

RTI @ LCSS

Response to Intervention

Ensuring a systematic approach to the delivery of targeted intervention to ensure that all children learn at high levels.

Tier 1

Whole classexplicit lessons on priority standard with quality differentiation informed by pre-assessment.

All Students

Tier 2

Ignite
Students not yet proficient and require reteaching and possibly prerequisite knowledge and/or skills

Boost
Students approaching proficiency but require further consolidation

Beyond
Students who are proficient and require extension

All Students

Tier 3

Intensive targeted intervention for students who are not yet proficient after Tier 2

Some Students

... all team members take collective responsibility to ensure that all students succeed.

(Dufour et al., 2010, p. 32)

... a collective process to provide every child with additional time and support needed to learn at high levels.

(Burns, Appleton & Stehouwer, 2005. p.8)

RTI Process (A Cycle of Inquiry)

Preparation

- ☐ Collaborative planning of Guaranteed and Viable Curriculum, identifying priority standards and creating the proficiency scale/s.
- ☐ Pre-assessment of Priority Standard/s.

Tier 1

- ☐ Priority standard/s taught by class teachers to class groups using differentiated instruction based on pre-assessment
- ☐ Assessment of priority standard
- ☐ Teachers collate Tier 1 assessment data
- ☐ RTI Meeting – Teachers work collaboratively to respond to the 'Four Critical Questions' (Dufour and Dufour) following the *RTI Meeting Agenda (embedded to right)*
- ☐ Assessment data analysed and students grouped according to their learning needs (Ignite, Boost and Beyond). Teachers allocated to groups and plans developed for teaching.

RTI Meeting Agenda Template

Tier 2

- ☐ Students taught in fluid, needs-based groups based on the proficiency scale for the priority standard
- ☐ Assessment of priority standard
- ☐ Assessment data updated (class teachers)

Tier 3 Preparation

- ☐ Students who are not yet proficient (i.e. proficiency scale 0 - 2) are identified to receive Tier 3 intervention.
- ☐ Tier 3 intervention is collaboratively planned by the Support Teacher and cohort teachers.
- ☐ The team decides who will provide the Tier 3 intervention (i.e. class teacher or Support Teacher)
- ☐ Support Teacher records each Tier 3 intervention as a Support Provision.

Tier 3

- ☐ Targeted intervention is provided outside Tier 1 and Tier 2 lessons times and does not occur during PE, Science or The Arts.
- ☐ Assessment of students who engaged in Tier 3 and data updated (by the teacher who taught the Tier 3 group/s).

RTI Tier Timing

	First Week	Second Week	First Week	Second Week	First Week	Second Week	First Week	Second Week	First Week
Cycle 1	Tier 1	Tier 2	Tier 3						
Cycle 2			Tier 1	Tier 2	Tier 3				
Cycle 3					Tier 1	Tier 2	Tier 3		

Tier 3 intervention may occur prior to Tier 1 or Tier 2 if pre-assessment indicates that a student requires significant pre-teaching to support his/her achievement of or engagement with the priority standard.
Note: RTI weeks do not align with term weeks (i.e. first week does not mean week 1).

RTI Blocks—3 Times a Week

Personalised Intervention for Priority Standards (20 minutes)

Target Group: Students who require significant instruction at the prerequisite level for the intended learning (i.e. proficiency scale scores 0 – 1). This is determined by the related pre-assessment.
Learning Focus: Support students to develop greater readiness to engage in the prioritised curriculum by teaching prerequisite knowledge and skills and/or pre-teaching the priority standards.
Planned By: Sectors during RTI meetings.
Delivered By: Aligned teacher aide (Tier 1 and Tier 2 wks). Option: Support Teacher Tier 2 wks.

RTI Lesson (40 minutes)

Target Group: All students
Learning Focus: Priority standards
Planned By: Sector teams
Delivered By: Class teachers. Supported by aligned teacher aide (Tier 1 and Tier 2 wks) and Support Teacher (Tier 2 wks).

Version 16/1/17