

MCS D RTI 2016-2017

Morrow County is in our 4th year of working together with Oregon RTI to implement our school wide systems with fidelity.

- RTI involves a multi-tier approach to the early identification and support of students with learning and needs.
- The RTI process begins with high-quality core instruction as our Tier 1 and utilizing universal screening of all children.
- 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, reading specialists and Para professionals
- Student 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 in MCS D 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 Focus for 2016-2017:

| | |
|---|--|
| <p><i>1. In addition to core instruction, ensure each school develops a small group, individualized multi-tiered intervention system to support students that are below-level in reading</i></p> <p><i>2. Utilize Journeys Expectations document; Utilize walk through document for feedback</i></p> <p><i>3. Utilize Journeys writing curriculum and Journeys RTI intervention curriculum</i></p> <p><i>4. Utilize RTI compliance calendar; Utilize Journey walk through check sheet- (Look for document for feedback).</i></p> <p><i>5. Utilize Updated Curriculum matrix to articulate a system of interventions around reading- What is your system of support and progress monitoring student growth</i></p> <p><i>6. Ensure there are Monthly/quarterly Data team meetings- Data Discussions</i></p> <p><i>7. Use problem solving form and implement special education procedures around RTI- referral process, evaluation plan, evaluation and eligibility process aligned</i></p> | <p><i>8. Ensure RTI Handbooks becomes more prevalent in its use around decision making rules and communication protocols</i></p> <p><i>9. Utilize RTI user guide- (small version of handbook)</i></p> <p><i>10. Offer Coaching, modeling, demonstration and professional development opportunities- Videos-Web Folder with Resources</i></p> <p><i>11. Follow EasyCBM benchmark dates set for school year</i></p> <p><i>12. Each building will need to provide a data calendar with 20% (every 8 weeks), 100% (3 x a year), and problem solving meetings (time set aside)</i></p> <p><i>13. Take advantage or PD opportunities, utilize RTI coaches, Utilize resource website under RTI, understanding of our system and intervention resources</i></p> <p><i>14. Ensure principals can visit with and work with RTI coaches around building needs related to Coaching, modeling, demonstration and professional development opportunities</i></p> |
|---|--|

RTI – Our objectives this year:

- Working towards full implementation of the Problem Solving process
- Transitioning district to a 4-day Journeys pacing-How is that going in each building?

EasyCBM Benchmark dates for 2016-17- Subject to change:

1. September 6th – September 22 Fall
2. January 9 - January 26 Winter
3. April 17-May 4 for Grade 3-6 due to SBAC
4. April 24-May 11 for Grade K-2