**Resource Map/Tier Definition Tier 2 Subject or Strand: English**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evidence-based Practices** | **How is progress monitored? How often?** | **Data that indicates moving to lower tier (Exit Criteria to Tier 1)** | **Data that indicates the need for THIS targeted and/or more intensive interventions (Entry Criteria to tier 2)** | **How is fidelity of implementation measured?** | **How are parents informed and/or involved?** | **Who is needed to implement?**  **What support does staff need?** |
| **PALS Intervention Lesson Plans**  3-5 students in group  30 minutes per day or 2.5 hours per week | PM: Every other week through either AIMSweb or PALS QC | Meets or exceeds the Entry Level Summed Score for grade level on PALS  Scores above the 25th percentile nationally on grade level R-CBM  Scores 70% or more on grade level assessments  Trend line on PM tool or outcome measures within the intervention show positive growth closing the gap | 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 | PALS intervention lesson plans completed  Intervention progress charts  Administrative walkthroughs and observations of fidelity to lesson plans | 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 PALS intervention lesson plan and charts |
| **Leveled Literacy Intervention**  **(LLI)**  3-5 students in group  30 minutes per day or 2.5 hours per week | PM: Every other week through either AIMSweb or PALS QC | Meets or exceeds the Entry Level Summed Score for grade level on PALS  Scores above the 25th percentile nationally on grade level R-CBM  Scores 70% or more on grade level assessments  Trend line on PM tool or outcome measures within the intervention show positive growth closing the gap | 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 | LLI lesson plans completed  Intervention progress charts  Administrative walkthroughs and observations of fidelity to lesson plans | 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 LLI lesson plan and charts |
| **SOAR to Success** | PM: Every other week through either AIMSweb or PALS QC | Meets or exceeds the Entry Level Summed Score for grade level on PALS  Scores above the 25th percentile nationally on grade level R-CBM  Scores 70% or more on grade level assessments | 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 | STS lesson plans completed  Intervention progress charts  Administrative walkthroughs and observations of fidelity to lesson plans | 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 STS lesson plan and charts |