

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

Contact Information

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

	Name	Title	Email	Phone
Main District Reading Contact	Richard Myhre	Assistant Superintendent Curriculum/Instruction	richard.myhre@indianriverschools.org	772-564-3138
Responsibility	Name	Title	Email	Phone
Elementary ELA	Karin Hammler	ELA Elementary Specialist	karin.hammler@indianriverschools.org	772-564-3120
Secondary ELA	Nichole Garrick	ELA Specialist Secondary	nichole.garrick@indianriverschools.org	772-564-3202
Reading Endorsement	Julie Kastensmidt	Professional Development Specialist	julie.kastensmidt@indianriverschools.org	772-564-3121
Reading Curriculum	Kelly Baysura	Executive Director Elementary	kelly.baysura@indianriverschools.org	772-564-3067
Professional Development	Julie Kastensmidt	Professional Development Specialist	julie.kastensmidt@indianriverschools.org	772-564-3121
Assessment	Chris Taylor	Testing Specialist	christopher.taylor@indianriverschools.org	772-564-3033
Data Element	Brian McMahon	Data Analyst	brian.mcmahon@indianriverschools.org	772-564-3057
Summer Reading Camp	Kelly Baysura	Executive Director Elementary	kelly.baysura@indianriverschools.org	772-564-3067
3 rd Grade Promotion	Kelly Baysura	Executive Director Elementary	kelly.baysura@indianriverschools.org	772-564-3067

Plan Information:

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

SDIRC communicates the contents of the Comprehensive Evidence-Based Reading Plan to all stakeholders using a variety of methods. The information within this plan is shared with all administrators during district led leadership meetings. SDIRC will also use the plan as the ongoing foundational work with our Instructional Coaches. Additionally, the district monitors the work described in this plan during ongoing points throughout the school year, which lends itself to additional communication and clarifications around the components of the reading plan.

The plan is also shared with stakeholders using the SDIRC website.

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>	Letter Naming fluency LNF via Dibels 8 th Ed.	Progress monitoring	Teacher/ digitally	3x a year
<i>Phonological awareness</i>	Phonemic Segmentation Fluency PSF via Dibels 8 th Ed.	Progress Monitoring	Teacher/ digitally	3x a year
<i>Phonics</i>	Nonsense Word Fluency NWF via Dibels 8 th Ed.	Progress monitoring	Teacher/ digitally	3x a year
<i>Fluency</i>	Oral Reading Fluency ORF via Dibels 8 th Ed.	Progress monitoring	Teacher/ digitally	3x a year
<i>Vocabulary</i>	iReady	Progress monitoring	online	3x a year
<i>Comprehension</i>	IReady and Standards based Unit Assessments	Progress monitoring	online	3x 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?
Grades 6-8: iReady	Phonological, Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension Literature/Informational	Progress Monitoring	Online	3x a year
Achieve 3000	The Lexile Framework measures text difficulty and reader ability on the same scale.	Progress Monitoring	Online	3x 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>
<p>Formal scheduled data reviews will occur 3x's year. Additional data measures and impact reviews will be ongoing and frequent.</p> <p>District Cabinet Members will review the data after every unit assessment.</p> <p>District and school level administrators will review the diagnostic data, along with progress monitoring data during three formal data meetings per year.</p> <p>District wide data -- Instructional Feedback Cycle</p>	<p>SDIRC will use the Instructional Feedback Cycle to identify and define the areas of concern. Once identified and defined, the district will work with and support administrators and instructional coaches to create a plan that is based on data and works to improve outcomes. After the plan is Implemented, SDIRC will cycle back through using the Instructional Feedback Cycle to evaluate the action plans, supports, and interventions for effectiveness. Repeat the cycle – adjust as needed.</p> <p>The Instructional Feedback Cycle includes the following data analysis plan: K - 5 progress monitoring at the district level will be collected using the assessments of FLKRS, i-Ready diagnostics, DIBELS, and ELA unit assessments. By triangulating and analyzing the data, the district and school based teams will be able to drill down to the individual student data and support next steps which will include: root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and</p>	<p>By using Power BI, we can create consistent, ongoing data meetings that drill down from the district, to school, to grade, and then to classroom level data. Additionally, this data is filtered in a variety of ways, including race, ethnicity, subgroup data to continue to support our students</p> <p>The district is also committed to frequent and ongoing school visits to walk classrooms and observe instructional strategies and the use of the curriculum. Formal scheduled data review will occur 3x's year. Additional data measures and impact reviews will occur ongoing and frequently.</p> <p>District Cabinet Members will review the data after every unit assessment.</p> <p>District wide data -- Instructional Feedback Cycle that includes formal walkthroughs 3X's year and Impact Data Review</p> <p>The Instructional Feedback Cycle includes the following data analysis plan: K - 5 progress monitoring at the district level will be collected using the assessments of FLKRS, i-Ready diagnostics, DIBELS, and ELA unit assessments. By triangulating and analyzing the data, the district and school based teams will be able to drill down to the individual student data and support next steps which will include: root cause analysis of the reading deficiency, support around instructional skills and delivery,</p>	<p>Concerns regarding the fidelity of implementation of the K-12 Reading Plan will be shared with and addressed by the Asst. Superintendent of Curriculum and Instruction. Methods for identifying concerns regarding the implementation of the K-12 Reading Plan include informal observational data of reading classrooms and the formal Instructional Review Cycle.</p>	<p>Asst. Superintendent of Curriculum and Instruction</p>

<p>that includes formal walkthroughs 3X's year and Impact Data Review</p> <p>See Instructional Feedback Cycle chart below.</p>	<p>duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.</p> <p>iReady and unit assessment data are used for grades 6-8. iReady reports and unit assessments are used to progress monitor, determine the number of proficient students, and the number of students in need of interventions.</p> <p>Grades 9-12 use Achieve 3000 to monitor lexile growth and district unit assessments to monitor standards-based proficiency.</p>	<p>differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.</p> <p>iReady and unit assessment data are used for grades 6-8. iReady reports and unit assessments are used to progress monitor, determine the number of proficient students, and the number of students in need of interventions.</p> <p>Grades 9-12 use Achieve 3000 to monitor lexile growth and district unit assessments to monitor standards-based proficiency.</p>		
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Instructional Feedback Cycle

Data Coms	Impact Walkthrough	Impact Data Review	Who/What
Cabinet members meet after every unit assessment to review data	9/28 - 10/9	10/12 - 10/16	Teachers in need of additional support and new teachers/ using iReady and Achieve 3000 data, unit assessment data, and walkthrough observational data.
	1/18 - 1/29	2/1 - 2/15	New or additional teachers who are in need of support after reviewing iReady and Achieve 3000 data, unit assessment data, and walkthrough observational data.
	3/8 - 3/19	5/24 - 5/28	i-Ready, Achieve 3000
		7/13 - 7/17	State Test Data

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, and Instructional Coaches	MTSS Meetings Data Meetings Faculty Mtgs Grade level Mtgs Email data	weekly	Admin shares with their staff during scheduled grade level and faculty meetings. Admin will also share the observational data with district level administrators when needing additional support.	Monthly All stakeholders
Data chats	Principal, Assistant Principal, and Instructional Coaches	MTSS Meetings Data Meetings Faculty Mtgs Grade level Mtgs Email data	monthly	Admin shares with their staff during scheduled grade level and faculty meetings. Admin will also share the observational data with district level administrators when needing additional support.	Weekly curriculum mtg
Reading Leadership Team per 6A-6.053(3) F.A.C.	Principal, Assistant Principal, and Instructional Coaches	MTSS Meetings Data Meetings Faculty Mtgs Grade level Mtgs Email data	3x	Admin shares with their staff during scheduled grade level and faculty meetings. Admin will also share the observational data with district level administrators when needing additional support.	3x Impact Review Team
Monitoring of plan implementation	Principal, Assistant Principal, and Instructional Coaches	MTSS Meetings Data Meetings Faculty Mtgs Grade level Mtgs Email data	monthly	Admin shares with their staff during scheduled grade level and faculty meetings. Admin will also share the observational data with district level administrators when needing additional support.	3x Impact Review Team

Implementation and Progress-monitoring

<p>What problem-solving steps are in place for making decisions based on data?</p>	<p>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?</p>	<p>How will district leadership provide plan implementation oversight, support and follow-up?</p>
<p>The problem-solving steps in place for making decisions based on data are:</p> <p>Define the problem or area of need Analyze the problem and relevant data Implement an action plan or interventions based on data Evaluate the action of intervention for effectiveness.</p> <p>District wide data -- Instructional Feedback Cycle that includes formal walkthroughs 3X's year and Impact Data Review. The Instructional Feedback Cycle includes the following data analysis plan: K - 5 progress monitoring at the district level will be collected using the assessments of FLKRS, i-Ready diagnostics, DIBELS, and ELA unit assessments. By triangulating and analyzing the data, the district and school based teams will be able to drill down to the individual student data and support next steps which will include: root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.</p> <p>iReady and unit assessment data are used for</p>	<p>Concerns are communicated using SDIRC Instructional Feedback Cycle framework:</p> <ol style="list-style-type: none"> 1. District level leadership will have observational data from walkthroughs and data analysis using Power BI. This ongoing collection and analysis of a variety of data points facilitates the communication regarding implementation of the reading plan in a systematic and explicit manner based on students' needs. 	<p>The District will provide oversight and support schools with a systematic and explicit implementation of the reading plan based on needs using the information from the Impact Reviews.</p> <p>SDIRC will use the Instructional Feedback Cycle to identify and define the areas of concern. Once identified and defined, the district will work with and support administrators and instructional coaches to create a plan that is based on data and works to improve outcomes. After the plan is Implemented, SDIRC will cycle back through using the Instructional Feedback Cycle to evaluate the action plans, supports, and interventions for effectiveness. Repeat the cycle – adjust as needed.</p>

<p>grades 6-8. iReady reports and unit assessments are used to progress monitor, determine the number of proficient students, and the number of students in need of interventions.</p> <p>Grades 9-12 use Achieve 3000 to monitor lexile growth and district unit assessments to monitor standards-based proficiency.</p>		
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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?
<p>Training in multisensory reading intervention</p> <ul style="list-style-type: none"> • FDLRS 40 hr • Aim Pathways • Literacy Matrix 	<p>Weekly Briefings Email PD Platform Monthly Principal mtg. PD Catalog and Calendar</p>	<p>List of attendees Focus PD Platform</p>	<p>Weekly Briefings Email PD Platform Monthly Principal mtg.</p>	<p>Assistant Superintendent of Curriculum and Instruction</p>	<p>Assistant Superintendent of Curriculum and Instruction</p>
<p>Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth</p>	<p>Weekly Briefings Email PD Platform Monthly Principal mtg. PD Catalog and Calendar</p>	<p>List of attendees Walk throughs Instructional Coach Cycle Data Mtgs Focus PD Platform Action Plans with District support</p>	<p>Monthly or more frequently as needed</p>	<p>Assistant Superintendent of Curriculum and Instruction</p>	<p>Assistant Superintendent of Curriculum and Instruction</p>
<p>Identification of mentor teachers</p>	<p>Via email PD documents Collaborator Chart</p>	<p>STAR Strengthening Teachers and Relationships Meetings</p>	<p>Twice a year through their mentor logs</p>	<p>Assistant Superintendent of Curriculum and Instruction</p>	<p>Assistant Superintendent of Curriculum and Instruction</p>
<p>Establishing of model classrooms within the</p>	<p>The district Impact Review Team will</p>	<p>Observational data Coaching Cycle Logs</p>	<p>Observational data Coaching Cycle Logs</p>	<p>Assistant Superintendent of Curriculum and</p>	<p>Assistant Superintendent of Curriculum and Instruction</p>

school	observe classrooms across the district and identify model classrooms within each school based on standards-based instruction, instructional skills and pedagogy, and lagging and leading data points. The district C&I department will notify the principal of identified model classrooms during a review of the walkthrough observational data.	Impact Review Cycles	Impact Review Cycles	Instruction	
Providing teachers with time weekly to meet for professional development including lesson study and PLCs	Principal mtg Master Schedule Guide Common planning Extended planning times	Rosters Meeting notes PD platform Observational data	3X's year, or more frequently as needed.	Assistant Superintendent of Curriculum and Instruction	Assistant Superintendent of Curriculum and Instruction

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?
All K-5 elementary schools offer a 120 minute ELA block in addition to an extra 30 minute block for Intensive Reading Intervention or Individualized Instruction	District will communicate via monthly meetings during the Master Schedule Guide review process.	Walk-through observational data Instructional Coaching Cycles Instructional Feedback Cycles	The district will provide feedback and approval of each school's master schedule prior to the start of the school year. Instructional Feedback	Assistant Superintendent of Curriculum and Instruction	Annually reported, monitored minimum of 3X's year.

			Cycles to include walkthrough observational data		
Whole group instruction utilizing an evidence-based sequence of reading instruction	District will communicate via monthly meetings during the Master Schedule Guide review process.	The evidence will be collected three times a year for iReady, DIBELS 8th Edition and ongoing for Unit assessments. Walk-through observational data Instructional Coaching Cycles Instructional Feedback Cycles	Instructional Feedback Cycles to include Power BI data monitoring, impact review walkthrough observational data	Assistant Superintendent of Curriculum and Instruction	Monthly
Small group differentiated instruction in order to meet individual student needs	The evidence will be collected three times a year for iReady, DIBELS 8th Edition and ongoing for Unit assessments	Walk-through observational data Instructional Coaching Cycles Instructional Feedback Cycles	Instructional Feedback Cycles to include Power BI data monitoring, impact review walkthrough observational data	Assistant Superintendent of Curriculum and Instruction	Monthly

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?

SDIRC will utilize the Reading Instruction Allocation funds to support K-3 students with a substantial deficiency in reading by prioritizing the needs based on data. The district will use the funds to pay for K – 3 Reading Interventionists across the district to meet the needs of students with a substantial deficiency in reading.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on intervention teachers assigned to elementary schools	\$844,200
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	\$844,200
Amount of District Research-Based Reading Instruction Allocation	\$844,200

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?

iReady
Foundations
Sonday
Wonders Intervention
Wilson

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

If yes, which grade levels?

1st through 4th students with a substantial deficiency in reading and depending on available funds. Priority will be given to 3rd graders who have a substantial deficiency in reading and score a level 1 on the FSA.

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

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)

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

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?

SDIRC has implemented a year long Instructional Coaching Program. Participants applied/reapplied for the program. Once through the interview and vetting process, all members of the Instructional Coaching Program participated in an Instructional Coaching Academy (3 day training), and will continue participating in ongoing PD for the 2020-2021 school year. School based administrators will be receiving professional development on July 22, 2020 on the role and use of instructional coaches to maximize efficiency, effectiveness, and common language around the coaching cycle.

Link to Instructional Coach Job Description

[Indian River Coach Job description](#)

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

Assistant Superintendent for Curriculum and Instruction.

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

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

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

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

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.

- Provide professional development on the following:
 - 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>
Instructional Coaching Program Training on July 22, 2020	District developed Coaching Log	Assistant Superintendent for Curriculum and Instruction	monthly	Define Analyze Implement and revise if necessary

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-2

IF:

Student meets the following criteria at beginning of school year:

Student demonstrates:

iReady Scale Scores on fall diagnostic:

- K- 362-479
- 1st - 434-536
- 2nd - 489- 560

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.

-Core Reading Program (McGraw Hill – Wonders/iReady) Whole Group

The instructional materials for Wonders include instruction in the critical foundational skills with support for teachers to guide students in developing their literacy skills. Additionally, materials include high quality texts and align to grade level standards for reading, writing, speaking and listening, and language. Students encounter texts over the course of the year that are of high quality and interest and are provided appropriately rigorous questions and tasks to engage students in each grade.

Wonders shows promising evidence. Below is the attached portfolio, where McGraw Hill has included the most compelling indicators of success of the Wonders program. Included in the supporting documents you will find:

- Independent efficacy studies, in which the students using Wonders showed gains from beginning-of-year to end-of-year exams
- Case studies and testimonials from a range of customers in different districts, with differing needs, all of whom credit Wonders for their success
- A widescale educator perception study, in which Wonders scored more favorably than its peers on every factor surveyed, including overall quality

[Wonders Research Document](#)

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

TIER 1

	<p>iReady 3x a year</p> <p>DIBELS 3x a year</p>	<p>iReady K 328 -361 1st 434-536 2nd 489-560</p> <p>DIBELS K: LNF 25+ PSF 12-19 NWF 10-19</p> <p>DIBELS 1st: LNF:51+ PSF: 39-50 NWF: 47+</p> <p>DIBELS 2nd: NWF 55-71 WRF:30-51 ORF: 85+</p>	<p>K <328 iReady 1st <434 iReady 2nd <489 iReady</p> <p>K -- DIBELS LNF: <25 PSF: <12 NWF: <10</p> <p>1st -- DIBELS LNF:<51 PSF: <39 NWF<47</p> <p>2nd - DIBELS NWF < 55 WRF:<30 ORF: <85</p>
	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>Instructional Feedback Cycle</p> <ul style="list-style-type: none"> • Data Review • Impact Reviews • Observational Walk-throughs 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>Define the problem or area of need Analyze the problem and relevant data Implement an action plan or interventions based on data Evaluate the action plan or intervention for effectiveness.</p> <p>District wide data -- Instructional Feedback Cycle that includes formal walkthroughs 3X's year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled impact review data meetings between district and school administrators.</p>	
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>Instructional Feedback Cycle</p> <ul style="list-style-type: none"> • Data Review • Impact Reviews • Observational Walk-throughs 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>Define the problem or area of need Analyze the problem and relevant data Implement an action plan or interventions based on data Evaluate the action of intervention for effectiveness.</p> <p>District wide data -- Instructional Feedback Cycle that includes formal walkthroughs 3X's year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled impact review data meetings between district and school administrators. Additionally, a root cause analysis of problems will occur in order to improve the effectiveness of the curriculum components.</p>	

	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one to one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, SDIRC utilizes iReady, an adaptive computer program that adjusts to student levels based on diagnostic data.</p>
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IF:	<p>Student meets the following criteria at beginning of school year: Student demonstrates moderate to high risk on FLKRS and/or iReady Diagnostic.</p> <p>Kinder < 437 FLKRS and/or <328 iReady diagnostic DIBELS K LNF 16-24, PSF 7-11,</p> <p>1st grade < 370 iReady DIBELS 1st LNF 42-50, PSF 29-38, NWF 1-7 ORF 8-14</p> <p>2nd grade <421 iReady DIBELS 2nd NWF 43-54, WRF 20-29, ORF 35-50</p>
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THEN:	TIER 1 instruction and TIER 2 interventions
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TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	See Chart 1A for list of interventions based on the following reading components: <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency • Vocabulary 	DIBELS 8 th Ed 3X's year	Scores indicate mastery in the area of concern	Scores indicate multi-sensory, intentional and strategic differentiated instruction is needed to meet student's needs	For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or

	<ul style="list-style-type: none"> • Comprehension • Language <p>Personnel will determine the area of need based on data and root cause analysis for the specific deficiency in reading. Interventions are based on student needs</p>				materials will be changed based on student data and needs.
	IReady Tools for Instruction/Toolbox	Administer monthly growth monitoring as needed	Scores indicate mastery in the area of concern	Scores indicate intentional, multi-sensory and strategic differentiated instruction is needed to meet student's needs	For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data and needs.
Number of times a week intervention provided			5	Number of minutes per intervention session	
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>Data Meetings and Multi-Tiered System of Support (MTSS) to analyze all available data (assessment data, Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments. K - 2 progress monitoring at the district level will be collected using the assessments of FLKRS, i-Ready diagnostics, and DIBELS. By triangulating and analyzing the data, the district and school based teams will be able to drill down to the individual student data and support next steps which will include: root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.</p>					
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>The instructional materials for Wonders include instruction in the critical foundational skills with support for teachers to guide students in developing their literacy skills. Additionally, materials include high quality texts and align to grade level standards for reading, writing, speaking and listening, and language. Students encounter texts over the course of the year that are of high quality and interest and are provided appropriately rigorous questions and tasks to engage students in each grade.</p>					

	<p>Wonders shows promising evidence. Below is the attached portfolio, where McGraw Hill has included the most compelling indicators of success of the Wonders program. Included in the supporting documents you will find:</p> <ul style="list-style-type: none"> • Independent efficacy studies, in which the students using Wonders showed gains from beginning-of-year to end-of-year exams • Case studies and testimonials from a range of customers in different districts, with differing needs, all of whom credit Wonders for their success • A widescale educator perception study, in which Wonders scored more favorably than its peers on every factor surveyed, including overall quality <p>Wonders Research Document</p> <p>Additional research can be found in the Intervention chart 1A attached.</p>
	<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p> <p>Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one to one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, SDIRC utilizes iReady, an adaptive computer program that adjusts to student levels based on diagnostic data.</p>

IF:	<p>Student meets the following criteria at beginning of school year: Student demonstrates high risk iReady. K: <361 1st: <434 2nd: <489</p> <p>DIBELS K: LNF 0-15 PSF- 06 NWF 0-3</p> <p>DIBELS 1st LNF 0-41 PSF 0-28 NWF 0</p> <p>DIBELS 2nd NWF 0-42 WRF 0-19 ORF 0-34</p>
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
TIER 1 instruction, TIER 2	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i>

	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	<p>See Chart 1A for list of interventions based on the following reading components:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension • Language <p>Personnel will evaluate the area of concerns, conduct a root cause analysis, determine the intensity and duration of the intervention based on student needs.</p>	Dibels Progress monitoring assessments Weekly	-Based on data Scores indicate intentional, multi-sensory and strategic differentiated instruction is needed to meet student's needs	For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.
	iReady	Progress Monitoring Assigned Lessons	-Based on data Scores indicate intentional, multi-sensory and strategic differentiated instruction is needed to meet student's needs	For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.				
	Number of times a week intervention provided	5	Number of minutes per intervention session	30
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?			
	Multi-Tiered System of Support (MTSS) to analyze all available data (assessment data, Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments.			

SDIRC utilizes the following data to drive instruction: iReady diagnostic and growth monitoring, and Dibels progress monitoring. The district conducts data analysis and then supports the schools in a school-based data analysis specific to individual student needs based on the data. K - 2 progress monitoring at the district level will be collected using the assessments of FLKRS, i-Ready diagnostics, and DIBELS. By triangulating and analyzing the data, the district and school based teams will be able to drill down to the individual student data and support next steps which will include: root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.

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

The instructional materials for Wonders include instruction in the critical foundational skills with support for teachers to guide students in developing their literacy skills. Additionally, materials include high quality texts and align to grade level standards for reading, writing, speaking and listening, and language. Students encounter texts over the course of the year that are of high quality and interest and are provided appropriately rigorous questions and tasks to engage students in each grade.

Wonders shows promising evidence. Below is the attached portfolio, where McGraw Hill has included the most compelling indicators of success of the Wonders program. Included in the supporting documents you will find:

- Independent efficacy studies, in which the students using Wonders showed gains from beginning-of-year to end-of-year exams
- Case studies and testimonials from a range of customers in different districts, with differing needs, all of whom credit Wonders for their success
- A widescale educator perception study, in which Wonders scored more favorably than its peers on every factor surveyed, including overall quality

[Wonders Research Document](#)

Additional research can be found in the Intervention chart 1A attached.

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

Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one to one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, SDIRC utilizes iReady, an adaptive computer program that adjusts to student levels based on diagnostic data.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 3-5

IF:

Student meets the following criteria at beginning of school year:
 Student demonstrates:
 3rd: 511-602
 4th: 557-629
 5th: 581-640
 no risk/low risk on iReady Diagnostic.

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.

-Core Reading Program (McGraw Hill – Wonders/iReady)

-Small group differentiated instruction that focuses on targeted skill instruction using leveled text

The instructional materials for Wonders include instruction in the critical foundational skills with support for teachers to guide students in developing their literacy skills. Additionally, materials include high quality texts and align to grade level standards for reading, writing, speaking and listening, and language. Students encounter texts over the course of the year that are of high quality and interest and are provided appropriately rigorous questions and tasks to engage students in each grade.

Wonders shows promising evidence. Below is the attached portfolio, where McGraw Hill has included the most compelling indicators of success of the Wonders program. Included in the supporting documents you will find:

- Independent efficacy studies, in which the students using Wonders showed gains from beginning-of-year to end-of-year exams
- Case studies and testimonials from a range of customers in different districts, with differing needs, all of whom credit Wonders for their success
- A widescale educator perception study, in which Wonders scored more favorably than its peers on every factor surveyed, including overall quality

[Wonders Research Document](#)

Progress Monitoring

	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
	iReady 3x a year Unit Assessments-7x	iReady 3 rd 511 –602 4 th 557-629 5 th 581-640 Unit Assessments 50% and above	3 rd <511 4 th <557 5 th <581
	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>Reading Walk throughs Data Growth</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>District wide data -- Instructional Feedback Cycle that includes formal walkthroughs 3X's year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled impact review data meetings between district and school administrators. Additionally, a root cause analysis of the effectiveness will be completed to align student needs with the curriculum components.</p>	
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>Reading Walk throughs Data Growth</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>Frequent meetings to analyze all available data (assessment data, Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for instruction.</p>	
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one to one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, SDIRC utilizes iReady, an adaptive computer program that adjusts to student levels based on diagnostic data.</p>		

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Student demonstrates moderate to high risk on iReady Diagnostic.</p> <p>Triangulate a variety of data points to include previous FSA scores, iReady progress monitoring data, DIBELS progress monitoring data, and district unit assessments to determine the needs of the student.</p> <p>3rd <511 and/or <50% on Unit Assessments 4th <557 and/or <50% on Unit Assessments</p>
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	5 th <581 and/or <50% on Unit Assessments				
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
	See Chart 1A	Unit Assessment Every 6 weeks iReady Dibels Minimum 3X's year	iReady 3 rd 511 –602 4 th 557-629 5 th 581-640 Unit Assessments 50% and above	3 rd <511 4 th <557 5 th <581 Unit Assessments below 50%	3 rd <510 4 th <556 5 th <580
		Number of times a week intervention provided	5	Number of minutes per intervention session	30
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>- Core Reading Program (McGraw Hill – Wonders/iReady)</p> <p>-Daily small group differentiated instruction/intervention targeted to meet student's instructional needs (Students will need intervention in addition to, or an extension of, the 120-minute reading block.)</p> <p>The Instructional Feedback Cycle is used to identify and solve problems to improve effectiveness of Tier 2 interventions and includes the following data analysis plan:</p> <p>3 - 5 progress monitoring at the district level will be collected using the assessments of i-Ready diagnostics, DIBELS, and ELA unit assessments. By triangulating and analyzing the data, the district and school based teams will be able to drill down to the individual student data and support next steps which</p>					

	<p>will include: root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.</p>
	<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>The instructional materials for Wonders include instruction in the critical foundational skills with support for teachers to guide students in developing their literacy skills. Additionally, materials include high quality texts and align to grade level standards for reading, writing, speaking and listening, and language. Students encounter texts over the course of the year that are of high quality and interest and are provided appropriately rigorous questions and tasks to engage students in each grade.</p> <p>Wonders shows promising evidence. Below is the attached portfolio, where McGraw Hill has included the most compelling indicators of success of the Wonders program. Included in the supporting documents you will find:</p> <ul style="list-style-type: none"> • Independent efficacy studies, in which the students using Wonders showed gains from beginning-of-year to end-of-year exams • Case studies and testimonials from a range of customers in different districts, with differing needs, all of whom credit Wonders for their success • A widescale educator perception study, in which Wonders scored more favorably than its peers on every factor surveyed, including overall quality <p>Wonders Research Document Additional research can be found in the Intervention chart 1A attached.</p>
	<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p> <p>Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one to one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, SDIRC utilizes iReady, an adaptive computer program that adjusts to student levels based on diagnostic data.</p>

IF:	<p>Student meets the following criteria at beginning of school year: Triangulate a variety of data points to include previous FSA scores, iReady progress monitoring data, DIBELS progress monitoring data, and district unit assessments to determine the needs of the student.</p> <p style="text-align: center;">3rd <489 and/or <50% on Unit Assessments 4th <511 and/or <50% on Unit Assessments 5th <557 and/or <50% on Unit Assessments</p>
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
TIER 1 instruction, TIER 2 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)

**and TIER 3
Intensive
Interventions**

- 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>
See Chart 1A	Weekly Progress Monitoring in their area of specific reading intervention.	iReady 3 rd 511 –602 4 th 557-629 5 th 581-640 Unit Assessments 50% and above	3 rd <510 4 th <556 5 th <580 Unit Assessments Below 50%

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

<i>Number of times a week intervention provided</i>	<i>5</i>	<i>Number of minutes per intervention session</i>	<i>30</i>
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What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

SDIRC utilizes the following data to drive instruction: iReady diagnostic and growth monitoring, Unify Unit Assessments, Running Records, Sondag Screener, Foundations tests, and fluency progress monitoring. The district conducts data analysis and then supports the schools in a school-based data analysis specific to individual student needs based on the data.

Multi-Tiered System of Support (MTSS) to analyze all available data (assessment data, Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments to make appropriate recommendations for further diagnostic testing.

The Instructional Feedback Cycle is used to identify and solve problems to improve effectiveness of Tier 2 interventions and includes the following data analysis plan:

3 - 5 progress monitoring at the district level will be collected using the assessments of i-Ready diagnostics, DIBELS and ELA unit assessments, along with intervention data. By triangulating and analyzing the data, the district and school based teams will be able to drill down to the individual student data and support next steps which will include: root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.

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

The instructional materials for Wonders include instruction in the critical foundational skills with support for teachers to guide students in developing their literacy skills. Additionally, materials include high quality texts and align to grade level standards for reading, writing, speaking and listening, and

language. Students encounter texts over the course of the year that are of high quality and interest and are provided appropriately rigorous questions and tasks to engage students in each grade.

Wonders shows promising evidence. Below is the attached portfolio, where McGraw Hill has included the most compelling indicators of success of the Wonders program. Included in the supporting documents you will find:

- Independent efficacy studies, in which the students using Wonders showed gains from beginning-of-year to end-of-year exams
- Case studies and testimonials from a range of customers in different districts, with differing needs, all of whom credit Wonders for their success
- A widescale educator perception study, in which Wonders scored more favorably than its peers on every factor surveyed, including overall quality

[Wonders Research Document](#)

Additional research can be found in the Intervention chart 1A attached.

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

Classroom teachers will be working to highlight the most critical elements of the curriculum, via Canvas, and one to one conferencing. Teachers will create lessons that are differentiated to meet the needs of all learners based on individualized data points. Additionally, SDIRC utilizes iReady, an adaptive computer program that adjusts to student levels based on diagnostic data.

Chart 1A ELA/Reading Matrix – Tier 2 and 3 Interventions

Wonders and iReady resources will be used prior to other interventions being implemented for Tier 2 & Tier 3 interventions.

Grades K- 5	
Phonological/Phonemic Awareness <ul style="list-style-type: none"> • Rhyming • Onset Rime • Phoneme Segmentation • Beginning/Medial/Final Sounds • Sound Manipulation/Additions/Substitutions • Phoneme Blending 	<ul style="list-style-type: none"> • Wonders Interventions • iReady Tools for Instruction • Foundations • Sondag • Heggarty • KPALS • DIBELS • Wilson
Phonics <ul style="list-style-type: none"> • Letter Names & Sounds • Decoding and Sight Word Recognition • Two Syllable • Multisyllabic 	<ul style="list-style-type: none"> • Wonders Interventions • iReady Tools for Instruction • Foundations • Phonics for Learning • Sondag • KPALS • PALS • DIBELS • Wilson
Fluency <ul style="list-style-type: none"> • High-Frequency Words • Oral Reading Fluency • Prosody • Word Phrasing (scooping) 	<ul style="list-style-type: none"> • Wonders Interventions • iReady Tools for Instruction • Foundations • Phonics for Learning • Sondag • KPALS • PALS • Wilson (if trained) • DIBELS – passages • Read Naturally
Vocabulary <ul style="list-style-type: none"> • Word Meaning and Analysis • Prefixes/Suffixes • Root Words • Tier 2 words 	<ul style="list-style-type: none"> • Wonders Interventions • iReady Tools for Instruction • iReady Toolbox • Read Naturally • Elements of Reading Vocabulary (Beck) • Bridge to Vocabulary • Text Talk • Sondag • Leveled Literacy Intervention (LLI)
Comprehension <ul style="list-style-type: none"> • Main Idea, Theme, Key Details, Story Elements • Compare/Contrast, Cause/Effect, Chronologic Order, Problem/Solution • Predictions, Connections, Questions and Conclusions based on text evidence • Author’s Purpose, Inferencing, Point of View, Analyze Textual Evidence 	<ul style="list-style-type: none"> • Wonders Interventions • iReady Tools for Instruction • iReady Toolbox • Rewards • Leveled Literacy Intervention (LLI)
Language <ul style="list-style-type: none"> • Oral Language • Oral Expression • Pragmatics • Basic Listening Skills • Grammar • Sentence Formulation • Retelling • Describing • Listening and Speaking • Reading Comprehension 	<ul style="list-style-type: none"> • Wonders Interventions • iReady Tools for Instruction • iReady Toolbox • Visualizing Verbalizing • Leveled Literacy Intervention (LLI)

Interventions	Evidence/Research	Description
Fundations	Fundations Program Effectiveness Study	30-minute daily lessons that target reading and spelling for small group or one to one instruction (double-dose is recommended for Tier 3). A sequential, systematic, multi-sensory, and cumulative way of teaching the structure and code of English. It is recommended 5 times per week for intensive small group intervention.
Sonday System	IDA Matrix of Multisensory Language Programs, Evidence Based Tier 2 & 3 Resources	A sequential, systematic, multi-sensory, and cumulative way of teaching the structure and code of English. It is recommended 35-minute lessons, 2-3 times per week or 5 times per week for intensive small group intervention. explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies
Wonders Intervention	Wonders Research Document Evidence Based Tier 2 & 3 Resources	The tier 2 Wonders intervention books address all skill deficits and the lessons are recommended to be implemented 20-30 minutes daily with groups up to 8 students, for 3-5 days per week. Interventions can also be found at ConnectEd (Wonders online).
Read Naturally Grades 1-8	Evidence Based Tier 2 & 3 Resources IES -- WWC	Read Naturally is designed for use with individual students or small groups of six to eight students for 30 minutes per session with a recommended three to five sessions per week for 6 weeks.
iReady Toolbox	Evidence Based Tier 2 & 3 Resources	Designed for use with Ready Mathematics, Ready Reading, and Ready Writing, the easy-to-use Online Teacher Toolbox is a virtual file cabinet of all K—8 instructional resources that provides immediate access to detailed lesson plans and digital tutorials for students performing above, below, and on grade-level.
iReady Tools for Instruction	Evidence Based Tier 2 & 3 Resources	Pre-made teacher lessons plans for all elements of reading. Can be found on the iReady website.
REWARDS	Evidence Based Tier 2 & 3 Resources	Designed as a 6-week course of instruction centered on daily lessons of 50-60 minutes, REWARDS' leverages the tenets of good, explicit instruction, engages students, and features a gradual release of responsibility to the student as their proficiencies grow.
Wilson Reading System (must be trained)	IDA Matrix of Multisensory Language Programs IES -- WWC	WRS may be implemented in both individual and small-group (up to 6 students) settings. Group size affects the recommended scheduling of instruction for 60-90 minutes 2-5 times per week or 45-90 minutes daily in a small group setting.
KPALS/PALS	Research Articles, Evidence Based Tier 2 & 3 Resources	Peer Assisted Learning Strategies is designed to complement, not replace, existing reading and math curriculum. PALS is a 25 to 35minute activity implemented 2 to 4 times a week.
LLI	IES -- WWC	The Fountas & Pinnell Leveled Literacy Intervention System (LLO is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level.
Bridges for Vocabulary	FLDOE Reading Intervention Resources	An explicit vocabulary intervention program designed to help foster vocabulary language growth through 30-minute lessons daily following the pacing guide.
Isabell Beck Vocabulary	FLDOE Reading Intervention Resources	Explicit vocabulary instruction on tiered vocabulary words through direct instruction. Recommended small group instruction for 20-30 minutes daily.
Text Talk Grades K-5	FLDOE Reading Intervention Resources	Engages teachers and students in robust vocabulary instruction tied closely to comprehension. Recommended small group instruction for 20-30 minutes daily.
Heggarty	Research and Findings	A systematic scope and sequence of skills, each level focuses on eight phonemic awareness skills.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8

IF:

Student meets the following criteria at beginning of school year:
Student demonstrates no risk/low risk on iReady Diagnostic.

***5th into 6th = 609 and above**

***6th into 7th = 616 and above**

***7th into 8th = 632 and above**

***iReady Winter scale scores indicate mid-on grade levels or above to be used in conjunction with 2018-2019 FSA scores**

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.

Curriculum:

- HMH Collections with collaboration with ELA Teacher
- CommonLit
- News ELA
- CPalms Resources
- FloridaStudents.org Resources

Usage is support by strong evidence from formative assessments as well as unit assessment data chats.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

Unit Assessment once every 4 weeks

50% and above on Unit Assessment

Less than 50% on a Unit Assessment

How is the effectiveness of Tier 1 instruction being monitored?

Reading Walk throughs
Data
Growth

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

District wide data -- Instructional Feedback Cycle that includes formal walkthroughs 3X's year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled

		<p>impact review data meetings between district and school administrators.</p> <p>Additionally, a root cause analysis of the effectiveness will be completed to align student needs with the curriculum components.</p>
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>Reading Walk throughs unit assessments and iReady data Growth from one assessment to the next.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>Weekly meetings to analyze all available data (assessment data, Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for instruction.</p>
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Instruction is modified to reflect the Canvas platform, video presentations, and online conferencing.</p>	

IF:	<p>Student meets the following criteria at beginning of school year: Student demonstrates moderate to high risk on iReady Diagnostic.</p> <p>*5th into 6th = 581-608 *6th into 7th = 589-615 *7th into 8th = 609-631</p> <p>Scale scores indicate early on grade levels to be used in to be used in conjunction with 2018-2019 FSA Scores.</p> <p>*5th into 6th = 496 -541 *6th into 7th -Grade = 542-565 *7th into 8th -Grade= 566-582</p> <p>*Scale scores indicates performance 2 grade levels below.</p> <p>*iReady Winter Diagnostic scale scores indicate early on grade levels to be used in conjunction with 2018-2019 FSA Scores</p>	
THEN:	TIER 1 instruction and TIER 2 interventions	
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • <i>are standards-aligned</i> • <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> • <i>occurs during time allotted in addition to core instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i> 	
		TIER 2 Progress Monitoring

	<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>
	Scaffolded instruction with HMH Collections materials iReady Online Instruction iReady Toolbox Resources	Weekly progress monitoring of assigned lessons 7 Unit Assessments Formative Assessments Monthly Growth Monitor Check	50% or above on Unit Assessments 70% or higher pass rate on iReady Online Instruction	Below 50% on Unit Assessments Below 70% pass rate on iReady Online Instruction	Consistently below 50% on: Weekly progress monitoring of iReady assigned lessons Unit Assessments Formative Assessments Monthly Growth Monitor Check
	Small group differentiated instruction that focuses on targeted skill instruction using iReady Instructional Grouping Profile and iReady Toolbox Resources	Weekly progress monitoring of assigned lessons 7 Unit Assessments Formative Assessments Monthly Growth Monitor Check	50% or above on Unit Assessments 70% or higher pass rate on iReady Online Instruction	Below 50% on Unit Assessments Below 70% pass rate on iReady Online Instruction	Consistently below 50% on: Weekly progress monitoring of iReady assigned lessons Unit Assessments Formative Assessments Monthly Growth Monitor Check
	<i>Number of times a week intervention provided</i>	5	<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> <ul style="list-style-type: none"> • Define the problem or goal. • Analyze the problem and relevant data. • Implement an intervention plan. • Evaluate the intervention for effectiveness. <p>The Instructional Feedback Cycle is used to identify and solve problems to improve effectiveness of Tier 2 interventions and includes the following data analysis plan: 6-8 progress monitoring at the district level will be collected using the assessments of i-Ready diagnostics, and ELA unit assessments, along with intervention data. By triangulating and analyzing the data, the district and school based teams will be able to drill down to the individual student data and support next steps which will include: root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.</p> <p>Master schedule support -- Additional scheduling adjustments may be made to support student achievement. All middle schools will provide students with a reading class to support the specific needs based on data. Students who are in need of intensive interventions in reading are scheduled into a double block of reading.</p>
	<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>HMH Collections instructional materials are designed to engage middle school students with rigorous and relevant literacy materials that provide opportunities for 6-8-grade students to become proficient and powerful readers. Additionally, materials include a variety of genres and themes needed for supporting literacy and content standards.</p>
	<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p> <p>Instruction is modified to reflect the Canvas platform, video presentations, and online conferencing.</p>

IF:	<p>Student meets the following criteria at beginning of school year: Student demonstrates high risk.</p> <p>*5th into 6th = 495 and below *6th into 7th = 541 and below *7th into 8th = 565 and below *iReady Winter Diagnostic Scale scores indicate performance 3 or more grade levels below.</p>
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
TIER 1 instruction, TIER 2	<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

interventions, and TIER 3 Intensive Interventions	<ul style="list-style-type: none"> • 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
	Wilson		Weekly progress monitoring of assigned lessons 7 Unit Assessments Formative Assessments Monthly Growth Monitor Check	50% or above on Unit Assessments 70% or higher pass rate on iReady Online Instruction	Consistently below 50% on: Weekly progress monitoring of iReady assigned lessons Unit Assessments Formative Assessments Monthly Growth Monitor Check
	Small group differentiated instruction that focuses on targeted skill instruction using iReady Instructional Grouping Profile and iReady Toolbox Resources		Weekly progress monitoring of assigned lessons 7 Unit Assessments Formative Assessments Monthly Growth Monitor Check	50% or above on Unit Assessments 70% or higher pass rate on iReady Online Instruction	Consistently below 50% on: Weekly progress monitoring of iReady assigned lessons Unit Assessments Formative Assessments Monthly Growth Monitor Check
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.				
	Number of times a week intervention provided		5	Number of minutes per intervention session	30
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?				
Multi-Tiered System of Support (MTSS) to analyze all available data (iReady Diagnostic, iReady Online data, Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments.					

The Instructional Feedback Cycle is used to identify and solve problems to improve effectiveness of Tier 3 interventions and includes the following data analysis plan:

6-8 progress monitoring at the district level will be collected using the assessments of i-Ready diagnostics, and ELA unit assessments, along with intervention data. By triangulating and analyzing the data, the district and school based teams will be able to drill down to the individual student data and support next steps which will include: root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.

Master schedule support -- Additional scheduling adjustments may be made to support student achievement. All middle schools will provide students with a reading class to support the specific needs based on data. Students who need intensive interventions in reading are scheduled into a double block of reading.

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

The iReady Instructional Grouping Profile is designed to provide targeted instructional materials to include instruction in the critical foundational skills with support for teachers to guide students in developing their literacy skills. Additionally, materials include high quality texts and align to grade level standards for reading, writing, speaking and listening, and language.

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

Instruction is modified to reflect scaffolded lessons using the Canvas platform, video presentations, and online conferencing.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9-12

IF:

Student meets the following criteria at beginning of school year:
Achieve 3000 Level Set (Winter)

9th Grade = 881L and Above

10th Grade = 954L and Above

11th Grade = FSA Level 3

12th Grade = FSA Level 3

THEN:

TIER 1 Only

**TIER
1**

Initial instruction:

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

Core Curriculum

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

HMH *Collections* presents materials and activities in a variety of ways, allowing students to interact with different types of content. Students have the tools they need to think critically, expand their curiosity, and tackle challenging concepts—which helps them learn to effectively close read selections and prepare for high-stakes assessments.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

Unit Assessment once every 4 weeks

50% or above on Unit Assessments

Less than 50% on Unit Assessments

How is the effectiveness of Tier 1 instruction being monitored?

Reading Walk throughs
Data
Growth

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

District wide data -- Instructional Feedback Cycle that includes formal walkthroughs 3X's year and Impact Data Review. Data analysis will occur informally throughout the year and formally during scheduled impact review data meetings between district and school administrators.

		Additionally, a root cause analysis of the effectiveness will be completed to align student needs with the curriculum components.
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>Reading Walk throughs Unit assessments Growth from one assessment to the next.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>Weekly meetings to analyze all available data (assessment data, Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for instruction.</p>
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Instruction is modified to reflect scaffolded lessons using the Canvas platform, video presentations, and online conferencing.</p>	

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Achieve 3000 LevelSet (Winter)</p> <p>9th-Grade = 780L-880L</p> <p>10th -Grade = 853L-953L</p> <p>11th- Grade = FSA Level 2</p> <p>12th Grade = FSA Level 2</p>			
THEN:	TIER 1 instruction and TIER 2 interventions			
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • 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	Performance Criteria that would prompt addition of Tier 3 interventions

				<i>Tier 1 instruction</i>	
	<p>Blended Learning with Achieve3000 5-Step Literacy Routine</p> <p>11th-12th Grade: College Board Official SAT Practice with Khan Academy- Scaffolding lessons aligned to FSA standards</p>	<p>Weekly progress monitoring of assigned lessons.</p> <p>7 Unit Assessments throughout the year.</p> <p>Achieve 3000 reports are reviewed monthly to measure lexile growth, usage and pass rate for students.</p> <p>Weekly progress monitoring of assigned practice test and lessons</p>	<p>9th-Grade = 881L and Above</p> <p>10th -Grade = 954L and Above</p> <p>On Achieve3000 interim LevelSet Assessment</p> <p>50% or Above on Unit Assessments</p> <p>Concordant SAT scores of 480 and above Or ACT score of 18 or above</p>	<p>9th-Grade = 780L-880L</p> <p>10th -Grade = 853L-953L</p> <p>Less than 50% on Unit Assessments</p> <p>Concordant SAT scores of less than 480 Or ACT score of less than 18</p>	<p>Consistently below 75% on Achieve3000 assigned activities</p> <p>Consistently below 50% on Unit Assessments and Formative Assessments</p> <p>Decrease in Interim LevelSet score</p> <p>Consistently below concordant SAT or ACT scores</p>

	<p>Small group differentiated instruction that focuses on targeted skill instruction using Achieve3000 Stretch Text, Teacher Directed DOK 3/4 Questions, and Reading Connections Tool.</p>	<p>Weekly progress monitoring of assigned lessons 7 Unit Assessments Formative Assessments</p>	<p>9th-Grade = 881L and Above 10th -Grade = 954L and Above On Achieve3000 interim LevelSet Assessment 50% or Above on Unit Assessments</p>	<p>9th-Grade = 780L-880L 10th -Grade = 853L-953L Less than 50% on Unit Assessments</p>	<p>Consistently below 75% on Achieve3000 assigned activities Consistently below 50% on Unit Assessments and Formative Assessments Decrease in Interim LevelSet score</p>
	<p>11th-12th Grade: Small group differentiated instruction that focuses on targeted skill instruction using the College Board Official SAT Practice with Khan Academy- Scaffolded lessons aligned to FSA standards</p>	<p>Weekly progress monitoring of assigned practice test and lessons</p>	<p>Concordant SAT scores of 480 and above Or ACT score of 18 or above</p>	<p>Concordant SAT scores of less than 480 Or ACT score of less than 18</p>	<p>Consistently below concordant SAT or ACT scores</p>
	<p><i>Number of times a week intervention provided</i></p>		<p>5</p>	<p><i>Number of minutes per intervention session</i></p>	
<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>Multi-Tiered System of Support (MTSS) to analyze all available data (Achieve3000 data, SAT practice test materials, Unit Assessments, Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments.</p> <p>The Instructional Feedback Cycle is used to identify and solve problems to improve effectiveness of Tier 2 interventions and includes the following data analysis plan: 9-12 progress monitoring at the district level will be collected using the assessments of Achieve 3000 data, SAT practice test data, and ELA unit assessments, along with intervention data. By triangulating and analyzing the data, the district and school based teams will be able to drill down to the individual student data and support next steps which will include: root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.</p>					

	<p>Master schedule support -- Additional scheduling adjustments may be made to support student achievement. Students who need intensive interventions in reading are scheduled into a double block of reading or an intensive reading class based on data. See High School Reading Pathways Chart below.</p>
	<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>The 5-Step Literacy Routine as well as the Official SAT and Khan Academy practice materials are designed to maximize student literacy development while helping to ensure College & Career Readiness.</p>
	<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p> <p>Instruction is modified to reflect scaffolded lessons using the Canvas platform, video presentations, and online conferencing.</p>

IF:	<p>Student meets the following criteria at beginning of school year: Achieve 3000 LevelSet (Winter)</p> <p>9th-Grade = 775L and below</p> <p>10th -Grade = 830L and below</p> <p>11th- Grade = FSA Level 1</p> <p>112th -Grade = FSA Level 1</p>		
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions		
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • additional time allotted is in addition to core instruction and tier 2 interventions 		
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring	
	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions

	Wilson	Weekly progress monitoring of assigned lessons Unit 7 Assessments Formative Assessments	9 th -Grade = 780L-880L 10 th -Grade = 853L-953L Less than 50% on Unit Assessments	Consistently below 75% on Achieve3000 assigned activities Consistently below 50% on Unit Assessments and Formative Assessments Decrease in Interim LevelSet score
	11 th -12 th Grade: College Board Official SAT Practice with Khan Academy- Scaffolded lessons aligned to FSA standards	Weekly progress monitoring of assigned practice test and lessons	Concordant SAT scores of 480 and above Or ACT score of 18 or above	Concordant SAT scores significantly less than 480 Or ACT score of significantly less than 18
	9 th - 10 th Grade: Small group differentiated instruction that focuses on targeted skill instruction using Achieve3000 Stretch Text, Teacher Directed DOK 2/3 Questions, and Reading Connections Tools.	Weekly progress monitoring of assigned lessons Unit 7 Assessments Formative Assessments	9 th -Grade = 780L-880L 10 th -Grade = 853L-953L Less than 50% on Unit Assessments	Consistently below 75% on Achieve3000 assigned activities Consistently below 50% on Unit Assessments and Formative Assessments Decrease in Interim LevelSet score
11 th -12 th Grade: Small group differentiated instruction that focuses on targeted skill instruction using the College Board Official SAT Practice with Khan Academy- Scaffolded lessons aligned to FSA standards	Weekly progress monitoring of assigned practice test and lessons	Concordant SAT scores of 480 and above Or ACT score of 18 or above	Concordant SAT scores significantly less than 480 Or ACT score of significantly less than 18	
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.				
Number of times a week intervention provided		5	Number of minutes per intervention session	
			30	

	<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>Multi-Tiered System of Support (MTSS) to analyze all available data (Achieve3000 data, Unit Assessments, Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments.</p> <p>The Instructional Feedback Cycle is used to identify and solve problems to improve effectiveness of Tier 3 interventions and includes the following data analysis plan: 9-12 progress monitoring at the district level will be collected using the assessments of Achieve 3000 data, and ELA unit assessments, along with intervention data. By triangulating and analyzing the data, the district and school based teams will be able to drill down to the individual student data and support next steps which will include: root cause analysis of the reading deficiency, support around instructional skills and delivery, differentiating instruction, analyzing the curriculum for effectiveness, and addressing fidelity, intensity, and duration of the interventions. The team will use Power BI to generate reports that will aid in predicting reading proficiency as it relates to state standards and FSA state assessments.</p> <p>Master schedule support -- Additional scheduling adjustments may be made to support student achievement. Students who need intensive interventions in reading are scheduled into a double block of reading or an intensive reading class based on data. See High School Reading Pathways Chart below.</p>
	<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>The 5-Step Literacy Routine as well as the Official SAT and Khan Academy practice materials are designed to maximize student literacy development while helping to ensure College & Career Readiness.</p>
	<p><i>How are Tier 3 interventions modified for students who receive interventions through distance learning?</i></p> <p>Instruction is modified to reflect scaffolded lessons using the Canvas platform, video presentations, and online conferencing.</p>

SDIRC 2020-2021 High School Reading			
Course & Code	Description	Criteria for Placement	Curriculum
<p>Tier 2 & Tier 3 Intensive Reading # 1000410</p> <p>90- Minute Block</p>	<p>Reading class designed to support lowest-level readers in building foundational reading skills.</p> <p>25 or fewer students per class with Reading Endorsed/Certified Teacher</p>	<p>SDIRC requires additional remediation for students who fail to demonstrate an ability to read on grade level (as measured by their performance on the previous year's FSA ELA Assessment). Students scoring:</p> <p style="text-align: center;">Tier 2</p> <p>2019 FSA Level 1 i-Ready Diagnostic Grade-Level Placements and FSA Proficiency Ranges (Winter) Scale score indicates performance 2 grade levels below *8th-Grade=583-593</p> <p style="text-align: center;">Tier 3</p> <p>**8th-Grade = 418-582 Scale score indicates performance 3 or more grade levels below</p>	<p>Achieve 3000 Wilson Foundations Scaffold SAT Prep/Khan Academy</p>

		<p>Achieve 3000 Level Set (Winter) 9th-Grade = 775L and below 10th -Grade = 830L and below 11th -Grade = 2019 FSA Level 1 12th-Grade = 2019 FSA Level 1</p>	
<p>Tier 2 Reading 1 #1008300 Reading 2 #1008310</p>	<p>Reading class designed to support students in improving fluency, vocabulary, and reading comprehension.</p> <p>25 or fewer students per class with Reading Endorsed/Certified Teacher</p>	<p>SDIRC requires additional remediation for students who fail to demonstrate an ability to read on grade level (as measured by their performance on the previous year’s FSA ELA Assessment).</p> <p>2019 FSA Level 2 Number of students based on an average i-Ready Diagnostic Grade-Level Placements and FSA Proficiency Ranges (Winter) * 8th-Grade =594-619 *Scale score indicates performance one grade level below Achieve 3000 Level Set (Winter) 9th-Grade = 780-880 10th -Grade = 853-953 11th -Grade = 2019 FSA Level 2 12th-Grade = 2019 FSA Level 2</p>	<p>Achieve 3000 SAT Prep/Khan Academy Reading 2 – 11th/12th grade students</p>
<p>Tier 1 Supplemental English (See English Learning Pathway) Instruction given with Reading Endorsed/Certified Teacher</p>	<p>Reading class designed to support students in improving fluency, vocabulary, and reading comprehension.</p> <p>Number of students based on an average with Reading Endorsed/Certified Teacher</p>	<p>SDIRC requires additional remediation for students who fail to demonstrate an ability to read on grade level (as measured by their performance on the previous year’s FSA ELA Assessment).</p> <p>2019 FSA Level 2** w/scale score within 5 points of Level 3 Number of students based on an average i-Ready Diagnostic Grade-Level Placements and FSA Proficiency Ranges (Winter) * 8th-Grade =620-642 *Scale score indicates early to mid-on grade level</p> <p>Achieve 3000 Level Set (Winter) 9th-Grade = 881 and Above 10th -Grade = 954 and Above 11th- Grade= 2019 FSA Level 3 and Above</p>	<p>HMH Collections Achieve 3000</p>