Regular Education
- Universal Screening-STAR Reading & STAR Math
- High quality universal (core) curriculum

Student participates in regular education classes

Concern (at least one of the following is present)
- Student is performing below grade-level benchmarks-25th percentile or below
- Teacher or parent concern

~Considerations: Student already receiving specialized support **or** Student below proficient but based on formative assessment, is responding to core instruction, **or** address behavior first

Tier I

Universal Curriculum

Classroom Teacher
- Implements classroom interventions (i.e. differentiation, academic behavior checklist, pre-referral manual)
- Monitors progress (e.g. teacher observation, program assessments, STAR benchmarks)
- Document progress using Student Intervention Plan Form

Student responds to classroom intervention(s)?

No → BIT team referral; complete BIT form

Yes → The student continues to participate in Tier I classroom instruction in addition to Tier II interventions

Tier II

Selected Strategies

Tier II Intervention Plan
- Develop plan based on Tier I data
- Document student progress
- Ongoing: Develop, revise, or continue intervention

Classroom Teacher/Designated Intervention Staff
- Notify parent(s)/guardian(s) and document contacts
- Implement targeted small group intervention with fidelity
- Monitor progress: STAR, AIMS, other

Student responds to classroom intervention(s), showing progress/meeting goal?

No → BIT team reviews data
- Document interventions and progress

Yes → The student continues to participate in Tier I classroom instruction in addition to Tier III interventions

Tier III

Intensive Interventions

Tier III Intervention Plan
- Develop new plan based on Tier II data

Teacher/Intervention Staff/Specialist
- Continue parent(s)/guardian communication
- Implement targeted intervention(s) with fidelity

Student responds to classroom intervention(s), showing progress/meeting goal?

No → Referral to Special Education IEP team → Eligible for Special Education Services

Yes → Not eligible: Follow up with IEP Team recommendations