

Section 2: Explicit Instruction, Intervention and Extension

and instructional materials used	- District approved HQIM - DIBELS 8 State Literacy Screener - Supplemental intervention resources aligned to core instruction and Science of Reading expectations All materials are aligned to state standards and free of three-cueing practices.												
Tier II	- Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? - Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? To support the established program focused goal, we will - Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? - Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? - Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?												
Tier II plan, including the amount of time	Students identified through screening and progress monitoring receive: - Minimum 20 minutes daily 3-5 days per week - Small-group intervention - Explicit instruction focused on identified skill deficits - Progress monitoring every two weeks or more frequently as needed Students continue to receive full Tier I instruction without being removed from core literacy instruction.												
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