

UF Lab School 2020-2021 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	Christy Gabbard	Director of Program Development and Outreach	cgabbard@pky.ufl.edu	352-392-1554 x 280
Responsibility	Name	Title	Email	Phone
Elementary ELA	Christy Gabbard	Director of Program Development and Outreach	cgabbard@pky.ufl.edu	352-392-1554 x 280
Secondary ELA	Christy Gabbard	Director of Program Development and Outreach	cgabbard@pky.ufl.edu	352-392-1554 x 280
Reading Endorsement	Christy Gabbard	Director of Program Development and Outreach	cgabbard@pky.ufl.edu	352-392-1554 x 280
Reading Curriculum	Christy Gabbard	Director of Program Development and Outreach	cgabbard@pky.ufl.edu	352-392-1554 x 280
Professional Development	Christy Gabbard	Director of Program Development and Outreach	cgabbard@pky.ufl.edu	352-392-1554 x 280
Assessment	Christy Gabbard	Director of Program Development and Outreach	cgabbard@pky.ufl.edu	352-392-1554 x 280
Data Element	Christy Gabbard	Director of Program Development and Outreach	cgabbard@pky.ufl.edu	352-392-1554 x 280
Summer Reading Camp	Ross VanBoven	Curriculum Coordinator	rvanboven@pky.ufl.edu	352-392-1554 x 280
3 rd Grade Promotion	Ashley Hill	Director of Student and Family Services	ahill@pky.ufl.edu	352-392-1554 x 280

Plan Information

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

The district communicates the contents of the K-12 Comprehensive Reading Plan through annual posting of the plan on P.K. Yonge's website <https://pkyonge.ufl.edu/information/policies-publications/>

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> <i>Phonological awareness</i> <i>Phonics</i> <i>Fluency</i> <i>Vocabulary</i> <i>Comprehension</i>	The data being collected in the following measures reflects all six critical areas of reading development. The measures and decision rules are listed in the linked documents Assessments and Decision Rules	Screener is administered at the beginning of K for all students. Progress monitoring data is then collected and used as a formative measure. Screening assessments which provide a level of diagnostic information is administered in the form of SIPPS placement test. Additional diagnostic measures are administered if/when students perform below and significantly below benchmarks.	Data for Assessments is collected through direct student-teacher interaction either individually or in small group in grades K-1. In 2 nd grade limited whole group assessment is introduced including but not limited to SAT -10 assessments.	Data is collected quarterly as part of our MTSS/SST process .

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?
Assessments and Decision Rules used in 6-12	The course data collected includes but not limited to comprehension data through MAZE passages and Retell. If/When students are identified as needing additional support based on screening and progressing monitoring data is collected on fluency and vocabulary in order to inform interventions.	Screener is administered at the beginning of the year for all 6-7 students. Progress monitoring data is then collected and used as a formative measure. Screening assessments which provide a level of diagnostic information is administered in the form of SIPPS or Rewards placement test for a limited number of students if/when scores are below or significantly below. Additional diagnostic measures (QRI) are administered if/when students perform below and significantly below benchmarks	Whole group and small group within classroom settings with the exception of if/when teachers use a oral retelling as a measure. This is done individually with students and teachers.	Data is collected quarterly as part of our MTSS/SST process .

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>
<p>As a single school, school district, the monitoring of student success in the elementary, middle, and high school literacy program at P.K. Yonge Developmental Research School occurs within the structure and implementation of our multi-tiered systems of support model. Formal evidence will be collected 3 times a year (fall, winter, and spring) by classroom teachers through curriculum-based measurements to demonstrate that instruction is systematic, explicit, and based on student need.</p> <p>Curriculum-based measurements include DIBELS, Fox in the Box, Gates MacGinitie Comprehension, Gates MacGinitie Vocabulary, Fountas and Pinnel Reading Levels at the elementary level. Curriculum based measurements may include as needed: course- based standards-aligned assessments, Gates MacGinitie Comprehension, Gates MacGinitie Vocabulary, and additional district determined reading and writing assessments. <i>(How often is the data reviewed and by whom?)</i> This data will be reviewed by teachers, program development specialists, and administrators as a central focus of our quarterly Student Success Team meetings (SST). The overall system, including all student progress monitoring data, is collected and reviewed annually by a leadership team including the Director of Student and Family Services, Director of Program Development, P.K. Yonge Principal, and P.K. Yonge Director.</p> <p>As a single school, school district, the monitoring of student success in the elementary, middle, and high school literacy program at P.K. Yonge Developmental Research School occurs within the structure and implementation of our multi-tiered systems of support model. Formal evidence will be collected 3 times a year (fall, winter, and spring) by classroom teachers through curriculum-based measurements to demonstrate that instruction is systematic, explicit, and based on student need.</p> <p>Curriculum based measurements include DIBELS, Fox in the Box, Gates MacGinitie Comprehension, Gates MacGinitie Vocabulary, Fountas and Pinnel Reading Levels at the elementary level. Curriculum based measurements may include as needed: course- based standards-aligned assessments, Gates MacGinitie Comprehension, Gates MacGinitie Vocabulary, and additional district determined reading and writing assessments. This data will be reviewed by teachers, program development specialists, and administrators as a central focus of our quarterly Student Success Team meetings (SST). Student progress monitoring data, as described in 3.1 and 3.2, is collected and reviewed quarterly by school teams which include district leadership in order to make adjustments to services and core instruction as needed. <i>(What steps is the district taking to see building and classroom level data and to share findings with individual schools)?</i> Additionally, a district or K-12 school leaders review of data occurs annually as we assess the impact of the overall program. This program analysis supports school-based teams in the design and implementation of literacy supports for all students grades K-12.</p> <p><i>(Implementation Oversight)</i> The Director of Student and Family Services oversees the Multi-tiered system of support at P.K. Yonge and works directly the Director of Program Development to ensure appropriate implementation of P.K. Yonge’s student support model. These leaders work directly with K-5 Curriculum Specialist and K-12 Learning Community Leaders to ensure that students who are not responding to current instruction and progressing toward goals are receiving appropriate interventions</p>				

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	Principal /Director of Student Family Services/Director of Program Development	Weekly meetings (Learning Community leader meetings)	Based on student data and need determined by leadership	Weekly leadership meetings Weekly Learning Community Leader meetings	As needed by leadership team including learning community leaders, Curriculum Coordinator Principal, and Program Directors.
Data chats	Director of Student and Family Services, Curriculum Coordinator, LCLs	Agendas, clear goals, protocols	Monthly at minimum see “progress monitoring SST” or SST check-in referenced in MTSS handbook	See MTSS handbook	Monthly / Quarterly
Reading Leadership Team per 6A-6.053(3) F.A.C.	The Reading Leadership Team is made up of faculty members including those serving in reading coach(s) roles. These faculty members are positioned in teaching and leadership roles in K-1, 2-3, 4-5,6-8, 9 and 10-12. Each of these faculty members will received in depth training throughout the school year and will continue to both receive training specifically focused on ensuring that text complexity, along with close reading and rereading of texts, is central to lessons, providing scaffolding that does not preempt or replace text reading by students, developing and asking text dependent questions from a range of question types, emphasizing students supporting their answers based upon evidence from the text, providing extensive research and writing opportunities (claims and evidence). The ongoing training will be used to create capacity of reading knowledge specific to the instructional shifts needed to ensure students meet literacy benchmarks.				
Monitoring of plan implementation	Monitoring and implementation of the plan is overseen by the Director of Program Development in partnership with the Director of Student and Family Services. Communication of the plan and its purpose is conducted through in-person meetings with the Learning Community Leaders who also serve in the capacity of the reading leadership team along with the K-5 curriculum coordinator. Data is collected and monitored through our MTSS system				
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?		
See MTSS Handbook	Director of Student Family Services and Director of Program Development conduct weekly meetings with school leaders including but not limited to Principal, Learning Community Leaders, and Curriculum Coordinator to ensure implementation is based on student needs.		Director of Student Family Services and Director of Program Development conduct weekly meetings with school leaders including but not limited to Principal, Learning Community Leaders, and Curriculum Coordinator to ensure implementation is based on student needs.		

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	Weekly meetings	Annual review of professional learning catalog and faculty and staff professional learning activity	Annually, through a review of professional learning activity by faculty and staff	Director of Program Development. Principal, and Director of Student and Family Services.	Director of Program Development
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Weekly meetings	Annual review of professional learning catalog and faculty and staff professional learning activity	Annually, through a review of professional learning activity by faculty and staff	Director of Program Development. Principal, and Director of Student and Family Services.	Director of Program Development
Identification of mentor teachers	Principal identifies mentors	Principal monitors all mentoring activity directly.	Annually, through a review of professional learning activity by faculty and staff	Director of Program Development. Principal, and Director of Student and Family Services	Principal
Establishing of model classrooms within the school	Weekly meetings	Annual review of professional learning catalog and faculty and staff professional learning activity	Annually, through a review of professional learning activity by faculty and staff	Director of Program Development. Principal, and Director of Student and Family Services.	Director of Program Development
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Weekly meetings Calendar of weekly PLCs	Annual review of professional learning catalog and faculty and staff professional learning activity	Annually, through a review of professional learning activity by faculty and staff	Director of Program Development. Principal, and Director of Student and Family Services.	Director of Program Development

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	Annual consultation and review of the K-5 daily schedule	Walk-throughs and weekly meetings with Learning Community Leaders	Annual submission of the K-5 daily schedule	Director, Principal, Director of Program Development and Outreach, Director of Student and Family Services.	Annually AND if any adjustments are made to the schedule in K-5.
Small group differentiated instruction in order to meet individual student needs	Annual consultation and review of the K-5 daily schedule of intervention services	Walk-throughs and weekly meetings with Learning Community Leaders	Submission of data to Accountability and Assessment Coordinator to be reported in district survey periods.	Director of Program Development and Assessment and Accountability Coordinator	3 times per year.

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?

Funds have been primarily focused on supporting Elementary Coaches and Elementary Intervention teachers whose primary responsibilities include direct support to K-3 students with substantial reading deficiencies. Additionally, funds have been allocated to support summer reading intervention camp with the direct purpose of providing intensive services to K-3 students with substantial reading deficiencies.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	
District expenditures on reading coaches assigned to elementary schools	69,829.50
District expenditures on reading coaches assigned to secondary schools	10,266.00
District expenditures on intervention teachers assigned to elementary schools	67,613.50
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	14,965.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	
Amount of District Research-Based Reading Instruction Allocation	162,674.00

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?

[SAIL](#)

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

If yes, which grade levels? _K-2__

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)

N/A – We are a single school district

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?

Weekly meetings and review of schedules

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

Director of Student Family Services/Director of Program Development

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>

Annual planning meetings	Weekly/Daily records of student services, professional learning, and coaching.	Director of Student Family Services/ Director of Program Development	Annually	Consistent review of performance and support through school based leadership.
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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 – 2nd grade

IF: Student meets the following criteria at beginning of school year:
[K-2 Assessment Decision Tree](#)

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.

Strength rating = Unavailable
 Center For Collaborative Classroom – [Being a Reader](#) and [SIPPS](#)
[Evidence Base for Being a Reader](#)
[Evidence Base for SIPPS](#)

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

[K-2 Assessment Decision Tree](#)

[K-2 Assessment Decision Tree](#)

[K-2 Assessment Decision Tree](#)

How is the effectiveness of Tier 1 instruction being monitored?
[Teacher Performance System which supports monitoring of instruction](#)
[MTSS Handbook outlining our monitoring processes](#)

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
[MTSS Handbook outlining our monitoring processes](#)

How is the effectiveness of Tier 1 curriculum being monitored?

In addition to the processes outlined above, P.K. Yonge school leaders monitor data at the program level over time in addition

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

If and when program concerns arise, P.K. Yonge school leaders review professional learning strategies and provide supports as needed while monitoring data to determine if and when a curricular shift needs to occur.

	to individual teacher and classroom data to monitor the effectiveness of curriculum.	
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Virtually P.K. Instructional Continuity Plan and Implementation</p>	

IF:	Student meets the following criteria at beginning of school year: K-2 Assessment Decision Tree				
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"> • 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
	SIPPS (Strength rating = unavailable)	K-2 Assessment Decision Tree			
	Quick Reads (Strength rating = Strong)				
	Fountes and Pinnell Guided Reading (Strength rating = Strong)				
	Number of times a week intervention provided	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> <p>MTSS Handbook outlining our monitoring processes</p>				

	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Evidence on SIPPS</p> <p>Evidence on QuickReads</p>
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 2 interventions are provided through distance learning via synchronous ZOOM sessions with teachers and individual or small groups of students.</p>

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>K-2 Assessment Decision Tree</p>			
THEN:	<p>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</p>			
<p>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</p>	<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> 			
	<p><i>TIER 3 Programs/Materials/Strategies & Duration</i></p>	<p><i>TIER 3 Progress Monitoring</i></p>		
		<p><i>Assessment & Frequency</i></p>	<p><i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i></p>	<p><i>Performance Criteria that would prompt changes to Tier 3 interventions</i></p>
	<p>SIPPS</p>	<p>K-2 Assessment Decision Tree</p>		
	<p>Quick Reads</p>			
	<p>Fountes and Pinnell Guided Reading</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>3-5</p>	<p><i>Number of minutes per intervention session</i></p>	<p>20-30</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> <p>MTSS Handbook outlining our monitoring processes</p>			

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

[Evidence on SIPPS](#)

[Evidence on QuickReads](#)

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

Tier 3 interventions are provided through distance learning via synchronous ZOOM sessions with teachers and individual or small groups of students.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 3-5th grade

IF:

Student meets the following criteria at beginning of school year:

[3-5 Assessment and Decision Tree](#)

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.

*Center For Collaborative Classroom – [Being a Reader](#) and [SIPPS](#)
[Evidence Base for Being a Reader](#)
[Evidence Base for SIPPS](#)*

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

[3-5 Assessment Decision Tree](#)

[3-5 Assessment Decision Tree](#)

[3-5 Assessment Decision Tree](#)

How is the effectiveness of Tier 1 instruction being monitored?

[Teacher Performance System which supports monitoring of instruction](#)
[MTSS Handbook outlining our monitoring processes](#)

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

[MTSS Handbook outlining our monitoring processes](#)

How is the effectiveness of Tier 1 curriculum being monitored?

In addition to the processes outlined above, P.K. Yonge school leaders monitor data at the program level over time in addition to individual teacher and classroom

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

If and when program concerns arise, P.K. Yonge school leaders review professional learning strategies and provide supports as needed while monitoring data to determine if and when a curricular shift needs to occur.

TIER 1

	data to monitor the effectiveness of curriculum.	
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p><u>Virtually P.K. Instructional Continuity Plan and Implementation</u></p>	

IF:	Student meets the following criteria at beginning of school year: <u>3-5 Assessment Decision Tree</u>					
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"> • 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
	<u>SIPPS</u>		<u>3-5 Assessment Decision Tree</u>			
	<u>Quick Reads</u>					
	Fountes and Pinnell Guided Reading					
	Number of times a week intervention provided		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> <p><u>MTSS Handbook outlining our monitoring processes</u></p>						

	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Evidence on SIPPS</p> <p>Evidence on QuickReads</p>
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 2 interventions are provided through distance learning via synchronous ZOOM sessions with teachers and individual or small groups of students.</p>

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>3-5 Assessment Decision Tree</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 <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	SIPPS	3-5 Assessment Decision Tree		
	Quick Reads			
	Fountes and Pinnell Guided Reading			
	<p><i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i></p>			
	<i>Number of times a week intervention provided</i>	3-5	<i>Number of minutes per intervention session</i>	20-30
	<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> <p>MTSS Handbook outlining our monitoring processes</p>			

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

[Evidence on SIPPS](#)

[Evidence on QuickReads](#)

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

Tier 3 interventions are provided through distance learning via synchronous ZOOM sessions with teachers and individual or small groups of students.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6th -7th grades

IF:

Student meets the following criteria at beginning of school year:
[6-12 Assessment and Decision Tree](#)

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.

Center for Collaborative Classroom – [Making Meaning](#) and [Being a Writer](#)
[Evidence for Making Meaning](#)
[Evidence for Being a Writer](#)

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

[6-12 Assessment and Decision Tree](#)

[6-12 Assessment and Decision Tree](#)

[6-12 Assessment and Decision Tree](#)

How is the effectiveness of Tier 1 instruction being monitored?
[Teacher Performance System which supports monitoring of instruction](#)
[MTSS Handbook outlining our monitoring processes](#)

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
[MTSS Handbook outlining our monitoring processes](#)

How is the effectiveness of Tier 1 curriculum being monitored?

In addition to the processes outlined above, P.K. Yonge school leaders monitor data at the program level over time in addition to individual teacher and classroom

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

If and when program concerns arise, P.K. Yonge school leaders review professional learning strategies and provide supports as needed while monitoring data to determine if and when a curricular shift needs to occur.

TIER 1

	data to monitor the effectiveness of curriculum.	
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Virtually P.K. Instructional Continuity Plan and Implementation</p>	

IF:	Student meets the following criteria at beginning of school year: 6-12 Assessment and Decision Tree					
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"> • 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
			6-12 Assessment and Decision Tree			
	Fountes and Pinnell Guided Reading					
	Number of times a week intervention provided		2	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> <p>MTSS Handbook outlining our monitoring processes</p>					
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Evidence on SIPPS</p>					

	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 2 interventions are provided through distance learning via synchronous ZOOM sessions with teachers and individual or small groups of students.</p>
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IF:	Student meets the following criteria at beginning of school year: K-2 Assessment Decision Tree			
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
	SIPPS	6-12 Assessment and Decision Tree		
	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	2	Number of minutes per intervention session	20-30
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? MTSS Handbook outlining our monitoring processes			
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Evidence on SIPPS			
	<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 3 interventions are provided through distance learning via synchronous ZOOM sessions with teachers and individual or small groups of students.</p>			