

Strengthening Tier 1 for Elementary Reading

For each grade level, these items need to be determined and recorded in one place with access to these documents given to all stakeholders needed:

Planning/Preparation/Pacing				
Item #	Task	Fully In Place	Not In Place	Action Plan Items
1	Teacher lesson plans reflect whole group instructional focus			
2	Teacher lesson plans clearly show each day's small groups (include skill focused & student's name)			
3	Grade levels have determined for each component what is whole-group instruction and what is small-group			
4	Guidelines for what happens on short weeks of school in regard to the reading program have been established (ie. if a three-day week means the grade level reviews previous content – what is reviewed? if a four-day week means some items are skipped – what is skipped?) Consistency is key.			
5	A process has been established for teachers to analyze their data to sort students based on data and results (even further than the data report in DIBELS)			

Assessment				
Item #	Task	Fully In Place	Not In Place	Action Plan Items
1	Guidelines for required assessments for each grade level have been determined			
2	A process to analyze the data (assessments and screening data) in order to change instruction has been determined for each grade level			
3	Guidelines for reteaching unmastered skills have been established at each grade level			
4	Teachers have access to individual students and class's universal screening data (they need to see the test booklets/scoring)			

Instruction				
Item #	Task	Fully In Place	Not In Place	Action Plan Items
1	Each required component of the reading program has been determined (ie. which are the key items that all teachers at a grade level will always do)			
2	Instruction of the required components include all five big ideas of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension)			
3	Approximate time amounts for each of the key core components have been determined (ie. the phonics lesson for all students is consistent instead of 3 minutes in one class and 10 in another)			
4	The number of minimum and maximum whole group practice opportunities have been determined for each required core component (usually what is in the Core Reading Program is not enough)			
5	Instructional routines have been embedded or strengthened			
6	Guidelines for reviewing skills previously taught have been established at each grade level			
7	Guidelines for when it is ok to omit skills already mastered have been established at each grade level			

Resources				
Item #	Task	Fully In Place	Not In Place	Action Plan Items
1	Teachers have access to multiple decodable readers to support phonics instruction			
2	Coaching supports are given to all teachers to provide feedback on whether as a grade level all the core components have been addressed following the guidelines			
3	Coaching supports (feedback, modeling, observations) are given to all teachers to support individual needs and data			
4	Assistance and coaching is given when data indicates a teacher needs more supports (due to lower students, new teacher, grade level change, etc.)			

Resource developed using the Reading Tiered Fidelity Inventory.