

**Entry Criteria:**

Tier I is provided to all students.

Tier II is provided to small groups of students using academic data

Tier III is provided to individual students using academic data

Instruction:

Tier I instruction includes, but is not limited to:

- Research-based instructional strategies
- Data-driven decision making and instruction
- District approved core curriculum
- Differentiated instruction
- Re-teaching concepts
- Lexia in computer labs
- Small groups with Wonders curriculum
 - Above grade level will meet 1-2 times a week
 - At grade level will meet 3-4 times a week
 - Below grade level will meet everyday
- Use of Tier I Intervention Checklist

Additional Tier I strategies at the elementary level:

- Screen school with NWEA three times a year
 - Create list of students who fall below 20th percentile nationally
 - Add student who fall below grade level on DRA, Rigby for K-3, Teacher Recommendation, CAP for Kindergarten, and Letter ID for Kindergarten
 - Use to create Student Performance Grid
 - Grid will consist of NWEA, DRA, Rigby for K-3, Teacher Recommendation, CAP for Kindergarten, Letter ID for Kindergarten
 - IRIPs written for all K - 3rd grade students below grade levels
 - Grid will be used to determine who will be placed into interventions
 - Students will need to meet criteria for at least 2, one of which will be NWEA or DRA
 - Lowest performing students will be placed in an intervention first
 - Title I coordinator will have final decision in which students enter which intervention
- As new students enter:
 - Title I staff will assess new students using the New Student Assessments sheet
- Intervention Block will be built into teacher schedules and core curriculum will not be taught during this time
 - Title I coordinator, coaches, teacher consultant, school social worker, and/or district psych will be invited to a meeting before schedule is created to give feedback
 - Building schedule will be complete and ready to hand out at Welcome Back staff meeting

Elementary Academic Tiered Process – Face to Face, *cont.*



- If students are in two interventions, small group will be during computer lab
- There will be three data days per year, after each NWEA test, to discuss student growth
 - Team will consist of Principal, Title I Coordinator, Coaches, Teacher Consultant, District Psychologist, and/or School Social Worker
 - Student grid will be updated
 - Students will be placed in and out of interventions as needed
 - The goal of each data day will be to assess current student growth, ratio of students receiving interventions to those who are in need, needs of the building, and to make adjustments as needed/able
- Progress Monitoring data will be collected every six weeks with Rigby 1-3
 - Title I coordinator, coach, and tutor will review data and make adjustments as needed

If a teacher has an academic concern about a student, they will:

- Schedule a meeting with the principal to discuss concerns
- Bring completed Academic Discussion Form to meeting
- Review form with principal and begin progress monitoring *at least weekly* using the BLIP form for 30 school days
- Schedule a follow-up meeting with principal
 - Complete follow-up portion of Academic Discussion Form

Teacher Requests	Parent Requests
1. Review CA-60 using ADF form 2. Teacher will contact parent to share concerns 3. Turn Academic Discussion Form into Principal and schedule meeting 4. Principal will review form and student interventions using Student Performance Grid a. Principal will meet with teacher to determine if student is monitored, placed in interventions, or a CST is scheduled b. BLIP form will be completed at least weekly for 30 school days 5. If CST is scheduled: a. Parent will be contacted by teacher to notify of date of meeting b. Parent input form will be given to teacher by administrator and then	1. If request is in writing: a. Give notification to principal b. Principal or designee will contact parent to discuss process c. Principal will give request to special education teacher to schedule CST d. Parent input form will be given to teacher to be sent home to be completed before CST 2. If request is verbal: a. Principal will contact parent to discuss process and interventions available b. Principal will document and email teachers concerns



sent home to be completed before CST c. Teacher will complete ADF form d. Bring All forms completed to CST	c. If a CST is scheduled, teacher will be given parent input form to send home to be completed before CST
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- Principal will determine next steps

If a Child Study Team needs to be scheduled the following