

Strengthening Tier 2 & Tier 3 for Elementary Reading

The Title Team needs to address each item and determine whether its fully in place and if so, ensure it is recorded in one place with access to these documents given to all stakeholders needed:

Systems Process

Item #	Task	Fully In Place	Not In Place	Action(s) Needed
1	The written process includes how students will be identified and matched to interventions based on the student need			
2	The written process includes how students will be progress monitored (what skill will be monitored and how will staff determine which grade level materials to use for progress monitoring?)			
3	The written process includes decision rules for deciding students response or lack of response to interventions and the next steps			
4	The written process includes how school-wide resources will be identified and allocated to support reading intervention needs			
5	The written process includes training the entire staff on how to consistently access and use the system for students with reading skill deficits			
6	The written process includes the use of a district approved student intervention tracking form. The form includes the name of intervention used, staff member's name leading intervention, time frame that intervention was used, skill addressed, minutes per session, number of sessions per week, number of days student was absent from intervention instruction			
7	The written process includes a detailed plan on how the completed intervention tracking form will be forwarded to the next year's teacher			
8	The written process includes a detailed plan on how a copy of the intervention tracking form will be placed into an intervention folder in the student's CA-60 at the end of the school year			
9	Grade level teams have been established to analyze benchmark and progress monitoring data to determine whether supports for students are working and to troubleshoot the next steps if not			
10	A written list of differentiated supports/programs/materials that are evidence-based exists and include entrance and exit criteria to match student need with intervention			

Item #	Task	Fully In Place	Not In Place	Action(s) Needed
11	A system for grade level teams to monitor tier 2 interventions on a regular basis is put into place so that the team can see who is and is not responding to tier 2 supports from progress monitoring data and those who meet progress monitoring goals are moved to the next step or intervention			
12	Scheduling of interventions is coordinated with the Tier 1 reading block so that students don't miss core instruction in the classroom.			
13	Teachers access the intervention team for all students not responding to the interventions being utilized			
14	Fidelity data is collected on each intervention through observations, interviews, records, etc.			
15	A system for grade level teams to monitor tier 3 interventions on a regular basis is put into place so that the team can see who is and is not responding to tier 3 supports from progress monitoring data and those who meet progress monitoring goals are moved to the next step/intervention			
16	Tier 3 support team meetings occur at least monthly and instructional supports are changed based on the data			

Data Collection & Review

Item #	Task	Fully In Place	Not In Place	Action(s) Needed
1	Students are grouped in intervention groups based on similar reading needs			
2	The grade level teams gather data on the percent of students with reading skill deficits who are accessing reading interventions compared to those who need support after the winter and spring universal screening windows			
3	The school leadership team uses the universal screening data and comparison data to identify system strength and determine when problem solving is needed to ensure all students with reading deficits are receiving intervention supports			
4	The school uses a data system to display student's progress and growth visually			
5	The school monitors the fidelity of tier 2 interventions by collecting data on the following: students attendance, actual intervention duration,			

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	action intervention frequency, and quality of implementation (observations/fidelity checks)			
6	Grade level team meetings occur at least monthly and instructional supports are changed based on the data			
7	Teachers who access the intervention team have data to show what has and has not been tried			
8	The school monitors the fidelity of tier 3 interventions by collecting data on the following: students attendance, actual intervention duration, action intervention frequency, and quality of implementation (observations/fidelity checks)			
9	An intervention team that includes the interventionist, classroom teacher, parent, special education teacher and those with reading/behavior expertise is established to ensure students using tier 3 supports are progressing			
10	Students who are needing tier 3 supports, the grade level team works with interventionist to also support and instruct reading instruction in small group based on student's goal(s) while in the classroom			
11	When an intervention does not seem to work, intervention variables are changed: increased time, smaller group size, increased explicitness, increased opportunities for feedback, change of intervention, or change of skill focus			

Intervention Process

Item #	Task	Fully In Place	Not In Place	Action(s) Needed
1	A written list of differentiated supports/programs/materials that are evidence-based exists and include entrance and exit criteria to match student need with intervention)			
2	Approximate time amounts for each of the key core components have been determined (i.e. the phonics lesson for all students is consistent instead of 3 minutes in one class and 10 in another)			
3	The number of minimum and maximum whole group practice opportunities have been determined			

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	for each required core component (usually what is in the Core Reading Program is not enough)			
4	Instructional routines have been embedded or strengthened			
5	Guidelines for reviewing skills previously taught have been established at each grade level			
6	Guidelines for when it is ok to omit skills already mastered have been established at each grade level			

Professional Development

Item #	Task	Fully In Place	Not In Place	Action(s) Needed
1	Staff have been trained on all Tier 2 or Tier 3 interventions used			
2	Staff have been observed & coached on the implementation of the Tier 2/3 interventions and have been given feedback to support implementation fidelity			
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.)			
5	All staff utilizing interventions have been trained on interventions			
6	All staff utilizing interventions have coaching supports for modeling, feedback, and fidelity checks to ensure the intervention is implemented accurately			

Resource developed using the Reading Tiered Fidelity Inventory.