#### Tier 1- (Universal) Instruction

Includes but is not limited to:

- Guaranteed & viable curriculum (Unit Plans)
- Teaching & Learning Cycle/Tier 1 Best Practices including:
  - SIOP
  - Differentiation
- Includes students with individualized plans (ALP, IEP, 504 Plans, READ Act Plans, Readiness Plans, etc.)
- Appropriate universal screening (work in progress)

#### <u>Tier 1 Instruction for ELL students</u> =

- Bilingual education (K-3)
- Direct instruction in English Language Development

## Tier 1 (Universal) Intervention

- Tier 1 Interventions are those provided to all students in the classroom, regardless of individual need (CDE)
- Example: re-teaching the content in a different way or a set of teaching practices that will help intervene at the lowest level of deficit, in the area of concern
  - If the area of concern is comprehension, a tier 1 intervention could be to teach the student to self-monitor for understanding

## Still Applying Tier 1 Universal Instruction:

- Teaching & Learning Cycle/Tier 1 Best Practices including:
  - o SIOP
  - Differentiation
- Includes students with learning plans

## Tier 2 (Targeted) Intervention

• Tier II Interventions are to be implemented when assessment indicates that a student is not making adequate gains from universal instruction and tier 1 interventions alone (CDE)

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• Includes students with individualized plans (ALP, IEP, 504 Plans, READ Act Plans, Readiness Plans, etc.)

Re-teach or Enrich- Additional small group instruction with additional intervention time, diagnostic assessment if needed, progress monitoring weekly or bi-weekly, may take place in general education classroom or outside of that setting.

# Tier 3 (Intensive) Intervention

- Tier III Interventions are those which offer a student highly individualized, systematic and explicit instruction in an area of assessed need (CDE)
- Includes students with individualized plans (ALP, IEP, 504 Plans, READ Act Plans, Readiness Plans, etc.)

Smaller group sizes or individual intervention for additional time plus Tiers 1 & 2, progress monitoring weekly or more frequently- possible modifications for student on IEP

## Other Important Definitions:

Continuum of Intensity of Intervention & Data Collection

<u>Core Curriculum</u>- A course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the elementary and secondary levels by local school boards (RtI Action Network). For example, the unit plans that SVVSD has created for curricular resources.

<u>Universal Screening</u>- A quick check of all students' current levels of performance in a content or skill area. This is administered 3 times per year. (Rtl Action Network) SVVSD has a district leadership team working on clearly defining our universal screeners and this information will be forthcoming.

Accommodation- Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum, and assessments. (Rtl Action Network)

Modification- Alterations that change, lower, or accelerate learning expectations. Consistent use of modifications can negatively impact grade level achievement outcomes. (Rtl Action Network) \*Modified curriculum is documented in the student's ALP/IEP and should only be done when the team deems it is necessary.

**Every Student** 

Some Students

v Students

#### What is the Three Tier Model?

## Tier 1: Universal/Classroom Level

Tier 1 provides high quality instructional and behavioral supports for all students in general education.

Classroom management and individual student behavior is based on expectations, responsibilities, and consequences.

All students take short universal screening measures 3 times a year (fall, winter, spring). (SVVSD has a district team working to better define our universal screeners.)

These tests indicate:

- Each student's performance grade level
- Potential gaps in academic skills

Students with skill gaps are given additional instruction in small groups with other students struggling with similar concerns. Students who require enrichment are also given this instructional opportunity at Tier 1.

If a student fails to learn at a rate or level similar to his or her classmates, the teacher will:

- Change the type of instructional or behavioral strategy (intervention)
- Increase the intensity or level of the intervention (for example, adding small group instruction to whole group instruction)
- Increase the duration of the intervention
- Increase the frequency of the intervention (for example, from twice a week to four times per week)

When several interventions have been tried and a student still is not successful, the teacher recommends the student to a Problem Solving Team and Tier 2.

#### Tier 2: The Targeted Level

Tier 2 provides targeted, specific prevention, remediation or enrichment interventions for students whose academic performance or behavior demonstrate performance outside of the norm for their grade level and educational setting.

The Problem Solving Team uses achievement data, teacher records, behavior information, plus information from parent and student interviews to identify why the student is not achieving. The Problem Solving Team creates an action plan for specific interventions and regular progress monitoring.

The action plan states:

- Which specific, targeted intervention/s will be used
- Who will provide the intervention/s and where
- The frequency, duration and intensity of the intervention/s (greater than at Tier 1)
- The frequency of progress monitoring

The results of the progress monitoring tests are graphed. Interventions are changed or adjusted until the student is learning at a rate and level equal to his or her peers or until the student is achieving at their ability level.

## **Tier 3: The Intensive Level**

Tier 3 provides intensive, individualized interventions for students who have an insufficient response to evidence-based interventions in the first two tiers. Just like Tier 2, the Problem Solving Team will create an action plan. At this level, students need highly individualized, intensive interventions.

These may include special education services, highly prescriptive instruction or behavior services, or the use of instructional specialists. The intervention will be monitored weekly and data points graphed. Interventions are changed or adjusted until the student is learning at a rate and level equal to his or her peers.

Reviewed, updated, and approved by DLS 3-25-13