**Resource Map/Tier Definition Tier 3 Subject or Strand: English**

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| **Evidence-based Practices** | **How is progress monitored? How often?** | **Data that indicates the need for THIS targeted and/or more intensive interventions (exit criteria to tier 2)** | **Data that indicates the need for EIT** | **How is fidelity of implementation measured?** | **How are parents informed and/or involved?** | **Who is needed to implement?**  **What support does staff need?** |
| **Wilson Fundations (K-2) or Wilson Reading System**  3-5 students in group  45 minutes per day | PM: Every week through either AIMSweb or PALS QC | Does not meet the Entry Level Summed Score for grade level on PALS  Scores below the 25th percentile nationally on grade level R-CBM  Scores below 70% on grade level assessment  Trend line on PM tool or outcome measures within the intervention show positive growth closing the gap | Continues to NOT meet the Entry Level Summed Score for grade level on PALS  Scores below the 10th percentile nationally on grade level R-CBM  Scores below 50% on grade level assessment  Trend line on PM tool or outcome measures within the intervention show little to no growth closing the gap after two or more intervention models have been utilized\* | WRS intervention lesson plans  Intervention progress charts | Quarterly progress reports by specialists | general education teachers, special education teachers, reading and math specialists, ESL instructors, instructional coaches, EIT team members , administrators  Training on components and requirements of WRS/Fundations intervention lesson plan and charts |
| **SRA Corrective Reading/Reading Mastery**  10-12 students in group  60 minutes per day | PM: Every week through either AIMSweb or PALS QC | Does not meet the Entry Level Summed Score for grade level on PALS  Scores below the 25th percentile nationally on grade level R-CBM  Scores below 70% on grade level assessment  Trend line on PM tool or outcome measures within the intervention show positive growth closing the gap | Continues to NOT meet the Entry Level Summed Score for grade level on PALS  Scores below the 10th percentile nationally on grade level R-CBM  Scores below 50% on grade level assessment  Trend line on PM tool or outcome measures within the intervention show little to no growth closing the gap after two or more intervention models have been utilized\* | SRA DI lesson plans completed  Intervention progress charts  Lessons repeated when not completed within 60 minutes | Quarterly progress reports by specialists | general education teachers, special education teachers, reading and math specialists, ESL instructors, instructional coaches, EIT team members  Training on components and requirements of SRA DI lesson plan and charts |
| **Reading Mastery Plus**  10-12 students in group  90-120 minutes per day | PM: Every week through either AIMSweb or PALS QC | Does not meet the Entry Level Summed Score for grade level on PALS  Scores below the 25th percentile nationally on grade level R-CBM  Scores below 70% on grade level assessment  Trend line on PM tool or outcome measures within the intervention show positive growth closing the gap | Continues to NOT meet the Entry Level Summed Score for grade level on PALS  Scores below the 10th percentile nationally on grade level R-CBM  Scores below 50% on grade level assessment  Trend line on PM tool or outcome measures within the intervention show little to no growth closing the gap after two or more intervention models have been utilized\* | RM Plus lesson plans completed  Intervention progress charts | Quarterly progress reports by specialists | general education teachers, special education teachers, reading and math specialists, ESL instructors, instructional coaches, EIT team members  Training on components and requirements of RM Plus lesson plan and charts |
| **System 44**  5-10 students in group  30-45 minutes per day | PM: Every week through either AIMSweb or PALS QC | Entry Level Summed Score for grade level on PALS  Scores below the 25th percentile nationally on grade level R-CBM  Scores below 70% on grade level assessment  Trend line on PM tool or outcome measures within the intervention show positive growth closing the gap | Continues to NOT meet the Entry Level Summed Score for grade level on PALS  Scores below the 10th percentile nationally on grade level R-CBM  Scores below 50% on grade level assessment  Trend line on PM tool or outcome measures within the intervention show little to no growth closing the gap after two or more intervention models have been utilized\* | System 44 lesson plans completed  Intervention progress charts | Quarterly progress reports by specialists and referrals | general education teachers, special education teachers, reading and math specialists, ESL instructors, instructional coaches, EIT team members , administrators  Training on components and requirements of PALS intervention lesson plan and charts |
| **SIPPS**  3-5 students in group  30 minutes per day | PM: Every week through either AIMSweb or PALS QC | Entry Level Summed Score for grade level on PALS  Scores below the 25th percentile nationally on grade level R-CBM  Scores below 70% on grade level assessment  Trend line on PM tool or outcome measures within the intervention show positive growth closing the gap | Continues to NOT meet the Entry Level Summed Score for grade level on PALS  Scores below the 10th percentile nationally on grade level R-CBM  Scores below 50% on grade level assessment  Trend line on PM tool or outcome measures within the intervention show little to no growth closing the gap after two or more intervention models have been utilized | SIPPS lesson plans completed  Intervention progress charts | Quarterly progress reports by specialists and referrals | general education teachers, special education teachers, reading and math specialists, ESL instructors, instructional coaches, EIT team members , administrators  Training on components and requirements of SIPPS intervention lesson plan and charts |

*\*Should you suspect a disability, the right is retained to refer to EIT*