Literacy Analysis and Planning Guide (LAP-G)
Primary (K – 3)

School Name: _____   Grade Level: _____   Date(s) Guide Completed: _____

Team Completing the Guide: _____

<u>Purpose and Design</u>
- A grade-level school team can use this guide to build/strengthen a multi-tiered system of reading instructional supports in their school.
- The Literacy Analysis and Planning Guide (LAP-G) will walk school teams through a problem-solving model. It is designed to be used by a skilled facilitator to empower team discussions and problem solving around strengthening a school's reading instruction and supports for all students.
- Facilitators should review further information in the LAP-G Guidance Document to provide a detailed explanation of the tool.

<u>Authorship note</u>: This tool is a revised and expanded version of the *Literacy Analysis Guide* by Dr. Tanya Ihlo and Dr. Amy Murdoch. It was originally created to support RTI/MTSS work at the Southwest Ohio Special Education Regional Resource Center.

Step 1: Collecting Initial Information

The facilitator should collect this information in advance as part of the needs assessment for the school team to review at the start of Step 2.

<u>Information to Gather Prior to Grade Level Team Meeting</u>
- ☐ Educator Perception (Survey Information) – See LAP-G Guidance Document for Survey
- ☐ Resources (List of Instructional Materials)– See LAP-G Guidance Document Appendix A for form
- ☐ Screening Data
- ☐ Observational Data – See LAP-G Guidance Document Appendix for Observation Form (Collected by Facilitator)
- ☐ Classroom and Support Staff Schedules—including planning times and time blocks for each subject
- ☐ Decision Rules (guidance for moving between tiers)
- ☐ Building Level Plans: Literacy Plan
- ☐ Attendance or Mobility Data (if there are concerns)
- ☐ RtFI data examining systems in place (e.g. tiers of support, teams, etc.)
- ☐ Informal conversations with others in support roles

The facilitator uses the above information to complete the analysis section of the tool (ratings and evidence)

<u>Participants</u>
- Grade level classroom teachers
- Intervention Specialists who work with this grade level
- Specialists that work with this grade level (Reading, School Psychologist, SLP, ESOL Teachers, etc.)
- Principal or other administrator

Participants review the analysis tool and engage in discussion to determine strengths and concerns in each area. The team then uses this information to set priorities, goals, and begin the action plan.

Step 2a: Summarize & Analyze

Summary of Educator Perceptions: Survey Data – Teacher's Ratings of Need	
Average (and range) on a four point scale on needs for support in the following areas (1 much support needed – 4 no support needed)	**Summary of Open-Ended Responses**

Assessment
  Accurately Giving Assessments   _____
  Analyzing Assessment Info.   _____
Effective Core Instructional Materials are In Place
 	
  Phonemic Awareness   _____
 	
  Phonics   _____
 	
  Fluency   _____
 	
  Vocabulary   _____
 	
  Comprehension   _____
	Overall, what do you see as the greatest **strengths** in literacy across your grade level?
	
	Tier 2 and 3 Strengths:

Writing _____ **Effective Intervention Supports are In Place** _____ **Staff knowledge on dyslexia and other reading disabilities** _____	Overall, what do you see as the greatest **needs** in literacy across your grade level? Tier 2 and 3 Needs:

Summary of Instructional Materials					
Instructional Material	**Skills Targeted: Circle All that Apply** **Phonological Phonics Fluency Vocabulary Comprehension Writing**	**Who Receives**	**Who Delivers**	**Group Size**	**Comments**
Core: _____	Phonological Phonics Fluency Vocabulary Comprehension Writing				
Supplemental 1: _____	Phonological Phonics Fluency Vocabulary Comprehension Writing				
Supplemental 2: _____	Phonological Phonics Fluency Vocabulary Comprehension Writing				
Intervention 1: _____	Phonological Phonics Fluency Vocabulary Comprehension Writing				
Intervention 2: _____	Phonological Phonics Fluency Vocabulary Comprehension Writing				

Summary of Student Screening Data: Benchmark   1   2   3   (Circle benchmark recorded below) Date: _____

Based on the Composite Score What Percentage of Students are:

Grade Level	% At/Above Benchmark	Below Benchmark	Well Below Benchmark	Comments
Pre-School				
Kindergarten				
1st Grade				
2nd Grade				
3rd Grade				

Analyzing Screening Data Further for each area assessed at this benchmark for your grade level:

Measure	Essential Component Assessed	% of Students at Each Level		
		At/Above	Below	Well Below

*Also have full Grade level and Classroom reports available for the team meeting.

Areas of Strength: Areas of Weakness:

Note Growth from previous benchmark:

Subgroup results:

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Tier 1 – ASSESSMENT TOOLS		
Tier 1: Screening Results	Score (1-3)	Evidence
Screening Results **1. At least 80% of students reach benchmark goals and there are no achievement gaps between subgroups.**		

1. All key early literacy skills are assessed with reliable and valid universal screening
   ❑ Phonemic Awareness (K-1)
   ❑ Phonics (K-2)
   ❑ Reading Fluency (1-3)
   ❑ Comprehension (3)
   ❑ Vocabulary and oral language skills are considered – valid and reliable screening measures of these important skills are not widely available. However, these aspects of reading are considered.		

2. The technical manual reports have been analyzed by knowledgeable school personnel and screeners report adequate reliability and validity data.		
3. Only one screening assessment is used to assess the same skill (don't want over assessment).		
4. Screeners are used to help make decisions regarding differentiation of instruction--(small group instruction; who needs targeted instruction).		

5. Professional development for use of assessments includes:
  ☐ Delivery by an accredited trainer
  ☐ Reliable administration, data analysis and use
  ☐ Consideration of linguistic and cultural factors in administration and data analysis
  ☐ Fidelity checks (including reliability measure) and refresher trainings (each year)		

6. All staff have been trained & there is a clear plan for providing support for new staff on the use of assessments.		
7. Use of an electronic database to manage and document student data and all staff are trained on how to use it.		
8. There is a clear plan for universal screening data collection including: a.) when data will be collected b.) who will administer and score c.) how NEW students are assessed when they arrive across the school year d.) how to check on-going reliability of data.		
9. Teachers routinely (at least 3 times per year) analyze data and meet in grade-level teams to review data and make instructional changes.		
10. All students are meaningfully included in screening (approved accommodations are used when needed).		

11. There is a clear and complete written plan regarding decision rules for which students need supplemental Tier 1 and/or Intervention supports. *The plan includes:*
  ☐ a. how data are validated
  ☐ b. which assessments are used
  ☐ c. criteria used for each decision		

Tier 1 - Analyzing Instructional System of Supports		
Tier 1: CORE	Score (1-3)	Evidence
Word Recognition Note What Is Used (core and any supplemental): _____		
1. Instructional content and methods are research based and thoroughly cover phonological awareness, phonics, spelling, fluency, and handwriting <u>in an integrated manner</u>.		

❑   **Phonological Awareness is explicitly taught**
    ❑ Brief (5-10 min) lessons for PA, focus on speech sounds before focusing on letters, but quickly move to connection to letters (speech to print)
    ❑ Encourage mouth awareness, gestures, body movements, etc.		

❑   **Phonics is explicitly taught**
    ❑ Students are taught an explicit strategy to decode words by their individual sounds
    ❑ **Students are NOT** taught to guess, use picture cues, or context clues
    ❑ Letter-sounds are taught in isolation, but as soon as children know a few they are connected to reading words, sentences, and decodable text
    ❑ Irregular high frequency words are taught using phonetic methods not visual methods
    ❑ Phonics and spelling instruction are connected		

❑   **Fluency is explicitly taught**
    ❑ Fluency instruction includes work at the word, sentence, and passage level (activities for subskill fluency as well as passage reading) (K-3)
    ❑ Instruction addresses speed, accuracy, and prosody of passage reading (1-3)
    ❑ Includes a focus on reading for comprehension (never just for reading speed) (1-3)		

❑   **Handwriting is explicitly taught**
    ❑ Handwriting is aligned with phonics and spelling skill taught
    ❑ Grammar and sentence structure are taught		

2. Instructional Delivery of Word Recognition Skills is research based.
  ❑ Connects Phonological Awareness, Phonics, Spelling, and Fluency Instruction
  ❑ Clear scope and sequence that starts with easier skills and logically progresses to more difficult skills
  ❑ Systematic explicit instructional routines utilizing Model, Practice, and Feedback sequence (Structured literacy)
  ❑ Instruction includes cumulative review
  ❑ Supportive corrective feedback routine is provided
  ❑ Instructional schedule shows this is implemented daily
  ❑ All staff are trained and supported to implement the instruction with fidelity		

3. Responsive to Student Needs ❑ Meets the needs of our student population (Look at screening data)		

Tier 1 - Analyzing Instructional System of Supports		
Tier 1: CORE	Score (1-3)	Evidence
Language Comprehension Note What Is Used (core and any supplemental):_____		
1. **Instructional content** and methods used for language comprehension instruction are research based and thoroughly cover & integrate vocabulary and comprehension work with a connection to writing work at the grade level.		
❑ **Comprehension is explicitly taught** ☐ Focus is on building rich content knowledge ☐ A variety of rich texts are used for read aloud--narrative, expository, poetry, plays, etc. ☐ Outlines effective questioning & prompting to have students answering questions at a variety of levels		
❑ **Vocabulary is explicitly taught** ☐ Instruction includes student friendly definition with model and student oral practice, in context of text, with multiple practice activities involving reading/listening and speaking/writing, and checks for understanding ☐ Students are given multiple opportunities to use new words in their instructional day: reading, writing, speaking, and listening ☐ Various Aspects of vocabulary word study are utilized including morphology, multiple meanings, synonyms/antonyms, figurative language, etc.		
❑ **Writing is explicitly taught** ☐ Sufficient practice for automaticity (e.g. daily quick writes, responses to readings, etc.) and weekly writing instruction (3-5 times per week) ☐ Explicit instruction in the writing process of different genres (narrative, informational, argument, etc.)		
2. **Instructional Delivery of Language Comprehension Skills** ☐ Connects comprehension, vocabulary, and writing instruction ☐ Clear scope and sequence that outlines skills and specific academic words, texts, and writing pieces for instruction ☐ Systematic explicit instructional routines utilizing Model, Practice, and Feedback sequence ☐ Instruction includes cumulative review ☐ Supportive corrective feedback routine is provided ☐ Work is connected to prior knowledge and everyday language ☐ Instructional schedule shows this is implemented daily ☐ All staff are trained and supported to implement the instruction with fidelity		
3. **Responsive to Student Needs** ☐ Meets the needs of our student population (Look at screening data)		

Tier 1: General Considerations	Score (1-3)	Evidence
Implementation of Tier 1 Instruction		
1. All staff have training and coaching in the Science of Reading (e.g., LETRS) and the core program.		
2. There is an appropriate amount of instructional time allocated for whole group, small group, and independent work. Allocated time allows time for other subjects like Social Studies, and Science where key background information is taught.		
3. The core program includes specific information about pacing of instruction and outlines time spent on activities with more time allocated to activities related to essential components of reading (i.e., 5 essential components of reading and writing).		
4. Classroom environment is orderly, includes well planned centers at students' independent level, and supportive of structured literacy approach (e.g., sound wall instead of word wall, no sight word outlines).		
5. Tier 1 uses a variety of reading activities (e.g., teacher read aloud, peer reading, choral reading) that allow children to actively engage		
6. There is a plan for professional learning & ongoing support in use of the core program and reading research for new staff (e.g. LETRS) ❑ Strong instruction on the use of core program materials ❑ Strong instruction on reading research, the big ideas of reading, and effective instructional methods ❑ Ongoing support through coaching, mentoring, on-site technical assistance		
Differentiated Instruction		
1. All students are provided access to core curriculum regardless of reading level, linguistic level, or disability label. Appropriate supports are in place to ensure access.		

2. Effective small group differentiated instruction:
 ❑ occurs daily for lowest students and multiple times a week for all students
 ❑ has students grouped using data and focuses on key skills
 ❑ has students with the most need in the smallest groups
 ❑ has appropriate materials available for all skill levels – struggling, on-track, and accelerated
 ❑ Instruction aligns with Tier 2 intervention for those students receiving Tier 2
 ❑ Small group instruction in K-1 focuses on word recognition skills—PA, Phonics, Fluency
      o Uses flexible, homogenous grouping by skill needs for word recognition skills
      o Uses structured literacy phonics instruction
      o Includes phonological warm up, fluency work on foundational skills, and connected decodable text reading		

3 Effective classroom centers are in place and include… ❑ heterogeneous skill groupings ❑ effective classroom management ❑ cooperative learning strategies ❑ materials that are at the students' independent work levels ❑ ample activities to keep students engaged during center time ❑ modifications and supports for students who need them (including children with special needs; children who are not native English speakers; etc.) ❑ clear directions and guidelines on what to do when students finish one activity and are ready to move to another ❑ opportunity for children to work collaboratively		
4. For English Learners, Tier 1 supports are provided with consultation from someone knowledgeable about EL supports.		
5. For children with disabilities, Tier 1 is provided with consultation from someone knowledgeable in special education supports.		
6. Data are used to identify which students need supplemental instruction AND accelerated instruction and all students receive it.		
7. Parents are engaged in meaningful ways (help support knowledge and skill building; conferences).		

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Step 2b: Prioritize Areas in Need of Support for Tier 1

Tier 1- Summary of Needs for Support from Analysis – Tier 1		
Component	**Strengths**	**Concerns**
Teacher Knowledge/Prof. Learning		
Assessment System		
Word Recognition		
Language Comprehension		
Implementation		
Differentiation		

Tier 1: Prioritize Needs—What to work on first, second, etc. Consider the key areas of need for this specific grade level.

1) Write a problem statement for each prioritized need.
2) Set a goal for each priority that indicates what observable and measurable outcome will be achieved and by when.

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Steps 3 and 4: Plan and Implement Support – Tier 1

What steps need to be taken to build a three-tier model of supports in our school?				
What needs to be done?	**What are the steps to get this done?**	**Who?**	**When?**	**How Will It Be Monitored**
1.				
2.				
3.				
4.				
5.				
6.				

Tier 2 - Analyzing Instructional System of Supports *Tier 2 relies on an effective Tier 1. Be sure to complete Tier 1 analysis and planning before Tier 2 work*

Is there a need to improve Tier 2 effectiveness? Using Screening/Benchmark Results:

What percent of students need Tier 2 supports? _____   What percent are receiving Tier 2 supports? _____

What percent of students who participated in tier 2 moved to the benchmark? _____

What percent of students who participated in tier 2 improved scores, but did not make the benchmark? _____

Tier 2 Assessments Used: Intervention Based Diagnostics and Progress Monitoring

Measure: Purpose: ☐ Progress Monitoring ☐ Diagnostic Essential Component Measured: _____ Technical Adequacy: ☐ Strong ☐ Unknown ☐ Weak	**Measure:** Purpose: ☐ Progress Monitoring ☐ Diagnostic Essential Component Measured: _____ Technical Adequacy: ☐ Strong ☐ Unknown ☐ Weak
Measure: Purpose: ☐ Progress Monitoring ☐ Diagnostic Essential Component Measured: _____ Technical Adequacy: ☐ Strong ☐ Unknown ☐ Weak	**Measure:** Purpose: ☐ Progress Monitoring ☐ Diagnostic Essential Component Measured: _____ Technical Adequacy: ☐ Strong ☐ Unknown ☐ Weak

Assessment Selection	Score	Evidence
1. Intervention-based diagnostics are administered to identify specific skill needs of students to guide tier 2 instruction.		
2. Strong progress monitoring assessments are chosen: ❑ Valid and reliable measures are used. ❑ There are alternate forms of equal and controlled difficulty available for frequent data collection. ❑ The assessments are sensitive to growth over time. ❑ The assessments are linked to the area of skill deficit.		
3. Professional development is provided ❑ On the use of the assessments and analysis of data to all staff. ❑ Through a clear plan for providing training for new staff on use of assessments		

Data Collection and Analysis Plan	Score	Evidence
2. There is a clear, written plan for the collection & graphing of progress monitoring data including: ❑ what data will be collected based on student data patterns and linkage to the area of skill deficit ❑ guidelines for the collection of instructional level and grade level data ❑ how frequently student progress in Tier 2 interventions will be monitored (i.e., weekly, bi-weekly) ❑ who will administer and score assessments; who will enter progress monitoring data and maintain graphs ❑ how the collection and on-going check of the reliability of the data will be done		
3. Each student receiving Tier 2 intervention has an individual progress monitoring graph that: ❑ includes sufficient baseline data, an aim line, a goal line, and phase change lines ❑ is updated and regularly shared with appropriate stakeholders (e.g., student, students' families)		
4. Data are analyzed regularly and instructional changes are made based on the data for individual students, and effectiveness of Tier 2 instructional supports.		

Tier 2: Analyzing Instructional System of Supports		
Effective Decision Rules	Score	Evidence
There is a clear written plan regarding decision rules for which students need Tier 1 supplemental and Tier 2 supports (screening data) and when a student may no longer need Tier 2 supports (progress monitoring) or may need Tier 3 supports (progress monitoring). *The plan includes* (All boxes must be checked.) ☐ How often data will be reviewed for decision making. ☐ Which assessments are used. ☐ Criteria used for each decision. ☐ What data will be collected based on student data patterns, linkage to the area of skill deficit, including guidelines for collection of instructional vs. grade-level progress monitoring data ☐ Comparisons for data – comparing student data to benchmarks and to similar peers (critical for Eng. Learners) ☐ All educators are aware of and understand the plan.		
Tier 2 Intervention Materials Materials Needed: Intervention Programs' Scope and Sequence, Teacher's Manuals. Choose 2 lessons to reference	Score	Evidence
1. The content and methods used for **Word Recognition** intervention are research-based and thoroughly cover the essential phonemic awareness, phonics, spelling and fluency skills at the needed instructional level. **See Tier 1, page 5 for components of effective word recognition instruction.** Program Used: _____ *Copy and paste this box if multiple interventions are used. If there is an intervention that is used that only covers one component (e.g., Fluency only intervention) fill out just the items connected to fluency, but also consider if that is truly the only component that is needed for that group of students.		
2. The content and methods used for **Language Comprehension** intervention(s) are research-based and effectively teach areas of language comprehension identified as needed: vocabulary, comprehension, and writing. **See Tier 1, page 6 for components of effective language comprehension instruction.** Program Used: _____ *Copy and paste this box if multiple interventions are used.		
3. The intervention program provides explicit instruction using research-based instructional methods ☐ Clear scope and sequence ☐ Systematic explicit instructional routines utilizing Model, Practice, and Feedback sequence. ☐ Instruction includes cumulative review. ☐ Supportive corrective feedback routine is provided. ☐ Instructional schedule shows this is implemented daily. ☐ All staff are trained and supported to implement the instruction with fidelity.		
2. The Tier 2 program materials and instruction are connected to core reading instruction in Tier 1 (e.g., they use similar language/routines, provide additional practice on needed components—coordination of sequence).		

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Tier 2: General Considerations	Score	Evidence
Effective Intervention Design		
1. The team examines benchmark data and ensures every child in need (based on decision rules) receives Tier 2 supports (including students on IEPs whose data indicate a need).		
2. For English Language Learners, Tier 2 supports are provided with consultation from someone knowledgeable about second language acquisition.		
3. Tier 2 interventions are delivered by a skilled educator.		
4. Students do not miss core instruction to receive Tier 2 supports; Tier 2 is done **in addition to** core instruction.		
5. Tier 2 is done at least 3-4 days per week with group size, duration and frequency based upon degree of skill gap. (Students who are further behind need intervention more frequently, for longer duration, and/or in smaller group)		
6. Effective Tier 2 grouping includes… ❑ using interventions that match the children's skill deficits ❑ placing students with the most needs in the smallest groups		
7. There is a clear plan for the implementation of all Tier 2 interventions. The plan includes: ❑ A list of all interventions at the grade level being used ❑ Who will implement which intervention ❑ When the interventions will be implemented ❑ How often the interventions will be implemented with different students ❑ How interventions will be documented (e.g., student attendance, self-report of adherence, notes for planning, etc.)		
8. All students in Tier 2 have a clear goal set. ❑ Goal includes the level and time at which it will be reached. ❑ Goal is connected to ambitious rate of improvement to close the gap between children in Tier 2 and grade-level peers. ❑ Goal is set in appropriate level materials and includes at least a monthly check on grade-level materials IF out of grade-level materials are being used for PM		
9. There is a clear plan and mechanism for Parents/guardians to be informed of needs for Tier 2, input, and regular updates regarding progress and needs (meaningful engagement).		
Professional Development		
1. Training has been provided for ALL Tier 2 intervention programs. ❑ Professional learning includes strong instruction and ongoing support through coaching, mentoring, on-site technical assistance		
Implementation Checks of Tier 2 Intervention		
2 There is a plan for support & coaching with checks on implementation accuracy. Plan includes… ❑ self-assessment implementation checklist ❑ criteria for implementation accuracy ❑ who checks implementation and how often. ❑ plan for feedback, coaching, and support		

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Summary of Needs for Support from Analysis – Tier 2

<table>
<tr><td colspan="3" style="background:yellow">Tier 2 – Summary of Needs</td></tr>
<tr><td>Component</td><td>Strengths</td><td>Weaknesses</td></tr>
<tr><td>Assessment</td><td></td><td></td></tr>
<tr><td>Instruction Materials – Word Recognition</td><td></td><td></td></tr>
<tr><td>Instructional Materials – Language Comprehension</td><td></td><td></td></tr>
<tr><td>General Considerations: Instruction and Implementation</td><td></td><td></td></tr>
</table>

Comments:

Tier 2: Prioritize Needs—What to work on first, second, etc. Consider the key areas of need for this specific grade level.

1) **Write a problem statement for each prioritized need.**

2) **Set a goal for each priority that indicates what observable and measurable outcome will be achieved and by when.**

Steps 3 and 4: Plan and Implement Support – Tier 2

What needs to be done?	What are the steps to get this done?	Who?	When?	How Will It Be Monitored
What steps need to be taken to build a Three-Tier model of supports in our school?				
1.				
2.				
3.				
4.				
5.				

Tier 3 - Analyzing Instructional System of Supports		
Tier 3 relies on an effective Tier 1 and Tier 2. Be sure to complete Tier 1 and 2 analysis and planning before Tier 3 work		

Current Results of Tier 3 Supports
What percent of students who participate in Tier 3 moved to benchmark? _____   What percent of students who participated in Tier 3 improved scores, but did not make benchmark? _____

Appropriate Access to Tier 3	Score (1-3)	Evidence
1. There are key staff members given responsibility for ensuring that all children receiving Tier 3 have appropriate supports, are being monitored, and ensuring Tier 3 supports are effective.		
2. There is a clear, written plan for the collection & graphing of progress monitoring data (see Tier 2, p.11)		
3. Data are analyzed regularly and instructional changes are made based on the data for individual students and the effectiveness of tier 3 instructional supports. Plan ensures: ❑ Students are frequently assessed using instructional level materials (e.g., once per week). ❑ Students are assessed monthly or quarterly using grade-level materials. ❑ Student results (performance and progress) are compared to grade-level benchmarks (or instructional benchmarks) ❑ Student results (performance and progress) are compared to similar peers (grade, instruction, years of English language development)		
4. All educators are aware of and understand the plan.		
Effective Decision Rules	Score (1-3)	Evidence
There is a clear and complete written plan regarding decision rules for which students need to begin Tier 3 problem solving, continue with Tier 3 supports, may no longer need Tier 3 supports or may need a more intensive Tier 3 support plan or special education. *The plan includes:* ❑ how often data will be reviewed for decision making. ❑ which assessments are used. ❑ criteria used for each decision.		

Designing Tier 3 Supports	Score (1-3)	Evidence
Collaborative Problem-Solving Process		
1. The Collaborative Problem Solving Process is used to design Tier 3 supports.		
2. Individual student problem-solving team(s) include: ❑ Those providing direct service (e.g., classroom teacher, Title I teacher, interventionist) ❑ Family member(s) ❑ The student (when appropriate) ❑ Other members relevant to student or family needs (e.g., specialists, cultural brokers, interpreters, etc.)		
3. The district/school has Collaborative Problem Solving forms which guide the team through the process and document decisions, data, actions, and date for review.		

Designing Tier 3 Supports	Score	Evidence
Intervention Components		
1. Instruction and intervention plans are coordinated across tiers. ❑ Students still receive Tier 1 Instruction & often Tier 2 ❑ Tier 3 plans have a scope & sequence that aligns with Tier 1 & Tier 2 (or documented reason for moving to a different scope & sequence)		
2. Tier 3 plans involve targeting skills not yet mastered and intensifying the instruction of those skills.		
3. Tier 3 plans provide additional opportunities to master skills currently being taught in Tier 1/Tier 2 (previewing/additional practice as part of a comprehensive plan).		
4. Intervention program component(s) have a strong research base.		
5. Intervention program components emphasize one or more of the essential components of reading (note: if students are very far below grade level, focus on essential reading will take precedence over tier 1 alignment. Tier 1 is still in place.)		
6. The intervention includes the elements of effective intensive instructional design outlined in tier 1, but intensified which may include: ❑ Increased opportunities to respond ❑ Immediate feedback ❑ Targeted focus (narrower range of skills) ❑ Increased instructional time ❑ Increased active engagement ❑ Increased expertise of person delivering the instruction ❑ Targeted reward system (motivation to engage in intervention) ❑ Focus on transfer and generalization (shared language across settings)		

Implementation of Tier 3 Supports	Score	Evidence
1. Every student receiving Tier 3 instruction has an individual written plan that includes: ❑ review of prior support and educational history ❑ ambitious goals based on current performance and targeted benchmark ❑ an outline of intervention to be provided ❑ who will provide intervention ❑ when intervention will be provided (including how often)		

❑ how often progress monitoring data will be collected & graphed and by whom ❑ When data will be reviewed ❑ Updates that report revisions to the tier 3 plan to increase or decrease support based on data		
2. Interventions are provided by a highly skilled teacher/educator with flexible service delivery.		
3. Implementation of Tier 3 is timely and with fidelity ❑ Tier 3 supports are put in place as soon as a child demonstrates need (based on decision rules). ❑ The problem-solving team is assembled quickly and moves through the process quickly ❑ Tier 3 plan is implemented as intended		
4. There is effective implementation of Tier 3 interventions. ❑ Instruction is done in an inclusive manner. ❑ Regular feedback about progress is provided to the child's parent/guardian.		
Implementation Checks of Tier 3 Intervention		
There is a plan for support & coaching with checks on implementation accuracy. The plan includes… ❑ Self-assessment implementation checklist ❑ Criteria for implementation accuracy ❑ Plan for feedback, coaching, and support		
Professional Learning for Tier 3		
1. Key staff have received **coaching & support** on ❑ Problem-solving ❑ The use of tier 3 intervention materials ❑ How to intensify support based upon diagnostic data ❑ Structured literacy ❑ Assessment (including intervention based diagnostic and progress monitoring)		
2. All staff are aware of the tier 3 process and collaborative problem-solving model		

Summary of Needs for Support from Analysis – Tier 3

Tier 3		

Component	Strengths	Weaknesses
Assessment		
Designing Supports		
Implementation		
Placement		
Professional Learning		

Comments:

Tier 3: Prioritize Needs—What to work on first, second, etc. Consider the key areas of need for this specific grade level.

1) **Write a problem statement for each prioritized need.**

2) **Set a goal for each priority that indicates what observable and measurable outcome will be achieved and by when.**

What needs to be done?	What are the steps to get this done?	Who?	When?	How Will It Be Monitored
What steps need to be taken to build a three-tier model of supports in our school?				
1.				
2.				
3.				
4.				
5.				
6.				
7.				