



K-3 MTSS District Reading Intervention Plan Rubric



DISTRICT Tracy Bell Director of Curriculum & Instruction tbell@nwarctic.org		Complete and Consistent Implementation 5	Partial or Inconsistent Implementation 3	Little or No Implementation 1	Not Evident of Implementation 0
Tier I: Universal Instruction					
Notes: Need clarification on the guided/shared reading listed as one of the components of their HMH Into Reading program. Also ECRI is designed for small group instruction, NWABSD has ECRI scheduled inside the Tier I Literacy Block. Will they use in small groups or whole class? Need clarification for next year submission- is it primarily the instructional strategies alongside HMH?	a.	The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the five components of reading and oral language. Comprehensive instructional materials are evidence-based, do not include three-cueing instructional practices designed to ensure all grade-level content standards.	The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the five components of reading and oral language. Some of the instructional materials are evidence-based, do not include three-cueing instructional practices and designed to teach most grade-level content standards.	The district has a core program adopted which does not teach all components of reading and oral language. Some of the instructional materials may include three-cueing instructional practices and does not cover the scope of grade-level content standards; supplementation is required.	The district does not have an adopted core program. Some of the instructional materials may include three cueing instructional practices. The instructional material does not cover the scope of the grade-level content standards, supplementation is required.
	b.	All grades have sufficient time for reading instruction and reading time is protected.	Instructional time for reading may be adequate and is generally protected.	Instructional time for reading is not always protected and may be insufficient.	Instructional time for reading is not protected nor sufficient.
	c.	Additional time is provided for multi-tiered system of support	Additional time is provided for multi-tiered support based on	Some additional time is provided for multi-tiered	No evidence of a multitiered system of support exists.

		based on assessed need at all grade levels	assessed need in most grade levels	support without regard to assessed need at some grade levels.	
Tier II: Targeted Intervention					
	a.	Intervention materials, based on proven results, are selected to provide a multi-tiered system of support based on identified skill needs.	Intervention materials are available for a multi-tiered system of support but are not clearly based on identified skill needs.	An assortment of intervention materials has been selected but have little or no connection to skill needs.	No intervention materials have been selected.
Recommend increasing time to 30-45 minutes to meet best practice. Clarify school schedule to ensure time is available due to dual languages being taught.	b.	The Tier 2 Intervention Programs provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence-based as results from high-quality studies determining the intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.	All Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Tier 2 interventions are not evidence based in content areas and grade levels where they are available.
	c.	Tier 2 interventions supplement Tier 1.	Tier 2 interventions sometimes supplement Tier 1 and sometimes replace Tier 1 instruction	Tier 2 interventions replace Tier 1	Tier 2 interventions are not evident in the K-3 MTSS Plan.
Tier III: Intensive Intervention					
	a.	The Tier 3 Intervention Programs provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence-based as results from high-quality studies determining the intervention to have positive	All Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Tier 3 interventions are not evidence based in content areas and grade levels where they are available

		effects. A desirable effect size is generally considered to be .4 or greater.			
Recommend increasing time to 40+ minutes to meet best practice. Clarify school schedule to ensure time is available due to dual languages being taught.	b.	Tier 3 interventions are more intensive than Tier 2 interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.	Tier 3 interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Tier 3 interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than Tier 2 interventions.	Tier 3 interventions are not evident in the K-3 MTSS Plan.
	c.	Tier 3 interventions supplement Tier 1 and 2.	Tier 3 interventions sometimes supplement Tier 1 and sometimes replace Tier 2 intervention.	Tier 3 interventions replace Tier 1 or 2.	Tier 3 interventions are not evident in the K-3 MTSS Plan.

Universal Screening Process

	a.	The district has a coherent and clear assessment system, including an approved screener (mClass or approved screener by waiver), progress monitoring, diagnostic, and outcome measures.	The district has an approved screener (mClass or approved screener by waiver) and progress monitoring.	The district has an approved screener (mClass or approved screener by waiver) and is establishing a progress monitoring schedule.	The district does not have an approved screener (mClass or approved screener by waiver).
	b.	There is evidence that diagnostic assessment is consistently used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient	There is some evidence that diagnostic assessment is used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient; however, use of diagnostic assessment is inconsistent.	Current diagnostic assessments do not identify specific reading skill deficits.	No evidence of diagnostic assessment usage.

Professional Development

Recommend adding culturally relevant teaching practices for the 24/25 school year.	a.	Professional development includes reading instruction, support aligned with the core reading program, assessment to improve instructional practice, data based decision making, and delivery of interventions.	Some forms of professional development are available, but most are not consistent to ensure continuous improvement in reading instruction, or support aligned with the core reading program, assessment, to improve instructional practice, data based decision making, and delivery of interventions.	The school does not have a well-defined, professional development plan to support continuous improvement of reading instruction.	Professional development plan is not evident.
	b.	Professional development plan identifies the expected number of days/hours for professional development throughout the school year.	Professional development plan identifies the general number of days for professional development throughout the school year.	Professional development plan identifies an estimate of the number of days for professional development throughout the school year.	Professional development plan is not evident.

Public Communication

Need to add in specific dates. Need to add information about how you will communicate your K-3 MTSS plan, Tier II & III, IRIPs.	a.	All of the following conditions are met: (1) public meeting dates with a description of the school’s essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	Two of the following conditions are met: (1) public meeting dates with a description of the school’s essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	One of the following conditions are met: (1) public meeting dates with a description of the school’s essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	There is no evidence of public communication or meetings.
---	----	--	--	--	---

Home Supports

		Specific resources are described which are parent-friendly for home use. The plan for parent training is specifically outlined with dates.	Resources are described which are parent-friendly for home use. A plan for parent training is evident.	Some parent-friendly resources are described. No evidence of plans for parent training.	Parent-friendly resources and training plans are not evident.
--	--	--	--	---	---

Scoring:

0 = K-3 MTSS District Intervention Plan is not accepted. Submit revision with changes within 15 days

1= Conditional Acceptance. Changes in this domain must be addressed for next school year submission

3= Acceptance. Minor changes are encouraged for next school year submission

5= Accepted as final form.

Recommendations: (At least 2)

1. Clarify guided/shared reading instruction as this method is tied to language based instruction and not evidence based instruction.
2. ECRI as a supplemental instruction program should not be scheduled inside the Tier I core instruction time. Will need clarification.
3. Look at Tier II & III times for next school year.
4. Recommend adding culturally relevant teaching practices for the 24/25 school year.

1st DEED Review: 9/12/23

- IRIP document reviewed - in file, DEED Template
- Parent Notification document reviewed - in file

2nd DEED Review: 9-21-23

- IRIP document reviewed- in file, DEED template
- Parent Notification document reviewed- in file (meeting date is within the first 15 days after the state benchmark window closes)