (prompts for Depth, Complexity, Acceleration, and Novelty)

Assessments:
Assessment is an essential component of an effective RTI[2] system. Fidelity of administration of every assessment must be adhered to in order to accurately measure students' skills and to ensure equity in instruction across schools and educators for all students. A variety of assessments (**universal screening, diagnostic, formative, and summative**) are used to gain a better picture of each student's strengths and needs.

- Fastbridge – is a universal screening tool that is administered to all students three times per year (beginning, middle and end of year). It can also be used as a progress monitoring tool throughout the year to monitor early reading skills.

The following assessments are a combination of formative and summative assessments that can be conducted with students to gain further information about a student's learning needs and to plan and differentiate instruction.

- Benchmark Assessment System (BAS)
- Spelling Inventory (Words Their Way)
- CORE
- SBAC (summative assessment only)

Assessment Quick-View Grid					
	Skills Assessed	Universal Assessment	Progress Monitoring	Diagnostic/ Formative	Summative
FastBridge	Early Reading Skills, Grammar, Sentence Structure, Comprehension, Vocabulary	✓	✓	✓	✓
BAS	Decoding Strategies, Reading Behaviors, Reading Fluency, Reading Comprehension		✓	✓	✓
Spelling Inventory	Phonics, Spelling of Word Patterns		✓	✓	✓
CORE	Early Reading Skills, Spelling, Reading Fluency, Vocabulary, Reading Comprehension		✓	✓	✓
SBAC	3rd – 8th grade and 11th grade level standard skills				✓

Team Member Roles and Responsibilities

Teacher	Administrators (Principal/Assistant Principal)	PLC	Support Staff	Parents/ Guardians	Student
*Deliver daily **balanced literacy** instruction to all students with appropriate supports, strategies and accommodations *Regularly collect and document whole class and individual student data *Regularly prepare and present student work samples and data for PLC review *Use formative and summative assessments to target instruction and monitor whole class and individual student progress *Implement **action plan (improvement**	*Be an active participant in data conversations *Monitor PLC developed action plans *Reallocate resources (funds and time) to support identified student needs and professional development based on the action plans	*Use the 4 Essential Questions to focus the work of the PLC *Create common formative and summative assessments aligned to grade level curriculum. *Analyze data from student work and assessments to determine and target students' needs *Develop an action plan that uses research-based strategies to target students' needs within the core curriculum	**Coaches** *Model lessons *Share best practice research *Meet regularly with teachers to analyze data and use that data to: discuss student progress, the implementation of best practices, monitor the efficacy of ELA programs *Plan and lead professional development	*Be an active partner in their child's learning *Ensure child attends school daily and arrives on-time *Provide support necessary to help their child complete homework assignments	*Put forth effort into their learning *Active participation in all classroom activities (i.e. ask questions, advocate for their own learning, complete all assignments) *Attend school daily and arrive on time

initiative) developed during PLC meeting *Effectively utilize and monitor paraeducators in support of balanced literacy in the general education classroom *Regularly communicate with each student's parent(s) and/or guardian(s) to discuss student's academic progress		*Meet regularly to create and monitor action plan to work interdependently to achieve common goals towards student competency of curriculum (California standards)	**Para Educators** *Support the balanced literacy program under the direction of the classroom teacher		