

LS Reading MTSS Support	LS Mathematics MTSS Support	LS Behavioral Support
<p style="text-align: center;">TIER 3: (1-5%)</p> <p style="text-align: center;"><u>Intense, Individual Interventions</u></p> <ul style="list-style-type: none"> • Individual Students • Assessment-based <ul style="list-style-type: none"> • High Intensity <p style="text-align: center;"><u>School Interventions:</u></p> <p>*20-minute time period for students K-5th identified by set criteria based upon missing skills</p> <p>*Small group/individual instruction</p> <p>* Students receive specific instruction and work on the skills they lack or struggle in.</p> <p>*Progress monitoring daily</p> <p>*Refer to Student Improvement Team if progress not met with intense help of Tier II or III.</p>	<p style="text-align: center;">Tier 3: (1-5%)</p> <p style="text-align: center;"><u>Intense, Individual Interventions</u></p> <ul style="list-style-type: none"> • Individual Students • Assessment-based <ul style="list-style-type: none"> • High Intensity <p style="text-align: center;"><u>School Interventions:</u></p> <p>*20-minute time period for students K-5th identified by set criteria based upon missing skills</p> <p>*Small group/individual instruction</p> <p>* Students receive specific instruction and work on the skills they lack or struggle in.</p> <p>*Progress monitoring daily</p> <p>*Refer to Student Improvement Team if progress not met with intense help of Tier II or III.</p>	<p style="text-align: center;">Tier 3: (1-5%)</p> <p style="text-align: center;"><u>Intense, Individual Interventions</u></p> <ul style="list-style-type: none"> • Individual Students • Assessment-based <ul style="list-style-type: none"> • Intense, Durable procedures <p style="text-align: center;"><u>School Interventions:</u></p> <p>*Students identified by set criteria based upon school wide discipline data.</p> <p>*Small group/individual instruction with counselor.</p> <p>* Students receive specific instruction and work on the skills they lack or struggle in.</p> <p>*Progress monitoring</p> <p>*Continue to review SIT plan of progress met with intense help of Tier II and/or III and/or use of outside resources/agencies.</p>
<p style="text-align: center;">Tier 2: (5-10%)</p> <p style="text-align: center;"><u>Targeted Group Interventions</u></p> <ul style="list-style-type: none"> • Some students (at-risk) <ul style="list-style-type: none"> • High Efficiency • Rapid Response <p style="text-align: center;"><u>School Interventions:</u></p> <p>*20-minute time period for all students K-5th.</p> <p>*Differentiated instruction on specific missing skills or enrichment of skills met through.</p> <p>*Skill is worked on for a specific amount of time designated by the grade level team.</p> <p>* Hands-on, technology and gamed based activities as much as possible.</p> <p>*Progress monitoring periods set by grade levels.</p>	<p style="text-align: center;">Tier 2: (5-10%)</p> <p style="text-align: center;"><u>Targeted Group Interventions</u></p> <ul style="list-style-type: none"> • Some students (at-risk) <ul style="list-style-type: none"> • High Efficiency • Rapid Response <p style="text-align: center;"><u>School Interventions:</u></p> <p>*20-minute time period for all students K-5th.</p> <p>* Differentiated instruction on specific missing skills or enrichment of skills met.</p> <p>*Skill is worked on for a specific amount of time designated by the grade level team.</p> <p>* Hands-on, technology and gamed based activities as much as possible.</p> <p>*Progress monitoring periods set by grade levels.</p>	<p style="text-align: center;">Tier 2: (5-10%)</p> <p style="text-align: center;"><u>Targeted Group Interventions</u></p> <ul style="list-style-type: none"> • Some students (at-risk) <ul style="list-style-type: none"> • High Efficiency • Rapid Response • Group or Individual <p style="text-align: center;"><u>School Interventions:</u></p> <p>*Students identified by set criteria based upon Building wide discipline plan.</p> <p>*Small group instruction on social skills</p> <p>*Student Improvement Team meeting/individual behavior plans.</p>
<p style="text-align: center;">Tier 1: (80-90%)</p> <p style="text-align: center;"><u>Universal Interventions</u></p> <ul style="list-style-type: none"> • All Settings, All Students • Preventive, Proactive <p style="text-align: center;"><u>School Interventions:</u></p> <p>*75 minute Core block of Reading instruction K-5th grade.</p> <p>* Receive common instruction time across the Grade level.</p>	<p style="text-align: center;">Tier 1: (80-90%)</p> <p style="text-align: center;"><u>Universal Interventions</u></p> <ul style="list-style-type: none"> • All Settings, All Students • Preventive, Proactive <p style="text-align: center;"><u>School Interventions:</u></p> <p>*75 minute Core block of Math instruction K-5th grade.</p> <p>* Receive common instruction time across the Grade level.</p>	<p style="text-align: center;">Tier 1: (80-90%)</p> <p style="text-align: center;"><u>Universal Interventions</u></p> <ul style="list-style-type: none"> • All Settings, All Students • Preventive, Proactive <p style="text-align: center;"><u>School Interventions:</u></p> <p>*Building wide discipline plan/Character Education</p> <p>*Counselor’s classroom instruction</p> <p>*Office referrals</p> <p>*Classroom behavior plans/interventions</p>