

# Spotlight -Tier

## School D

Spotlight “Transition to Sustainability” Conference  
April 2007 Presentation



THE UNIVERSITY OF TEXAS AT AUSTIN  
COLLEGE OF EDUCATION

# Campus Profile

	2004-2005	2006-2007
District	Rural, Single campus	Rural, Single campus
Grades	PK3 to grade 8; no high school	PK3 to grade 8; no high school
Enrollment	249	186
Schoolwide campus/district	Title I	Title I
Academically acceptable?	Yes	Yes
Meets AYP?	Yes	Yes

## Initial Action Plan: Spring 2005

- Analyze core curriculum to ensure horizontal alignment of five critical components
- Define desired student outcomes in critical areas
- Develop procedures for identification of students for Tier II intervention
- Tie instruction to specific analysis of student need through DIBELS
- Provide staff development on identified student need and teacher proficiency
- Follow up staff development with coaching

## 2005–2006 Action Plan

- Make appropriate schedule changes to ensure that Tier I core instruction is protected against students being pulled out for other instruction.
- Develop procedures for regular communication between classroom teachers and interventionists to ensure that instruction is based on student need in critical components
- Maintain at least three reading groups in each class based on students' instructional levels
- Identify appropriate materials to use in instruction
- Establish and maintain consistent progress monitoring

## 2006–2007 Action Plan

- Monitor consistent implementation of the core reading program in K-3 classrooms
- Provide effective instruction with multiple opportunities for practice, corrective/immediate feedback, explicit and systematic instruction
- Provide staff development based on identified student need and teacher performance
- All K-3 teachers will do Online Teacher Reading Academy for their grade level

## 2006–2007 Action Plan (cont.)

- K-3 teachers visit and observe effective Tier II intervention at a different campus
- Maintain appropriate grouping of students for reading instruction based on student data
- Continue to tie instruction to specific analysis of student need through DIBELS and TPRI
- Teachers will document the critical components in their lesson plans
- Consistent identification of students in Tier II based on assessment data and consistent Tier II intervention 30 minutes daily

## 2006–2007 Action Plan (cont.)

- Regular progress monitoring of Tier II students at least every two weeks
- Develop procedures for regular communication between classroom teachers and interventionists to ensure that students receive instruction in critical components
- Provide Tier III intervention for eligible students and continue to provide training for reading specialist and special education teacher to intervene with students on the Tier III level

## Changes Seen

- Teachers review materials differently
- Special education is now considered part of the literacy team
- Districtwide staff development focused on components of early reading and supportive instructional strategies
- School board has adopted higher promotion standards. All students must pass reading, not language arts, to be promoted, starting in 2005-2006
- The campus and district organizational structure is more focused on small-group diagnostic response to student need
- Parent discussion is more focused on early reading

## Challenges: The Foreseen

- Time: Necessity for a “change-resistant” district to make deep changes rapidly—this requires critical thinking and the processing time to make the changes
- The necessary implementations needed for the success of the process
- Staff plans to redesign report cards to better support 3-tier reading
- In a smaller school district, the teachers and staff serve in multiple capacities, so time is even more limited for planning and meeting
- The campus has had administrative changes, and it takes time to acclimate to those changes
- Teachers are “learning” new roles in literacy

## Challenges: The Unforeseen

- Student enrollment declining rapidly each year
- Third-grade/fourth-grade split not easy

## Facilitators to Implementation

- A sense of team campuswide
- Teachers are determined to improve student achievement
- Administrator support
- Organizational structure changes that support small-group instruction
- A school board that supports the initiative through action

## Next Steps

- Include 3-tier reading in all efforts
- Continue to use TPRI and DIBELS
- Implement benchmarks more consistently with reading components
- Disaggregate and analyze data
- Plan according to formative data
- Hold each other accountable for follow-up instruction
- Extend thinking so that there is no “summative data” until after the eighth grade

## Future Technical Assistance Needs

- Plan to set up a reading lab to assist with Tier II and Tier III intervention
- ????