

Guiding Principles

- Centralized Leadership and Team
- Culture of Collaboration and Accountability
- Prevention and Early Intervention
- A Flexible Process, an Approach

Essential Components (35 years of research)

- Universal, Research-Based Curriculum and Instruction in State and National Standards
- Screening of All Students Several Times a Year
- Instructional Interventions at All Levels

Response to Intervention (RtI)

• **All** Students Benefit

Updated August 2017

- Use of Data and Teacher Wisdom
- Integration into Classroom Life
- Progress Monitoring Guides Instruction
- Data-Based Decision Making Leading to Increasingly Intensive Interventions
- Directly Matching Interventions with Need

Tier 1

- CORE
- 80-85% of students (per grade level)
- 40th percentile
 and above
 - In the classroom
- All students receive research-based, high quality, general education instruction and curriculum that uses universal screening and progress monitoring at least 5 times a year.
- Proactive interventions are oriented toward wholegroup instruction.
- Includes ALL students.
- "Good Teaching"
- Case manager = no
- Parent meeting = no

- ✓ Re-teaching and review
- ✓ Iowa Core Curriculum
- ✓ National standards
- ✓ Best practices teaching strategies
- ✓ Sensory
- ✓ Guidance services
- ✓ Direct skill instruction
- ✓ Differentiation
- ✓ Medical needs
- Common accommodations
- Change in environment (seating, schedule, breaks, materials, etc.)
- ✓ Teacher and/or para support
- ✓ Behavior plans and supports

Tier 2

- TARGETED
- 10-15% of students (per grade level)
- o 17th-39th percentile
- In or out of the classroom
- In ADDITION to Tier 1, interventions are provided to students who generally fall below the 39th percentile on universal screening or are not successful in Tier 1.
- Interventions are put in place for the student's area(s) of deficit.
- These students are progress monitored frequently (about once a month).
- Case manager = as appropriate
- Parent communication = yes
- Support Plan as appropriate
- 504 Plan as appropriate

- ✓ Options from Tier 1
- ✓ Alternative lessons for weak skill areas
- Targeted differentiation
- ✓ Tutor Time
- Title 1
- ✓ Resource room
- ✓ Small group reading
- ✓ Common accommodations
- ✓ OT/PT/speech
- ✓ Directed study hall
- ✓ Academic support
- ✓ Summer school
- Para support

Tier 3

- EXCEPTIONAL
 - 3-5% of students (per grade level)
- 16th and below percentile
- Discovery Room criteria
- In ADDITION to Tier 1 and Tier 2, increasingly intensive interventions are provided to students who have not made progress in Tier 1 or 2 and are generally below the 16th percentile and/or meeting Discovery room criteria.
- These students are progress monitored frequently (about every 2 weeks).
- Interventions are provided by highly trained personnel.
- Case manager = yes
- Parent meeting = yes
- 504 Plan

- ✓ Options from Tier 1 and Tier 2
- ✓ Alternate curriculum
- ✓ Life skills
- ✓ Social skills
- ✓ Intensive accommodations
- ✓ Discovery services
- Modified curriculum

UNIVERSAL SCREENING (STAR Reading/STAR Math/CBM)

Tier 1

All Students

Student is below the 40th percentile 2 consecutive times and indicates need through other measurements. Teacher begins classroom and other interventions to general education, documentation, and makes parent contact (let head of school know).

Students who meet grade level continue to get general education curriculum and support. Student may need enrichment in the classroom or the Discovery Room.

Student is now at or is improving with the class objectives. Continue with Tier 1 classroom intervention and documentation.

Student is not improving with class objectives. Continue with interventions, change Tier 1 interventions, or complete Tier 2 referral form and give to head of school.

Student is successful with interventions and possibly goes back to Tier 1. **Decision Point:** Rtl team meets to plan **Tier 2** interventions. Parents contacted by teacher. Follow up by head of school. Resource teacher possibly writes supportor 504 plan. Interventions put in place either in the classroom or out of the classroom. Progress is monitored.

Tier 2

Progress monitoring shows intervention to be working. Intervention continues.

Tier 2

Progress monitoring shows intervention isn't working. Rtl team meets to decide if a different intervention or increased intensity is needed.

Decision Point: Continue Tier 2 or move to Tier 3

Meet with Rtl Team, keep in **Tier 2** with modified or increased interventions.

Meet with Rtl Team, move to **Tier 3**, implement most intensive interventions. Parents contacted by teacher. Follow up by head of school. Resource teacher writes 504 plan with goals.

Tier 3

Progress monitoring shows intervention to be working. Intervention continues.

Student is successful with interventions and possibly goes back to Tier 2.

Tier 3

Progress monitoring shows intervention isn't working. Rtl team decides on a different intervention or whether increased intensity is needed.