RtII
Response to Instruction and Intervention at Burrell School District
What is RtII?
Response to Instruction and Intervention

• Multi-tiered intervention system

• A general education initiative

• Early identification for students at academic risk

• Systematic and research-based instruction and intervention

• Uses data-informed decision-making
The 3-Tier RtII Model

**Tier 3**
- 1-5% of students
- Individual or small groups of students
- Interventions are intensive
- Progress monitoring can occur bi-monthly or weekly

**Tier 2**
- 5-10% of students
- Students are considered to be “at-risk”
- Interventions are “strategic”
- Progress monitoring occurs 2x/month

**Tier 1**
- Most students (80-90%)
- Students in Tier 1 are performing at or above benchmark
- Instruction is proactive and preventative
- Progress monitoring can occur at beginning, middle, and end of year, or more often if your school desires
Goal: Let’s try to keep kids in Tier 1!
RtII Process (K-3)

Universal Screener (DIBELS K-5) → Reading Skills Screener (reading continuum)

Use the data we collect from DIBELS and the reading skills screener to place all kids in WIN time groups according to **what they need**!

Students who demonstrate a more intensive need on our Universal Screener will be given remediation during WIN time with a reading specialist (when possible) and may even receive daily pull-out instruction with a reading specialist (according to their level of need)

Burrell School District
RtII Process (4-5)

Universal Screener
(DIBELS K-5)  

PSSA / 4-Sight

Use the data we collect from DIBELS and the PSSA/4-Sight to drive our differentiated instruction in the classroom

Students who show an additional need will be placed in appropriate remediation groups with a reading specialist
Tier 1
90 Minute Reading Block (K-3) or 60 Minute Reading Block (4-5)

*Quality core reading instruction
*Differentiated Instruction
*Focus on skills needed to become a proficient reader
Tier 2/Tier 3

*Additional Instruction to increase proficiency and become the best reader possible.
K-3 Title I / RtII

AM (Classroom teachers, reading specialists, learning support teacher, intervention specialist)
- WIN Time: Skills-based reading interventions based on each student’s individual needs (ALL students K-3)

PM (Title I pullout with a Reading Specialist)
- Providing daily small group instruction for students in Tier 3 using “Fundations” by Wilson Reading

*Times for groups may rotate

PM (RtII Pullout with Academic Intervention Specialist)
- Small Group fluency practice for students in Tier 2 using Great Leaps
4-5 Title 1 / RtII

Tier 2 Interventions
- Providing 15 minutes of small group pullout instruction for 3 days per 6-day cycle (for a total of 45 minutes in a 6-day cycle) using Great Leaps (fluency practice)

Tier 3 Interventions
- Providing 30 minutes of daily small group pullout instruction for students using:
  1) “Just Words” by Wilson Reading
     - Students in 4th and 5th grade who display needs in phonics, fluency, and comprehension
     (Intensive or Strategic on DIBELS AND Below Basic or Basic on PSSA/4Sight)
  2) “REWARDS” by Anita Archer
     - Students in 4th and 5th grade who are more fluent readers but demonstrate more of a comprehension need
     (Strategic or Benchmark on DIBELS but Below Basic or Basic on PSSA/4Sight)
When the interventions aren’t enough...

- Students must be receiving interventions for at least one 9-week period (no earlier than midyear) to be considered for a special education referral.
- Document everything!!! Progress monitoring will also be key.
- When a child is failing or not making adequate progress according to multiple data sources, the **Grade Level Team** will discuss strategies and interventions that can be used in the classroom. If the child continues to decline, the RtII Team will discuss the next steps for the student. **The parent(s), classroom teachers, reading specialists, and learning support teachers input will be vital in making ALL decisions.**
- **ALL DECISIONS WILL BE MADE AS A TEAM 😊**
WIN time
“What I Need” time

Reading Skills-based Remediation and Enrichment for
ALL STUDENTS in Kindergarten - Third Grade!
30 Minute WIN Time (daily)

*Skills-based remediation or enrichment based on what each student needs (including Tier 2 interventions with a specialist)

* Small group instruction

*Follows the continuum of essential reading skills
WIN time schedule

0 9:30-10:00am – 2nd Grade
0 10:05-10:35am – 3rd Grade
0 10:45-11:15am – 1st Grade
0 11:30-12:00pm – Kindergarten
Who will teach the skills groups?

- Classroom Teachers in the grade level (7)
- Reading Specialists (2)
- Learning Support Teacher (1)
- Academic Intervention Specialist (1)

*This will allow us to have 11 groups in every grade level working to meet the needs of our students.*
Each rotation will be **two 6-day cycles**

**Days 1-8** - Teach the skill to the assigned group

**Day 9** - Progress Monitor on the skill taught to the group

**Days 10, 11, 12** – We will use this time to reorganize the data and create new groups for the next rotation. This time will also be used to plan new skills-based activities for the groups.
I do, We do, You do!!!

I do...
0 Day 1 – Model and teach the skill (Promethean)

We do...
0 Day 2-4 – Practice the skill together (FCRR, Games, Skills Activities)

You do...
0 Day 5-7 – Practice applying the skill (decodable text, writing, reading, etc.)
0 Day 8 – Review for progress monitoring
0 Day 9 – Progress Monitor on skill

Burrell School District
How will RtII, Title I, and WIN time work together?

- Move all kids and don’t wait to fail!
- Give each child the specific instruction they need right when they need it
- Team approach to helping all kids succeed
- Shared data collection and decision-making
- Goal: Keep kids in Tier 1 and help those who are struggling to get back there!
Kindergarten Transition

Helping children get off to a great start!
Kindergarten Transition

Events

**December:** Winter Literacy Night

**February:** Kindergarten Registration

**April:** Spring Fling

**May:** Kindergarten Screening

**August:** Kindergarten Orientation