

## Instructional Support Tiers: Secondary Literacy

Instructional Support TIER	WHO is it designed for?	WHAT does it look like?	HOW MUCH is provided?	Guided by which ASSESSMENTS?	HOW is it designed/evaluated?
<b>Tier I Supports</b>	<i>ALL</i> students	District standards of practice for literacy that include evidence-based curriculum materials and instructional strategies, delivered within a scope & sequence that is aligned to standards and integrated throughout the day.	2-4 hours of literacy instruction across content areas (including 1 Language Arts period)	Screening/Early Warning System	Core Review Meetings <i>(3 times yearly)</i>
<b>+ Tier II Supports</b>	<i>SOME</i> students <i>(those identified as at-risk by screening assessments. This includes students with IEPs for literacy)</i>	Targeted, supplemental intervention program that incorporates evidence-based instructional practices, is matched to intensity of student need, and is delivered with fidelity.	+ 30-60 minutes daily	+ Diagnostic + Progress Monitoring + In-program Assessments	+ Intervention Placement Meetings <i>(After Screening)</i> + Intervention Review Meetings <i>(Quarterly)</i>
<b>+ Tier III Supports</b>	<i>FEW</i> students <i>(those with the most intensive needs who have not made adequate progress, despite evidence-based Tier 1 &amp; Tier 2 support)</i>	Intervention program support is intensified and individualized to address student needs. Additional coordination and supports are provided across all instructional support Tiers.	+ Additional time throughout day <i>(as determined by the IPS or IEP team)</i>	+ Individual Diagnostic <i>(evaluation of Instruction, Curriculum, Environment and Learner Factors)</i>	+ Individual Problem-Solving (IPS) or IEP Meetings <i>(As often as needed to ensure adequate progress)</i>

1. The Tiers represent levels of support, not students – *There are no “Tier 2 students” or “Tier 3 students”. There are students in need of Tier 2 or Tier 3 supports*
2. There are different levels of intensity within Tiers – *Some Tier 2 interventions will be more intense than other Tier 2 interventions*
3. The Tiers are cumulative – *Students receiving Tier 2 supports also receive Tier 1 supports. Students receiving Tier 3 supports also receive Tier 1 & Tier 2 supports*
4. Students with an IEPs receive all 3 tiers of support and are included in all data review meetings.

# Key Terms Defined

Term	Definition
Intervention program	An evidence-based instructional program delivered as part of Tier 2 Supports and/or Tier 3 supports
Intervention cycle	The period that an intervention plan is implemented before a significant change (i.e., an intensification or exiting of a student based on district decision rules) is made by the Intervention Review Team
Intervention intensification	Measurable and documented change based on district decision rules (i.e., change in time, group size, program, behavior plan) that is made at the end of an intervention cycle
Intervention adjustment	Refinements to supports (i.e., instruction, curriculum, environment) that happen within the intervention cycle to enhance the current intervention plan
Additional key terms to define	