RtI – MTSS (Multi-Tier System of Support)

RTI is not a specific program or teaching method. It is a systematic way of measuring progress and providing more support to kids who need it.

PST purpose:

* Identify the problem
* Develop an alternative
* Stay focused – look for solutions
* If it doesn’t work – try something else
* Sometimes the most practical resources are what we need to use.
* PST – it is a data driven process

The PST meeting:

* First must understand what the problem is – it is deeper than remediation.
* Why is the student missing the background knowledge?
* Focus on the problem solving- not everything else.
* Look at the whole child: DOB (early or late- makes a difference in development), attendance, home life, other variables besides academics.
* Referring teacher should be able to answer the question WHY? (if not able to, then not ready to have a discussion about the student).
* The teacher should have at least 3 pieces of evidence AND evidence of how he/she has accommodated work.

3 Tiers of instruction: Tiers are based on the amount of gap in student achievement

* Tier 1: Core Instruction
* Tier 2: Group Interventions
* Tier 3: Intense Interventions

Tier 1: The Whole Class: takes place in the general education classroom, the teacher measures everyone’s skills (Universal Screening). The screening helps the teacher work with students in small groups based on their skill levels. All students are taught using methods that research has shown to be effective.

Tier 2: Small Group Interventions: If student isn’t making adequate progress in Tier 1, he’ll start to receive more targeted help. This is in addition to the regular classroom instruction, not a replacement for it. Tier 2 interventions take place a few times a week during core instruction (small group) or during class intervention time. During these extra help sessions, the student will be taught in small groups using a different method than in Tier 1 because the first method wasn’t successful.

Progress monitoring takes place weekly for 8 weeks

Tier 3: Intensive Interventions: this is for students who are 2-3 grade levels behind. Tier 3 support is tailored to the student’s needs. The student will receive one-on-one instruction or work in very small groups 5 days per week using a Scientific Researched Based (SRB) program.

Progress monitoring takes place weekly for 8 weeks

Importance of Progress Monitoring:

* Evaluates student progress
* Monitors the effects of interventions
* Expected rates of progress are identified and compared to actual growth Communication tools between problem solving team, teachers and parents, provides accountability for the RTI process
* Student progress is compared against the rate of progress expected of typically performing students at the same grade level, and how well a student is progressing over time is examined against his or her past performance.

RtI plan

* A description of the skills the student is having trouble with and documentation about these weaknesses, such as assessment results or samples of your student’s work.
* A description of the research-based intervention the student is receiving.
* Details about how often the intervention will be provided and for what length of time—how many minutes per day over how many weeks.
* Details about who will be providing the intervention and in which schoolroom.
* The criteria for determining whether the intervention is successful.

Interventions that can be used:

Edgenuity is our virtual learning platform for all students enrolled in virtual learning. Edgenuity k-2 lessons- ability level can be lowered for students who are not performing grade level. 3-12th grade- intervention program built into PLP to use.

i-Ready- students can be assigned pathways to work on reading and math skills.

Pathways to Proficiency- 2-12th grade intervention for math/language Arts/Reading

Intervention services for virtual students

Know which students enrolled at your school are enrolled in Virtual Learning. The students’ virtual schoolteacher(s) are actively involved in the RtI process. Students who are deemed non-compliant, do not respond to teacher support, or are in need of extra interventions will be referred to the PST for extra support.

* RtI Interventions for Tier 2 and Tier 3 must be provided to virtual students.
* Tier 2 interventions are provided by virtual general education teacher as part of class.
* Tier 3 interventions are provided by intervention teacher/virtual teacher.

Intervention teacher should work collaboratively with virtual teacher to ensure that the student’s RtI plan is being followed. Accommodations are still required for virtual students.

Intervention teacher should make contact with student on a weekly basis. This can be done by google meetings, phone, etc.

Intervention teacher can do intervention lessons with students via google meet on an individual or group basis. These meetings can be held at same time as the traditional intervention class. Be sure to follow confidentiality guidelines (do not call student’s names, do not show students in classroom (camera should be on teacher), if student in classroom becomes a behavior issue, shut down meeting.

PST meetings are held for both traditional and virtual students. If virtual student is struggling or if a student was on a Tier 2 or 3 at the end of the school year, the PST should meet to discuss student’s needs and write the RtI plan for the 20-21 school year. The student’s teacher(s) (traditional/virtual) should have a copy of the plan and implement it daily.

PST referrals for virtual students may occur, however be mindful that the following are not reasons for a RtI referral:

* Failure to communicate (emails, phone calls), or attend conferences
* Failure to log attendance/maintain required attendance, or submit accurate attendance
* Failure to complete required assessments or course assignments
* Failure to attend required Google/Zoom Interactive Meetings

PST referrals for virtual students may occur due to but not limited to the following:

* Failure to make sufficient progress in courses (must have documentation)
* 2 or more grade levels below
* Failure to comply or respond successfully with the FPCS (RtI) Plan

