

subscale scores (i.e., Tier 1, Tiers 2 & 3, Teams, Implementation, Resources, Evaluation). Finally, the team can use individual item scores from low-scoring subscales to identify actions that will lead to improved implementation of a School-Wide Content Area Reading Model.

R-TFI Items and Descriptions by Tier

| Tier 1 School-Wide Content Area Reading Model Features | |
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| Item | Item Description |
| 1.1 | A School Leadership Team is established to support implementation of the School-Wide Content Area Reading Model . |
| 1.2 | The School Leadership Team uses an effective team meeting process. |
| 1.3 | The School Leadership Team's work is coordinated with other school teams. |
| 1.4 | Department Teams are established to support the implementation of Tier 1 content area reading instruction. |
| 1.5 | Cross-Department Teams work to support students who are not making adequate progress. |
| 1.6 | Department Teams and Cross Department Teams use an effective team meeting process. |
| 1.7 | The school uses a formal procedure for selecting Content Area Reading Strategies to provide content area reading instruction. |
| 1.8 | An instructional routine is available for each content area reading strategy that has been adopted for use school-wide . |
| 1.9 | The school has a School-Wide Content Area Reading Plan . |
| 1.10 | Department Teams develop instructional plans to improve students' understanding of the content area. |
| 1.11 | Class-wide expectations for student behavior are established and taught. |
| 1.12 | Procedures are implemented for common classroom activities. |
| 1.13 | The school has identified an individual(s) to assist in data coordination for the Early Warning System . |
| 1.14 | An Early Warning Indicator (EWI) Assessment Schedule is available for the current school year. |
| 1.15 | Professional learning is purposely selected for supporting the implementation of a School-Wide Content Area Reading Model . |
| 1.16 | The School Leadership Team uses system-level coaching . |

| Item | Item Description |
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| 1.17 | All staff have access to instructional coaching for the Content Area Reading Strategies . |
| 1.18 | The school uses a data system that provides access to Early Warning Indicator data. |
| 1.19 | Historical data are gathered to inform school personnel of student needs. |
| 1.20 | The School Leadership Team collects Tier 1 system fidelity data . |
| 1.21 | The School Leadership Team uses data to monitor the health of the School-Wide Content Area Reading Model . |
| 1.22 | The School Leadership Team uses a process for data-based decision-making . |
| 1.23 | Department Teams use a process for data-based decision-making . |
| 1.24 | The School Leadership Team monitors implementation of the School-Wide Content Area Reading Plan . |
| 1.25 | Department Teams monitor implementation of instructional plans . |
| 1.26 | The School Leadership Team provides a status report or presentation on student reading performance to stakeholders. |

Tiers 2 & 3 School-Wide Content Area Reading Model Features

| Item | Item Description |
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| 2.1 | The School Leadership Team defines a process for students with reading skill deficits to access intervention. |
| 2.2 | Student Support Teams are established to improve students' reading performance. |
| 2.3 | Teachers access the assistance of Student Support Teams . |
| 2.4 | Student Support Teams use an effective team meeting process. |
| 2.5 | The school uses a formal process for selecting evidence-based reading interventions. |
| 2.6 | The school uses a variety of data sources to design reading intervention plans. |
| 2.7 | Intervention groups include students with similar needs. |
| 2.8 | The school alters intervention variables to intensify reading intervention supports. |
| 2.9 | The school invites parents/guardians to collaborate on intervention plans for their child. |

| Item | Item Description |
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| 2.10 | The school has identified an individual(s) to support the use of reading assessments for students with reading deficits. |
| 2.11 | All staff providing reading interventions receive implementation supports. |
| 2.12 | The school monitors data on student access to reading intervention supports. |
| 2.13 | The school uses a data system to display student reading progress. |
| 2.14 | Staff collect progress monitoring data with fidelity . |
| 2.15 | Staff collect diagnostic data with fidelity . |
| 2.16 | The school monitors the percent of students who are responding to reading intervention. |
| 2.17 | There is a protocol to monitor the fidelity of reading interventions. |
| 2.18 | Reading intervention plans are adjusted based on decision rules . |