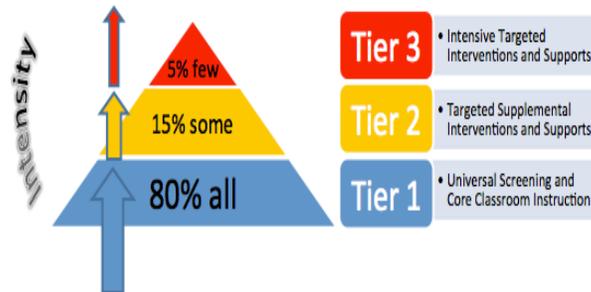


SECTION 1: INTRODUCTION



Response to Intervention Defined

“Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data”.

(RTI in Action Network, 2015)

The Bristol Warren Regional School District RTI Framework assumes all students high quality instruction by qualified personnel, in a guaranteed and viable curriculum, a comprehensive assessment system, intervention and supports as well as enrichment opportunities. As a community of learners we strive to meet the needs of all students with these guiding questions:

- 1. What do we expect students to know and be able to do? (Goals/standards/expectations)**
- 2. How will we know they are learning? (Assessment/Progress Monitoring)**
- 3. How will we respond when they are not learning? (Intervention)**

4. How we will respond when they already know? (Enrichment)

MTSS/RTI and School Reform

School Improvement Planning

- Use screening to identify at-risk student and to determine strengths and weaknesses in the core curriculum.
- Plan interventions.
- Modify the school schedule to plan supports for students

Common Core Standards

- Use screening to identify students needing extra help
- Use data to determine how well core instruction meets the needs of students in your school
- Design standards-related, adapted instruction to meet the needs of students requiring intensive supports

Personnel Preparation

- Design effective instruction to meet the needs of all learners
- Use data to plan effective instruction
- Implement valid, reliable screening and progress monitoring procedures
- Evaluate instructional effectiveness

Action Research Systems

- Use valid, reliable progress monitoring tools to develop and track student learning objectives (SLOs)
- Document fidelity of high-quality instructional practices across levels of your system

ESSA Crosswalk and MTSS/RTI Essential School Practices (NASP, 2016)

- Effective, coordinated use of data that informs instruction, student and school outcomes, and school accountability.
- Comprehensive, rigorous curricula provided to ALL students.
- Effective coordination of services across systems and within schools.
- Provision of evidence-based comprehensive learning supports
- Integration of comprehensive school mental and behavioral health services into learning supports
- Integration of school climate and safety efforts into school improvement efforts
- Provision of high- quality, relevant professional development
- Maintaining a comprehensive accountability system

Six major characteristics are identified as characteristics of effective leaders who have successfully implemented RTI in their schools.

“A qualitative research study conducted sought to identify and examine leadership characteristics of principals who have successfully implemented RTI.”

Frigmanski 2014

1. Principals as **participants** in the RTI/MTSS process
2. Principals as effective communicators
3. Principals as supportive of staff members
4. Principals effectively allocating resources to support RTI/MTSS implementation
5. Principals identify high performers and rely on their expertise in the RTI/MTSS efforts
6. Principals are proficiency in using data to inform decision-making

5 year plan annual goals