

# Holmes 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	Pamela Price	Instructional Administrator	<a href="mailto:pamela.price@hdsb.org">pamela.price@hdsb.org</a>	850-547-6674 x1238
Responsibility	Name	Title	Email	Phone
Elementary ELA	Pamela Price	Instructional Administrator	<a href="mailto:pamela.price@hdsb.org">pamela.price@hdsb.org</a>	850-547-6674 x1238
Secondary ELA	Pamela Price	Instructional Administrator	<a href="mailto:pamela.price@hdsb.org">pamela.price@hdsb.org</a>	850-547-6674 x1238
Reading Endorsement	Pamela Price	Instructional Administrator	<a href="mailto:pamela.price@hdsb.org">pamela.price@hdsb.org</a>	850-547-6674 x1238
Reading Curriculum	Pamela Price	Instructional Administrator	<a href="mailto:pamela.price@hdsb.org">pamela.price@hdsb.org</a>	850-547-6674 x1238
Professional Development	Pamela Price	Instructional Administrator	<a href="mailto:pamela.price@hdsb.org">pamela.price@hdsb.org</a>	850-547-6674 x1238
Assessment	Pamela Price	Instructional Administrator	<a href="mailto:pamela.price@hdsb.org">pamela.price@hdsb.org</a>	850-547-6674 x1238
Data Element	Pamela Price	Instructional Administrator	<a href="mailto:pamela.price@hdsb.org">pamela.price@hdsb.org</a>	850-547-6674 x1238
Summer Reading Camp	Pamela Price	Instructional Administrator	<a href="mailto:pamela.price@hdsb.org">pamela.price@hdsb.org</a>	850-547-6674 x1238
3 <sup>rd</sup> Grade Promotion	Pamela Price	Instructional Administrator	<a href="mailto:pamela.price@hdsb.org">pamela.price@hdsb.org</a>	850-547-6674 x1238

## Plan Information

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

Holmes K-12 Comprehensive Evidence-based Reading Plan will be placed on our district website. Upon placing it on our website we will send out an announcement on our district app and social media sites to notify all stakeholders. We will share an overview of our plan at our initial School Advisory Council meetings held at each school in the fall of 2020.

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**

<b>Component of Reading</b>	<b>What data is being collected?</b>	<b>Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)</b>	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
<i>Oral language</i>	The Language Mile Stones – Formal Language Development	screener	paper/pencil	beginning of the year for K and as requested
<i>Phonological awareness</i>	i-Ready (Strong Evidence) ESSSA Evidence Based STAR Early Literacy (highly rated) National Center on Intensive Intervention Students placement level, growth	screener/progress monitoring	online	three times a year
<i>Phonics</i>	i-Ready (Strong Evidence) ESSSA Evidence Based STAR Early Literacy (highly rated) National Center on Intensive Intervention Students placement level, growth	screener/progress monitoring	online	three times a year
<i>Fluency</i>	i-Ready (Strong Evidence) ESSSA Evidence Based Students placement level, growth – teachers use i-Ready Toolbox that provides resources to support fluency needs	progress monitoring	online	three times a year
<i>Vocabulary</i>	i-Ready (Strong Evidence) ESSSA Evidence Based STAR Early Literacy (highly rated) National Center on Intensive Intervention Students placement level, growth	screener/progress monitoring	online	three times a year
<i>Comprehension</i>	i-Ready (Strong Evidence) ESSSA Evidence Based STAR Early Literacy (highly rated) National Center on Intensive Intervention Students placement level, growth	screener/progress monitoring	online	three times a year

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 for grades 6-8 (Strong Evidence) ESSA Evidence-Based	Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension: Literature, Comprehension: Informational Text Student placement level, growth	progress monitoring	online	three times a year
Achieve 3000 for grades 9-12 (Potentially Positive Effects) WWC	Student placement level, Lexile level growth	progress monitoring	online	three times a year

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

Data Analysis and Decision-making				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
The data is reviewed at the district and school level at least three times yearly.	Our decision trees drive the steps for decision making based on the data that is reviewed.	The district’s instructional administrator has access to all data and works with each school’s principal and curriculum/reading coordinator to review data and address findings. The data is also shared with the districts’ school board during workshops.	The district administrator works with principals and curriculum/reading coordinators to ensure that the K-12 Reading Plan is being implemented at each school. Individual classes are discussed if students are not showing improvement during the course of the year.	Instructional Administrator

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 Curriculum Coordinator	Conferences with teachers	Classroom walkthrough data will be reviewed in the first semester and with follow-up as need with school leadership teams. Teacher evaluation effectiveness ratings will be review at the beginning of the second semester.	Data is shared with teachers and with District Administrators.	Data is reviewed based on the needs assessment.
Data chats	Administrative Team	Meetings /Conferences with teachers	Diagnostic: 3 times a year Growth Monitoring Checks: 3 times a year Online Progress: Every 2 weeks FLKRS: 1 time a year	Grade Level Meetings: Every 2 weeks	Curriculum Coordinator: i-Ready Data: Online Daily lessons: Every 2 weeks Diagnostics and Growth Monitoring: 3 times a year FLKRS: 1 time a year Achieve 3000: Online Daily Lessons: Every 2 weeks and Growth Monitoring 3 times a year
Reading Leadership Team per 6A-6.053(3) F.A.C.	Administrative Team	Principals and Curriculum Coordinator will analyze data for school-based trends. Problem solving will occur between the team to address the needs	Diagnostic: 3 times a year Growth Monitoring Checks: 3 times a year Online Progress: Every 2 weeks	Diagnostics and Growth Monitoring: 3 times a year FLKRS: 1 time a year	Curriculum Coordinator: i-Ready Data: Online Daily lessons: Every 2 weeks Diagnostics and Growth Monitoring: 3 times a year FLKRS: 1 time a year Achieve 3000: Online Daily Lessons: Every 2 weeks and Growth Monitoring 3 times a year
Monitoring of plan implementation	Administrative Team	Meetings /Conferences with teachers Meeting with School Reading Leadership Team	Diagnostic: 3 times a year Growth Monitoring Checks: 3 times a year Online Progress: Every 2 weeks	Grade Level Meetings: Every 2 weeks	Curriculum Coordinator: i-Ready Data: Online Daily lessons: Every 2 weeks Diagnostics and Growth Monitoring: 3 times a year FLKRS: 1 time a year

					Achieve 3000: Online Daily Lessons: Every 2 weeks and Growth Monitoring 3 times a year
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?	
1. Identify key area of weakness 2. Data targeting (based on area) 3. Insights to action		Concerns are communicated at leadership meeting Concerns are then addressed with the teacher(s)		The district will meet quarterly with school level administrative teams to review data and provide feedback and support as needed.	

### 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	Principals are sent emails, and told about upcoming trainings during district principal meetings. This information is also shared with each school's curriculum/reading coordinator.	Principals monitor Professional Development (PD) through classroom walkthroughs, by attending sessions and through our online PD portal.	PD is reported to the district prior to implementation, for approval and once the PD is completed. Agendas, sign-in sheets, training materials and participant work is submitted to the district for approval.	Instructional Administrator	Instructional Administrator
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Principals are sent emails, and told about upcoming trainings specific to teacher's weaknesses during district principal meetings. This	Principals monitor Professional Development (PD) through classroom walkthroughs, by attending sessions and through our online PD portal.	PD is reported to the district prior to implementation, for approval and once the PD is completed. Agendas, sign-in sheets, training materials and	Instructional Administrator	Instructional Administrator

	information is also shared with each school's curriculum/reading coordinator.		participant work is submitted to the district for approval.		
Identification of mentor teachers	Instructions for selecting mentors is in our district mentor packet for all principals and teachers to review. Qualifications are also reviewed yearly during summer principal trainings on the selection of mentors.	Principals meet bi-weekly with mentor teachers to review the progress of the teacher and to offer suggestions on areas of need and growth.	Mentor data is reported quarterly to the Instructional Administrator for review.	Instructional Administrator	Instructional Administrator
Establishing of model classrooms within the school	Guidelines for selecting and visits to "in building" model ELA classrooms are addressed during summer principal trainings.	Principals and/or curriculum/reading coordinators frequently visit model classrooms to ensure that they meet district standards.	Principals submit the initial list of "in building" model classroom at the beginning of the first and second semesters to the district's Instructional Administrator.	Instructional Administrator	Instructional Administrator
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Guidelines for allowing grade level/content area common planning times daily are addressed during summer principal trainings.	Principal's assign the duty of scheduling weekly meetings and trainings to their curriculum/reading coordinators. Principals attend as many meetings/trainings as possible.	Principals submit the weekly planning/training schedules at the beginning of the first and second semesters to the district's Instructional Administrator.	Instructional Administrator	Instructional Administrator

## 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	Guidance for evidenced-based whole group instruction is addressed during summer principal trainings.	Principals and curriculum/reading coordinators monitor this weekly during walk-throughs and observations.	Building schedules are sent to the district's Instructional Administrator.	Instructional Administrator	At the beginning of the first and second semesters.
Small group differentiated instruction in order to meet individual student needs	Guidance for evidenced-based small group instruction is addressed during summer principal trainings. Principal's also attend reading trainings for administrators and teachers.	Principals and curriculum/reading coordinators monitor this weekly during walk-throughs and observations. Curriculum/reading coordinators also work closely with teachers to develop small groups and instruction.	Building schedules are sent to the district's Instructional Administrator.	Instructional Administrator	At the beginning of the first and second semesters.

## 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?

After our first progress monitoring each school will identify students with reading deficiencies in grades K-3. We will hold meetings with the parents of these students and encourage them to allow their child to participate in an after school remedial program that focuses on their individual reading deficiencies. At any time, upon a teacher or parent request a student can be added to the after school program to support their learning.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	0
District expenditures on reading coaches assigned to elementary schools	65,000.00
District expenditures on reading coaches assigned to secondary schools	65,000.00
District expenditures on intervention teachers assigned to elementary schools	0
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	35,000.00
District expenditures on supplemental materials or interventions for secondary schools	10,000.00
District expenditures on professional development	35,000.00
District expenditures on helping teachers earn the reading endorsement	15,000.00
District expenditures on summer reading camps	7183.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	232,183.00
Amount of District Research-Based Reading Instruction Allocation	232,183.00

## Summer Reading Camp

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

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

SRA, Reading Mastery; i-Ready; Read Naturally

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)

Spring 2019 and 2019-20 progress monitoring data was reviewed at the district level to determine our schools with the greatest needs. All of our schools are Title I schools and will receive some funding from the allocation to support their reading programs.

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?

Yes, principals are sent emails reminders, and told about curriculum/reading coordinator roles and responsibilities during district principal meetings. This information is also shared with each school's curriculum/reading coordinator.

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

The district's Instructional Administrator is responsible for ensuring that the role of the curriculum/reading coordinator is adhered to at each school location. They are also the person that the school based curriculum/reading coordinator can address their concerns with.

**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:

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

Principals are sent emails, and told about curriculum/reading coordinator roles and responsibilities during district principal meetings. This information is also shared with each school's curriculum/reading coordinator.	Time on task is collected by curriculum/reading coordinators in their planning records.	Instructional Administrator	Quarterly	<ol style="list-style-type: none"> <li>1. Identify key area of weakness</li> <li>2. Data targeting (based on area)</li> <li>3. Insights to action</li> </ol>
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## Other Considerations

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

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

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

### Charter schools per 6A-6.053(5)

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

### Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): K-5**

**IF:**

Student meets the following criteria at beginning of school year:

Tier 1					
K	1st	2nd	3rd	4th	5th
i-Ready Diagnostic Scale Score – 362 and higher	i-Ready Diagnostic Scale Score – 434 and higher	i-Ready Diagnostic Scale Score – 489 and higher	i-Ready Diagnostic Scale Score – 511 and higher	i-Ready Diagnostic Scale Score – 557 and higher	i-Ready Diagnostic Scale Score – 362 and higher
STAR Early Literacy/FLKRS Scale Score 497 and above				FSA ELA Score in: Level 3 Level 4 Level5	FSA ELA Score in: Level 3 Level 4 Level5

**i-Ready** Diagnostics/Progress Monitoring will be administered: August/September, December/January and April/May

**STAR Early Literacy/FLKRS** will be administered to Kindergarten in during the first 30 days of school.

**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.**

K-1 Pearson, Reading Street (Strong Evidence) ESSA Evidence Based –

[https://assets.pearsonglobalschools.com/asset\\_mgr/current/201620/ReaBro120183RS201Efficacy\\_V4.pdf](https://assets.pearsonglobalschools.com/asset_mgr/current/201620/ReaBro120183RS201Efficacy_V4.pdf)

2-5 Harcourt, Journeys (Strong Evidence) ESSA Evidence Based - [https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235\\_ESSA\\_2019\\_NTL\\_Evidence-Overviews\\_Revision\\_Journeys\\_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFILXFP4CBPDA%2F20200928%2Fus-east-1%2Fs3%2Faws4\\_request&X-Amz-Date=20200928T135104Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=a624ebcc23c51cd9e6125d8017724345fd0723e32905985f7292e63f3d425696](https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_Journeys_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFILXFP4CBPDA%2F20200928%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200928T135104Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=a624ebcc23c51cd9e6125d8017724345fd0723e32905985f7292e63f3d425696)

Students will be taught using the suggested materials and resources to provide fidelity to the reading programs

<b>Progress Monitoring</b>		
<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria to that would prompt addition of Tier 2 interventions</b>
<b>i-Ready:</b> three times yearly, August/September, January/February and April/May <b>STAR Early Literacy/FLKRS:</b> Within the first 30 days of school for kindergarten students	K – i-Ready SS 362 or higher; Star Early Literacy/FLKRS SS 497 or higher 1 – i-Ready SS 434 or higher 2 – i-Ready SS 489 or higher 3 – i-Ready SS 511 or higher 4 – i-Ready SS 557 or higher 5 – i-Ready SS 581 or higher	K – i-Ready SS 100-361; Star Early Literacy/FLKRS SS 438-496 1 – i-Ready SS 347-433 2 – i-Ready SS 419-488 3 – i-Ready SS 474-510 4 – i-Ready SS 496-556 5 – i-Ready SS 542-580
<b>How is the effectiveness of Tier 1 instruction being monitored?</b> Principal observations and walk-throughs along with data monitoring.	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator or an outside agency.	
<b>How is the effectiveness of Tier 1 curriculum being monitored?</b> Through the analysis of progress monitoring data.	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> Instruction for teachers, provided by the textbook companies, on how to implement the Tier 1 curriculum with fidelity.	
<b>How is instruction modified for students who receive instruction through distance learning?</b> Students in grade K-5 will continue learning through distance learning through the use of Blackboard Collaborate. This allows students and teachers to meet daily virtually to continue with their curriculum. The platform allows for small group instruction as if it is being provided during an “in class” setting to ensure that students are being given the support they need in the areas they are weak in. Paper based packets will only be used for household that are not able to access Blackboard Collaborate from home. Phone conferences will be held with these students.		

<b>IF:</b>	Student meets the following criteria at beginning of school year:					
	<b>Tier 2</b>					
	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
	i-Ready Diagnostic Scale Score of 100-361	i-Ready Diagnostic Scale Score of 347-433	i-Ready Diagnostic Scale Score of 419-488	i-Ready Diagnostic Scale Score of 474-510	i-Ready Diagnostic Scale Score of 496-556	i-Ready Diagnostic Scale Score of 542-580
STAR Early Literacy/FLKRS Scale Score 438-496				FSA ELA Level 2	FSA ELA Level 2	
*Scale Score table 2018 Curriculum Associates						

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"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	i-Ready	<b>i-Ready:</b> three times yearly, August/September , January/February and April/May <b>STAR Early Literacy/FLKRS:</b> Within the first 30 days of school for kindergarten students	Students score above the cut mark for Tier 2 on the second diagnostic	K- i-Ready SS 347-433; STAR Early Literacy/FLKRS 438-496 1 – i-Ready SS 347-433 2 – i-Ready SS 419-510 3 – i-Ready SS 474-510 4 – i-Ready SS 496-556 5 – i-Ready SS 542-580	K – i-Ready SS 0-99; STAR Early Literacy/FLKRS SS 437 or below 1 – i-Ready SS 100-346 2 – i-Ready SS 100-418 3 – i-Ready SS 100-473 4 – i-Ready SS 100-495 5 – i-Ready SS 100-541
	i-Ready Toolbox	Daily Groups	Students score above the cut mark for Tier 2 on the second diagnostic	K- i-Ready SS 347-433; STAR Early Literacy/FLKRS 438-496 1 – i-Ready SS 347-433 2 – i-Ready SS 419-510 3 – i-Ready SS 474-510 4 – i-Ready SS 496-556 5 – i-Ready SS 542-580	K – i-Ready SS 0-99; STAR Early Literacy/FLKRS SS 437 or below 1 – i-Ready SS 100-346 2 – i-Ready SS 100-418 3 – i-Ready SS 100-473 4 – i-Ready SS 100-495 5 – i-Ready SS 100-541
<b>Number of times a week intervention provided</b>	5	<b>Number of minutes per intervention session</b>	30		

	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>All teachers have earned or are in the process of earning their Reading Endorsement. Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator or an outside agency.</p>
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>i-Ready (Strong Evidence) ESSA Evidence Based</p>
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Tier 2 students are provided their daily 30 minutes of additional support through groups in Blackboard Collaborate. For those who do not have internet access, their additional support is provided daily through phone conferences.</p>

<b>IF:</b>	Student meets the following criteria at beginning of school year:					
	<b>Tier 3</b>					
	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
	i-Ready Diagnostic Scale Score 0-99	i-Ready Diagnostic Scale Score 100-346	i-Ready Diagnostic Scale Score 100-418	i-Ready Diagnostic Scale Score 100-473	i-Ready Diagnostic Scale Score 100-495	i-Ready Diagnostic Scale Score 100-541
	STAR Early Literacy/FLKR S Scale Score 437 and below			FSA ELA Level 1 (retained students)	FSA ELA Level 1	FSA Level 1
	* Scale Score table 2018 Curriculum Associates					
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>					
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>					
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>			<b>TIER 3 Progress Monitoring</b>		
				<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
Students will receive researched and evidence based reading instruction strategies, including intensive, explicit, systematic and multisensory approaches to reading instruction and interventions.			Daily Groups	Students score above the cut mark for Tier 3	Students score is in Tier 3 range on i-Ready	

	<p>Multisensory Interventions for students with substantial reading deficiency:</p> <ul style="list-style-type: none"> <li>Visual, auditory, kinesthetic, and tactile linkages</li> <li>Systematic and cumulative organization of content</li> <li>Diagnostic teaching to mastery</li> <li>Synthetic and analytic Presentation (examples: word building, see it/say it, music/audio, clapping out sounds, use of playdough, sandpaper letters, color-coded word building tiles, chunking text, story sticks, idea mapping, say it/write it, tapping out sounds, use of dry erase boards, shared reading with teacher and/or peer, use of textures, read it/build it/write it, air writing, etc.)</li> </ul>			
	<p>Students will receive an appropriate level of instruction in phonics, phonemic awareness, fluency, vocabulary, and reading comprehension strategies required to meet grade level standards. This will be accomplished using Reading Street and Journeys Reading Programs, Secret Stories, i-Ready reading materials, and additional supplemental materials as needed.</p> <p>Teachers will monitor comprehension skills with grade level formative and summative assessments, i-Ready growth monitoring assessments, i-Ready diagnostic assessments and additional supplemental materials weekly.</p>	Daily Groups	Students score above the cut mark for Tier 3	Students score is in Tier 3 range on i-Ready
	<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>			
	<p><b>Number of times a week intervention provided</b></p>	5	<p><b>Number of minutes per intervention session</b></p>	30
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>All teachers have earned or are in the process of earning their Reading Endorsement. Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator or an outside agency.</p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>i-Ready (Strong Evidence) ESSA Evidence Based</p>				
<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Tier 3 students are provided their additional daily 30 minutes of support through groups in Blackboard Collaborate. For those who do not have internet access, their additional support is provided daily through phone conferences.</p>				

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 6-8**

**IF:**

Student meets the following criteria at beginning of school year:  
All students in 6<sup>th</sup> -8<sup>th</sup> grade will be progressed monitored with i-Ready Diagnostic to ensure they are the path to reading proficiency.

**THEN:**

**TIER 1 Only**

*Initial instruction:*

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

*Core Curriculum*

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

6-8 Harcourt, Collections (Strong Evidence) ESSA Evidence Based

Students will be taught using the suggested materials and resources to provide fidelity to the reading programs.

*Progress Monitoring*

**TIER 1**

*Assessment & Frequency*

*Performance Criteria that indicates Tier 1 is sufficient*

*Performance Criteria to that would prompt addition of Tier 2 interventions*

i-Ready: three times yearly, August/September, January/February and April/May

6- Student grades, Assessment Results, Daily performance, i-Ready SS  
7- Student grades, Assessment Results, Daily performance, i-Ready SS  
8- Student grades, Assessment Results, Daily performance, i-Ready Scale Score (SS)

6- Decline in performance, grades, and/or score of level 2 or below on FSA, i-Ready performance  
7-- Decline in performance, grades, and/or score of level 2 or below on FSA, i-Ready performance  
8-- Decline in performance, grades, and/or score of level 2 or below on FSA, i-Ready performance

***How is the effectiveness of Tier 1 instruction being monitored?***

Principal observations and walk-throughs along with data monitoring. Administrative team meets at least quarterly to analyze data and make instructional changes as needed.

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

Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator or an outside agency. Opportunities for team building, Strategic Instruction Model training offered with on-campus support as needed.



	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b> Through the analysis of progress monitoring data. Analysis of progress in scheduled classes.</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> Instruction for teachers, provided by the textbook companies, on how to implement the Tier 1 curriculum with fidelity. Support, provided by curriculum coordinators and/or colleagues, designed to improve implementation of standards based instruction with efficiency and effectiveness.</p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b> Students in grade 6-8 will continue learning through distance learning through the use of Holmes Virtual Franchise. This allows students and teachers to continue working in their courses daily virtually. Teachers will step up Zoom lessons with students at least three times per week. Teachers will have office hours in which students can contact them for additional support.</p>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>Tier 3</b></th> </tr> <tr> <th style="text-align: center;"><b>6</b></th> <th style="text-align: center;"><b>7</b></th> <th style="text-align: center;"><b>8</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">i-Ready Diagnostic Scale Score 0-99</td> <td style="text-align: center;">i-Ready Diagnostic Scale Score 100-346</td> <td style="text-align: center;">i-Ready Diagnostic Scale Score 100-418</td> </tr> </tbody> </table> <p>* Scale Score table 2018 Curriculum Associates</p>					<b>Tier 3</b>			<b>6</b>	<b>7</b>	<b>8</b>	i-Ready Diagnostic Scale Score 0-99	i-Ready Diagnostic Scale Score 100-346	i-Ready Diagnostic Scale Score 100-418
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<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>													
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>													
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>		<b>TIER 2 Progress Monitoring</b>											
			<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>								
i-Ready		<b>i-Ready:</b> three times yearly, August/September, January/February and April/May <b>STAR Early Literacy/FLKRS:</b> Within the first 30 days of school for	Students score above the cut mark for Tier 2 on i-Ready	Students score above the cut mark for Tier 3 on i-Ready	Students score is in Tier 3 range on i-Ready									

		kindergarten students			
	i-Ready Toolbox	Daily Groups	Students score above the cut mark for Tier 2 on i-Ready	Students score above the cut mark for Tier 3 on i-Ready	Students score is in Tier 3 range on i-Ready
	<b>Number of times a week intervention provided</b>	5	<b>Number of minutes per intervention session</b>	30	
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>All teachers have earned or are in the process of earning their Reading Endorsement. Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator or an outside agency.</p>				
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>i-Ready (Strong Evidence) ESSA Evidence Based Student success in the classroom has risen</p>				
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Tier 3 students are provided their additional daily 30 minutes of support through groups in Zoom. For those who do not have internet access, their additional support is provided daily through phone conferences.</p>					

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>Tier 3</b></th> </tr> <tr> <th style="text-align: center;"><b>6</b></th> <th style="text-align: center;"><b>7</b></th> <th style="text-align: center;"><b>8</b></th> </tr> </thead> <tbody> <tr> <td>i-Ready Diagnostic Scale Score 0-99</td> <td>i-Ready Diagnostic Scale Score 100-346</td> <td>i-Ready Diagnostic Scale Score 100-418</td> </tr> </tbody> </table> <p>* Scale Score table 2018 Curriculum Associates</p>	<b>Tier 3</b>			<b>6</b>	<b>7</b>	<b>8</b>	i-Ready Diagnostic Scale Score 0-99	i-Ready Diagnostic Scale Score 100-346	i-Ready Diagnostic Scale Score 100-418
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<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>									
<b>TIER 1 instruction, TIER 2</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>									

	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	<p>Students will receive researched and evidence based reading instruction strategies, including intensive, explicit, systematic and multisensory approaches to reading instruction and interventions. Multisensory Interventions for students with substantial reading deficiency:</p> <ul style="list-style-type: none"> <li>Visual, auditory, kinesthetic, and tactile linkages</li> <li>Systematic and cumulative organization of content</li> <li>Diagnostic teaching to mastery</li> <li>Synthetic and analytic Presentation (examples: word building, see it/say it, music/audio, clapping out sounds, use of playdough, sandpaper letters, color-coded word building tiles, chunking text, story sticks, idea mapping, say it/write it, tapping out sounds, use of dry erase boards, shared reading with teacher and/or peer, use of textures, read it/build it/write it, air writing, etc.)</li> </ul>	<p>Daily Groups</p> <p>Informal Weekly Assessment of targeted skills.</p>	<p>Students score above the cut mark for Tier 3 on i-Ready</p>	<p>Students score is in Tier 3 range on i-Ready</p>
	<p>Students will receive an appropriate level of instruction in phonics, phonemic awareness, fluency, vocabulary, and reading comprehension strategies required to meet grade level standards. This will be accomplished using Reading Street and Journeys Reading Programs, Secret Stories, i-Ready reading materials, and additional supplemental materials as needed.</p> <p>Teachers will monitor comprehension skills with grade level formative and summative assessments, i-Ready growth monitoring assessments, i-Ready diagnostic assessments and additional supplemental materials weekly.</p>	<p>Daily Groups</p> <p>Informal Weekly Assessment of targeted skills.</p>	<p>Students score above the cut mark for Tier 3 on i-Ready</p>	<p>Students score is in Tier 3 range on i-Ready</p>
<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>				
	<p><b>Number of times a week intervention provided</b></p>	<p><b>5</b></p>	<p><b>Number of minutes per intervention session</b></p>	<p><b>30</b></p>
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>All teachers have earned or are in the process of earning their Reading Endorsement. Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator or an outside agency.</p>			

	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>i-Ready (Strong Evidence) ESSA Evidence Based</p>
	<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Tier 3 students are provided their additional daily 30 minutes of support through groups in Zoom. For those who do not have internet access, their additional support is provided daily through phone conferences.</p>

<b>Curriculum, Instruction, and Assessment Decision Tree</b>			
<b>Grade Level(s): 9-12</b>			
<b>IF:</b>	Student meets the following criteria at beginning of school year:		
<b>THEN:</b>	<b>TIER 1 Only</b>		
<b>TIER 1</b>	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> <li>• <i>is standards-aligned</i></li> <li>• <i>builds background and content knowledge, motivation</i></li> <li>• <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>• <i>incorporates writing in response to reading</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>• <i>incorporates the principles of Universal Design for Learning</i></li> <li>• <i>includes specially designed instruction for students with disabilities</i></li> </ul>		
	<i>Core Curriculum</i>		
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>		
	9-12 Harcourt, Collections (Strong Evidence) ESSA Evidence Based		
	Students will be taught using the suggested materials and resources to provide fidelity to the reading programs.		
	<i>Progress Monitoring</i>		
	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
	Achieve 3000: three times yearly, August/September, January/February and April/May	9 – 1050L – 1260L 10 – 1080L – 1335L 11/12 – 955L – 1180L 9 <sup>th</sup> /10 <sup>th</sup> FSA ELA Level 3 or above	9 - 780L – 1045L 10 – 835L – 1075L 11/12 – 955L – 1180L 9 <sup>th</sup> /10 <sup>th</sup> FSA ELA Level 2
	<i>How is the effectiveness of Tier 1 instruction being monitored?</i> Principal observations and walk-throughs along with data monitoring.	<i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i> Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator or an outside agency.	

	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b> Through the analysis of progress monitoring data.</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> Instruction for teachers, provided by the textbook companies, on how to implement the Tier 1 curriculum with fidelity.</p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b> Students in grade K-5 will continue learning through distance learning through the use of Blackboard Collaborate. This allows students and teachers to meet daily virtually to continue with their curriculum. The platform allows for small group instruction as if it is being provided during an “in class” setting to ensure that students are being given the support they need in the areas they are weak in. Paper based packets will only be used for household that are not able to access Blackboard Collaborate from home. Phone conferences will be held with these students.</p>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;"><b>Tier 2</b></th> </tr> <tr> <th style="text-align: center;"><b>9</b></th> <th style="text-align: center;"><b>10</b></th> <th style="text-align: center;"><b>11</b></th> <th style="text-align: center;"><b>12</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Achieve 3000 780L – 1045L</td> <td style="text-align: center;">Achieve 3000 835L – 1075L</td> <td style="text-align: center;">Achieve 3000 955L – 1180L</td> <td style="text-align: center;">Achieve 3000 955L – 1180L</td> </tr> <tr> <td style="text-align: center;">FSA ELA Level 2</td> <td style="text-align: center;">FSA ELA Level 2</td> <td style="text-align: center;">FSA 10<sup>th</sup> ELA Level 2</td> <td style="text-align: center;">FSA 10<sup>th</sup> ELA Level 2</td> </tr> </tbody> </table> <p>*Lexile Level table using the College and Career Readiness Chart</p>				<b>Tier 2</b>				<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	Achieve 3000 780L – 1045L	Achieve 3000 835L – 1075L	Achieve 3000 955L – 1180L	Achieve 3000 955L – 1180L	FSA ELA Level 2	FSA ELA Level 2	FSA 10 <sup>th</sup> ELA Level 2	FSA 10 <sup>th</sup> ELA Level 2
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<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>																			
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students’ ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>																			
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>																		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>															
<ul style="list-style-type: none"> <li>• Remediation/Intervention will be provided in a ELA or Reading course.</li> <li>• Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies</li> <li>• Provide additional strategies for text reading efficiency (comprehension and fluency).</li> </ul>	<p>Daily Lessons</p> <p>Informal Weekly Assessment of targeted skills.</p>	<p>Students score above the cut mark for Tier 2 on Achieve 3000</p>	<p>Students score is maintained at the cut mark for Tier 2 on Achieve 3000</p>	<p>Students score is below the cut mark for Tier 2 on Achieve 3000</p>																

	<ul style="list-style-type: none"> <li>• Students not responding and making progress will be further diagnosed through our MTSS process and instruction will be modified to be more explicit and in smaller groups. Programs and Possible Materials:</li> <li>• HMH Collections (CCRP)</li> <li>• SIM Strategies</li> <li>• CPALMS activities</li> <li>• Paired and independent reading across various genres</li> <li>• Frequent Monitoring Weekly/Biweekly</li> </ul>					
	<b>Number of times a week intervention provided</b>	5	<b>Number of minutes per intervention session</b>	30		
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>All teachers have earned or are in the process of earning their Reading Endorsement. Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator or an outside agency.</p>					
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Achieve 3000 (Strong Evidence) ESSA Evidence Based</p>					
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Tier 2 students are provided their daily 30 minutes of additional support through groups in Blackboard Collaborate. For those who do not have internet access, their additional support is provided daily through phone conferences.</p>					

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="4" style="text-align: center;"><b>Tier 3</b></th> </tr> <tr> <th style="text-align: center;"><b>9</b></th> <th style="text-align: center;"><b>10</b></th> <th style="text-align: center;"><b>11</b></th> <th style="text-align: center;"><b>12</b></th> </tr> </thead> <tbody> <tr> <td>Achieve 3000 775L and Below</td> <td>Achieve 3000 830L and Below</td> <td>Achieve 3000 950L and Below</td> <td>Achieve 3000 950L and Below</td> </tr> <tr> <td>FSA ELA Level 1</td> <td>FSA ELA Level 1</td> <td>FSA 10<sup>th</sup> ELA Level 1</td> <td>FSA 10<sup>th</sup> ELA Level 1</td> </tr> </tbody> </table> <p>*Lexile Level table using the College and Career Readiness Chart</p>	<b>Tier 3</b>				<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	Achieve 3000 775L and Below	Achieve 3000 830L and Below	Achieve 3000 950L and Below	Achieve 3000 950L and Below	FSA ELA Level 1	FSA ELA Level 1	FSA 10 <sup>th</sup> ELA Level 1	FSA 10 <sup>th</sup> ELA Level 1
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<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>																
<b>TIER 1 instruction, TIER 2</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>																

	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	<ul style="list-style-type: none"> <li>• Remediation/Intervention may be provided in an Intensive Reading Course; ESE students are also in a support/push-in ELA class OR placement in a Co-teach Model with a Reading Endorsed and Content Endorsed teacher.</li> <li>• Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies</li> <li>• Reading deficiency will be addressed and should include the following components: <ul style="list-style-type: none"> <li>· prescriptive and targeted instruction for specific skill development,</li> <li>· variety of opportunities for repetitions (repeated exposures),</li> <li>· smaller chunks of text or content,</li> <li>· guided and independent reading practice,</li> <li>· skill development and practice integrated into all activities,</li> <li>· Frequent monitoring.</li> </ul> </li> <li>--If a progress monitoring indicates the student is not making adequate progress toward on-level achievement, the following may occur: <ul style="list-style-type: none"> <li>• Redefining of the problem, analyzing why it is occurring, changing the interventions and progress monitoring</li> <li>• Increased time/frequency of targeted instruction based on i-Ready category results.</li> <li>• Provide a variety of opportunities to strengthen content reading and writing</li> <li>• Provide targeted differentiated small group instruction to meet individual student need.</li> <li>• Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading success. Programs and Possible Materials: <ul style="list-style-type: none"> <li>• HMH Collections (CCRP)</li> <li>• SIM Strategies</li> <li>• CPALMS activities</li> </ul> </li> </ul> </li> </ul>	<p>Daily Groups</p> <p>Informal weekly Assessment of targeted skills.</p>	<p>Students score above the cut mark for Tier 3 on Achieve 3000</p>	<p>Students score within the cut mark for Tier 3 on Achieve 3000</p>

	<ul style="list-style-type: none"> <li>• Paired and independent reading across various genres</li> <li>• Frequent Monitoring Weekly</li> </ul>			
	<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>			
	<p><b>Number of times a week intervention provided</b></p>	<p><b>5</b></p>	<p><b>Number of minutes per intervention session</b></p>	<p><b>30</b></p>
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>All teachers have earned or are in the process of earning their Reading Endorsement. Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator or an outside agency.</p>			
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Achieve 3000 (Strong Evidence) ESSA Evidence Based</p>			
<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Tier 3 students are provided their additional daily 30 minutes of support through groups in Zoom. For those who do not have internet access, their additional support is provided daily through phone conferences.</p>				