

Section 2: Explicit Instruction, Intervention and Extension

Tier I	- Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM? - Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. - Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? - Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? - Is there a regular walkthrough schedule to determine support around Tier I? - Is the ILT responding to data to support a healthy Tier I? - Are teachers and leaders effectively trained in unit and lesson preparation (<u>K-2 Skills Unit</u>, <u>K-2 Skill Lesson</u>, <u>K-2 Knowledge Unit</u>, <u>K-2 Knowledge Lesson</u>, <u>3-12 Unit Preparation</u>, <u>3-12 Lesson Preparation</u>) - What data and resources are being used to support <u>extension</u>?
Amount of time spent on daily literacy skills instruction and how it is used	Grades K-1 120 minute literacy block 75 minutes foundational skills instruction 45 minutes knowledge-building and comprehension instruction Grades 2 120 minute literacy block 60 minutes foundational skills instruction 60 minutes knowledge-building and comprehension instruction Grades 3-5 90-120 minute literacy block - Whole-group HQIM instruction - Small-group reading and writing support - Intervention and extension opportunities based on data Instruction is driven by HQIM, formative assessment, student work analysis, and literacy screener results.
English Language Arts textbooks	- Louisiana Guidebooks - CKLA Skills (Core Knowledge Language Arts)