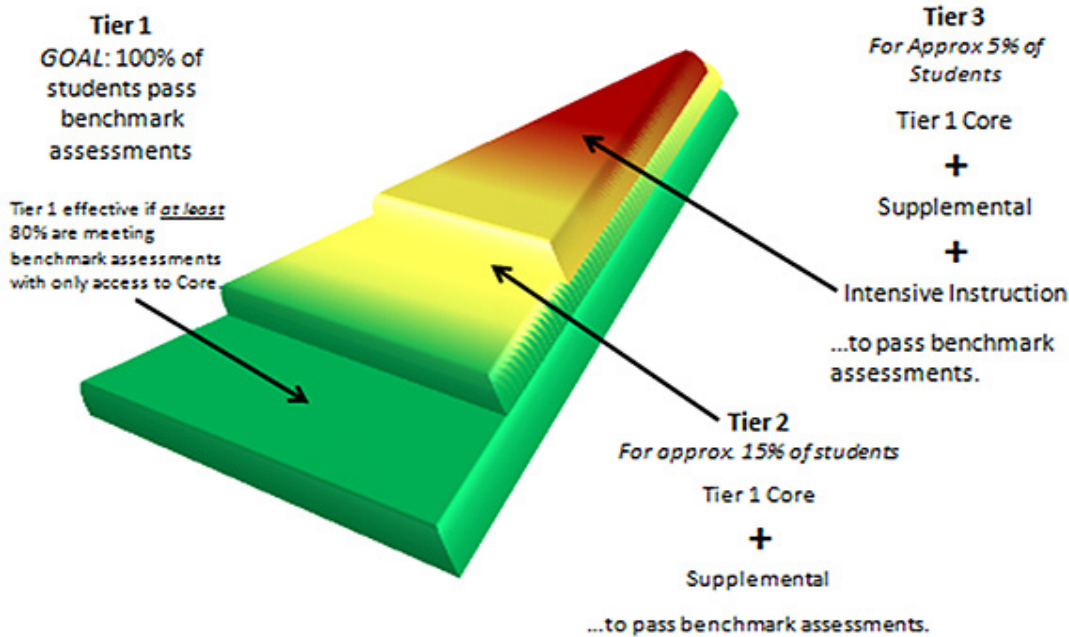


Multi-Tiered System of Support/
Response to Intervention Plan
(MTSS/RtI)

What is MTSS/RtI?

Multi-Tiered System of Support/Response to Intervention (PS/RtI) is a multi-tiered approach to meet the needs of all students. It provides for the early identification and support of students with learning and behavior needs. Learners are provided with instruction and 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; student services personnel, and other specialists. 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.

Tiers as Resources



PS/RtI 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 student assessment data. For implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- **High-quality, scientifically based classroom instruction.** All students receive high-quality, research-based instruction in the general education classroom.
- **Problem solving.** Problem solving is an ongoing process that utilizes a data based decision-making approach to define school, grade level, class, and/or student progress. The problem solving team then analyzes the concerns, develops and implements appropriate interventions, monitors progress, graphs the results, and evaluates the outcomes.
- **Ongoing student assessment.** Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the PS/RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- **Tiered instruction.** A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- **Parent involvement.** Schools implementing PS/RTI will frequently provide parents information about their child's progress, the instruction and interventions used, the staff delivering the instruction, and the academic or behavioral goals for their child.

Problem Solving Model

The purpose of the Problem Solving Model in RtI is to develop academic and behavior intervention strategies that have a high probability of success. It requires full collaboration among a team of professionals along with parents to identify specific, measurable outcomes and to design research-based interventions to address the concerns. The process includes ensuring interventions are implemented with fidelity and progress is monitored to determine the students' responses. The process must integrate the use of data to guide the development of effective interventions and to provide frequent monitoring of progress.

Curriculum & Instruction

The MTSS/RtI Model is a three-tiered system designed to meet the needs of ALL students. Tier 1 provides strong, effective core instruction for all students. Flexible differentiated groupings are included so that the instructional goals of all students can be met. Tier II offers supplemental instruction in addition to the standards-based curriculum received in Tier I. The curriculum and instruction at Tier II is designed to meet the needs of students not progressing as expected in Tier I. Tier III instruction includes more intensive and explicit instruction that is focused on a specific skill needs, whether that is an accelerated need or a remedial need.

The Three-Tier Model is described as:

Tier 1: Core Instruction: High-Quality Classroom Instruction, Screening, and Whole Group Interventions

Within Tier 1 Core Instruction, all students receive high-quality, scientific/evidence-based instruction provided by qualified personnel to ensure student success. Universal screening is provided to all students to establish an academic and behavioral baseline. There are two subsequent screenings to track student progress throughout the year. Students identified as being "at risk" through these screenings and/or results on state- or district wide tests receive supplemental instruction during the school day in the regular classroom. Students not showing adequate progress are moved to Tier 2 Strategic Services. Prior to moving to Tier 2 a Problem Solving Team (PST) meeting must occur with a PST Evaluation Form completed prior to the meeting (see Appendix A). Please contact the student's Guidance Counselor to begin the process.

Tier 2: Strategic Interventions

Students not making adequate progress in the regular classroom with Tier 1 Core instruction are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. Students who do not show adequate progress at this level of intervention are then considered for more intensive interventions as part of Tier 3 Services. The goal for each student placed in Tier 2 Intervention is to improve and return to a Tier 1 Intervention.

Tier 3: Intensive Interventions

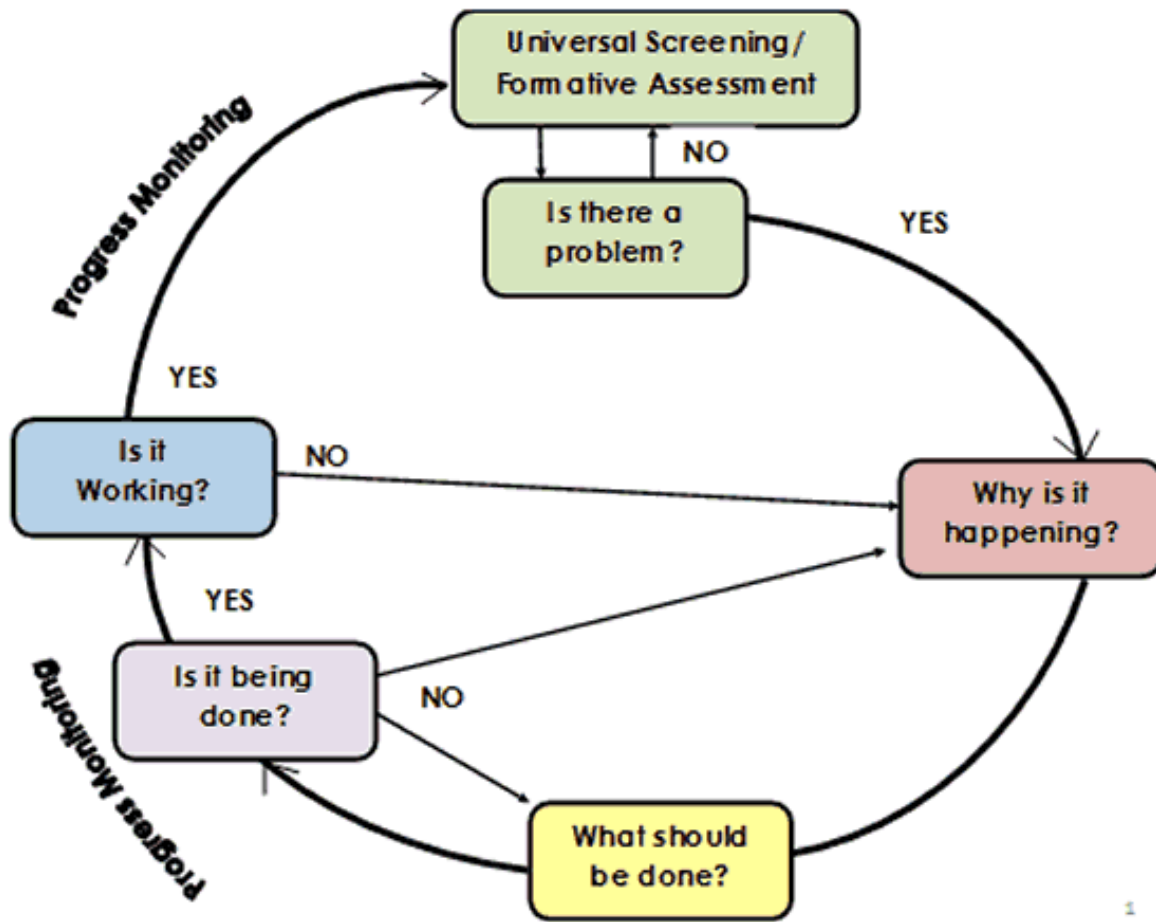
Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction (Tier 1 or Tier 2). Intensity can be increased through many dimensions including length, frequency, and duration of implementation.

Comprehensive Evaluation

If a student demonstrates the need for more intensive support, he/she may be referred for a comprehensive evaluation. The data collected during Tiers 1, 2, and 3 are used as documentation as part of the eligibility criteria needed to make Exceptional Student Education decisions.

<http://www.polk-fl.net/districtinfo/rti/default.htm>

The figure below illustrates the flow of RtI:



Tiered Exemplarily Practices

Tier 1 Exemplary Practices	Essential Questions
	Activating Strategies <ul style="list-style-type: none"> • Previewing Vocabulary • Advance Organizers • Student Learning Maps • Activating/Building background knowledge
	Teaching Strategies <ul style="list-style-type: none"> • Non-linguistic Representation • Distributed Practice • Distributed Summarizing • Collaborative Pairs • Graphic organizers • Formative assessment and feedback • Re-teach/Review • Differentiation • District Formative Assessments (Discovery Learning) • Extended Thinking Strategies
	Summarizing <ul style="list-style-type: none"> • Summarizing Strategies • Summary Point Writing • Summarizing Assessments – Rubrics
Tier 2 and Tier 3 Exemplary Practices	All Tier 1 Strategies PLUS <ul style="list-style-type: none"> • Acceleration • Scaffolding • Flexible Grouping • Differentiated Assignments • More Focused: <ul style="list-style-type: none"> ○ Vocabulary Previewing ○ Previewing ○ Advance Organizer ○ Student Learning Maps

Appendix A:

**The Schools of McKeel Academy
Problem Solving Team (PST) Evaluation**

**Please complete prior to attending initial PST meeting
Data must be gathered within one week of initial notice of concern.**

Please indicate the following information in the space provided:

1. Student's current grades, discovery data, state assessment data (i.e. FSA/FCAT), known medical information.
2. Please list student academic/behavioral strengths:
3. How does the target student compare to their peers in regards to their grades/ academic performance?
4. What is the specific skill that you are concerned about for this student?
5. Describe what interventions have already been done (Tier I/Core) to address the area of concern.