

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
- Interventions at All Levels (Academic and Behavior)

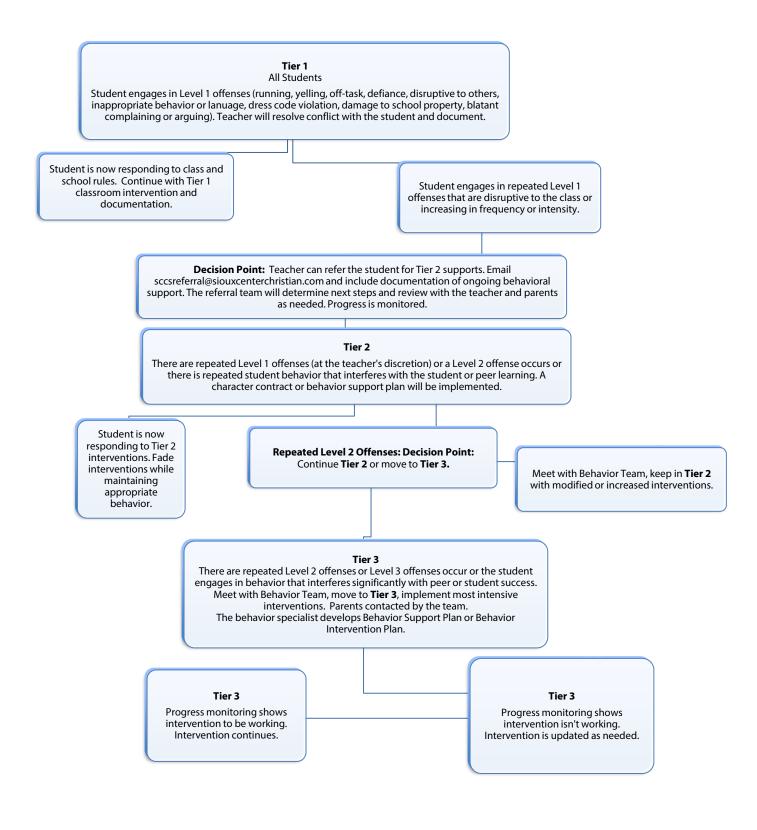
Response to Intervention (RtI)

Updated August 2018

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

Interventions at All Levels (Academic and Behavior) 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 whole-group 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) 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 or areas of behavior that interfere with learning. These students are progress monitored frequently (about once a month). Case manager = as appropriate Parent communication = yes Academic and/or Behavior Support Plan, as appropriate 504 Plan, as appropriate 	 ✓ Options from Tier 1 ✓ Alternative lessons for weak skill areas ✓ Targeted differentiation ✓ SOAR Club ✓ Title 1 ✓ Resource room ✓ Small group reading ✓ Common accommodations ✓ OT/PT/speech ✓ Directed study hall ✓ Academic support ✓ Summer school ✓ Para support ✓ Behavior support plan
Tier 3 • EXCEPTIONAL • 3-5% of students (per grade level) • 16 th 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. Students may also qualify for Tier 3 behavioral services if school behavior interferes significantly with the student or their peers. 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 Behavior Support Plan or Behavior Intervention Plan (BIP) 	 ✓ Options from Tier 1 and Tier 2 ✓ Alternate curriculum ✓ Life skills ✓ Social skills ✓ Intensive accommodations ✓ Discovery services ✓ Modified curriculum ✓ Functional behavior assessment ✓ Behavior support plan or behavior intervention plan

Behavior Process



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, starts 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.