

## SWIP – Needs Assessment – Discussion Topics Worksheet

### #9 - Tiered Instruction and Academic Interventions

In what areas are academic interventions provided?

How often?

To what extent are tiered interventions used to focus on foundational skills that support students' progress in core instruction?

How are tiered interventions coordinated to support student progress in core instruction?

Are the interventions pull-out or push-in?

What is the size of the groups?

What evidence-based programs and instructional practices are used for interventions?

In ELA?

In math?

To what extent do these programs demonstrate efficacy with target populations?

How do the interventions support the needs of students from diverse cultural and linguistic backgrounds?

How is explicit instruction used?

Who provides tiered interventions (teachers, paraprofessionals, Title I teacher, volunteers)?

If tiered interventions are provided by an instructional paraprofessional, who will plan the instructional activities and who will evaluate the achievement?

How is progress monitored?

What tool is used?

What decision rules are used for determining how progress is being made, when a student needs an instructional change or may be referred to more intensive supports?

How often does progress monitoring take place?

Who participates in the process?

Which students receive progress monitoring?