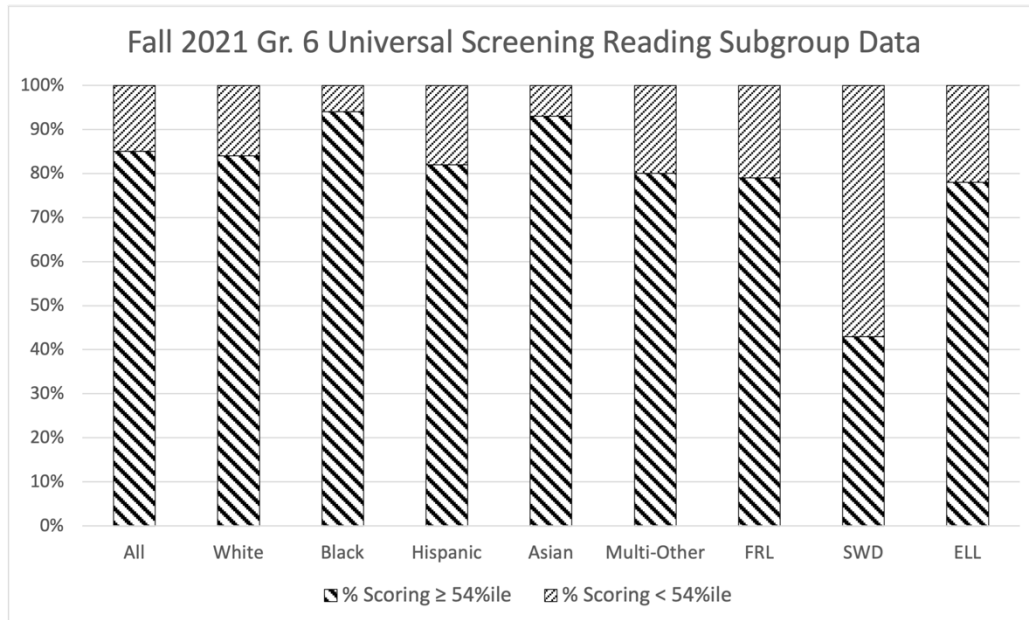


Let's Practice!

Step 1: Problem Identification

Is Tier 1 instruction sufficient for all subgroups of students? Review the data below and discuss your rationale.



Step 2: Problem Analysis

The team generated multiple educated guesses or “hypotheses” across the domains of instruction, curriculum, environment, and learner. Review the hypothesis below and respond to the questions that follow.

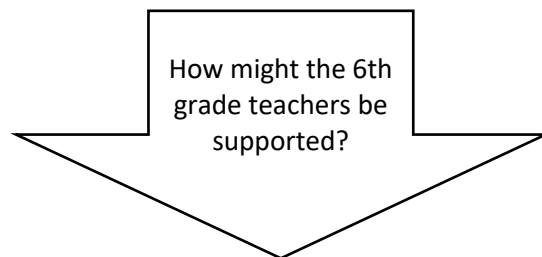
Hypothesis #1 (Instruction): A lower percentage of students with disabilities are meeting grade level expectations in reading because small group differentiation during Tier 1 instruction does not occur as it should.

- Which method(s) could they use? Review, Interview, Observe, or Test
- What specifically will they need to determine?



Step 3: Intervention Design

Complete the "Support" section of the Comprehensive Intervention Plan



Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
<p><u>Who</u> is responsible? All 6th ELA grade teachers</p> <p><u>What</u> will be done? Using selected Tier 2 words from grade level text, teachers will provide explicit instruction (with practice and feedback) in morphology, affixes, root words, for at least 10 minutes prior to teaching with the text. Teachers will implement differentiated small group instruction within ELA classes, creating the small groups based on data, and will include explicitly teaching (with practice and feedback) word identification skills (e.g., decoding, fluency, morphology, etc.)</p> <p><u>When</u> will it occur? Daily during Tier 1 instruction</p> <p><u>Where</u> will it occur? Classroom</p>	<p><u>Who</u> is responsible?</p> <p><u>What</u> will be done?</p> <p><u>When</u> will it occur?</p> <p><u>Where</u> will it occur?</p>	<p><u>Who</u> is responsible? All 6th grade teachers</p> <p><u>What</u> will be done? Each teacher will keep a weekly Documentation Worksheet noting 1) that the differentiated instruction happened, 2) the focus of the instruction, and 3) the students in each of the groups; the Reading Coach will maintain documentation of degree of fidelity measured during observations, and administration will provide applicable walkthrough data specific to instructional practices and routines</p> <p><u>When</u> will it occur? Worksheets will be prepared and printed by the Friday of the week prior</p> <p><u>How</u> will data be shared? Teachers will review the data during PLC meetings and problem solve any implementation issues</p>	<p><u>Who</u> is responsible? All 6th grade teachers</p> <p><u>What</u> data will be collected and <u>when</u>? Quarterly end of unit assessment data (measures vocab/comprehension); Weekly assessment data (measuring word identification skills); Winter screening in mid-December</p> <p><u>How</u> will we decide if the plan is effective? The 6th grade team will review data on: 10/5, 11/2, 11/30, 12/21</p> <p>Winter screening data will be reviewed on January 9 to determine student Rtl. Based on % of SWD scoring at or above 54th percentile on the Winter screener, Rtl will be based on the following: Positive response: ≥ 67% Questionable: 51-66% Poor: ≤ 50%</p>



Step 4: Response to Intervention/Evaluation

Use the decision rules to determine the students' response to intervention.

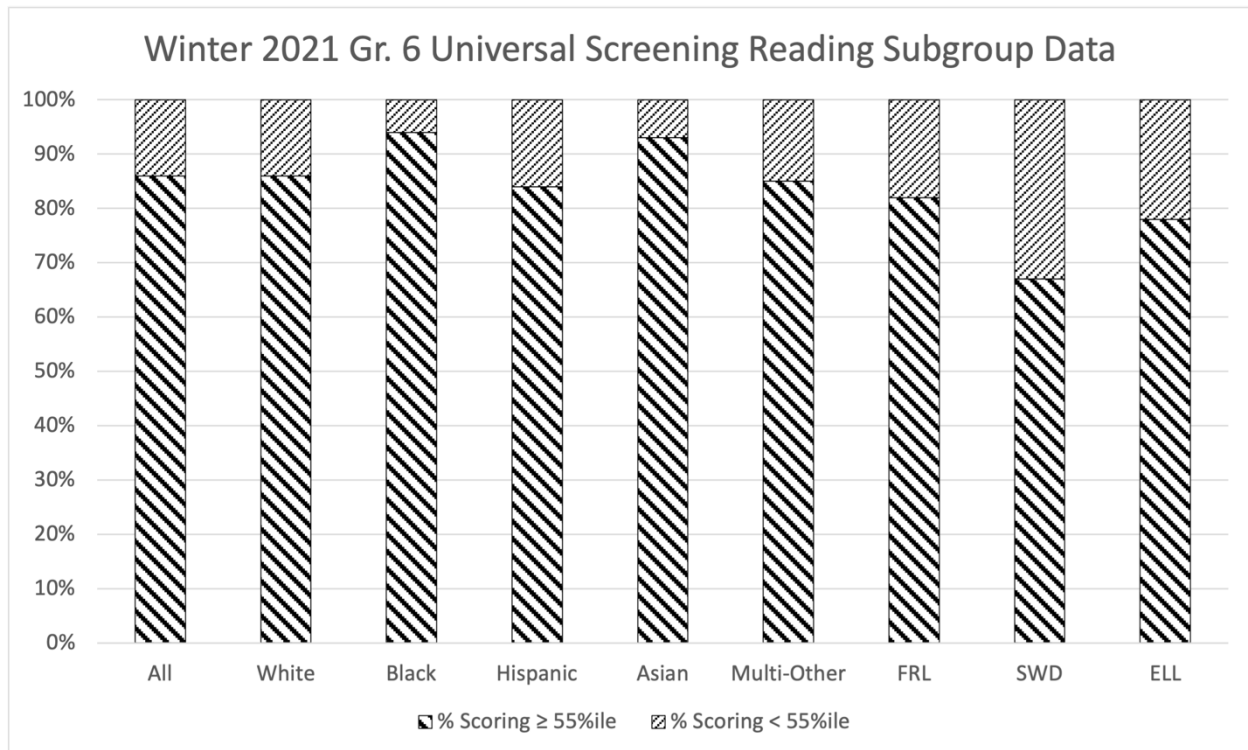
Goal statement: At least 70% of 6th grade SWDs will score at or above the 55th percentile on the winter screener.

Decision Rules:

Positive response: $\geq 67\%$

Questionable: 51-66%

Poor: $\leq 50\%$



	# of Students	# Scoring $\geq 55\%$ ile	% Scoring $\geq 55\%$ ile	# Scoring $< 55\%$ ile	% Scoring $< 55\%$ ile
SWD	60	40	67%	20	33%

1. Was the students' response positive, questionable or poor?

2. What next steps would you recommend for the team?

