

School A Elementary School Tier 1: Core Instruction

	Reading	Math	Behavior
Defined	All students will receive instruction and differentiation in the core	All students will receive instruction and differentiation in the core	All students will receive instruction and differentiation in the core.
Curriculum and Instruction	Balanced literacy and Best Practice Division Literacy Plan	Blended math program, and the use of Best Practice Math Series and supplementary materials	PBISV model with classroom meeting and Best Practice guidance curriculum
Number of Students in Group	15 - 30	15 - 30	15 - 30
Time	Kinder: 140 minutes Grades 1 – 2: 120 minutes Grades 3 – 5: 90 minutes	Grades 1 – 2: 90 minutes Grades 3 – 5: 75 minutes *both must have 60 minutes of a continuous block	1 st month of school – embedded 20 minutes 1x weekly class meeting 45 minute lessons 2x month from guidance
Assessments	DRA-2, AIMSweb, 9 week Benchmark assessment, PALS, Running Record	AIMSweb Math, Navigator Diagnostic assessment Unit assessments Title 1 assessment	PBIS Benchmarks of Quality AIMSweb behavior screening Schoolwide survey
Entry Criteria to Tier 2	DRA-2 below the target set by Best Practice, AIMSweb score below the 25 th percentile, below proficiency on two Benchmark Assessments	Multiple measures from above, below the 25 th % nationally on normative measure, below proficient on two Benchmark Assessments or unit assessments	3 to more office disciplinary referrals , elevated risk on AIMSweb, significant event that causes risk to self or others, exceeds Best Practice School Division regulation for attendance and tardies
Staff	Classroom teachers and specialists	Classroom teachers and specialists	Classroom teachers, specialists, all staff members and administrators including transportation and cafeteria
Fidelity Monitoring	Administrative walk through, coach observation	Administrative walk through, coach observation	PBISV fidelity checklist, observations by administration and team
Parent Involvement	Back to School Night and Open House Parent Conferences Title 1 Reading Nights	Back to School Night and Open House Parent Conferences	Back to School Night and Open House Parent Conferences PBISV brochure PBISV page on website

School A Elementary Tier 2: Strategic Intervention for Select Students

	Reading	Math	Behavior
Defined	Core instruction plus additional instruction that is targeted and definable for students who are at risk for maintaining state standards	Core instruction plus additional instruction that is targeted and definable for students who are at risk for maintaining state standards	Core instruction plus additional instruction needed to meet schoolwide expectations
Curriculum and Instruction	Research based interventions listed on continuum of services chart	Research based interventions listed on continuum of services chart	Skill streaming and PBISV procedures and AIMSweb skill lessons
Number of Students in Group	3 - 6	1 - 6	3 – 6 students and/or classwide targeted lesson to meet individual student need
Time	30 minutes, 4 to 5 times weekly	30 to 45 minutes, 4 to 5 times weekly	5 to 30 minutes daily or several times weekly dependent upon the intervention
Assessments	Running record, QRI, Jennings	Key Math, Intervention Checkouts	Skill stream checklists, surveys, BEP checklist
Progress Monitoring Tool and Schedule	AIMSweb weekly R-CBM or MAZE	AIMSweb every other week M-CAP or M-COMP	Skill acquisition graph daily
Entry Criteria to Tier 3	Below the 10 th percentile on AIMSweb, and/or lack of gain on benchmark and DRA assessments, rate of learning below goal on progress monitoring despite changes in Tier 2 intervention	Rate of learning is less than goal rate of learning, lack of gain on benchmark and unit assessment scores, below 10% on AIMSweb or other normative assessment	Does not meet daily goal after 4 weeks, continued referrals, referral for FBA, extremely elevated risk on AIMSweb, need for threat assessment, on-going absenteeism and tardiness
Exit Criteria to 1	On DRA level for quarter, above 25 th % on AIMSweb, Goal ROI met, pass on two consecutive benchmark assessments	Meets goal for proficiency in progress monitoring, proficient scores on benchmarks and unit assessments	Meet or exceed behavioral goal for 4 weeks and/or no referrals , meets county standards for attendance
Staff	Classroom teachers, specialists, aides, tutors	Classroom teachers, specialists, aides, tutors	Classroom teachers, specialists, all staff members and administrators including transportation and cafeteria
Fidelity Monitoring	Observation with fidelity checklist for intervention	Observation with fidelity checklist for intervention	Checklists for specific interventions, PBISV coach and counselor observation
Parent Involvement	Parent notification of participation, parent training in supporting intervention or IEP participation	Parent notification of participation, parent training in supporting intervention or IEP participation	Daily communication using the BEP form, letter of explanation of BEP form, or IEP participation

School A Tier 3: Intensive Intervention for Select Students

	Reading	Math	Behavior
Defined	Intensive programming designed to supplement or supplant core instruction, although all students will receive standards based instruction in the core	Intensive programming designed to supplement or supplant core instruction, although all students will receive standards based instruction in the core	Intensive programming individualized to facilitate student's ability to meet schoolwide behavioral expectations
Curriculum and Instruction	Intensive, evidence based programs delivered by trained staff selected from the continuum of services chart	Intensive, evidence based programs delivered by trained staff selected from the continuum of services chart	Instruction to include personalized student relationship in addition to programs and skill lessons in Tier 2
Number of Students in Group	1 - 4	1 - 4	1 : 1
Time	60 to 90 minutes 4 to 5 times weekly	60 to 90 minutes 4 to 5 times weekly	Daily contact for 10 to 30 minutes
Assessments	Program specific assessments in addition to all other data	Program specific assessment in addition to all other data	BEP2, FBA, programmatic checkouts in addition to all other data
Progress Monitoring Tool and Schedule	AIMSweb weekly R-CBM or MAZE	AIMSweb every other week M-COMP or M-CAP, Navigator or programmatic checkout	Skill acquisition graph daily
Exit Criteria to Tier 2	Student's rate of learning on progress monitoring meets or exceeds goal, improvement in benchmark and unit assessments that approach proficiency, does not exceed one grade level below on DRA or other assessment, above 10 th percentile on AIMSweb	Student's rate of learning on progress monitoring meets or exceeds goal, improvement in benchmark and unit assessments that approach proficiency, above 10 th percentile on AIMSweb	Consistently meeting goals for more than 2 weeks, targeted behavior demonstrated in daily routine, no longer considered a danger to self or others
Staff	Staff that has received specialized instruction unique to the intervention	Staff that has received specialized instruction unique to the intervention	Classroom teachers, specialists, all staff members and administrators including transportation and cafeteria
Fidelity Monitoring	Program specific fidelity checks, administrative observation	Program specific fidelity checks, administrative observation	Checklists for specific interventions, including skill streaming, FBA monitoring, ESD coach and counselor observation
Parent Involvement	Documented on-going communication, intervention plan or IEP participation	Documented on-going communication, intervention plan or IEP participation	Daily communications, FBA process input