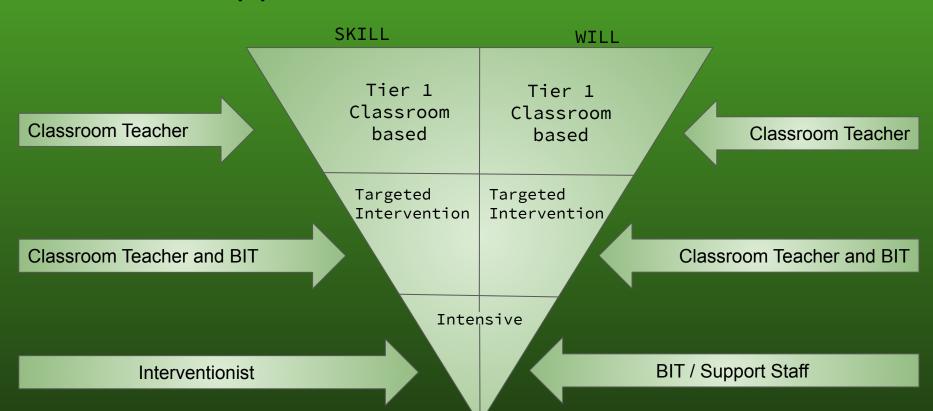
LVHS

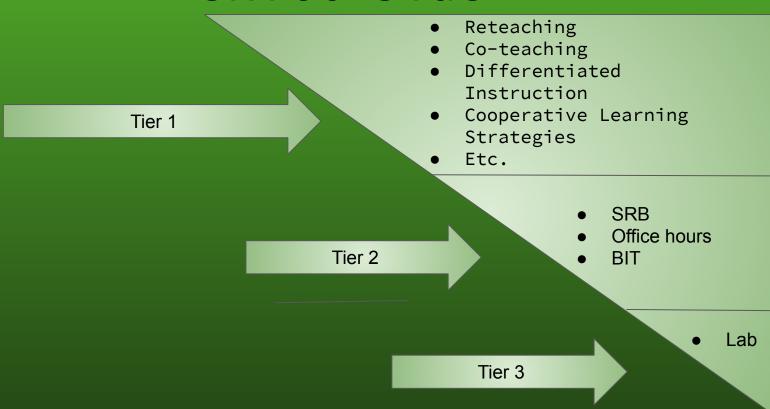
Building
Intervention
Team

Has the WILL and SKILL to Intervention

2 sided approach to intervention



Skill Side



Tier 1 Differentiation

Content	Process	Product	Learning Environment	Affect
What is taught; accessibility to the information and ideas that matter	How students come to understand and own the knowledge, skills and understanding	Student demonstration of what he or she has come to know, understand and be able to do	Classroom function	Student linking of thought and feeling in the classroom
 Text with varying reading levels Graphic organizers, note taking guides Related to student interests 	 Cooperative grouping / structures Chuck piece of evidence Highlight critical content Vary pacing to work 	 Provide bookmarked websites Procenficity scales Use technology 	 Classroom furniture arrangement Procedures and management techniques 	 Model respect Classroom PBIS Equal student participati on Allow choice Supported practice

WY-TOPP Cut Scores (%)

SKILL Tier 3

Teacher Concern (Not already flagged by WY-TOPP)



Teacher Consultation

Transcript Review



Math and/or Language Arts
Screening Tools

- IKAN (Individual Knowledge Assessment of Numbers)
- STAR

- BRI (Basic Reading Inventory)
- Burke Reading Interview
- STAR

BIT

- Tier 1 Classroom-What worked and what didn't work instructionally?
- Tier 2 SRB- What worked and what didn't work?

- Math Lab
- Language Arts Lab
- Combined Math/LA Lab

Will Side

