

## System of Interventions

School: Dunn

Priority: African American, Economically Disadvantaged, Hispanic

<b>TIER I</b> <u>Core/Universal</u>	<b>TIER II</b> <u>Targeted</u>	<b>TIER III</b> <u>Intensive</u>
Administrator: Walk-throughs Team meetings bi-weekly Staff Development: Book Study: Differentiated Instruction, Ruby Payne, Marzano's Vocabulary Development Analyze Data using TRIAND Math Vocabulary School-Wide Provision of time for teachers to meet and discuss instruction and student progress Staff development on the new math series	Administrator: Monitor failure rates and benchmark scores Provide funds for tutorials Facilitates amendment of students' schedules Bi-weekly meetings Restart Review of progress reports and report cards Assess and analyze individual student needs	Administrator: Bi-weekly meetings to discuss student progress Restart Ensure each child is on an individual student plan
Teacher: Differentiated Instruction Manipulatives Analyze Data using TRIAND Use Monitoring Spreadsheet Thinking Maps/Graphic Organizers Staff Development Book Study Parent Communication regarding benchmark scores Math Journals Effective use of math vocabulary with Marzano's six steps Integrate math vocabulary into art, music, and P.E.	Teacher: Small group instruction based on data indicating student needs Reteaching Parent Conferences Tutorials Restart	Teacher: One-on-one instruction based on data indicating student needs Accelerated Instruction Plan Continual parent communication Restart Accommodation of assignments Ensure the instructional match is made

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Student: Active Engagement Attendance Math Journals	Student: Ask questions for clarification Attend tutorials Student and teacher conference	Student: Peer assistance Attend parent/teacher conferences Respond positively to teacher or mentor