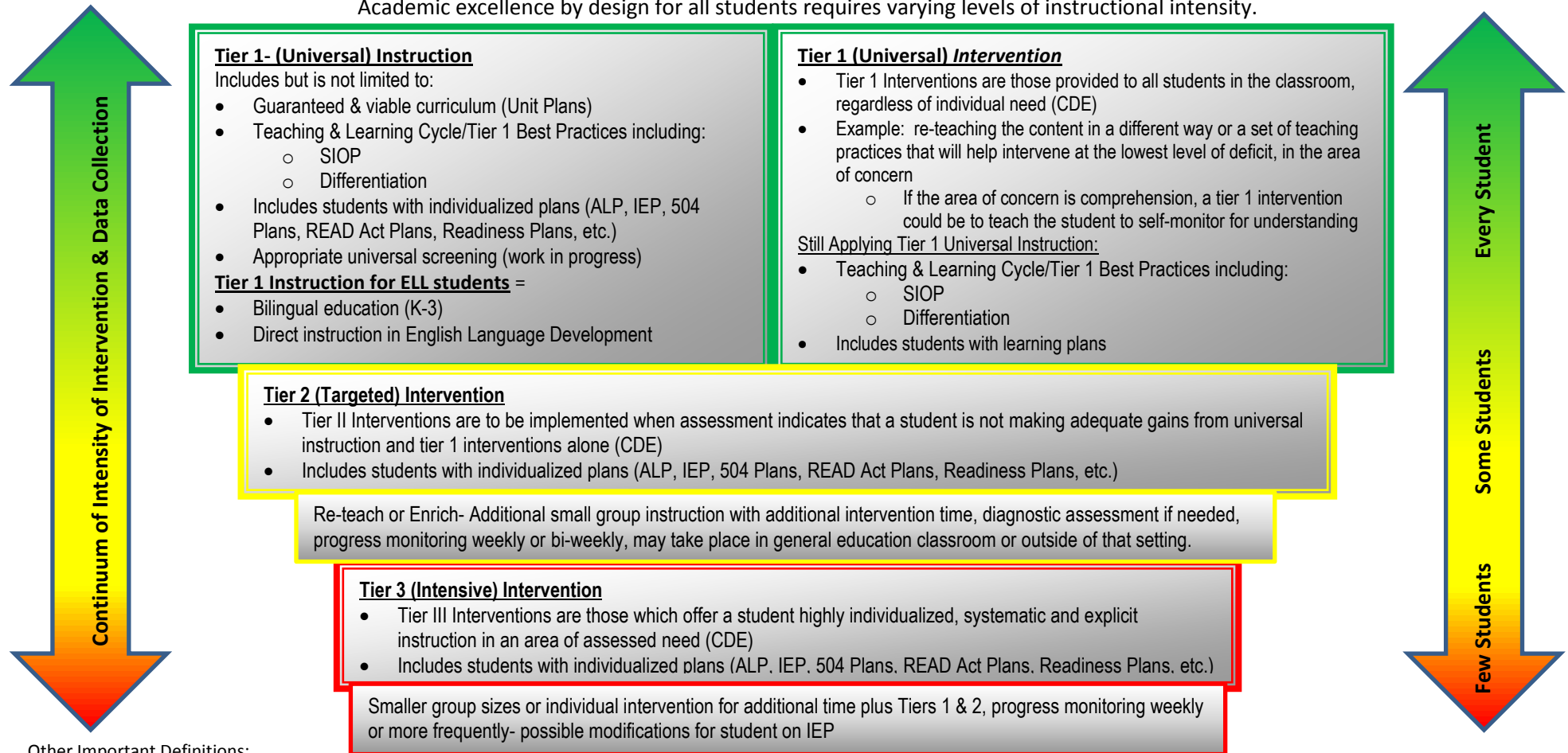


Tiers of Instruction & Intervention Defining the Levels of Intensity

Academic excellence by design for all students requires varying levels of instructional intensity.



Other Important Definitions:

Core Curriculum- 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.

Universal Screening- A quick check of all students' current levels of performance in a content or skill area. This is administered 3 times per year. (RtI 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. (RtI Action Network)

Modification- Alterations that change, lower, or accelerate learning expectations. Consistent use of modifications can negatively impact grade level achievement outcomes. (RtI Action Network)

*Modified curriculum is documented in the student's ALP/IEP and should only be done when the team deems it is necessary.

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