

Guiding Principles

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

- **All** Students Benefit
- Use of Data and Teacher Wisdom
- Integration into Classroom Life

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

- Progress Monitoring Guides Instruction
- Data-Based Decision Making Leading to Increasingly Intensive Interventions
- Directly Matching Interventions with Need

<p>Tier 1</p> <ul style="list-style-type: none"> ○ CORE ○ 80-85% of students (per grade level) ○ 40th percentile and above <ul style="list-style-type: none"> ○ In the classroom 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ✓ 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
<p>Tier 2</p> <ul style="list-style-type: none"> ○ TARGETED ○ 10-15% of students (per grade level) ○ 17th-39th percentile ○ In or out of the classroom 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ✓ 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
<p>Tier 3</p> <ul style="list-style-type: none"> ○ EXCEPTIONAL ○ 3-5% of students (per grade level) ○ 16th and below percentile ○ Discovery Room criteria 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ✓ 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)

