

IIPM Reading Tier Description

<p>Reading Core Minimum of 90 minutes daily</p>	<p style="text-align: center;">Tier I- Comprehensive Core Reading</p> <ul style="list-style-type: none">• All students access the general education curriculum and grade level standards• Generally 30-90 min. depending on the focus of the daily lesson• Inclusive of multi-level learners (accommodations may be needed to give all students access)• <hr/> <p style="text-align: center;">Tier II- Comprehensive Core Reading with Instructional Differentiation</p> <ul style="list-style-type: none">• Instruction and/or materials are differentiated to meet varied student readiness levels and needs• Amount of time daily ranges from 30-90 min. depending on the focus of the daily lesson• For students identified by the team at some or high risk, easyCBM progress monitoring in the area of concern is given and collected in addition to classroom assessments
<p>Targeted Intervention 60 minutes or more weekly</p>	<p style="text-align: center;">Tier III- Targeted Intervention</p> <ul style="list-style-type: none">• Intervention is focused on targeted skill(s) based on students' needs (This may be below grade level depending on student need)• Offered in addition to the core described above (A minimum of an additional 60 minutes weekly)• Students are progress monitored in easyCBM (in the area being targeted with intervention) in addition to classroom assessments• Tier III should not happen in isolation of tiers I and II, but be an additional level of instructional support and time in conjunction with tiers I and II

**Instructional Intervention Progress Monitoring Model (IIPM) K-5
Eugene School District 4J**

Tier I Comprehensive Core Reading Instruction
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Instruction:

- All students access the general education curriculum
- Instruction in the comprehensive Core Curriculum focusing on the 5 essential components of reading

Implementation Responsibility:

- The general education teacher (specified students may receive instruction from other support staff)

Assessment:

- All students assessed a minimum of 2X a year using the district benchmark assessment. In addition, other measures such as common formative assessments, curriculum based assessments, and normed progress monitoring data may be used

Decision Rule:

- If a student scores below the 20th percentile on assessments, the IIPM team may recommend Tier II Instructional Differentiation with progress monitoring for a minimum 6 week period
- The IIPM team may recommend that a student be moved directly to Tier III Targeted Intervention with progress monitoring for a 12-week period if the data and evidence support a need for targeted intervention
- **For culturally and linguistically diverse students (CLD) review the District’s CLD: Guidelines and Resources document**

Tier II Comprehensive Core Reading Instructional Differentiation (With Progress Monitoring)
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Instruction:

- All students access the general education curriculum
- All students receive instruction in the Tier II Comprehensive Core Curriculum with differentiation
- Tier II instruction is more differentiated and skill focused than in Tier I and allows the teacher to address the instructional, learning, and cultural/linguistic needs of individuals and/or groups of students (on, below, language support, or challenge level) in the core curriculum

Implementation Responsibility:

- The general education teacher, with collaborative support from Title 1, reading specialist, facilitating teacher, and/or special education teacher

Progress Monitoring:

- Students recommended from Tier I for progress monitoring receive a minimum of six weeks of differentiated instruction with three progress monitoring data points in Tier II Instructional Differentiation
- School teams or programs may decide to progress monitor students at or above the 20th percentile
- Written Parent Notification for progress monitoring is required in Tier II and Tier III

Decision Rule:

- A student may be recommended by the IIPM Team for Tier III- Targeted Instructional Intervention:
 1. After receiving a minimum of six weeks of Tier II- Comprehensive Core Instruction with Differentiation and progress monitoring;
 2. After collection of three data points; and
 3. If measured achievement falls below the projected aim line or produces a flat progress trend
- The IIPM Team may discontinue or extend Tier II progress monitoring if interventions are successful based upon progress monitoring and RtInst methodology data

Tier III Targeted Instructional Interventions (With Progress Monitoring)

Instruction:

- All students access the general education curriculum.
- All students receive instruction in the Tier II Comprehensive Core Curriculum with differentiation.
- Students receiving Tier III Targeted Instructional Interventions will have an additional 60 minutes per week of small group targeted instruction that is matched to the student's academic, learner, and cultural/linguistic needs over a 6-week period.

Implementation Responsibility:

- Interventions may be provided by the general education teacher, Title 1, reading specialist, ELD curriculum teacher, facilitating teacher, and/or special education teacher depending on the instructional and staffing resources available at each building.

Progress Monitoring:

- Students will be progress monitored a minimum of every 2 weeks using EasyCBM measures, common formative assessments, and/or curriculum based assessments.
- Written Parent Notification is required for progress monitoring in Tiers II and III as part of the IIPM Model and the IIPM Pre/Referral Process.

Decision Rule:

- The IIPM Team will review and analyze the six - twelve weeks of Tier II and Tier III targeted interventions progress monitoring data, as well as other assessments or background information, i.e., classroom performance, exclusionary factors, and other/CLD information.
- The IIPM Team may:
 - Discontinue Tier III Targeted Instructional Interventions if the student's data suggests interventions have been effective.
 - Determine the need for additional data and extend the Tier III intervention for 6 weeks
 - If the student is not making progress, i.e., continues to perform at a level below the academic aim line or measurements of progress produce a flat trend line and the IIPM team suspects the student may have a disability, the team may refer the student for a SPED Comprehensive Evaluation
- If the student is referred for a SPED Comprehensive Evaluation, Tier III interventions will be reviewed (evaluation planning meeting) and continued through the evaluation period with progress monitoring weekly.

- **Refer to the IIPM Guidelines and Resources document (pp. 7-8) for further details for Tier III**
- **For specific information regarding the pre-referral process and SPED Comprehensive Evaluation process please see the IIPM Guidelines and Resources document**