

## Instructional Support Tiers: Elementary Literacy

Instructional Support Tier	WHO is it designed for?	WHAT does it look like?	HOW MUCH is provided?	Guided by which ASSESSMENTS?	HOW is it designed/evaluated?
<b>Tier I Supports</b>	<i>ALL</i> students	District standards of practice that include evidence-based curriculum materials and instructional strategies, delivered within a scope & sequence that is aligned to standards. (Whole & targeted skill groups)	Approximately 120 minutes	Screening	Core Review Meetings (3 times yearly)
<b>+ Tier II Supports</b>	<i>SOME</i> students (those identified as at-risk by screening assessments)	Targeted, supplemental intervention program that incorporates evidence-based instructional practices, is matched to intensity of student need, and is delivered with fidelity.	+ 30-60 minutes daily	-Diagnostic -Placement tests -In Program Assessments -Progress Monitoring	-Intervention Placement Process (After Screening)  -Intervention Review Meetings (Every 8-10 weeks)
<b>+ Tier III Supports</b>	<i>FEW</i> students (those with the most intensive needs who have not responded to Tier 1 & Tier 2 supports)	Intervention program that is intensified and individualized to address student needs. Additional coordination and supports are provided across all instructional support Tiers.	+ Additional time throughout the day (as determined by a team)	More diagnostic (evaluation of Instruction, Curriculum, Environment and Learner Factors)	Data-Based Individualization (DBI) Process  (As needed)

- The Tiers represent levels of support, not students – *There are no “Tier 2 students” or “Tier 3 students”. There are students in need of Tier 2 or Tier 3 supports.*
- There are different levels of intensity within Tiers – *Some Tier 2 interventions will be more intense than other Tier 2 interventions.*
- The Tiers are cumulative – *Students receiving Tier 2 supports also receive Tier 1 supports. Students receiving Tier 3 supports also receive Tier 1 & Tier 2 supports.*

## Key Terms Defined

Term	Definition
Intervention Program	An evidence-based instructional program delivered as part of Tier 2 and Tier 3 supports
Intervention Cycle	The period that an intervention plan is implemented before a significant change (i.e., an intensification or exiting of a student based on district decision rules) is made by the Intervention Review Team. It is recommended to have at least 8 Progress Monitoring data points over a minimum of 4 weeks in a cycle.
Intervention Intensification	Measurable and documented change for a group or individual based on the Data-Based Individualization Process, made at the end of an intervention cycle.
Intervention Adjustment	Refinements to supports (i.e., instruction, curriculum, environment) that happen within the intervention cycle in response to mastery assessment data to enhance the current intervention plan. (Don't wait for an intervention to fail.)