



### **Tier 1 Classrooms working toward 80% proficiency based on DRA/EDL --- Results Based Coaching**

- Classroom teacher provides core language arts instruction (includes 90 minutes of reading instruction) for 2 hours/daily
- Toolkits in place for classroom teachers to provide reteaching strategies for areas that a student is not demonstrating proficiency --approximately 20 minutes additional instruction daily by classroom teacher. When student demonstrates proficiency, additional instruction stops—core curriculum never stops.
  - 1-3 toolkits—available in both English & Spanish
  - 4-6 toolkits—available in both English & Spanish

### **Tier 2: Tier 1 classroom interventions + core is not enough---students are recommended by teacher for Tier 2A**

#### **A: Grades 1-3:**

- Teacher to provide core language arts instruction (includes 90 minutes of reading instruction) for 2 hours/daily
- **Additional** intervention instruction of 30-45 minutes daily for a minimum of 2 nine-weeks of instruction/90 days to be provided by Reading Interventionist (positions currently funded by Title I) **before being considered for Tier 2B.**

At the end of 90 days of instruction, students are reviewed by the classroom teacher and the intervention teacher; possible recommendation to SAT is considered:

#### Materials:

- English: Leveled Literacy Intervention (Fountas & Pinnell)
- Spanish: Estrellita (phonics)
- Spanish: Leveled Literacy Intervention (District developed; patterned after English LLI Program)

#### Grades 4-6:

- Teacher provides core language arts instruction (includes 90 minutes of reading instruction) for 2 hours/daily
  - Additional intervention (time is determined by program model)
    - English: READ 180 (2 secondary class periods or 90 minutes daily/across the year)
    - Lexia – computer assisted instruction
    - Spanish: Researching options
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If at the end of 90 days of instruction the student in grades 1-3 is not showing adequate progress in the Tier 2A intervention, **the school's SAT (student assistance team) is convened to review the student's assessment data and progress.**

Recommendations from the SAT may include

- (1) Student is making adequate to accelerated progress and is recommended to remain in Tier 2A for an additional 9 weeks.
- (2) At the end of 3<sup>rd</sup> 9 weeks, the student is reviewed again and the recommendation may be for the student to remain in Tier 2A intervention until such time that the student “catches up” with grade level peers—no more than 3 semesters (1 ½ years) of intervention instruction at Tier 2A is recommended.
- (3) Student is recommended to move into Tier 2B.

**Tier 2 B:** For students recommended by SAT to move into Tier 2B:

Core language arts program is replaced with one of the programs listed below (approximately 60 minutes) with an additional 30 minutes of independent reading with a reader's response notebook for a total of 90 minutes of reading instruction daily. Teacher may be the Reading Interventionist or a general education teacher. The school determines what staff best delivers the replacement curriculum.

- Grades 1-3 90 minutes of instruction
  - English: *Wilson' Foundations* (Dyslexia)+ independent reading with reader's response notebook
  - Spanish: *Esperanza* (Dyslexia)+ independent reading with reader's response notebook
- Grades 4-6
  - English: Researching Options – Looking into... *Wilson's Reading System* (Dyslexia)
  - Spanish: Researching Options

At the end of 90 days of instruction, the student's progress is reviewed by the SAT.

Recommendations from SAT may include:

- (1) Student is making adequate progress and remains in this intervention until such time that the student demonstrates grade level proficiency. At that time, SAT may recommend that the student can be moved back into the core program with monitoring.
- (2) Student is not making adequate progress. A referral for special education testing is initiated.

**Tier 3: Special Education Placement—if eligible**