

School Leaders' Planning Checklist for Implementation of an Instructional Decision-making Model

Review current reading practices within the school.

- Is the core reading program aligned with SBRR?
- Are supplemental materials aligned with the core reading program and SBRR?
- Is the reading intervention program aligned with the core reading program and SBRR?
- Do the principal, instructional leaders, and teachers know how to administer and interpret assessments?
- How are assessment data used to inform instructional decision-making?
- Are *all* teachers adequately trained in the core and intervention reading programs?
- Are instructional practices aligned with the Texas Essential Knowledge and Skills (TEKS)?
- Is there a PD plan based on needs identified by the student assessment data?
- Is there a PD plan for newly hired and reassigned teachers on core and intervention programs?
- Is there a plan for sharing teacher successes?
- Can all staff articulate the 3-Tier Reading Model for the school? Can they explain how it is working to reduce the numbers of at-risk students?
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Develop a data management system for collecting, reporting, and analyzing assessment data.

- Does the principal have access to student assessment data, including ongoing progress monitoring data, for students who are at risk?
- Can campus instructional leaders use assessment data to articulate the school's progress in implementing the 3-Tier Reading Model?
- Is teachers' ongoing use of student assessment data readily apparent in the way they group students for instruction?
- Are teacher meetings for analysis of student assessment data included in the calendar when BOY, MOY, and EOY data is available?
- How does the principal ensure that teachers' use assessment data to inform instruction?
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Develop a school-wide plan for improving Tier I core reading instruction (i.e., assessment-driven differentiated instruction aligned with SBRR).

- Is a minimum of 90 minutes of core reading instruction scheduled? Is instructional time protected against disruption?
- Does Tier I instruction focus on the grade-appropriate essential reading components?
- Do the principal and instructional leaders plan together regarding teacher support and professional development objectives that will be targeted for follow-up during observations of instruction?
- Do teachers have regular opportunities to meet as a grade level with the principal to discuss implementation of the core reading program?
- Does the ESL teacher meet with the classroom teacher to align the ESL instruction to support Tier I instruction?
- How and when will student progress be assessed three times per year?
- Is a system established for Tier I problem-solving and decision-making?
- Is a plan for ongoing professional development (including in class support/coaching) in place? How is assessment data used to inform professional development needs?
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Develop a school-wide plan for small group Tier II intervention for struggling readers.

- Who will provide Tier II intervention (e.g., classroom teacher or specialized reading teacher)? Who will provide Tier II intervention to special education students who need Tier II? Who will provide Tier II intervention to students who are transitioning from bilingual to English-only reading instruction?
- Are 30 additional minutes scheduled for Tier II intervention?
- How many weeks will each round of intervention last?
- Where will Tier II intervention be delivered (e.g., within the general education classroom)?
- Does the ESL teacher meet with the classroom teacher to align the ESL instruction to support Tier II instruction?
- Is there a regularly scheduled common planning time for interventionists and classroom teachers to share student progress monitoring data and plan lessons?
- Is professional development on the progress monitoring instrument, the use of assessment data, and the intervention program provided?
- Is a system in place for frequently monitoring Tier II student progress (e.g., every two weeks)?
- How will assessment data be used to group and regroup students (small same-ability groups of three to five students), to plan targeted instruction, and to make adaptations to ensure students meet grade-level benchmarks/objectives?
- Are criteria established for entry into and exit from Tier II? Do the criteria address students who are transitioning from bilingual to English-only instruction?
- Is a system established for Tier II problem-solving and decision-making?
- Are all opportunities for intervention instruction for at-risk students aligned (e.g., after school tutoring programs)?
- Are there other resources that can be leveraged to support instruction?
- Is the relationship of Tier III with dyslexia, 504, and special education services determined?
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Develop a school-wide plan for small group Tier III intensive intervention for struggling readers with extreme reading difficulties (e.g., who do not make adequate progress in Tiers I and II).

- Who will provide Tier III intervention (e.g., specialized reading teacher or special education teacher)?
- Where will Tier III intervention be delivered (e.g., within or outside the general education classroom)?
- Is additional instructional time for Tier III intervention determined and scheduled?
- Is the relationship of Tier III with dyslexia, 504, and special education services determined?
- Is a system established for Tier III problem-solving and decision-making?
- Is professional development on the progress monitoring instrument, the use of assessment data, and the intervention program provided?
- Is there a regularly scheduled common planning time for interventionists and classroom teachers to share student progress monitoring data and plan lessons?
- Do the interventionists meet with grade-level teams, including
- How will assessment data be used to group and regroup students (in small, same-ability groups of three or fewer students), to plan targeted, more intensive instruction, and to make adaptations to ensure students meet grade-level benchmarks/objectives?
- How are ARD Committees using the data to address decisions related to reading instruction in developing students' IEPs (e.g., teacher, amount of time, content, and setting)?
- Are criteria established for entry into and exit from Tier III? Do the criteria address students who are transitioning from bilingual to English-only instruction?
- Do the criteria address the point at which students in intervention instruction are referred to special education?
- Is a system in place for frequently monitoring Tier III student progress (e.g., every two weeks)?
- Are all opportunities for intervention instruction for at-risk students aligned (e.g., after school tutoring programs)?
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Adapted from University of Texas Center for Reading and Language Arts. (2003a). *3-tier reading model: Reducing reading difficulties for kindergarten through third grade students*. Austin: UT System/Texas Education Agency.