**Inver Grove Heights Middle School Pyramid of Interventions**

**Universal Screening and Diagnostic Assessments**

Teachers develop differentiated approach to instruction, weekly PLC time to look at data, Weekly 20 minute intervention in all classes, honors and accelerated opportunities, AVID, targeted services

Reading: Leveled critical reading 6-8 plus grade level English curriculum

Math: i-math 6 – 8 plus grade level math curriculum

Developmental ELL for newcomers

**Tier 3: Intensive Support**

**Ways to make interventions more intensive:**

**More targeted, more highly trained personnel**

**More frequent, longer duration, smaller ratio**

**Core Instruction**: Special Education case managers push into core courses, Language Arts identified CCSS for each course, development of CFAs in all courses, students identified for intervention time, identified power standards for each course

Functional behavior assessments, weekly meetings with counselor or Family Service Worker, strategy recommendations to teachers.

**Supports for All Students** : PBIS, bi-monthly grade level meeting, counseling services, online grade access through School View

**School Structures**: Weekly PLC time, access to grade level standards, access to honors and intervention courses, access to elective courses, enrichment opportunities, 4 & 8 week progress reports, weekly intervention time in all classes

**Teacher Team Lead Supports**

**School Wide Supports**

**Tier 2: Supplemental Support**

**Tier 1: All Students Have Access**

**Certain Access: Tier 1 to Tier 2 – Led by Leadership Team**

Teacher referral for intervention time

Teacher collaborative teams

Behavior and discipline data

Monitor attendance

**Certain Access: Tier 2 to Tier 3 - Led by Intervention Team**

Problem Solving Team

Weekly meetings

Parent contacts and meetings

**Universal Screening: Led by Leadership Team**

MAP data, reading and math 6 – 8; OLPA Math 6 – 8

MAZE Benchmark reading and math 6 – 8

MCA data (math 6-8, reading 6 -8, science 8)