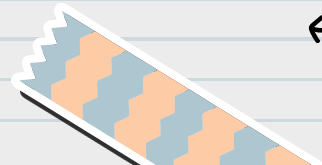
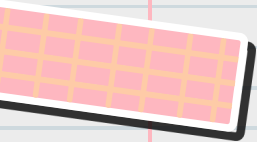
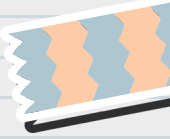
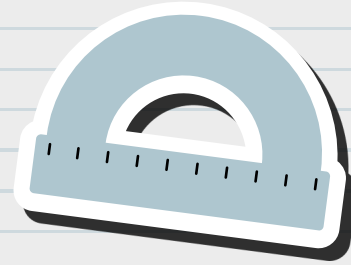
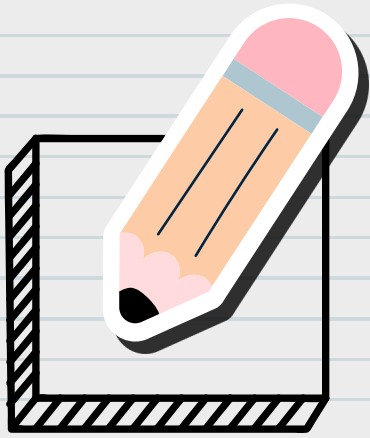


# Student Success Team

## RTI at Freedom





# Steps for RTI at Freedom

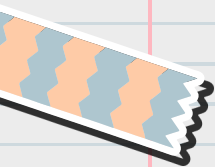
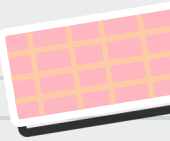
SST is the Student Success Team  
formerly known as SIT.



# Tier 1

## Whole Group/Classroom Instruction

ALL students receive Tier 1 instruction on an essential standard or rung of a ladder on an essential standard as determined by the **TEAM**.



# Tier 2

## Targeted Small Group Instruction

Once the standard or rung is taught in the classroom and 80% of the grade level has mastered the other 20% of students in the grade level are put on an **RTI plan**. They will receive tier 2 intervention from teacher or para until 90% of the grade level shows mastery. Students who don't master the skill are either given time to get further tier 1 instruction later in the year or more tier 2 intervention from the teacher as time permits.

This process is repeated for ALL standards/rungs.

# → Data Dive

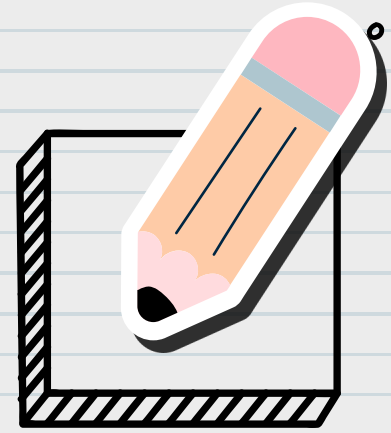
During the first data dive of the year, **teams** review benchmark data (iReady, Star, Dibels), tier 2 plan data from the previous year, and any tier 2 plans that have closed for the current school year. If students have adequate data showing no growth towards grade level proficiency, the **teams** refers the student to SST.

- 'Adequate data includes being on **several RTI plans** and **not passing** them as well as not maintaining or improving on benchmark assessments.

**NO RTI plans = NO Intervention = NO SST team**

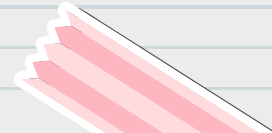
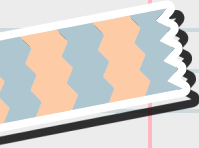
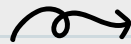
This process is repeated during every data dive and can happen in between data dives with TEAMS during Coach Collaboration.




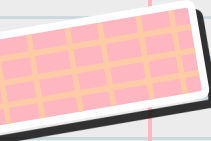


# Referred to SST

Student has been referred to SST...  
now WHAT?

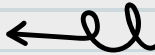



# Referral Process



01

I will get a parent letter ready and give it to the teacher. They will send it to the parent informing them that their child has been referred to SST. The letter explains what tier 1 and 2 has already happened and the steps that will take place next.

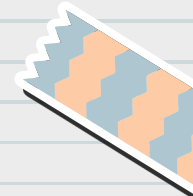


02

A case manager from the Student Success Team will be assigned to that student and their classroom teacher.

03

The case manager and the classroom teacher will meet and create a Tier 3 RTI plan together.



# Referral Process

04

The classroom teacher and or grade level para will provide the intervention for the student and track the data. Putting in the dates and progress monitoring on the intervention in the RTI form that was made with SST member. They decide together how long the intervention should be to demonstrate mastery. There must be some kind of progress monitoring done to measure the progress.

05

If possible, the student should take some kind of progress monitoring assessment at the end of the intervention time (STAR, Acadience Progress Monitoring, an iReady Benchmark Assessment.) During the SST meeting the team will check the progress of students on tier 3 plans.

06

If the student is not passing tier 3 then all the data will be gathered and organized and teacher will be invited to SST meeting before school.



# Referral Process

07

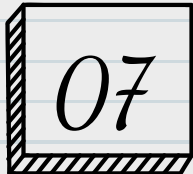

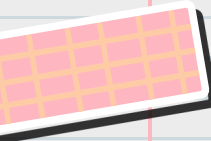
Then the teacher and the SST team meet to review the Student's progress and to fill out the Specific Learning Disability Rubric.

If the rubric suggests the student is making **adequate progress and does not have a learning disability**, tier 2 continues by the grade level team. If the team still feels that something is not quite right, we look at other possibilities than a specific learning disability.

Other possibilities:


- Other Health Impairment (ADHD etc)- should that be addressed with an IEP or a 504. Remember, it is OKAY for a students to just be a tier 2 student.

# Referral Process

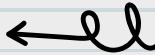


07

Then the teacher and the SST team meet to review the Student's progress and to fill out the Specific Learning Disability Rubric.





If the rubric suggests that the student has a specific learning disability here is the protocol:



1. The team and the teacher makes recommendations to SPED if other testing is needed. BUT academic testing usually does not need to happen because we have good RTI data that proves the child has a learning disability and needs specialized instruction with accommodations in order to access the general ed curriculum

Cognitive testing might give more information so that the special ed teacher and classroom teacher will have information to design accommodations for the student, but this is NOT required.





# Next Steps after Referral

After the student has been referred by the team:

- I will prepare a [parent letter](#) as well as paper copies of all of the RTI plans, assessment data, and a SPED Referral Form explaining the SST team's recommendations. The teacher is asked to write a statement on this form. I will pass all of this on to the SPED team.
- After a data review is completed by the SPED team, the SPED teacher or psychologist will call the parent and explain the next steps. The classroom teacher will send home the parent letter.
- The SPED team has 45 days from notifying of the family to hold the eligibility meeting. Typically it does not take this long especially if no other testing is required.





# Reminders



Important things for EVERYONE to remember:

- ALL RTI is done by teams at Freedom
- ALL referrals to SST are done as a team
- Case managers will ALWAYS help teachers with Tier 3 Plans
- No RTI plans = NO intervention = NO SST team
- RTI/tier 2 is not a ticket to SPED; RTI/tier 2 is what all kids who need extra time and support receive, some kids are tier 2 kids and that is OKAY!
- Patterns emerge that will tell us if a student needs specialized instruction and accommodations to access/master the general education curriculum (tier 1 material) - resulting in an IEP and special education services.

