

BPS Overview of District Parameters for a Tiered Model for Literacy

Parameters	Tier I: Core Instruction (ALL students)	Tier II: Targeted Group Interventions (SOME students)	Tier III: Intensive Interventions (FEW students)
Learners	<ul style="list-style-type: none"> All students 	<ul style="list-style-type: none"> Students with moderate reading difficulties 	<ul style="list-style-type: none"> Students with significant reading difficulties
Settings	<ul style="list-style-type: none"> General education classroom 	<ul style="list-style-type: none"> Primary setting is general education classroom 	<ul style="list-style-type: none"> Appropriate setting designated by the school
Essential Components of Reading Instruction	- 5 Components of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	- 5 Components of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	- 5 Components of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension
Programs/Materials Interventions	<ul style="list-style-type: none"> Evidenced- based reading program 	<ul style="list-style-type: none"> Select evidenced-based strategies and materials 	<ul style="list-style-type: none"> Select evidenced-based strategies and materials
Description of Instruction	<ul style="list-style-type: none"> Differentiated Instruction Research based strategies Assessment driven 	<ul style="list-style-type: none"> Additional – Explicit systematic instruction to strengthen specific skills as identified in Tier I data 	<ul style="list-style-type: none"> Additional – Explicit systematic instruction to strengthen specific skills as identified in diagnostic data
Grouping/ Group Structure	<ul style="list-style-type: none"> Whole, Flexible and Small group 	<ul style="list-style-type: none"> Homogeneous flexible small groups 	<ul style="list-style-type: none"> Homogeneous flexible small groups
Assessment	<ul style="list-style-type: none"> Universal Screening (2-3 times a year) District Progress Monitoring Formative Assessment Practices Outcome Assessments 	<ul style="list-style-type: none"> Diagnostic assessments to pinpoint target areas/confirm needs Progress monitoring 1-2 times/month 	<ul style="list-style-type: none"> Diagnostic assessments to pin-point target areas/confirm needs Progress monitoring weekly using curriculum based measures
Adjust Instruction	<ul style="list-style-type: none"> Based on student data from ongoing assessments 	<ul style="list-style-type: none"> Based on progress monitoring assessment data analyzed Consider pacing, materials, placement and group size 	<ul style="list-style-type: none"> Based on progress monitoring assessment data analyzed Consider pacing, materials, placement and group size
Teaming	<ul style="list-style-type: none"> Under the direction of the principal, initial data analysis and planning is best accomplished through collaborative teams (grade levels, professional learning communities, clusters, etc. that include a specially-trained teacher in literacy) at least 3 times a year. Teachers may find that fewer than 80% of their students are meeting expectations and decide to investigate ways to strengthen their curricula or instruction. 		<ul style="list-style-type: none"> Building-based problem solving team plans/monitors interventions for students not making expected progress in Tiers II & III
Interventionist	<ul style="list-style-type: none"> General education teacher 	<ul style="list-style-type: none"> General education teacher Other specially trained person Consult specialists as needed 	<ul style="list-style-type: none"> Specially trained teacher (this must be a reading specialist at the secondary level) determined by the school to provide intensive intervention
Documentation	<ul style="list-style-type: none"> District assessment results Classroom assessment data 	In addition to Tier I documentation: <ul style="list-style-type: none"> Individual Intervention Plan in Reading 	<ul style="list-style-type: none"> Individual Intervention Plan in Reading IEP students who are not meeting district literacy benchmarks must also have an Individual Intervention Plan in Reading