

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

School Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Date(s) Guide Completed: \_\_\_\_\_

Team Completing the Guide: \_\_\_\_\_

## Purpose and Design

- 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.

Authorship note: 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.

## Collecting Initial Information

The facilitator should collect this information in advance as part of the needs assessment for the school team to review with teams.

### Information to Gather Prior to Grade Level Team Meeting

-Use the first 3 tools to complete pp. 2-4 of the LAP-G

- Screening Data – Gather benchmark screening data to complete LAP-G, p. 2
- Educator Perception (Survey Information) – Document on LAP-G, p. 3; See LAP-G Guidance Document for Survey Appendix C
- Resources (List of Instructional Materials) – Document on LAP-G, p. 4; See LAP-G Guidance Document Appendix D for form

-Use these remaining tools to gather information to help you facilitate team discussions to complete the remainder of the LAP-G

- Informal conversations with others in support roles – See LAP-G Guidance Document Appendix B or sample questions
- Observational Data – See LAP-G Guidance Document Appendix E 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) – see LAP-G Guidance Document Appendix F
- Building Level Plans: Literacy Plan – See LAP-G Guidance Document Appendix G for sample
- Attendance or Mobility Data
- Reading Tiered Fidelity Inventory (R-TFI) data examining systems in place (e.g., Tiers of support, teams, etc.)

### Participants

- 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. Each item is rated 1-3 (1=area in need of support; 2 = some support possibly needed; 3=firmly in place with evidence). The team then uses this information to set priorities, goals, and begin the action plan.**

## STEP 1: PROBLEM IDENTIFICATION – TIER 1

**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				
1 <sup>st</sup> Grade				
2 <sup>nd</sup> Grade				
3 <sup>rd</sup> 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:

Area of Opportunity

Less than 80% at benchmark? Y N    Gaps across groups? Y N

Note Growth from previous benchmark:

Subgroup results:

Problem Identification Statement:

## STEP 2: PROBLEM ANALYSIS – TIER 1

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
<p><b><u>Assessment</u></b>            Accurately Giving Assessments _____            Analyzing Assessment Info. _____</p> <p><b><u>Effective Core Instructional Materials are In Place</u></b>            Phonemic Awareness _____            Phonics _____            Fluency _____            Vocabulary _____            Comprehension _____            Writing _____</p> <p><b><u>Effective Intervention Supports are In Place</u></b> _____</p> <p><b><u>Staff knowledge of dyslexia and other reading disabilities</u></b> _____</p>	<p>Overall, what do you see as the greatest <b><u>strengths</u></b> in literacy across your grade level (Tier 1)?</p>   <p>Tier 2 and 3 Strengths:</p>   <p>Overall, what do you see as the greatest <b><u>needs</u></b> in literacy across your grade level (Tier 1)?</p>   <p>Tier 2 and 3 Needs:</p>

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

Tier 1 – ASSESSMENT TOOLS		
Tier 1: Screening Results	Score (1-3)	Evidence
<b>Screening Results</b>		
At least 80% of students reach benchmark goals and there are no achievement gaps between student groups.		
1. All key early literacy skills are assessed with reliable and valid universal screening <input type="checkbox"/> Phonemic Awareness (K-1) <input type="checkbox"/> Phonics (K-2) <input type="checkbox"/> Reading Fluency (1-3) <input type="checkbox"/> Comprehension (3) <input type="checkbox"/> 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. Professional development for use of assessments includes: <input type="checkbox"/> Delivery by an accredited trainer <input type="checkbox"/> Accurate administration, data analysis and use <input type="checkbox"/> Consideration of linguistic and cultural factors in administration and data analysis <input type="checkbox"/> Fidelity checks (including reliability measure) and refresher trainings (each year)		
5. All staff have been trained and there is a clear plan for providing support for new staff on the what and why of assessments.		
6. Use of an electronic database to manage and document student data and all staff are trained on how to use it.		
7. 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.		
8. Teachers routinely (at least 3 times per year) analyze data and meet in grade-level teams to review data and make instructional changes.		
9. Screeners are used to help make decisions regarding differentiation of instruction (small group instruction; who needs targeted instruction).		
10. All students are meaningfully included in screening (other language or 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:		
<input type="checkbox"/> a. how data are accurately collected (e.g., trained assessors, quiet location, reliability checks)		
<input type="checkbox"/> b. which assessments are used		
<input type="checkbox"/> c. criteria used for each decision		

<b>Tier 1 - Instructional System of Supports</b>		
<u>Tier 1: CORE</u>	Score (1-3)	Evidence
<b>Word Recognition</b>		
Note What Is Used (core and any supplemental): _____		
<b>1. Instructional content</b> and methods are research based and thoroughly cover phonological awareness, phonics, spelling, fluency, and handwriting <u>in an integrated manner</u> .		
<input type="checkbox"/> <b><u>Phonemic Awareness is explicitly taught</u></b> <input type="checkbox"/> 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) <input type="checkbox"/> Encourage mouth awareness, gestures, body movements, etc.		
<input type="checkbox"/> <b><u>Phonics is explicitly taught</u></b> <input type="checkbox"/> Students are taught an explicit strategy to decode words by their individual sounds <input type="checkbox"/> Students are NOT taught to guess, use picture cues, context clues, or word shapes <input type="checkbox"/> Letter-sounds are taught in isolation, but as soon as children know a few sounds they are connected to reading words, sentences, and decodable text <input type="checkbox"/> Irregular high frequency words are taught using phonetic methods not visual methods <input type="checkbox"/> Phonics and spelling instruction are connected <input type="checkbox"/> Handwriting instruction is connected to phonics and spelling		
<input type="checkbox"/> <b><u>Fluency is explicitly taught</u></b> <input type="checkbox"/> Fluency instruction includes work at the word, sentence, and passage level (activities for subskill fluency as well as passage reading) (K-3) <input type="checkbox"/> Instruction addresses speed, accuracy, and prosody of passage reading (1-3) <input type="checkbox"/> Includes a focus on reading for comprehension (never just for reading speed) (1-3)		
<b>2. Instructional Delivery of Word Recognition Skills is research based.</b> <input type="checkbox"/> Connects Phonological Awareness, Phonics, Spelling, and Fluency Instruction <input type="checkbox"/> Clear scope and sequence that starts with easier skills and logically progresses to more difficult skills <input type="checkbox"/> Systematic explicit instructional routines utilizing Model, Practice, and Feedback sequence (Structured literacy) <input type="checkbox"/> Instruction includes cumulative review <input type="checkbox"/> Supportive corrective feedback routine is provided <input type="checkbox"/> Instructional schedule shows this is implemented daily <input type="checkbox"/> All staff are trained and supported to implement the instruction with fidelity		
<b>3. Responsive to Student Needs</b> <input type="checkbox"/> Meets the needs of our student population (Reflective of screening data)		

Tier 1: CORE	Score (1-3)	Evidence
<b>Language Comprehension</b>		
Note What Is Used (core and any supplemental): _____		
<p><b>1. Instructional content</b> and methods used for language comprehension instruction are research based and thoroughly cover and integrate vocabulary and comprehension work with a connection to writing work at the grade level.  **K-1 focus is read aloud, with grades 2-3 continuing read aloud with shift to text reading</p>		
<input type="checkbox"/> <b>Comprehension is explicitly taught</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focus is on building rich content knowledge</li> <li><input type="checkbox"/> A variety of rich texts are used for read aloud--narrative, expository, poetry, plays, etc.</li> <li><input type="checkbox"/> Outlines effective questioning and prompting to have students answering questions at a variety of levels</li> <li><input type="checkbox"/> Focus is on oral language development (speaking and listening)</li> </ul>		
<input type="checkbox"/> <b>Vocabulary is explicitly taught</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction includes an appropriate number of words with student-friendly definitions with model and student oral practice, in context of text, with multiple practice activities involving reading/listening and speaking/writing with checks for understanding</li> <li><input type="checkbox"/> Students are given multiple opportunities to use new words in their instructional day: reading, writing, speaking, and listening</li> <li><input type="checkbox"/> Various aspects of vocabulary word study are utilized including morphology, multiple meanings, synonyms/antonyms, figurative language, etc.</li> </ul>		
<input type="checkbox"/> <b>Writing is explicitly taught</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sufficient practice for automaticity (e.g. daily quick writes, responses to readings, etc.) and weekly writing instruction (3-5 times per week)</li> <li><input type="checkbox"/> Grammar and sentence structure are taught</li> <li><input type="checkbox"/> Explicit instruction in the writing process of different genres (narrative, informational, argument, etc.)</li> </ul>		
<p><b>2. Instructional Delivery of Language Comprehension Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Connects comprehension, vocabulary, and writing instruction</li> <li><input type="checkbox"/> Clear scope and sequence that outlines skills and specific academic words, texts, and writing pieces for instruction</li> <li><input type="checkbox"/> Systematic explicit instructional routines utilizing Model, Practice, and Feedback sequence</li> <li><input type="checkbox"/> Instruction includes cumulative review</li> <li><input type="checkbox"/> Supportive corrective feedback routine is provided</li> <li><input type="checkbox"/> Work is connected to prior knowledge and everyday language</li> <li><input type="checkbox"/> Instructional schedule shows this is implemented daily</li> <li><input type="checkbox"/> All staff are trained and supported to implement the instruction with fidelity</li> </ul>		
<p><b>3. Responsive to Student Needs</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meets the needs of our student population (reflective of screening data)</li> </ul>		

Tier 1: General Considerations	Score	Evidence
<b>Implementation of Tier 1 Instruction</b>		
1. All educators have training and coaching in the Science of Reading (e.g., LETRS), the core program, and consideration of factors such as linguistic and cultural needs, disability needs, gifted needs, etc.)		
2. There is a plan for professional learning and ongoing support in use of core program and reading research for new staff (e.g., LETRS) <ul style="list-style-type: none"> <li><input type="checkbox"/> Strong instruction on reading research, the big ideas of reading, and effective instructional methods</li> <li><input type="checkbox"/> Strong instruction on the use of core program materials</li> <li><input type="checkbox"/> Ongoing support through coaching, mentoring, and technical assistance</li> </ul>		
3. 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.		
4. 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).		
5. 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).		
6. Tier 1 uses a variety of reading activities (e.g., teacher read aloud, peer reading, choral reading) that allow children to actively engage		
<b>Differentiated Instruction</b>		
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: <ul style="list-style-type: none"> <li><input type="checkbox"/> Occurs daily for lowest students and multiple times a week for all students</li> <li><input type="checkbox"/> Has students grouped using data and focuses on key skills</li> <li><input type="checkbox"/> Has students with the most need in the smallest groups</li> <li><input type="checkbox"/> Has appropriate materials available for all skill levels: struggling, on-track, and accelerated</li> <li><input type="checkbox"/> Instruction aligns with Tier 2 intervention for those students receiving Tier 2</li> <li><input type="checkbox"/> Small group instruction in K-1 focuses on word recognition skills: PA, Phonics, Fluency <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses flexible, homogenous grouping by skill needs for word recognition skills</li> <li><input type="checkbox"/> Uses structured literacy phonics instruction</li> <li><input type="checkbox"/> Includes phonological warm up, fluency work on foundational skills, and connected decodable text reading</li> </ul> </li> </ul>		
3. Effective classroom centers are in place and include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Heterogeneous skill groupings</li> <li><input type="checkbox"/> Effective classroom management</li> <li><input type="checkbox"/> Cooperative learning strategies</li> <li><input type="checkbox"/> Materials that are at the students' independent work levels</li> <li><input type="checkbox"/> Ample activities to keep students engaged during center time</li> <li><input type="checkbox"/> Modifications/supports for students who need them (including children with IEPs or who are not native English speakers, etc.)</li> <li><input type="checkbox"/> Clear directions and guidelines on what to do when students finish one activity and are ready to move to another</li> <li><input type="checkbox"/> Opportunity for children to work collaboratively</li> </ul>		
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. Caregivers and families are engaged in meaningful ways (help support knowledge and skill building; conferences).		



### STEP 3: PRIORITIZE AND SET GOALS – TIER 1

#### Tier 1- Summary of Needs for Support from Analysis

Component	Strengths	Areas of Opportunity
Educator perceptions		
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.**

## STEP 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.				

## STEP 5: EVALUATE THE PLAN – TIER 1

Date of Check in: \_\_\_\_\_

How are we doing?			
Target Area	Action Steps	Progress (Achieved, In Progress, Not Yet Started)	Follow-up notes

## STEP 1: PROBLEM IDENTIFICATION – TIER 2

<b>Tier 2 - Instructional System of Supports</b> *Tier 2 relies on an effective Tier 1. Be sure to complete Tier 1 analysis and planning before Tier 2 work*	
<b>Is there a need to improve Tier 2 effectiveness? Using Screening/Benchmark Results:</b>	
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 by the next benchmark period? _____	
What percent of students who participated in Tier 2 improved scores, but did not make the benchmark? _____	
<b>Tier 2 Assessments Used: Intervention Based Diagnostics and Progress Monitoring</b>	
<b>Measure:</b> _____ <b>Essential Component:</b> _____ Purpose: <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic Technical Adequacy: <input type="checkbox"/> Strong <input type="checkbox"/> Unknown <input type="checkbox"/> Weak  <b>Measure:</b> _____ <b>Essential Component:</b> _____ Purpose: <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic Technical Adequacy: <input type="checkbox"/> Strong <input type="checkbox"/> Unknown <input type="checkbox"/> Weak	<b>Measure:</b> _____ <b>Essential Component:</b> _____ Purpose: <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic Technical Adequacy: <input type="checkbox"/> Strong <input type="checkbox"/> Unknown <input type="checkbox"/> Weak  <b>Measure:</b> _____ <b>Essential Component:</b> _____ Purpose: <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic Technical Adequacy: <input type="checkbox"/> Strong <input type="checkbox"/> Unknown <input type="checkbox"/> Weak

## STEP 2: PROBLEM ANALYSIS – TIER 2

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: <input type="checkbox"/> Valid and reliable measures are used. <input type="checkbox"/> There are alternate forms of equal and controlled difficulty available for frequent data collection. <input type="checkbox"/> The assessments are sensitive to growth over time. <input type="checkbox"/> The assessments are linked to the area of skill deficit.		
3. Professional development is provided: <input type="checkbox"/> On the use of the assessments and analysis of data to all staff. <input type="checkbox"/> Including a plan for training new staff on use of assessments.		
Data Collection and Analysis Plan	Score	Evidence
1. There is a clear, written plan for the collection and graphing of progress monitoring data including: <input type="checkbox"/> what data will be collected based on student data patterns and linkage to the area of skill deficit <input type="checkbox"/> guidelines for the collection of instructional level and grade level data <input type="checkbox"/> how frequently student progress in Tier 2 interventions will be monitored (i.e., weekly, bi-weekly) <input type="checkbox"/> who will administer and score assessments; who will enter progress monitoring data and maintain graphs <input type="checkbox"/> how the collection and on-going check of the reliability of the data will be done		
2. Each student receiving Tier 2 intervention has an individual progress monitoring graph that: <input type="checkbox"/> includes sufficient baseline data, an aim line, a goal line, and phase change lines <input type="checkbox"/> is updated and regularly shared with appropriate stakeholders (e.g., student, students' families)		
3. Data are analyzed regularly by teams and instructional changes are made based on the data for individual students, and effectiveness of Tier 2 instructional supports.		

Tier 2: Instructional System of Supports		
Effective Decision Rules	Score	Evidence
<p>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):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How often data will be reviewed for decision making</li> <li><input type="checkbox"/> Which assessments are used</li> <li><input type="checkbox"/> Criteria used for each decision</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Comparisons for data – comparing student data to benchmarks and to similar peers (critical for ELLs)</li> <li><input type="checkbox"/> All educators are aware of and understand the plan</li> </ul>		
<b>Tier 2 Intervention Materials</b>	Score	Evidence
<p>Materials Needed: Intervention Programs’ Scope and Sequence, Teacher’s Manuals. Choose 2 lessons to reference</p> <p>1. The content and methods used for <b>Word Recognition</b> intervention are research-based and thoroughly cover the essential phonemic awareness, phonics, spelling and fluency skills at the needed instructional level. <b>See Tier 1, page 6 for components of effective word recognition instruction.</b></p> <p>Program Used: _____</p> <p>*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.</p>		
<p>2. The content and methods used for <b>Language Comprehension</b> intervention(s) are research-based and effectively teach areas of language comprehension identified as needed: vocabulary, comprehension, and writing. <b>See Tier 1, page 7 for components of effective language comprehension instruction.</b></p> <p>Program Used: _____</p> <p>*Copy and paste this box if multiple interventions are used.</p>		
<p>3. The intervention program provides explicit instruction using research-based instructional methods:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear scope and sequence</li> <li><input type="checkbox"/> Systematic explicit instructional routines utilizing Model, Practice, and Feedback sequence</li> <li><input type="checkbox"/> Instruction includes cumulative review</li> <li><input type="checkbox"/> Supportive corrective feedback routine is provided</li> <li><input type="checkbox"/> Instructional schedule shows this is implemented 3-5 times per week</li> <li><input type="checkbox"/> All staff are trained and supported to implement the instruction with fidelity</li> </ul>		
<p>4. The Tier 2 program materials and instruction are connected to Tier 1 (e.g., use similar language/routines, provide additional practice on needed components; coordinated sequence).</p>		

Tier 2: General Considerations	Score	Evidence
<b>Effective Intervention Design</b>		
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 <b>in addition to</b> core instruction.		
5. Tier 2 is done at least 3-5 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: <input type="checkbox"/> Using interventions that match the children’s skill deficits <input type="checkbox"/> 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: <input type="checkbox"/> A list of all interventions at the grade level being used <input type="checkbox"/> Who will implement which intervention <input type="checkbox"/> When the interventions will be implemented <input type="checkbox"/> How often the interventions will be implemented with different students <input type="checkbox"/> 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. <input type="checkbox"/> Goal includes the level and time at which it will be reached <input type="checkbox"/> Goal is connected to ambitious rate of improvement to close the gap between children in Tier 2 and grade-level peers. <input type="checkbox"/> 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 caregivers and families to be informed of needs for Tier 2, input, and regular updates regarding progress and needs (meaningful engagement).		
<b>Professional Development</b>		
1. Training has been provided for ALL Tier 2 intervention programs. <input type="checkbox"/> Professional learning includes strong instruction and ongoing support through coaching, mentoring, technical assistance <input type="checkbox"/> Consideration of factors such as linguistic and cultural needs, disability needs, gifted needs, etc.) <input type="checkbox"/> There is a plan for training new staff, including those who start mid-year		
<b>Implementation Checks of Tier 2 Intervention</b>		
2 There is a plan for support & coaching with checks on implementation accuracy. Plan includes: <input type="checkbox"/> Self-assessment implementation checklist <input type="checkbox"/> Criteria for implementation accuracy <input type="checkbox"/> Who checks implementation and how often. <input type="checkbox"/> Plan for feedback, coaching, and support		

### STEP 3: PRIORITIZING AND SET GOALS - TIER 2

#### Tier 2 – Summary of System Needs

Component	Strengths	Areas of Opportunity
Assessment		
Instruction Materials – Word Recognition		
Instructional Materials – Language Comprehension		
General Considerations: Intervention Design, Professional Development and Implementation		

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.

## STEP 4: PLAN AND IMPLEMENT SUPPORT – TIER 2

What steps need to be taken to strengthen Tier 2 implementation?				
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.				



## STEP 5: EVALUATE THE PLAN – TIER 2

Date of Check in: \_\_\_\_\_

How are we doing?			
Target Area	Action Steps	Progress (Achieved, In Progress, Not Yet Started)	Follow-up notes

## STEP 1: PROBLEM IDENTIFICATION – TIER 3

### Tier 3 - 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? \_\_\_\_\_

## STEP 2: PROBLEM ANALYSIS – TIER 3

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 LAP-G Tier 2, p.12)		
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: <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are frequently assessed using instructional level materials (e.g., once per week)</li> <li><input type="checkbox"/> Students are assessed monthly or quarterly using grade-level materials.</li> <li><input type="checkbox"/> Student results (performance and progress) are compared to grade-level benchmarks (or instructional benchmarks)</li> <li><input type="checkbox"/> Student results (performance and progress) are compared to similar peers (grade, instruction, years of English language)</li> </ul>		
4. All educators are aware of and understand the plan.		
Effective Decision Rules	Score	Evidence
Clear and complete written plan articulates decision rules: which students need to begin Tier 3 problem solving, continue with Tier 3, may no longer need Tier 3 or may need a more intensive Tier 3 or special education. The plan includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> How often data will be reviewed for decision making.</li> <li><input type="checkbox"/> Which assessments are used.</li> <li><input type="checkbox"/> Criteria used for each decision.</li> </ul>		
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: <ul style="list-style-type: none"> <li><input type="checkbox"/> Those providing direct service (e.g., classroom teacher, Title I teacher, interventionist, ESL, SLP, OT, other)</li> <li><input type="checkbox"/> Family member(s)</li> <li><input type="checkbox"/> The student (when appropriate)</li> <li><input type="checkbox"/> Other members relevant to student or family needs (e.g., specialists, cultural brokers, interpreters, etc.)</li> </ul> **An administrator is involved to support intervention needs**		
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
<b>Intervention Components</b>		
1. Instruction and intervention plans are coordinated across Tiers. <ul style="list-style-type: none"> <li><input type="checkbox"/> Students still receive Tier 1 Instruction and often Tier 2</li> <li><input type="checkbox"/> Tier 3 plans have a scope and sequence that aligns with Tier 1 and Tier 2 (or documented reason for moving to a different scope and sequence)</li> </ul>		
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 taught in Tier 1/Tier 2 (previewing/reviewing/additional practice or stepping back to unmastered skills as part of a comprehensive plan)		
4. Intervention program component(s) have a strong research base.		
6. The intervention includes the elements of effective intensive instructional design outlined in Tier 1, but intensified which may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Increased opportunities to respond</li> <li><input type="checkbox"/> Immediate feedback</li> <li><input type="checkbox"/> Targeted focus (narrower range of skills)</li> <li><input type="checkbox"/> Increased instructional time</li> <li><input type="checkbox"/> Increased active engagement</li> <li><input type="checkbox"/> Increased expertise of person delivering the instruction</li> <li><input type="checkbox"/> Targeted reward system (motivation to engage in intervention)</li> <li><input type="checkbox"/> Focus on transfer and generalization (shared language across settings)</li> </ul>		
<b>Implementation of Tier 3 Supports</b>		
1. Every student receiving Tier 3 instruction has an individual written plan that includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of prior support and educational history</li> <li><input type="checkbox"/> Ambitious goals based on current performance and targeted benchmark</li> <li><input type="checkbox"/> An outline of intervention to be provided</li> <li><input type="checkbox"/> Who will provide intervention</li> <li><input type="checkbox"/> When intervention will be provided (including how often)</li> <li><input type="checkbox"/> How often progress monitoring data will be collected &amp; graphed and by whom</li> <li><input type="checkbox"/> When data will be reviewed</li> <li><input type="checkbox"/> Updates that report revisions/modifications to the Tier 3 plan to increase or decrease support based on data</li> </ul>		
2. Interventions are provided by a highly skilled teacher/educator with flexible service delivery.		
3. Implementation of Tier 3 is timely and with fidelity <ul style="list-style-type: none"> <li><input type="checkbox"/> Tier 3 supports are put in place as soon as a child demonstrates need (based on decision rules).</li> <li><input type="checkbox"/> The problem-solving team is assembled quickly and moves through the process quickly</li> <li><input type="checkbox"/> Tier 3 plan is implemented as intended</li> </ul>		
4. There is effective implementation of Tier 3 interventions. <ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction is done in an inclusive manner.</li> <li><input type="checkbox"/> Regular feedback about progress is provided to the child's caregiver/family.</li> </ul>		
5. Teams review includes questions that guide whether to fade intervention or continue intervention with or without special education. <ul style="list-style-type: none"> <li><input type="checkbox"/> Has the student made adequate progress to fade intervention or to continue intervention?</li> <li><input type="checkbox"/> If the student is not making adequate progress, did the team revisit problem solving?</li> </ul>		

<input type="checkbox"/> Have you been providing specially designed instruction with fidelity? <input type="checkbox"/> Do you have evidence that specially designed instruction is needed to enable learning? <input type="checkbox"/> What evidence do you have that the student has a long-term need for intensive intervention that can't be maintained with general education resources? <input type="checkbox"/> Do you suspect the student is a student with a disability?		
<b>Professional Development for Tier 3</b>	Score	Evidence
<input type="checkbox"/> Key staff have received <b>coaching &amp; support</b> on <input type="checkbox"/> Problem-solving <input type="checkbox"/> The use of structured literacy intervention materials <input type="checkbox"/> Assessment (including intervention-based diagnostic and progress monitoring) and interpretation Consideration of linguistic and cultural factors in administration and data analysis		
All staff are aware of the Tier 3 process and collaborative problem-solving model		
<b>Implementation Checks of Tier 3 Intervention</b>	Score	Evidence
There is a plan for support and coaching with checks on implementation accuracy. The plan includes: <input type="checkbox"/> Self-assessment implementation checklist <input type="checkbox"/> Criteria for implementation accuracy <input type="checkbox"/> Plan for feedback, coaching, and support		

### STEP 3: PRIORITIZE AND SET GOALS – TIER 3

#### Tier 3

Component	Strengths	Areas of Opportunity
Assessment		
Appropriate Access to Tier 3		
Decision Rules		
Professional Development		
Designing Tier 3 Supports		
Implementation		

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.**

### STEP 4: PLAN AND IMPLEMENT SUPPORT – TIER 3

What steps need to be taken to strengthen Tier 3 implementation?				
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.				
7.				

## STEP 5: EVALUATE THE PLAN - TIER 3

Date of Check in: \_\_\_\_\_

<b>How are we doing?</b>			
Target Area	Action Steps	Progress (Achieved, In Progress, Not Yet Started)	Follow-up notes

## STEP 2: PROBLEM ANALYSIS

### ELIGIBILITY: EVALUATION PROCESS

#### Evaluation and Team Process

<b>Documenting a need for an evaluation for special education - Evaluation</b>	Score (1-3)	Evidence
1. The special education evaluation teams includes the Tier 3 team, plus possibly new members knowledgeable in reading data interpretation and/or reading disabilities (See Tier 3 Collaborative Problem-Solving Process #2, LAP-G p.19)		
2. There is evidence that each student has been supported throughout all Tiers (Strong MTSS in place, LAP-G pp. 2-21)		
3. There is evidence that Tiers were implemented with fidelity (see Implementation checks of Tiers, LAP-G pp. 14 & 18)		
4. Caregivers/ family were involved in the Tiered process engaging in a meaningful way (See Tier 1 Considerations LAP-G p.8, Tier 2 Considerations p. 14, Tier 3 team p. 19)		
5. The Evaluation Team Report (ETR) planning form is reviewed to determine if any additional data are needed to consider suspicion of a disability or whether all needed information was collected as part of the MTSS process. If additional data are needed, the team collected that information.		
<b>Evaluation Part 1: Does the Student Have a Reading Disability? (from Ohio Model Policies and Procedures)</b>		
<b>Evaluation component Section #1: Inadequate Performance</b>	Score (1-3)	Evidence
Performance data (i.e., post-intervention benchmark data, test data, classroom data) are examined to see how each student performed compared to benchmarks over time and to similar peers.		
<b>Evaluation component Section #2: Inadequate Growth (Resource-Intensive Growth)</b>	Score (1-3)	Evidence
Performance data are examined to see how each student grew compared to goals and similar peers. All students in the eligibility process have graphed data that is a visual display of progress compared to benchmarks and peers, and shows this progress through MTSS		
<b>Evaluation component Section #3: Exclusionary Criteria</b>	Score (1-3)	Evidence
In each evaluation, it is evident that data, including caregiver input, were collected and either ruled out or determined a need for more in-depth evaluation for all areas of potential concern. For example, if vision, hearing, English language development or economic disadvantage were a concern of the team, they were addressed as part of collaborative problem solving in Tier 3.		



<b>Evaluation component Section #4: Rule out lack of instruction and ensure provision of information on repeated assessments to parents</b>	Score (1-3)	Evidence
Implementation of Tiered supports (MTSS) rules out lack of generally effective instruction as cause. (Ways this has been checked are listed below to show the connection).		
<p>In each evaluation, it is evident that Tier 1 instruction was evaluated:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Most recent class performance on benchmark assessment shows 80% or more of students meeting benchmark in Tier 1 (if not, there is a consistently increasing percent of students at benchmark with Tier 1 instruction) (See Tier 1 Assessment, LAP-G p.5)</li> <li><input type="checkbox"/> Data are disaggregated to show similar percent of student across subgroups at benchmark</li> <li><input type="checkbox"/> Trend data shows the majority of students in Tier 1 remain in Tier 1 across benchmark assessments</li> </ul>		
<p>In each evaluation, it is evident that Tiers 2 and 3 instruction were evaluated:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fidelity is documented as part of MTSS (Tier 2, fidelity check, Tier 3 fidelity check, attendance)</li> <li><input type="checkbox"/> Performance of similar peers in intervention is evaluated for comparison</li> <li><input type="checkbox"/> Growth of similar peers in intervention is evaluated for comparison</li> <li><input type="checkbox"/> Interventions are evidence-based and align with the science of reading</li> </ul>		
The student meets one of the 13 disability categories based upon information documented in parts 1-4 above or collected as part of this evaluation for parts 1-4 above. For reading-related SLD, areas of significant performance and progress differences were determined in one or more identified areas (oral expression, listening comprehension, basic reading skill, reading fluency, reading comprehension)		
Under the conditions of strong Tiers 1-3 instruction without attendance issues, assessment data indicating gaps in performance and resource-intensive progress have been shared throughout the MTSS and evaluation process.		
<b>Evaluation Part 2: Does the Student require specially designed instruction?</b>		
<b>Specially Designed Instruction</b>	Score (1-3)	Evidence
<p>In each evaluation, determination of the need for special education is articulated through <u>each</u> of these:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It has been determined that the student needs specially designed instruction accessible only through special education to make meaningful progress based upon resources needed (Tier 3 progress monitoring graph showing multiple interventions attempted with growth only with more intensive support and problem-solving documentation over time)</li> <li><input type="checkbox"/> Resource needs include consideration of aspects such as: (1) Intensity of additional instruction and intervention (increased time, increased explicit teaching, prompting, and monitoring) and/or (2) Degree of modifications to typical classroom practices (i.e. altered instructional tasks, assessments, materials) outlined in Tier 3 problem solving.</li> <li><input type="checkbox"/> There is a demonstrated need for ongoing Tier 3 problem-solving case management to ensure students stay "on track" to attain their ambitious learning goals.</li> </ul>		

**Individualized Education Plan (IEP)**

**IEP Framework**

**Effectiveness**

What percent of students in special education with a reading disability moved a level or closed the gap? \_\_\_\_\_

**System Supports and Effective Implementation of IEPs**

Score  
(1-3)

Evidence

1. Tier 3 collaborative problem solving continues for students on IEPs (not paperwork, but habit of mind) and addresses continued and new areas of concern.
  - Students have support coordinated across teachers and service providers (See Tier 3 team)
  - Students receive reliable progress monitoring data AND the data show continued growth or the IEP team reconvenes
2. Procedures are in place to ensure all students on an IEP access Tier 1 teacher-directed instruction with clearly outlined related services and accommodations
3. Every student with an IEP has:
  - Ambitious goals based on specified standards related to target behavior(s); IEP goals target gap closing: “The IEP goal is “reasonably calculated” to help the student close the gap that exists between their performance and that of same-grade peers. (See Tier 3 plan and progress monitoring graph)
  - An outline of intervention to be provided that includes elements of effective instructional design; IEP services include evidence-based strategies (See Tier 1 and Tier 3)
  - Interventions provided by a highly skilled reading teacher/educator
  - Effective implementation of IEP interventions
  - Special education services occur in addition to Tier 1 (core) instruction and students do not miss teacher-directed instruction
  - Instruction/intervention is implemented as intended (fidelity)
  - Regular feedback about progress (and strategies being used) is provided to each child’s caregiver/guardian
  - A plan for how to intensify support when students do not respond at an expected rate of growth

**Professional Development**

Score  
(1-3)

Evidence

- Topics include important focus areas such as:
- Understanding of exceptionalities
  - Purpose of special education and expectations for growth
  - How to increase intensity of intervention
  - Serving English Language Learners with disabilities

### STEP 3: PRIORITIZE AND SET GOALS - ELIGIBILITY

Evaluation and IEP		
Component	Strengths	Areas of Opportunity
Team Process		
Eligibility Evaluation Part 1		
Eligibility Evaluation Part 2		
IEP Framework		
Professional Development		
<p><b>Special Education: Prioritize Needs—What to work on first, second, etc. Consider the key areas of need for this specific grade level.</b></p> <ol style="list-style-type: none"> <li><b>1) Write a problem statement for each prioritized need.</b></li> <li><b>2) Set a goal for each priority that indicates what observable and measurable outcome will be achieved and by when.</b></li> </ol>		

## STEP 4: PLAN AND IMPLEMENT SUPPORT - ELIGIBILITY

What steps need to be taken to build an effective evaluation and special education service system in our school? (TJ)				
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.				
7.				

**STEP 5: EVALUATE THE PLAN - ELIGIBILITY**

**Date of Check in:** \_\_\_\_\_

How are we doing?			
Target Area	Action Steps	Progress (Achieved, In Progress, Not Yet Started)	Follow-up notes