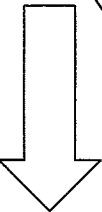


Tier 1 Instruction for all students

Grade Level Learners with  
Differentiation



Universal Screening of Basic Skills



Continually  
Monitor progress

Struggling Learners who have had

No Previous  
Intervention

Tier 2 Intervention A  
(Not effective)

Tier 2 Intervention  
A & B (Not effective)

Tier 2 Intervention A  
With progress monitoring

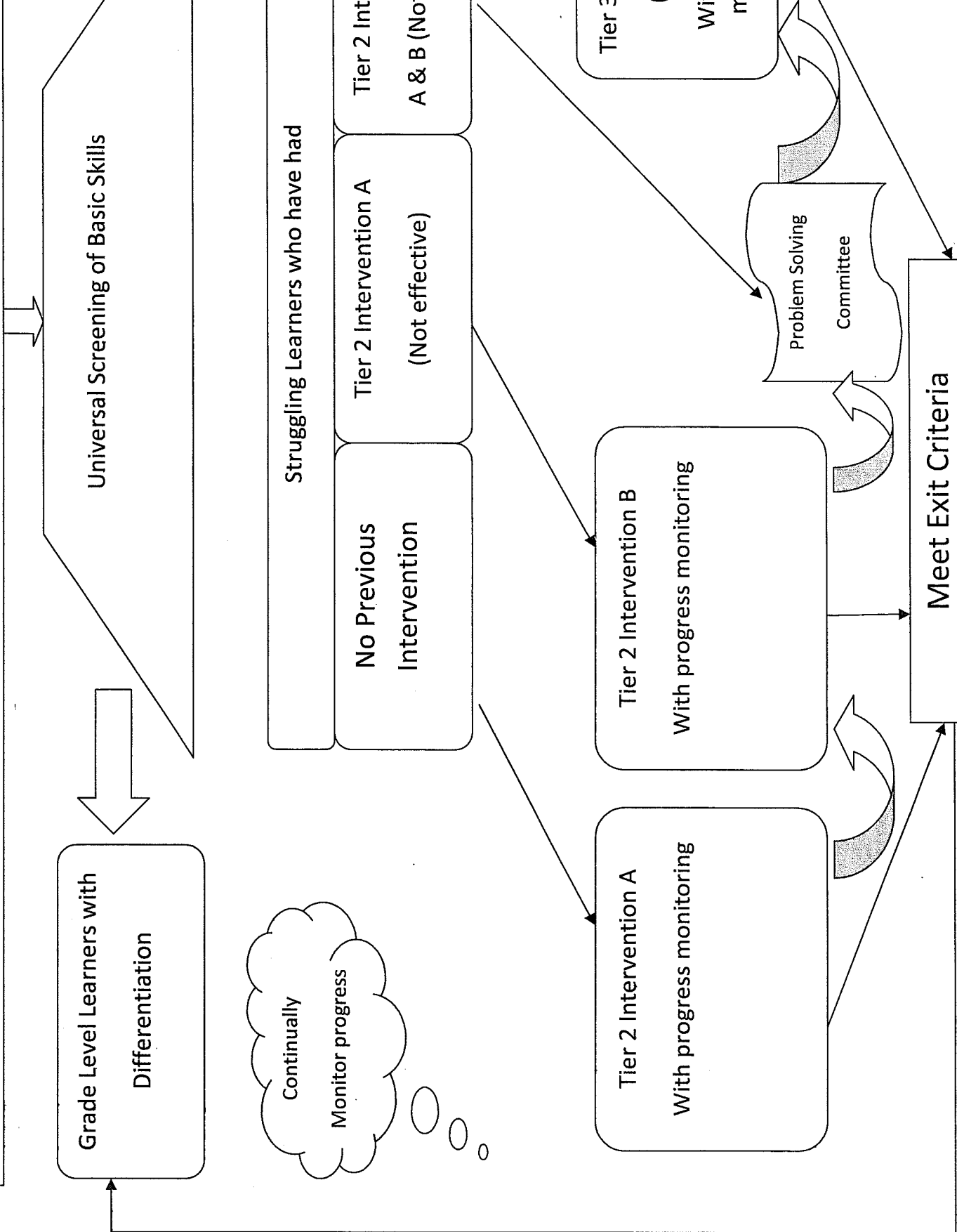
Tier 2 Intervention B  
With progress monitoring

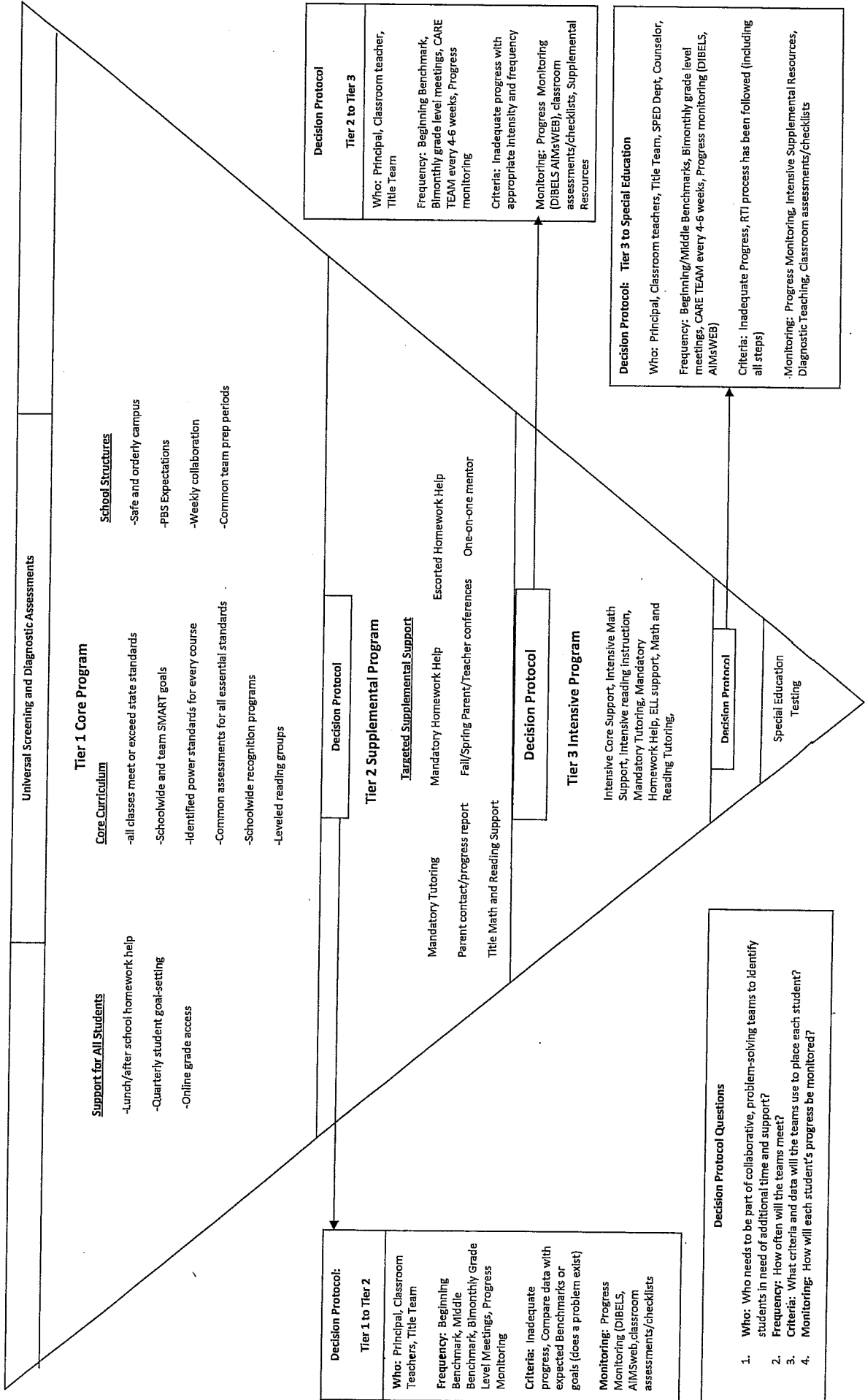
Tier 3 Intervention  
(Custom)  
With progress  
monitoring

Problem Solving  
Committee

Suspect  
Disability

Meet Exit Criteria





**Decision Protocol**  
Tier 2 to Tier 3

Who: Principal, Classroom teacher, Title Team

Frequency: Beginning Benchmark, Bimonthly grade level meetings, CARE TEAM every 4-6 weeks, Progress monitoring

Criteria: Inadequate progress with appropriate intensity and frequency

Monitoring: Progress Monitoring (DIBELS AIMSweb), classroom assessments/checklists, Supplemental Resources

**Decision Protocol: Tier 3 to Special Education**

Who: Principal, Classroom teachers, Title Team, SPED Dept, Counselor,

Frequency: Beginning/Middle Benchmarks, Bimonthly grade level meetings, CARE TEAM every 4-6 weeks, Progress monitoring (DIBELS, AIMSweb)

Criteria: Inadequate Progress, RTI process has been followed (including all steps)

Monitoring: Progress Monitoring, Intensive Supplemental Resources, Diagnostic Teaching, Classroom assessments/checklists

**Decision Protocol:**  
Tier 1 to Tier 2

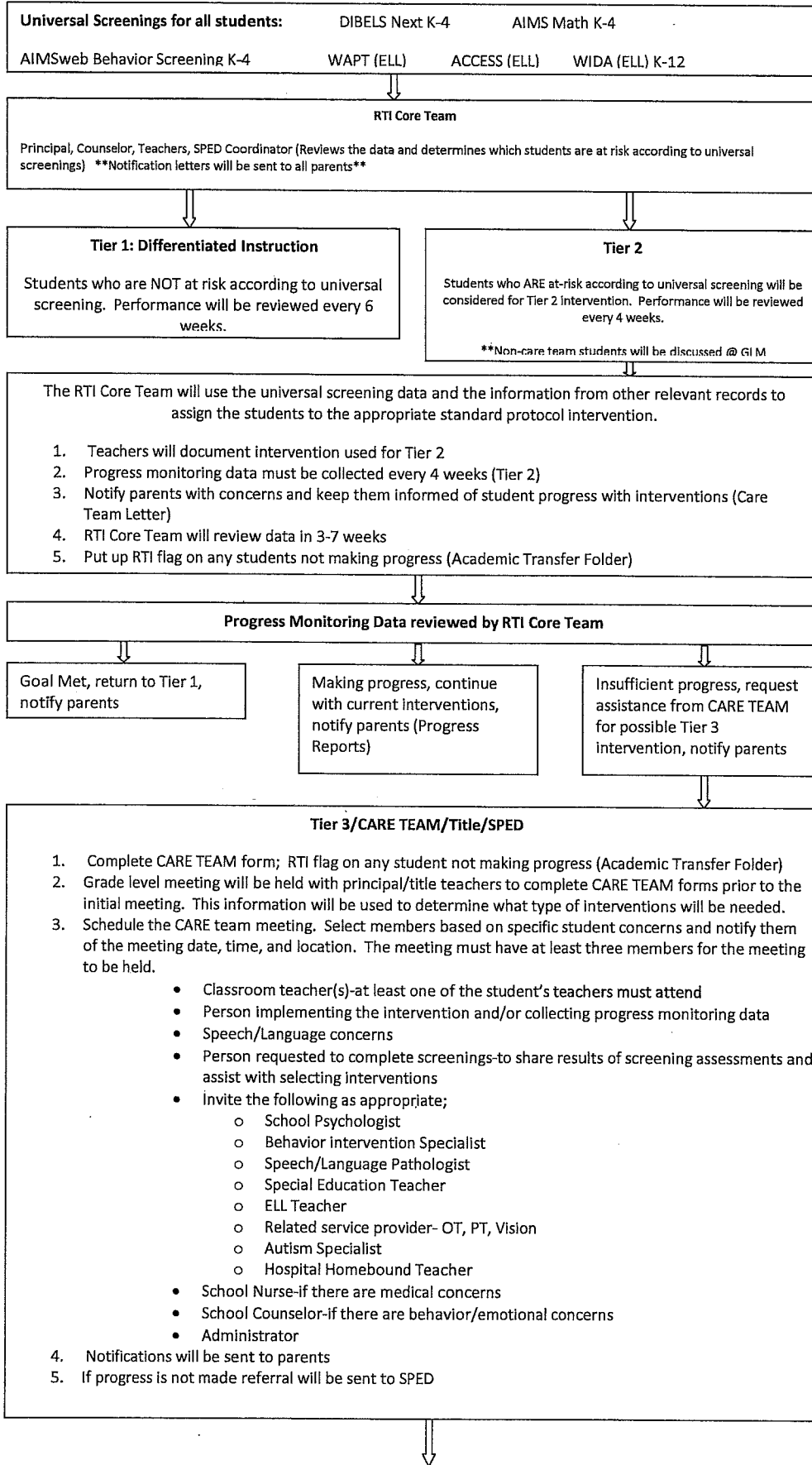
Who: Principal, Classroom Teachers, Title Team

Frequency: Beginning Benchmark, Middle Benchmark, Bimonthly Grade Level Meetings, Progress Monitoring

Criteria: Inadequate progress; Compare data with expected benchmarks or goals (does a problem exist)

Monitoring: Progress Monitoring (DIBELS, AIMSweb, classroom assessments/checklists)

Milan C-2 Elementary RTI Flow Chart



Milan C-2 Elementary RTI Flow Chart

