

## Pathways for Prerequisite Five: The School (or Each Team) Provides a Systematic Process for Intervention and Extension

How will we respond when some students do or do not acquire the essential knowledge, skills, and dispositions?

<b>5.1: Ensure Students Have Access to the Same Core Curriculum</b>	<b>5.2: Provide Students With Access to Interventions</b>	<b>5.3: Provide Students With Access to Extensions</b>
How do we ensure all students have access to the essential standards?	How will you regroup students for Tier 2 intervention? On what data will those decisions be based?	How will you regroup students for Tier 2 extension? On what data will you base those decisions?
How does your team monitor delivery of the essential standards?	How will you adjust the strategies you use to deliver content for Tier 2 intervention students?	How will you adjust the strategies you use to deliver content for Tier 2 extension students?
How does your team monitor student mastery of the essential standards?	How will you adjust the strategies you use to help Tier 2 intervention students process the material?	How will you adjust the strategies you use to help Tier 2 extension students process the material?
How do you ensure all students are provided with appropriate intervention and extension?	How will you adjust the products Tier 2 intervention students will create to demonstrate their proficiency?	How will you adjust the products Tier 2 extension students will create to demonstrate their proficiency?
How do you ensure student intervention and extension opportunities do not take place during Tier 1 instruction?	How and when will you reassess Tier 2 intervention students to ensure the intervention was successful?	How and when will you reassess Tier 2 extension students to ensure the extension was successful?
When does regularly scheduled intervention take place during the school day?	How will you provide Tier 3 intervention to students who lack essential prerequisite skills or background knowledge?	How will you provide Tier 3 intervention to students who have mastered the essential standards?
	Are there students who consistently struggle the team should refer to the school intervention leadership team?	Are there students who consistently excel the team should consider for acceleration?