



Tiered Instruction Support (Response To Intervention) Work Flow

(FAY = Full Academic Year)

<p>Universal Screenings for All Students Renaissance Learning STAR Reading (K-5; 9th); Renaissance Learning STAR Mathematics (K-5; 9th); Renaissance Learning STAR 360 (6th -8th)</p>			
<p>Tier 1 (Most important part of the day!!!)</p> <ul style="list-style-type: none"> ▪ All students K-12th receive core instruction (Georgia Standards of Excellence) ▪ Differentiated Instruction for all to succeed ▪ Formative Instructional Practices (FIP & TKES) ▪ Teachers may also find Tier 1 resources in the school's School-Wide Program Plan in Question #2 			
<p>School Level Data Team <i>[Principal (Leader), Assistant Principal, Learning Support Specialist; Counselor; Regular & SPED Teachers, School Psychologist]</i> ** Reviews the data and determines which students are at risk according to universal screening and other data**</p> <ul style="list-style-type: none"> ▪ Examines results of screeners and identify students to target. How do the baseline scores populate the Pyramid of Intervention? Have you determined the cut score based on the percentage of students at each tier on the Pyramid of Intervention: 80% / 10% / 5%? ▪ Analyzes school level results of standardized and benchmark assessments. ▪ Determines curriculum, instructional, or student learning concerns. What Tier 2 Standard Protocols do you have in place? ▪ Ensures that Tier 2 interventions are to be pre-planned, developed, and supported at the school level and that students with similar scores receive the same standard protocol intervention. Tier 2 interventions must be implemented beyond the core instructional time. ▪ Chart attendance. ▪ Ensures understanding among faculty and staff of the Tier 2 Standard Protocols in place for the Pyramid of Intervention. These will be used school-wide. ▪ Ensures that Progress-monitoring is completed at Tier 2 to measure the effectiveness of the intervention. ▪ Evaluates and oversees the success of Tier 1 instructional strategies and Tier 2 research-based interventions schoolwide (grade or department level data review). 			
<p>Tier 2 <i>Students who need interventions according to the district's universal screening cut scores will be considered for a Tier 2 Intervention.</i></p> <ul style="list-style-type: none"> ▪ Students will be provided Tier 2 interventions from the school's standard protocol process. ▪ Students with similar scores receive the same standard protocol intervention. ▪ Tier 2 interventions must be implemented beyond the core instructional time. ▪ Progress-monitoring is completed at Tier 2 to measure the effectiveness of the intervention. <p><u>**Please note:</u> Student candidates for administrative placement or retention must be referred no later than the second week of February Also remember: FAY Students MUST be identified & served ASAP by end of 1st Qtr./Sem</p>			
<p>Decisions to make based on students' responses</p>	<p>Responders: Goal met, return to Tier 1, notify parents</p>	<p>Responders: Making progress, continue w/ intervention; notify parents</p>	<p>Non-responders: Insufficient progress, request assistance for SST for possible Tier 3 intervention</p>
<p>Transition of non-responders</p>	<p>Students who do not respond to the standard protocol intervention are given a second standard protocol intervention or moved to Tier 3 (problem solving) with a more intensive, individualized research-based intervention being implemented.</p>		