

# INSTRUCTIONAL GROUP PLANNING WITHIN A MULTI-TIERED SYSTEM OF SUPPORTS

Use this protocol to guide instructional planning in response to the diagnostic data analysis process. Student data should be referenced in order to determine academic performance and instructional needs aligned to grade level expectations as indicated in the learning standards. Students should be progress monitored throughout and grouping is dynamic, changing based on assessment results.

Content Area Focus/Standard:

## Tier 3 Focus: Intensive, Evidence-Based Intervention

Students who are demonstrating extreme difficulty with mastering grade level concepts aligned to the standards and may be performing academically three or more years behind. These students will participate in intensive, evidence-based intervention at a minimum of four times each week for at least thirty minutes per session. The students should be instructed individually to intensify the instructional experience.

## Tier 2 Focus: Strategic, Evidence-Based Intervention

Students who are struggling to master grade level concepts aligned to the standards and may be performing academically one to two years behind. These students will participate in strategic, evidence-based intervention at a minimum of three times each week for at least thirty minutes per session. The students may be instructed in a small group of no more than five students.

## Tier 1 Focus: Differentiated, Grade Level, Standards-Aligned Instruction

Students who are mastering grade level concepts and will proceed with learning in an environment that differentiates the core through grade level aligned standards. Students will work in a variety of settings: whole group, small group, individually and with partners to continue to learn grade level standards. Content may be differentiated along the vertical continuum of the standards.