

Amphitheater Public Schools Pyramid of Interventions

Tier I – School Wide

Focus	For all students
Program	Research based programs aligned with core standards; instruction is engaging, incorporates 21 st Century teaching/learning strategies, and provides scaffolding for student support
Grouping	Varies to meet student needs; multiple-grouping formats optional
Time	Varies depending on content; however, special emphasis on reading and math is required
Assessment	Occurs throughout the quarter (classroom assessments) and year (i.e. Measure of Academic Progress (MAP), AIMS, Stanford 10, Dynamic Indicators of Basic Early Literacy Skills [DIBELS], Developmental Reading Assessment [DRA], District Writing Assessment [DWA]); used to drive instructional planning decisions
Interventionist	Classroom teacher
Setting	Regular education classroom usually
Planning Team Collaborators	Classroom teachers, parents, other teachers, intervention specialists, administrators, REACH teachers, ELL teachers, Special Education teachers, school psychologists, counselors
Pyramid Check	80-90% of students will make appropriate progress at this level of support

Decisions to move to Tier II:

- Tier I supports are implemented with fidelity and monitored.
- Data appropriately graphed to aid in analysis (i.e. goal line, baseline data, monitoring progress monitoring data for decision making, peer comparison)

Tier II – Targeted Interventions (Supplemental)

Focus	For students identified as having difficulty who have not responded to Tier I efforts
Program	Increased time, strategies, procedures, and assessments that supplement core instruction
Grouping	Small-group instruction (1:7)
Time	Minimum of 30 minutes per day 3 times per week in small groups in addition to regular minutes of core instruction; 6-9 week program minimum before re-evaluating
Assessment	Progress monitoring bi-weekly on targeted skills to ensure adequate learning
Interventionist	Personnel identified by the school (i.e. classroom teacher, specialized teacher, an interventionist, teacher monitored aide or volunteer)

Setting	Appropriate setting designated by the school; may be within or outside the regular classroom
Planning Team Collaborators	Targeted and representative members (appropriate specialists), consulted as needed, along with original team members (listed in Tier I)
Pyramid Check	5-10% of students will need this level of supplemental instruction to make appropriate progress; if the above percentage exceeds that, examine supports and services available in Tier I

Decisions to move to Tier III or back to Tier I supports:

- Tier I and Tier II supports are implemented with fidelity and monitored.
- Data appropriately graphed to aid in analysis (i.e. goal line, baseline data, intervention progress monitoring data for decision making, peer comparison)
- Consider increasing the frequency and intensity of Tier II interventions before moving on to Tier III

Tier III: Intensive, individualized interventions

Focus	For students identified with marked difficulties who have not responded to Tier I or Tier II efforts
Program	Sustained, intensive interventions (in terms of programs, time, strategies, procedures, and assessments provided)
Grouping	Small-group (1:1 to 1:3)
Time	Minimum of 30 minutes per day, 4 days per week in small groups in addition to core instruction; minimum 9 week program before re-evaluating
Assessment	Progress monitoring weekly on targeted skills to ensure adequate learning
Interventionist	Personnel determined by the school (i.e. classroom teacher, specialized teacher, an interventionist, teacher monitored aide or volunteer)
Setting	Appropriate setting designated by the school, within the classroom or outside the classroom
Planning Team Collaborators	Targeted and representative members (appropriate specialists), consulted as needed, along with original planning team members listed in Tier I
Pyramid Check	1-5% of students need this level of intensive supplemental instruction to make appropriate progress; if the above percentage is exceeded, examine supports and services available in Tier I and Tier II

Decisions to move back to Tier II supports:

- Tier III supports are implemented with fidelity and monitored.
- Data appropriately graphed to aid in analysis (i.e. goal line, baseline data, intervention progress monitoring data for decision making, peer comparison)