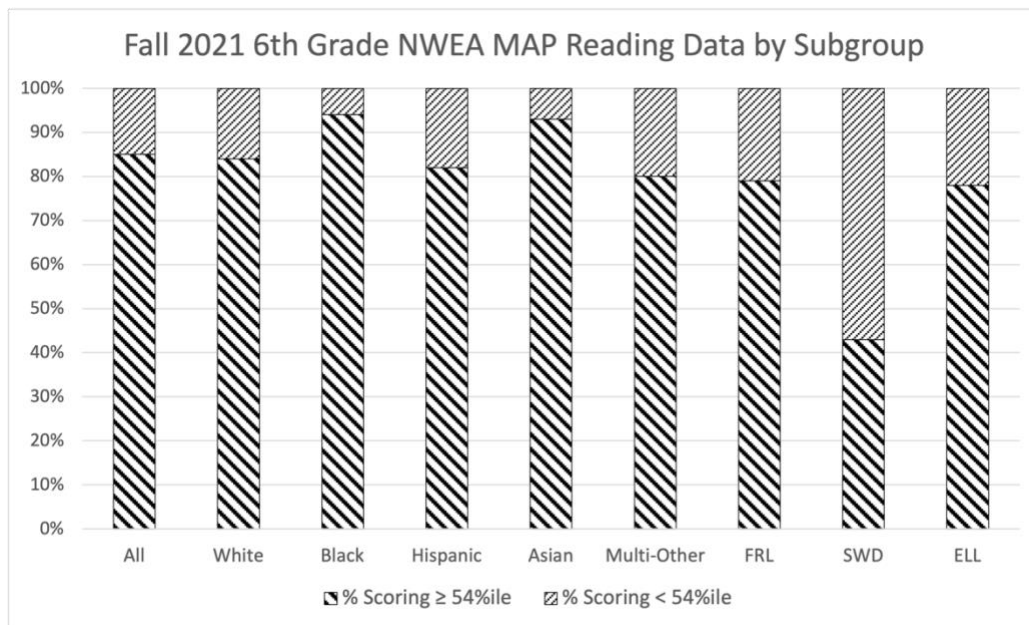## Let's Practice!

Step 1: Problem Identification

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

Fall 2021 6th Grade NWEA MAP Reading Data by Subgroup

% Scoring ≥ 54%ile   % Scoring < 54%ile

Adapted from the Fall 2021 MAP™ Assessment

STOP

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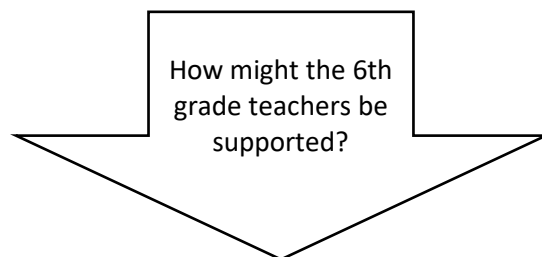
Hypothesis #1 (Instruction): A lower percentage of students with disabilities are meeting grade level expectations in reading because small group differentiation during Tier 1 instruction does not occur as it should.

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

STOP

Step 3: Intervention Design

Complete the "Support" section of the Comprehensive Intervention Plan

How might the 6th grade teachers be supported?

Intervention Plan	Support Plan (for interventionists)	Fidelity Documentation	Progress Monitoring Plan
Who is responsible? All 6th grade ELA teachers What 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 core 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.) When will it occur? Daily during core instruction Where will it occur? Classroom	Who is responsible? What will be done? When will it occur? Where will it occur?	Who is responsible? All 6th grade ELA teachers and Reading Coach What will be done? 1) Each teacher will keep a weekly Documentation Worksheet noting a) the frequency of differentiated instruction, b) the focus of the instruction, and c) the students in each of the groups 2) Reading Coach will document fidelity measured during observations, and gather applicable walkthrough data specific to instructional practices and routines When will it occur? 1) Teachers maintain worksheets daily 2) Reading Coach gathers observation data weekly How will data be shared? Teachers will review the data during PLC meetings and problem solve any implementation issues	Who is responsible? All 6th grade ELA teachers What data will be collected and when? Quarterly end of unit assessment data (measures vocab/comprehension); Weekly Lexia data (measures word identification skills); Winter NWEA MAP assessment in mid-December. How will we decide if the plan is effective? The 6th grade team will review data on: 10/5, 11/2, 11/30, 12/21 Winter NWEA MAP assessment data will be reviewed on January 9 to determine student RtI. **Based on % of SWD scoring at or above 55th percentile** on the Winter MAP assessment, RtI will be based on the following: Positive response: ≥ 67% Questionable: 51-66% Poor: ≤ 50%

STOP

Step 4: Response to Intervention/Evaluation
Use the decision rules to determine the students' response to intervention.
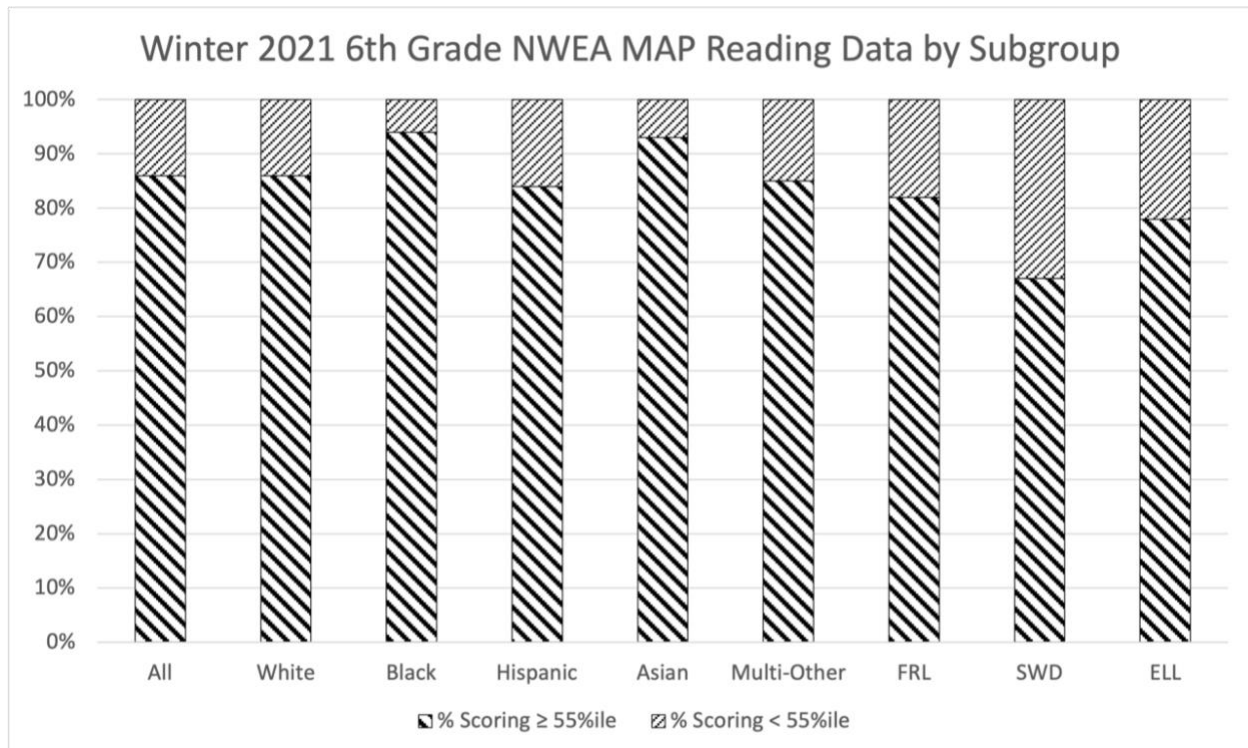
Goal statement: At least 70% of 6th grade SWDs will score at or above the 55th percentile on the Winter MAP Reading assessment

Decision Rules:
Positive response: ≥ 67%
Questionable: 51-66%
Poor: ≤ 50%

Adapted from the Fall 2021 MAP™ Assessment

	# of Students	# Scoring ≥ 55%ile	% Scoring ≥ 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?