

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	6	9	15
K	10	11	21
1	7	8	15
2	12	14	26
3	9	9	18
4	13	9	22
5	9	10	19
6	10	9	19
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	76	79	155

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 2 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 10%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2017	132
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. English Language Learners (ELL) in the school: 1%
1 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Mandarin

7. Students eligible for free/reduced-priced meals: 47%
Total number students who qualify: 73

8. Students receiving special education services: 5 %
8 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 10
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	9
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	94%	95%	96%	94%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

In partnership with the community, the mission of Fairfield Schools is to provide a secure and respectful environment where students gain knowledge, grow in wisdom, develop confidence, and value learning for life.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

In the heart of barley country Fairfield, Montana is a small, rural town with an approximate population of 650 people. Our Early K-6th school has an enrollment of 155 students. Our school and it's success is everything to this community. Being a Title I school, we concentrate on students successes in all areas educational and academic while supplementing with extra curricular activities.

The school which is connected to the 7-12 building, sits on the edge of town near the Rocky Mountain Front and services students from all over the area. We continually open our doors to out of district students and students within our district boundaries of all diversities. The original building has been added onto twice in the course of history to allow for more population and an ever changing curriculum and standards. Our students are lucky to interact on a daily basis with their mentors of the high school as students share classrooms in the building. We have one class per grade including an Early Kindergarten which began this past year for a 1/2 a day everyday. We also supply a room for a parent paid preschool for three year olds.

Over the past 25 years, Fairfield has striven to stay at the top of the technological advances. Every room is equipped with a smartboard and a projector, EK-2 is equipped with Ipads, 3-6 is equipped with Chromebooks and we are fortunate to have two 30 computer hard wired labs for varying activities and maker space activities. We pride ourselves on always striving for success and opening our doors to offer many activities to the community and the use of our buildings. Some of those activities include adult education opportunities, 4-H and scouts.

Fairfield has a long tradition of success. During the NCLB (No Child Left Behind) days, we made AYP (Adequate Yearly Progress) every year. In the past few years of ESSA (Every Student Succeeds Act) and SBAC (Smarter Balanced Assessment Consortium) we have continually worked to improve our scores each year. We volunteered in 2012-2013 for the Smarter Balanced Scientific Pilot to ensure the process was going to be an easy transition for our state. Our scores continue to improve yearly and this success is due to the continual hard work of our teachers and staff coupled with our RtI program that looks at data to see how we can best fit a students needs.

We began the process of Response to Intervention/Instruction in the fall of 2006. In the throws of the NCLB era, Fairfield Elementary embraced the idea of data based decision making initially using direct instruction methods, small group instruction and individual based instruction with fidelity. We used varying strategies that we gained from the results in the core curriculum. As we moved into 2008, we picked up a program called Aimsweb to see exactly where our students were sitting within their class and started to pick through the Golden Triangle Cooperative standards coupled with State Standards. We became proficient at that and embraced common core standards in 2011 solidifying our process of direct instruction, whole and small group instruction and individual interventions. In 2015, we were recognized as a sustaining school in RtI by the state and we participated as 1 of 10 schools that were selected to participate in the Leadership for Action in RtI as a result of our success. Still not being satisfied with our scores, the lower grades began using a Walk to Read and a Move to Math strategy as part of the RtI process so that we could give more help to students of all levels. We also made a more conscious approach to improve math fluency and orders of operations. The work has paid off, our growth in our local scores and our state scores has improved!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The current ELA curriculum is a research based program which is aligned with Montana Common Core Standards and our local Golden Triangle Cooperative standards. Students participate in a daily 90 minute reading block which embraces grouping by ability level based on bench marking. More than 80% are reading at grade level or above. The 90 minute reading block is coupled with an intervention specialist later in the day. Students participate in daily fluency and comprehension work throughout the school year. Fluency strategies include paired reads, reciprocal reads, listening, and teacher led reads. Fluency is tracked weekly and assessed three times per year using STAR (Standardized Test Assessment for Reading) assessment and then students are placed on a track of 6 week progress monitoring to move through their groups. Students who are at risk are assessed weekly with the utilization of progress monitoring tools. All students (EK-6) have daily explicit lessons in phonemic awareness, phonics, fluency, high frequency words, vocabulary, spelling, comprehension, speaking/listening and writing. Using scaffolding, teachers then transition into flexible guided reading groups in our walk to read at the K-2 level and in guided groups 3-6 within the classroom.

Our teachers use the AR (Accelerated Reading) program to encourage students to read outside of the regular daily instruction. Books of all levels both fiction and non-fiction are given to students to read at their level and then comprehension quizzes are taken. At the end of the year, prizes and trips are awarded to nearly 70% of the student body.

1b. Mathematics:

Fairfield's mathematical approach is to create lifelong problem solvers. We encourage students to develop a deeper understanding of mathematical concepts through the embedded Standards of Mathematical Practice. We want to build on student's prior knowledge across grade levels and directly address the standards. We begin with number sense and fluency particularly in base ten as the foundation for computational fluency and then advance that fluency to solve more advanced mathematical concepts. By providing students with concrete, pictorial and abstract methods to solve problems and persevere to mastery, we feel we develop critical thinking skills.

In K-2, we have incorporated Move to Math which follows similar guidelines as Walk to Read. After each bench marking and problem solving periods we move our students into groups and three days a week apply intervention, grade level and mastery work for students. In grades 3-6, we have incorporated intervention, grade level and mastery work in small group activities.

We also want to prepare our students to succeed on the state assessment by providing opportunities to think and reason, be clear and concise, show and explain using real math to solve real world problems.

1c. Science:

Science at Fairfield Elementary is not a stand alone program. It is incorporated by non-fiction reads in the reading program coupled with using Mystery Science and Carolina Biological Kits. Recently staff have been incorporating STEM activities to encourage students to get the Science, Technology, Engineering and Math concepts that they wouldn't obtain in a textbook series.

Our district has been highly successful on an international level in robotics. Although our high school team has been world champions twice, the beginnings of the program starts in the elementary. Teachers have introduced and continually used science units in coding and lego building which is then expounded upon later in their schooling careers.

Using our local outdoors is a beneficial way students obtain science. Hooked on Fishing is a program that our students have access to. The local Fish, Wildlife and Parks people guide this program to look at ecological habitat and environments that deal with fish and the waterways of Montana. Activities include fish dissection, ice fishing, floating the Missouri, fish sampling and habitat.

Students also attend Creeks and Critters program where they study erosion, watershed, predators and prey, bees and pollinators, weeds and wildlife. In preparation for this activity students study all things environmental including the water cycle, ecosystem and how both are affected.

Every year we look at the CRT-Science data to make sure that we are teaching to the Next Generation Science Standards. On a regular basis, the teachers are using in class assessments and writing methods to assess if the students are working at grade level.

1d. Social studies/history/civic learning and engagement

Golden Triangle Cooperative standards and the Montana Common Core Standards are the guidelines for which students learn in Social Studies. Although the majority of civics and history are embedded in the core reading series, teachers use Scholastic News and Time for Kids as supplemental resources to help students learn about the world, US and state. Utilizing resources out our backdoor is beneficial for our students to learn about Indian Education for All which is a main component of our Montana Standards. The Greenfields Irrigation District which is housed in our town is a perfect example of how programs work that were implemented out of the New Deal in the 1930's.

With each holiday, an opportunity is provided to learn about historical moments, times, program or person(s). Our teaching staff utilized many alternative resources to help students learn at grade level about these topics. Resources include those provided by the internet, our school library and our local historians. The most valuable techniques in reading come from reading of historical documents and processing through close reading techniques in these documents at all grade levels. For example, historical documents written at the state level include letters written to relatives during the gold rush and an analysis of pictures pertaining to that era are paired with the writing. From that students are instructed to describe what the world, US and state looked like at that time using descriptive language.

In class assessments are given for each unit of study. Non-fiction reads in the core reading series and the measurement on the unit tests give teachers an idea if students are performing at grade level or not. Students complete written assignments to demonstrate the level of understanding of social studies topics such as historical dates, historical people and historical places.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

Our Early K teacher provides a guided play based environment in which students are encouraged to explore why, how and what. The Montana Early Learning Content Standards provided by the Office of Public Instruction is the documentation to which we follow. Early K in Fairfield looks like exploration and hands on activities where students get excited about learning. Balanced activities with uninterrupted blocks of time along with guided instruction from the teacher is what leads our young students to success. Continual data collection from the teacher to make sure students are progressing in their preparation of Kindergarten is a guideline for the content taught. Early K uses a variety of materials from various research based resources to help students learn along with providing creative opportunities to explore. She also provides music, art, library, tech, and gym for students to have a well rounded experience.

2. Other Curriculum Areas:

At Fairfield Elementary we strive to keep 90 minutes for our reading block and 60 minutes in the morning for Math blocks. Due to this all of our specials are in the afternoon. We are fortunate to have teachers to cover all of these fine classes. Physical Education which has taken on more of a lifelong fitness approach in the past years helps students learn how to move their bodies for strength and endurance. Over the past decade with our increasingly sedentary population it is inherent that students get quality physical activity through game, dance, and recreational activities. Planned activities that show students how to increase their strength and endurance for lifelong skills is vital to their academic growth.

With the standardized testing coming to the online scene, we felt it was vital that our younger students learn how to keyboard. Keyboarding skills are taught beginning in kindergarten and transition to using different types of technology and becoming responsible users of social media and the internet throughout their elementary career. Fairfield Elementary ties this in with library skills for a 45 minute class each week.

Art and Music are crucial to brain development of all students. Fortunately, both are offered to students at Fairfield Elementary. Talents are shown at the annual Christmas program in December and in the spring with an elementary talent show that will show both art projects and individual musical numbers ranging from piano and singing solos to dance and musical instrument performances. Music students also show off their talents at the Veterans Day performance, travel to our local assisted living center to sing and often times perform the National Anthem at local Co-op annual meetings.

Character traits are important to teach students. Following our SOAR (Safe, Organized, Accountable, Responsible/Respectful) guidelines we also teach students on a weekly basis about generosity, integrity, loyalty, kindness, sincerity and self-control. Using a program called Kelso's choices our counselor guides our students through a process of making good choices.

3. Special Populations:

Fairfield Elementary School benchmarks students three times a year with an assessment in ELA and Math. This is followed every six weeks with staff meeting to problem solve for students based on those benchmark scores and progress monitoring data they have collected. Students identified in the intensive level receive individual plan goals with interventions designed to help them catch up to grade level by the end of the year. Students in the strategic area are given levels of interventions to help them catch up as well although it shouldn't take as long. Students who perform above grade level expectations are grouped into enrichment and challenging curricula within the classroom and at the after school program. The ultimate payoff is seeing how students succeed on the Standardized Tests.

Economically disadvantaged students scored 22% higher proficiency on last years SBAC (Smarter Balanced Assessment Consortium) scores than the prior year. We believe this is due to staff making a conscious effort to intervene in math fluency and orders of operations for students that scored low on Math benchmarking and progress monitoring. Specific interventions for math include Rocket Math, MobyMax, fluency flashcards, orders of operation songs and scripted instruction interventions. Students are referred to our after school program for continued intervention as well. At FLY(Fairfield Leading Youth), students are able to work one on one with a certified teacher to get help with concepts they are struggling with.

The same group of economically disadvantaged students scored 31% higher proficiency in the ELA subgroup. Again this is due to a concerted effort by all staff to target these students with specific and strategic interventions in fluency and comprehension strategies. For our very young students falling in this group, we use a research based scripted phonics and a reading series to help them gain growth. Students that fall in the economically disadvantaged category and any student in intervention is invited to attend our summer reading program in July. This program is designed to supplement skills in reading for three hours per day. Students who have taken advantage of this program have shown they have higher benchmark scores in the fall which in turn leads to a strong academic start.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Students and staff feel empowered to do great things when they feel supported and valued. One of the ways at Fairfield Schools which we empower students is through SOAR (Safe, Organized, Accountable, Respectful/Responsible). SOAR is the expected behaviors in all of our common areas which are taught and modeled continually by staff. For example, a student being Safe in the hallway would be one who stays to the right in a single line and keeps hands and feet to themselves. A student who is being Organized in the lunchroom would be one who is using proper table manners and following signal directions of the adults in charge. An Accountable student on the playground is one who avoid rough and dangerous play and uses playground equipment properly. A Respectful/Responsible student on the bus is one who waits their turn and sits in the correct seat on the bus. When students are given guidance and structure the motivation and the strive to do well increases.

Teachers individually have their own classroom management incentives and behavior modification techniques. Some of the incentives that teachers use in their classroom are lunch with the teacher, pajama Friday, bring a stuffed pet, positive referral to the principal, ice cream coupons and positive notes home! The ways teachers do this in the lower elementary is by a clip up or clip down system. In the upper grades it varies from letters on the board, ticket system or x marks the spot.

A teacher's value is priceless. Our teachers and staff work extremely hard at putting students first. Support of that is crucial. Small tokens such as chocolate in their mailbox, coffees from the local shop or a post it note on their desk work! Bigger ways are flowers at Valentine's day, staff tee shirts and coupons for leaving early or a free sub work well! Above this is a general interest in what is happening in their lives by a simple conversation!

2. Engaging Families and Community:

Fortunately, we live in a community that highly supports its school, staff and leaders. School and the success of our kids in whatever their endeavor (academics, robotics, spelling bees, science fairs, athletics) is important to our parents and the community. We definitely brag up our students on Facebook and social media platforms for whatever they are involved in. Communication with daily home to school folders and Wednesday envelopes, Facebook, twitter and a good old fashioned phone call are some of the ways staff communicates with parents and the community. We send out a big beginning of the school newsletter with all the important beginning of the year information and a calendar of events. Parent Teacher conferences are well attended in the fall with a 97% attendance rate.

We encourage volunteers including accessing the Front Range Assisted Living center. The Front Range has senior citizens that enter our school four days a week to help with our reading groups. In turn our students travel to the assisted living center on many occasions to help out or show off our singing and art talents.

Recently we made a transition to Infinite Campus (IC) for our attendance and grading software along with many other facets of the program. The greatest part of this program is that parents can access a student's grades at any time in order to keep track of assignments and completion. Another portion of IC that is fantastic is that it allows for mass text to communicate immediate messages that are needed.

Giving back to the community through service projects such as shoveling snow, planting the main street planters, Easter Egg hunt, picking up garbage on the highway, serving at the annual meetings of our local co-ops are some of the ways our students get involved and say thank you.

3. Professional Development:

Teachers and staff are encouraged to attend training's each year to keep on top of the current educational trends. Professional Development days are built in to the district calendar to promote and provide access to improving practices throughout the school year. In August during teacher training we brought in the Golden Triangle Curriculum Consortium to assess standards and train staff how to put them into their digital lesson plan book. This is also helping with our transition to standards based report cards. Also on those days, we had a more formal STAR (Standardized Test for the Assessment of Reading) training to look at progress monitoring component. Utilizing this component will help us to track our students intervention levels 2 and 3 on a weekly or bi-weekly basis.

We sent several teachers to the NCCE (Northwest Council for Computer Education) conference in Seattle to stay updated on the latest technological education trends. Later this spring we will do brain based strategies to utilize in the classroom and send staff to Autism training. Teachers are also encouraged to use the Office of Public Instruction Learning Portal to gain valuable education in varying topics and earn renewal units as well.

4. School Leadership:

Fortunately, we live in a community that highly supports its school, staff and leaders. The high success of our kids in whatever their endeavor (academics, robotics, spelling bees, science fairs, athletics) is an expectation of our parents and the community. The principal implements daily visibility in our school as a way of nurturing relationships with both staff and students. The principal supports staff in recognition of their hard work by giving out free time at the end of the day to attend appointments, allowing jeans to be worn on Fridays and leaving notes of encouragement or praise. These small tokens cultivate a climate of belonging and furthers a drive for working hard. Our teachers are continually in the school beyond required hours striving to do what's best for kids. Many times they stay late into the evening or come in on their weekends so that kids are getting the rigorous academics they need to become successful. Staff often attend student extra curricular events and support students in all of their efforts.

Our superintendent is visible in the building as well and continually checks in on the staff and teachers commending them on their continual hard work and effort for students.

The principal continues to cultivate relationships with students by greeting them every morning at the door, giving a high five in the hallway or saying a simple how you doing today. When students get involved in a conversation they will go the extra mile. For example, a student wearing a t-shirt with a team on it can start a conversation about how that team is doing or asking a student if they rode their horse last night is getting students to know we care and want them to be successful. We have found that by cultivating relationships with students they are more likely to do their best in the classroom and their behaviors are easier to manage. The principal plays a vital role in this through her visibility. Creating a positive culture where the standard expectation is high is what Fairfield Elementary is about.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

RtI (Response to Intervention/Instruction) is a multi tiered system of support Fairfield Elementary has used for the past 13 years. It has become the way that we do business. This business leads to all successes for academics and behaviors in Fairfield Elementary. A multi-tiered system of support provides guidance for delivering comprehensive, quality instruction for ALL students. Our framework is designed to provide evidence-based instruction and targeted interventions that lead to student success. All students receive core classroom instruction utilizing research based curriculum and methods to teach critical elements of a subject (reading, math, writing, etc). Our data proves that 80-90 percent of students will have a sufficient response to instruction by demonstrating subject proficiency with effective Tier 1 instruction. Students who score at the higher level of Tier 1 will be receiving instruction that will continue to keep them challenged. Some students will receive strategically targeted instruction in addition to core instruction. Strategic Instruction addresses the specific needs of students who do not make sufficient subject progress in Tier 1. Tier 2 interventions are targeted to teach specific skill needs, are scientifically based, and align with core classroom instruction. Approximately 5-10 percent of students will require Tier 2 instruction. Instruction is generally provided in a small group (3-5 students) format with similarly skilled students. The duration of this instruction varies based on student assessment and progress monitoring data that measures student response to intervention.

Intensive targeted instruction is provided to the most at-risk students who have not responded sufficiently to Tier 1 and Tier 2 instruction. This small percentage (1-8%) of students usually have severe skill difficulties and require instruction that is more explicit, more intensive, and specifically designed to meet individual needs. Intensive instruction should take place in addition to Tier 1 instruction; however, it may, in a few instances, replace core instruction. Students needing targeted Tier 3 interventions will have additional instruction daily (e.g., 90 minutes of Tier 1 instruction plus 60-90 minutes of intervention instruction). Tier 3 intervention may replace Tier 2 instruction and should be provided by the most qualified teacher within a small group of two to five students. The duration of this intervention is extended over a longer period of time and varies based on student assessment and progress monitoring data.