VAHS MTSS Flow Chart

**Tier 1**

- Universal Curriculum and Instruction (Academic/Behavioral)
- Universal Assessment and Screening (Academic/Behavioral)
- Flexible grouping with differentiated instruction based on student needs
- Instructional coaching to reinforce and strengthen instruction
- Content Area PLC’s composed of common course teachers, content area interventionist, special education teacher, ELL and a facilitator to:
  - Look at specific data for trends, patterns, areas of focus and indicators of at least 80% success within universal curriculum
  - Develop curriculum with all students in mind
  - Share knowledge of additional resources/techniques/strategies
  - Develop, review and analyze common assessments
- Core Team Meetings to review common kids. Identify and problem-solve around student needs/deficits.
- Policy and procedure review related to equity and cultural sensitivity.
- Teachers are expected to differentiate curriculum to meet the needs of students in their class. When assistance is requested, the teacher will begin the RtI Process Documentation form.

**Tier 2/3**

- Three ways to identify students in need of intervention:
  - Identify and Intervene with Lowest 20% as identified by STAR Assessment, EPAS, MAP, WKCE, SRI three times a year.
  - Attendance and Discipline data to identify highest 20% of students at least three times a year.
  - Referral to Problem Solving Team for behavior or academic concerns (RtI Process Documentation completed).
- Diagnostic Testing for students to identify specific areas of intervention.
- Develop and expand the variety and types of interventions
  - Literacy
  - Math
  - Academic Study Skill Needs/Deficits
  - Behavior
- Ensure fidelity to interventions
- Students and parents are notified of the selection for intervention by the interventionist.
- Intervention provided in small group or on an individual basis. Preferred location for intervention is within flexible grouping but may be a separate time in student’s schedule.
- Progress monitoring is done at least monthly, weekly if Tier 3.
- Reviews are conducted as needed, or during assessment review meetings.