

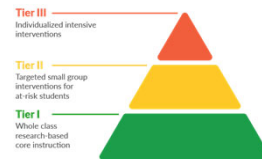
# Response to Intervention (RTI): Supporting Student Needs

Board Meeting  
May 21<sup>st</sup>, 2024



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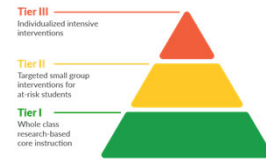
## RTI: Response to Intervention



- Response to Intervention (RTI) is a multi-tiered, collaborative model designed to improve the achievement of all students.
- RTI emphasizes the importance of quality teaching, early intervention, and regular progress monitoring.
- RTI encourages close collaboration and teamwork among teachers, administrators, and other staff.
- As members of school-based teams, educators work together to assess students, monitor their progress, and implement interventions.

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# RTI: Response to Intervention

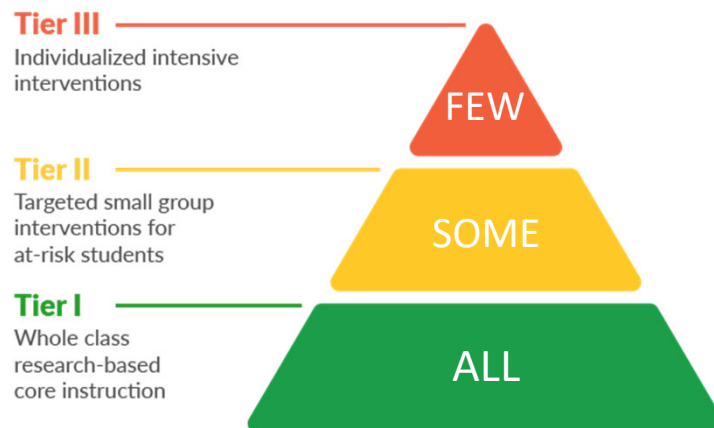


## Key Elements of RTI:

- Research-based instruction
- Regular screening for academic difficulties
- Academic interventions for struggling students
- Differentiated instruction that accounts for learning strengths and interest areas
- Progress monitoring to gauge achievement and responsiveness to interventions
- More intensive interventions for students who continue to struggle

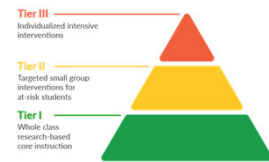
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# RTI: Response to Intervention



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# RTI: What does the research say?



- A primary goal of RTI is to maximize learning for all students.
- The most effective and efficient method of achieving this goal is providing school-wide and class-wide instruction that supports the vast majority of students (Vaughn, Linan-Thompson, & Hickman, 2003).
- As such, emphasis is placed on enhancing the quality of general/core education instruction.
- An important goal is increasing the use of evidence-based practices within general education (Walker, Colvin, & Ramsey, 1995).
- As a result, more students can have improved outcomes, and the number of students requiring additional support can be reduced drastically (McIntosh, Chard, Boland, & Horner, 2006).

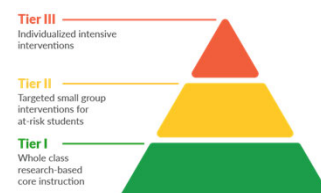
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## Tier 1: All Students

**Tier I**  
Whole class  
research-based  
core instruction



- High-quality classroom instruction using research-based strategies and instructional methods
- Universally designed instructional supports
- Universal screening and ongoing formative assessments



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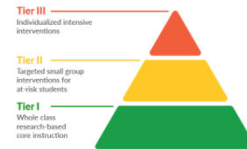
# Tier 1: All Students

**Tier I**  
Whole class  
research-based  
core instruction



## Examples of Classroom-based Supports:

- Universal Design for Learning (UDL)
- High-yield instructional strategies
- Classroom teacher provides a range of supports/choices/activities/assessments
- Goals of IEPs are being worked on in the instructional context in collaboration with the Learning Resource Teacher
- Re-teaching, tutorials, extra assistance, classroom-based interventions



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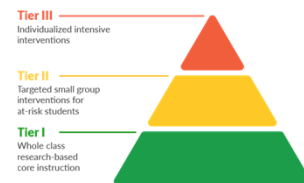
| SD83 Tier 1 District Support Example: Early Literacy K to 2 |                                                                                                                                      |                                                                                                                         |                                                                                                  |                                                                                                                                                                                                 |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                             | 2021                                                                                                                                 | 2022                                                                                                                    | 2023                                                                                             | 2024                                                                                                                                                                                            |
| <b>Heggerty Phonemic Awareness Teacher Resource</b>         | All schools provided with the K resource                                                                                             | All schools provided with the Gr. 1 resource                                                                            | All schools provided with the Gr. 2 resource                                                     |                                                                                                                                                                                                 |
| <b>UFLI Phonics Program Teacher Resource</b>                |                                                                                                                                      | UFLI Pilot Project with a small group of teachers                                                                       | UFLI resources provided to all interested teachers (K to 3 and LRT)                              | UFLI resources will be provided for interested teachers new to UFLI in 2024-25                                                                                                                  |
| <b>Student Resources</b>                                    | Literacy Footprints levelled readers and Strong Readers sets provided to all schools                                                 | SyllaSense decodable sets provided to all schools                                                                       | Class sets of UFLI magnets provided to all participating classes                                 |                                                                                                                                                                                                 |
| <b>Professional Development</b>                             | -Heggerty Phonemic Awareness (K, K/1)<br>-Foundational Reading & Writing Strategies & Assessments<br>-PM Benchmark Refresher Session | -Heggerty Phonemic Awareness (Gr. 1)<br>-Powerful Writing Structures (Adrienne Gear)<br>-Shifting the Balance Book Club | -Heggerty Phonemic Awareness (Gr. 2)<br>-UFLI professional learning series for over 100 teachers | -Teaching Reading Across the Day (Jennifer Serravallo)<br>-Another UFLI learning series will be offered for those new to UFLI in 2024-25<br>-Writing Strategies & Assessment: focus for 2024-25 |
| <b>Assessment</b>                                           | Early Learning Profile (K)<br>PM Benchmarks                                                                                          | Early Learning Profile (K)<br>PM Benchmarks                                                                             | Early Learning Profile (K)<br>PM Benchmarks                                                      | DIBELS-8 (Universal Screener for Fall 2024)<br>Early Learning Profile (K)<br>PM Benchmarks                                                                                                      |

## Tier 2: Targeted

**Tier II**  
Targeted small group  
interventions for  
at-risk students



- Collaborative, school-based supports (LRT/SBT, counselling, Literacy Support Teacher, social skills teaching, lagging skills teaching, Level B Assessment, etc.)
- School-based Team referral
- Itinerant support staff referrals (SLP, OT, ELL, DHH, VI, PT)



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## Tier 2 Example: Literacy Support Teachers

- Targeted early intervention support by Literacy Support Teacher (LST), in collaboration with Classroom Teacher
- Small group instruction (2 to 3 students per group)
- Emphasis on in-class vs. pull-out support
- Assessments: DIBELS-8, CORE Phonics Survey
- LST works collaboratively with Classroom Teachers to use student data to guide the instructional focus (EDPlan Insight data sharing, RTI model) and coordinated with classroom instruction
- Ongoing assessment and response to student progress in reading, writing, and oral language
- Communication with parents/caregivers about targeted student support

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## Tier 2 Example: School-based Support Team

- Through a referral process, teachers can problem solve with the SBT
- The team offers supports & ideas in response to a classroom teacher's framing of issues they are grappling with
- The teacher would choose what to try next
- A follow up meeting would be set to see how things are going
- This cycle of support can be ongoing for as long as necessary

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## Tier 3: Individualized

- Intensive, individualized interventions
- High intensity and longer duration
- Intensive Department of Student Support & Wellness inclusion supports
- Psychoeducational assessment
- Other expertise from outside agencies

**Tier III**  
Individualized intensive  
interventions



**Tier III**  
Individualized intensive  
interventions

**Tier II**  
Targeted small group  
interventions for  
at-risk students

**Tier I**  
Whole class  
research-based  
core instruction



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## SD83 Tier 3 District Support Example:

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- Salmon Arm Store Front is an Alternate Education/Tier 3 Program generally intended for our most vulnerable population in the school system
- Alternate programs focus on:
  - educational, social and emotional issues for students whose needs are not being met in a traditional school program
  - Providing wrap around supports through instruction, specialized program delivery and enhanced counselling and other community services based on students' needs

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## SD83 Tier 3 District Support Example cont:

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- All students would have:
  - an intake process
  - an Individual Education Plan (IEP) or a Student Learning Plan that clearly defines the objectives for the student, additional services provided as required, progress made, and any transition plans
  - an exit strategy (back to a typical school, to graduation, work, or post-secondary)
  - additional services provided as required

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