

Tiers – Levels of Instruction and Intervention:

Core Instruction (Tier I) – Research based instruction that takes place in the regular classroom and focuses on all students. Students are grouped in multiple ways, including whole group, small group, or one-on-one for instruction provided by the classroom teacher. Remediation, the re-teaching of skills, also occurs during core instructional time. Student progress is assessed three times per year through Universal Screenings. Differentiated core instruction should meet the instructional needs of 80%-85% of students without additional supports

- Effective Academic High Quality Instruction
- Differentiated
- Flexible Grouping

Strategic Interventions (Tier II) –Explicit (research-based) instruction delivered by trained personnel tailored to meet the identified needs of struggling students. A student in Tier 2 continues to receive the core curriculum and instruction in the regular classroom, but also receives additional targeted instruction - teaching that is focused on an identified goal and based on the identified strengths and weakness of a student – on a daily basis. Progress is monitored once every 1-2 weeks. A goal is written and data is documented in RTIM Direct. Approximately 10%-15% of students may need this level of support.

- Targeted Interventions
- Some students (at-risk)
- Small Group (4-5 students)
- Short term (but may stay in Tier 2 as long as making progress to goal)
- When change is needed may include increased degree of intensity and/or frequency
- After two adjustments with no progress team should consider Tier 3
- Decide on how often and how long targeted instruction will take place

Intensive Interventions (Tier III) –Interventions are designed for a few students who are significantly below grade-level (two years). The instructional plan for Tier 3 students is even more intensive, more focused, more frequent, and more individualized. A student in Tier 3 continues to receive the core curriculum and instruction in the regular classroom, but also receives intensive instruction to accelerate the student's rate of learning. More frequent progress monitoring will take place (1-2 times per week). Approximately 5% of students may require Level III intervention. Research-based interventions must be implemented with fidelity.

- Accelerate students learning
- Individual and Small Group
- Intense, Prolonged Intervention
- Targeted Assessments
- Instruction takes place Daily
- After 2 adjustments and no progress team should consider Child Study Team

Note: Fidelity of implementation is extended to the essential elements of RTI, including research-based instruction, universal screening, progress monitoring, and all tiers of support.