

All students in PK (GELDS) and K-12th grade (CCGPS standards-based learning) served in Tier 1.

PK Students:

Monitor thru teacher observation and Work Sampling System

K and 1st Grade

Screen all students in fall using DIBELS for reading and the Probe for Math

2nd through 8th Grades

Screen all students in fall using SRI and Math Placement test. (After fall, continue winter and spring SRI screening. For winter and spring complete Math Placement only for students identified for RtI services.

9th through 12th Grades:

Screen all students in fall using SRI for reading. Math needs monitored in Math support classrooms.

Teacher completes **POI-1** if student needs more support. See **POI-62** for detailed steps.

School Level Team (e.g., regular and special education teachers, instructional coach, counselor, psychologist, principal, assistant principal, etc.) **meets**. Student data is reviewed (**POI-51**). Intervention assignments are made (**POI-50**).

RtI Lead Teacher schedules **School Level Team** meeting.

NOTE: Complete **POI-2** and **POI-3** if this is an initial placement.

NOTE: Include ELL teacher for ELL students. Follow ELL POI steps. (POI-E)

1. Document meeting discussion on Universal meeting notes (**POI-5**).
2. Complete Intervention Plan (**POI-5A, POI-5B, and/or POI-5C**) for students placed in a tier.
3. If behavior problems are a significant concern, complete **POI-21**, refer to **POI-61** for procedures, and consult with School Counselor.
4. If speech/language problems are a significant concern, complete **POI-40** and consult with SLP. NOTE: PK teachers refer to the Preschool Guide for Speech Referrals (**POI-63**).

Check **vision/hearing** screening results and refer for vision/hearing screening if it was done more than 12 months ago or if either was previously failed.

Parents of students placed in interventions are notified via letter (**POI-16**).

Students begin receiving interventions. Progress monitored via WSS, teacher checklist, SLP, and/or IGDIs.

Students begin receiving interventions (computer-based or direct instruction) and progress is monitoring via Academy of Reading ORF or AIMSweb probe. Progress monitoring results maintained via Excel graph and **POI-5Data**. Student's performance monitored closely by interventionist with adjustments to instruction made as indicated by student progress monitoring.

Continue interventions and monitoring for 4 to 8 weeks.

Schedule School Level Team meetings, review progress monitoring data, document discussion (**POI-5**) and recommended interventions (**POI-5A, POI-5B, and/or POI-5C**). Team may recommend change in Tier placement. If referred to Tier 3, see below.

Tier 3 PK: Complete Teacher **PES-2**. Use results to plan interventions.

Invite parents of students placed in Tier 3 to the SST/RtI meeting (**POI-17**).

School Level Team continues to meet, review data, and make recommendations on an on-going basis. Copies of Universal Meeting notes (**POI-5**) provided to parent at Tier 3. Parents to complete **POI-18** and sign release for records, educational and/or medical, as needed (**POI-13** and **POI-14**). If referred to Tier 4, completed **POI-3A** and see **POI-60** Referral to Tier 4 Procedures document for detailed steps. Update **vision/hearing** screening if needed.