

# Spotlight -Tier

## School C

Spotlight “Transition to Sustainability” Conference  
April 2007 Presentation



THE UNIVERSITY OF TEXAS AT AUSTIN  
COLLEGE OF EDUCATION

# Campus Profile

	2004-2005	2006-2007
Enrollment	450	553
Free/Reduced Lunch	40%	44%
Staff (teachers)	44	45
Support staff	19	31
Special Ed. Students	74	86
ESL/Bilingual	0	0

## Initial Action Plan: Spring 2005

- Aligned our core curriculum to ensure it covered the five critical components
- Identified weaknesses and strengths
- Planned assessments for the year
- Began practicing small-group instruction

## 2005–2006 Action Plan

- Identify Tier II students in first grade
- Continue to improve small-group instruction
- Continue to improve explicit instruction
- Schedule reading intervention so it is not a part of the regular 90-minute reading instruction
- Begin two-week assessment monitoring, using DIBELS
- Begin Tier II for kindergarten/third grade in January 2006

## 2006–2007 Action Plan

- Continue identifying Tier II students in grades K-3
- Continue the two-week progress monitoring
- Continue small-group, with explicit and differentiated, instruction. We never want to go back to just whole-group instruction.
- Began identifying Tier III students in the fall
- Tier III instructional groups began second semester

## Challenges: The Foreseen

- Effective small-group instruction on a daily basis
- Providing Tier III group instruction (with less personnel)
- Providing 90 minutes of uninterrupted reading instruction

## Changes Seen

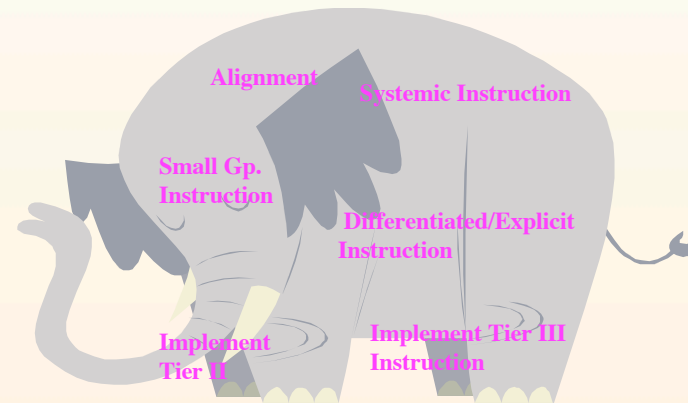
- Awesome small-group instruction on a daily basis
- Effective instruction covering the five critical components: phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Fewer special education referrals
- More students' educational needs met
- Increased understanding of how to use TPRI data
- Higher % of commended performance on the TAKS reading assessment

## Challenges: The Unforeseen

- Redistricting/rezoning
- Adding fifth-grade classes
- Title I funds changing
- Personnel changes

# Facilitators to Implementation

- A strong staff that believes, “You can eat the WHOLE elephant, if you just take ONE BITE AT A TIME”



- Teachers willing to go the extra mile to implement all the changes

## Next Steps

- We will continue with our Tier II and Tier III groups
- Continue small-group instruction
- Continue with our current assessments and the two-week monitoring, but this will be done by the classroom teacher
- DIBELS refresher training
- Continue to strive to meet the needs of all students
- Expand 3-Tier to include math

# Future Technical Assistance Needs

- Vocabulary lessons
- Tier I—what the 90 minutes should look like
- Grouping and differentiating instruction
- Features of effective instruction
- Palm refresher training