Action Plan for Implementing or Enhancing a 3-Tier Reading Model

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| **Tier I: Core Instruction** | Current Status  Best OK NI | Area to improve | Action and  Target Date  ( when done) | Person Responsible | Action and  Target Date  ( when done) | Person Responsible |
| 1. Core curriculum and critical components |  |  |  |  |  |  |
| 1. Effective instruction |  |  |  |  |  |  |
| 1. Professional development |  |  |  |  |  |  |
| 1. Grouping |  |  |  |  |  |  |
| 1. Benchmark testing/progress monitoring |  |  |  |  |  |  |
| 1. Protected reading instruction time |  |  |  |  |  |  |
| 1. Monitoring implementation |  |  |  |  |  |  |
| Tier II: Intervention | Current Status  Best OK NI | Area to improve | Action and  Target Date  ( when done) | Person Responsible | Action and  Target Date  ( when done) | Person Responsible |
| 1. Identification of students |  |  |  |  |  |  |
| 1. Interventionists and training |  |  |  |  |  |  |
| 1. Progress monitoring |  |  |  |  |  |  |
| 1. Intervention program and strategies |  |  |  |  |  |  |
| 1. Scheduling |  |  |  |  |  |  |
| **Tier III: Intensive Intervention** | Current Status  Best OK NI | Area to improve | Action and  Target Date  ( when done) | Person Responsible | Action and  Target Date  ( when done) | Person Responsible |
| 1. Identification of students |  |  |  |  |  |  |
| 1. Progress monitoring |  |  |  |  |  |  |
| **Tier III: Intensive Intervention** | Current Status  Best OK NI | Area to improve | Action and  Target Date  ( when done) | Person Responsible | Action and  Target Date  ( when done) | Person Responsible |
| 1. Intervention program and strategies |  |  |  |  |  |  |
| 1. Scheduling |  |  |  |  |  |  |
| 1. Interventionists and training |  |  |  |  |  |  |