

Hendry County 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	Dr. Barbara Mundy	Director/Federal Programs	mundyb@hendry-schools.net	LaBelle (863) 674-4108 Clewiston (863) 983-1508
Responsibility	Name	Title	Email	Phone
Elementary ELA	Dr. Barbara Mundy	Director/Federal Programs	mundyb@hendry-schools.net	LaBelle (863) 674-4108 Clewiston (863) 983-1508
Secondary ELA	Dr. Barbara Mundy	Director/Federal Programs	mundyb@hendry-schools.net	LaBelle (863) 674-4108 Clewiston (863) 983-1508
Reading Endorsement	James Sealey	Director of Human Resources	sealeyj@hendry-schools.net	(863)674-4555
Reading Curriculum	Patty Sutton	Administrator/Federal Programs	suttonp@hendry-schools.net	LaBelle (863) 674-4108 Clewiston (863) 983-1508
Professional Development	James Sealey	Director of Human Resources	sealeyj@hendry-schools.net	(863)674-4555
Assessment	Kristi Durance	Administrator of ESE and Student Services, Assessment Coordinator and Accountability Contact	durancek@hendry-schools.net	(863) 674-4164 X 4227
Data Element	Jason Adams	Director of IT	adamsj@hendry-schools.net	(863) 674-4559
Summer Reading Camp	Patty Sutton	Administrator/Federal Programs	suttonp@hendry-schools.net	LaBelle (863) 674-4108 Clewiston (863) 983-1508
3 rd Grade Promotion	Dr. Barbara Mundy	Director/Federal Programs	mundyb@hendry-schools.net	LaBelle (863)674-4108 Clewiston (863) 983-1508

Plan Information

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

The Reading Plan is shared at the District Leadership meeting to all Directors in the LEA.

The District Leadership Team shares the Reading Plan with principals and administrators at principals' meeting.

Principals at individual schools share at faculty meetings and district coaches on school sites will share with teachers, the Administrator of Federal Programs shares with reading coaches and reading resource teachers.

Principals also share at school level SAC Meetings, and other Parent meetings such as the Title I annual meeting.

The Reading Plan is posted on District website for community access.

**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>	Data on oral language	Progress monitoring	Sound Partners (PK-2 nd)	Weekly by teachers, monthly by resource teachers, quarterly by reading coaches and district.
<i>Phonological awareness</i>	Data on phonological awareness	Progress monitoring Diagnostic Screener	i-Ready Waterford Early Reading (PK-K) STAR Early Lit (Screener PK-K)	i-Ready (3xyear) Waterford (3xyear) Star early literacy (3xyear)
<i>Phonics</i>	Data on phonics	Progress monitoring Diagnostic Screener	i-Ready Mindplay Spalding Lexonik Fountas & Pinnell Leveled Literacy Intervention Waterford Early Reading (PK-K) STAR Early Lit (PK-K)	i-Ready (3xyear) Waterford (3xyear) Star early literacy (3xyear)
<i>Fluency</i>	Data on fluency	Progress monitoring Diagnostic Screener	i-Ready Fountas & Pinnell Leveled Literacy Intervention STAR	i-Ready (3xyear) Star early literacy (3xyear)
<i>Vocabulary</i>	Data on vocabulary	Progress monitoring Diagnostic Screener	i-Ready Fountas & Pinnell Leveled Literacy Intervention STAR	i-Ready (3xyear) Star early literacy (3xyear)
<i>Comprehension</i>	Data on comprehension	Progress monitoring Diagnostic	i-Ready Fountas & Pinnell	i-Ready (3xyear) STAR (3xyear)

		Screener	Leveled Literacy Intervention STAR	
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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?
i-Ready (6-8)	<ul style="list-style-type: none"> ● Reading (comprehension, vocabulary, fluency, phonics) 	<ul style="list-style-type: none"> ● Diagnostic/progress monitoring 	<ul style="list-style-type: none"> ● Computer-based diagnostic/progress monitoring 	<ul style="list-style-type: none"> ● i-Ready diagnostic (3x/year)
SIM/Xtreme Reading (6-12)	<ul style="list-style-type: none"> ● Beginning, middle, and end of the year benchmark assessments ● Pre- and Post- unit assessment ● Weekly progress monitoring checks ● Fluency and comprehension checks 	<ul style="list-style-type: none"> ● Screener ● Progress monitoring ● Formative ● Summative 	<ul style="list-style-type: none"> ● Computer-based screener ● Computer-based beginning, middle, end of year benchmarks ● Paper-based formative progress monitoring weekly checks ● Paper-based fluency checks ● Paper-based comprehension checks 	<ul style="list-style-type: none"> ● Benchmarks 3 times per year ● Pre/Posttests with each unit, average one unit per month ● Progress monitoring weekly ● Fluency and comprehension @24 x per year
Lexonik (6-12)	<ul style="list-style-type: none"> ● Fluency ● Progress monitoring on 10 activities: decoding, morphology 	<ul style="list-style-type: none"> ● Fluency screener ● Progress monitoring 	<ul style="list-style-type: none"> ● Paper-based, administered by teacher to individual students ● Paper-based formative progress monitoring 	<ul style="list-style-type: none"> ● Screener - 2x -Pre/Post screener before/after 6-week program
Study Island (6-12)	<ul style="list-style-type: none"> ● Comprehension benchmarks on standards-based performance ● Standards-based practice and formative comprehension assessments 	<ul style="list-style-type: none"> ● Formative, progress monitoring ● Summative 	<ul style="list-style-type: none"> ● Computer-based standards-aligned practice and assessments 	<ul style="list-style-type: none"> ● Benchmarks, 3x per year ● Progress monitoring, at least monthly
Exact Path (6-12)	<ul style="list-style-type: none"> ● Comprehension 	<ul style="list-style-type: none"> ● Diagnostic screener ● Formative, progress monitoring ● Summative 	<ul style="list-style-type: none"> ● Computer-based diagnostic/progress monitoring 	<ul style="list-style-type: none"> ● Diagnostic screener at start of program ● Summative at end of the program ● Daily practice and periodic end of unit progress checks

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>
District Level data meetings held quarterly School level data meetings held quarterly.	The LEA uses a 4-step problem solving process: Define, Analyze, Implement, Evaluate	Data is discussed at district leadership meetings as well as with principals.	Principals meetings	Director of Federal Programs and the Deputy Superintendent.

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, Assistant Principal	Through observation and notes	Weekly	Shared through PLC's, Grade level meetings, principals' meetings	Data is reviewed monthly by the administrative team and the reading resource teachers. Coaches review the data quarterly and after diagnostics
Data chats	Principal, Assistant Principal	Data Notebooks	Administrators collect 3 times a year, Teachers – ongoing throughout the school year	Shared through PLC's, Grade level meetings, principals' meetings, and through data chats with students	Data is reviewed monthly by the administrative team and the reading resource teachers. Coaches review the data quarterly and after diagnostics
Reading Leadership Team per 6A-6.053(3) F.A.C.	Principal establishes a Reading Leadership	Principals' meetings, Leadership meeting,	Monthly	Team shares data with Administrative team,	Monthly by administrative team,

	Team at each site, Goals and objectives aligned to SIPS are generated yearly based on the most recent data. District reading coaches collaborate with the Reading resource teachers to lead the team at each school.	Coaches meetings and through the reading coaches plan of actions created with principals		Administrative team shares with district leadership.	Reading leadership team, and teachers
Monitoring of plan implementation	Principal, assistant principal	Observation and notes	Monthly	PLC's, Lead teacher meetings and grade level teams	Data is viewed monthly by administrative team and reading resource teachers
Other: (Specify)					
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?		
School sites use a 4-step problem-solving process: Define, Analyze, Implement, and Evaluate	Through group or individual principals' meetings, At the school level - Weekly notes/emails/meetings are sent to the staff member if the admin feels the plan is not being implemented. If the written notice does not improve, they will need to have a face to face meeting with the admin. The admin will discuss the walkthrough, data collect and create a plan specifically for that teacher.		District leadership will support school level building by providing walkthrough data, professional development and completing the coaching cycle.		

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	Through the reading plan collaborative process, and then at a monthly district principals' and leadership meeting	Through track it, observation, and notes	Monthly through the PD process – Track it.	PD is reported through track it to HR	Director of HR and Director of Federal Programs
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Through the reading plan collaborative process, and then at a monthly district principals' and leadership meeting, PD provided by RTI project	Through track it, observation, and notes, attendance of PLC's	Monthly through the PD process – Track it.	PD is reported through track it to HR	Director of HR and Director of Federal Programs
Identification of mentor teachers	Through the reading plan collaborative process, and then at a monthly district principals' and leadership meeting	Through track it, observation, and notes	Monthly through the PD process – Track it.	PD is reported through track it to HR	Director of HR and Director of Federal Programs
Establishing of model classrooms within the school	Discussions at monthly district principals' and leadership meeting as to where these classrooms/teachers are located.	Through track it, observation, and notes	Monthly through the PD process – Track it.	PD is reported through track it to HR	Director of HR and Director of Federal Programs
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Common grade level planning, and through the district reading plan, at monthly district principals' and leadership meeting	Through track it, observation, and notes	Yearly through lesson plans and scheduling	Yearly through lesson plans and scheduling	Director of HR and Director of Federal Programs

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	Initially through the Implementation of a master schedule that includes a 90 min. reading block and reading plan, and then at a monthly district principals' and leadership meeting,	Through lesson plans, walkthroughs, and observations.	Through scheduling and course codes	Director of IT	Quarterly
Small group differentiated instruction in order to meet individual student needs	Initially through the reading plan, and then at a monthly district principals' and leadership meeting	Through lesson plans, walkthroughs, and observations.	Through scheduling, MTSS process, and lesson plans	Principals	Quarterly

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?

The reading plan funds district coaches who are monitoring K-3 reading deficiencies and creating plans of action with individual principals to address the needs of the students with deficiencies. In addition, Title I, part A funds a reading resource teacher that monitors the progress of K-3 students, with special focus on the subgroups in the Federal Index for each individual school. Additional funds purchase an intervention curriculum – leveled literacy intervention which is evidence based to assist with closing the gaps in reading achievement in grades K-3. Title II funds reading endorsement stipends to teachers to become reading endorsed so the highest quality teachers are teaching students in K-3.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	N/A
District expenditures on reading coaches assigned to elementary schools	\$282,729.00
District expenditures on reading coaches assigned to secondary schools	0
District expenditures on intervention teachers assigned to elementary schools	0
District expenditures on intervention teachers assigned to secondary schools	\$144,616.00
District expenditures on supplemental materials or interventions for elementary schools	\$42,074.00
District expenditures on supplemental materials or interventions for secondary schools	0
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	0
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	\$469,419.00
Amount of District Research-Based Reading Instruction Allocation	\$469,419.00

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.

The LEA uses FSA scores and iReady Diagnostic 3 to select students for summer reading camp. Evidence based instructional materials utilized for the summer reading camp are iready, CARS/STARS, Leveled Literacy Intervention, and Nearpod.

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

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

If yes, which grade levels? _____

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

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

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

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

Each school principal is responsible for a needs assessment based on their students' data. Data is derived from FSA data, iready data, and other assessments utilized at each school. Principals use the Edudata website as well as data within the CIMS. Various plans within the district such as the reading plan, School Improvement Plans, and the District Coaches Action Plans align and are based on the data in addition to analyzing the Federal Index subgroups for each school. The problem-solving method utilized is a 4-Step model:

1) Define - What is the problem?

Describe the difference between current and desired levels of performance

Define that difference (the problem) in observable and measurable terms

2) Analyze – Why is this occurring?

Develop multiple ideas about why the problem is occurring, focusing on things people can control

Determine which of those ideas have supporting evidence, which sometimes means collecting or examining additional data

3) Implement – Create a plan and implement the plan

Create a plan to address the reason for the problem, using strategies that are likely to work (e.g., "evidence-based")

Identify ways to monitor how accurately the plan was followed, the effectiveness of the plan, and the resources needed to implement the plan

4) Evaluate – Is the plan working?

Evaluate whether the plan was effective, revisiting the problem-solving process as needed

These discussions are ongoing and occur at the beginning of the year/summer meeting.

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?

Guidance is provided to principals at district level principals' meetings and other meetings held. These guidelines are reinforced when directors meet with principals individually. Additionally, when coaches meet with principals to create a plan of action for the year for the individual schools, the guidelines are covered.

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

The District Coaches are supervised by the Director of Federal Programs and the Administrator of Federal Programs. Bi-monthly meetings are held with the coaches to monitor plans of action at the school level, reading curriculum, district professional development needs, and any other needs that may be discussed.

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>
The District Leadership team will convey the information to principals. District coaches will also communicate to principals.	Digital Coaching logs	Dr. Barbara Mundy	Quarterly	Coaches/teachers and other stakeholders: <ul style="list-style-type: none"> ● Examine the data ● Describe the data ● Interpret the data ● Reflect on the implications of the data ● Reflect on the data ● Debrief of the process

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:
students score a scaled score of 497-529 on FLKRS, then students are placed in the Green Zone.

THEN: **TIER 1 Only**

TIER

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.

Journeys – Strong ESSA Rating:

https://www.voyagersopris.com/docs/default-source/literacy/passport-reading-journeys/essa_flyer_passport_journeys_web.pdf?sfvrsn=a8403090_4

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

Florida Kindergarten Readiness Screener (FLKRS- StarEL)
Administered within the first 30 days

Scaled Score of 497-529

Scaled Score <497

How is the effectiveness of Tier 1 instruction being monitored?

Administrators, coaches, teachers and other stakeholders monitor the effectiveness of instruction.

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

Grade-level PLC's
Data Chats
Staff meetings
Rtl/MTSS meetings

	<p>How is the effectiveness of Tier 1 curriculum being monitored? Curriculum effectiveness is monitored through formative assessment data.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>Grade-level PLC's Data Chats Staff meetings Rtl/MTSS meetings</p>
	<p>How is instruction modified for students who receive instruction through distance learning? Face to face meetings are held through Google Meets Class Dojo utilized on a daily basis Students are given iPads and Kindles to use for digital learning. Students are given packets of materials and supplies. The packets are updated weekly and are targeted to address the area(s) of need.</p>	

IF:	Student meets the following criteria at beginning of school year: students score a scaled score of 438-496 on FLKRS				
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) 				
	<i>TIER 2 Programs/Materials/Strategies & Duration</i>	<i>TIER 2 Progress Monitoring</i>			
		<i>Assessment & Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>
	Sound Partners	Sound Partners Every 2 weeks	The gap is closing and there is an increased rate of growth.	If the gap between the student and the grade group is 30%-40%	Loss of growth rate and the risk level increases over time
Seeing Stars	Seeing Stars	The gap is closing and there is an	If the gap between the student and the	Loss of growth rate and the risk level	

	Every 2 weeks	increased rate of growth.	grade group is 30%-40%	increases over time
Leveled Literacy	LLI Every 2 weeks	The gap is closing and there is an increased rate of growth.	If the gap between the student and the grade group is 30%-40%	Loss of growth rate and the risk level increases over time
<i>Number of times a week intervention provided</i>	3	<i>Number of minutes per intervention session</i>	30	
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>Administrators/coaches/teachers/other stakeholders:</p> <ul style="list-style-type: none"> Analyze data to identify the problem Determine a plan of action including the resources to be used Implement intervention based on action plan Monitor fidelity of interventions to ensure the intervention is effective and aligned with the core curriculum Conduct RTI/MTSS meetings to evaluate student progress 				
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>According to ESSA evidence standards Sound Partners has strong evidence based on the ESSA rating. (.58 effect size.) According to ESSA evidence standards Leveled Literacy Interventions (LLI) has strong evidence based on the ESSA rating. (.13 effect size.)</p> <p>Seeing Stars – Promising Evidence based on study cited on WWC: http://eric.ed.gov/?id=EJ1129862</p> <p>Approximately a 20% gap between the intervention group and the student should indicate need for problem solving team conversations, not necessarily a firm indicator of advancement to tier 3. If there is a distinct gap between student and class/grade level/demographic subgroup, is a point of discussion and included on the graph. If a discrepancy between current and expected performance exists decisions are made to increase the intensity of the intervention during an RTI meeting.</p>				
<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p> <p>Face- to- face meetings are held through Google Meets for a small group of students Class Dojo utilized on a daily basis Students are given iPads and Kindles to use for digital learning. Students are given packets of materials and supplies. The packets are updated weekly and are targeted to address the area(s) of need.</p>				

	Support from push-in teachers as needed. (ESE Teacher/Resource Teacher)
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IF:	Student meets the following criteria at beginning of school year: students receive a scaled score of 437 and below on their iReady diagnostic
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THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
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TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	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>
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	<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>
		Students will be instructed in Alphabetic Principle, Concept of Print, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, and Listening Comprehension at the sentence and paragraph level using CKLA.	CKLA (curriculum) Weekly	The gap is closing and there is an increased rate of growth.
	Small groups of 3-5 will be formed by results of screener to differentiate instruction providing explicit instruction using multisensory activities and strategies based on the student's individual needs. The following examples of multisensory strategies will be incorporated in the classroom: <ul style="list-style-type: none"> ● Use graphic organizers to assist with comprehension strategies ● Tap out sounds ● Use body movements for various sounds ● Use textured materials to 	CKLA (curriculum) Weekly	The gap is closing and there is an increased rate of growth.	Loss of growth rate and the risk level increases over time.

<ul style="list-style-type: none"> manipulate letters in words Use food that begins with the focus sound to reinforce the sounds(/c/ cookies) 			
<p>Differentiated Instruction will include but not limited to phonemic awareness lessons, concept of print, alphabetic principle, oral language development, vocabulary, and listening comprehension.</p>	<p>CKLA (curriculum)</p> <p>Weekly</p>	<p>The gap is closing and there is an increased rate of growth.</p>	<p>Loss of growth rate and the risk level increases over time.</p>
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p>			
<p>Number of times a week intervention provided</p>	<p>4</p>	<p>Number of minutes per intervention session</p>	<p>30</p>
<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>RTI team meetings are in place to analyze student data and determine a plan of action and become more frequent for Tier 3</p> <p>Students in this category that have been identified as having a substantial reading deficiency, based on the results of their first FLKRS Benchmark assessment and/or their first iReady Diagnostic Benchmark Assessment, will be provided with a level and content of daily differentiated intervention strategies as per iReady prescriptive instruction.</p> <p>Analyze data results to determine level and content of differentiated intervention and to provide targeted instruction in areas identified in FLKRS.</p> <p>Students scoring substantially below grade level FLKRS scores will receive immediate intensive intervention five days a week for a minimum of 30 minutes a day in addition to the 90 minute ELA block in groups of 3-5 students. Students who score a scaled score of 437 or lower will be placed in a 30 minutes Immediate Intensive Intervention grouping size of 3-5. Students will be assessed further in Phonological Awareness. If PA is below mastery then provide PA immediate intensive intervention while continuing to work on print awareness and oral language development. If Phonological Awareness level is at or above mastery, immediate intensive intervention in phonics will be provided while continuing to build vocabulary, fluency, and comprehension.</p> <p>Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Amplify CKLA is supported with moderate evidence according to ESSA: https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</p>			
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Face- to- face meetings are held through Google Meets for a small group of 3 or fewer students</p> <p>Class Dojo utilized on a daily basis</p>			

Students are given iPads and Kindles to use for digital learning.
 Students are given packets of materials and supplies. The packets are updated weekly and are targeted to address the area(s) of need.
 Support from push-in teachers as needed. (ESE Teacher/Resource Teacher)

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 1st-2nd

IF:

Student meets the following criteria at beginning of school year:
students score in the 46th %tile or higher on the National Norms Percentile Rank, iReady Tier 1, Profiles 4, 5, or is on or above grade level, they will be in the GREEN Success Zone.

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.

Journeys – Strong ESSA Rating:

https://www.voyagersopris.com/docs/default-source/literacy/passport-reading-journeys/essa_flyer_passport_journeys_web.pdf?sfvrsn=a8403090_4

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

iReady Diagnostic administered 3 times a year.
 STAR Reading assessment administered 4 times a year.

score in the 46th %tile or higher on the National Norms Percentile Rank, iReady Tier 1, Profiles 4, 5, or is on or above grade level,

score below the 46th %tile the National Norms Percentile Rank, iReady Tier 2, Profiles 3, below grade level,

	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>Administrators, coaches, teachers and other stakeholders monitor the effectiveness of instruction.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>Grade-level PLC's Data Chats Staff meetings Rtl/MTSS meetings</p>	
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>Curriculum effectiveness is monitored through formative assessment data.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>Grade-level PLC's Data Chats Staff meetings Rtl/MTSS meetings</p>	
<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Face to face meetings are held through Google Meets Class Dojo utilized on a daily basis Students are given iPads and Kindles to use for digital learning. Students are given packets of materials and supplies. The packets are updated weekly and are targeted to address the area(s) of need.</p>			

IF:	<p>Student meets the following criteria at beginning of school year: <i>students score in the 10th – 45th %tile on the National Norms Percentile Rank, iReady Tier 2, Profile 3, and/or one year below grade level, they will be in the YELLOW Success Zone</i></p>	
THEN:	<p>TIER 1 instruction and TIER 2 interventions</p>	
TIER 1 instruction and TIER 2	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> ● <i>are standards-aligned</i> ● <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> ● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> ● <i>are matched to the needs of the students</i> ● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> ● <i>occurs during time allotted in addition to core instruction</i> ● <i>includes accommodations (IEP, ESOL or 504)</i> 	
		<p>TIER 2 Progress Monitoring</p>

inter venti ons	<i>TIER 2 Programs/Materials/Strategies & Duration</i>	<i>Assessment & Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>	
	Guided Reading Small group differentiated instruction that focuses on before, during and after reading comprehension strategies.	LLI Every 2 weeks	The gap is closing and there is an increased rate of growth.	If the gap between the student and the grade group is 30%-40%	Loss of growth rate and the risk level increases over time	
	Fountas and Pinnell Leveled Literacy Intervention, addresses language, phonics, word work, sentence complexity/dictation, vocabulary and comprehension literary and informational texts	LLI Every 2 weeks	The gap is closing and there is an increased rate of growth.	If the gap between the student and the grade group is 30%-40%	Loss of growth rate and the risk level increases over time	
	Utilize Profile 3 iReady small group lesson plans that focus on fluency, vocabulary, and comprehension in literary and inform	iReady Every 2 weeks	The gap is closing and there is an increased rate of growth.	If the gap between the student and the grade group is 30%-40%	Loss of growth rate and the risk level increases over time	
	<i>Number of times a week intervention provided</i>	3	<i>Number of minutes per intervention session</i>	30		
	<i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i>					
	Administrators/coaches/teachers/other stakeholders:					
	<ul style="list-style-type: none"> ● Analyze data to identify the problem ● Determine a plan of action including the resources to be used ● Implement intervention based on action plan ● Monitor fidelity of interventions to ensure the intervention is effective and aligned with the core curriculum ● Conduct RTI/MTSS meetings to evaluate student progress 					
	<i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i>					
<p>According to ESSA evidence standards Leveled Literacy Interventions (LLI) has strong evidence based on the ESSA rating. (.13 effect size.)</p> <p>According to Curriculum Associates, iReady meets ESSA's Tier 3 (Promising Evidence)</p> <p>Approximately a 20% gap between the intervention group and the student should indicate need for problem solving team conversations, not necessarily a firm indicator of advancement to tier 3. If there is a</p>						

	<p>distinct gap between student and class/grade level/demographic subgroup, is a point of discussion and included on the graph. If a discrepancy between current and expected performance exists decisions are made to increase the intensity of the intervention during an RTI meeting.</p>
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning? Face to face meetings are held through Google Meets Class Dojo utilized on a daily basis Students are given iPads and Kindles to use for digital learning. Students are given packets of materials and supplies. The packets are updated weekly and are targeted to address the area(s) of need.</p>

IF:	<p>Student meets the following criteria at beginning of school year: <i>students score in the 9th %tile on the National Norms Percentile Rank, iReady Tier 3, Profile 1-2, and/or below more than one grade level, they will be placed in the Red Zone. Red Zone students are considered to have a substantial reading deficiency.</i></p>
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THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
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TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> ● extended time ● targeted instruction based on student need ● small group or one-on-one instruction ● accommodations (IEP, ESOL, or 504) ● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions ● <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	Fountas and Pinell Leveled Literacy Intervention, addresses language, phonics, word work, sentence complexity/dictation, vocabulary and comprehension literary and informational texts	Weekly	The gap is closing and there is an increased rate of growth.	Loss of growth rate and the risk level increases over time.
	Decodable readers (decoding and fluency strategies)	Weekly	The gap is closing and there is an increased rate of growth.	Loss of growth rate and the risk level increases over time.
Small group differentiated instruction that focuses on before, during and after reading comprehension strategies for literary and informational text	Weekly	The gap is closing and there is an increased rate of growth.	Loss of growth rate and the risk level increases over time.	

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

4 to 5

Number of minutes per intervention session

120

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

Students in this category that have been identified as having a substantial reading deficiency, based on their first iReady Diagnostic Benchmark Assessment, will be provided with daily differentiated intervention strategies as per iReady prescriptive instruction. Analyze data results to determine level and content of daily differentiated intervention and to provide targeted iReady prescriptive instruction

- Profile 1 Students scoring substantially below grade level benchmark category will receive immediate intensive intervention five days a week for a minimum of 30 minutes per day in groups of 3-5 students. This is in addition to the 90 minute ELA block.
- Profile 2 Students scoring one year below grade level benchmark category will receive intensive intervention five days a week for a minimum of 20 minutes per day in groups of 5 students. This is in addition to the 90 minute ELA block.
- Profile 1 & 2 Students will be assessed in phonics. If phonics is below mastery, then assess phonological awareness. If phonological awareness is below mastery, then provide immediate intensive intervention while continuing to build phonics, vocabulary, fluency, and comprehension skills. If phonics is at or above mastery, instruct in fluency. Continue to build vocabulary and comprehension instruction.

Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.

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

According to ESSA evidence standards Leveled Literacy Interventions (LLI) has strong evidence based on the ESSA rating. (.13 effect size.)

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

Face to face meetings are held through Google Meets

Class Dojo utilized on a daily basis

Students are given iPads and Kindles to use for digital learning.

Students are given packets of materials and supplies. The packets are updated weekly and are targeted to address the area(s) of need.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 3rd-5th

IF:

Student meets the following criteria at beginning of school year:
students score in the 46th %tile or higher National Norms Percentile Rank, scored an FSA Level of 3-5, are considered Tier 1, are placed in the iReady Profiles 4-5, and scores on or above grade level, they are in the Green Success Zone.

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.

Journeys – Strong ESSA Rating:

https://www.voyagersopris.com/docs/default-source/literacy/passport-reading-journeys/essa_flyer_passport_journeys_web.pdf?sfvrsn=a8403090_4

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

iReady Diagnostic administered 3 times a year.
 STAR Reading assessment administered 4 times a year.

score in the 46th %tile or higher on the National Norms Percentile Rank, iReady Tier 1, Profiles 4, 5, or is on or above grade level,

score below the 46th %tile the National Norms Percentile Rank, iReady Tier 2, Profiles 3, below grade level,

How is the effectiveness of Tier 1 instruction being monitored?

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

Grade-level PLC's
 Data Chats

	Administrators, coaches, teachers and other stakeholders monitor the effectiveness of instruction.	Staff meetings Rtl/MTSS meetings
	How is the effectiveness of Tier 1 curriculum being monitored? Curriculum effectiveness is monitored through formative assessment data.	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Grade-level PLC's Data Chats Staff meetings Rtl/MTSS meetings
	How is instruction modified for students who receive instruction through distance learning? Face to face meetings are held through Google Meets Class Dojo utilized on a daily basis Students are given iPads and Kindles to use for digital learning. Students are given packets of materials and supplies. The packets are updated weekly and are targeted to address the area(s) of need.	

IF:	Student meets the following criteria at beginning of school year: <i>students score in the 10-45th %tile National Norms Percentile Rank, scored an FSA Level 2 (low), are considered Tier 2, are placed in the iReady Profile 3, and/or scores one year below grade level, they will be in the Yellow Success Zone.</i>				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	Phonics for Reading Program	Phonics for Reading Every 2 Weeks	The gap is closing and there is an	If the gap between the student and the	Loss of growth rate and the risk level

		increased rate of growth.	grade group is 30%-40%	increases over time
Utilize Profile 3 iReady small group lesson plans that focus on fluency, vocabulary, and comprehension in literary and inform	iReady Every 2 Weeks	The gap is closing and there is an increased rate of growth.	If the gap between the student and the grade group is 30%-40%	Loss of growth rate and the risk level increases over time
Fountas and Pinnell Leveled Literacy Intervention, addresses language, phonics, word work, sentence complexity/dictation, vocabulary and comprehension literary and informational texts	LLI Every 2 Weeks	The gap is closing and there is an increased rate of growth.	If the gap between the student and the grade group is 30%-40%	Loss of growth rate and the risk level increases over time
Number of times a week intervention provided	3	Number of minutes per intervention session	90	
<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>Administrators/coaches/teachers/other stakeholders:</p> <ul style="list-style-type: none"> Analyze data to identify the problem Determine a plan of action including the resources to be used Implement intervention based on action plan Monitor fidelity of interventions to ensure the intervention is effective and aligned with the core curriculum Conduct RTI/MTSS meetings to evaluate student progress 				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Approximately a 20% gap between the intervention group and the student should indicate need for problem solving team conversations, not necessarily a firm indicator of advancement to tier 3. If there is a distinct gap between student and class/grade level/demographic subgroup, is a point of discussion and included on the graph. If a discrepancy between current and expected performance exists decisions are made to increase the intensity of the intervention during an RTI meeting.</p> <ul style="list-style-type: none"> According to ESSA evidence standards Leveled Literacy Interventions (LLI) has strong evidence with a .13 effect size. Curriculum Associates analyzed data from more than one million students who took the <i>i-Ready Diagnostic</i> in the 2017–2018 school year. In both reading and mathematics, students who used <i>i-Ready Instruction</i> for an average of 45 minutes or more per subject per week for at least 18 weeks experienced greater learning gains compared to students who did not, when controlling for prior achievement. This study also examined differences among special populations. Students who were ELs, students with disabilities, and students who were economically disadvantaged who used <i>i-Ready Instruction</i> all saw greater growth than students from the same subgroups who did not have access to the program. The significance of the findings and the rigorous study design provide support for <i>i-Ready</i> as a program that meets the criteria for ESSA Level 3. 				

- Phonics for Reading - <https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/phonics-for-reading-research-summary.pdf>

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

Face to face meetings are held through Google Meets

Class Dojo utilized on a daily basis

Students are given iPads and Kindles to use for digital learning.

Students are given packets of materials and supplies. The packets are updated weekly and are targeted to address the area(s) of need.

IF:	Student meets the following criteria at beginning of school year: students score in the 9 th %tile or lower National Norms Percentile Rank on iReady diagnostic, scored an FSA Level 1 , are considered Tier 3, are placed in the iReady Profile 1-2, and/or scores more than one year below grade level, they will be in the Red Success Zone . Students in the red zone are			
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> 			
	<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>
	Instruct in Phonics using Phonics for Reading Program, decodable books and decodable comprehension stories	Phonics for Reading Weekly	The gap is closing and there is an increased rate of growth.	Loss of growth rate and the risk level increases over time.
	Utilize Profile 3 iReady small group lesson plans that focus on fluency, vocabulary, and comprehension in literary and inform	iReady Weekly	The gap is closing and there is an increased rate of growth.	Loss of growth rate and the risk level increases over time.
Fountas and Pinell Leveled Literacy Intervention, addresses language, phonics, word work, sentence complexity/dictation, vocabulary and comprehension literary and informational texts	LLI Weekly	The gap is closing and there is an increased rate of growth.	Loss of growth rate and the risk level increases over time.	

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

4 to 5

Number of minutes per intervention session

120

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

Students in this category that have been identified as having a substantial reading deficiency, based on their first iReady Diagnostic Benchmark Assessment, will be provided with a level and content of daily differentiated intervention strategies as per iReady prescriptive instruction.

- FSA Level 1 / I-Ready Profile 1 and 2: Analyze data results to determine level and content of daily differentiated intervention and to provide targeted iReady prescriptive instruction
- FSA Level 1 Lower End / i-Ready Profile 1: Students scoring substantially below grade level benchmark category will receive immediate intensive intervention five days a week for a minimum of 30 minutes per day in groups of 3-5 students in addition to the 90 minute ELA block.
- FSA Level 1 Higher End / i-Ready Profile 2: Students scoring more than one year below grade level benchmark category will receive intensive intervention five days a week for a minimum of 30 minutes per day in groups 3-5 students in addition to 90 minute ELA block.

Students will be assessed in phonics. If phonics is below mastery level then Administer Phonological Awareness inventory. If Phonological Awareness is below mastery then provide additional phonological awareness and phonics instruction during immediate intensive intervention consisting of groups of 3-5 students with additional 30 minutes daily. Promote automaticity by providing practice with Fluency at the sentence level and paragraph level. Continue to provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text. If phonics is at mastery or above mastery level, continue to instruct in fluency and provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text.

Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.

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

- According to ESSA evidence standards Leveled Literacy Interventions (LLI) has strong evidence with a .13 effect size.
- Curriculum Associates analyzed data from more than one million students who took the *i-Ready Diagnostic* in the 2017–2018 school year. In both reading and mathematics, students who used *i-Ready Instruction* for an average of 45 minutes or more per subject per week for at least 18 weeks experienced greater learning gains compared to students who did not, when controlling for prior achievement. This study also examined differences among special populations. Students who were ELs, students with disabilities, and students who were economically disadvantaged who used *i-Ready Instruction* all saw greater growth than students from the same subgroups who did not have access to the program. The

significance of the findings and the rigorous study design provide support for *i-Ready* as a program that meets the criteria for ESSA Level 3.

- Phonics for Reading - <https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/phonics-for-reading-research-summary.pdf>

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

Face to face meetings are held through Google Meets

Class Dojo utilized on a daily basis

Students are given iPads and Kindles to use for digital learning.

Students are given packets of materials and supplies. The packets are updated weekly and are targeted to address the area(s) of need.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6th-8th

IF:

Student meets the following criteria at beginning of school year:

- All students take ELA 6, 7 or 8 (or 8th grade Pre-AP) unless they are provided Florida Standards Access Points (FS-APs) for English language arts instruction.
- Students not scheduled for Tier 2 or 3 interventions if they have a current proficient/passing score of level 3, 4, or 5.
- I-Ready diagnostic scores at grade level for previous school year.

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 Language Arts Florida Standards Edition 2018.** Grade 6-8 Springboard text and resources partially meet Florida Standards (CCSS) alignment and expectations, retrieved at: <https://www.edreports.org/reports/overview/springboard-english-language-arts-common-core-edition-2014>
- **Pre-AP English 1, College Board Resources** published as model lessons by Advanced Placement, College Board. Areas of focus: Reading closely complex literary and informational text, valuing and incorporating textual evidence in writing and speaking, and noticing language choices. AP Literature and Composition, Bedford, Freeman and Worth Publishing Group - Literature and Composition, Carol Jago (2011). College Board--aligned to Florida Standards per research report Common Core State Standards Alignment Research Report 2011-2018 by Beth Hart, Elaine Carman, Danielle Luisier and Natasha Vasavada retrieved from <http://secure-media.collegeboard.org/digitalServices/pdf/research/RR2011-8.pdf>
- **EL Education 6-8 ELA Curriculum** has received the highest rating from edreports.org and is fully aligned to the Common Core/Florida LAFS <https://www.edreports.org/reports/detail/springboard-english-language-arts-common-core-edition-2018-8>

Progress Monitoring		
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
<ul style="list-style-type: none"> • i-Ready Diagnostic/progress monitoring • EL curriculum mid- and end-of-unit assessments • Standards Mastery/Benchmark quizzes 	<ul style="list-style-type: none"> • Grade level proficiency on mid-year i-Ready diagnostic assessment • Score of 70% or higher on EL assessments • Score of 70% or higher on Standards Mastery/Benchmark quizzes 	<ul style="list-style-type: none"> • Lower than grade level proficiency on mid-year i-Ready diagnostic assessment • Score of 69% or lower on EL assessments • Score of 69% or lower on Standards Mastery/Benchmark quizzes
<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>Administrators monitor the effectiveness of instruction; MTSS team monitors student performance in core ELA classes.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>School administrators are assigned to work with certain teachers, often according to content areas. They check teachers' grade reports weekly, communicating with teachers regarding concerns. MTSS committees have monthly meetings to study student assessment data, address teacher referrals, and determine which students may need additional report.</p>	
<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>School administration team and MTSS committee monitors students' performance on assessments and in core curriculum classes. Data is analyzed in building leadership meetings and used in discussion of curriculum effectiveness.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <ul style="list-style-type: none"> • Analyze data to identify the problem • Determine a plan of action including the resources to be used • Implement intervention based on action plan • Monitor fidelity of interventions to ensure the intervention is effective and aligned with the core curriculum • Conduct RTI/MTSS meetings to evaluate student progress • Annual review of curriculum effectiveness when preparing to order curriculum materials for the following school year. 	
<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Face to face meetings are held through Google Meets. Telephone conferences. Students are supplied with chromebooks and hotspots as needed for digital activity. Students without connectivity are given paper copies of packets and materials. District mandate for teachers to record two grades per week</p>		

IF:	<ul style="list-style-type: none"> ● If students are performing one grade level below their chronological grade level, received a score of level 2 on FSA ELA for the previous year OR scored below-proficient on i-Ready assessments, they may be considered by the problem solving team for tier 2 intervention. Students who receive a level 1 on FSA are to begin Tier 2 immediately. ● MTSS Problem Solving team reviews students' Tier 1 data including attendance, behavioral, physical, cultural, demographic, and other relevant data to rule out other concerns along with a student's previous year's i-Ready or Study Island benchmark and lessons, and FSA scores. ● If the team determines a need for intensified services of Tier 2, at the MTSS Problem-Solving Tier 2 Meeting, the team will develop a goal for the students, based on these guiding questions. <ul style="list-style-type: none"> ○ Identify initial concern (What data raised concerns?) ○ Using data, what is the current level of performance? ○ Using data, what is the benchmark level? ○ Using data, what is the peer performance? ○ What is the gap? ○ The problem solving team creates an instructional plan utilizing an evidence-based intervention. ● Parent contact is maintained throughout Tier 1, sending home grade and assessment reports.
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THEN:	TIER 1 instruction and TIER 2 interventions
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TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i>				
	<ul style="list-style-type: none"> ● <i>are standards-aligned</i> ● <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> ● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> ● <i>are matched to the needs of the students</i> ● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> ● <i>occurs during time allotted in addition to core instruction</i> ● <i>includes accommodations (IEP, ESOL or 504)</i> 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions	
Intensive reading class <ul style="list-style-type: none"> ● EL Education ELA curriculum 	i-Ready diagnostic (3xyear)	Performing at grade level on mid-year i-Ready diagnostic	Performing below grade level on mid-year i-Ready diagnostic	Performing more than one grade level below on mid-year i-Ready diagnostic	

	<p>i-Ready</p> <ul style="list-style-type: none"> • After taking the initial beginning of the year benchmark assessment, teachers should use i-Ready suggested groupings of students to form small groups and make practice assignments and formative assessments based on student needs. • Monitor reports generated by i-Ready to assess student completion and pass rates for grade-level lessons. • Utilize i-Ready Toolbox and resources for grade-level, standards-based lessons (whole-class, small group, and individual, computer-based lessons) • Bring progress monitoring data to the problem solving MTSS team meetings and consider advancement to intervention at tier 2 level. • Progress monitor according to the tier 2 instruction, should problem solving team recommend intervention at tier 2. • Teacher provides data to the MTSS problem solving team, as reading intervention in small groups is recommended for tier 2. 	<p>i-Ready diagnostic (3xyear)</p>	<p>Performing at grade level on mid-year i-Ready diagnostic</p>	<p>Performing below grade level on mid-year i-Ready diagnostic</p>	<p>Performing more than one grade level below on mid-year i-Ready diagnostic</p>	
	<i>Number of times a week intervention provided</i>	5	<i>Number of minutes per intervention session</i>	50 min.		
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>Administrators/coaches/teachers/other stakeholders:</p> <ul style="list-style-type: none"> • Analyze data to identify the problem • Determine a plan of action including the resources to be used • Implement intervention based on action plan 						

	<ul style="list-style-type: none"> ● Monitor fidelity of interventions to ensure the intervention is effective and aligned with the core curriculum ● Conduct RTI/MTSS meetings to evaluate student progress
	<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <ul style="list-style-type: none"> ● <i>EL Education 6-8 ELA Curriculum</i> has received the highest rating from edreports.org and is fully aligned to the Common Core/Florida LAFS
	<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p> <p>Face to face meetings are held through Google Meets. Telephone conferences. Students are supplied with chromebooks and hotspots as needed for digital activity. Students without connectivity are given paper copies of packets and materials.</p>

IF:	<p>Student meets the following criteria at beginning of school year:</p> <ol style="list-style-type: none"> 1. Approximately a 20% gap between the intervention group and the student should indicate need for problem solving team conversations, not necessarily a firm indicator of advancement to Tier 3. If there is a distinct gap between student and class/grade level/demographic subgroup, this is a point of discussion and should be included on the graph. 2. Scoring in the “red” zone of i-Ready or in the non-proficient zone of Study Island benchmark is not an automatic movement into Tier 3. Tier 2 must be completed to move into Tier 3. 3. The teacher brings the following items to the MTSS Problem-Solving response meeting for to team to review and guide determinations and discussion: <ul style="list-style-type: none"> ● Intervention log ● Classroom observation report ● Graph of Intervention Scores conforming to District MTSS standard requirements regarding identifying information, titles, dates, tasks, student’s scores (with trendline), group scores (with trendline, if in a group), and the class averages within the intervention area. ● Parent Contact Log ● Classroom Data (Grades, standardized and formative assessments.) ● Speech and language and intellectual screeners may be used as part of the rule-out criteria. 4. The problem solving team creates an instructional plan for Tier 3 utilizing an evidence based intervention, mindful of grade level standards. At the Tier 3 Meeting the team will develop a goal with these guiding questions. <ul style="list-style-type: none"> ○ Identify initial concern (What data raised concerns?) ○ Using data, what is the current level of performance? ○ Using data, what is the benchmark level? ○ Using data, what is the peer performance? ○ What is the gap?
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
	Immediate, intensive intervention:

TIER 1 instru ction, TIER 2 interv entio ns, and TIER 3 Intens ive Interv entio ns	<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>
	<p>i-Ready</p> <ul style="list-style-type: none"> ○ After taking the initial beginning of the year benchmark assessment, teachers should use i-Ready suggested groupings of students to form small groups and make practice assignments and formative assessments based on student needs, changing groups as necessary pursuant to student needs. ○ Monitor reports generated by i-Ready to assess student completion and pass rates for below-grade level lessons. ○ Utilize i-Ready Toolbox and resources for appropriately leveled (based on diagnostic data and i-Ready reports), standards-based small group lessons. ○ Bring progress monitoring data to the problem solving MTSS team meetings for consideration. ○ Progress monitor according to the tier 3 instruction. ○ Teachers should provide data to the MTSS problem solving team from small group interventions. 	<p>i-Ready diagnostic (3xyear)</p> <p>Bi-weekly assessments of small group lessons</p> <p>i-Ready lesson reports - scores for completion and performance</p>	<p>The student's intervention data graph shows a positive response, in that the gap is closing between student's score and proficiency with the level of achievement rising over time.</p>	<p>If the student's scores during the intervention show the rate of growth remains relatively flat or not much change occurs over time, the MTSS Problem Solving team meets to determine implementation fidelity. If fidelity is an issue, they develop strategies to increase fidelity; if fidelity is not an issue, the team may decide to increase the intensity of the current intervention for a short period of time and assess impact. If the rate improves, continue intervention. But if the rate does not improve, return to problem solving. (See procedures below.)</p> <p>If a negative trend line indicates a loss of proficiency or an increase in the level of risk or widening of the gap, the MTSS Problem Solving team meets to determine the intervention fidelity: If fidelity is problematic, the team will design strategies to increase fidelity of implementation. If fidelity were not problematic, the team will determine if the</p>
Lexonik Level 3 Sound Training 6 week program	Weekly syllable score			

Strategic Instruction Model (SIM)'s Xtreme Reading program	1-3 Students per each small group, total of 15 for each intervention group		intervention aligned with a verified hypothesis (intervention design, if there are other hypotheses to consider, or if the problem were identified correctly. (See procedures below.)
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	120 min. per week for 6-10 weeks then MTSS Problem Solving Meeting	Number of minutes per intervention session	30-35 min. per week @4-5 times per week
<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> <ol style="list-style-type: none"> 1. A different interventionist from tier 2 interventionist will provide interventions and update the Log of Interventions for each lesson to provide evidence of fidelity. The interventionist must be certified in reading or have an accepted reading endorsement. 2. Intervention is provided based on grade level standards. 3. The MTSS coordinator, school building administrator, and/or reading coach monitor fidelity of instruction and progress monitoring data. 4. Parent contact is maintained by the interventionist (who in Tier 3 is a different person than who facilitated Tier 2): <ol style="list-style-type: none"> a. Is required by the district every two weeks regardless of how long the student is in the tier. b. Must be documented. c. May consist of letters home, teacher-parent conference notes/signatures, phone calls home, summary of phone messages left, copies of report cards requesting meetings, email copies, Remind101 or Class Dojo messages, and the like. 5. Within Tier 3 the MTSS Coordinator or other designated personnel (different than previous observer) conducts an observation of the student for 15 to 30 minutes and writes a narrative on the observation form capturing a reasonable perspective of the student's behavior along with the instructional process. 6. Tier 3 interventions should be aligned and require the same skill set throughout Tier 2 and Tier 3; for example, if Tier 2 originally focused on phonics and the MTSS Problem Solving Team recommended repeating Tier 2 again, both Tier 2 interventions should focus on phonics. Then, if Tier 3 were recommended by the MTSS Problem Solving Team, the Tier 3 intervention should focus on phonics. 7. Intervention in Tier 2 and Tier 3 should either be a different program/intervention than what was previously completed, or the same program intensified. Intensified intervention could involve a change in instructional media, increased time (at least x2 from Tier 2), materials, or presentation. (For example: Study Island used for tier 2, at Tier 3 would be Study Island plus supplemental materials delivered face-to-face and on paper, etc.) 8. Data is collected weekly to determine the student's response to intervention at Tier 3. 9. Tier 3 Graph Requirements: <ol style="list-style-type: none"> a. Title Sections: Student Name, Grade Level, Interventionist, Tier 3, and the name of the intervention as a title b. Table of students and group scores, and assessment dates c. Graph each assessment of student's scores (with trendline), group scores (with trendline, if in a group), and the class averages within the intervention area. d. Each data point should be titled with the date of the assessment. 10. The counselor contacts parents to schedule a Tier 3 response meeting. 			

11. The teacher brings the following items to the response meeting for to team to review and guide determinations and discussion (post meeting the documents will be left with the MTSS coordinator in the students file):
 - a. Intervention log
 - b. Graph of Interventions
 - c. Parent Contact Log
 - d. Classroom Data (Grades, I-Ready, STAR, Study Island, etc.)
12. For group interventions (data showing gap between group and students), look at the group data compared to the student data to see if the intervention itself is working or if adjustments are required. For example:
 - a. Gap increasing between student and intervention group - this indicates that the intervention is not connecting to the group or demand of the task. There is a misalignment.
 - b. Consistent gap: Consider a new intervention for the whole group.
 - c. Gap decreasing: Intervention is working for the student.
13. A discrepancy graph is needed to depict exactly where the student is performing overall when compared to several different groups. It is a crucial piece to any discussions moving forward. The schools can use any available data source, such as FSA scores, I-Ready, Study Island, or even performance on unit tests within the curriculum. Review this graph at the Tier 3 Response Meeting. Discrepancy Data Graph Requirements:
 - a. Title Sections: Student Name, Grade Level, Discrepancy Data as the title
 - b. Graph data points for each assessment portion with trendlines:
 - c. The Student
 - d. MTSS Intervention Group
 - e. Grade Level Average
 - f. Demographic Group (ELL, Race/Ethnicity, SES Status)
 - g. District Grade Level Averages (if available)
14. When looking at the Discrepancy Graph detailing district/school data, compare students, intervention group, class/grade level, district, demographic group, etc. If the gap between the student and the grade group is between the 30% - 40% range, continue discussions and problem-solving process.
15. When looking at the Tier 3 Graph If a student's score is estimated to be at or around the 15 percentile/score, the MTSS Problem Solving Team should discuss pursuing evaluation for eligibility for intensified student services. If a student's score is estimated to be at or around the 15 percentile/score, the MTSS Problem Solving Team should discuss pursuing evaluation for eligibility. When looking at the Tier 3 graph detailing district/school data, compare students, intervention group, class/grade level, district, demographic group, etc. If the gap between the student and the grade group is between the 30% - 40% range, continue discussions and problem-solving process.
16. For group interventions (data showing gap between group and students), tier 2 and tier 3 look at the group data compared to the student data to see if the intervention itself is working or if adjustments are required. For example: Gap increasing between student and intervention group - this indicates that the intervention is not connecting to the group or demand of the task. There is a misalignment. Consistent gap: Consider a new intervention for the whole group. Gap decreasing: Intervention is working for the student.

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

- *Lexonik* – In a study of the Lexonik program published March 2020, a group of 661 middle school students' average reading gain was 26 months. <https://www.lexonik.co.uk/wp-content/uploads/2020/04/Northumbria-Analysis-of-data-mar15.pdf>
- Strategic Instruction Model (SIM)'s *Extreme Reading*: ESSA Rating = Strong .09 effect size <https://www.evidenceforessa.org/programs/reading/sim-xtreme-reading-struggling-readers>

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

- Lexonik has both an online and a face-to-face paper application. Teachers can use the online platform and/or provide small group intervention lessons through Google Meet.
- Strategic Instruction Model (SIM)'s *Extreme Reading* is currently a pencil-paper, non-online intervention program, but teachers have been adapting lessons to digital platforms and maintaining fidelity to the curriculum map provided through the program.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9th-12th

IF:

Student meets the following criteria at beginning of school year:

- All students take English 9, 10, 11, or 12 or else AP or Pre-AP unless they are provided Florida Standards Access Points (FS-APs) for English language arts curriculum.
- Students are not scheduled for Tier 2 or 3 interventions if they have a current proficient/passing FSA ELA Score of level 3, 4, or 5, scale score 350 or above for Grades 10, 11, and 12 OR a passing/acceptable concordant score on the SAT or ACT

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.

- Pre-AP English 1 and 2, College Board Pre-AP English 1 Resources published as model lessons by Advanced Placement, College Board. Areas of focus: Reading closely complex literary and informational text, valuing and incorporating textual evidence in writing and speaking, and noticing language choices. AP Literature and Composition, Bedford, Freeman and Worth Publishing Group - Literature and Composition, Carol Jago (2011). College Board--aligned to Florida Standards per research report Common Core State Standards Alignment Research Report 2011-2018 by Beth Hart, Elaine Carman, Danielle Luisier and Natasha Vasavada retrieved from <http://secure-media.collegeboard.org/digitalServices/pdf/research/RR2011-8.pdf>
- AP Language and Composition, Bedford, Freeman and Worth Publishing Group - The Language of Composition, 2nd Edition, Renee H. Shea (2013). College Board--aligned to Florida Standards per research report Common Core State Standards Alignment Research Report 2011-2018 by Beth Hart, Elaine Carman, Danielle Luisier and Natasha Vasavada retrieved from <http://secure-media.collegeboard.org/digitalServices/pdf/research/RR2011-8.pdf>
- Springboard Language Arts Florida Standards Edition 2018

- Grade 9 Springboard text and resources fully meet Florida Standards (CCSS) alignment expectations, retrieved at <https://www.edreports.org/reports/detail/springboard-english-language-arts-common-core-edition-2018-9>
- Grade 10 Springboard text and resources fully meet Florida Standards (CCSS) alignment expectations, retrieved at <https://www.edreports.org/reports/detail/springboard-english-language-arts-common-core-edition-2018-10>
- Grade 11 Springboard text and resources fully meet Florida Standards (CCSS) alignment expectations, retrieved at <https://www.edreports.org/reports/detail/springboard-english-language-arts-common-core-edition-2018-11>
- Grade 12 Springboard text and resources fully meet Florida Standards (CCSS) alignment expectations, retrieved at <https://www.edreports.org/reports/detail/springboard-english-language-arts-common-core-edition-2018-12>
- *CommonLit*
 - 2017-2018 independent research study of over a million students found students who used CommonLit had greater reading performance gains, increased their state assessment scores, and students who were in a Title I school experienced greater gains on *CommonLit*, retrieved at https://cdn.commonlit.org/static_assets/assets/000/003/841/original/CommonLit_Digital_-_Evidence_of_Effectiveness_-_Updated_April_2020_-_v5.pdf

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
<ul style="list-style-type: none"> ● Biweekly curriculum-based embedded Assessments aligned with Springboard or Pre AP English curriculum, practice AP Literature or Rhetoric composition assessments <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ● CommonLit assessments, standards aligned assessments, biweekly 	<p>Students score between 70 - 100% correct on biweekly and monthly (approximately, articulated in the grade-level pacing guide) embedded curriculum-based or CommonLit, standards-aligned assessments</p>	<p>Scoring below 70%, course failure, FSA scores below 3.</p>
<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <ul style="list-style-type: none"> ● School Administration team and MTSS committee monitors students' performance on assessments and in Core Curriculum classes ● Data is analyzed in building leadership meetings and used in discussion of curriculum effectiveness. 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <ul style="list-style-type: none"> ● School Administrators are assigned to work with certain teachers, often according to content areas. They check teachers' grade reports weekly, communicating with teachers regarding concerns. ● MTSS committees have monthly meetings to study student assessment data, address teacher referrals, and determine which students may need additional support. ● Annual review of curriculum effectiveness when preparing to order curriculum materials for the following school year. 	

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

- Students were provided Chromebooks and Hotspots as needed for digital connectivity.
- Students without technological connectivity were given paper copies and packets of materials and supplies.
- Teachers post digital versions of instruction, readings, and tasks in their Google Classrooms.
- Teachers use Google Suite, Google-Meet, District Google email, and telephone calls to maintain contact with students.
- The district mandate was for teachers to record two grades each week.

IF: Student meets the following criteria at beginning of school year:

- If students are performing one grade level below their chronological grade level, received a score of level 2 on FSA ELA for the previous year OR scored below-proficient on Study Island Benchmark Assessments, they may be considered by the problem solving team for tier 2 intervention. Students who receive a level 1 on FSA are to begin Tier 2 immediately.
- MTSS Problem Solving team reviews students’ Tier 1 data including attendance, behavioral, physical, cultural, demographic, and other relevant data to rule out other concerns along with a student’s previous year’s i-Ready or Study Island Benchmark and lessons, and FSA scores.
- If the team determines a need for intensified services of Tier 2, at the MTSS Problem-Solving Tier 2 Meeting, the team will develop a goal for the students, based on these guiding questions.
 - Identify initial concern (What data raised concerns?)
 - Using data, what is the current level of performance?
 - Using data, what is the benchmark level?
 - Using data, what is the peer performance?
 - What is the gap?
 - The problem solving team creates an instructional plan utilizing an evidence-based intervention.
- Parent contact is maintained throughout Tier 1, sending home grade and assessment reports.

THEN:

TIER 1 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 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

Reading Comprehension: Literature and Informative Text
CommonLit Resources

Monitor progress weekly with more frequent

A student is consistently scoring at a

Data trend-line shows questionable performance, for

Data trendline shows

<p>Students work on Florida Standards based readings, employing research-based reading comprehension strategies for literary and informational text. Teachers choose assignments based on the focus standards being taught in their Tier 1 English Class.</p> <ul style="list-style-type: none"> • After taking the initial beginning of the year benchmark assessment, teachers should consult the student profile in Study Island to form small groups and make practice assignments and formative assessments based on student needs. • Bring progress monitoring data to the problem solving MTSS team meeting and consider advancement to intervention at tier 2 level. • Progress monitor according to the tier 2 instruction, if the problem solving team recommends intervention at tier 2. • Teachers should provide data to the MTSS problem solving team, as reading intervention in small groups is recommended for tier 2. 	<p>comprehension practice; 2-3 days/week</p>	<p>proficient level on standards - aligned assessment.</p> <p>Or</p> <p>A positive trendline in data showing an increased rate of growth, the gap is closing, and the level of proficiency increases over time</p>	<p>example, the rate of growth remains relatively flat or the level of proficiency remains the same over time</p> <p>MTSS problem solving team determines fidelity of intervention implementation: if fidelity were problematic, the team will develop strategies to increase fidelity; and if fidelity were intact, the team may decide to increase intensity of current intervention for a short period of time and assess impact. If the rate improves, continue. If rate does not improve return to problem solving process.</p>	<p>negative or somewhat negative trend in performance, showing a loss of growth rate and proficiency over time.</p> <p>MTSS problem solving team determines fidelity of intervention implementation: if fidelity were not intact, the team will develop strategies to increase fidelity; and if fidelity were intact, the team determines through problem analysis if intervention design, or original problem analysis or hypothesis were problematic.</p>
<p><i>Study Island</i> Benchmark assessment and practice resources Or <i>Khan Academy</i> practice SAT as a diagnostic and progress monitoring tool</p>	<p>As a benchmark and supplemental resource, maximum recommended 45 min./week</p>			

<p>Strategic Instruction Model (SIM) Content Enhancement Routines will be used in English, SIM Learning Strategies for Word ID, Inferencing, Paraphrasing, Self-Questioning, Visualizing. Reading strategies include close reading, explicit instruction, reciprocal reading, and cooperative learning structures.</p>	<p>2-3 days/week</p>			
<p>Number of times a week intervention provided</p>	<p>90+ min. for approx. 10-13 weeks and then MTSS Problem Solving team meeting</p>	<p>Number of minutes per intervention session</p>	<p>30-45 min @ 3-5 times/wk.</p>	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <ol style="list-style-type: none"> 1. The teacher or interventionist documents a Daily Intervention Report to provide evidence of fidelity to the intervention plan developed in the MTSS Problem Solving team meeting. 2. The MTSS coordinator and/or reading coach and/or school building administrator monitor fidelity of instruction and progress monitoring data. 3. Parent contact by the classroom teacher or interventionist <ol style="list-style-type: none"> a. Is required by the district every three weeks regardless of how long the student is in the tier. b. Must be documented. c. May consist of letters home, teacher-parent conference notes/signatures, phone calls home, summary of phone messages left, copies of report cards requesting meetings, email copies, Remind101 or Class Dojo messages, and the like. 4. Within Tier 2 the teacher conducts an observation of the student for 15 to 30 minutes and writes a narrative on the observation form capturing a reasonable perspective of the student's behavior along with the instructional process (strategies used, questioning, answers given, student behavior, work product, lesson outline, etc.). 5. Continue Screening/Rule Out Criteria Process: <ol style="list-style-type: none"> a. MTSS coordinator sends a copy of the signed Screening Permission form to the Lead Speech and Language Pathologist (SLP) b. The designated SLP will conduct the screening and return results to the MTSS coordinator who will complete the speech/language portion of the Rule Out Criteria document. If a student does not pass a speech screener, follow up with evaluations. If a student does not pass language screener, follow up with interventions and a language evaluation at the end of Tier 3. c. During Tier 2 the MTSS coordinator will also conduct an Intellectual Screener (KBIT-2) and as needed an applicable Social/Emotional screener. MTSS coordinator records results in the corresponding section of the Rule Out Criteria document. d. Investigate attendance: Has the student missed an estimation of 10% of the school year? If so, intervene for attendance within the MTSS process. Possible interventions can be found in the Hendry County School District MTSS Behavior Handbook (further development of the behavior and SEL interventions are a focus for SY 2020-21). e. At the Tier 2 Response Meeting, the team completes all other sections of the Rule Out Criteria. 6. Administrative teams review formative and summative assessment data and teacher gradebooks, addressing concerns. 				

7. MTSS problem solving teams meet at least monthly to review data and students' files and make action plans for individual students.
8. Reading coaches attend MTSS problem solving team meetings
9. Reading coaches work with individual teachers to understand their data and implement interventions with fidelity and accuracy.
10. Reading coaches are available to model instructional strategies and assist with lesson planning.
11. Reading coaches also participate in delivery of district-wide professional learning and/or within small group professional learning communities regarding reading interventions within the MTSS problem-solving process.

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

- *Strategic Instruction Model*: ESSA Rating = Strong +0.10 effect size in 6 studies with 13,008 students. Retrieved from <https://www.evidenceforessa.org/programs/reading/strategic-instruction-model-sim>
- *CommonLit*: 2017-2018 independent research study of over a million students found students who used CommonLit had greater reading performance gains, increased their state assessment scores, and students who were in a Title I school experienced greater gains on *CommonLit*, retrieved at https://cdn.commonlit.org/static_assets/assets/000/003/841/original/CommonLit_Digital_-_Evidence_of_Effectiveness_-_Updated_April_2020_-_v5.pdf
- *Khan Academy*: SAT Evidence-based reading and writing scores are used for decision making and as concordant FSA ELA scores, so this program is appropriate for on-grade-level Tier 2. Findings of a promising correlational study of approx. 116,000 of the 1.2 million 2016-17 SAT test takers who linked their SAT College Board and Khan practice accounts were strong: "Across the entire sample, students who spent no time on Official SAT Practice gained about 60 points between the PSAT/NMSQT and the SAT. For students who spent 6 hours on Official SAT Practice, this gain was about 90 points. For the group of students who spent 20 hours on Official SAT Practice, the average gain was about 115 points." Retrieved from <https://research.collegeboard.org/pdf/college-board-delivering-opportunities-sat-suite-results-2016-17.pdf>

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

- Strategic Instruction Model (SIM)'s *Content Literacy Continuum (CLC)*. Instructional routines and learning strategies are currently a pencil-paper, non-online intervention program, but teachers have been adapting lessons to digital platforms and providing practice across the curriculum in content area classes.
- *CommonLit* and *Kahn Academy* use a fully online platform. Practice and formative assessment items can be assigned individually, to small groups, or to the whole class. Student, class, school, and state/national data are available on student/teacher/school dashboards. Teachers release assignments through Google Classroom.

IF: Student meets the following criteria at beginning of school year:

1. Approximately a 20% gap between the intervention group and the student should indicate need for problem solving team conversations, not necessarily a firm indicator of advancement to Tier 3. If there is a distinct gap between student and class/grade level/demographic subgroup, this is a point of discussion and should be included on the graph.
2. Scoring in the "red" zone of i-Ready or in the non-proficient zone of Study Island benchmark is not an automatic movement into Tier 3. Tier 2 must be completed to move into Tier 3.
3. The teacher brings the following items to the MTSS Problem-Solving response meeting for to team to review and guide determinations and discussion:
 - Intervention log
 - Classroom observation report
 - Graph of Intervention Scores conforming to District MTSS standard requirements regarding identifying information, titles, dates, tasks, student's scores (with trend line), group scores (with trend line, if in a group), and the class averages within the intervention area.
 - Parent Contact Log

- Classroom Data (Grades, standardized and formative assessments.)
- Speech and language and intellectual screeners may be used as part of the rule-out criteria.
- The problem solving team creates an instructional plan for Tier 3 utilizing an evidence based intervention, mindful of grade level standards. At the Tier 3 Meeting the team will develop a goal with these guiding questions.
 - Identify initial concern (What data raised concerns?)
 - Using data, what is the current level of performance?
 - Using data, what is the benchmark level?
 - Using data, what is the peer performance?
 - What is the gap?

THEN:

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*

<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>
Strategic Instruction Model (SIM)'s Extreme Reading	1-3 students per each small group, total of 15 for each intervention group	The student's intervention data graph record shows a positive response, in that the gap is closing between student's score and proficiency with the level of achievement rising over time.	If the student's scores during the intervention show the rate of growth remains relatively flat or not much change occurs over time, the MTSS Problem Solving team meets to determine implementation fidelity. If fidelity is an issue, they develop strategies to increase fidelity; if fidelity is not an issue, the team may decide to increase the intensity of the current intervention for a short period of time and assess impact. If the rate improves, continue intervention. But if the rate does not improve, return to problem solving. (See procedures below.) If a negative trend line indicates a loss of proficiency or an increase in the level of risk or widening of the gap, the MTSS Problem Solving team meets to determine the intervention fidelity: If fidelity is problematic, the team will design strategies to increase fidelity of implementation. If fidelity were not problematic, the team will determine if the intervention aligned with a verified hypothesis (intervention design, if there
Lexonik, Level 3 Sound Training for Reading	4 students per small group, focus on group support		
Khan Academy SAT ERW preparation	Individualized, teacher may make small groups of 1-3 students for instructional purposes; reading comprehension, writing, language usage, and vocabulary development.		

			are other hypotheses to consider, or if the problem were identified correctly. (See procedures below.)
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	120 min/wk. for Approx. 6-10 weeks and then MTSS- Problem Solving meeting	Number of minutes per intervention session	30-45 min @ 4-5 times/wk.
<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> <ol style="list-style-type: none"> 1. A different interventionist from tier 2 interventionist will provide interventions and update the Log of Interventions for each lesson to provide evidence of fidelity. The interventionist must be certified in reading or have an accepted reading endorsement. 2. Intervention is provided based on grade level standards. 3. The MTSS coordinator, school building administrator, and/or reading coach monitor fidelity of instruction and progress monitoring data. 4. Parent contact is maintained by the interventionist (a different person than who facilitated Tier 2): <ol style="list-style-type: none"> a. Is required by the district every two weeks regardless of how long the student is in the tier. b. Must be documented. c. May consist of letters home, teacher-parent conference notes/signatures, log of phone calls home with message summary, report cards requesting meetings, email, Remind101 or Class Dojo, etc. 5. Within Tier 3 the MTSS Coordinator or other designated personnel (different than previous observer) conducts an observation of the student for 15 to 30 minutes and writes a narrative on the observation form capturing a reasonable perspective of the student's behavior along with the instructional process. 6. Tier 3 interventions should be aligned and require the same skill set throughout Tier 2 and Tier 3; for example, if Tier 2 originally focused on phonics and the MTSS Problem Solving Team recommended repeating Tier 2 again, both Tier 2 interventions should focus on phonics. Then, if Tier 3 were recommended by the MTSS Problem Solving Team, the Tier 3 intervention should focus on phonics. 7. Intervention in Tier 2 and Tier 3 should either be a different program/intervention than what was previously completed, or the same program intensified. Intensified intervention could involve a change in instructional media, increased time (at least x2 from Tier 2), materials, or presentation. (For example: Khan Academy used for tier 2, at Tier 3 would be Khan Academy with supplemental materials, face-to-face and on paper, etc.) 8. Data is collected weekly to determine the student's response to intervention at Tier 3. 9. Tier 3 Graph Requirements: <ol style="list-style-type: none"> a. Title Sections: Student Name, Grade Level, Interventionist, Tier 3, and the intervention as a title b. Table of students and group scores, and assessment dates c. Graph each assessment of student's scores (with trend line), group scores (with trend line, if in a group), and the class averages within the intervention area. d. Each data point should be titled with the date of the assessment. 10. The counselor contacts parents to schedule a Tier 3 response meeting. 11. The teacher brings the following items to the response meeting for to team to review and guide determinations and discussion (post meeting the documents will be left with the MTSS coordinator in the students file): Intervention log, Graph of Interventions, Parent Contact Log, Classroom Data (Grades, I-Ready, STAR, Study Island, etc.) 12. For group interventions (data showing gap between group and students), look at the group data compared to the student data to see if the intervention itself is working or if adjustments are required. For example: <ol style="list-style-type: none"> a. Gap increasing between student and intervention group - this indicates that the intervention is not connecting to the group or demand of the task. There is a misalignment. b. Consistent gap: Consider a new intervention for the whole group. c. Gap decreasing: Intervention is working for the student. 			

13. A discrepancy graph is needed to depict exactly where the student is performing overall when compared to several different groups. It is a crucial piece to any discussions moving forward. The schools can use any available data source, such as FSA scores, I-Ready, Study Island, or even performance on unit tests within the curriculum. Review this graph at the Tier 3 Response Meeting. Discrepancy Data Graph Requirements: Title Sections: Student Name, Grade Level, Discrepancy Data as the title; Graph data points for each assessment portion with trend lines; The Student; MTSS Intervention Group; Grade Level Average; Demographic Group (ELL, Race/Ethnicity, SES Status); District Grade Level Averages (if available)
14. When looking at the Discrepancy Graph detailing district/school data, compare students, intervention group, class/grade level, district, demographic group, etc. If the gap between the student and the grade group is between the 30% - 40% range, continue discussions and problem solving process.
15. When looking at the Tier 3 Graph If a student's score is estimated to be at or around the 15 percentile/score, the MTSS Problem Solving Team should discuss pursuing evaluation for eligibility for intensified student services. If a student's score is estimated to be at or around the 15 percentile/score, the MTSS Problem Solving Team should discuss pursuing evaluation for eligibility. When looking at the Tier 3 graph detailing district/school data, compare students, intervention group, class/grade level, district, demographic group, etc. If the gap between the student and the grade group is between the 30% - 40% range, continue discussions and problem solving process.
16. For group interventions (data showing gap between group and students), tier 2 and tier 3 look at the group data compared to the student data to see if the intervention itself is working or if adjustments are required. For example: Gap increasing between student and intervention group - this indicates that the intervention is not connecting to the group or demand of the task. There is a misalignment. Consistent gap: Consider a new intervention for the whole group. Gap decreasing: Intervention is working for the student.

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

- *Strategic Instruction Model*: ESSA Rating = Strong +0.10 effect size in 6 studies with 13,008 students. Retrieved from <https://www.evidenceforessa.org/programs/reading/strategic-instruction-model-sim>
- *Khan Academy*: SAT Evidence-based reading and writing scores are used for decision making and as concordant scores for the FSA. Findings of a correlational study of approx. 116,000 of the 1.2 million 2016-17 SAT test takers who linked their SAT College Board and Khan practice accounts were as follows: "Across the entire sample, students who spent no time on Official SAT Practice gained about 60 points between the PSAT/NMSQT and the SAT. For students who spent 6 hours on Official SAT Practice, this gain was about 90 points. For the group of students who spent 20 hours on Official SAT Practice, the average gain was about 115 points." Retrieved from <https://research.collegeboard.org/pdf/college-board-delivering-opportunities-sat-suite-results-2016-17.pdf>
- *Lexonik*: In a study conducted by Northumbria University, three cohorts of 207, 679, and 548 high school-aged students who were assigned to the study based on their school grade and their chronological reading age, averaged gains of 32, 29, and 21 months. Retrieved from <https://www.lexonik.co.uk/wp-content/uploads/2020/04/Northumbria-Analysis-of-data-mar15.pdf>

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

- Strategic Instruction Model (SIM)'s *Extreme Reading* is currently a pencil-paper, non-online intervention program, but teachers have been adapting lessons to digital platforms and maintaining fidelity to the curriculum map provided through the program.
- *Khan Academy* is a fully online program wherein teachers can assign work to individuals or groups of students either through classrooms created on those platforms or else by providing links in their Google Classrooms.
- *Lexonik* has both an online and a face-to-face paper application. Teachers can use the online platform and/or provide small group intervention lessons through Google Meet.