

What should be true in each Tier?				
	What must it include/provide	When does this happen?	Who is facilitating it?	How are decisions made around when students engage in this tier?
Tier 1 Instruction <i>Includes differentiation and support</i>	<p>Effective use of high-quality, standards-aligned, culturally relevant curriculum and assessments within and across courses, grade bands.</p> <p>Provides students with access to grade level content with embedded supports for differentiation and/or support and scaffolds, including language supports (e.g., ESL and/or sheltered language instruction), in a safe and supportive environment.</p>	<p>Instruction will occur in the least restrictive environment in accordance with district expectations for instructional minutes.</p> <p>In most cases, this instruction occurs in the general education classroom</p>	<p>All teachers (general classroom teachers, DL teachers, EL teachers).</p>	<p>All students receive Tier 1 instruction; formative assessment. Evidence guides the need for differentiated supports/scaffolds during grade-level instruction. Differentiated supports can include:</p> <ul style="list-style-type: none"> • <u>Assorted methods for students to access Tier 1 content</u> (break down content using strategies, audio book); • <u>Scaffolds provided to help students engage with the content</u> (graphic organizers, chunked assignments, additional time or small groups to provide needed supports); • <u>Alternate opportunities students demonstrate what they know</u> (essay, report, project, performance); • <u>Differentiated learning environment</u> (pairing students who share a home language, designating a quiet area to reduce distractions, etc)
<p>Students remain engaged in robust Tier 1 instruction <u>and</u></p> <p>Tier 2 Interventions</p>	<p>Provides students with additional small groups or time and opportunity to receive evidence-based interventions* targeting specific skill development in 6-8 week cycles that may be either grade-level or foundational.</p> <p><i>*Interventions have a plan including intervention type, frequency, dosage, and goal. Staff progress monitor towards achievement of the goal.</i></p>	<p>This may occur during small group or independent work time, during an intervention period, before school, or after school.</p> <p>This tiered intervention must not be provided in lieu of daily and/or weekly Tier 1 instructional minutes.</p>	<p>Classroom Teacher, DL Teacher, Interventionist, Specialist, Tutor, identified student success coach/adult</p>	<p>Students may be selected based on those that may not be making measurable progress in grade-level instruction, students who have skill gaps, or students who need extra support. This is identified through multiple measures. (e.g. after any BoY/MoY assessments, but may also occur based on additional formative or summative content assessments or formative data like grades, observations, etc.)</p> <p>The MTSS team, including but not limited to teachers, interventionists and administrators, should identify the intervention, anticipated outcome, and progress monitor toward this goal.</p>
<p>Students remain engaged in robust Tier 1 instruction <u>and</u></p> <p>Tier 3 Interventions</p>	<p>Provides students with intensive evidence-based interventions* designed to accelerate learning of off-grade level skills in frequent and intensive cycles (like 6-8 weeks).</p> <p><i>*Interventions have a plan including intervention type, frequency, dosage, and goal. Staff progress monitor towards achievement of the goal.</i></p>	<p>This may occur during small group or independent work time, during an intervention period, before school, or after school.</p> <p>This tiered intervention must not be provided in lieu of daily and/or weekly Tier 1 instructional minutes.</p>	<p>Classroom Teacher Interventionist, Specialist, Tutor Ideally– facilitated by a specialist who has deeper knowledge of content, strategies, instructional pedagogy, etc.</p>	<p>Students may be identified based on significant skills gaps requiring intensive acceleration of learning for off-grade-level skills identified through various measures. (e.g. after any BOY/MOY assessments, but may also occur based on additional formative or summative content assessments or formative data like grades, observations, etc.)</p> <p>MTSS team, including interventionists and administrators should identify the intervention, anticipated outcome, and progress monitor against this goal.</p>

Elem. ELA- Ms. Price recognizes that for many of her 4th grade students, reading and spelling errors indicate that unfinished learning in foundational skills is impacting their ability to access rigorous grade level texts.

Tier 1 Differentiation	Tier 2 Intervention	Tier 3 Intervention
<p>All students participate in Tier 1 instruction, including 4th grade-level daily word study.</p> <p>To scaffold students' access to grade level content. Ms. Price engages students in:</p> <ul style="list-style-type: none"> • Skyline ELA interactive read-alouds, • mini-lessons on "read-to-me" print-to-speech accessibility functions, and • available audiobooks. <p>She identifies students who may benefit from additional small-group instruction based on STAR360 benchmark assessment and CBM data, as well as Skyline foundational skills unit assessments and her observations of students' reading and spelling errors.</p> <p>Ms. Price groups students with similar needs for short bursts (10-15 min) of <u>differentiated</u> small group instruction to quickly address targeted skills that will increase access to grade level texts (e.g., reading and writing compound words, use of inflected endings).</p> <p>Groups change frequently in response to student growth and ongoing use of formative assessment data.</p>	<p>Ms. Price collaborates with her school's MTSS team to flag students whose screener data indicates significant skill gaps. STAR CBM measures continue to indicate foundational skills as a root cause of reading difficulty. Students in need of Tier 2 intervention participate in:</p> <ul style="list-style-type: none"> • small group instruction during schoolwide, • grade-level, or • team-based intervention blocks <p>scheduled during the day, or via pull out or push-in with the school's interventionist. Identified gaps in foundational skills are addressed through small group instruction three times per week for 20 minutes (60 minutes per week).</p> <p>Planned Intervention Times Include:</p> <ul style="list-style-type: none"> • Team-based interventions, • Pullout or Push-in • Attention to foundational skill development three times per week in 20 minute sessions <p>The school's Interventionist and educators supporting Tier 2 instruction:</p> <ul style="list-style-type: none"> • Create a small group in Branching Minds that incorporates a 6-8 week intervention cycle • Utilize evidence based intervention tools or strategies (ie: Wilson, Freckle, Lexia Power Up Reading, Read 180, etc) that are specifically designed to address foundational skill development (reading accuracy, fluency) • Progress monitor on a planned biweekly basis <p>Additionally: As a service, the interventionist may assign and monitor a minimum of 30 min of additional ed tech-based practice in or outside of school to support continued adaptive practice, and to gather additional data to guide Tier 2 instruction.</p>	<p>If progress monitoring after the 6-8 weeks indicates that a student is not making sufficient progress with respect to targeted goals, the MTSS team may increase the frequency and/or duration of intensive interventions (e.g., 5 times per week for 20 minutes or three 45 minute sessions 3 times per week for cycles of 8-10 weeks). Or the problem solving process may need to be considered to determine if the correct gap was identified and if the correct intervention is being implemented</p> <p>Tier 3 Group Size:</p> <ul style="list-style-type: none"> • 2-3 students, or; • One-to-one instruction. <p>The interventionists or other trained staff continue to use evidence-based intervention tools or strategies for intensive instruction outside of the general ed classroom.</p> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Recorded, in a planned weekly rhythm. • Evaluated at the end of the cycle <p>Additionally: The problem solving process may need to be considered to determine if the correct gap was identified, and if the correct intervention is being implemented</p>

HS ELA - M. Brown recognizes that for many of her 9th grade students, reading and spelling errors indicate that unfinished learning in foundational skills is impacting their ability to access rigorous grade level texts.

ELA HS Tier 1 Differentiation	Tier 2 Intervention	Tier 3 Intervention
<p>All students participate in Tier 1 instruction, including 9th grade-level daily word study.</p> <p>Provide Scaffolds/Differentiation:</p> <ul style="list-style-type: none"> Individualized Skyline ELA mini lessons, offers one on one conferencing supports, Utilize available audiobooks and Read-alouds, Graphic organizers with sentence stems to assist students in their learning. <p>Students identified who may benefit from additional small-group instruction based on:</p> <ul style="list-style-type: none"> STAR360 benchmark assessment and Custom data, as well as Skyline foundational skills unit assessments and observations of students' reading and spelling errors. <p><i>If using Skyline:</i> Next step is to administer the curriculum-based <i>Skyline Foundational Skills Placement Assessment</i> to match students with appropriate learning opportunities.</p> <p><i>If using other curriculum:</i> Group students with similar needs</p> <p>Details: Short bursts (10-15 min) of differentiated small group instruction to quickly address targeted skills.</p> <p>Example: Co-Teacher works with a group of students 2 days each week). Groups change frequently in response to student growth and ongoing use of formative assessment data.</p>	<p>Students in need of Tier 2 intervention participate in small group instruction during programmed or planned intervention periods and times. Unit assessments and STAR Custom measures continue to indicate foundational skills as a root cause of reading difficulty</p> <p>Planned Intervention Times Include:</p> <ul style="list-style-type: none"> Team-based interventions, Pullout or Push-in Attention to foundational skill development three times per week in 20 minute sessions <p>The school's Interventionist and educators supporting Tier 2 instruction:</p> <ul style="list-style-type: none"> Create a small group in Branching Minds that incorporates a 6-8 week intervention cycle Utilize evidence based intervention tools or strategies (ie: Wilson, Freckle, Lexia Power Up Reading, Read 180, etc) that are specifically designed to address foundational skill development (reading accuracy, fluency) Progress monitor on a planned biweekly basis <p>Additionally: As a service, the interventionist may assign and monitor a minimum of 30 min of additional ed tech-based practice in or outside of school to support continued adaptive practice, and to gather additional data to guide Tier 2 instruction.</p>	<p>If progress monitoring after the 6-8 intervention weeks indicate that a student is not making sufficient progress with targeted goals, the MTSS team may increase the frequency, duration, and intensity of interventions (ie: 5 times per week for 20 minutes, or three 45 minute sessions 3 times per week for cycles of 8-10 weeks).</p> <p>Tier 3 Group Size:</p> <ul style="list-style-type: none"> 2-3 students, or; One-to-one instruction. <p>The interventionists or other trained staff continue to use evidence-based intervention tools or strategies for intensive instruction outside of the general ed classroom.</p> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Recorded, in a planned weekly rhythm. Evaluated at the end of the cycle <p>Additionally: The problem solving process may need to be considered to determine if the correct gap was identified, and if the correct intervention is being implemented</p>

ELEM Math - Mr. Johnson recognizes that for many of his 5th grade students, operation errors with fractions indicate that unfinished learning in foundational skills is impacting their ability to access rigorous grade level texts.

Tier 1 Differentiation	Tier 2 Intervention	Tier 3 Intervention
<p>All students participate in Tier 1 instruction, including 5th grade-level word problems including adding and subtracting fractions.</p> <p>To scaffold students' access to grade level content, Mr. Johnson engages students in Skyline Math Launch - Explore - Discuss lesson model to engage students in a rich math experience.</p> <p>During the Launch portion, a choral counting activity, Mr. Johnson decides to post a visual of fractions and expected vocabulary to support students' verbal responses to the activity.</p> <p>During the Explore time, Mr. Johnson notices some students that would benefit from extra support to conceptualize fractions. He introduces manipulatives and fraction bars for students to visualize operations of fractions. This was an unplanned Just in Time Teaching support.</p> <p>Mr. Johnson, using knowledge of students from the previous day's exit ticket, identifies 4 students that he will support as they work with their partners. He uses questioning techniques to probe understanding and guide their learning. This is a planned Just in Time Teaching support.</p> <p>During the discussion, Mr. Johnson notices some students are understanding operations of fractions well and prompts them to explore their proportional reasoning (sixth grade standard).</p>	<p>Mr. Johnson collaborates with her school's MTSS team to flag students whose screener data indicates significant skill gaps and who consistently perform below level on mid-unit and end-of-unit foundational skills assessments.</p> <p>Students that are recommended for Tier 2 intervention:</p> <ul style="list-style-type: none"> participate in small group instruction for a defined period of time (6-8 weeks) during schoolwide, grade-level, or team-based intervention blocks scheduled during the day, Small groups can be via pull out or push-in with the school's interventionist. Small group instruction three times per week for 20 minutes (60 minutes per week) utilize intervention tools or strategies with a strong evidence base that are specifically designed to address skills that are needed in order to access tier 1 instruction. (e.g., IXL, i-Ready, Freckle, etc.). <p>Goals are set for a 6-8 week intervention cycle, with progress monitoring on a biweekly basis. The interventionist may assign and monitor a minimum of 30 min of additional ed tech-based practice in or outside of school to support continued adaptive practice and to gather additional data to guide Tier 2 instruction.</p>	<p>After 6-8 weeks of implementation of the interventions and progress monitoring indicates that a student is not making sufficient progress with respect to targeted goals, the MTSS team may increase the frequency and/or duration of intensive interventions (e.g., 5 times per week for 20 minutes or three 45 minute sessions 3 times per week for cycles of 8-10 weeks).</p> <p>Or</p> <p>The problem solving process should be utilized to determine and identify a more intensive intervention schedule and/or new intervention is implemented Group size is reduced to 2-3 students or one-to-one instruction.</p> <p>Tier 3 Group Size:</p> <ul style="list-style-type: none"> 2-3 students, or; One-to-one instruction. Minimum 3 times per week for 20-40 minute sessions <p>The interventionists or other trained staff continue to use evidence-based intervention tools.</p> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Recorded, in a planned weekly rhythm. Evaluated at the end of the cycle

HS Math - M. Hill recognizes that for many of his HS students, they are making errors with algebraic formulas and equations.

This indicates that unfinished learning in some algebra skills is impacting their ability to access rigorous grade level material and math concepts

MATH HS Tier 1 Differentiation	Tier 2 Intervention	Tier 3 Intervention
<p>All students participate in Tier 1 instruction, including HS level algebraic equations.</p> <p>Provide Scaffolds/Differentiation:</p> <ul style="list-style-type: none"> Engage students in Math lessons that allow for multiple academic pathways and; Allows for a range of student products that exhibit their knowledge and skill Introduce algebraic equations, expected vocabulary, and offer transparent scaffolding of student support <p>Students identified who may benefit from additional small-group instruction based on:</p> <ul style="list-style-type: none"> STAR360 benchmark assessment and; Custom data, as well as; Skyline foundational skills unit assessments, and observations of students' errors or unfinished learning <p>Details & Examples: Introduction of manipulatives, magnetic tiles, abacus, and fraction bars for students to visualize operations of fractions along with:</p> <ul style="list-style-type: none"> "Just in Time" teaching support Strategic use of graphic organizers, checklists, and algebra vocabulary banks and; familiarize students with the digital tools such as text to speech and highlighters Use Depth of Knowledge questioning techniques to probe understanding and guide their learning Allow students to begin working on performance tasks that allow students the opportunity to apply their understanding to problems of their choice 	<p>Students in need of Tier 2 intervention participate in small group instruction for a defined period of time (6-8 weeks) during schoolwide, grade-level, or team-based intervention blocks, or via pull out or push-in with the school's interventionist. Unit assessments and STAR Custom measures continue to indicate foundational skills as a root cause of math difficulty.</p> <p>Additionally: The interventionist may assign and monitor a minimum of 30 min of additional ed tech-based practice in or outside of school to support continued adaptive practice and to gather additional data to guide Tier 2 instruction.</p> <p>Identified gaps in foundational skills are addressed with the intent of building students up to grade level by the end of the intervention window.</p> <p>Planned Intervention Times Include:</p> <ul style="list-style-type: none"> Small group instruction Pullout or push-in Attention to foundational skill skill development 2 times per week for 20-40 minute sessions <p>The school's Interventionist and educators supporting Tier 2 instruction:</p> <ul style="list-style-type: none"> Create a small group in Branching Minds that incorporates a 6-8 week intervention cycle Utilize evidence based intervention tools or strategies (ie: IXL, Khan Academy, Freckle, etc) Progress monitor on a planned weekly basis 	<p>If progress monitoring after the 6-8 weeks indicates that a student is not making sufficient progress with respect to targeted goals, the team/teacher may increase the frequency and/or duration of intensive interventions (e.g., 5 times per week for 20 minutes or three 45 minute sessions 3 times per week for cycles of 8-10 weeks). The interventionists or other trained staff continue to use evidence-based intervention tools.</p> <p>Additionally: The problem solving process may need to be considered to determine if the correct gap was identified and if the correct intervention is being implemented</p> <p>Tier 3 Group Size:</p> <ul style="list-style-type: none"> 2-3 students, or; One-to-one instruction. Minimum 3 times per week for 20-40 minute sessions <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Recorded, in a planned weekly rhythm. Evaluated at the end of the cycle <p>The interventionists or other trained staff continue to use evidence-based intervention tools or strategies for intensive instruction outside of the general ed classroom.</p>