

Tier 1

- Content teacher identifies that a student is struggling with a concept.
- Content teacher gives the student a formative assessment to collect baseline data on concept.
- Content teacher notifies RTI chairperson, Hamlet-Mr. Picard, Villa Nova-Mr. Boss that they are starting a PMP on a named student. The Team will then be put on the RTI calendar for a Thursday RTI meeting closest to the 25 day mark.
- Content teacher writes a Personal Math Plan indicating the student's needs and creates a goal for the student. On the PMP, the teacher also identifies the strategy/strategies in which he/she is going to provide instruction for that student to help the student build fluency on the concept as well as define the type of instruction. (Instruction might be one-on-one, small group, before school, after school, during class, during enrichment, etc.). This document is shared as a "view only" with vice principal, and math specialist via google docs.
- With the data, content teacher provides student with support as defined in the PMP for a minimum of 25 contacts, contacts are defined as the number of attempts teacher used to instruct student on contact. A contact should be at least 10 minutes long during one period based on the target area of need. (If you see a student for total of 20 minutes during one period this only counts as one contact.)
- Content teacher would instruct students on how to record contacts using [student monitoring sheet](#)
- During this time the content teacher should be continuing to gather evidence about the student within the concepts defined on the PMP.
- At or around the 15 contacts the content teacher should reassess the student's progress toward the goal by giving a similar formative assessment and records data on PMP under progress monitoring section

The result of the formative assessment is the student **has not** demonstrated progress towards goal.

- Content teacher continues to work with the students towards the goal using different strategies or instructional methods
- Content teacher reassesses the student after an additional a 10 contacts.
- Content teacher records data on PMP under progress monitoring section
- Content teacher continues to keep data in preparation for the 25 day meeting

The result of the formative assessment is the student **has** demonstrated progress towards goal.

- Content teacher continues to work with the student toward the goal.
- Content teacher reassesses the student after an additional 10 contacts.
- Content teacher records data on PMP under progress monitoring section
- Content teacher continues to keep data in preparation for the 25 day meeting

At or around the 25 day mark, student **has not** demonstrated any further growth.

- Content teacher refers student to Tier 2 by completing the Tier change referral form for the 25 day meeting
- Content teacher continues to work with students towards goal
- 25 day meeting takes place

Student is referred to tier 2 at 25 day meeting

- Content Teacher continues to work with student
- Math RTI teacher creates a service schedule and action plan for the student

Student has demonstrated mastery of concept.

- Content Teacher documents results on pmp
- Content Teacher continues to monitor student

Tier 2

- Referrals come from content math teacher.
- Content teacher and RTI teacher work in collaboration during Thursday CPT to help determine the student's needs

FOR ESL Students:

- Students who have been schooled in the US less than 2 years - ESL services should be a daily priority.
- Students who have been here 3 years should be based on their ACCESS scores and ESL teacher recommendation.
- Students here 4 years or more RTI should be the priority.

For ALL general education students

- RTI math teachers test any referred students using GMADE 5A to collect further baseline data.
- RTI math teacher adds an action plan to the Personal Math Plan developed by the content teacher indicating the student's needs and creates a goal for the student. The action plan includes the data acquired from testing and identifies the strategy/strategies in which he/she is going to provide instruction for that student to help the student build fluency on the concept as well as define the type of instruction. (Instruction might be one-on-one, small group, before school, after school, during class, during enrichment, etc.). This document is shared as a "view only" with vice principal, and math content teacher via google docs.
- With the data, RTI teacher assigns the student to a group and provides a scheduled meeting time/location to homeroom teacher, math content teacher and student. * Note that 1 day of service counts as 2 contacts as meeting times are approximately 40 minutes.
- Students who have been referred to tier 2 math RTI and are 1.5 years or less below grade level on the GMADE will be assigned to "E-Learning" with a maximum of 5 tier 2 Math RTI students. Math RTI teacher will be responsible for collaborating with the "E-Learning" teacher the modules the students should be working on.

Scheduling issues might persist BUT it is the intent of the RTI teacher to service tier 2 students Monday-Thursday on A or B day as the student's schedule allows.

- Parent letter is sent home indicating tier change and that the student is being seen for math RTI during enrichment
- With the data, teacher provides student with support as defined in the PMP for a minimum of 40 contacts, contacts are defined as the number of attempts teacher used to instruct student on contact. A contact should be at least 20 minutes long.
- During this time the RTI teacher should be continuing to gather evidence about the student within the concepts defined on the PMP action plan.
- RTI teacher should be reassessing the student every 5-10 days to monitor the student's progress toward the goal by giving a similar formative assessment.
- RTI teacher records data on PMP under progress monitoring section
- Teacher would instruct student on how to record contacts using [student monitoring sheet](#)

The result of the formative assessment is the student **has not** demonstrated progress towards goal.

- RTI teacher continues to work with the students

The result of the formative assessment is the student **has** demonstrated progress towards goal.

- RTI teacher continues to work with the student

<p>towards the goal using different strategies or instructional methods</p> <ul style="list-style-type: none"> • RTI Teacher reassesses the student after an additional a 5-10 contacts. • RTI teacher records data on PMP under progress monitoring section • RTI Teacher continues to keep data in preparation for the 65 day meeting 	<p>toward the goal.</p> <ul style="list-style-type: none"> • RTI Teacher reassesses the student after an additional 5-10 contacts. • RTI teacher records data on PMP under progress monitoring section • RTI Teacher continues to keep data in preparation for the 65 day meeting
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<p>At or around the 65 day mark, student has not demonstrated any further growth.</p> <ul style="list-style-type: none"> • RTI Teacher refers student to Tier 3 by completing the Tier change referral form for the 65 day meeting • RTI Teacher continues to work with students towards goal • 65 day meeting takes place
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<p>Student is referred to tier 3 at 65 day meeting</p> <ul style="list-style-type: none"> • Content Teacher continues to work with student • RTI teacher works with the student in a smaller group setting (3-5 students) • Parent is contacted by RTI teacher about tier change 	<p>Student has demonstrated mastery of concept.</p> <ul style="list-style-type: none"> • RTI Teacher documents results on PMP action plan • Students becomes a tier 1 student on monitor by the math content teacher • Parent is contacted by RTI teacher about tier change • Teacher continues to monitor student
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Tier 3

- Tier change comes as a result of 65 days of specific instruction by both the content math teacher and the RTI math teacher.
- RTI math teacher updates PMP-action plan to indicate tier change and rationale
- With the data, RTI teacher assigns the student to a SMALL group and provides a scheduled meeting time/location to homeroom teacher, math content teacher and student. * Note that 1 day of service counts as 2 contacts as meeting times are approximately 40 minutes.
- Scheduling issues might persist BUT it is the intent of the RTI teacher to service tier 3 students Monday-Friday on A or B day as the student's schedule allows.
- RTI math teacher contacts parents to notify tier change
- ET team is notified by RTI math teacher of lack of student progress and an ET meeting date is scheduled

- Parent letter is sent home indicating tier change and that the student is being seen for math RTI during enrichment
- With the data, teacher provides student with support as defined in the PMP for a minimum of 40 contacts, contacts are defined as the number of attempts teacher used to instruct student on contact. A contact should be at least 20 minutes long.
- During this time the RTI teacher should be continuing to gather evidence about the student within the concepts defined on the PMP action plan.
- RTI teacher should be reassessing the student every 5-10 days to monitor the student's progress toward the goal by giving a similar formative assessment.
- RTI teacher records data on PMP under progress monitoring section
- Teacher would instruct student on how to record contacts using [student monitoring sheet](#)
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The result of the formative assessment is the student **has not** demonstrated progress towards goal.

- RTI teacher continues to work with the students towards the goal using different strategies or instructional methods
- RTI Teacher reassesses the student after an additional a 5-10 contacts.
- RTI teacher records data on PMP under progress monitoring section
- RTI Teacher continues to keep data in preparation for the 105 day meeting/ET meeting

The result of the formative assessment is the student **has** demonstrated progress towards goal.

- RTI teacher continues to work with the student toward the goal.
- RTI Teacher reassesses the student after an additional 5-10 contacts.
- RTI teacher records data on PMP under progress monitoring section
- RTI Teacher continues to keep data in preparation for the 105 day meeting

At or around the 105 day mark, student **has not** demonstrated any further growth.

- RTI Teacher refers student to Evaluation Team by completing the referral form for an Evaluation team meeting
- Parent is contacted by RTI teacher about referral
- RTI Teacher continues to work with students towards goal
- RTI Teacher continues to keep data in preparation for the ET meeting
- ET meeting takes place

Student has demonstrated mastery of concept by 105 day meeting:

- Student is referred to tier 2 for work on additional goal(s)
- Student is referred to tier 1 as a monitor by content teacher
- Parent is contacted by RTI teacher about tier change
- Teacher continues to monitor student

Evaluation Team

Student is tested and does not qualify for services

Students is tested and qualifies for services

