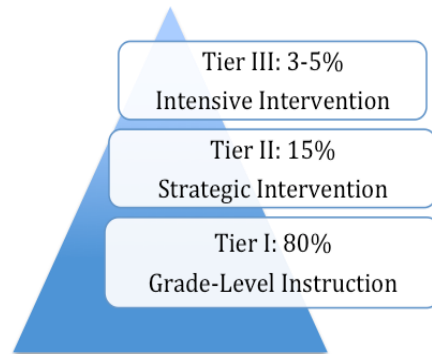


## SECTION 2: RTI/MTSS as a Multi-Level Intervention Model



### **Tier 1: Universal, Core Instruction**

High quality instruction delivered by a highly qualified teacher which consists of researched based core instructional and best practices with supports designed for all students in the general curriculum.

- Core Reading/ELA and Math instruction and curriculum
- Utilize scientifically research-based strategies with fidelity through differentiated instruction
- Large and small group instruction
- 80-90% of students
- Data-driven general instruction and support to all students in all settings
- All students participate in the district universal screening 3 times per year
- Targets a specific skill(s) based on data that shows that the student needs additional support
- Progress monitoring as appropriate
- If progress is being made, then continue to monitor the student in Tier 1 classroom setting providing additional support as needed

### **Tier 2: Targeted, Supplemental Interventions**

Tier 2 targets 5-15% of students who are at some risk of not achieving Common Core Learning Standards and require more specific academic and/or social emotional instruction and support in addition to high quality instruction, in order to be successful. Tier 2 supplemental instruction and interventions are provided in addition to the high quality core instruction to those students for whom data suggests additional support warranted by the classroom teacher, may be short-term or they may continue for an entire

school year. **Tier 2 provides targeted instruction by a general educator with coaching and support from reading specialists/coaches, math specialist/coach and other intervention providers**

- Interventions and support in addition to core instruction
- Implement scientifically research-based interventions with fidelity based on student data to target specific skill deficits as documented through the RTI plan, including fidelity checklist
- Small group intervention (no more than 3-5 at risk students recommended)
- 5-15% of students
- Parent Notification letter will be sent when the RtI Team implements Tier 2 services.
- Progress monitoring by the classroom teacher (no less than 1x per month recommended)
- If progress is being made, continue to provide Tier 2 intervention services and monitor progress
- If progress improves, student may be moved back to Tier 1
- If progress is not being made, then Tier 3 services may be warranted based on data
- Evaluate effectiveness of qualitative and quantitative instructional changes based on data

### **Tier 3: Intensive Interventions**

Tier 3 targets only 1-5% of students who are at high risk of not achieving Common Core State Standards and require intensive interventions to succeed. The intensive intervention consists of small group or individual instruction for students with severe difficulties and may include special education supports and community agency involvement. Based on student data, **Tier 3 provides intensive instructional interventions by a general educator, reading specialist or other intervention providers in small groups using scientifically research-based strategies, resources, or programs.**

Interventions and support in addition to core instruction

- Implement scientifically research-based interventions with fidelity based on student data to target specific skill deficits
- Individual or small group intervention (no more than 1-3 at risk students recommended)
- Increase in frequency and/or duration
- 1-5% of students
- Parent Notification letter will be sent when the RtI Team implements Tier 3

services.

- Progress monitoring varies based on the intervention/tool, recommended weekly
- If progress is being made, continue to provide Tier 3 intervention services and monitor progress.
- If performance improves, student may be moved back to Tier 2 or 1.
- If progress is not being made, then the RtI team may recommend a referral for evaluation.
- **A student need not be required to go all the way through Tier 3 before being evaluated if evidence exists to suspect a disability and/or other long-term planning (504 plan, additional Tier 3 cycle).**
- Evaluate effectiveness of instructional changes based on data