



ACADEMIC FRAMEWORK FOR TIERED PLAN OF SERVICES: TIER 1

CURRENT LEVEL	AIMSweb	MAP	GOAL
ABOVE GRADE LEVEL	> 75 PERCENTILE	> 75 PERCENTILE	MAINTAIN/EXCEED GRADE LEVEL
AT OR ABOVE GRADE LEVEL	> 25 PERCENTILE	> 40 PERCENTILE	MAINTAIN/EXCEED GRADE LEVEL

STRATEGIES	UNIVERSAL SCREENERS
<ul style="list-style-type: none"> ✓ Data Driven ✓ Supplemental materials ✓ Manipulatives ✓ Differentiated Instruction ✓ Kagan Structures 	<ul style="list-style-type: none"> ✓ Opportunities to respond ✓ Immediate feedback ✓ Ample practice opportunities ✓ Enrichment Activities <ul style="list-style-type: none"> • MAP/AIMSweb • Teacher Observation • Program Assessments <p><i>Prerequisite skills, beginning, middle, and end of year test, performance assessment</i></p>

GROUPING	PROGRESS MONITORING (PM)
<ul style="list-style-type: none"> ✓ Whole Group ✓ Flexible Small Groups ✓ Data Driven 	<ul style="list-style-type: none"> ✓ Linked to daily Core Lesson ✓ Students may be members of more than one group <ul style="list-style-type: none"> • Program Assessments • Option to monitor and record data in Silverback Milepost

LITERACY

PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINUTES/DAY
CORE LITERACY PROGRAM <i>REQUIRED</i> \$	JOURNEYS	COMPREHENSIVE, RESEARCHED-BASED LANGUAGE ARTS PROGRAM INCLUDES: AUTHENTIC TEXT, LEVELED AND CLOSE READERS, WRITING, ASSESSMENTS, AND ONLINE TEACHER/STUDENT RESOURCES	K-5	K & 2-5: 120 1: 150
SIX-MINUTE SOLUTION	2007+ PAPER/PENCIL	REPEATED ONE-MINUTE READINGS; SAME LEVEL PARTNERS NOTE THE NUMBER OF WORDS READ CORRECTLY; PEER RECORDING, MONITORING, AND FEEDBACK TARGET: FLUENCY	K-12	6-10
STEP UP TO WRITING \$ IF TRAINING IS ATTENDED	3 RD OR 4 TH	ORGANIZATIONAL PROGRAM TO TEACH: EXPLICIT WRITING PROCESS STRATEGIES; COMMON WRITING LANGUAGE ACROSS GRADE LEVELS; ORGANIZE STUDENT THINKING TARGET: WRITING	K-12	20-30
WORDS THEIR WAY	1996+, 4 TH	TEACH SPECIFIC SOUND SPELLING PATTERNS IN A DEVELOPMENTAL SEQUENCE; STUDENTS PRACTICE UNTIL MASTERY TARGET: PHONICS, VOCABULARY	K-6+	20-30

MATH

PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINUTES/DAY
CORE MATH PROGRAM <i>REQUIRED</i> \$	GO MATH!	COMPREHENSIVE, RESEARCHED-BASED MATHEMATICS PROGRAM INCLUDES: ASSESSMENTS AND ONLINE TEACHER/STUDENT RESOURCES	K-8	75
ROCKET MATH	PAPER/PENCIL	SEQUENTIAL PRACTICE AND MASTERY OF MATH FACTS TARGET: OPERATIONS & ALGEBRAIC THINKING	K-5	10
SUSAN C ANTHONY	PAPER/PENCIL	SEQUENTIAL PRACTICE AND MASTERY OF MATH FACTS TARGET: OPERATIONS & ALGEBRAIC THINKING	K-8	5+
RED BIRD #CAN BE USED FOR TIER 2 DIFFERENTIATION	BLENDED	REDBIRD MATHEMATICS OFFERS RIGOROUS, ADAPTIVE, PERSONALIZED MATH INSTRUCTION WITH INTEGRATED STEM THEMES AND DIGITAL PROJECT-BASED LEARNING	K-7	90 MINUTES/ 2 LESSONS A WEEK
ALEKS	BLENDED	INCREASES STUDENT PERFORMANCE WITH INDIVIDUALIZED ASSESSMENT AND LEARNING TARGET: MATH PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM SHOULD NOT BE USED WITH: NOT A STAND-ALONE CURRICULUM	3-12	2 HOURS PER WEEK



ACADEMIC FRAMEWORK FOR TIERED PLAN OF SERVICES: TIER 2

CURRENT LEVEL	AIMSweb	MAP	GOAL
.5 – 1.5 YRS BELOW GRADE LEVEL	11 – 24 th PERCENTILE	20-39 th PERCENTILE	AT GRADE LEVEL WITHIN 1 YR

STRATEGIES	UNIVERSAL SCREENERS
<ul style="list-style-type: none"> ✓ Data Driven ✓ Program targets specific student need ✓ Explicit instruction in addition to core ✓ Accelerate instruction as appropriate ✓ Teaching to mastery ✓ Brisk pacing 	<ul style="list-style-type: none"> ✓ Opportunity to respond ✓ Immediate feedback ✓ Systematic instruction ✓ Ample practice opportunities ✓ Utilization of concrete representation & manipulatives <ul style="list-style-type: none"> • MAP/AIMSweb • Teacher Observation • Program Assessments <i>Prerequisite skills, beginning, middle, and end of year test, performance assessment</i>

GROUPING	PROGRESS MONITORING (PM)
<ul style="list-style-type: none"> ✓ Needs-based homogeneous small groups ✓ Flexible grouping in a variety of formats: skills block, pull-out, push-in 	<ul style="list-style-type: none"> • Tier 1 Program Assessments • Grade Level Progress Monitoring

LITERACY

PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADE	MINS/DAY
CORE SUPPLEMENTAL \$	JOURNEYS	COMPREHENSIVE, RESEARCHED-BASED LANGUAGE ARTS TARGET: LITERACY PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM	K-8	20-30
EARLY INTERVENTION READING EIR	2012	DIRECT INSTRUCTION TO MASTERY: LETTER SOUNDS AND DICTATION TARGET: COMPREHENSIVE PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM SHOULD NOT BE USED WITH: READING MASTERY, SONDAY	K-2	20-30
IMAGINE LEARNING IL TIER 1 DIFFERENTIATION/ENRICHMENT	BLENDED	ADAPTIVE LEARNING PATH, INCLUDES LANGUAGE SUPPORT FOR ENGLISH LEARNERS AND ASSESSMENTS TARGET: COMPREHENSIVE PARTNERS WELL WITH: READING MASTERY	PREK-6	20-30
LET'S PLAY LEARN LPL	2004	STRUCTURED, SYSTEMATIC, MULTISENSORY APPROACH TO READING TARGET: LANGUAGE & PHONEMIC AWARENESS	PK-K	30
LEXIA CORE5 LCore5 #CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	BLENDED	PROVIDES PHONICS INSTRUCTION AND GIVES STUDENTS INDEPENDENT PRACTICE IN BASIC READING SKILLS TARGET: PHONEMIC AWARENESS, PHONICS, SIGHT WORDS PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM. NOT A STAND-ALONE CURRICULUM, PROVIDES MINIMAL INSTRUCTION	K-5	BASED ON PLACEMENT ASSESSMENT
MOBY MAX LITERACY MML #CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	BLENDED	ASSESSMENTS, ADAPTIVE CURRICULUM, INDIVIDUALIZED EDUCATION PLAN TO FILL IN LITERACY GAPS TARGET: LITERACY PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM. TEACHER SUPPORT NEEDED TO MINIMIZE STUDENT ACTIVITY OPTIONS TO LITERACY, NOT A STAND-ALONE CURRICULUM	K-8	25-30
READ NATURALLY RN #CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	BLENDED	FLUENCY PROGRAM DESIGNED TO DEVELOP SPEED, ACCURACY, AND PROPER EXPRESSION TARGET: FLUENCY PARTNERS WELL WITH: SONDAY AND DISTRICT APPROVED CORE CURRICULUM. TEACHER SUPPORT REQUIRED FROM START TO END OF SESSION	1-8	20
REWARDS R	2016	EXPLICITLY TAUGHT STRATEGIES FOR DECODING MULTISYLLABIC WORDS TARGET: FLUENCY, COMPREHENSION, SENTENCE WRITING PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM SHOULD NOT BE USED WITH: REASONING AND WRITING	4-12	50-60
SONDAY 1 & 2 SD	2007	STRUCTURED, SYSTEMATIC, MULTISENSORY APPROACH TO READING TARGET: COMPREHENSIVE PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM SHOULD NOT BE USED WITH: CORRECTIVE READING, EIR, OR READING MASTERY	K-5	35

MATH

PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADE	MINS/DAY
CORE SUPPLEMENTAL	Go MATH!	COMPREHENSIVE, RESEARCHED-BASED MATHEMATICS TARGET: MATH PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM	K-8	20-30
MOBY MAX MATH MMm #CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	WEB	ASSESSMENTS, ADAPTIVE CURRICULUM, INDIVIDUALIZED EDUCATION PLAN TO FILL IN MATH GAPS TARGET: MATH PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM. TEACHER SUPPORT NEEDED TO MINIMIZE STUDENT ACTIVITY OPTIONS TO MATH, NOT A STAND-ALONE CURRICULUM	K-8	varies
V MATH VM #VMLIVE CAN BE USED FOR TIER 1 DIFFERENTIATION/ENRICHMENT	3/4, Box Set, LIVE	SYSTEMATIC AND DIRECT MATH INSTRUCTION ON CONCEPTS, SKILLS, FLUENCY, AND APPLICATION TARGET: MATH PARTNERS WELL WITH: DISTRICT APPROVED CORE CURRICULUM. NOT A STAND-ALONE CURRICULUM	2-8	30-40



ACADEMIC FRAMEWORK FOR TIERED PLAN OF SERVICES: TIER 3

CURRENT LEVEL	AIMSweb	MAP	GOAL
2+ YRS BELOW GRADE LEVEL	≤ 10 PERCENTILE	< 20 PERCENTILE	MORE THAN 1 YR GROWTH W/IN 1 YR

STRATEGIES	UNIVERSAL SCREENERS
<ul style="list-style-type: none"> ✓ Data Driven ✓ Program targets specific student need ✓ Explicit instruction in parallel core ✓ Accelerate instruction, as appropriate ✓ Teaching to mastery ✓ Brisk pacing 	<ul style="list-style-type: none"> ✓ Opportunity to respond ✓ Immediate feedback ✓ Systematic instruction ✓ Ample practice opportunities ✓ Utilization of concrete representation & manipulatives <ul style="list-style-type: none"> • MAP/AIMSweb • Teacher Observation • Program Placement Tests • Program Assessments <p><i>Prerequisite skills, beginning, middle, and end of year test, performance assessment</i></p>

GROUPING	PROGRESS MONITORING (PM)
<ul style="list-style-type: none"> ✓ Needs-based homogeneous small groups ✓ Flexible grouping in a variety of formats: skills block, pull-out, push-in 	<ul style="list-style-type: none"> • Program Assessments • Instructional Level Progress Monitoring • AIMSweb PM Reference

LITERACY PARALLEL CORE

PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINS/DAY
CORRECTIVE READING COMPREHENSION #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI LEVELS A, B1, & B2	DIRECT AND EXPLICIT INSTRUCTION TARGET: COMPREHENSION, VOCABULARY, AND FOLLOWING INSTRUCTIONS PARTNERS WELL WITH: CORRECTIVE READING DECODING SHOULD NOT BE USED WITH: SONDAY	3-8	45 PER STRAND
CORRECTIVE READING DECODING #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI LEVELS A, B1, B2	DIRECT AND EXPLICIT INSTRUCTION TARGET: PHONICS, IDENTIFY WORDS, AND FLUENCY PARTNERS WELL WITH: CORRECTIVE READING COMPREHENSION, LANGUAGE FOR WRITING, OR REASONING AND WRITING SHOULD NOT BE USED WITH: SONDAY	3-8	120-150
LANGUAGE FOR LEARNING #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI	TEACHES THE WORDS, CONCEPTS, AND STATEMENTS IMPORTANT TO BOTH ORAL AND WRITTEN LANGUAGE TARGET: LANGUAGE AND PHONEMIC AWARENESS PARTNERS WELL WITH: RM SIGNATURES READING STRAND	PK-K, ELA	30-60
LANGUAGE FOR THINKING #IN ISOLATION, CAN BE USED FOR TIER 2	2002 DI	A CONTINUATION OF L4L, BOTH PROGRAMS EMPHASIZE LANGUAGE AS A MEANS OF DESCRIBING THE WORLD AND AS A TOOL FOR THINKING AND SOLVING PROBLEMS TARGET: READING COMPREHENSION PARTNERS WELL WITH: RM SIGNATURES READING STRAND SHOULD NOT BE USED WITH: LET'S PLAY LEARN	K-1, ELA	30-60
LANGUAGE FOR WRITING #IN ISOLATION, CAN BE USED FOR TIER 2	2002 DI	A SYSTEMATIC PROGRAM THAT EXPANDS WRITING SKILLS, THE PROGRAM FOCUSES NOT ONLY ON WRITING BUT ALSO ON VOCAB, SYNTAX AND ORGANIZATION TARGET: WRITING PARTNERS WELL WITH: CORRECTIVE READING DECODING SHOULD NOT BE USED WITH: REASONING AND WRITING	2-3, ELA	30-60
READING MASTERY SIGNATURES (READING AND SPELLING STRAND) #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI	DIRECT INSTRUCTION PROGRAM TARGET: FOCUSES ON CORE DECODING, COMPREHENSION AND SPELLING ACTIVITIES. PARTNERS WELL WITH: READING MASTERY LANGUAGE ARTS STRAND & SPELLING MASTERY. SHOULD NOT BE USED WITH: SONDAY OR EIR	K-5	45
READING MASTERY SIGNATURES (LANGUAGE ARTS STRAND) #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI	DIRECT INSTRUCTION PROGRAM TARGET: FOCUSES ON TEACHING STUDENTS THE LANGUAGE OF INSTRUCTION, COMPREHENSION, AND WORD-RECOGNITION PARTNERS WELL WITH: READING MASTERY READING/SPELLING STRAND & SPELLING MASTERY. SHOULD NOT BE USED WITH: SONDAY OR EIR	K-5	45
REASONING & WRITING #IN ISOLATION, CAN BE USED FOR TIER 2	2008 DI LEVELS A-F	HIGHER-ORDER THINKING SKILLS AS THE FOUNDATION FOR WRITING SKILLS TARGET: WRITING PARTNERS WELL WITH: CORRECTIVE READING DECODING OR SPELLING MASTERY SHOULD NOT BE USED WITH: LANGUAGE FOR WRITING OR SONDAY	K-12	30-45
SPELLING MASTERY #IN ISOLATION, CAN BE USED FOR TIER 2	2003 LEVELS A-F	DIRECT INSTRUCTION PROGRAM AIMED AT BLENDING WHOLE WORD, PHONEMIC, AND MORPHEMIC SKILL BUILDING APPROACHES TARGET: SPELLING PARTNERS WELL WITH: READING MASTERY OR CORRECTIVE READING SHOULD NOT BE USED WITH: SONDAY OR WORDS THEIR WAY	2-8	20-30

MATH PARALLEL CORE

PROGRAM	EDITION/FORMAT	DESCRIPTION	GRADES	MINS/DAY
CONNECTING MATH CONCEPTS: A-F	2012	EXPLICIT AND SYSTEMATIC CONCEPT INSTRUCTION, PRACTICE, AND MASTERY TARGET: COMPREHENSIVE	K-8	60
MATH 180		TARGET: COMPREHENSIVE	5-12	75