

System of Interventions

School: Dunn Elementary

Priority: Science – Economically Disadvantaged, African American

TIER I <u>Core/Universal</u>	TIER II <u>Targeted</u>	TIER III <u>Intensive</u>
<p>Administrator: Walk-throughs Team meetings bi-weekly Staff Development: Book Study: Differentiated Instruction, Ruby Payne, Provision of time for teachers to meet and discuss instruction and student progress TRIAND</p>	<p>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</p>	<p>Administrator: Bi-weekly meetings to discuss student progress Restart Ensure each child is on an individual student plan</p>
<p>Teacher: Differentiated Instruction Analyze Data using TRIAND Use Monitoring Spreadsheet Thinking Maps/Graphic Organizers Staff Development Book Study Parent Communication regarding benchmark scores Effective use of science vocabulary Integrate science vocabulary into art, music, and P.E.</p>	<p>Teacher: Small group instruction based on data indicating student needs Reteaching Parent Conferences Tutorials Restart</p>	<p>Teacher: One-on-one instruction based on data indicating student needs Accelerated Instruction Plan Ongoing parent communication Restart Accommodation of assignments Ensure the instructional match is made</p>
<p>Student: Active Engagement Attendance Science Journals</p>	<p>Student: Ask questions for clarification Attend tutorials Student and teacher conference</p>	<p>Student: Peer assistance Attend parent/teacher conferences Respond positively to teacher or mentor</p>



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