# Planning for Small Group Tier I Differentiated Support and Tier II and Tier III Intervention

Planning is required prior to the school year to define a school’s reading block, Tier I differentiation model and Tier II and Tier III intervention supports. Using this guide and answering questions should aid in ensuring your teams are prepared to group students and plan instruction during data meetings.

**Articulate Your Model for Tier 1 Small Group.**

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| **Cognitive Planning:** | Question/Consideration | Decision Notes | Instructional Resources | Personnel Resources |
| **Big Picture – School-wide planning** | Describe the Tier I literacy block in each grade and the role of whole group and small group instruction.* How often and how long will each group be seen?
* How many groups will be created?
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| **Getting Specific** | What are your specific goals for Small Group Tier I Differentiation? (e.g., smaller group size, increase alignment between group and programming, etc.) |  |  |  |
| What instructional program/methodology is used for Tier 1 Small Group Differentiation? |  |  |  |
| Will anyone else, besides the classroom teacher(s), deliver Tier I Small Group Differentiation in this grade?* If so, who else may provide Tier I Small Group Differentiation?
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| How many small groups? |  |  |  |
| How long can each group be? |  |  |  |
| How often can each group meet? |  |  |  |

# Articulate your model for Tier II and Tier III Intervention.

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| **Cognitive Planning:** | Question/Consideration | Decision Notes | Instructional Resources | Personnel Resources |
| **Big Picture – School-wide planning** | Will students be grouped CROSS CLASS/GRADE?: If yes,* Will a block of time be designated for this purpose?
* Will all students in a grade-level group cross- class some for enrichment and others for intervention or will only intervention students participate?
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|  | Will you have a block(s) of time during which interventionists will push into classrooms for intervention? |  |  |  |
|  | Describe how you will ensure any intervention services will supplement and NOT supplant Tier I reading instruction. |  |  |  |
| **Getting Specific** | What are your specific goals for intervention? (e.g., smaller group size, accommodate more students, increase alignment between group and programming, etc.) |  |  |  |
| What is your ideal group size? (e.g., all groups 4 students or less, groups with more need smaller, etc.) |  |  |  |
| What instructional program/methodology is used for intervention groups? Interventionists:1. Who is available to deliver intervention at each grade level?
2. What are certifications/training/expertise do they have?
3. Are certain interventionists limited in whom they can service (SPED/EL) and how many students can be in a group?
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| How many small group (spots) will be available? |  |  |  |
| How long can each group be? |  |  |  |
| How often can each group meet? |  |  |  |