2025 Summer Literacy Institute: Tier 2 Problem Solving Vignette

Step 1 – Problem Identification

QUESTION: *Which students are in need of supplemental intervention?*

Sunshine Elementary's 2nd grade Reading PLC established the criteria for Tier 2 intervention as, "students scoring at or below a scaled score of 861 on PM2 Grade 2 FAST Reading."

    Total number of 2nd grade students: 100

    Number of students scoring below a scaled score of 861: 20

Grade 2 FAST Reading (PM2 2024-25)
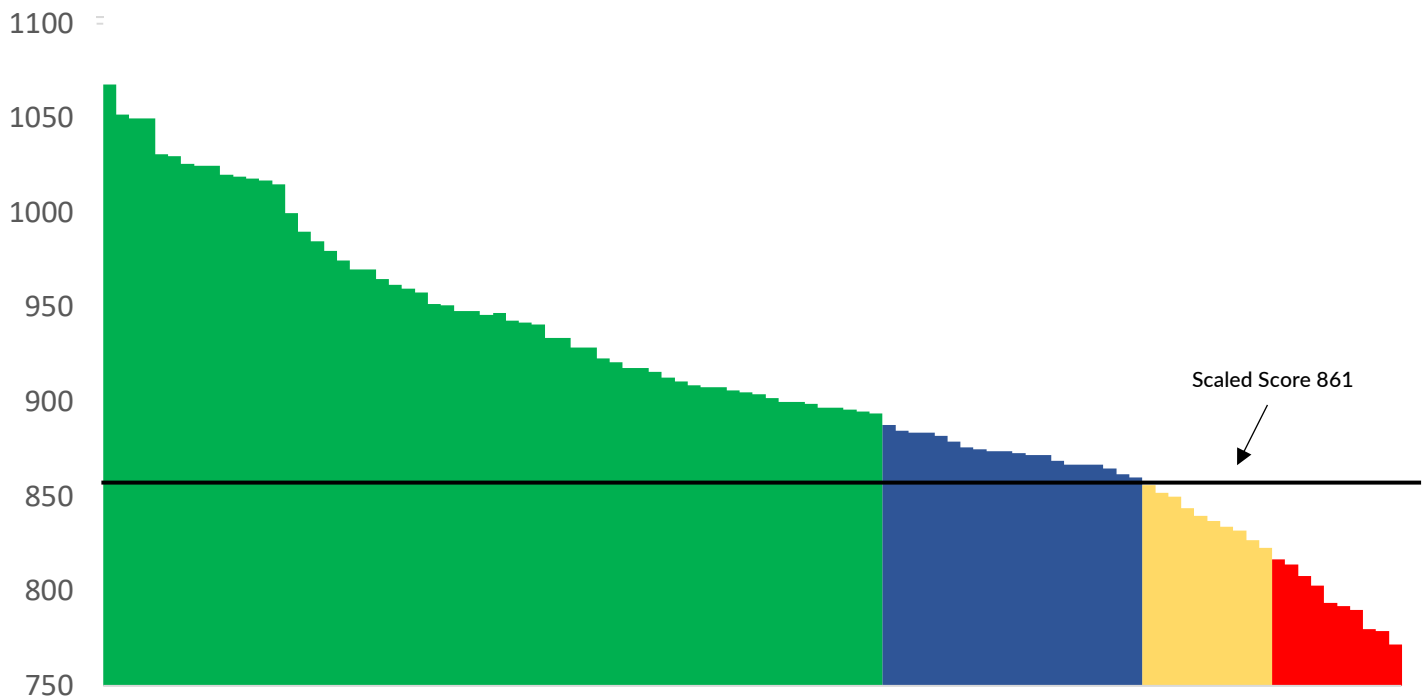
1. What percent of 2nd grade students scored at or below a scaled score of 861 on Grade 2 FAST Reading?
2. What other sources of data would be helpful to identify students who may benefit from supplemental intervention?

Step 2 – Problem Analysis

QUESTION: *Why are some students scoring at or below a scaled score of 861 on Grade 2 FAST Reading?*

The PLC reviewed data indicating level of mastery of the foundational skills measured by Grade 2 FAST Reading (i.e., Phonics and Word Analysis, Fluency) for the 20 students identified as needing Tier 2 intervention. A sample of the report is below.

School	Students
Sunshine Elementary	**Students identified for Tier 2**

Report for Students in Grade 2

Beginning 0-59% | Developing 60-79% | Secure 80-100%

Foundational Skills

Strands	Phonics and Word Analysis						Fluency
Benchmarks	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words	Decode words with variable vowel teams (e.g., oo, ea. ou) and vowel diphthongs (e.g., oi, oy, ow)	Decode regularly spelled one-syllable words with long and short vowels	Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble)	Decode words with common prefixes and suffixes	Decode words with silent letter combinations (e.g., knight, comb, island, ghost)	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression
Student 1	20	25	15	20	18	22	25
Student 2	48	61	60	20	52	45	50
Student 3	15	13	12	11	19	20	20
Student 4	50	61	65	54	45	25	55

1. How can these data help the team begin to understand the students' needs?
2. What high probability skills gaps may be contributing to these students' underperformance?
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 the fidelity of the intervention plan be monitored? Indicate your response in the "Fidelity Documentation" column below. Consider both quantity and quality.

Skill/Focus of improvement: Phonics

Goal (SMART): By 3/14/25, students will identify ≥ 60 CLS and ≥ 18 WRC per minute, as measured by DIBELS NWF probes.

Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan
Who is responsible? Ms. Smith	Who is responsible? Ms. Siri	Who is responsible? Ms. Smith	Who is responsible? Ms. Smith
What is the selected intervention? Early Interventions in Reading	What will be done? Provide intervention materials	What will be done?	What data will be collected and when? DIBELS NWF, every other Friday beginning on 1/17
When will it occur?	When will it occur? by 1/13/25	When will it occur? Each intervention session	When will team reconvene to evaluate progress? 3/14/25 at 3:30 PM
Where will it occur? Ms. Smith's classroom	Where will it occur? Ms. Smith's classroom	How will data be shared? Documentation will be uploaded into the shared OneDrive folder	How will we decide in the plan is effective? Percentage of students meeting the goal.
	Who is responsible? Ms. Siri	Who is responsible? Ms. Siri	Decision rules: Positive RtI: ≥70% Questionable RtI: 26%-69% Poor RtI: ≤25%
	What will be done? Model first two lessons Observe Ms. Smith and provide feedback	What will be done?	
	When will it occur? Modeling: 1/13, 1/15 Observation: 1/17, 1/20, 1/24, 1/27, 1/31, 2/12, 2/26, 3/12	When will it occur? 1/17, 1/20, 1/24, 1/27, 1/31, 2/12, 2/26, 3/12	
	Where will it occur? Ms. Smith's classroom	How will data be shared? Documentation will be uploaded into the shared OneDrive folder	

Step 4: Response To Intervention

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

The PLC reviewed the data for the students in Ms. Smith's intervention group (graphs below). They found that 67% of the students made progress toward the goal. (Goal: By 3/14/25, identify at least 18 Words Recoded Correctly (WRC) and 60 Correct Letter Sounds (CLS), as measured by DIBELS NWF probes).

Words Recoded Correctly (WRC)

Correct Letter Sounds (CLS)
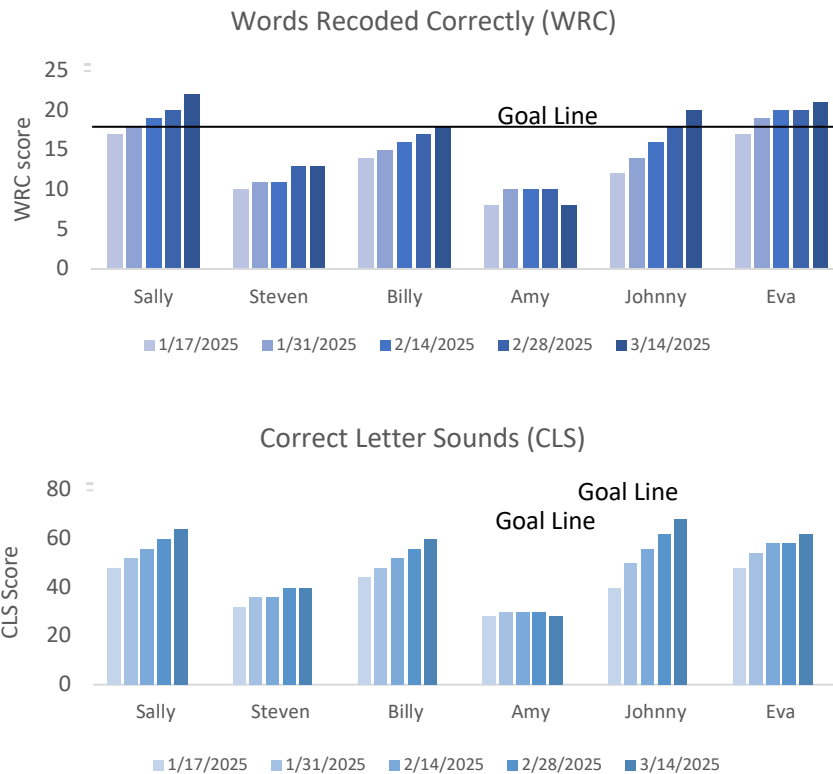
1. Was the students' response positive, questionable or poor?
   Decision Rules:
   Positive Response: ≥70%
   Questionable: 26%-69%
   Poor: ≤ 25%
2. Given the students' response to intervention, what would you recommend as next steps for the team?