

Brackett High School RTI Guidelines

Tier I – Core Instruction

- 1) Teacher monitors all students.
- 2) Students demonstrating adequate progress will continue with Tier 1
- 3) For students not demonstrating adequate progress, the teacher will collaborate with other teachers to choose strategies for use within the classroom (see strategies)
- 4) Teacher contacts parent
- 5) Teacher continues to monitor progress
- 6) If student demonstrates adequate progress, continue with Tier I
- 7) If student does not demonstrate adequate progress, teacher contacts counselor's office.
- 8) Counselor's office - arranges for staffing with teachers/support staff and Care meeting with parents, teachers/support staff.
- 9) Care meeting – teachers, counselor, and support staff collaborate to choose interventions (see strategies)

Tier II - - Targeted Group Intervention

- 1) Teacher continues to monitor progress.
- 2) If student demonstrates adequate progress, teacher determines if Tier II interventions are still necessary.
- 3) If teacher determines they are no longer necessary, return student to Tier I and monitor.
- 4) If teacher determines they are still necessary, continue Tier II interventions and monitor.
- 5) If student still does not demonstrate adequate progress, teacher contacts counselor's office to proceed to Tier III.
- 6) Counselor's office - arranges for staffing with teachers/support staff and Care meeting with parents, teachers/support staff.
- 7) Care meeting – teachers, counselor, and support staff collaborate to choose interventions (see strategies)

Tier III – Intensive, Individualized Intervention

- 1) Teacher continues to monitor progress.
- 2) If expected progress is not made, further assessment may be needed.

Tier 1 (core instructions) strategies:

- Preferential seating
- Flexible grouping
- Peer tutoring
- Study Island (ELA, Math, Science, Social Studies)
- Essay Punch (ELA)
- Graphic organizers
- Journals
- Mnemonic devices
- Manipulatives
- RAFT assignments
- Tiered assignments
- Games
- Student planners
- Reduce distractions
- Note-taking assistance
- Concept review videos – DVD or online
- Home study guides for student / parents
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Tier II (Targeted Group Intervention) & Tier III (Intensive, Individualized Intervention) Strategies:

- Placement in the Learning Center
- Placement in a Tutorials class
- Tutorials with teacher before or after school
- Math / English review classes
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STUDENT: _____ YEAR: _____

Brackett High School
RTI Individual Student Plan
(Revised 1/30/2014)

Teacher: _____

Subject: _____ Period: _____

Tier I – Core Instruction

Monitoring: Date - _____

Assessment - _____

Student met expected progress: **Yes** **No**

If No:

Parents contacted: (date(s)/ how / results)
(E-mail, Telephone, Meeting, Progress Report/Report Card comments)

Collaboration with other teachers: (date(s)/who)

Strategies used as a result of collaboration:

Monitoring: Date - _____

Assessment - _____

Student met expected progress: **Yes** **No**

If no, contact counselor's office for Care meeting to move to Tier II.

Counselor's office contacted: _____

STUDENT: _____ YEAR: _____

Tier I – Core Instruction

Care Meeting:

Date:

Present:

Notes:

Recommended Interventions:

STUDENT: _____ YEAR: _____

Tier II: Targeted Group Intervention

Monitoring: Date - _____

Assessment - _____

Student met expected progress: **Yes** **No***

If yes, are Tier II interventions still needed? **Yes** **No**

If no*, contact counselor's office for Care meeting to move to Tier III.

Counselor's office contacted: _____

Care Meeting:

Date:

Present:

Notes:

Recommended Interventions:

STUDENT: _____ YEAR: _____

TIER III – Intensive, Individualized Intervention

Monitoring: Date - _____

Assessment - _____

Student met expected progress: **Yes** **No**

If yes, continue with Tier III interventions and continue to monitor.

If no, contact counselor's office; further student screening may be needed.

Counselor's office contacted: _____

Parents contacted: (date(s)/ how / results)

Recommendations and steps taken: