Santa Rosa County 2020-2021 Santa Rosa District K-12 Comprehensive Evidence-Based Reading Plan

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	Charlotte Boling	Literacy Coordinator K-12	bolingcj@santarosa.k12.fl.us	850-983-5045
Responsibility	**Name**	**Title**	**Email**	**Phone**
Elementary ELA	Charlotte Boling	Literacy Coordinator K-12	bolingcj@santarosa.k12.fl.us	850-983-5045
Secondary ELA	Charlotte Boling	Literacy Coordinator K-12	bolingcj@santarosa.k12.fl.us	850-983-5045
Reading Endorsement	Charlotte Boling	Literacy Coordinator K-12	bolingcj@santarosa.k12.fl.us	850-983-5045
Reading Curriculum	Charlotte Boling	Literacy Coordinator K-12	bolingcj@santarosa.k12.fl.us	850-983-5045
Professional Development	Charlotte Boling	Literacy Coordinator K-12	bolingcj@santarosa.k12.fl.us	850-983-5045
Assessment	Sharon Patrick	Director of Continuous Improvement	patricks@santarosa.k12.fl.us	850-983-5066
Data Element	Charlotte Boling	Literacy Coordinator K-12	bolingcj@santarosa.k12.fl.us	850-983-5045
Summer Reading Camp	April Martin/ Charlotte Boling	Elementary Director	martina@santarosa.k12.fl.us	850-983-5063
3rd Grade Promotion	April Martin	Elementary Director	martina@santarosa.k12.fl.us	850-983-5063

Plan Information

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

Once approved, the Comprehensive Evidence-Based Reading Plan will be uploaded to the District Literacy Web site which is available for parents and community stakeholders. A copy will be emailed to all administrators and district level directors. A TEAMS meeting will be set up for a question/answer session with administrators, Academic Intervention Specialists, and Reading Coaches. There will be ongoing discussions during Grade Level

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?
Oral language	Oral Language Survey	Screener, Progress Monitoring	One-one with teacher	As needed
Phonological awareness	PAST	Diagnostic	One-one with teacher	As needed
	Heggerty Assessments	Diagnostic	One-one with teacher	As needed
	FLKRS- K	Screener	Computer Adaptive Test	Beginning of year
	STAR Early Learning –K-1	Screener, Progress Monitoring	Computer Adaptive Test	3 times
Phonics	Phonics Screener	Screener	One-one with teacher	Tier movement, as needed
	DAR	Diagnostic	One-one with teacher	Tier movement, as needed
	STAR Early Learning –K-1	Screener, Progress Monitoring	Computer Adaptive Test	3 times
Fluency	ORF (Oral Reading Fluency) Passage	Screener, Progress Monitoring	One-one with teacher	As needed
Vocabulary	STAR Early Literacy/Reading	Screener, Progress Monitoring	Computer Adaptive Test	3 times- grades K-3; 3 times-Tier 3 in grades 4-5; 2 times for non-tier 3 students in grades 4-5
	STAR CBM	Progress Monitoring	Computer Adaptive	As needed
	Writing Samples	Screener, Progress Monitoring	Classroom assessments	Throughout the year
	DAR	Diagnostic	One-one with teacher	As needed
Comprehension	STAR Early Literacy/Reading	Screener, Progress Monitoring	Computer Adaptive Test	3 times for grades K-3; 3 times for Tier 3 students in grades 4-5; 2 times for non-tier 3 students in grades 4-5
	STAR CBM Focus Skills	Progress Monitoring	Computer Adaptive Test	As needed
	ELA/Reading Weekly Tests	Formative	Classroom assessments	Weekly
	Rigby Level Assessment (2-5)	Progress Monitoring	One-one with teacher	Monthly or less

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	Percentile	Screener/Progress Monitoring	Computer Adaptive Test	2 times a year for all students, 3 times for intensive intervention students and students with a D/F score in ELA core course
STAR CBM	Focus Skills Mastery	Progress Monitoring	Computer Test	As needed during intervention
DAR	Diagnostic evaluation of specific areas of reading difficulty	Diagnostic	One-one with trained teacher or interventionist	At onset of intervention and prior to movement to next Tier of Intervention
FSA ELA	Proficiency levels	Summative	Whole group testing either computer or paper-based	Yearly
ELA Quarter Exams	Grades for mastery	Formative	Whole group testing either computer or paper-based	4 times a year for all students

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*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?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
After each exam cycle by teachers, administrators, interventionists, district level administrators	**Data review, identification of needs, support provided and/or adjusted, instructional walkthroughs to ensure standards-based instruction, rule-outs of exclusionary factors**	**District leaders review data and identify student growth and concerns. Grade level directors offer guidance and/or teams are developed for support. District team leaders visit all schools to discuss problem-solving processes and to provide support for Tier 2/3 schools.**	**Grade level directors address concerns with administrators and offer support. Site visits are conducted by District team members.**	**Assistant Superintendent for Curriculum and Instruction, Literacy Coordinator, Director of Continuous Improvement, Director of ESE, and Grade Level Directors**

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	Site-based administrators make the determination of purpose	Expectations delivered during faculty meetings face-face meetings, and professional development trainings	Varies by school and need	Walkthrough observation is shared by administrators through follow up discussion and evaluation reviews with reading and ESE teachers.	Reading Walkthroughs are provided by site-based administrators on a weekly basis. Learning Walks are completed by the Literacy Department twice each year. "Literacy Look-fors" are presented twice monthly (first and second Thursdays) at Principal and Assistant Principal Meetings.
Data chats	Site-based administrators	Expectations delivered during faculty meetings and face-face meetings.	Tier 1 Screeners • Grades K-3—3 times per year • Grades 4-10—2 times per year	Administrators conduct data chats through faculty meetings, MTSS meetings, SAC meetings, and with individual teachers. Members of the School	Elementary--MTSS teams meetings vary based upon the number of Tier 2/3 students at each school.

			• Tier 3 students in grades 4-10—3 times per year Tier 2 Assessments • Bi-weekly	Leadership Team collaborate with the MTSS Team or members may serve on both teams.	Secondary—MTSS teams meet every mid-quarter and end-of-quarter.
Reading Leadership Team per 6A-6.053(3) F.A.C.	Site-based administrators	Expectations delivered during faculty meetings and face-face meetings.	Varies by school and need	Sign in sheets and minutes are kept on file at school sites.	Varies by school and need
Monitoring of plan implementation	Site-based administrators	Expectations delivered during faculty meetings and face-face meetings.	Varies by school and need	N/A	Varies by school and need

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?**
Data is reviewed by Grade Level Directors and if support is needed, the Literacy Coordinator will collaborate to develop plans for support.	Grade Level Directors hold administrators accountable for the implementation and communicates through observations and evaluations. Site visits occur when expectations are not being met.	Grade Level Directors provide follow up and support during monthly virtual or face-face meetings as needed. Annual site visits are made to discuss implantation of MTSS and progress monitoring processes. Additional site visits occur with schools whose data indicates a school grade of less than a B.

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	Advertised through MyPd system, emails to administrators	Professional Development Plans	Transcripts, sign in sheets, agendas Quarterly	Office of Professional Learning	Grade Level Directors, ESE Program Facilitators, ESE Director
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	In collaboration with district staff, Reading Coaches, Grade Level Directors	Professional Development Plans and Teacher Evaluations	Transcripts, sign in sheets, agendas Quarterly	Office of Professional Learning, Grade Level Directors, ESE Program Facilitators, ESE Director	Grade Level Directors, ESE Program Facilitators, ESE Director
Identification of mentor teachers	Grade Level Directors and Literacy Coordinator will be responsible to share information.	Task completed by administrators in collaboration with Reading Coaches/AISs	List generated	List is provided to Grade Level Directors, ESE Program Facilitators, ESE Director and Literacy Coordinator	Grade Level Directors, ESE Program Facilitators, ESE Director
Establishing of model classrooms within the school	Grade Level Directors and Literacy Coordinator will be responsible to share information.	Task completed by administrators in collaboration with Reading Coaches/AISs	List generated	List is provided Grade Level Directors, ESE Program Facilitators, ESE Director and Literacy Coordinator	Grade Level Directors, ESE Program Facilitators, ESE Director
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Grade Level Directors and Literacy Coordinator will be responsible to share information.	Task completed by administrators	Sign in sheets, Professional Development Plan	Office of Professional Learning	Grade Level Directors, ESE Program Facilitators, ESE Director
School MTSS Team Trainings per elementary, middle and high school levels	It is communicated at Summer trainings and via emails and Outlook Calendar invites	Principals are required to send a team of five from their school.	Sign-in sheets, in-service transcripts, and recording in the professional development management system MyPD	The Department of Continuous Improvement manages attendance and awards in-service points to participants.	Director of Continuous Improvement

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	District-wide training Site-based training K-12 Reading Plan	Classroom walkthroughs, evaluations	Administrators contact Elementary Director with concerns or needs.	Literacy Coordinator Elementary Director	Quarterly – at the end of the 1st, 2nd, and 3rd marking periods based on classroom walkthroughs and learning walks
Small group differentiated instruction in order to meet individual student needs	District-wide training Site-based training	Classroom walkthroughs, evaluations	Administrators contact Elementary Director with concerns or needs.	Literacy Coordinator Elementary Director	Site-based data chats are held after progress monitoring assessments. Results are analyzed to determine if changes are needed to small group instruction.

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?

Santa Rosa County is prioritizing K-3 students with substantial reading deficiencies by purchasing evidence-based intervention programs and materials, providing LETRS training to all K-2 teachers, professional development opportunities to help teachers earn their reading endorsement, and supplemental materials to teach foundational skills in Tier 1. Priority is given to elementary schools for Reading Coach placement.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	$13,071.38
District expenditures on reading coaches assigned to elementary schools	$339,855.88
District expenditures on reading coaches assigned to secondary schools	$117,640.42
District expenditures on intervention teachers assigned to elementary schools	$13,071.38
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	$182,999.32
District expenditures on supplemental materials or interventions for secondary schools	$143,785.18
District expenditures on professional development	$39,214.14
District expenditures on helping teachers earn the reading endorsement	$326,784.50
District expenditures on summer reading camps	$130,713.80
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	100%
Amount of District Research-Based Reading Instruction Allocation	$1,307,136.00

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?

The district has developed whole group lessons based on 3rd grade ELA standards with the focus on building content knowledge in science. The lessons provide active engagement, writing, grade level standards, and STEAM activities. Small group lessons are developed based on the needs identified in student data (STAR) and differentiated to fill gaps and accelerate learning in reading skills/standards. In some instances, SIPPS or Phonics for Reading programs/materials may be utilized. If summer school is developed for 1st grade at-risk students, material will be researched to fill gaps and provide

Will students in grades other than 3 be served also? Yes ☒ No ☐
If yes, which grade levels? __1st grade if funds allow_____

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)

Data is reviewed with Grade Level Directors to determine Reading Coach placement.

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?

Principals are asked to sign a Literacy Coach Agreement that delineates the role of reading coaches as defined by 6A-6.053 (6) F.A.C.

Training was provided to Administrator/Coach teams on expectations and best use of a Reading Coach.

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

Literacy Coordinator

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.

- **Provide professional development on the following:**
  - o **the major reading components, as needed, based on an analysis of student performance data**
  - o **administration and analysis of instructional assessments**
  - o **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**

How are these requirements being communicated to principals?	How are coaches recording their time and tasks?	Who at the district level is monitoring this?	How often is the data being reviewed?	What problem-solving steps are in place for making decisions based on the data?
Principal/Coach Agreement and district training	Coaching log	Literacy Coordinator	Monthly	Data is reviewed monthly with Literacy Coordinator. Concerns are addressed with administrators and Reading Coach. Action steps are put in place.

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	

IF:	Student meets the following criteria at beginning of school year: **If the student has not been retained, is not in the MTSS process, knows 18 upper case, 15 lower case letters and 8 letter sounds, and scores on STAR Early Literacy are above 40%.**
THEN:	**TIER 1 ONLY**

<table>
<tr>
<td rowspan="10" align="center">TIER 1</td>
<td colspan="3">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</td>
</tr>
<tr>
<td colspan="3" align="center">Core Curriculum</td>
</tr>
<tr>
<td colspan="3">Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence or promising evidence.</td>
</tr>
<tr>
<td colspan="3" align="center">HMH Journeys https://www.evidenceforessa.org/programs/reading/journeys</td>
</tr>
<tr>
<td colspan="3" align="center">Progress Monitoring</td>
</tr>
<tr>
<td align="center">Assessment & Frequency</td>
<td align="center">Performance Criteria that indicates Tier 1 is sufficient</td>
<td align="center">Performance Criteria to that would prompt addition of Tier 2 interventions</td>
</tr>
<tr>
<td>FLKRS

STAR Early Literacy – 2 times a year</td>
<td align="center">40% and above

40% and above</td>
<td>Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, decrease in STAR EL%, or STAR EL score of 26-39%</td>
</tr>
<tr>
<td>How is the effectiveness of Tier 1 instruction being monitored?
Reading/ELA Grades of 80 or higher</td>
<td colspan="2">What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
District monitoring of data, MTSS meetings, professional development, coaching</td>
</tr>
<tr>
<td>How is the effectiveness of Tier 1 curriculum being monitored?
Tier 1 Curriculum is monitored using data from STAR State Performance Reports which are aligned to LAFS. Reading/ELA Grades and STAR Early Literacy SGP (Student Growth Percentile) indicate performance changes in students.</td>
<td colspan="2">What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?
Data chats are held after each progress monitoring assessment activity at the school and district levels to identify needs. MTSS meetings, collaboration with ESE teacher, collaboration with ESOL Resource Teacher, professional development, Reading Walkthroughs, coaching and mentoring are implemented to improve instructional effectiveness.</td>
</tr>
<tr>
<td colspan="3">How is instruction modified for students who receive instruction through distance learning?
Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom or Santa Rosa Online (FLVS).</td>
</tr>
</table>

Grade Level(s): Kindergarten	
IF:	Student meets the following criteria at beginning of school year: **No single data point should be used to indicate that a student has a need for Tier 2 interventions.** Indicators may include, retention in Kindergarten, STAR Early Literacy Score of below 39%, Letter Naming and Letter Sounds Screener below 18 upper case letters, 15 lower case letters, and 8 letter sounds, PAST Score deficits, progress in core ELA/Reading is minimal, previous placement in the MTSS process, IEP targeted intervention goals or ELL Plan goals include ELA/reading. This includes students receiving instruction based on ACCESS points in ELA/Reading.
THEN:	**TIER 2 Instruction and TIER 2 Interventions**

TIER 2 Instruction and TIER 2 Interventions

Interventions:
- *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 Progress Monitoring	
TIER 2 Programs/Materials/Strategies & Duration	See attached chart
Assessment & Frequency	STAR Early Literacy/no less than monthly STAR CBM/Bi-weekly
Performance Criteria to discontinue Tier 2 intervention	Grade level benchmarks, STAR Early Literacy of 40th percentile or higher
Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, decrease in STAR EL %, or STAR EL score of 26-39%
Performance Criteria that would prompt addition of Tier 3 interventions	Identification of substantial deficiency in reading with multiple data points such as lack of growth on STAR Early Literacy, lack of progress in Tier 2 interventions listed in programs and materials chart and STAR CBM (letter sounds, phoneme segmentation, receptive nonsense words, expressive nonsense words)

Number of times a week intervention provided:	**Number of minutes per intervention session:**
3-5 times a week as dictated by intervention program or materials	15-30 minutes

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 sheets record progress of student receiving intervention, PMPs reviewed by AIS, IEPs reviewed by ESE teacher, EL Plans reviewed by ESOL Resource Teacher, MTSS team and/or administrator

Explain how the use of programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence?
1. Journeys Curious About Words (K-3) ESSA Rated - Strong https://www.evidenceforessa.org/programs/reading/journeys
2. EET – Expanding Expression Tool (K-5) Vendor research https://www.expandingexpression.com/research2.php
3. Equipped for Reading Success (Kilpatrick) (Grades K-5) http://psych.hsd.ca/Better%20Instruction%20for%20Struggling%20Readers.pdf
4. Heggerty Phonemic Awareness Curriculum (Grades K-1) https://heggerty.org/research/
5. FCRR Resources and lessons https://charts.intensiveintervention.org/aintervention
6. 95% Group Phonological Awareness Lessons (ESSA Rated – Promising) https://www.95percentgroup.com/evidence-research
7. Lively Letters (K-1) https://www.readingwithtlc.com/wp-content/uploads/sites/6028/2017/10/Clinical_studies.pdf

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Student groups of 4-6 students are provided reading intervention via Microsoft TEAMs.

Grade Level(s): Kindergarten	
IF:	Student meets the following criteria at beginning of school year: **No single data point should be used to indicate that a student has a need for Tier 3 interventions.** Indicators will include, retention in Kindergarten due to a deficiency in reading, STAR Early Literacy Score of below 10%, Letter Naming and Letter Sounds Screener of 20% or below, IEP contains intensive intervention goals for ELA/Reading (this includes students receiving instruction based on ACCESS points in ELA/Reading, progress in Core ELA instruction is minimal and if Tier 2 supports are not adequate to meet the needs of the student, including those outlined in ELL Plans or IEP goals.
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive intervention**

TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:
- 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 Progress Monitoring	
TIER 3 Programs/Materials/Strategies & Duration	See attached chart
Assessment & Frequency	STAR Early Literacy/no less than monthly STAR CBM/Weekly
Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Grade level benchmarks, ELA grade of 80 or better, STAR Early Literacy of 40% or higher
Performance Criteria that will prompt changes to Tier 3 interventions	Identification of substantial deficiency in reading with multiple data points such as lack of growth on STAR Early Literacy, lack of progress in Tier 3 interventions listed in programs and materials chart and STAR CBM (letter sounds, phoneme segmentation, receptive nonsense words, expressive nonsense words)

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 is provided:	**Number of minutes per intervention session:**
5 times a week	30-60 dependent on requirements of intervention programs and materials

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

Data sheets record progress of student receiving intervention, IEPs reviewed by the ESE teacher, EL Plans reviewed by the ESOL Resource Teacher, PMPs reviewed by AIS, MTSS team and/or administrator

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
1. Journeys Curious About Words (K-3) ESSA Rated - Strong https://www.evidenceforessa.org/programs/reading/journeys
2. EET – Expanding Expression Tool (K-5) Vendor research   https://www.expandingexpression.com/research2.php
3. Equipped for Reading Success (Kilpatrick) (Grades K-5) http://psych.hsd.ca/Better%20Instruction%20for%20Struggling%20Readers.pdf
4. Heggerty Phonemic Awareness Curriculum (Grades K-1) https://heggerty.org/research/
5. FCRR Resources and lessons https://charts.intensiveintervention.org/aintervention
6. 95% Group Phonological Awareness Lessons (ESSA Rated – Promising) https://www.95percentgroup.com/evidence-research
7. Lively Letters (K-1) https://www.readingwithtlc.com/wp-content/uploads/sites/6028/2017/10/Clinical_studies.pdf

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Intensive intervention is provided to small groups of 1-3 students via Microsoft TEAMs.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): First Grade	
IF:	Student meets the following criteria at beginning of school year: **If the student has not been retained, is not in the MTSS process, and scores on STAR Early Literacy are above 40%.**
THEN:	**TIER 1 ONLY**

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.

HMH Journeys https://www.evidenceforessa.org/programs/reading/journeys

Progress Monitoring

Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
STAR Early Literacy – 3 times a year	40% and above	Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, decrease in STAR EL %, or STAR EL score of 26-39%

How is the effectiveness of Tier 1 instruction being monitored? Reading/ELA Grades and STAR Early Literacy scores indicate 80% of students meet proficiency benchmarks	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** District monitoring of data, ESE teacher collaboration, MTSS meetings, professional development, Reading walkthroughs, coaching and mentoring
How is the effectiveness of Tier 1 curriculum being monitored? Tier 1 Curriculum is monitored using STAR State Performance Reports which are aligned to LAFS. Reading/ELA Grades and STAR Early Literacy SGP (Student Growth Percentile) indicate performance changes in students.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Data chats are held after each progress monitoring assessment activity at the school and district levels to identify needs. MTSS meetings, collaboration with ESE teacher, collaboration with ESOL Resource Teacher, professional development, reading walkthrough, coaching and mentoring are implemented to improve instructional effectiveness.

How is instruction modified for students who receive instruction through distance learning?

Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom or Santa Rosa Online (FLVS).

TIER 1

Grade Level(s): First Grade	
IF:	Student meets the following criteria at beginning of school year: **No single data point should be used to indicate that a student has a need for Tier 2 interventions.** Indicators may include retention in Kindergarten or 1st grade, STAR Early Literacy Score of below 39%, sight word screening level of 30 words, dictation sentence of 15 points or below. This includes students receiving instruction based on ACCESS points in ELA/Reading.
THEN:	**TIER 2 Instruction and TIER 2 Interventions**

TIER 2 Instruction and TIER 2 Interventions

Interventions:
- *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 Progress Monitoring	
TIER 2 Programs/Materials/Strategies & Duration	See attached chart
Assessment & Frequency	STAR CBM/Bi-weekly STAR Early Literacy/no less than monthly
Performance Criteria to discontinue Tier 2 intervention	Grade level benchmarks, ELA grade of 80 or better, STAR Early Literacy of 40% or higher
Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, decrease in STAR EL %, or STAR EL score of 26-39%
Performance Criteria that would prompt addition of Tier 3 interventions	Identification of substantial deficiency in reading with multiple data points such as lack of growth on STAR Early Literacy, lack of progress in Tier 2 interventions listed in programs and materials chart and STAR CBM (letter sounds, phoneme segmentation, receptive nonsense words, expressive nonsense words)

Number of times a week intervention provided: 3-5 times a week as dictated by intervention program or materials	**Number of minutes per intervention session:** 15-30 minutes

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 sheets record progress of student receiving intervention, PMPs reviewed by AIS, IEPs reviewed by ESE teacher, EL Plans reviewed by ESOL Resource Teacher, MTSS team and/or administrator

Explain how the use of programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence?
1. Journeys Curious About Words (K-3) ESSA Rated - Strong https://www.evidenceforessa.org/programs/reading/journeys
2. Journeys Write -In Reader (Grades 1-5) ESSA Rated - Strong https://www.hmhco.com/programs/journeys/research-results
3. EET – Expanding Expression Tool (K-5) Vendor research https://www.expandingexpression.com/research2.php
4. Equipped for Reading Success (Kilpatrick) (Grades K-5) http://psych.hsd.ca/Better%20Instruction%20for%20Struggling%20Readers.pdf
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6. FCRR Resources and lessons https://charts.intensiveintervention.org/aintervention
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How are Tier 2 interventions modified for students who receive interventions through distance learning?
Student groups of 4-6 students are provided reading intervention via Microsoft TEAMs.

Grade Level(s): First Grade	
IF:	**Student meets the following criteria at beginning of school year**: **No single data point should be used to indicate that a student has a need for Tier 3 interventions.** Indicators will include, retention in Kindergarten or 1st grade due to a deficiency in reading, STAR Early Literacy Score of below 25%, sight word screening level of 20 words or less, dictation sentence of 9 or below, IEP contains intensive intervention goals for ELA/Reading (this includes students receiving instruction based on ACCESS points in ELA/Reading, progress in Core ELA instruction is minimal and if Tier 2 supports are not adequate to meet the needs of the student, including those outlined in ELL Plans or IEP goals.
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive intervention**

TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:
- 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 Progress Monitoring	
TIER 3 Programs/Materials/Strategies & Duration	See attached chart
Assessment & Frequency	STAR CBM/Weekly STAR Early Literacy/no less than monthly
Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Grade level benchmarks, ELA grade of 80 or better, STAR Early Literacy of 40% or higher
Performance Criteria that will prompt changes to Tier 3 interventions	Identification of substantial deficiency in reading with multiple data points such as lack of growth on STAR Early Literacy, lack of progress in Tier 3 interventions listed in programs and materials chart and STAR CBM (letter sounds, phoneme segmentation, receptive nonsense words, expressive nonsense words)

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 is provided:	**Number of minutes per intervention session:**
5 times a week	30-60 dependent on requirements of intervention programs and materials

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

Data sheets record progress of student receiving intervention, IEPs reviewed by the ESE teacher, EL Plans reviewed by the ESOL Resource Teacher, PMPs reviewed by AIS, MTSS team and/or administrator

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

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

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Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Second Grade

IF:	Student meets the following criteria at beginning of school year: **If the student has not been retained, is not in the MTSS process, and scores on STAR are 40% and above.**
THEN:	**TIER 1 ONLY**

<table>
<tr>
<td rowspan="10">TIER 1</td>
<td colspan="3">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</td>
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<td align="center">STAR – 3 times a year</td>
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Reading/ELA Grades and STAR scores indicate 80% of students meet proficiency benchmarks</td>
<td colspan="2">What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

District monitoring of data, MTSS meetings, collaboration with ESE teacher, collaboration with ESOL Resource Teacher, professional development, Reading walkthroughs, coaching and mentoring</td>
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<td>How is the effectiveness of Tier 1 curriculum being monitored?
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Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom or Santa Rosa Online (FLVS).</td>
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Grade Level(s): Second Grade	
IF:	Student meets the following criteria at beginning of school year: **No single data point should be used to indicate that a student has a need for Tier 2 interventions.** Indicators may include, retention in 1ˢᵗ or 2ⁿᵈ grade, STAR Score of below 39%, sight word screening level of less than 100 words, LETRS Spelling Screener of 25 points or below, previous placement in the MTSS process, IEP targeted intervention goals or ELL Plan goals. This includes students receiving instruction based on ACCESS points in ELA/Reading.
THEN:	**TIER 2 Instruction and TIER 2 Interventions**

TIER 2 Instruction and TIER 2 Interventions

Interventions:
- *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*
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- *occurs during time allotted in addition to core instruction*
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TIER 2 Progress Monitoring	
TIER 2 Programs/Materials/Strategies & Duration	See attached chart
Assessment & Frequency	STAR Early Literacy/no less than monthly STAR CBM/Bi-weekly
Performance Criteria to discontinue Tier 2 intervention	Grade level benchmarks, ELA grade of 80 or better, STAR of 40% or higher
Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, decrease in STAR %, or STAR score of 26-39%
Performance Criteria that would prompt addition of Tier 3 interventions	Identification of substantial deficiency in reading with multiple data points such as lack of growth on STAR, lack of progress in Tier 2 interventions listed in programs and materials chart and STAR CBM

Number of times a week intervention provided:	**Number of minutes per intervention session:**
3-5 times a week as dictated by intervention program or materials	15-30 minutes

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 sheets record progress of student receiving intervention, PMPs reviewed by AIS, IEPs reviewed by ESE teacher, EL Plans reviewed by ESOL Resource Teacher, MTSS team and/or administrator

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9. TextProjectLessons http://textproject.org/http://textproject.org/researchers/reading-research-reports/
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	11. 95% Group Phonological Awareness Lessons (ESSA Rated – Promising) https://www.95percentgroup.com/evidence-research
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	How are Tier 2 interventions modified for students who receive interventions through distance learning?
	Student groups of 4-6 students are provided reading intervention via Microsoft TEAMs.

Grade Level(s): Second Grade

IF:	**Student meets the following criteria at beginning of school year**: **No single data point should be used to indicate that a student has a need for Tier 3 interventions.** Indicators will include, retention in 1st or 2nd grade due to a deficiency in reading, STAR Score of below 25%, LETRS Spelling Screener score of 25 pts or below, IEP contains intensive intervention goals for ELA/Reading (this includes students receiving instruction based on ACCESS points in ELA/Reading, progress in Core ELA instruction is minimal and if Tier 2 supports are not adequate to meet the needs of the student, including those outlined in ELL Plans or IEP goals.
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive intervention**

TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:
- 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 Progress Monitoring	
TIER 3 Programs/Materials/Strategies & Duration	See attached chart
Assessment & Frequency	STAR Early Literacy/no less than monthly STAR CBM/Weekly
Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Grade level benchmarks, ELA grade of 70 or better, STAR of 40% or higher
Performance Criteria that will prompt changes to Tier 3 interventions	Identification of substantial deficiency in reading with multiple data points such as lack of growth on STAR, lack of progress in Tier 3 interventions listed in programs and materials chart and STAR CBM specific to standards and focus skills

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 is provided: 5 times a week	Number of minutes per intervention session: 30-60 dependent on requirements of intervention programs and materials

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

Data sheets record progress of student receiving intervention, IEPs reviewed by the ESE teacher, EL Plans reviewed by the ESOL Resource Teacher, PMPs reviewed by AIS, MTSS team and/or administrator

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

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12. 95% Group Basic or Advanced Phonics Lesson Library (Grade 2-5) (ESSA Rated – Promising) https://www.95percentgroup.com/evidence-research	
13. SIPPS – Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (ESSA Rated- Promising) https://www.collaborativeclassroom.org/wp-content/uploads/2019/09/SIPPS-Evidence-Base-and-Impact.pdf	

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

Intensive intervention is provided to small groups of 1-3 students via Microsoft TEAMs.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Third-Fifth Grade

IF:	Student meets the following criteria at beginning of school year: **If the student has not been retained, is not in the MTSS process, scores on STAR are 40% and above and a score of Level 3 or higher on FSA (grades 4-5 or retained 3rd graders).**
THEN:	**TIER 1 ONLY**

<table>
<tr><td rowspan="10">TIER 1</td><td colspan="3">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
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How is the effectiveness of Tier 1 curriculum being monitored? Tier 1 Curriculum is monitored using STAR State Performance Reports which are aligned to LAFS. Reading/ELA Grades and STAR Literacy SGP (Student Growth Percentile) indicate performance changes in students.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Data chats are held after each progress monitoring assessment activity at the school and district levels to identify needs. MTSS meetings, collaboration with ESE teacher, collaboration with ESOL Resource Teacher, professional development, reading walkthroughs, coaching and mentoring are implemented to improve instructional effectiveness.
How is instruction modified for students who receive instruction through distance learning? Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom or Santa Rosa Online (FLVS).	

Grade Level(s): Third-Fifth

IF:	Student meets the following criteria at beginning of school year: **No single data point should be used to indicate that a student has a need for Tier 2 interventions.** Indicators may include, retention in previous grade or if during the year, student is being considered for retention in current school year due to a deficiency in reading, STAR Score of below 39%, LETRS Advanced Spelling Screener, previous placement in the MTSS process, IEP targeted intervention goals or ELL Plan goals. This includes students receiving instruction based on ACCESS points in ELA/Reading.
THEN:	**TIER 2 Instruction and TIER 2 Interventions**

TIER 2 Instruction and TIER 2 Interventions	*Interventions:* *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)*	
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	Number of times a week intervention provided: 3-5 times a week as dictated by intervention program or materials	**Number of minutes per intervention session:** 15-30 minutes
	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 sheets record progress of student receiving intervention, PMPs reviewed by AIS, IEPs reviewed by ESE teacher, EL Plans reviewed by ESOL Resource Teacher, MTSS team and/or administrator	

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Student groups of 4-6 students are provided reading intervention via Microsoft TEAMs.

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Grade Level(s): Third-Fifth

IF:	**Student meets the following criteria at beginning of school year**: **No single data point should be used to indicate that a student has a need for Tier 3 interventions.** Indicators will include, retention in 1st or 2nd grade due to a deficiency in reading, STAR Score of below 25%, LETRS Advanced Spelling Screener benchmark, IEP contains intensive intervention goals for ELA/Reading (this includes students receiving instruction based on ACCESS points in ELA/Reading, progress in Core ELA instruction is minimal and if Tier 2 supports are not adequate to meet the needs of the student, including those outlined in ELL Plans or IEP goals.
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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 is provided:	**Number of minutes per intervention session:**
5 times a week	30-60 dependent on requirements of intervention programs and materials

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

Data sheets record progress of student receiving intervention, IEPs reviewed by the ESE teacher, EL Plans reviewed by the ESOL Resource Teacher, PMPs reviewed by AIS, MTSS team and/or administrator

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7. Journeys Reading Toolkit (Grades 1-3)ESSA Rated - Strong https://www.hmhco.com/programs/journeys/research-results
8. TextProjectLessons http://textproject.org/http://textproject.org/researchers/reading-research-reports/
9. Phonics for Reading (Grades 3-5) https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/phonics-for-reading-research-summary.pdf
10. Repeated Readings (ESSA rated Promising- https://ies.ed.gov/ncee/wwc/Intervention/759
11. 95% Group Comprehension Intervention (Grade 3-5) (ESSA Rated – Promising) https://www.95percentgroup.com/evidence-research
12. 95% Group Phonological Awareness Lessons (ESSA Rated – Promising) https://www.95percentgroup.com/evidence-research
13. 95% Group Basic or Advanced Phonics Lesson Library (Grade 2-5) (ESSA Rated – Promising) https://www.95percentgroup.com/evidence-research
14. SIPPS – Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (ESSA Rated- Promising) https://www.collaborativeclassroom.org/wp-content/uploads/2019/09/SIPPS-Evidence-Base-and-Impact.pdf

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

Intensive intervention is provided to small groups of 1-3 students via Microsoft TEAMs.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Sixth - Eighth Grade		
IF:	Student meets the following criteria at beginning of school year: **If the student is not in the MTSS process, scores on STAR are 40% and above and a score of Level 3 or higher on FSA. If FSA scores are unavailable, current and/or previous benchmark/state assessments and/or prior year tier level is considered.**	
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.

HMH Collections

https://www.hmhco.com/programs/collections/research-and-results

Progress Monitoring

Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
STAR Reading – 2 times a year for all students; 3 times per year for students receiving Tier 3 interventions Classroom Assessments FSA – once a year	40% and above 70% and above Level 3 and above	Progress in core ELA instruction is minimal as indicated by a D/F grade, decrease in STAR %, or STAR score of 26-39%, FSA score below Level 3.
How is the effectiveness of Tier 1 instruction being monitored? Reading/ELA Grades and STAR Reading scores indicate 80% of students meet proficiency benchmarks	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** District monitoring of data, collaboration with ESE teacher, collaboration with ESOL Resource Teacher, MTSS meetings, professional development, Reading walkthroughs, coaching and mentoring	
How is the effectiveness of Tier 1 curriculum being monitored? Tier 1 Curriculum is monitored using STAR State Performance Reports which are aligned to LAFS. SGP (Student Growth Percentile) indicate performance changes in students.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Data chats are held after each progress monitoring assessment activity at the school and district levels to identify needs. MTSS meetings, collaboration with ESE teacher, collaboration with ESOL Resource Teacher, professional development, reading walkthroughs, coaching and mentoring are implemented to improve instructional effectiveness.	
How is instruction modified for students who receive instruction through distance learning? Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom or Santa Rosa Online (FLVS).		

Grade Level(s): Sixth-Eighth	
IF:	Student meets the following criteria at beginning of school year: **No single data point should be used to indicate that a student has a need for Tier 2 interventions.** Indicators may include, retention in previous grade or if during the year, student is being considered for retention in current school year due to a deficiency in reading, STAR Score of below 39%, LETRS Advanced Spelling Screener, previous placement in the MTSS process, IEP targeted intervention goals or ELL Plan goals. This includes students receiving instruction based on ACCESS points in ELA/Reading.
THEN:	**TIER 2 Instruction and TIER 2 Interventions**

TIER 2 Instruction and TIER 2 Interventions

Interventions:
- *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 Progress Monitoring	
TIER 2 Programs/Materials/Strategies & Duration	Tutoring before or after school, CTRR (Content Teacher of Reading Remediation), Small group instruction in skill deficit, Placement in Reading Endorsed teacher's content course, Phonics for Reading, 95% Group Comprehension Intervention, Mindplay Virtual Reading Coach, Fast Forword, or Repeated Readings
Assessment & Frequency	STAR CBM/as needed STAR Reading/as needed and no less than monthly
Performance Criteria to discontinue Tier 2 intervention	Grade level benchmarks, ELA grade of 80 or better, STAR of 40% or higher
Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Lack of progress toward grade level benchmarks, progress in core ELA instruction is minimal, decrease in STAR %, or STAR score of 26-39%
Performance Criteria that would prompt addition of Tier 3 interventions	Identification of substantial deficiency in reading with multiple data points such as lack of growth on STAR, lack of progress in Tier 2 interventions listed in programs and materials chart and STAR CBM

Number of times a week intervention provided: 3-5 times a week as dictated by intervention program, materials, or student needs	**Number of minutes per intervention session:** 20-30 minutes

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 sheets record progress of student receiving intervention, PMPs reviewed by AIS, IEPs reviewed by ESE teacher, EL Plan reviewed by ESOL Resource Teacher, MTSS team and/or administrator

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

1. Achieve 3000 Literacy ESSA Rating – Positive https://ies.ed.gov/ncee/wwc/InterventionReport/691
2. Mindplay Virtual Reading Coach (Grade 2-5) (ESSA Rated – Moderate) https://charts.intensiveintervention.org/aintervention
3. Fast Forword (ESSA Rated – Strong) https://charts.intensiveintervention.org/aintervention
4. Phonics for Reading (Grades 3-5) https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/phonics-for-reading-research-summary.pdf
5. Repeated Readings (ESSA rated Promising- https://ies.ed.gov/ncee/wwc/Intervention/759

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

Student groups of 4-6 students are provided reading intervention via Microsoft TEAMs.

Grade Level(s): Sixth-Eighth	

IF:	**Student meets the following criteria at beginning of school year**: **No single data point should be used to indicate that a student has a need for Tier 3 interventions.** Indicators will include, STAR Score of below 25%, prior placement in the MTSS process, IEP contains intensive intervention goals for ELA/Reading, progress in Core ELA instruction is minimal and if Tier 2 supports are not adequate to meet the needs of the student, including those outlined in ELL Plans or IEP goals. This includes students receiving instruction based on ACCESS points in ELA/Reading.
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive intervention**

TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:
- 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 Progress Monitoring	
TIER 3 Programs/Materials/Strategies & Duration	Achieve 3000, Small group instruction in skill deficit, Phonics for Reading, 95% Group Comprehension Intervention, Mindplay Virtual Reading Coach, Fast Forword, or Repeated Readings
Assessment & Frequency	STAR CBM- as needed STAR Reading/as needed and no less than monthly
Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Grade level benchmarks, ELA grade of 70 or better, STAR of 40% or higher
Performance Criteria that will prompt changes to Tier 3 interventions	Identification of substantial deficiency in reading with multiple data points such as lack of growth on STAR, lack of progress in Tier 3 interventions listed in programs and materials chart and STAR CBM specific to standards and focus skills

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 is provided: 5 times a week	**Number of minutes per intervention session:** 40-60 dependent on requirements of intervention programs, materials, and schedules

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

Data sheets record progress of student receiving intervention, PMPs reviewed by Intervention Teacher, IEP reviewed by ESE Teacher, EL Plan reviewed by ESOL Resource Teacher, MTSS team and/or administrator

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
1. Achieve 3000 Literacy ESSA Rated – Positive https://ies.ed.gov/ncee/wwc/InterventionReport/691
2. Mindplay Virtual Reading Coach (ESSA Rated – Moderate) https://charts.intensiveintervention.org/aintervention
3. Fast Forword (ESSA Rated – Strong) https://charts.intensiveintervention.org/aintervention
4. Phonics for Reading https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/phonics-for-reading-research-summary.pdf
5. Repeated Readings (ESSA rated Promising- https://ies.ed.gov/ncee/wwc/Intervention/759

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

Intensive intervention is provided to small groups of 1-3 students via Microsoft TEAMs.

Grade Level(s): Ninth - Twelfth Grade			
IF:	Student meets the following criteria at beginning of school year: **If the student is not in the MTSS process, scores on STAR are 40% and above and a score of Level 3 or higher on FSA or concordant score. If FSA scores are unavailable, current and/or previous benchmark/state assessments and/or prior year tier level is considered.**		
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.		
	SpringBoard https://springboard.collegeboard.org/about/why-springboard		
	Progress Monitoring		
	Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
	STAR Reading – 2 times a year for all students; 3 times per year for students receiving Tier 3 interventions Classroom Assessments FSA	40% and above 70 or above Level 3 and above	Progress in core ELA instruction is minimal as indicated by a D/F grade, decrease in STAR %, or STAR score of 26-39%
	How is the effectiveness of Tier 1 instruction being monitored? Reading/ELA Grades and STAR Reading scores indicate 80% of students meet proficiency benchmarks	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** District monitoring of data, MTSS meetings, professional development, Reading walkthroughs, coaching and mentoring	
	How is the effectiveness of Tier 1 curriculum being monitored? Tier 1 Curriculum is monitored using STAR State Performance Reports which are aligned to LAFS. SGP (Student Growth Percentile) indicate performance changes in students.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Data chats are held after each progress monitoring assessment activity at the school and district levels to identify needs. MTSS meetings, professional development, reading walkthroughs, coaching and mentoring are implemented to improve instructional effectiveness.	
	How is instruction modified for students who receive instruction through distance learning? Distance Learning students have the option of Remote Learning (extension of brick/mortar classroom or Santa Rosa Online (FLVS).		

Grade Level(s): Ninth-Twelfth	
IF:	Student meets the following criteria at beginning of school year: **No single data point should be used to indicate that a student has a need for Tier 2 interventions.** Indicators may include, FSA below Level 3, STAR Score of below 39%, previous placement in the MTSS process, Failing grade in previous year ELA course, IEP targeted intervention goals or EL Plan goals. This includes students receiving instruction based on ACCESS points in ELA/Reading.
THEN:	**TIER 2 Instruction and TIER 2 Interventions**

TIER 2 Instruction and TIER 2 Interventions	Interventions: • *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)*

<table>
<tr><td colspan="2" align="center">TIER 2 Progress Monitoring</td></tr>
<tr><td>TIER 2 Programs/Materials/Strategies & Duration</td><td>Tutoring before or after school, CTRR (Content Teacher of Reading Remediation), Small group instruction in skill deficit,
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<tr><td>Assessment & Frequency</td><td>STAR CBM- as needed
STAR Reading/as needed and no less than monthly</td></tr>
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<tr><td colspan="2"></td></tr>
<tr><td>Number of times a week intervention provided:

2-5 times a week as dictated by intervention program, materials, or student needs</td><td>Number of minutes per intervention session:

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USATestprep - https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies.pdf</td></tr>
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Student groups of 4-6 students are provided reading intervention via Microsoft TEAMs.</td></tr>
</table>

	Grade Level(s): Ninth-Twelfth

IF:	**Student meets the following criteria at beginning of school year**: **No single data point should be used to indicate that a student has a need for Tier 3 interventions.** Indicators will include, STAR Score of below 25%, prior placement in the MTSS process, progress in Core ELA instruction is minimal or student failed previous year's ELA course and if Tier 2 supports are not adequate to meet the needs of the student, or IEP contains intensive intervention goals for ELA/Reading, including those outlined in ELL Plans or IEP goals. This includes students receiving instruction based on ACCESS points in ELA/Reading
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive intervention**

TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:
- 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 Progress Monitoring	
TIER 3 Programs/Materials/Strategies & Duration	USA TestPrep, small group instruction, Phonics for Reading, Comprehension Instruction, Mindplay Virtual Reading Coach
Assessment & Frequency	STAR CBM- as needed STAR Reading/as needed and no less than monthly
Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Grade level benchmarks, ELA grade of 70 or better, STAR of 40% or higher
Performance Criteria that will prompt changes to Tier 3 interventions	Identification of substantial deficiency in reading with multiple data points such as lack of growth on STAR, lack of progress in Tier 3 interventions listed in programs and materials chart and STAR CBM specific to standards and focus skills

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 is provided:	**Number of minutes per intervention session:**
5 times a week	40-60 dependent on requirements of intervention programs, materials, and schedules

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

Data sheets record progress of student receiving intervention, PMPs reviewed by Intervention Teacher, IEP reviewed by ESE Teacher, EL Plan reviewed by ESOL Resource Teacher, MTSS team and/or administrator

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

- USA TestPrep demonstrates moderate evidence of strategies and resources for grade 9-12 students. https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies.pdf
- Phonics for Reading (Grades 3-5) https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/phonics-for-reading-research-summary.pdf
- Repeated Readings (ESSA rated Promising- https://ies.ed.gov/ncee/wwc/Intervention/759
- Mindplay Virtual Reading Coach (Grade 2-5) (ESSA Rated – Moderate) https://charts.intensiveintervention.org/aintervention

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