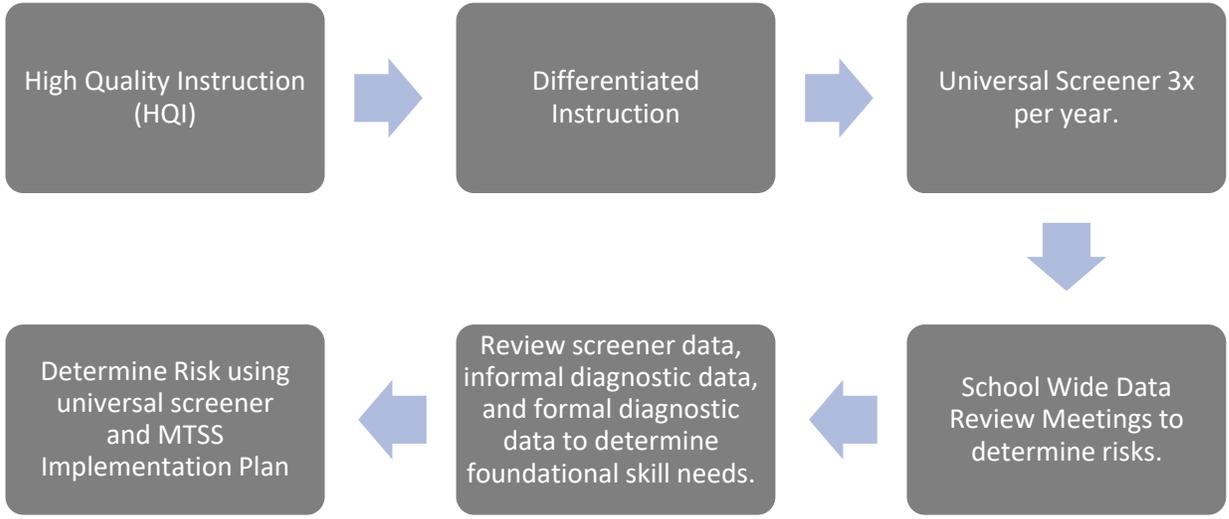


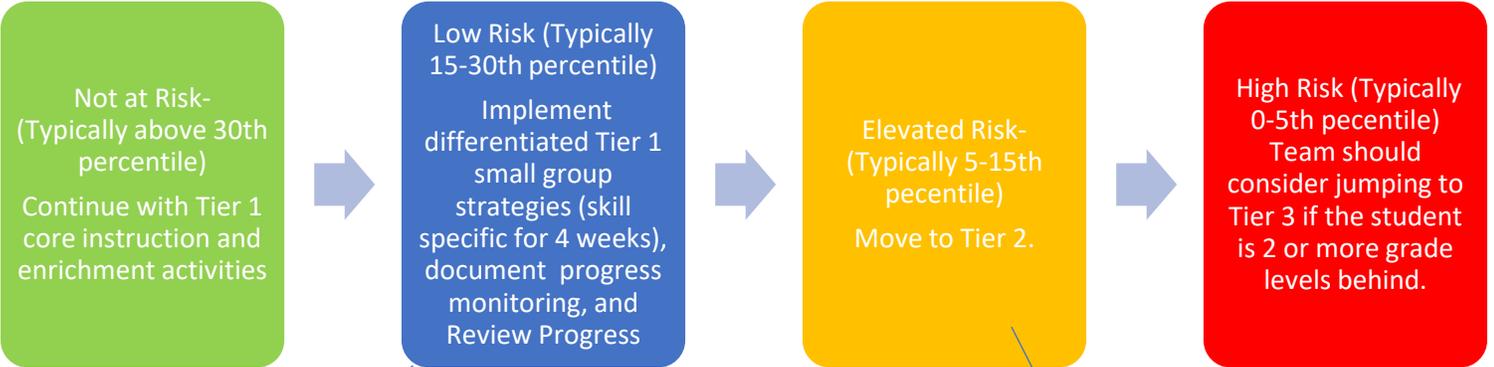
Tier I

- Core Instruction Support for ALL STUDENTS
- Implemented by ALL TEACHERS in ALL SETTINGS.

Components Include



Risk Levels



Not at Risk
(Typically above 30th percentile)
Continue with Tier 1 core instruction and enrichment activities

Low Risk (Typically 15-30th percentile)
Implement differentiated Tier 1 small group strategies (skill specific for 4 weeks), document progress monitoring, and Review Progress

Elevated Risk - (Typically 5-15th percentile)
Move to Tier 2.

High Risk (Typically 0-5th percentile)
Team should consider jumping to Tier 3 if the student is 2 or more grade levels behind.

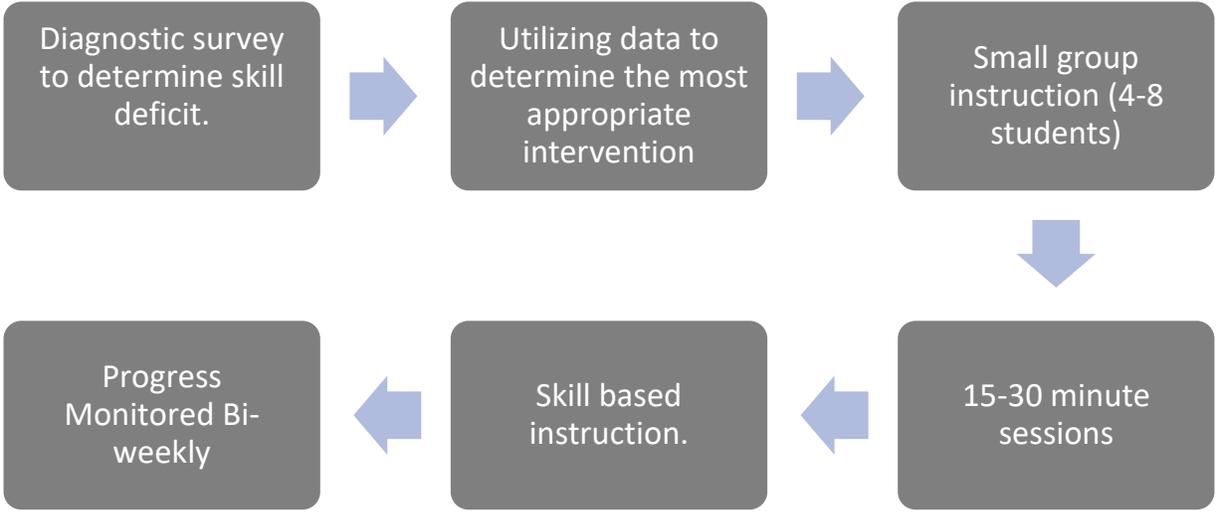
Student is keeping up with grade-level content or gap is closing. Continue with Tier 1 strategies

Student is NOT keeping up with grade level content /gap is staying the same or widening, refer to Tier 2.

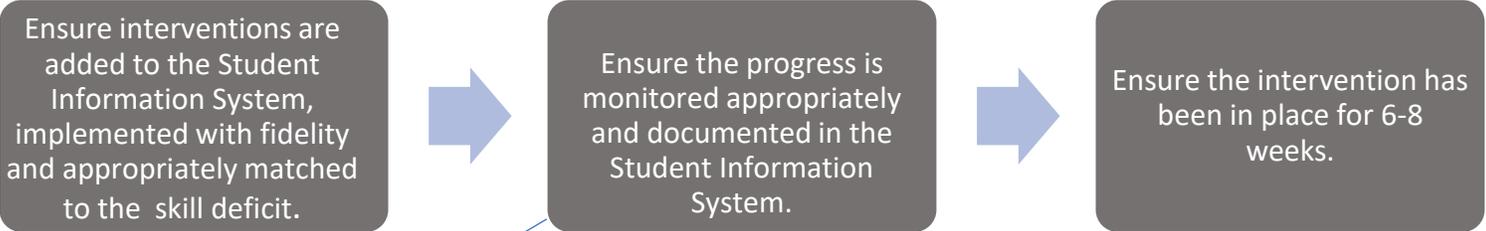
1. Complete Tier 2 referral form or refer during Data Talk.
2. Send home a Tier 2 parent notification letter.
3. Insert Meeting Minutes to SIS
4. Proceed to Tier II to implement an intervention plan.

Tier 2
 > Supplemental instruction for **SOME STUDENTS**
 > Implemented by teacher or other support staff.

Components Include:



Determining Intervention Change:



If the rate of progress is sufficient, continue with Tier 1 differentiated research-based strategies.

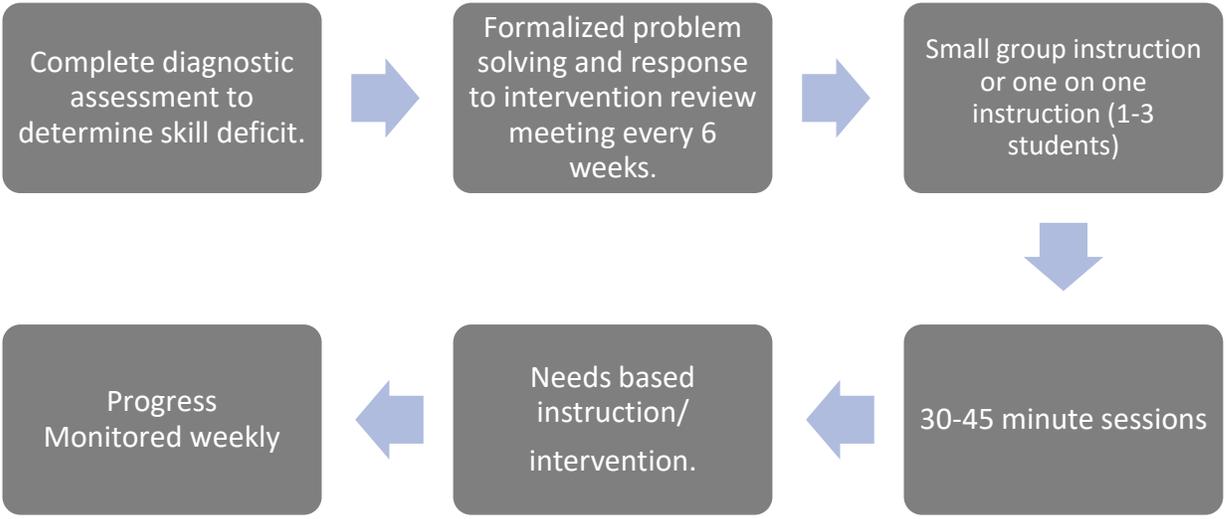
If the rate or progress is NOT sufficient, adjust strategies and implement one full cycle of Tier 2 interventions and meet in 6-8 weeks

1. Complete Tier 3 referral form
2. Send home a Tier 3 parent notification letter.
3. Ensure a hearing and vision screening is complete and uploaded to SIS.
4. Insert meeting minutes entered in SIS.
5. Proceed to Tier 3 to implement an intervention plan.

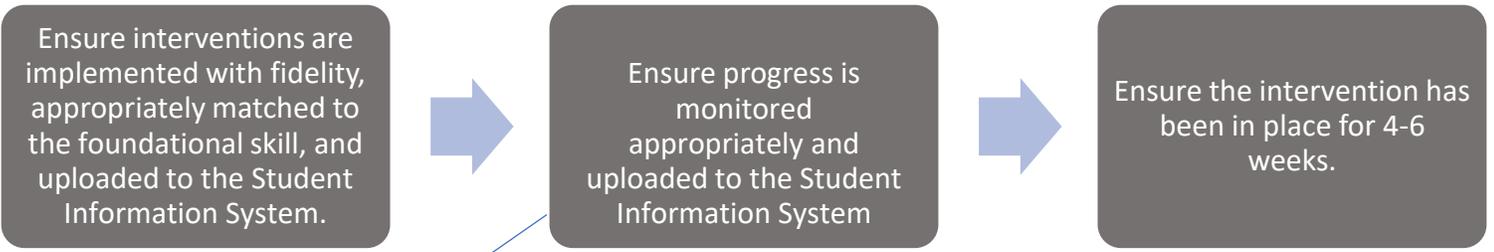
Tier 3

- Intensive, Targeted Instruction for FEW STUDENTS
- Implemented by teacher or other support staff.

Components Include



Determining Intervention Change



If the rate of progress is sufficient after 6-8 weeks, student returns to Tier 2 to address skill specific needs.

If the rate of progress is not sufficient, the team can consider a different intervention to address the skill or intensifying instruction to the maximum intensity (5x week at 45 -minute dosages).

After the second-round fidelity check, if the student is still not making progress on the skill, the team may discuss the possibility of a comprehensive evaluation. Tier 3 intervention implementation and progress monitoring will continue until the special education eligibility meeting is held.