

# 2025 Regional Literacy Institute: Tier 2 Problem Solving Vignette



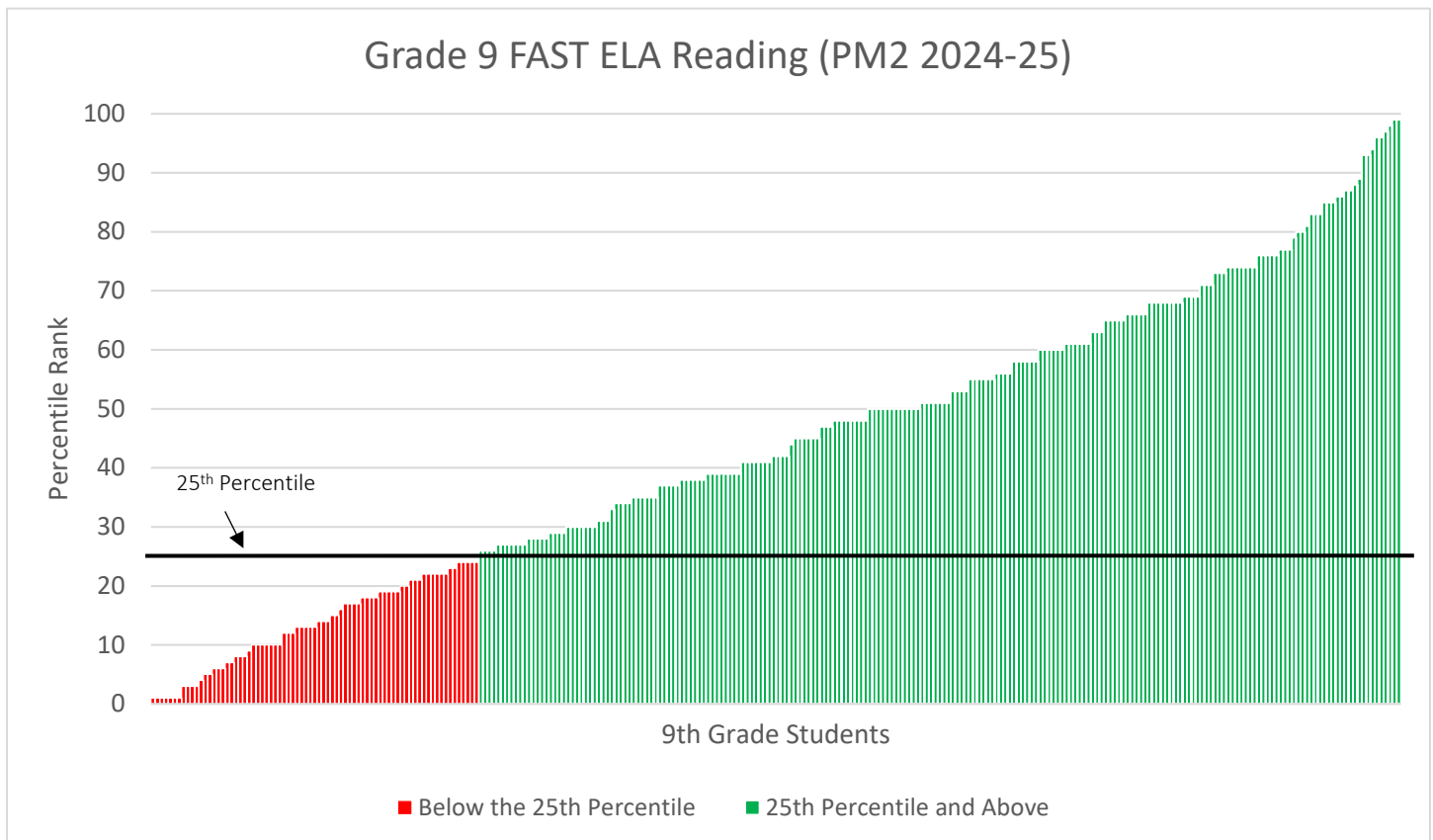
## Step 1 – Problem Identification

QUESTION: Which students are in need of supplemental intervention?

Sunnyville High School’s 9<sup>th</sup> grade English PLC established the criteria for Tier 2 intervention as, “students scoring below the 25<sup>th</sup> percentile on PM2 FAST ELA Reading.”

Total number of 9<sup>th</sup> grade students: 287

Number of students below the 25<sup>th</sup> percentile: 75



1. What percent of 9<sup>th</sup> grade students scored below the 25<sup>th</sup> percentile on FAST ELA Reading?
2. What other sources of data would be helpful to identify students who may benefit from supplemental intervention?

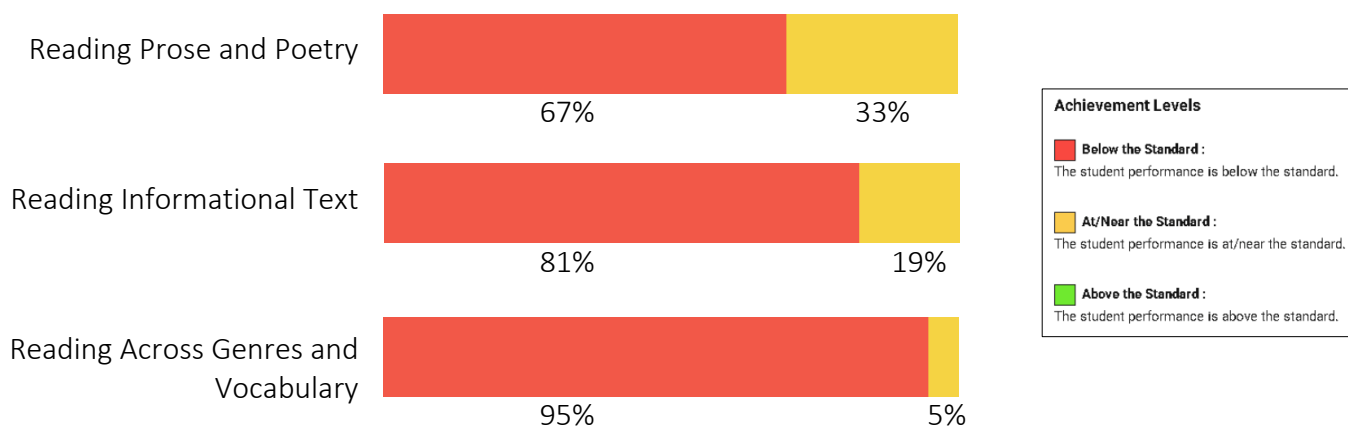


**Step 2 – Problem Analysis**

QUESTION: *Why are some students scoring below the 25th percentile on FAST?*

The PLC reviewed achievement level data for the three measured reporting categories (Reading Prose and Poetry, Reading Informational Text, and Reading Across Genres and Vocabulary) for the 75 students identified as needing Tier 2 intervention. The percent of students scoring within each achievement level is below.

**FAST PM2 ELA Reading by Performance Category for Students Identified for Tier2**



1. How can these data help the team begin to understand the students' needs?
2. What high probability skills gaps may be contributing to the high number of students performing "Below the Standard"?
3. What other data could the PLC review to identify specific instructional needs and select a matched intervention?



### Step 3 – Intervention Design

QUESTION: *What supplemental intervention will be provided to small groups of students with similar needs?*

1. When could the planned intervention occur? Complete the Intervention Plan by indicating when the intervention will occur in the first column.
2. How could fidelity of the intervention plan be monitored? Indicate your response in the “Fidelity Documentation” column below. Consider both quantity and quality.

**Goal (SMART):** By 3/12/25, students will correctly define at least 80% of words on the 9<sup>th</sup> grade academic vocabulary word list, as measured by the 9<sup>th</sup> grade academic vocabulary word list assessment.

**Skill/Focus of Improvement:** Vocabulary

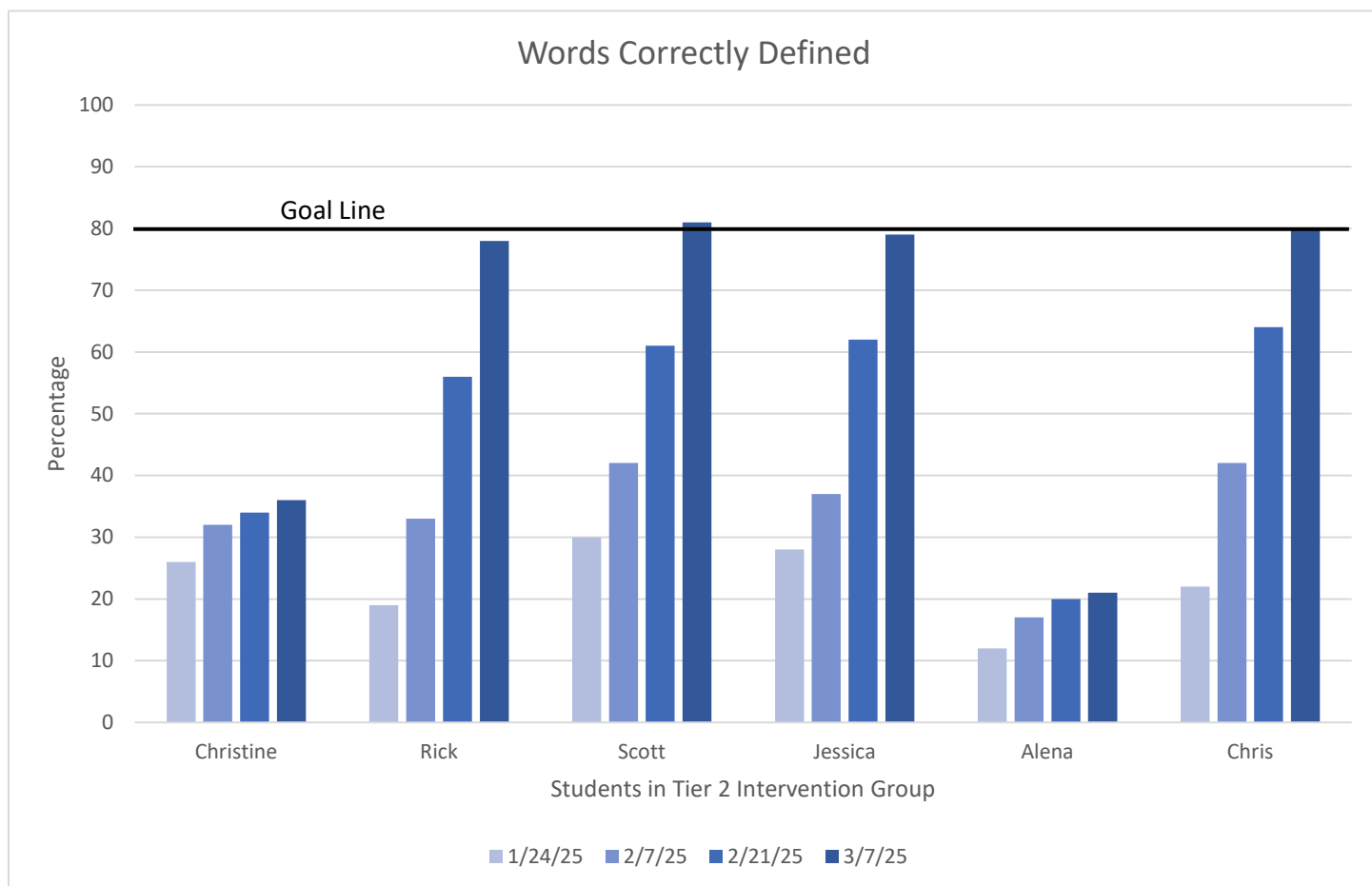
Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
<p><b>Who is responsible?</b> Mr. Greco</p> <p><b>What is the selected intervention?</b> DISSECT Strategy (explicit vocabulary instruction using identified words from grade-level reading material following a specific instructional routine)</p> <p><b>When will it occur?</b></p> <p><b>Where will it occur?</b> Mr. Greco’s classroom</p> <p><b>DISSECT:</b></p> <ul style="list-style-type: none"> <li>• Discover the content</li> <li>• Isolate the prefix</li> <li>• Separate the suffix</li> <li>• Say the stem</li> <li>• Examine the stem</li> <li>• Check with someone</li> <li>• Try the dictionary</li> </ul>	<p><b>Who is responsible?</b> Mr. Shanahan</p> <p><b>What will be done?</b> Provide Mr. Greco words grouped by similar structure, affixes, and other characteristics</p> <p><b>When will it occur?</b> First set by 1/13/25</p> <p><b>Where will it occur?</b> Mr. Greco’s classroom</p>	<p><b>Who is responsible?</b> Mr. Greco</p> <p><b>What will be done?</b></p> <p><b>When will it occur?</b> Every intervention session</p> <p><b>How will data be shared?</b> Documentation will be uploaded into "9th - Tier 2 - Vocabulary" folder in SharePoint</p> <p><b>Who is responsible?</b> Mr. Greco</p> <p><b>What will be done?</b></p> <p><b>When will it occur?</b> Every two weeks on Friday</p> <p><b>How will data be shared?</b> Documentation will be uploaded into "9th - Tier 2 - Vocabulary" folder in SharePoint</p>	<p><b>Who is responsible?</b> Mr. Greco</p> <p><b>What data will be collected and when?</b> Data measuring students’ understanding of the identified 9<sup>th</sup> grade academic vocabulary words will be collected on 1/24, 2/7, 2/21, 3/7</p> <p><b>When will team reconvene to evaluate progress?</b> 3/12/25</p> <p><b>Student response will be based on the % students who are making progress toward the goal.</b> Decision Rules: Positive Response: ≥70% Questionable: 26%-69% Poor: ≤ 25%</p>



**Step 4: Response To Intervention**

QUESTION: *Is the intervention resulting in growth for all students within the group?*

The PLC found that 67% of the students in Mr. Greco's group made progress toward the goal (Goal: correctly define at least 80% of the words on the academic vocabulary word list, by the 3/12/25 assessment).



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

Decision Rules:

Positive Response:  $\geq 70\%$

Questionable: 26%-69%

Poor:  $\leq 25\%$

2. Given the students' response to the Tier 2 intervention, what would you recommend as next steps for the team?

