

## Tiered Academic Service Delivery Examples

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### High School Tier 1 Example:

- English Dept. prior to 1993:
  - Reading and writing skills were not taught in a consistent manner at LFHS
  - Members of the English Dept. began learning about Nancie Atwell's reading and writing workshops and developed a proposal to bring this concept to LFHS
  - The School Board approved the proposal and all teachers were trained in the program for the 1994-95 school year

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### Writing Workshop

- PRINCIPLES AND REQUIREMENTS:
  - Each student must produce 3 pieces of writing that go through the conferencing process
  - Each student must produce a portfolio of the writing process
  - The focus is on the writing process
  - Students must have ownership and their written work must be student-generated

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### Reading Workshop

- PRINCIPLES AND REQUIREMENTS:
  - At least 12 days/year must be devoted to reading workshop
  - Students should be provided time to read
  - Students should gain ownership over texts by selecting what they read
  - Students should respond to text in a variety of ways and there must be teacher/student interaction regarding reading

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### English Dept 2005-06

- High level of satisfaction with the writing skills of students at LFHS
- Less satisfaction with reading skills and overall enjoyment of reading (based off of 1<sup>st</sup> semester English finals and anecdotal information)

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### Vocabulary Matching

Definition	Term
a long, narrow ditch	
materials, tools, utensils, appliances	
a cart attached to another vehicle and horse	
rupture, gash, crack	
situation, environment, features, condition	
someone who explores an area for natural deposits	
blunt, hasty	
feeling uncomfortable, alarmed, or ashamed in	
grumble the	

**Word Bank**

1. abruptly	16. gradually
2. aluminum	17. hail
3. bonfire	18. hobbled
4. canyon	19. lantern
5. charbroiled	20. meadow
6. circumference	21. hobble

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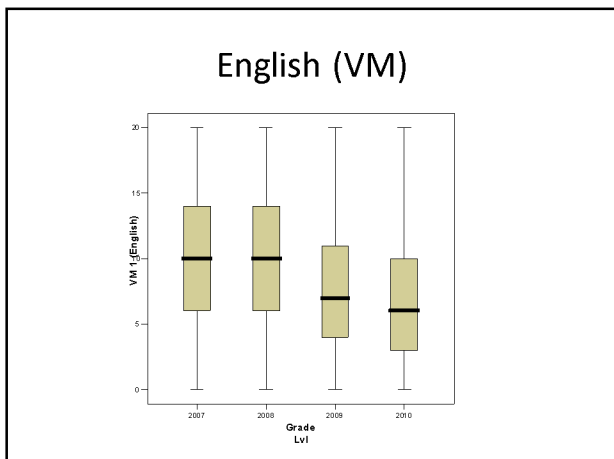
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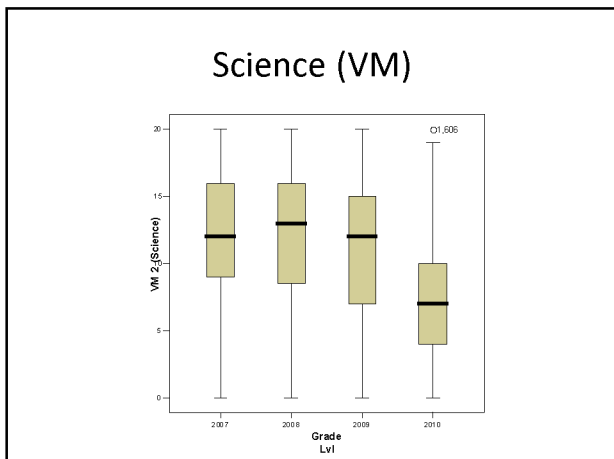
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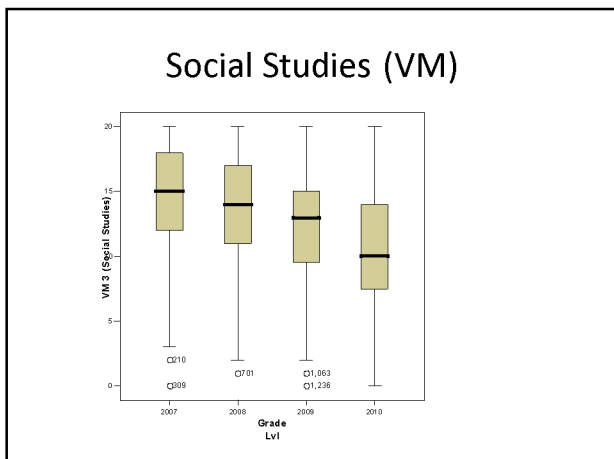
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### How can we use this information?

- Vocabulary Matching Screening can be completed in about 15 minutes
  - Using the cut scores provided we have reason to believe that students with scores
    - less than 15 are likely to require strategic or intensive assistance
    - between 16 and 25 may require strategic assistance
    - above 25 are likely to be on track and can continue with instruction as planned
  - in order to meet academic expectations for Illinois State Achievement test in 10th grade

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### Maze

#### Jackson and the Bank

Jackson had another great battle during his presidency. For years, he had \_\_\_\_\_ the Bank of the United States as \_\_\_\_\_ an explained, as, attacked \_\_\_\_\_ again, voting, being \_\_\_\_\_ organization of wealthy Easterners over which \_\_\_\_\_ citizens had no ordinary, elected, after \_\_\_\_\_ control. The Bank \_\_\_\_\_ the United States was a powerful of, loyalty, to \_\_\_\_\_ It had the federal government's money \_\_\_\_\_ or, made, and institution, strong, party \_\_\_\_\_ controlled much of the country's money \_\_\_\_\_ Although the Bank had causing, margin, supply \_\_\_\_\_ been chartered \_\_\_\_\_ Congress, it was run by private \_\_\_\_\_ leaders, should, outsource to, gain, by \_\_\_\_\_ rather than elected officials.




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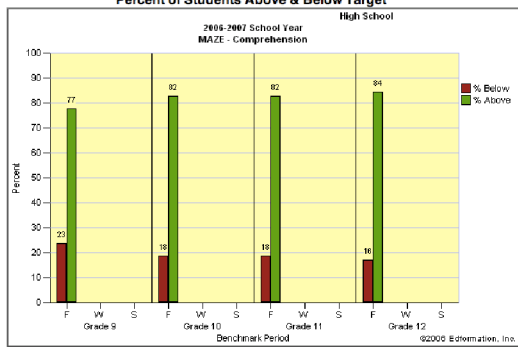
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Percent of Students Above & Below Target




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## R- CBM

### Driving Under the Influence (DUI) Laws

Driving under the influence (DUI) is a very serious offense. If arrested and/or convicted, a driver may lose driving privileges and also may be fined and/or imprisoned. Repeat arrests or convictions may result in greater penalties.

Arrest and conviction for DUI can be embarrassing, costly and inconvenient. If arrested, you will be taken to a police station or county jail. You will be held there until bond is posted. Your car may be towed at your expense, and legal fees can run thousands of dollars.

- **IMPLIED CONSENT LAW.** When driving on Illinois roadways, you automatically give your consent to submit to certain tests following arrest for DUI. These can include breath, blood and/or urine tests to determine before or while driving. A doctor or registered nurse must perform the blood test. You may have a qualified person of

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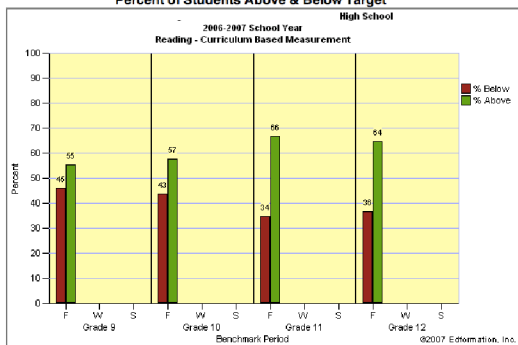
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Percent of Students Above & Below Target




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## Program Options

### Tier 1:

Pre-teaching Key Vocabulary

### Tier 2:

Co-taught English/Reading Block with REWARDS

Co-taught Course on before, during, and after reading strategies with a focus on content-area text

### Tier 3:

Social Opportunities Academic Readiness(SOAR): Includes Language!; Social Language Skills; Vocational Opportunities; Post-Secondary Exploration

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**Intermediate and Secondary Reading Interventions**

REWARDS

- Comprehension
- Test-taking skills
- Constructive reading and writing

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**Intensive Reading Intervention**

**LANGUAGE!**  
The Comprehensive Literacy Curriculum

Jane Fall Greene, EdD  
Grades 3-12

LANGUAGE! Intensive. Comprehensive. Effective.

- Evidence demonstrates that LANGUAGE! The Comprehensive Literacy Curriculum increases the performance of students who are reading two or more years below grade level. Providing an integrated approach to literacy instruction, LANGUAGE! accelerates learning so students can access grade-level content. Designed specifically for struggling learners—English language learners (ELLs) and students in special education or general education—LANGUAGE! leads to improved reading comprehension and written expression. This intensive intervention:
  - Integrates the six key literacy strands
  - Is explicit and comprehensive
  - Provides a solid scope and sequence
  - Relies on ongoing and summative assessment to guide instruction
  - Enables students to participate and achieve in grade-level classes

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**High School Tier 2 Example: Freshman Reading Classes**

- Class A: guided reading, modeling, class discussions, comprehension checks, oral reading, graphic organizers, REWARDS
- Class B: guided reading, modeling, class discussions, comprehension checks, oral reading, graphic organizers

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### WRC Mean Rate of Growth Per Week

- Class A mean rate of growth = 0.67 WRC/week
- Class B mean rate of growth = -1.22 WRC/week

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### Instructional Planning Form

Goal: In 32 weeks, Cary will read 95 cwpm with at least 95% accuracy.

Instructional Procedures Focus of Skill	Teaching Strategy	Materials	Arrangements	Time	Motivational Strategies
Decoding Fluency	REWARDS reading program	REWARDS Class novels/short stories	Small group (13:1)	50 min 2x/week Approx 30 min wk 1 min biweekly	Grades Candy Peer Praise Charting progress
Reading Comprehension	Comprehension strategies (socialgraphic organizers)	Graphic organizers Novels	Small group (13:1)	Varied 5 days/week	Positive teacher feedback Grades
	Class Discussions REWARDS comp questions	Novels REWARDS	Small group (13:1) Small group (13:1)	Daily 50 min 2x/week	Positive teacher/peer feedback Candy

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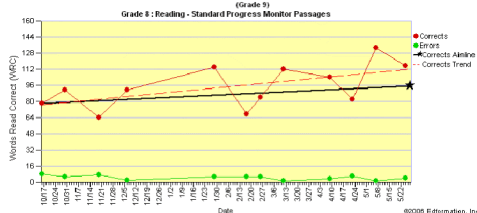
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### Cary's Progress



Lake Forest District 67  
Year: 2006-2007

Progress Monitoring Improvement Report for  
from 10/14/2006 to 06/26/2007  
(Grade 5)




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## Developing Components

- **Systems**
  - General survey of priorities, Effective Behavior Support Survey, Team Implementation Checklist tell you *what* you want to do
- **Practices**
  - School-wide Evaluation Tool tells you *how much* is in place
- **Data**
  - Curriculum Based Measures and Office Referral Data tell you with *whom* to focus

Steve Romano and Hank Bohanon

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