



**New Waverly Independent School District
Response Intervention Team (RTI)
2016 – 2017
Parent Booklet**



NWISD Mission Statement

The mission of New Waverly ISD, in collaboration with families and community, is to facilitate experiences that prepare all students to become productive citizens.

Vision Statement

Dedicated to empowering students for success!

Belief Statements

WE BELIEVE:

- In high expectations for all.**
- All stakeholders are accountable for student success and well-being.**
- Our community is respectful and supportive.**
- Our schools provide a safe nurturing environment for all students.**

NWISD Core Values

- High Expectations for students, parents and community**
 - Teamwork**
 - Honesty**
- Commitment/dedication**
 - Respect**
 - Dignity**
 - Caring**
- Motivation**
 - Morale**
 - Integrity**
 - Discipline**
 - Honor**
- Accountable**
- Continual learner**
- Bulldog Proud**

What is Response To Intervention (RTI)?

NCRTI offers a definition of response to intervention that reflects what is currently known from research and evidence-based practice;

“Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities or other disabilities.”

What are the benefits of RTI?

RTI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RTI in Texas schools can result in:

- more effective instruction;
- increased student achievement;
- more appropriate LD identification;
- increased professional collaboration; and
- overall school improvement.

How are decisions made about effective instruction in an RTI model?

To determine the effectiveness of an intervention, student progress is monitored through formative assessments that are sensitive to small changes in student behavior and performance. The following three types of assessments are typical of RTI:

1. Universal screening of all students identifies those not making academic or behavioral progress at expected rates.
2. Diagnostics determine what students can and cannot do in academic and behavioral domains.
3. Progress monitoring determines whether academic or behavioral interventions are producing the desired effects.

Progress monitoring helps teachers choose efficient, targeted instructional techniques and establish goals which enable all students to advance appropriately toward attainment of state achievement standards. RtI decision-making processes are dependent upon reliable student performance data and data-collection systems.

Four Essential Components of RTI

1. A school-wide, multi-level instructional and behavioral system for preventing school failure.
2. Screening
3. Progress Monitoring
4. Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law).

RTI's Multi-level Prevention System

A rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems.

This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

Primary Prevention: high quality core instruction that meets the needs of most Students.

Secondary prevention: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students.

Tertiary prevention: individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.

At all levels, attention is on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of students' success.

The Campus RTI Team

The goal of the RTI team is to enhance, improve and increase staff and student performance.

The RTI process is an interactive, problem-solving method that is focused upon creating academic, behavioral, and emotional achievement and growth for students. The process is designed to give assistance and support to teachers of students who are struggling. The purpose is to increase the success level of students and teachers. The focus is not on "fixing" the student, but rather on designing an instructional environment where students can be successful. The process recognizes that instructional issues, rather than solely a deficit within the student, often create difficulties. This process also recognizes that as teaching staff, our greatest control or ability to make change is the way in which we deliver instruction. The collaborative problem-solving process enables people of diverse expertise and experience to generate creative solutions

to mutually defined problems. Teachers, as professionals, are entitled and obligated to consult and collaborate. It is through the RTI Team and the RTI process that problems are precisely defined and solutions generated, implemented, and evaluated.

If you have questions or concerns please contact your students' campus principal. You can also contact the Special Education/ Special Programs Office at: 936-344-2360.