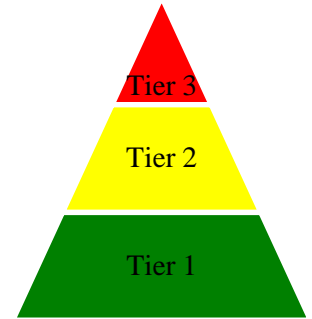


Lake Shore Central School District

Response to Intervention (RtI) 3-Tier Instructional Model Reference Sheet



Tier 3: Intensive Interventions

- Implement scientifically research-based interventions and/or instructional supports with fidelity based on student data to target specific skill deficits
- Individual or small group intervention (no more than 1-3 at risk students recommended)
- Increase in frequency and/or duration
- 1-5% of students
- Parent Notification letter will be sent when the RtI Team implements Tier 3 services.
- Progress monitoring varies based on the intervention/tool, but it should be more often than Tier 2
- If progress is being made, continue to provide Tier 3 intervention services and monitor progress.
- If progress improves, student may be moved back to Tier 2 or 1.
- If progress is not being made, then the RtI team may recommend a referral to the Committee of Special Education.
- **A student need not be required to go all the way through Tier 3 before being evaluated if evidence exists to suspect a disability and/or other long-term planning (504 plan).**
- Evaluate effectiveness of instructional changes based on assessment data

Tier 2: Targeted, Supplemental Interventions

- Implement scientifically research-based interventions and/or instructional supports with fidelity based on student data to target specific skill deficits
- Small group intervention (no more than 3-5 at risk students recommended)
- 5-15% of students
- Parent Notification letter will be sent when the RtI Team implements Tier 2 services.
- Progress monitoring by the Tier 2 intervention teacher varies, but no less than once every 2 weeks
- If progress is being made, continue to provide Tier 2 intervention services and monitor progress
- If progress improves, student may be moved back to Tier 1
- If progress is not being made, then Tier 3 services may be warranted based on assessment data
- Evaluate effectiveness of instructional changes based on assessment data

Tier 1: Universal, Core Instruction

- Core Reading program instruction & support
- Large and small group
- 80-90% of students
- General instruction and support to all students in all settings
- All students assessed 3-4 times per year using district universal screening tool
- Differentiated instruction
- Progress monitoring as appropriate
- Evaluate instructional programs based on student assessment data