



Northeast Elementary Tier 1 and 2 Intervention Protocol

[NE Academic and Behavior Intervention Resources for Tier 1, 2, and 3](#)

Intervention: The systematic and explicit instruction provided to accelerate growth in an area of identified advanced or remedial needs.

Interventions Should Be:

- ❖ Research or Evidence Based
- ❖ Culturally Responsive
- ❖ Designed to improve performance relative to specific measurable goals
- ❖ Based on information about current performance and include ongoing student progress monitoring
- ❖ Provided by both general and specialized educators, and based on one's training, not title.
- ❖ Delivered in student's primary language



Collect and Analyze Your Data to Identify Targets for Reteaching

- ❖ Gather as a grade level PLC and review priority standards. Teams review identified guidelines on grading assessments and determine student progress toward mastery of priority standards utilizing the [NE Common Assessment Team Protocol Template](#).
 - Assessments could include: Reading Common Formative Assessments, Running Records--DRA or Literacy Footprints, iReady Standards Mastery Tests on priority standard, enVision Unit Tests, enVision Quick Checks, Words Their Way (4th-5th Grade) Assessment, Benchmark Quick Phonics Assessment (3rd Grade), SEL universal screener, teacher team created common assessments.
 - Based on the standards, classroom teacher(s) will analyze student data and create a list of students who are in need of an intervention, using data from meaningful academic tests/assessments (e.g. literacy, math, attendance, behavior).
 - Consider what needs have arisen for catch-up or acceleration.
 - Consider what instructional practices have been most effective.
 - What do you believe to be an "intervention need" as opposed to a core instructional need?
 - Review your ongoing assessment data. This can help with the analysis of what are Tier 1 (whole classroom) needs vs. Tier 2 or 3 needs.
 - Based on your student data, determine your priority area of focus for intervention.



Select Interventions and Set SMART Goals

- ❖ **SMART Goals will be created that focus on the target area that are specific and measurable.**
- ❖ Gather as a grade level PLC and select a research-based intervention that aligns with the priority standards from the resource data document. [NE Academic and Behavior Intervention Resources for Tier 1, 2, and 3](#)
- ❖ Skill and Will Interventions: [Six Essential Characteristics of an Effective Intervention](#)
 - Skill Interventions: target students who have not mastered how to do specific academic essentials.
 - Will Interventions: target students who have or could have mastered the essential academic standards but lack the essential behaviors to master it.
- ❖ Consider the following when selecting the intervention:
 - The skills or concepts it addresses.
 - Criteria for participation (how do we decide who gets this intervention?)

- Frequency/duration of the intervention: Teachers should provide Tier 2 intervention time at least twice a week for approximately **30 minutes** per session (or more often if needed). This could happen during EAGLE time or repurposing Tier 1 time as needed for reteaching essential standards.



Implement the Intervention

- ❖ When implementing the intervention ensure that it is:
 - Connected with and supplemental to effective Tier 1 instruction.
 - Implemented with consistency and fidelity
 - Narrowing the focus of the instruction to only those areas that require additional support.
 - Utilizing explicit instruction and frequent opportunities for student responses and practice.
 - Scheduled with sufficient time to have an effect. (e.g. small group will meet with teacher three times per week for 25 minutes and then the other two days will complete an iReady Targeted Lesson and practice skill with partner or independently).
 - Document student progress (e.g. exit slips with one question or one math problem connected to intervention for that day, behavior student point sheets).



Evaluate the Efficacy of the Intervention

- ❖ Items to consider when evaluating the efficacy of the intervention:
 - The fidelity of the intervention
 - Goal of 80% of those consistently receiving the intervention respond positively
 - The number of students moving into and out of the intervention
- ❖ If intervention is working, continue implementing the intervention
- ❖ If intervention is not working, modify the intervention by:
 - Increase intensity (e.g. altering time, frequency, or group size)
 - Check for alignment with Tier 1 practices and materials (e.g. teachers use common language to refer to the same concepts or skills, ensure teachers prompt students to use strategies, concepts, and skills learned in interventions in whole group lessons).
 - How much opportunity do students have to apply their learning across settings/lessons?
- ❖ If intervention does not provide positive results within 3-6 weeks, connect with a SIT representative and together you will create a grade level Kid Talk document (Kid Talk template) for your student and complete Step 1 as a grade level team.
- ❖ Share and Discuss Classroom Teacher Data Collection and Reflection
 - Student progress
 - Next steps
 - Celebrations