

Escambia County 2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan Template

Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education's (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

	Name	Title	Email	Phone
Main District Reading Contact	Melissa Marsh	ELA Specialist	mmarsh@ecsdfl.us	850-469-5525
Responsibility	Name	Title	Email	Phone
Elementary ELA	Melissa Marsh	ELA Specialist	mmarsh@ecsdfl.us	850-469-5525
Secondary ELA	Jessica Rowell	ELA Specialist	mmarsh@ecsdfl.us	850-469-5409
Reading Endorsement	Melissa Marsh	ELA Specialist	mmarsh@ecsdfl.us	850-469-5525
Reading Curriculum	Melissa Marsh	ELA Specialist	mmarsh@ecsdfl.us	850-469-5525
Professional Development	Brian Alaback	Professional Learning Director	balaback@ecsdfl.us	850-595-0030
Assessment	Nate Hazewinkel	Evaluation Services Director	nhazewinkel@ecsdfl.us	850-469-5386
Data Element	Penny Harris	Coordinator, MIS	pharris1@ecsdfl.us	850-429-2916
Summer Reading Camp	Melissa Marsh	ELA Specialist	mmarsh@ecsdfl.us	850-469-5525
3 rd Grade Promotion	Dr. Patti Thomas	Elementary Education Director	pthomas@ecsdfl.us	850-469-5494

Plan Information

How is the district communicating the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders?

The Escambia County K-12 Comprehensive Evidence-based Reading Plan is posted on the web site and shared at principal and school representative meetings.

Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation as required by 6A-6.053(1)(a) F.A.C.

District-Level Leadership 6A-6.053(7) F.A.C.

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	Expressive and receptive language, story retelling, syntax	Screener, progress monitoring	Speech and Language Academic Checklist, IDEA Proficiency Test	As needed through RtI process, ELL Newcomer
<i>Phonological awareness</i>	Ability to produce rhyme, alliteration, segment sentences and syllables, blending and segmenting: compound words, onset and rimes, and phonemes.	screener, diagnostic	STAR 360, iReady, and Phonemic Awareness Tasks	3 x per year and quarterly for K and 1
<i>Phonics</i>	Ability to make letter-sound correspondence, to decode with digraphs, blends, vowel digraphs and diphthongs, use syllable patterns and structural analysis to decode words.	screener, diagnostic, progress monitoring/formative, summative	STAR 360, iReady, phonics survey informal assessment and core curriculum assessments.	3 x per year and bimonthly on curriculum assessments.
<i>Fluency</i>	Accuracy, automaticity, prosody	progress monitoring	District fluency probes	quarterly
<i>Vocabulary</i>	Application of academic vocabulary, roots and affixes, use of context clues, figurative language, and word relationships	Diagnostic, formative, summative	STAR 360, iReady, and core curriculum assessments	3 x per year, Bimonthly for curriculum assessments
<i>Comprehension</i>	Ability to: identify central ideas and themes, author's purpose and elements of craft, use text structure to understand, make inferences.	formative, summative	STAR 360, iReady, and core curriculum assessments	3 x per year. Bi-monthly for curriculum assessments

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Star 360	Student performance (scale score, grade equivalent, achievement level) by domain: Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author's Craft, Analyzing Argument and Evaluating Text	Screener; Diagnostic; Progress Monitoring	STAR 360	Fall/Winter/Spring
iReady	Student performance (scale score, grade equivalent) by domain: Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension (Informational/Literature)	Diagnostic; Progress Monitoring	iReady for grades 6-8	Fall/Winter/Spring
CORE Maze Comprehension	Level of Performance based on grade-level expectations: Benchmark, Strategic, Intensive	Screener; Progress Monitoring	Google Sheets	Fall/Spring
San Diego Quick Assessment of Reading	Independent, Instructional, Frustration reading levels	Screener; Progress Monitoring	Teacher data entered into template and shared in Google Sheets	Fall/Winter/Spring
Oral Reading Fluency	WCPM; Accuracy rate; percentile	Screener; Progress Monitoring	Teacher data entered into template and shared in Google Sheets	Fall/Winter/Spring

K-12 Data Analysis and Decision-making as required by 6A-6.053(1)(b) F.A.C.

Data Analysis and Decision-making				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
The Office of Continuous Improvement provides district and school data to The Directors of Elementary, Middle and High School Education, school principals, and school data teams quarterly.	ECSD uses an 8-step problem solving process including identification of a measurable goal, brainstorm of resources and barriers, identification of a barrier to eliminate, creation, execution, and evaluation of a plan to remove the barrier.	The Office of Continuous Improvement works in collaboration with the Department of Evaluation Services to collect data from STAR360, iReady and FSA and create projections of student proficiency including breaking out the data for lowest quartile and other demographic subgroups. This data is shared with individual schools who hold data meetings every 10 days.	The Assistant Superintendent for Curriculum, Directors for Elementary and Middle and High School Education, and the Director of Continuous Improvement meet with schools to discuss their data every 10 days. The ELA Department assists in offering resources and coaches as requested by schools and the directors.	The Directors of Elementary, Middle and High School Education work in collaboration with the ELA Specialists to ensure plan implementation and further support.

School Level Leadership 6A-6.053(8) F.A.C.

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	School Administrative Team	Professional Development, Weekly Newsletters, Face to Face Conferences	Weekly	The principal and the assistant principal share observations at faculty meetings, grade level, department meetings, and/or individual meetings with teachers.	Principals and assistant principals discuss trends weekly and plan communications to individual teachers and grade level teams.
Data chats	School Administration	Professional Development, Faculty Meetings, PLCs	Bi-weekly/Quarterly	Teachers meet with students after district STAR360 administration, and review data with students after school benchmark STAR administration.	Teachers maintain classroom data (including additional screeners); admin maintains STAR data chats (district assessments)
Reading Leadership Team per 6A-6.053(3) F.A.C.	Admin and media specialist, instructional coach, or reading teacher will lead the	Faculty Meetings, Newsletters, PLCs	Monthly/Quarterly	The Reading Leadership Team will share data at faculty, grade level, and department meetings, and through other school-wide	School achievement data, and independent reading goal data will be shared after each assessment window

	team. *membership cross-curricular in secondary schools*			communications.	
Monitoring of plan implementation	School Administrative Team	Faculty meetings, Professional Development, PLCs	Bi-weekly	The principal and the assistant principal share observations at faculty meetings and grade level meetings.	Administrative teams and Reading Leadership teams review reading curriculum assessment data monthly.
Other: MTSS (Specify)	Principal, Assistant Principal, RtI Coordinator, Instructional Coach	Faculty meetings, Grade Level meetings, PLCs Professional Development	Every 6-9 weeks	The Principal or Assistant Principal, with the Guidance Counselor or RtI Coordinator review the number of progress monitoring plans implemented.	The Principal or the Assistant Principal meet with the RtI Coordinator to ensure the MTSS process is followed.
Implementation and Progress-monitoring					
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?		How will district leadership provide plan implementation oversight, support and follow-up?		
Identify data trends, analyze causes, implement solutions, and evaluate the plan.	The principal or the assistant principal have small group grade level, PLC discussions, or individual teacher conferences. Administration seeks district coaching or professional development support when needed.		The Directors of Elementary, Middle and High School Education work in collaboration with the ELA Specialists to ensure plan implementation and support. The ELA Department provides coaching and classroom walkthrough guidance by request, as well as professional development and curriculum resources.		

Professional Development per 6A-6.053(4) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How often is it reported to the district and in what format?	To whom is it reported at the district?	Who at the district level is responsible for following up if the professional development requirement isn't happening?
Training in multisensory reading intervention	District-wide communication, Principal Meetings	Sign-in sheets	Sign-in sheets scanned to the ELA Office annually.	ELA Specialist	ELA Specialist
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Principal Meetings A Google Form to request instructional coaching is linked on the ELA web page	Daily Classroom visits and observations	On a needs basis via the Google Form for requesting instructional coaching services.	ELA Specialists	ELA Specialist

Identification of mentor teachers	Weekly District Newsletter for Administrators Emails	Classroom observation	October, February, and May of each year the Director of Professional Learning seeks nominations from principals via email. Principals may email the Director of Professional Learning any day of the year to request a teacher to participate in Clinical Educator and District Instructional Coaching Cadre training	Director of Professional Learning	Director of Professional Learning
Establishing of model classrooms within the school	Schools managed through an external operator communicate and establish model classrooms within the school.	Principals work with the external operator manager to create and monitor the model classrooms	Schools managed by an external operator meet with District Staff every 10-days to go over data and progress towards other curriculum related issues including the status of model classrooms.	Superintendent Assistant Superintendent of Curriculum and Instruction Directors of Elementary, Middle, High School Education, and Continuous Improvement Other District C&I Staff.	Director of Continuous Improvement
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Weekly District Newsletter for Administrators Emails	Master Schedule	Daily through District Student Information System software (FOCUS).	Principals & Assistant Principals Directors of Elementary, Middle, High School, and Coordinator of Student Data System	Directors of Elementary, Middle, and High School Education Director of Professional Learning

Instruction

K-5 Uninterrupted 90 minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
Whole group instruction utilizing an evidence-based sequence of reading instruction	Principal meetings and scheduling guidance.	Classroom walkthroughs and planning sessions with teachers using district frameworks	Review of scheduling via the student information system.	Elementary Education Director	Annually
Small group differentiated instruction in order to meet individual student needs	Principal meetings and literacy block guidance.	Classroom walkthroughs, and planning sessions with teachers to look at grouping data	Survey	ELA Specialist	Annually

Budget per 6A-6.053(2) F.A.C.

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

Forty percent (40%) of the Reading Allocation is spent on SRA coaching and intervention materials for K-3 students, reading intervention teachers for K-3, kindergarten software for progress monitoring, phonological awareness intervention materials, and Summer Reading Camp for at risk third graders. Another twenty percent of expenditures from the allocation are dedicated to grades K-5 through iReady, coaching, and professional development materials.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	35,594
District expenditures on reading coaches assigned to elementary schools	263,597
District expenditures on reading coaches assigned to secondary schools	267,114
District expenditures on intervention teachers assigned to elementary schools	150,581
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	221,146
District expenditures on supplemental materials or interventions for secondary schools	22,690
District expenditures on professional development	178,290
District expenditures on helping teachers earn the reading endorsement	176,544
District expenditures on summer reading camps	400,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	22,000
Flexible Categorical Spending	
Sum of Expenditures	1,737,556
Amount of District Research-Based Reading Instruction Allocation	1,737,556

Summer Reading Camp

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. An addendum will be sent out the last week of August 2020 requesting specific information.

What evidence-based instructional materials are being used for Summer Reading Camp?

SRA Reading Mastery
Ready Florida

Will students in grades other than 3 be served also? Yes No

If yes, which grade levels? _____

Reading Allocation Literacy Coaches

Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:

Coaches must meet the following criteria:

- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills
- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information.

What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

Schools with priority for coaching are on the list of 300 lowest performing elementary schools.

How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

Coaching provided through the district is managed by the ELA Department. Coaches are not school-based and their time is devoted to planning with and coaching teachers.

Who is monitoring whether that is adhered to? Whom do coaches go to with concerns if these requirements are not followed?

District coaches maintain coaching logs that are reviewed by ELA Specialists. Weekly ELA team meetings are held to discuss progress, coaching techniques and concerns.

Coaching Model per 6A-6.053(6)(b) F.A.C.

Is your district using the Just Read, Florida! coaching model? Yes No

If you checked no, please complete and submit the Alternative Coaching Model document.

If you checked yes, please fill out the following chart:

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.				
<ul style="list-style-type: none"> • Provide professional development on the following: <ul style="list-style-type: none"> ○ the major reading components, as needed, based on an analysis of student performance data ○ administration and analysis of instructional assessments ○ providing differentiated instruction and intensive intervention • Model effective instructional strategies for teachers • Facilitate study groups • Train teachers in data analysis and using data to differentiate instruction • Coach and mentor colleagues • Provide daily support to classroom teachers • Work with teachers to ensure that evidence-based reading programs are implemented with fidelity • Help to increase instructional density to meet the needs of all students • Help lead and support reading leadership teams at their school(s) • Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies • Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms 				
<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
Principals of the schools on the list of 300 lowest	Teachers on special assignment	The Elementary and Secondary	Meetings are held weekly.	The Office of Continuous Improvement provides data

performing schools and secondary schools with high numbers of prior level 1's are made aware of the coaching structure in data meetings.	keep a daily log of interactions with teachers.	ELA Specialists review the logs.	Coaching logs are reviewed monthly.	projections for student performance on state assessments. The data is shared with schools and principals take the data and classroom observations under consideration to request coaching support.
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Other Considerations

Reading Intervention Data Element per 6A-6.053(7)(e)

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

Charter schools per 6A-6.053(5)

Charter schools must utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a., and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Instructional Continuity Plan

Given that it is important to plan ahead for any contingency, please attach your Instructional Continuity Plan for 2020-2021 if you wish to have it reviewed by Just Read, Florida! We will offer feedback and suggest resources.

Curriculum/Instruction/Assessment Decision Trees per 6A-6.053(9)(c)

Use the following decision tree template to address ALL district students. What follows is one tree that can be copied as needed. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided
- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum and K-12 intervention materials that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): KINDERGARTEN - 3rd grade

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Scores at or above the 40th percentile on FLKRS/STAR Early Literacy/STAR Reading</p>
THEN:	TIER 1 Only
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> ● <i>is standards-aligned</i> ● <i>builds background and content knowledge, motivation</i> ● <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> ● <i>incorporates writing in response to reading</i> ● <i>includes accommodations (IEP, ESOL or 504)</i> ● <i>incorporates the principles of Universal Design for Learning</i> ● <i>includes specially designed instruction for students with disabilities</i>
	Core Curriculum
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>
	<p>ECSD utilizes Reading Wonders 2014 (Reading Writing Workshop & Literature Anthology) as its Comprehensive Core Reading/Language Arts Program (CCRP), which includes research-based print and digital resources that support the six components of reading.</p> <p>Reading Wonders includes teacher practices outlined by the What Works Clearinghouse recommendations for teaching foundational skills and comprehension. These recommendations are supported by strong, moderate and promising evidence.</p> <p>What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in K-3rd, recommends the following:</p> <ul style="list-style-type: none"> ● Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (promising evidence) ● Develop awareness of the segments of sound in speech and how they link to letters. (strong evidence) ● Teach students to decode words, analyze word parts, and write and recognize words. (strong evidence) ● Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (moderate evidence) <p>What Works Clearinghouse, Improving Reading Comprehension in Kindergarten Through 3rd Grade, recommends the following:</p> <ul style="list-style-type: none"> ● Teach students how to use reading comprehension strategies. (strong evidence) ● Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content. (moderate evidence)

- Guide students through focused, high-quality discussion on the meaning of text. (promising evidence)
- Select texts purposefully to support comprehension development.

Tier I instruction is enhanced through opportunities for independent reading:

- Establish an engaging and motivating context in which to teach reading comprehension. (moderate evidence)
 - Help students discover the purpose and benefits of reading.
 - Create opportunities for students to see themselves as successful readers.
 - Give students reading choices.

Progress Monitoring

<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria that would prompt addition of Tier 2 interventions</i>
<ul style="list-style-type: none"> ● K-1: STAR Early Reading (3 times a year) ● 2nd-3rd: STAR Reading (3 times a year) ● K-standards based rubric (4 times a year) ● 1st grade: DRA2+ (4 times a year) ● K-3: ECSD Frameworks unit assessments (weekly/ bi-weekly) ● K-3: iReady performance (weekly) 	<ol style="list-style-type: none"> 1. STAR/ STAR Early – 41st percentile and above 2. Standards based rubric - 70% and above. 3. 1st grade DRA2+ - Q1-4; Q2-8, Q3-12, Q4-16 4. ECSD Frameworks unit assessments - 70% or above* 5. iReady – 70% of Lessons Passed. 	<ol style="list-style-type: none"> 1. STAR Early Literacy- below 25th percentile* 2. Standards based grading rubric- below 50%* 3. 1st grade DRA2+ - Q1-below 4; Q2-below 8, Q3-below 12, Q4-below 16* 4. ECSD Frameworks unit assessments - below 50%* 5. iReady – Fewer than 50% Lessons Passed* <p>*Students who score between the 25th and 40th percentiles, are below the quarter benchmark for DRA2+, pass iReady lessons or ECSD Frameworks unit assessments with 51-69% accuracy receive differentiated instruction at Tier I.</p>

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 instruction is monitored by the school level administration team through weekly classroom walkthroughs and lesson plan reviews. Review of district walkthroughs and scheduling via the student information system (FOCUS). Data will be shared with the School Based Reading Leadership Team.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

- Schools will utilize the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention.
- Reading Leadership Teams will meet at least monthly to discuss classroom walkthrough data, progress monitoring data points, and professional development needs.
- Teacher teams/PLCs will meet frequently to review lesson plans, CCRP testing data, and discuss implementation of effective instructional practices (i.e. effective instruction with the major reading components, integration of reading across content areas, multi-sensory instruction, Kagan engagement strategies, etc.).
- Administration seeks district coaching support for walkthroughs, data chats and/or lesson planning when needed.

	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>The effectiveness of Tier 1 curriculum is monitored by instructional pacing of CCRP, in-program assessments, and ECSD frameworks assessments. One of the tasks of the school-based reading leadership team will be to review and analyze data.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <ul style="list-style-type: none"> ● ECSD Frameworks were created to enhance/supplement Tier 1 curriculum (Wonders). ● A team of district teachers led by ELA Teachers on Special Assignment (TSA) created the ECSD frameworks and standards-based assessments. The TSA's continue to monitor the effectiveness and adjust accordingly. ● Utilization of pacing guides to ensure progression through standards. ● The ELA department conducts monthly literacy rep meetings with grade level teachers and utilizes surveys, feedback to analyze, and problem-solve any concerns with Tier 1 curriculum. ● The ELA Department assists in offering resources and coaching support as requested by schools and/or directors.
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <ul style="list-style-type: none"> ● Schools utilize our CCRP and McGraw Hill Connect Ed online resources to support distance learning. Teachers create Google classrooms and provide Tier 1 instruction through Google Meets and/or when appropriate provide 'pencil and paper' packets for students who lack technology access. ● Students access iReady from home for computer-based instruction, which is monitored by the classroom teacher, and access MyOn, a personalized digital library, for independent reading. 	

Grade Level(s): KINDERGARTEN - 3rd grade

IF:	<p>Student meets the following criteria at beginning of school year: Scores between 11th percentile to 25th percentile on FLKRS/STAR Early Literacy/STAR Reading -OR- <u>Kindergarten</u>: Student scores an "N" or "U" on foundational skills assessed in the ECSD standards-based grading rubric <u>1st grade</u>: Student scores below these benchmarks on DRA2+. (Q1- DRA 4, Q2-DRA 8, Q3-DRA 12, Q4-DRA 14) <u>2nd and 3rd grade</u>: Student scores below 25th percentile on Hasbrouck & Tindal (2017) ORF Norms <i>*Students who fall in this category should have additional diagnostics to determine phonological awareness level, phonics level, and fluency scores to help determine focus of Tier 2 intervention and support.</i></p>
THEN:	TIER 1 instruction and TIER 2 interventions
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> ● <i>are standards-aligned</i> ● <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> ● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> ● <i>are matched to the needs of the students</i> ● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> ● <i>occurs during time allotted in addition to core instruction</i> ● <i>includes accommodations (IEP, ESOL or 504)</i>

	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring <i>*All decisions should be made by meeting with the MTSS problem solving team</i>			
		Assessment & Frequency	Performance Criteria to discontinue differentiated instruction at Tier 1 or of this Tier 2 intervention. Student may remain in Tier 2 with a different intervention focus.	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions Students who have not made any measurable progress within intervention will be referred to the MTSS problem solving team to determine the need for Tier 3 intervention.
	Wonders Tier II resources for phonics, fluency, vocabulary, comprehension / 6-8 weeks	ECSD Frameworks Unit Assessments Wonders Progress Monitoring: High Frequency/ Decodable Words CBM ORF probes (weekly/ bi-weekly)	ECSD Frameworks Unit Assessments 70% or above Wonders Progress Monitoring: High Frequency/ Decodable Words- 70% or above 1 st -3 rd grades - scoring 50 th percentile or above on ORF Norms	Progress is being made within the Tier 2 intervention but not meeting the desired benchmark of 70%. ECSD Frameworks Unit Assessments between 50-70% Wonders Progress Monitoring: High Frequency/ Decodable Words- between 50-70% 1 st -3 rd grades- scoring between 25 th -50 th percentile on ORF Norms	ECSD Frameworks Unit Assessments below 50% Wonders Progress Monitoring: High Frequency/ Decodable Words below 50% 1 st -3 rd grades- continually scoring below 25 th percentile on ORF Norms
	iReady Teacher Assigned Lessons and Tools for Instruction / 6-8 weeks	Monitor iReady lesson alerts and percent of lessons passed weekly.	Weekly lessons passed 70% or above	Progress is being made within the Tier 2 intervention but not meeting the desired benchmark of 70%. Weekly lessons passed between 50-70%	Weekly lessons passed below 50%

	<p>Phonemic Awareness book by Mary R. Eisele (also found in SRA K Lesson Connections Part A) / 6-8 weeks</p> <p>Wonders Tier II Phonemic Awareness resources/ 6-8 weeks</p>	<p>Teacher observation</p> <p>CBM-phonemic awareness tasks</p> <p>(weekly/ bi-weekly)</p>	<p>CBM-phonemic awareness tasks- 80% or above</p>	<p>Progress is being made within the Tier 2 intervention but not meeting the desired benchmark of 80%.</p> <p>CBM-phonemic awareness tasks- between 60-80%</p>	<p>CBM-phonemic awareness tasks- below 60%</p>
	<p>Beverly Tyler Small Group Differentiated Instruction / 6-8 weeks</p>	<p>Teacher observation</p> <p>CBM-phonemic awareness tasks</p> <p>CBM-decoding/ encoding tasks</p> <p>(weekly/ bi-weekly)</p>	<p>CBM-phonemic awareness tasks- 80% or above</p> <p>CBM-decoding/encoding tasks - 70% or above</p>	<p>Progress is being made within the Tier 2 intervention but not meeting the desired benchmark of 70%.</p> <p>CBM-phonemic awareness tasks- between 60-80%</p> <p>CBM-decoding/ encoding tasks – between 50-70%</p>	<p>CBM-phonemic awareness tasks- below 60%</p> <p>CBM-decoding/ encoding tasks – below 50%</p>
	<p>SRA Reading Mastery / SRA Corrective / 6-8 weeks</p>	<p>In-program data collection</p> <p>CBM ORF probes</p> <p>Wonders Progress Monitoring: High Frequency/ Decodable Words</p> <p>(every 5-10 lessons)</p>	<p>In-program assessment at 80-100% mastery <u>and</u> meeting the desired benchmark on any of the following assessments:</p> <p>1st-3rd grades - scores 50th percentile or above on ORF Norms</p> <p>Wonders Progress Monitoring: High Frequency/ Decodable Words- 70% or above</p> <p>ECSD Frameworks Unit Assessments 70% or above</p>	<p>In-program assessment at 80-100% mastery but <u>not</u> meeting the desired benchmark on any of the following assessments:</p> <p>1st-3rd grades - 50th percentile on ORF Norms</p> <p>70% on Wonders Progress Monitoring: High Frequency/ Decodable Words</p> <p>70% on ECSD Frameworks Unit Assessments</p>	<p>In-program assessment below 80% mastery, <u>even after</u> in-program remediation has occurred <u>and</u> scores below these benchmarks on any of the following assessments:</p> <p>1st-3rd grades- continually scores below 25th percentile on ORF Norms</p> <p>Wonders Progress Monitoring: High Frequency/ Decodable Words below 50%</p>

	SRA Language for Learning / 6-8 weeks	In-program data collection (every 5-10 lessons)	In-program mastery at lesson 40	In-program assessment at 100% mastery <u>but</u> has not reached lesson 40 in the program	In-program assessment below 80% mastery, even after in-program remediation has occurred
	Direct instruction in the application of comprehension strategies: Question Generation, Visualization, Self-monitoring, Making Inferences, Retelling / 6-8 weeks	Teacher observation ECSD Frameworks Unit Assessments (weekly/ bi-weekly)	ECSD Frameworks Unit Assessments 70% or above	Progress is being made within the Tier 2 intervention but not meeting the desired benchmark of 70%. ECSD Frameworks Unit Assessments between 50-70%	ECSD Frameworks Unit Assessments below 50%
	Explicit fluency instruction / 6-8 weeks	ORF probes (weekly/ bi-weekly)	1 st -3 rd grades - scores 50 th percentile or above on ORF Norms	Progress is being made within the Tier 2 intervention but not meeting the desired benchmark of 70%. 1 st -3 rd grades- scores between 25 th -50 th percentile on ORF Norms	1 st -3 rd grades- continually scores below 25 th percentile on ORF Norms
	Number of times a week intervention provided	3-5	Number of minutes per intervention session		20-30
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <ul style="list-style-type: none"> • The 4-step problem solving process/MTSS teams will meet to analyze data and determine the effectiveness of Tier 2 interventions for individual students. • School level administrators will conduct weekly reading intervention walkthroughs and weekly review of intervention lesson plans. They will review school wide iReady and STAR360 data bi-weekly. They will discuss trends, share findings with teachers and other stakeholders, recommend adjustments to interventions and continue to monitor progress and data of interventions. • Administration will seek district coaching support or professional development needs to help improve the effectiveness of intervention. 				

- The school-wide progress monitoring plan (PMP) ensures that data is collected, analyzed, and reviewed periodically (at least quarterly) to improve instruction and increase students' achievement in reading.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

The programs listed above contain practices supported by the recommendations in the WWC practice guides for teaching foundational skills and/or comprehension. The following list outlines the recommendations and the subsequent program that supports implementing the recommendation.

[What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in K-3rd](#), recommends the following:

- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (promising evidence)
 - Language for Learning
 - Wonders Tier II Resources
- Develop awareness of the segments of sound in speech and how they link to letters (strong evidence)
 - Beverly Tyner Small Group Differentiated Instruction
 - SRA Reading Mastery/ Corrective Reading
 - Wonders Tier II Resources
 - Phonemic Awareness book by Mary R. Eisele
 - iReady Assigned Lessons and Tools for Instruction
- Teach students to decode words, analyze word parts, and write and recognize words (strong evidence)
 - Beverly Tyner Small Group Differentiated Instruction
 - SRA Reading Mastery/ Corrective Reading
 - Wonders Tier II Resources
 - iReady Assigned Lessons and Tools for Instruction
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence)
 - Beverly Tyner Small Group Differentiated Instruction
 - SRA Reading Mastery/ Corrective Reading
 - Wonders Tier II Resources
 - iReady Assigned Lessons and Tools for Instruction

[What Works Clearinghouse, Improving Reading Comprehension in Kindergarten Through 3rd Grade](#), recommends the following:

- Teach students how to use reading comprehension strategies. (strong evidence)
 - Wonders Tier II Resources
 - iReady Assigned Lessons and Tools for Instruction
 - Direct instruction in the application of comprehension strategies
- Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (moderate evidence)
 - iReady Assigned Lessons and Tools for Instruction
 - Direct instruction in the application of comprehension strategies
- Guide students through focused, high-quality discussion on the meaning of text. (promising evidence)
 - Direct instruction in the application of comprehension strategies

	<p>HumRRO.org conducted a study that found moderate and promising evidence to support iReady’s impact on instruction for all students, but especially for students included within special populations (ELs, SWDs, EDs).</p> <p>The Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education rates Direct Instruction (Reading Mastery) as having Limited Evidence of Effectiveness: Strong Evidence of Modest Effects. This rating is based on the design of the reviewed studies. No studies of Reading Mastery met WWC evidence standards for beginning reading, so no conclusion regarding effectiveness could be drawn. However, the design of Reading Mastery, which is direct instruction, does meet the characteristics of instruction and teacher delivery methods to increase intensity.</p>
	<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p> <p>Teachers will continue Tier 1 and will modify intervention instruction as needed by utilizing Google Classroom, various Google Chrome extensions such as FluencyTutor, Flamingo Literacy app, etc. to conduct differentiated instruction. If needed teachers will organize ‘pencil and paper’ packets of targeted intervention skills for students who lack technology access. Teachers can also utilize iReady software to differentiate instruction/intervention needs by assigning specific lessons and monitoring student progress.</p>

Grade Level(s): KINDERGARTEN - 3rd grade			
IF:	<p>Student meets the following criteria at beginning of school year: Scores below the 11th percentile on FLKRS/STAR Early Literacy/STAR Reading -AND- <u>Kindergarten</u>: Student scores a “U” on foundational skills assessed in the ECSD standards-based grading rubric <u>1st grade</u>: Student scores below DRA 4 benchmark and does not meet expectations on foundational skills tasks. <u>2nd and 3rd grade</u>: Student scores below the 10th percentile on Hasbrouck & Tindal (2017) ORF Norms <i>*Students who fall in this category should have additional diagnostics to determine phonological awareness level, phonics level, and fluency scores to help determine focus of Tier 3 intervention and support.</i></p>		
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions		
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> ● extended time ● targeted instruction based on student need ● small group or one-on-one instruction ● accommodations (IEP, ESOL, or 504) ● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions ● additional time allotted is in addition to core instruction and tier 2 interventions 		
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring	
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction

	<p>Phonemic Awareness book by Mary R. Eisele (also found in SRA Lesson Connections Part A)</p> <p>(9+ weeks) to allow for adequate Tier III data collection with weekly or bi-weekly review for fluid movement between tiers.</p>	<p>CBM Phonemic awareness tasks</p> <p>weekly</p>	<p>Progress is being made within the Tier 3 intervention; the achievement gap is shrinking, but still exists.</p> <p>Students will continue to be monitored in Tier 2.</p> <p>CBM-phonemic awareness tasks- 60% or above</p>	<p>Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.</p>
	<p>SRA Reading Mastery / Corrective Reading</p> <p>(9+ weeks) to allow for adequate Tier III data collection with weekly or bi-weekly review for fluid movement between tiers.</p>	<p>In-program data assessments</p> <p>Wonders Progress Monitoring: High Frequency/ Decodable Words</p> <p>CBM ORF probes</p> <p>weekly</p>	<p>Progress is being made within the Tier 3 intervention; the achievement gap is shrinking, but still exists.</p> <p>Students will continue to be monitored in Tier 2.</p> <p>Wonders Progress Monitoring: High Frequency/Decodable Words- 60% or above</p> <p>1st-3rd grades – above 25th percentile on ORF Norms</p>	<p>Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.</p>
	<p>SRA Language for Learning</p> <p>(9+ weeks) to allow for adequate Tier III data collection with weekly or bi-weekly review for fluid movement between tiers.</p>	<p>In-program data assessments</p> <p>weekly</p>	<p>Progress is being made within the Tier 3 intervention; the achievement gap is shrinking, but still exists.</p> <p>Students will continue to be monitored in Tier 2.</p> <p>In-program assessment at 100% mastery</p>	<p>Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.</p>
	<p>Phonological Awareness Lessons by 95% Group</p> <p>(9+ weeks) to allow for adequate Tier III data collection with weekly or bi-weekly review for fluid movement between tiers.</p>	<p>CBM-phonemic awareness tasks</p> <p>weekly</p>	<p>Progress is being made within the Tier 3 intervention; the achievement gap is shrinking, but still exists.</p> <p>Students will continue to be monitored in Tier 2.</p> <p>CBM-phonemic awareness tasks- 60% or above</p>	<p>Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.</p>

	<p>Teaching Blending Lessons by 95% Group</p> <p>(9+ weeks) to allow for adequate Tier III data collection with weekly or bi-weekly review for fluid movement between tiers.</p>	<p>Wonders Progress Monitoring: High Frequency/ Decodable Words</p> <p>weekly</p>	<p>Progress is being made within the Tier 3 intervention; the achievement gap is shrinking, but still exists.</p> <p>Students will continue to be monitored in Tier 2.</p> <p>Wonders Progress Monitoring: High Frequency/Decodable Words- 60% or above</p>	<p>Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.</p>
	<p>Phonics Chip Kit Lessons by 95% Group</p> <p>(9+ weeks) to allow for adequate Tier III data collection with weekly or bi-weekly review for fluid movement between tiers.</p>	<p>Wonders Progress Monitoring: High Frequency/ Decodable Words</p> <p>CBM ORF probes</p> <p>weekly</p>	<p>Progress is being made within the Tier 3 intervention; the achievement gap is shrinking, but still exists.</p> <p>Students will continue to be monitored in Tier 2.</p> <p>Wonders Progress Monitoring: High Frequency/Decodable Words- 60% or above</p> <p>1st-3rd grades – above 25th percentile on ORF Norms</p>	<p>Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.</p>
	<p>Direct instruction in the application of comprehension strategies: Ask, Read, Retell routine from Intervention Central.org</p> <p>(9+ weeks) to allow for adequate Tier III data collection with weekly or bi-weekly review for fluid movement between tiers.</p>	<p>Teacher observation</p> <p>weekly</p>	<p>Progress is being made within the Tier 3 intervention, the achievement gap for the following assessments is shrinking, but still exists:</p> <ul style="list-style-type: none"> • DRA2+ grade level benchmark • ECSD Frameworks Unit Assessments <p>Students will continue to be monitored in Tier 2.</p>	<p>Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.</p>
	<p><i>A teacher who is certified in reading or has the reading endorsement must provide all Tier 3 Interventions.</i></p>			
<p><i>Number of times a week intervention provided</i></p>	<p><i>5</i></p>	<p><i>Number of minutes per intervention session</i></p>	<p><i>30-45</i></p>	

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

- The 4-step problem solving process/MTSS teams will meet to analyze data and determine the effectiveness of Tier 2 interventions for individual students.
- School level administrators will conduct weekly reading intervention walkthroughs, have planning sessions with teachers to look at grouping data and will review school wide iReady data bi-weekly. They will discuss trends, share findings with teachers and other stakeholders, recommend adjustments to interventions and continue to monitor progress and data of interventions.
- Administration will seek district coaching support or professional development needs to help improve the effectiveness of intervention.
- The school-wide progress monitoring plan (PMP) ensures that data is collected, analyzed, and reviewed periodically (at least quarterly) to improve instruction and increase student’s achievement in reading.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

The programs listed above contain practices supported by the recommendations in the WWC practice guides for teaching foundational skills in K-3rd grades. The following list outlines the recommendations and the subsequent program that supports implementing the recommendation.

[What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in K-3rd](#), recommends the following:

- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (promising evidence)
 - SRA Language for Learning
- Develop awareness of the segments of sound in speech and how they link to letters (strong evidence)
 - Phonological Awareness Lessons by 95% Group
 - Teaching Blending Lessons by 95% Group
 - Phonemic Awareness book by Mary R. Eisele
 - Phonics Chip Kit Lessons by 95% Group
 - SRA Reading Mastery/ Corrective Reading
- Teach students to decode words, analyze word parts, and write and recognize words (strong evidence)
 - Phonics Chip Kit Lessons by 95% Group
 - SRA Reading Mastery/ Corrective Reading
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence)
 - SRA Reading Mastery/ Corrective Reading
 - Direct instruction in the application of comprehension strategies: Ask, Read, Retell

[The What Works Clearinghouse, Improving Reading Comprehension in Kindergarten Through 3rd Grade](#), recommends the following:

- Teach students how to use reading comprehension strategies. (strong evidence)
 - Direct instruction in the application of comprehension strategies: Ask, Read, Retell

How are Tier 3 interventions modified for students who receive interventions through distance learning?

Teachers will continue Tier 1 and Tier 2 instruction and will modify intervention instruction (Tier 3) as needed by assigning SRA digital materials to provide instruction, using various Google Chrome extensions such as Fluency Tutor, Flamingo Literacy app, etc. and utilizing Google Meets to conduct differentiated instruction. If needed teachers will organize ‘pencil and paper’ packets of targeted intervention skills for students who lack technology access. Also, teachers can utilize iReady software to differentiate instruction/intervention needs by assigning specific lessons and monitoring student progress.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 4th and 5th grade

IF:	<p>Student meets the following criteria at beginning of school year: Students score at or above the 40th percentile on STAR Reading -AND- consider previous FSA levels 3, 4, 5</p>
THEN:	TIER 1 Only
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> ● <i>is standards-aligned</i> ● <i>builds background and content knowledge, motivation</i> ● <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> ● <i>incorporates writing in response to reading</i> ● <i>includes accommodations (IEP, ESOL or 504)</i> ● <i>incorporates the principles of Universal Design for Learning</i> ● <i>includes specially designed instruction for students with disabilities</i>
	Core Curriculum
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>
	<p>ECSD utilizes Reading Wonders 2014 (Reading Writing Workshop & Literature Anthology) as its Comprehensive Core Reading/Language Arts Program (CCRP), which includes research-based print and digital resources that support the six components of reading. Tier I instruction is also enhanced through opportunities for wide, independent reading.</p> <p>Reading Wonders includes teacher practices that are outlined by the What Works Clearinghouse recommendations for teaching foundational skills and comprehension. These recommendations are supported by strong, moderate and promising evidence.</p> <p><u>What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in K-3rd</u>, recommends the following:</p> <ul style="list-style-type: none"> ● Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (promising evidence) ● Develop awareness of the segments of sound in speech and how they link to letters. (strong evidence) ● Teach students to decode words, analyze word parts, and write and recognize words. (strong evidence) ● Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (moderate evidence) <p><u>What Works Clearinghouse, Improving Reading Comprehension in Kindergarten Through 3rd Grade</u>, recommends the following:</p>

- Teach students how to use reading comprehension strategies. (strong evidence)
- Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content. (moderate evidence)
- Guide students through focused, high-quality discussion on the meaning of text. (promising evidence)
- Select texts purposefully to support comprehension development.
- Establish an engaging and motivating context in which to teach reading comprehension. (moderate evidence)
 - Help students discover the purpose and benefits of reading.
 - Create opportunities for students to see themselves as successful readers.
 - Give students reading choices.

[What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#) recommends the following:

- Provide explicit vocabulary instruction. (strong evidence)
- Provide direct and explicit comprehension strategy instruction. (strong evidence)
- Provide opportunities for extended discussion of text meaning and interpretation. (moderate evidence)

Progress Monitoring

<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria that would prompt addition of Tier 2 interventions</i>
<ul style="list-style-type: none"> ● STAR Reading (3 times a year) ● ECSD Frameworks unit assessments (bi-weekly) ● iReady performance (weekly) 	<ul style="list-style-type: none"> ● STAR: 40th percentile or above ● Standards based report card: 70% and above ● ECSD Frameworks unit assessments - 70% or above ● iReady – 70% of Lessons Passed. 	<ul style="list-style-type: none"> ● STAR Reading: below the 25th percentile ● ECSD frameworks unit assessments - below 70% ● iReady – Fewer than 50% Lessons Passed* <p>*Students who score between the 25th and 40th percentiles, pass iReady lessons or ECSD Framework unit assessments with 51-69% accuracy receive differentiated instruction at Tier I.</p>

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 instruction is monitored by the school level admin team through weekly classroom walkthroughs and lesson plan reviews. Review of district walkthroughs and scheduling via the student information system (FOCUS). Data will be shared with the School Based Reading Leadership Team.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

- Schools will utilize the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention
- Reading Leadership Teams will meet at least monthly to discuss classroom walkthrough data, progress monitoring data points, and professional development needs.
- Teacher teams/PLCs will meet frequently to review lesson plans, CCRP testing data, and discuss implementation of effective instructional practices. (i.e. effective instruction with the major reading components, integration of reading across content areas, multi-sensory instruction, Kagan engagement strategies, etc.)
- Administration seeks district coaching support for walkthroughs, data chats and/or lesson planning when needed

	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>The effectiveness of Tier 1 curriculum is monitored by instructional pacing of CCRP, in-program assessments, and ECSD frameworks assessments. One of the tasks of the school-based reading leadership team will be to review and analyze data.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <ul style="list-style-type: none"> ● ECSD Frameworks were created to enhance/supplement Tier 1 curriculum (Wonders). ● A team of district teachers led by ELA Teachers on Special Assignments (TSA) created the ECSD frameworks and standards-based assessments. TSA's continue to monitor the effectiveness and adjust accordingly. ● Utilization of pacing guides to ensure progression through standards ● The ELA department conducts quarterly literacy rep meetings with grade level teachers and utilizes surveys, feedback to analyze, and problem-solve any concerns with Tier 1 curriculum. ● The ELA Department assists in offering resources and coaching support as requested by schools and/or directors.
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <ul style="list-style-type: none"> ● Schools utilize our CCRP and McGraw Hill Connect Ed online resources to support distance learning. Teachers create Google classrooms and provide Tier 1 instruction through Google Meets and/or when appropriate provide 'pencil and paper' packets for students who lack technology access. ● Students access iReady from home for computer-based instruction that is monitored by the classroom teacher, and access MyOn, a personalized digital library, for independent reading. 	

Grade Level(s): 4th and 5th grade

IF:	<p>Student meets the following criteria at beginning of school year: Scores between 11th percentile to the 25th percentile on STAR Reading, scores below 25th percentile on Hasbrouck & Tindal (2017) ORF Norms -OR- previously scored FSA Level 1 or 2 <i>*Students who fall in this category should have additional diagnostics to determine phonological awareness level, phonics level, and fluency scores to help determine focus of Tier 2 intervention and support.</i></p>
THEN:	TIER 1 instruction and TIER 2 interventions
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> ● <i>are standards-aligned</i> ● <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> ● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> ● <i>are matched to the needs of the students</i> ● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> ● <i>occurs during time allotted in addition to core instruction</i> ● <i>includes accommodations (IEP, ESOL or 504)</i>

	TIER 2 Programs/ Materials/ Strategies & Duration	TIER 2 Progress Monitoring <i>*All decisions should be made by meeting with the MTSS problem solving team</i>			
		Assessment & Frequency	Performance Criteria to discontinue differentiated instruction at Tier 1 or of this Tier 2 intervention. Student may remain in Tier 2 with a different intervention focus.	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions Students who have not made any measurable progress within intervention will be referred to the MTSS problem solving team to determine the need for Tier 3 intervention.
	<p>Wonders Tier II resources for phonics, vocabulary, comprehension</p> <p>6-8 weeks to allow for adequate Tier II data collection with weekly or bi-weekly review for fluid movement between tiers.</p>	<p>ECSD Frameworks Unit Assessments</p> <p>CBM - phonics tasks</p> <p>(weekly/ bi-weekly)</p>	<p>ECSD Frameworks Unit Assessments 70% or above</p> <p>CBM - phonics tasks- 70% or above</p>	<p>Progress is being made within the Tier 2 intervention but not meeting the desired benchmark of 70%.</p> <p>ECSD Frameworks Unit Assessments between 50-70%</p> <p>CBM - phonics tasks- between 50-70%</p>	<p>ECSD Frameworks Unit Assessments below 50%</p> <p>CBM - phonics tasks- below 50%</p>
	<p>iReady Assigned Lessons and Tools for Instruction</p> <p>6-8 weeks to allow for adequate Tier II data collection with weekly or bi-weekly review for fluid movement between tiers.</p>	<p>Monitor iReady lesson alerts and percent of lessons passed weekly.</p>	<p>Weekly lessons passed 70% or above</p>	<p>Progress is being made within the Tier 2 intervention but not meeting the desired benchmark of 70%.</p> <p>Weekly lessons passed between 50-70%</p>	<p>Weekly lessons passed below 50%</p>

	<p>SRA Corrective Reading</p> <p>6-8 weeks to allow for adequate Tier II data collection with weekly or bi-weekly review for fluid movement between tiers.</p>	<p>In-program data collection</p> <p>CBM ORF probes (every 5-10 lessons)</p>	<p>In-program assessment at 80-100% mastery <u>and</u> meeting the desired benchmark on either of the following assessments:</p> <p>Scores 50th percentile or above on ORF Norms</p> <p>ECSD Frameworks Unit Assessments 70% or above</p>	<p>In-program assessment at 80-100% mastery but <u>not</u> meeting the desired benchmark on either of the following assessments:</p> <p>Scores 50th percentile on ORF Norms</p> <p>70% on ECSD Frameworks Unit Assessments</p>	<p>In-program assessment below 80% mastery, <u>even after</u> in-program remediation has occurred <u>and</u> scores below these benchmarks on either of the following assessments:</p> <p>Continually scores below 25th percentile on ORF Norms</p> <p>Wonders Progress Monitoring: High Frequency/ Decodable Words below 50%</p>
	<p>Direct instruction in the application of comprehension strategies: question generation, text structure, making inferences</p> <p>6-8 weeks to allow for adequate data Tier II collection with weekly or bi-weekly review for fluid movement between tiers.</p>	<p>Teacher observation</p> <p>ECSD Frameworks Unit Assessments (weekly/ bi-weekly)</p>	<p>ECSD Frameworks Unit Assessments 70% or above</p>	<p>Progress is being made within the Tier 2 intervention but not meeting the desired benchmark of 70%.</p> <p>ECSD Frameworks Unit Assessments between 50-70%</p>	<p>ECSD Frameworks Unit Assessments below 50%</p>
<p>Explicit fluency instruction</p> <p>Wonders Tier II</p>	<p>CBM ORF probes (weekly/ bi-weekly)</p>	<p>Scores 50th percentile or above on ORF Norms</p>	<p>Progress is being made within the Tier 2 intervention but not meeting the desired benchmark of 70%.</p>	<p>Continually scores below 25th percentile on ORF Norms</p>	

	<p>Fluency Resources</p> <p>6-8 weeks to allow for adequate Tier II data collection with weekly or bi-weekly review for fluid movement between tiers.</p>			<p>Scores between 25th-50th percentile on ORF Norms</p>		
	<p>Explicit and systematic Word Study instruction</p> <p>6-8 weeks to allow for adequate Tier II data collection with weekly or bi-weekly review for fluid movement between tiers.</p>	<p>CBM- decoding/ encoding/ morphological tasks</p> <p>(weekly/ bi-weekly)</p>	<p>CBM- decoding/ encoding/ morphological tasks - 70% or above</p>	<p>Progress is being made within the Tier 2 intervention but not meeting the desired benchmark of 70% accuracy.</p> <p>CBM- decoding/ encoding/ morphological tasks between 50-70%</p>	<p>CBM- decoding/ encoding/ morphological task below 50%</p>	
<p>Number of times a week intervention provided</p>			<p>3-5</p>	<p>Number of minutes per intervention session</p>		<p>20-30</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <ul style="list-style-type: none"> • The 4-step problem solving process/MTSS teams will meet to analyze data and determine the effectiveness of Tier 2 interventions for individual students. • School level administrators will conduct weekly reading intervention walkthroughs and weekly review of intervention lesson plans, and will review school wide data bi-weekly. They will discuss trends, share findings with teachers and other stakeholders, recommend adjustments to interventions and continue to monitor progress and data of interventions. • Administration will seek district coaching support or professional development needs to help improve the effectiveness of intervention. • The school-wide progress monitoring plan (PMP) ensures that data is collected, analyzed, and reviewed periodically (at least quarterly) to improve instruction and increase student’s achievement in reading. 						
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Fourth and fifth grade students needing Tier 2 interventions in foundational skills and/or comprehension would benefit from instruction aligned to the recommendations outlined in the What Works Clearinghouse practice</p>						

guides for K-3. The programs listed above contain practices supported by the recommendations in the WWC practice guides for teaching foundational skills and/or comprehension. The list below outlines the recommendations and the subsequent program that supports implementing the recommendation.

[The What Works Clearinghouse Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#) practice guide instruction and recommends:

- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (promising evidence)
 - Wonders Tier II Resources
- Develop awareness of the segments of sound in speech and how they link to letters (strong evidence)
 - SRA Corrective Reading
 - Wonders Tier II Resources
 - iReady Assigned Lessons and Tools for Instruction
 - Explicit and systematic Word Study instruction
- Teach students to decode words, analyze word parts, and write and recognize words (strong evidence)
 - SRA Corrective Reading
 - Wonders Tier II Resources
 - iReady Assigned Lessons and Tools for Instruction
 - Explicit and systematic Word Study instruction
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence)
 - SRA Corrective Reading
 - Wonders Tier II Resources
 - Explicit fluency instruction

[The What Works Clearinghouse, Improving Reading Comprehension in Kindergarten Through 3rd Grade](#) practice guide recommends the following:

- Teach students how to use reading comprehension strategies. (strong evidence)
 - Wonders Tier II Resources
 - iReady Assigned Lessons and Tools for Instruction
 - Direct instruction in the application of comprehension strategies
- Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (moderate evidence)
 - iReady Assigned Lessons and Tools for Instruction
 - Direct instruction in the application of comprehension strategies
- Guide students through focused, high-quality discussion on the meaning of text. (promising evidence)
 - Direct instruction in the application of comprehension strategies

HumRRO.org conducted a [study](#) that found moderate and promising evidence to support iReady's impact on instruction for all students, but especially for students included within special populations (ELs, SWDs, EDs).

[The Center for Research and Reform in Education rate Corrective Reading as having strong evidence for ESSA.](#)

How are Tier 2 interventions modified for students who receive interventions through distance learning?

Teachers will continue Tier 1 and will modify intervention instruction as needed by utilizing Google Classroom, various Google Chrome extensions such as Fluency Tutor, Flamingo Literacy app, etc. to conduct differentiated instruction. If needed teachers will organize 'pencil and paper' packets of targeted intervention skills for students who lack technology access. In addition, teachers can utilize iReady software to differentiate instruction/intervention needs by assigning specific lessons and monitoring student progress.

Grade Level(s): 4th and 5th grade

IF:	Student meets the following criteria at beginning of school year: Scores below the 11th percentile on STAR Reading -AND- previously scored FSA Level 1 or 2 <i>*Students who fall in this category should have additional diagnostics to determine phonological awareness level, phonics level, and fluency scores to help determine focus of Tier 3 intervention and support.</i>			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> ● extended time ● targeted instruction based on student need ● small group or one-on-one instruction ● accommodations (IEP, ESOL, or 504) ● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions ● additional time allotted is in addition to core instruction and tier 2 interventions 			
	TIER 3 Programs/Materials / Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	SRA Reading Mastery / Corrective Reading (9+ weeks) to allow for adequate Tier III data collection with weekly or bi-weekly review for fluid movement between tiers.	In-program data assessments CBM ORF probes weekly	Progress is being made within the Tier 3 intervention; the achievement gap is shrinking, but still exists. Students will continue to be monitored in Tier 2. Scores above 25 th percentile on ORF Norms	Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.
	Multisyllable Routine Cards by 95% group (9+ weeks) to allow for adequate Tier III data collection with weekly or bi-weekly review for fluid movement between tiers.	CBM ORF probes weekly	Progress is being made within the Tier 3 intervention; the achievement gap is shrinking, but still exists. Students will continue to be monitored in Tier 2. Scores above 25 th percentile on ORF Norms	Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.
Phonics Chip Kit Lessons by 95% Group (9+ weeks) to allow for	CBM ORF probes weekly	Progress is being made within the Tier 3 intervention; the achievement gap is shrinking, but still exists.	Students who have not made any measurable progress within intervention, and the	

	adequate Tier III data collection with weekly or bi-weekly review for fluid movement between tiers.		Students will continue to be monitored in Tier 2. Scores above 25 th percentile on ORF Norms	academic gap continues to widen will be referred back to the MTSS problem solving team.
	Precision Teaching for fluency (9+ weeks) to allow for adequate Tier III data collection with weekly or bi-weekly review for fluid movement between tiers.	CBM ORF probes weekly	Progress is being made within the Tier 3 intervention; the achievement gap is shrinking, but still exists. Students will continue to be monitored in Tier 2. Scores above 25 th percentile on ORF Norms	Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.
	Direct instruction in Paragraph Shrinking, pp. 59-92 in <i>Peer-Assisted Learning Strategies</i> (2008) (9+ weeks) to allow for adequate Tier III data collection with weekly or bi-weekly review for fluid movement between tiers.	CBM comprehension weekly	Progress is being made within the Tier 3 intervention; the achievement gap is shrinking, but still exists. Students will continue to be monitored in Tier 2. CBM comprehension-60% or above	Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.
	Direct instruction in Teaching Students About Inferences, pp. 195-202 in <i>40 Reading Intervention Strategies for K-6 Students</i> (2010) (9+ weeks) to allow for adequate Tier III data collection with weekly or bi-weekly review for fluid movement between tiers.	CBM comprehension weekly	Progress is being made within the Tier 3 intervention; the achievement gap is shrinking, but still exists. Students will continue to be monitored in Tier 2. CBM comprehension-60% or above	Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.
	Direct instruction in Teaching Pronouns to Improve Inferential Comprehension, pp. 203-210 in <i>40 Reading Intervention Strategies for K-6 Students</i> (2010) (9+ weeks) to allow for adequate Tier III data collection with weekly or bi-weekly review for fluid movement between tiers.	CBM comprehension weekly	Progress is being made within the Tier 3 intervention; the achievement gap is shrinking, but still exists. Students will continue to be monitored in Tier 2. CBM comprehension-60% or above	Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times a week intervention provided

5

Number of minutes per intervention session

30-45

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

- The 4-step problem solving process/MTSS teams will meet to analyze data and determine the effectiveness of Tier 2 interventions for individual students.
- School level administrators will conduct weekly reading intervention walkthroughs and weekly review of intervention lesson plans, and will review school wide data bi-weekly. They will discuss trends, share findings with teachers and other stakeholders, recommend adjustments to interventions and continue to monitor progress and data of interventions.
- Administration will seek district coaching support or professional development needs to help improve the effectiveness of intervention.
- The school-wide progress monitoring plan (PMP) ensures that data is collected, analyzed, and reviewed periodically (at least quarterly) to improve instruction and increase student’s achievement in reading.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Fourth and fifth grade students needing Tier 3 interventions in foundational skills and/or comprehension would benefit from instruction aligned to the recommendations outlined in the WWC practice guides for K-3. The programs listed above contain practices supported by the recommendations in the WWC practice guides for teaching foundational skills in K-3rd grades. The following list outlines the recommendations and the subsequent program that supports implementing the recommendation.

[The What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in K-3rd](#) practice guide recommends the following:

- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (promising evidence)
 - Wonders Tier II Resources
 - SRA Reading Mastery
- Develop awareness of the segments of sound in speech and how they link to letters (strong evidence)
 - SRA Corrective Reading
 - Multisyllable Routine Cards by 95% group
 - Phonics Chip Kit Lessons by 95% Group
- Teach students to decode words, analyze word parts, and write and recognize words (strong evidence)
 - SRA Reading Mastery/ Corrective Reading
 - Multisyllable Routine Cards by 95% group
 - Phonics Chip Kit Lessons by 95% Group
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence)
 - SRA Reading Mastery/ Corrective Reading
 - Precision Teaching for fluency

[What Works Clearinghouse, Improving Reading Comprehension in Kindergarten Through 3rd Grade](#) practice guide recommends the following:

- Teach students how to use reading comprehension strategies. (strong evidence)
 - SRA Reading Mastery
- Guide students through focused, high-quality discussion on the meaning of text. (promising evidence)

- SRA Reading Mastery
- Direct instruction in Paragraph Shrinking
- Direct instruction in Teaching Students About Inferences
- Direct instruction in Teaching Pronouns to Improve Inferential Comprehension
- Select texts purposefully to support comprehension development. (promising evidence)
 - SRA Reading Mastery
 - Direct instruction in Paragraph Shrinking
 - Direct instruction in Teaching Students About Inferences
 - Direct instruction in Teaching Pronouns to Improve Inferential Comprehension

[The Center for Research and Reform in Education rate *Corrective Reading* as having strong evidence for ESSA.](#)

How are Tier 3 interventions modified for students who receive interventions through distance learning?

Teachers will continue Tier 1 and Tier 2 instruction and will modify intervention instruction (Tier 3) as needed by utilizing Google Classroom, various Google Chrome extensions, Flamingo Literacy app, etc. to conduct differentiated instruction. If needed teachers will organize ‘pencil and paper’ packets of targeted intervention skills for students who lack technology access. In addition, teachers can utilize iReady software to differentiate instruction/intervention needs by assigning specific lessons and monitoring student progress.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8

IF:

Student meets the following criteria at beginning of school year:

- 2019 FSA Level 3, 4, 5
- STAR 360 PR 41st or higher
- 2018 FSA Level 3, 4, 5
- FSA 2019 2 *
- STAR 360 PR 21st – 40th*
- FSA 2018 2 *
 - Students must be assigned ELA teacher with Reading Endorsement/Certification

* Students will be screened/progress monitored using the [ECSD SECONDARY Decision Tree Screening Plan](#).

THEN:

TIER 1 Only

TIER 1

Initial instruction:

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

ECSD utilizes Florida Collections 2015 as its Comprehensive Core Reading/Language Arts Program (CCRP), which includes research-based print and digital resources showing promising evidence for effectiveness at improving students' ability to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. Results have proven true with lower and higher performing students.

Standards aligned scope and sequence with curriculum guides are also used to enhance/supplement Florida Collections curriculum with the purpose of implementing best practices outlined by the Educational Research Institute of America, U.S. Department of Education, Ad Hoc Analytics, and What Works Clearinghouse. These recommendations focusing on comprehension through close reading and writing in response to reading are supported by strong, moderate, and promising evidence.

[The What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#) guide recommends the following:

- Provide explicit vocabulary instruction. (strong evidence)
- Provide direct and explicit comprehension strategy instruction. (strong evidence)
- Provide opportunities for extended discussion of text meaning and interpretation. (moderate evidence)

[The What Works Clearinghouse, Teaching Secondary Students to Write Effectively](#) practice guide recommends the following:

- Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong evidence)
- Integrate writing and reading to emphasize key writing features. (moderate evidence)

Progress Monitoring

<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
<ul style="list-style-type: none"> ● STAR 360 3 times per year ● Quarterly assessments based on Scope and Sequence ● School based assessments bi-weekly 	<ul style="list-style-type: none"> ● STAR 360 PR 41st or higher ● Standards based assessments 70% or higher 	<ul style="list-style-type: none"> ● STAR PR 40 or below and/or ● Standards based assessments 69% or below
<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <ul style="list-style-type: none"> ● Tier 1 instruction is monitored by the school level admin team through weekly classroom walkthroughs and lesson plan reviews 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <ul style="list-style-type: none"> ● School level assessment reviews by administrators/instructional coach/school leadership teams. ● Administrative Instructional Walkthroughs. 	

<ul style="list-style-type: none"> • Data reviews conducted quarterly to adjust instruction and goals • District instructional review walkthroughs with school-level leadership teams 	<ul style="list-style-type: none"> • Schools will utilize the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/intervention. • Literacy Leadership Teams will meet at least monthly to discuss classroom walkthrough data, progress monitoring data points, and professional development needs • Quarterly data reviews by level director/school level leadership teams.
<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <ul style="list-style-type: none"> • Teacher, class, and school level assessment data (bi-weekly) • Quarterly assessments • STAR 360 benchmark data review • Literacy leadership teams review school growth and goals 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <ul style="list-style-type: none"> • ECSD Curriculum guides were created to enhance/supplement Tier 1 curriculum. • Scope and sequence developed to ensure students' progress through standards to include FSA Blueprint. • District TSA and Reading Coaches monitor effectiveness of curriculum guides and adjust based on student performance data, teacher feedback, and progress monitoring data review. • Literacy Leaders meet monthly to provide feedback and surveys to convene groups to provide curriculum writing to enhance standards instruction in support of core curriculum.
<p><i>How is instruction modified for students who receive instruction through distance learning?</i></p> <ul style="list-style-type: none"> • Schools maintain instructional continuity utilizing district scope and sequence and Florida Collections digital resources. • Schools utilize CommonLit Online resources to support distance learning. Teacher-created Google classrooms and provided Tier 1 instruction through Google Meets and/or when appropriate provided 'pencil and paper' packets for students who lack technology access. • District CommonLit Units developed to mimic standards highlighted using Collections scope and sequence and provided to teachers can be used if digital access to Collections is impacted. • iReady computer-based instruction. 	

Grade Level(s): 6-8

IF:	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> ● FSA 2019 Level 1 or dysfluent 2* ● STAR 360 PR 20th or below ● FSA 2018 Level 1 or dysfluent 2* <p>* Students will be screened/progress monitored using the ECSD SECONDARY Decision Tree Screening Plan.</p>				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> ● are standards-aligned ● address gaps and reduce barriers to students' ability to meet Tier 1 expectations ● provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills ● are matched to the needs of the students ● provide multiple opportunities to practice the targeted skill(s) and receive feedback ● occurs during time allotted in addition to core instruction ● includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	iReady Assigned Lessons and Tools for Instruction Ready Reading Books with Student Assessment Book	Assessment & Frequency Growth Assessment bi-weekly Monitoring Weekly/	Performance Criteria to discontinue Tier 2 intervention Lesson Completion with passing score Passing score on iReady student assessments (standards based)	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction FSA 2020 Level 1 or Dysfluent 2 Completion of Foundational Domains Not on track to make annual typical growth in Vocabulary and Comprehension Domains	Performance Criteria that would prompt addition of Tier 3 interventions Failure to test out of iReady Foundational Domains Failure to progress in learning pathway

	STAR Focus Skill Instructional Resources	Weekly/ bi-weekly	Meeting skill(s) or subskill(s) mastery as indicated by 70% accuracy on STAR Custom Assessments	Progress but not mastery of skill(s) or subskill(s) as demonstrated by 50%-69% accuracy on STAR Custom Assessments	Multiple supports needed for mastery of skills or subskills as demonstrated by accuracy below 50% on STAR Custom Assessments indicates further screening needed for more intensive interventions (Tier 3 Sunday Systems Screening)
	Explicit fluency instruction including multi- syllabic word routines. (Fluency Tutor Premium) 6-8 weeks to allow for adequate Tier II data collection with weekly or bi-weekly review for fluid movement between tiers.	CBM ORF probes (weekly/ bi-weekly)	Scores 50th percentile or above on ORF Norms	Progress is being made within the Tier 2 intervention but not meeting the desired benchmark of scoring between 25 th -50 th percentile on ORF Norms	Continually scores below 25 th percentile on ORF Norms
	Mini Literature DBQs with scaffolded discussion and comprehension strategies.	Performance task Weekly/ bi-weekly	Independent success with 6 step process of document analysis as demonstrated by 70% accuracy or better.	Requires multiple supports to complete 4 or more steps within the 6-step process of document analysis as demonstrated by 50-69%	Lack of foundational skills to decode key terms, ability to discern meaning, or categorize for document analysis and synthesis as demonstrated by accuracy below 50%.

	Number of times a week intervention provided	3 +	Number of minutes per intervention session	45+
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <ul style="list-style-type: none"> • Data chats teacher to students, teacher to administrator/reading coach reflecting on student progression in learning pathways and skills development. • Schools will create and utilize Literacy Leadership teams. These teams will meet and discuss data from classroom walkthroughs and view school wide student data frequently. • The 4-step problem solving process/MTSS teams will meet to analyze data and determine the effectiveness of Tier 2 interventions. 			
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <ul style="list-style-type: none"> • HumRRO.org conducted a study that found moderate and promising evidence to support iReady's impact on instruction for all students, but especially for students included within special populations (ELs, SWDs, EDs). • The National Center on Intensive Intervention rates STAR Reading as having convincing evidence for reliability and validity as an academic screening and progress-monitoring tool for grades 1-10. STAR planning resources include over 100,000 standards aligned instructional teacher and student resources from trusted educational publishers that are tied to the skills students are working on and designed to address skill deficits. With confidence in STAR's ability to identify gaps in student learning, the planning tool and Custom assessments provide teachers with resources for targeted interventions. • There is strong evidence for Recommendation 5 of The What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices guide which includes individualized interventions for struggling readers in the following areas: <ul style="list-style-type: none"> ○ Word analysis skills that support word reading accuracy ○ Text reading fluency ○ Strategies for building vocabulary ○ Strategies for understanding and using the specific textual feature that distinguish different genres • The What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices guide recommends the following: <ul style="list-style-type: none"> ○ Provide explicit vocabulary instruction (strong evidence) ○ Provide direct and explicit comprehension strategy instruction. (strong evidence) ○ Provide opportunities for extended discussion of text meaning and interpretation (moderate evidence) ○ Increase student motivation and engagement in literacy learning (moderate evidence) • Recommendation 2 of The What Works Clearinghouse, Teaching Secondary Students to Write Effectively practice guide is to: Integrate writing and reading to emphasize key writing features. (moderate evidence) <p>DBQ Project materials encompass instruction and practice with inferencing, interpretation, discussion, and writing for understanding. They provide opportunities for vocabulary instruction and engagement with high quality text. To these ends, use these materials follow the evidence based practices described in these <i>What Works Clearinghouse</i> guides.</p>			
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <ul style="list-style-type: none"> • <i>iReady computer-based instruction</i> • Use of iReady teacher toolkit and Google Classroom support continuity of instruction for Ready Reading 			

	<ul style="list-style-type: none"> PDF copies of Literature DBQ documents shared in Google classroom support continuity of instruction
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Grade Level(s): 6-8

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>FSA 2019 Level 1 or dysfluent 2*</p> <p>STAR 360 PR 20th or below</p> <p>FSA 2018 Level 1 or dysfluent 2*</p> <p>* Students will be screened/progress monitored using the ECSD SECONDARY Decision Tree Screening Plan.</p>
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THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
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TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	<p>iReady Assigned Lessons and Tools for Instruction</p> <p>Ready Reading Books with Student Assessment Book</p>	3-5 Days	<p>Lesson Completion with passing quiz score; progress on learning pathway; no domains closed</p>	<p>Failure to test out of iReady Foundational Domains</p> <p>Failure to progress in learning pathway</p> <p>Intensity shift in setting, time, and mode of delivery</p>

	<p>Explicit fluency instruction including multi-syllabic word routines.</p> <p>(Fluency Tutor Premium)</p> <p>9 + weeks to allow for adequate Tier II data collection with weekly or bi-weekly review for fluid movement between tiers.</p>	<p>CBM ORF probes</p> <p>(weekly/ bi-weekly)</p>	<p>Scores 50th percentile or above on ORF Norms</p>	<p>Progress is being made within the Tier 3 intervention but not meeting the desired benchmark of 70%.</p> <p>Scores between 25th-50th percentile on ORF Norms</p>
	<p>Sonday System 1 and/or 2*</p> <p>*ECSD Sonday Screening Plan</p>	<p>3-5 Days</p>	<p>90% accuracy on mastery check 33 and can perform with 90% accuracy on reading and spelling tasks on review Level 34 for Sonday System 2</p>	<p>No positive change between Sonday System unit pre/post tests and less than 90% accuracy on unit mastery checks.</p>
	<p><i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i></p>			
<p><i>Number of times a week intervention provided</i></p>	<p><i>5</i></p>	<p><i>Number of minutes per intervention session</i></p>	<p><i>35+</i></p>	
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</i></p> <ul style="list-style-type: none"> • Data chats teacher to students, teacher to administrator/reading coach reflecting on student progression in learning pathways and skills development. • The 4-step problem solving process/MTSS teams will meet to analyze data and determine the effectiveness of Tier 2 interventions. • Review of Core Assessment Screening Data, STAR Reading Assessment, and other measures to prompt Sonday System Screening as initial step within the problem-solving process. • MTSS Coordinator, ESE coordinator, Instructional Coach, and Administrators convene school MTSS team to review Tier 3 data biweekly for instructional adjustments. • Schools will create and utilize Literacy Leadership teams. These teams will meet and discuss data from classroom walkthroughs and view school wide student data frequently. 				
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <ul style="list-style-type: none"> • HumRRO.org conducted a study that found moderate and promising evidence to support iReady's impact on instruction for all students, but especially for students included within special populations (ELs, SWDs, EDs). • There is strong evidence for Recommendation 5 of The What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices guide which includes individualized interventions for struggling readers in the following areas: <ul style="list-style-type: none"> ○ Word analysis skills that support word reading accuracy ○ Text reading fluency ○ Strategies for building vocabulary 				

	<ul style="list-style-type: none"> ○ Strategies for understanding and using the specific textual feature that distinguish different genres ● Martin, Jahani, and Slanda (2020) conducted a retrospective correlational study of previous reading research conducted by the National Reading Panel, National Center for Disabilities, International Dyslexia Association, and Reading First and found promising evidence that Sonday System has a statistically significant positive correlation between its use and students' reading scores. The gap between struggling readers and normally developing readers decreased during the study.
	<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <ul style="list-style-type: none"> ● iReady computer-based instruction ● Use of iReady teacher toolkit and Google Classroom support continuity of instruction for Ready Reading ● Mixed print and digital STAR CBM for students with or without digital access. ● Sonday System Essentials (e-learning through Google Classroom)

Curriculum, Instruction, and Assessment Decision Tree	
Grade Level(s): 9-10	
IF:	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> ● FSA 2019 Level 3, 4, 5 ● PSAT 2019 490 or higher ● STAR 360 PR 40th or higher ● FSA 2018 Level 3, 4, 5 ● FSA 2019 2 * ● STAR 360 PR 21st – 40th* ● FSA 2018 2 * <p>○ Students must be assigned ELA teacher with Reading Endorsement/Certification</p> <p>* Students will be screened/progress monitored using the ECSD SECONDARY Decision Tree Screening Plan.</p>
THEN:	TIER 1 Only
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> ● <i>is standards-aligned</i> ● <i>builds background and content knowledge, motivation</i> ● <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> ● <i>incorporates writing in response to reading</i> ● <i>includes accommodations (IEP, ESOL or 504)</i> ● <i>incorporates the principles of Universal Design for Learning</i> ● <i>includes specially designed instruction for students with disabilities</i>
	Core Curriculum
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

ECSD utilizes Florida Collection 2015 as its Comprehensive Core Reading/Language Arts Program (CCRP), which includes research-based print and digital resources showing promising evidence for effectiveness at improving students' ability to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. Results have proven true with lower and higher performing students.

Standards aligned scope and sequence with curriculum guides are also used to enhance/supplement Florida Collections curriculum with the purpose of implementing best practices outlined by the Educational Research Institute of America, U.S. Department of Education, Ad Hoc Analytics and What Works Clearinghouse. These recommendations focusing on comprehension through close reading and writing in response to reading are supported by strong, moderate, and promising evidence.

[What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#) recommends the following:

- Provide explicit vocabulary instruction. (strong evidence)
- Provide direct and explicit comprehension strategy instruction. (strong evidence)
- Provide opportunities for extended discussion of text meaning and interpretation. (moderate evidence)

[What Works Clearinghouse, Teaching Secondary Students to Write Effectively](#) recommends the following:

- Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong evidence)
- Integrate writing and reading to emphasize key writing features. (moderate evidence)

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
<ul style="list-style-type: none"> ● STAR 360 3 times per year ● Quarterly assessments based on Scope and Sequence ● School based assessments bi-weekly 	<ul style="list-style-type: none"> ● STAR 360 PR 41st or higher ● Standards based assessments 70% or higher 	<ul style="list-style-type: none"> ● STAR PR 40 or below and/or ● Standards based assessments 69% or below
<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <ul style="list-style-type: none"> ● Tier 1 instruction is monitored by the school level admin team through weekly classroom walkthroughs and lesson plan reviews ● Data reviews conducted quarterly to adjust instruction and goals ● District instructional review walkthroughs with school-level leadership teams 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <ul style="list-style-type: none"> ● School level assessment reviews by administrators/instructional coach/school leadership teams ● Administrative Instructional Walkthroughs ● Schools will utilize the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention. ● Literacy Leadership Teams will meet at least monthly to discuss classroom walkthrough data, progress monitoring data points, and professional development needs ● Quarterly data reviews by level director/school level leadership teams 	

	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <ul style="list-style-type: none"> Teacher, class, and school level assessment data (bi-weekly) Quarterly assessments STAR 360 benchmark data review Literacy leadership teams review school growth and goals 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <ul style="list-style-type: none"> ECSD Curriculum guides were created to enhance/supplement Tier 1 curriculum Scope and sequence developed to ensure students' progress through standards to include FSA Blueprint District TSA and Reading Coaches monitor effectiveness of curriculum guides and adjust based on student performance data, teacher feedback, progress monitoring data review Literacy Leaders meet monthly to provide feedback and surveys to convene groups to provide curriculum writing to enhance standards instruction in support of core curriculum
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <ul style="list-style-type: none"> Schools maintain instructional continuity utilizing district scope and sequence and Florida Collections digital resources Schools utilize CommonLit Online resources to support distance learning. Teacher-created Google classrooms and provided Tier 1 instruction through Google Meets and/or when appropriate provided 'pencil and paper' packets for students who lack technology access. District CommonLit Units developed to mimic standards highlighted using Collections scope and sequence and provided to teachers can be used if digital access to Collections is impacted. 	

Grade Level(s): 9-10					
IF:	Student meets the following criteria at beginning of school year: FSA 2019 Level 2 PSAT 2019 below 490 STAR 360 PR 21 st – 40 th FSA 2018 Level 2				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <i>are standards-aligned</i> <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> <i>are matched to the needs of the students</i> <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> <i>occurs during time allotted in addition to core instruction</i> <i>includes accommodations (IEP, ESOL or 504)</i> 				
	TIER 2 Programs/Materials/Strategies & Duration		TIER 2 Progress Monitoring		
			Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in
				Performance Criteria that would prompt addition of	

			<i>addition to Tier 1 instruction</i>	<i>Tier 3 interventions</i>
STAR Focus Skill Instructional Resources	Weekly/ bi-weekly	Meeting skill(s) or subskill(s) mastery as indicated by 70% accuracy on STAR Custom Assessments	Progress but not mastery of skill(s) or subskill(s) as demonstrated by 50%-69% accuracy on STAR Custom Assessments	Multiple supports needed for mastery of skills or subskills as demonstrated by accuracy below 50% on STAR Custom Assessments indicates further screening needed for more intensive interventions (Tier 3 Sunday Systems Screening)
Explicit fluency instruction including multi-syllabic word routines. (Fluency Tutor Premium) 6-8 weeks to allow for adequate Tier II data collection with weekly or bi-weekly review for fluid movement between tiers.	CBM ORF probes (weekly/ bi-weekly)	Scores 50th percentile or above on ORF Norms	Progress is being made within the Tier 2 intervention but not meeting the desired benchmark of 70%. Scores between 25 th -50 th percentile on ORF Norms	Continually scores below 25 th percentile on ORF Norms
Mini Literature DBQs with scaffolded discussions and comprehension strategies.	Performance task Weekly/ bi-weekly	Independent success with 6 step process of document analysis as demonstrated by 70% accuracy or better.	Requires multiple supports to complete 4 or more steps within the 6-step process of document analysis as demonstrated by 50-69%	Lack of foundational skills to decode key terms, ability to discern meaning, or categorize for document analysis and synthesis as demonstrated by accuracy below 50%.

Number of times a week intervention provided

3+

Number of minutes per intervention session

45+

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

- Data chats teacher to students, teacher to administrator/reading coach reflecting on student progression in learning pathways and skills development.
- Schools will create and utilize Literacy Leadership teams. These teams will meet and discuss data from classroom walkthroughs and view school wide student data frequently.
- The 4-step problem solving process/MTSS teams will meet to analyze data and determine the effectiveness of Tier 2 interventions.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

- The [National Center on Intensive Intervention](#) rates STAR Reading as having convincing evidence for reliability and validity as an academic screening and progress-monitoring tool for grades 1-10. STAR planning resources include over 100,000 standards aligned instructional teacher and student resources from trusted educational publishers that are tied to the skills students are working on and designed to address skill deficits. With confidence in STAR's ability to identify gaps in student learning, the planning tool and Custom assessments provide teachers with resources for targeted interventions.
 - There is strong evidence for Recommendation 5 of The [What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#) guide which includes individualized interventions for struggling readers in the following areas:
 - Word analysis skills that support word reading accuracy
 - Text reading fluency
 - Strategies for building vocabulary
 - Strategies for understanding and using the specific textual feature that distinguish different genres
 - [Third party research](#) of 5 evidence-based, peer-reviewed studies shows that USATestPrep meets ESSA criteria for moderate and promising evidence. Use of USATest Prep showed improved student learning, and academic performance on state and national assessments. One study concluded that students pre and posttest scores are significantly different when using USATest Prep than not.
 - The [What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#) guide recommends the following:
 - Provide explicit vocabulary instruction (strong evidence)
 - Provide direct and explicit comprehension strategy instruction. (strong evidence)
 - Provide opportunities for extended discussion of text meaning and interpretation (moderate evidence)
 - Increase student motivation and engagement in literacy learning (moderate evidence)
- Recommendation 2 of [The What Works Clearinghouse, Teaching Secondary Students to Write Effectively](#) practice guide is to Integrate writing and reading to emphasize key writing features. (moderate evidence)
- [DBQ Project](#) materials encompass instruction and practice with inferencing, interpretation, discussion, and writing for understanding. They provide opportunities for vocabulary instruction and engagement with high quality text. To these ends, use these materials follow the evidence based practices described in these [What Works Clearinghouse](#) guides.

How are Tier 2 interventions modified for students who receive interventions through distance learning?

- District CommonLit Units developed to mimic standards highlighted using DBQ scope and sequence and provided to teachers can be used as PDFs for students without digital access.
- STAR Custom items designated based on student progress monitoring data.
- PDF copies of Literature DBQ documents shared in Google classroom support continuity of instruction

Grade Level(s): 9-10

IF:	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> • FSA 2019 Level 1 or dysfluent 2* • STAR 360 PR 20th or below • FSA 2018 Level 1 or dysfluent 2* * Students will be screened/progress monitored using the ECSD SECONDARY Decision Tree Screening Plan .			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	Explicit fluency instruction including multi-syllabic word routines. (Fluency Tutor Premium) 9 + weeks to allow for adequate Tier II data collection with weekly or bi-weekly review for fluid movement between tiers.	CBM ORF probes (weekly/ bi-weekly)	Scores 50th percentile or above on ORF Norms	Progress is being made within the Tier 3 intervention but not meeting the desired benchmark of 70%. Scores between 25 th -50 th percentile on ORF Norms
	Souday System 1 and/or 2* *ECSD Souday Screening Plan	3-5 Days	90% accuracy on mastery check 33 and can perform with 90% accuracy on reading and spelling tasks on review Level 34 for Souday System 2	No positive change between Souday System unit pre/post tests and less than 90% accuracy on unit mastery checks.
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	3+	Number of minutes per intervention session	45+	

	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <ul style="list-style-type: none"> • Data chats teacher to students, teacher to administrator/reading coach reflecting on student progression in learning pathways and skills development. • The 4-step problem solving process/MTSS teams will meet to analyze data and determine the effectiveness of Tier 2 interventions. • Review of Core Assessment Screening Data, STAR Reading Assessment, and other measures to prompt Souday System Screening as initial step within the problem-solving process. • MTSS Coordinator, ESE coordinator, Instructional Coach, and Administrators convene school MTSS team to review Tier 3 data biweekly for instructional adjustments. • Schools will create and utilize Literacy Leadership teams. These teams will meet and discuss data from classroom walkthroughs and view school wide student data frequently.
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <ul style="list-style-type: none"> • There is strong evidence for Recommendation 5 of The What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices guide which includes individualized interventions for struggling readers in the following areas: <ul style="list-style-type: none"> ○ Word analysis skills that support word reading accuracy ○ Text reading fluency ○ Strategies for building vocabulary ○ Strategies for understanding and using the specific textual feature that distinguish different genres • Martin, Jahani, and Slanda (2020) conducted a retrospective correlational study of previous reading research conducted by the National Reading Panel, National Center for Disabilities, International Dyslexia Association, and Reading First and found promising evidence that Souday System has a statistically significant positive correlation between its use and students' reading scores. The gap between struggling readers and normally developing readers decreased during the study.
	<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <ul style="list-style-type: none"> • Fluency Tutor Premium allows teachers to create their own passages from core content and supplemental resources, share passages with individual students, or class using the Google Classroom 'share' button, and allows students to read and record assigned reading passages. • Fluency Tutor provides text-to-speech, dictionary, picture dictionary and translate tools, in addition to • providing immediate feedback so teacher can provide further intervention Fluency Tutor analytical tools allow detailed graphical review of each student's reading history over time to facilitate fluid movement among tiers. • Souday System Essentials (e-learning through Google Classroom)

Grade Level(s): 11-12	
IF:	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> • FSA 2019 Level 3, 4, 5 • PSAT 2019 490 or higher • STAR 360 PR 40th or higher • FSA 2018 Level 3, 4, 5 • FSA 2019 2 * • STAR 360 PR 21st – 40th* • FSA 2018 2 * <p>○ Students must be assigned ELA teacher with Reading Endorsement/Certification</p> <p>* Students will be screened/progress monitored using the ECSD SECONDARY Decision Tree Screening Plan.</p>

THEN:	TIER 1 Only		
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i> 		
	Core Curriculum		
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.		
	<p>ECSD utilizes Florida Collection 2015 as its Comprehensive Core Reading/Language Arts Program (CCRP), which includes research-based print and digital resources showing promising evidence for effectiveness at improving students’ ability to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. Results have proven true with lower and higher performing students.</p>		
	<p>Standards aligned scope and sequence with curriculum guides are also used to enhance/supplement Florida Collections curriculum with the purpose of implementing best practices outlined by the Educational Research Institute of America, U.S. Department of Education, and Ad Hoc Analytics. These recommendations focusing on comprehension through close reading and writing in response to reading are supported by strong, moderate, and promising evidence.</p>		
	<p><u>What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices</u> recommends the following:</p> <ul style="list-style-type: none"> • Provide explicit vocabulary instruction. (strong evidence) • Provide direct and explicit comprehension strategy instruction. (strong evidence) • Provide opportunities for extended discussion of text meaning and interpretation. (moderate evidence) <p><u>What Works Clearinghouse, Teaching Secondary Students to Write Effectively</u> recommends the following:</p> <ul style="list-style-type: none"> • Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong evidence) • Integrate writing and reading to emphasize key writing features. (moderate evidence) 		
	Progress Monitoring		
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
<ul style="list-style-type: none"> • STAR 360 3 times per year • Quarterly assessments based on Scope and Sequence • School based assessments bi-weekly 	<ul style="list-style-type: none"> • STAR 360 PR 41st or higher • Standards based assessments 70% or higher 	<ul style="list-style-type: none"> • STAR PR 40 or below and/or • Standards based assessments 69% or below 	

	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <ul style="list-style-type: none"> • Tier 1 instruction is monitored by the school level admin team through weekly classroom walkthroughs and lesson plan reviews • Data reviews conducted quarterly to adjust instruction and goals • District instructional review walkthroughs with school-level leadership teams 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <ul style="list-style-type: none"> • School level assessment reviews by administrators/instructional coach/school leadership teams • Administrative Instructional Walkthroughs • Schools will utilize the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention. • Literacy Leadership Teams will meet at least monthly to discuss classroom walkthrough data, progress monitoring data points, and professional development needs • Quarterly data reviews by level director/school level leadership teams
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <ul style="list-style-type: none"> • Teacher, class, and school level assessment data (bi-weekly) • Quarterly assessments • STAR 360 benchmark data review • Literacy leadership teams review school growth and goals 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <ul style="list-style-type: none"> • ECSD Curriculum guides were created to enhance/supplement Tier 1 curriculum • Scope and sequence developed to ensure students' progress through standards to include FSA Blueprint • District TSA and Reading Coaches monitor effectiveness of curriculum guides and adjust based on student performance data, teacher feedback, progress monitoring data review • Literacy Leaders meet monthly to provide feedback and surveys to convene groups to provide curriculum writing to enhance standards instruction in support of core curriculum
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i></p> <ul style="list-style-type: none"> • Schools maintain instructional continuity utilizing district scope and sequence and Florida Collections digital resources • Schools utilize CommonLit Online resources to support distance learning. Teacher-created Google classrooms and provided Tier 1 instruction through Google Meets and/or when appropriate provided 'pencil and paper' packets for students who lack technology access. • District CommonLit Units developed to mimic standards highlighted using Collections scope and sequence and provided to teachers can be used if digital access to Collections is impacted. 	

Grade Level(s): 11-12

IF:	Student meets the following criteria at beginning of school year: FSA 2019 Level 2 PSAT 2019 below 490 STAR 360 PR 21 st – 40 th FSA 2018 Level 2				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	Explicit fluency instruction including multi-syllabic word routines. (Fluency Tutor Premium) 6-8 weeks to allow for adequate Tier II data collection with weekly or bi-weekly review for fluid movement between tiers.	CBM ORF probes (weekly/ bi-weekly)	Scores 50th percentile or above on ORF Norms	Progress is being made within the Tier 2 intervention but not meeting the desired benchmark of scoring between 25 th -50 th percentile on ORF Norms	Continually scores below 25 th percentile on ORF Norms
USATest Prep Tutorials and Practice	Weekly/bi-weekly	Growth towards mastery as measured by USATest Prep Pre/Post Tests; Independent lesson completion	Growth but not mastery of posttests; custom assessments and lessons introduced to support skill level development	Limited progress on multiple USATest Prep custom assessments and lessons created based on student diagnostic data	

<p>Mini Literature DBQs with scaffolded discussions and comprehension strategies.</p>	<p>Performance task Weekly/bi-weekly</p>	<p>Independent success with 6 step process of document analysis as demonstrated by 70% accuracy or better.</p>	<p>Requires multiple supports to complete 4 or more steps within the 6-step process of document analysis as demonstrated by 50-69%</p>	<p>Lack of foundational skills to decode key terms, ability to discern meaning, or categorize for document analysis and synthesis as demonstrated by accuracy below 50%.</p>
<p>Number of times a week intervention provided</p>	<p>3+</p>	<p>Number of minutes per intervention session</p>	<p>45+</p>	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <ul style="list-style-type: none"> • Data chats teacher to students, teacher to administrator/reading coach reflecting on student progression in learning pathways and skills development. • Schools will create and utilize Literacy Leadership teams. These teams will meet and discuss data from classroom walkthroughs and view school wide student data frequently. • The 4-step problem solving process/MTSS teams will meet to analyze data and determine the effectiveness of Tier 2 interventions. 				
<ul style="list-style-type: none"> • Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. • There is strong evidence for Recommendation 5 of The What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices guide which includes individualized interventions for struggling readers in the following areas: <ul style="list-style-type: none"> ○ Word analysis skills that support word reading accuracy ○ Text reading fluency ○ Strategies for building vocabulary ○ Strategies for understanding and using the specific textual feature that distinguish different genres • Third party research of 5 evidence-based, peer-reviewed studies shows that USATestPrep meets ESSA Criteria for moderate and promising evidence. Use of USATest Prep showed improved student learning, and academic performance on state and national assessments. One study concluded that students pre and posttest scores are significantly different when using USATest Prep than not. • The What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices guide recommends the following: <ul style="list-style-type: none"> ○ Provide explicit vocabulary instruction (strong evidence) ○ Provide direct and explicit comprehension strategy instruction. (strong evidence) ○ Provide opportunities for extended discussion of text meaning and interpretation (moderate evidence) ○ Increase student motivation and engagement in literacy learning (moderate evidence) <p>Recommendation 2 of The What Works Clearinghouse, Teaching Secondary Students to Write Effectively practice guide is to Integrate writing and reading to emphasize key writing features. (moderate evidence)</p> <p>DBQ Project materials encompass instruction and practice with inferencing, interpretation, discussion, and writing for understanding. They provide opportunities for vocabulary instruction and engagement</p>				

	with high quality text. To these ends, use these materials follow the evidence based practices described in these <i>What Works Clearinghouse</i> guides.
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <ul style="list-style-type: none"> District CommonLit Units developed to mimic standards highlighted using DBQ scope and sequence and provided to teachers can be used as PDFs for students without digital access. STAR Custom items designated based on student progress monitoring data. PDF copies of Literature DBQ documents shared in Google classroom support continuity of instruction Fluency Tutor Premium allows teachers to create their own passages from core content and supplemental resources, share passages with individual students, or class using the Google Classroom 'share' button, and allows students to read and record assigned reading passages. Fluency Tutor provides text-to-speech, dictionary, picture dictionary and translate tools, in addition to providing immediate feedback so teacher can provide further intervention <p>Fluency Tutor analytical tools allow detailed graphical review of each student's reading history over time to facilitate fluid movement among tiers.</p>

Grade Level(s): 11-12

IF:	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> FSA 2019 Level 1 or dysfluent 2* STAR 360 PR 20th or below FSA 2018 Level 1 or dysfluent 2* * Students will be screened/progress monitored using the ECSD SECONDARY Decision Tree Screening Plan .			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	Explicit fluency instruction including multi-syllabic word routines. (Fluency Tutor Premium) 9 + weeks to allow for adequate Tier II data collection with weekly or bi-weekly review for fluid movement between tiers.	CBM ORF probes (weekly/ bi-weekly)	Scores 50th percentile or above on ORF Norms	Progress is being made within the Tier 3 intervention but not meeting the desired benchmark of 70%. Scores between 25 th -50 th percentile on ORF Norms

	Sondag System 1 and/or 2* *ECSD Sondag Screening Plan	3-5 Days	90% accuracy on mastery check 33 and can perform with 90% accuracy on reading and spelling tasks on review Level 34 for Sondag System 2	No positive change between Sondag System unit pre/post tests and less than 90% accuracy on unit mastery checks.
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
	Number of times a week intervention provided	3+	Number of minutes per intervention session	45+
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? <ul style="list-style-type: none"> • Data chats teacher to students, teacher to administrator/reading coach reflecting on student progression in learning pathways and skills development. • The 4-step problem solving process/MTSS teams will meet to analyze data and determine the effectiveness of Tier 2 interventions. • Review of Core Assessment Screening Data, STAR Reading Assessment, and other measures to prompt Sondag System Screening as initial step within the problem-solving process. • MTSS Coordinator, ESE coordinator, Instructional Coach, and Administrators convene school MTSS team to review Tier 3 data biweekly for instructional adjustments. • Schools will create and utilize Literacy Leadership teams. These teams will meet and discuss data from classroom walkthroughs and view school wide student data frequently. 			
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. <ul style="list-style-type: none"> • There is strong evidence for Recommendation 5 of The What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices guide which includes individualized interventions for struggling readers in the following areas: <ul style="list-style-type: none"> ○ Word analysis skills that support word reading accuracy ○ Text reading fluency ○ Strategies for building vocabulary ○ Strategies for understanding and using the specific textual feature that distinguish different genres • Martin, Jahani, and Slanda (2020) conducted a retrospective correlational study of previous reading research conducted by the National Reading Panel, National Center for Disabilities, International Dyslexia Association, and Reading First and found promising evidence that Sondag System has a statistically significant positive correlation between its use and students' reading scores. The gap between struggling readers and normally developing readers decreased during the study. 				
How are Tier 3 interventions modified for students who receive interventions through distance learning? <ul style="list-style-type: none"> • Fluency Tutor Premium allows teachers to create their own passages from core content and supplemental resources, share passages with individual students, or class using the Google Classroom 'share' button, and allows students to read and record assigned reading passages. • Fluency Tutor provides text-to-speech, dictionary, picture dictionary and translate tools, in addition to providing immediate feedback so teacher can provide further intervention Fluency Tutor analytical tools allow detailed graphical review of each student's reading history over time to facilitate fluid movement among tiers. • Sondag System Essentials (e-learning through Google Classroom) 				