SWiFT

Tiered Instruction Matrix

Example

School/District: Grade(s): 1 Date:

Curricular Area: ☒ Literacy ☐ Mathematics ☐ Behavior / Social Emotional Learning

Part 1: Universal Support

What	Extra emphasis provided for vocabulary strategies All students receive ELA block based on Wonders Reading Series Whole group and Small leveled book instruction Attend to UDL principles and guidelines
When	1:30-3:00 ELA Block

Part 2: Universal Screening

Tools	**Who Administers**		**When Administered**	
DIBELS MAP	Classroom Teacher with staff covering classroom during assessments		Fall/Winter/Spring	
	Additional Support		**Intensified Support**	
	…to meet benchmark	…when exceeding benchmark	…to meet benchmark	…when exceeding benchmark
Decision Rules	**If** DIBELS Composite and/or subtest indicator yellow and/or MAP below 40th %ile… **then** consider best match from instructions listed below	**If** DIBELS Composite indicator green AND MAP above 75th %ile… **then** consider best match from instructions listed below	**If** DIBELS Composite and/or subtest indicator red and/or MAP below 20th %ile… **then** consider best match from instructions listed below AND Intensified Support options	**If** DIBELS Composite indicator green and MAP above 90th %ile… **then** consider best match from instructions listed below AND Intensified Support options

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Part 3: Instruction and Support

	Who Administers		When Administered
	CJ, AP, MK, JD (Available personnel as identified on master schedule)		8:30-9:15 (Available time as identified on master schedule)
Area identified for support	**Additional Support**		**Intensified Support**
	…to meet benchmark	…when exceeding benchmark	options to consider
Phonics	Wonders Tier II mini lessons First Grade PALS EIR Skill specific lesson developed FAST ForWord	Literature circles Skill specific lessons developed Targeted Centers Independent or Small Group Project with Text of Choice Move ahead in curriculum as mastery is demonstrated	Increase instruction dosage or time (frequency or duration) Change group size Provide immediate, positive corrective feedback Increase opportunities to respond Break tasks into segments with specific focus goals Increase self-monitoring Increase to generalize and integrate
Phonemic Awareness	Wonders Tier II mini lesson KPALS KEIR	Literature circles Skill specific lessons developed Targeted Centers	
Fluency	Read Naturally Repeated Readings	Literature circles Skill specific lessons developed Targeted Centers	
Vocabulary	Early Vocabulary Connections Words Their Way	Literature circles Skill specific lessons developed Targeted Centers	
Comprehension	PALS FAST ForWord Cognitive processing strategies	Literature circles Skill specific lessons developed Targeted Centers	

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Part 4: Progress Monitoring

Tools	Who Administers		When Administered	
DIBELS subtest matched to instruction Assessments embedded in instructions GOM, as appropriate Other measures when necessary	Instructionist (Person administering instruction)		DIBELS: subtest matched to instruction – 2-4x per month instruction Assessment: Weekly for additional supports Daily for Intensified Supports GOM 1x per month Other measures frequency identified by teacher/team	
	Additional Support		**Intensified Support**	
	…to meet benchmark	…when exceeding benchmark	…to meet benchmark	…when exceeding benchmark
Decision Rules	**If** instruction progress monitoring tool indicates 3 consecutive data points at or above proficiency, **then** consider exiting the instruction **If** it indicates 3 consecutive data points not making progress, **then** consider adjusting instruction or begin Intensified Support.		**If** instruction progress monitoring tool indicates 3 consecutive data points not making progress, **then** consider adjusting Intensified Support	