

ICS Addis High School - Response to Intervention (RTI) Process

The components to the ICS HS RTI process are:

- Tier 1:** In class interventions.
- Tier 2:** Targeted in class, PLC and school wide interventions.
- Tier 3:** Intensive, individualized interventions/educational, psychological assessment recommendation/special education placement.

Step 1: Identifying Students in Need of Support

All subject specialist teachers are responsible for reaching all students. Discussions in departmental and PLC meetings should be had in regards to specific students' needs around concepts, skills, vocabulary and self-regulation. This includes those that may be low or under-performing academically and those that need a greater challenge (Q3,Q4).

It also includes effort and behavioral concerns. This is done through **Tier 1** Instructional Strategies and differentiation. These **Tier 1** strategies will be effective for 80% to 90% of students in class.

What to do when you notice a student needs support?

- Review relevant data including lists of students with current ILPs or behavior plans
- Consider Academic assessments, Effort, Behavioral and Social Emotional needs
- Implement appropriate Tier 1 Early and Ongoing strategies. (Refer to [Tier 1 Strategy Sheet](#))
- Talk with colleagues to generate ideas to support the student.
- Seek assistance from the learning coach, counselor to support implementation of suggested educational strategies.
- Implement in class strategies (3-4) and document the data.
- Contact the school counselor
- Send an email to the Principal or Deputy Principal with any unresolved concerns
- Contact parents or guardians**

Step 2: Supporting Student Success Meetings (SSS)

Supporting Students Success meetings and PLCs are two of the key components of **Tier 2**. SSS meetings candidature comes from the combination and/or need of the grade report, effort report and/or emails from classroom teachers to the junior and senior counselors, IB Coordinator and Principals. With support from the Principal and/or Deputy Principal and in collaboration with the counselor, an SSS meeting is then scheduled to create supports for the student in 4 to 6 weeks cycles. Follow up is done by the administrator or counselors as appropriate.

The SSS meeting is comprised of; the classroom teachers, student's counselor, and facilitated by an administrator either the Principal or Deputy Principal. An [SOW Protocol Sheet](#) will be issued for the student of concern and will be shared in advance to all teachers involved in the student's intervention.

Creating these supports in the Response to Intervention (RTI) process allows the school to track progress and target goals laid out for student support and progress

Purpose:

- To have a team discussion about students and how they are doing Academically, Effort, behaviorally, and address any social/emotional concerns.
- To discuss already implemented strategies and their effectiveness/ineffectiveness
- For teachers to review and discuss data, related to the academic performance and/or behaviors exhibited by the student
- To plan, implement and monitor appropriate **Tier 1 and 2** in class interventions
- Understand all supports (Tier 1, behavioral, social/emotional) currently in place
- Create a timeline in order to track and follow up on Students of Wonder

SOW Documentation

An **SOW Protocol Sheet** will be provided for teachers in order to address:

- Quick Review of Data - Academic and Effort Data from Powerschool , MAP Scores, attendance
- Strengths and Challenges
- Strategies used and effectiveness
- Discussions around in class Concepts, Skills, Vocabulary and/or Self- Regulation
- Course of Action to support the student

Outcome(s) of SSS meeting:

- To determine what, if any, Tier 2 supports and interventions are necessary
- To have a clear timeline of when follow up will occur to measure success of intervention and if any further action is required
- Assign teachers to implement strategies to support the student in class
- If necessary, provide student will counselling and skills support

Step 3: Follow up and Further Action

- Review of the students progress, and the RTI process; will be monitored and tracked by the Principal/Deputy Principal
- If after revisiting the SSS meeting commitments, goals/strategies and they are not met by the student, the administrator and counselor will consider further actions for increased student supports (outside services); TA in class support, counselling, SST, additional testing, etc.

- ❑ Principal/ Deputy Principal will contact the EAL or LS teacher to determine if a Student Focus Team meeting is warranted and determination of Tier 3 interventions
- ❑ This decision will be communicated to parents and SST by the Principal/Deputy Principal to discuss course of action
- ❑ Should it be warranted, the SST will convene a Student Focus Team (SFT) meeting. This team includes SST teacher, selected classroom teachers, the school counselor, an administrator, parents, the school psychologist, TAs, outside tutors, etc.
- ❑ A **SFT form** will be completed and Plan of Action will be developed to support **Tier 3** intervention
- ❑ Any accommodations will be communicated to teachers, TAs and support staff through Powerschool
- ❑ Monitoring of the student and a follow up date will be determined by the SFT