

RESPONSE TO INSTRUCTION AND INTERVENTION (RTI²) FRAMEWORK

CORE INSTRUCTION

- High-quality instruction within the framework of Universal Design for Learning (UDL)
- High expectations for all students within the Programs of Study
- Benchmark and classroom assessments inform instruction
- Culture of collaboration and collective responsibility for all students
- Access to universal supports and strategies
- Ongoing professional learning and support for teachers

Students identified as not meeting or exceeding grade level expectations have an Instructional Support Plan (ISP) created at this point.

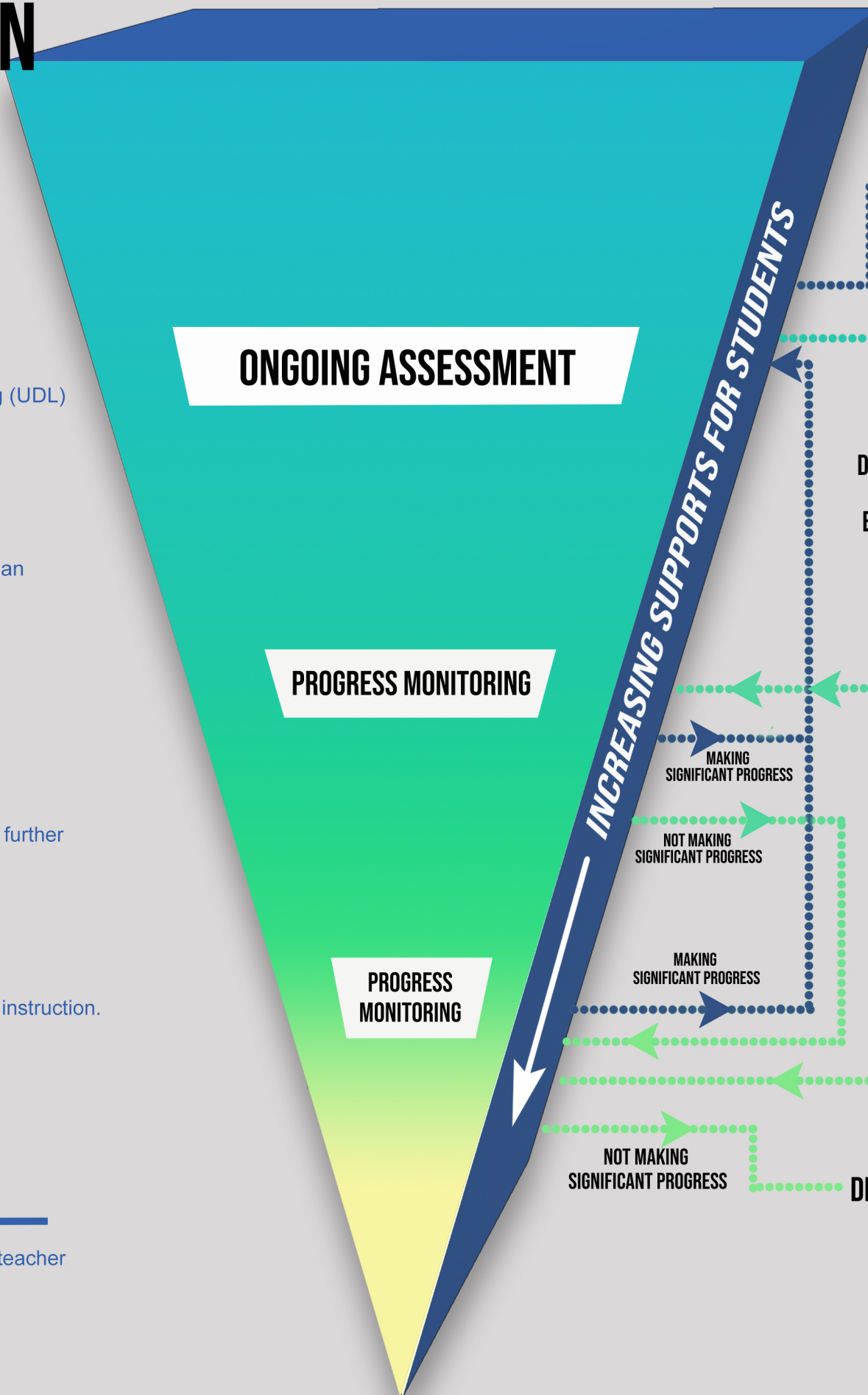
SUPPLEMENTAL INSTRUCTION & TARGETED INTERVENTIONS

- Additional testing or assessments are completed to inform instruction (Level B; further analysis of Fountas & Pinnell and/or MIPI data)
- Research-based interventions matched to student's area of need
- Interventions are provided by or under the supervision of teachers
- Progress monitoring continues, and ISP is revised and updated as needed
- Consultation with division psychologist as needed





Students identified as not meeting grade-level expectations will require intensive instruction.

INTENSIVE INSTRUCTION & INDIVIDUALIZED INTERVENTIONS

- More explicit and intensive intervention is provided by or closely supervised by teacher
- Student ISP will include goals
- Student progress is continually monitored



GUIDING PRINCIPLES OF RTI²

- COLLECTIVE RESPONSIBILITY 
- CONCENTRATED INSTRUCTION 
- CONVERGENT ASSESSMENT 
- CERTAIN ACCESS FOR ALL STUDENTS 

(Buffum et al, 2012)

