

SVCS MULTI-TIERED MODEL AND GUIDELINES USED TO DETERMINE NEEDS

K-2 Universal Screening and Intervention Criteria for ELA/Math

Data from AIMSweb universal screenings, fluency running records, Module assessments, and teacher recommendations are reviewed to determine intervention needs.

At or above target score
or benchmark

Core instruction by
general education
teacher

Progress monitored
through curricular
assessments and
universal screenings

Guided reading
instruction at their
reading level

Below benchmark, between 49th-
36th percentile

Tier 1 Intervention 5-10 weeks

Core instruction by general
education teacher

Differentiated instruction as
needed
Targeted skills Interventions

Guided reading with leveled
readers/Small group math
instruction

Additional practice in phonics,
fluency, vocabulary, and
comprehension strategies

Progress-monitoring

Significantly below target or
benchmark and in lowest 35th
percentile

Tier 2 Intervention 10-30 weeks

Core instruction by general
education teacher

Differentiated instruction as
needed

Guided reading with leveled
readers/small group math
instruction

AIS support every other day for 20-
30 minutes

Progress monitoring bi-weekly or
weekly

Significantly below
benchmark and in lowest 10th
percentile

Tier 3 Intervention 10-30 weeks

Core instruction by general
education teacher

All Tier 1 interventions in
general education classroom

Intensive AIS support every day
for 20-30 minute

Progress monitoring weekly

SVCS MULTI-TIERED MODEL AND GUIDELINES USED TO DETERMINE NEEDS

3-6 Universal Screening and Intervention Criteria for ELA/Math

Data from the universal screenings, NYS Assessments, Module assessments, and teacher recommendations and previous progress monitoring are reviewed to determine intervention needs.

At or above target score or benchmark, level 3-4 on NYS assessments in ELA/Math

Core instruction by general education teacher

Progress monitored through curricular assessments and universal screenings

Guided reading instruction at their reading level

Below target or benchmark, between 49th- 36th percentile, Marked for progress monitoring based on level 2 score on NYS assessment

Tier 1 Intervention

5-10 weeks

Core instruction by general education teacher

Differentiated instruction as needed

Targeted skills Interventions

Guided reading with leveled readers

Small group math instruction

Progress Monitoring

Below benchmark and in lowest 35th percentile, low level 2 on NYS Assessment

Tier 2 Intervention

10-30 weeks

Core instruction by general education teacher

Differentiated instruction as needed

Guided reading with leveled readers/small group math instruction

AIS support every other day for 20-30 minute

Progress monitoring bi-weekly or weekly

Significantly below benchmark 10-15th percentile, and/or level one on NYS assessment

Tier 3 Intervention

10-30 weeks

Core instruction by the general education teacher

All Tier 1 interventions in the general education classroom

Intensive AIS support every day for 30-40 minutes

Progress monitoring weekly

SVCS MULTI-TIERED MODEL AND GUIDELINES USED TO DETERMINE NEEDS

7-8 Intervention Criteria for ELA/Math

Data from targeted screenings, NYS Assessments, Module assessments, and teacher recommendations and previous progress monitoring are reviewed to determine intervention needs.

At or above target score or benchmark, level 3-4 on NYS assessments in ELA/Math

Core instruction by general education teacher

Progress monitored through curricular assessments and targeted I screenings

Below benchmark, low grades, Marked for progress monitoring based on level 2 score on NYS assessment

Tier 1 Intervention

5-10 weeks

Core instruction by general education teacher

Differentiated instruction as needed

Targeted skills Interventions

Progress monitoring

Below benchmarks, failing grades, low level 2 on NYS Assessment

Tier 2 Intervention

At least one full semester

Core instruction by general education teacher

Differentiated instruction as needed

AIS support every other day for 40 minutes

Progress monitoring bi-weekly or weekly

Significantly below benchmark, failing grades and/or level one on NYS assessment

Tier 3 Intervention

At least one full semester

Core instruction by the general education teacher

All Tier 1 interventions in the general education classroom

Intensive AIS support every day for 40 minutes

Progress monitoring weekly

Movement Between Tiers

Student data including universal screening, progress monitoring, classroom assessments, state assessments, teacher recommendation are reviewed to determine movement between Tiers.

At or above target score, benchmark, or goal for progress monitoring

End Tier instruction and regular progress monitoring

Core instruction by general education teacher

Progress monitored through curricular assessments and universal screenings

Below target or benchmark but demonstrates growth and closing instructional gap

Continue Current Tier of intervention

OR

Move to lesser Tier if:

Student met tier goal and is demonstrating consistency in progress monitoring , AND

Doing well in class

Continue to Progress monitor

Significantly below target, benchmark, or goal and rate of progress reflects little improvement toward closing the instructional gap

Refer to Student Support Team to consider Tier 3

OR

Adjust Tier 2 intervention and continue to progress monitor with a set time frame, usually 10 weeks, if not demonstrating adequate progress refer to Tier 3

Administer diagnostic measure

Students who are not responding adequately to instruction and intervention after receiving the most intensive levels may be referred to the Committee on Special Education (CSE) to determine if a student's learning difficulty is the result of a specific disability