**RTI and Middle Schools:**

**Recommendations from Middle Schools across the Country**

These 4 things need to be in place:

1. RTI Team:
   * Invested, knowledgeable staff members are crucial (e.g., general education teachers, counselors, special education teachers, reading specialists, social workers, coaches, etc.), but the administration has the authority to allocate resources and, therefore, sets the tone.
2. Regular Meeting Time:
   * Regular, weekly meetings need to occur to discuss and plan for student needs (e.g., Which students do we need to discuss? What resources do we have? How can we use the resources that we have? Is this meeting running efficiently? Are we making progress? What, if anything, do we need to change?)
3. Universal Screening:
   * Needed to indentify students as needing Tier 1, 2, or 3 levels of support.
4. Allocation of Resources:
   * You don’t need to make additional teams and meetings. Are there teams and meetings already in place that can serve a dual purpose?

Ideas for scheduling tiers of instruction/intervention:

1. Electives:
   * Use 1 to maintain student motivation for coming to school.
   * Or, use both electives for a block period.
2. Shorten class time and/or transition time between classes to add an additional class:
   * Schools would provide two prongs: remediation and enrichment courses (use different names).
   * This approach requires staff to teach another class which requires buy-in.
     1. Staff and student needs must be identified to determine content of additional class(es).
3. Pull students from science and social studies rather than an elective:
   * In the study, only 1 school did this; it was successful for them.
   * Students recouped their skills in science and social studies after the intervention class with help from the teacher. The students picked up the material faster than before.
   * It requires teachers working with each other.
   * It requires a schedule that is flexible throughout the school year
4. Outside of school day
   * Tutoring 30 minutes to 1 hour before and/or after school or 2-3 hours on a Saturday
   * You need buy-in from students, staff, parents
   * You need transportation

General Advice:

* The first plan wasn’t what turned out to work. You can expect false starts. Don’t give up.
* This process involves taking risk, adapting to change, keeping what works, and tossing what doesn’t.
* Focus on Tiers 1 and 2.