**Tier 1**
All students participate in general education learning that includes:
- Implementation of the Common Core Georgia Performance Standards through research-based practices and evidence-based programs;
- Use of flexible grouping for differentiation of instruction (multiple means of providing and evaluating instruction);
- Universal screening of all students using Scholastic Reading Inventory and AutoSkill Math Placement Test. Use DIBELS for Kindergarten.
- Data Review Teams meet to determine student placement in tiers and to recommend interventions. Use Study Island, Education City and Reading Scaffolding Strategies in Tier 1. Monitor progress using Study Island or Education City reports. Reading instruction in grades 1-5 must include phonemic awareness, phonics/decoding, ORF using Reading Assistant, vocabulary development, and comprehension. Foundational reading skills must be taught in addition to the GaDOE CCGPS units in grades K-5.

**Tier 2**
Standard Protocols
Use AutoSkill Academy of Reading and/or Academy of Math (with fidelity) as the first standard intervention. Use AutoSkill ORF Training as the second standard intervention in Reading. Use AutoSkill ORF Assessment to progress monitor reading (RTI Dashboard).
- Increase frequency and time in AutoSkill Math as second intervention in Math or use other research or evidence based math programs.
- Use Aimsweb to monitor progress in Math.
- Use written MAZE CBMs to monitor progress in Reading Comprehension.
- Data teams continue to meet and monitor progress.

**Tier 3**
Problem Solving/SST
SST must meet to recommend interventions and progress monitoring. Interventions must be approved by the principal or administrative designee. Fast ForWord Language or Literacy may be included in addition to curriculum-based interventions.

**Tier 4**
Special Education Services