

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	Jean Pepe	Coordinator	pepej@leonschools.net	850.487.7870
Responsibility	Name	Title	Email	Phone
Elementary ELA	Kaitlyn Mixon	Developer	mixonk@leonschools.net	850.414.5199
Secondary ELA	Cara Zatoris	Developer	zatorisc@leonschools.net	850.414.5199
Reading Endorsement	Sherri Winsett	K-12 Reading	winsetts@leonschools.net	850.414.5199
Reading Curriculum	Amber Mitchell	K-12 Reading	mitchella5@leonschools.net	850.414.5199
Professional Development	Jean Pepe	Coordinator	pepej@leonschools.net	850.487.7870
Assessment	Giselle Marsh	Director	marshg@leonschools.net	850.414.5199
Data Element	Jean Pepe	Coordinator	pepej@leonschools.net	850.487.7870
Summer Reading Camp	Jean Pepe	Coordinator	pepej@leonschools.net	850.487.7870
3 rd Grade Promotion	Sue Kraul	Director	krauls@leonschools.net	850.487.7175

Plan Information

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

Leon County Schools communicates the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders at administrator meetings, reading coach meetings, and faculty meetings at school sites. The plan is also posted on Leon County Schools' website for parents and community members to access.

Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation as required by 6A-6.053(1)(a) F.A.C.
 District-Level Leadership 6A-6.053(7) F.A.C.

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	The data being collected allows stakeholders to identify students whose receptive and expressive communication skills are proficient or in need of intervention. Key Data Areas: Receptive Communication, Expressive Communication Data is represented by Raw Scores, Scale Scores, Percentiles, Developmental Quotient	Screener and progress monitoring	The data is being collected through the Battelle Developmental Inventory Assessment.	Two times a year for all pre-k students and identified kindergarten students
<i>Phonological awareness</i>	The data being collected allows stakeholders to identify students who are in need of interventions to accelerate growth, and which students are already on grade-level or high performing in phonological awareness. Key Data Areas: Rhyming and Word Families, Blending Word Parts and Phonemes, Initial and Final Phonemes, Consonant Blends, Medial Phoneme Discrimination, Phoneme Segmentation, Phoneme Isolation and Manipulation. Data is represented through Scale Scores, Percentiles, Student Growth Percentiles, and Percent Mastery.	Diagnostic and progress monitoring	This data is being collected through STAR Early Literacy.	Four times a year
<i>Phonics</i>	The data being collected allows stakeholders to identify students who are in need of interventions to accelerate growth, and which students are already on grade-level or high performing in phonics.	Diagnostic and progress monitoring	This data is being collected through a variety of measures including aimswebPlus Letter Naming Fluency, aimswebPlus Letter Word	Three times a year for aimswebPlus Four times a year for STAR Early Literacy

	<p>Key Data Areas: Sound-Symbol Correspondence, Short and Long Vowel Sounds, Initial and Final Consonant Sounds, Variant Vowel Sounds, Consonant Digraphs and Blends, Word Building</p> <p>Data is represented through Scale Scores, Percentiles, Student Growth Percentiles, and Percent Mastery.</p>		Sound Fluency, STAR Early Literacy.	
<i>Fluency</i>	<p>The data being collected allows stakeholders to identify students who are in need of interventions to accelerate growth, and which students are already on grade-level or high performing in fluency.</p> <p>Key Data Areas: Letter Naming Fluency, Letter Word Sound Fluency, Oral Reading Fluency (words correct per minute and error review)</p> <p>Data is represented through Scale Scores, Percentiles, Student Growth Percentiles, Percent Mastery.</p>	Diagnostic and progress monitoring	This data is being collected through a variety of measures including aimswebPlus Letter Naming Fluency, aimswebPlus Letter Word Sound Fluency, and aimswebPlus Oral Reading Fluency, and STAR Early Literacy.	<p>Three times a year for aimswebPlus</p> <p>Four times a year for STAR Early Literacy</p>
<i>Vocabulary</i>	<p>The data being collected allows stakeholders to identify students who are in need of interventions to accelerate growth, and which students are already on grade-level or high performing in vocabulary.</p> <p>Key Data Areas: Word Facility, Synonyms, Antonyms, Affixes</p> <p>Data is represented through Scale Scores, Percentiles, Student Growth Percentiles, and Percent Mastery.</p>	Diagnostic and progress monitoring	This data is being collected through STAR Reading, STAR Early Literacy.	Four times a year for STAR Reading and STAR Early Literacy
<i>Comprehension</i>	<p>The data being collected allows stakeholders to identify students who are in need of interventions to accelerate growth, and which students are already on grade-level or high performing in comprehension.</p> <p>Key Data Areas: Sentence Level</p>	Diagnostic and progress monitoring	This data is being collected through STAR Reading, STAR Early Literacy.	Four times a year for STAR Reading and STAR Early Literacy

	Comprehension, Paragraph Level Comprehension, Passage Comprehension Data is represented through Scale Scores, Percentiles, Student Growth Percentiles, and Percent Mastery.			
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6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Achieve 3000	The data being collected allows stakeholders to identify students who are in need of interventions to accelerate growth, and which students are already on grade-level or high performing in comprehension. Key Data Areas: Paragraph Level Comprehension, Passage Level Comprehension Data is represented through Lexile reading levels, Number of activities, Percent of activities above 75% accuracy, Change over Time.	Diagnostic and progress monitoring	This data is being collected through Achieve 3000 and uploaded into the Unify database so that it can be compared with other performance measures. Data is reviewed by school level reading teams, administrators, and district developers.	Initial placement, and monthly progress monitoring; data reviewed monthly at the school site
STAR Reading	The data being collected allows stakeholders to identify students who are in need of interventions to accelerate growth, and which students are already on grade-level or high performing in comprehension and vocabulary. Key Data Areas: Sentence Level Comprehension, Paragraph Level Comprehension, Passage Comprehension Data is represented through Scale Scores, Percentiles, Student Growth Percentiles, and Percent Mastery.	Diagnostic and progress monitoring	This data is being collected through STAR Reading and uploaded into the Unify database so that it can be compared with other performance measures.	Four times a year

Leon County Schools' Standards Progress Monitoring Tool	The data being collected allows stakeholders to identify students who are in need of interventions to accelerate growth, and which students are already on grade-level or high performing in ELA standards. Key Data Areas: Passage Comprehension, ELA Benchmarks Data is represented through Achievement Bands and Percent Correct by text type, cluster, and standard.	Progress Monitoring	This data is being collected through Unify.	Four times a year
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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 step 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>
For grades K-5, ongoing data is collected and reviewed by school teams every 10 instructional days, with an emphasis on Tier II and Tier III interventions. The district will collect and review student progress monitoring data quarterly in grades K-5. Additionally, all progress monitoring for L300 and priority schools will be collected and reviewed on a monthly basis. For grades 6-10, school	Leon County Schools' K-12 Decision Trees are used to assist in the problem-solving process, to make decisions based upon data.	The School Improvement team for Leon County Schools compiles school data and conducts an initial, beginning of the year data chat with school leadership. This team continues regular meetings to discuss ongoing data throughout the school year. To support priority schools, per ESSA, the School Improvement team meets more frequently to discuss findings with school leadership.	District Leadership will communicate with the school leadership to determine what deficits need to be addressed and will support in meeting those needs.	Gillian Gregory, Assistant Superintendent of Academic Services Giselle Marsh, Director of School Improvement and Accountability Jean Pepe, Coordinator of K-12 Reading

<p>teams and district staff will collect and review progress monitoring data quarterly. School teams will review progress monitoring data of students receiving Tier II and Tier III interventions on a monthly basis. Additionally, all priority schools will be collected and reviewed on a monthly basis.</p>				
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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	School site administrators	The purpose is communicated through administrator meetings, in writing via email, and through the K-12 Reading Plan.	The data is being collected on a weekly-basis, through informal walkthroughs and formal observations.	The data is being shared with teachers through informal conversations, written feedback, faculty meetings, and the Leon LEADS instructional evaluation tool.	The data is being reviewed by school administrators and teachers on a weekly-basis.
Data chats	School site administrators	The purpose is communicated through administrator meetings, in writing via email, and through the K-12 Reading Plan.	Data for data chats is being collected through benchmark measures, progress monitoring measures, classroom assessment data, and teacher observations. Benchmark measures (3-4 times a year) Progress Monitoring	Data is being shared at grade level data chats, faculty meetings, student data chats, and parent conferences. This data is being shared by district level leadership, school administrators, and teachers.	Grade level data chats (bi-weekly to monthly) Faculty meetings (monthly) Student data chats (ongoing) Parent conferences (ongoing)

			measures (bi-weekly to monthly) Classroom assessment data (ongoing) Teacher Observations (ongoing)		
Reading Leadership Team per 6A-6.053(3) F.A.C.	School site administrators	The purpose is communicated through administrator meetings, school improvement help sessions, in writing via email, and through the K-12 Reading Plan.	The data is being collected on a weekly-basis, through informal walkthroughs and formal observations.	The data is being shared with teachers through informal conversations, written feedback, faculty meetings, and Leon LEADS.	The data is being reviewed by school administrators and teachers on a weekly-basis.
Monitoring of plan implementation	School site administrators will work with the Reading Leadership team to ensure the plan is being followed.	The purpose is communicated through administrator meetings, in writing via email, and through the K-12 Reading Plan.	Ongoing	Data is being shared with the Reading Leadership Team by the school administrators through regular meetings.	Data is being shared with the Reading Leadership Team by the school administrators through regular meetings.
Implementation and Progress-monitoring					
<i>What problem-solving steps are in place for making decisions based on data?</i>		<i>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?</i>		<i>How will district leadership provide plan implementation oversight, support and follow-up?</i>	
Leon County Schools' K-12 Decision Trees are used to assist in the problem-solving process, in order to make decisions based upon data.		School Level Leadership will communicate with the reading coach, teachers, and staff to identify the deficits which need to be addressed and will provide support in meeting those needs.		District Leadership will provide plan implementation oversight, support, and follow-up through administrator meetings, site visits, information dissemination via email, and professional development.	

Professional Development per 6A-6.053(4) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How often is it reported to the district and in what format?	To whom is it reported at the district?	Who at the district level is responsible for following up if the professional development requirement isn't happening?
Training in multisensory reading intervention	District Leadership communicates the requirement for training in multisensory reading interventions through administrator meetings, site visits, information dissemination via email, and through the office of professional learning.	Principals identify teachers at their school sites who are in need of multisensory reading intervention training, and then monitor the progress of training completion.	Annually via email and through the professional development platform	Jean Pepe Coordinator of K-12 Reading	Shane Syfrett, Director of Professional Learning
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	District Leadership communicates the requirement for differentiated professional development through administrator meetings, site visits, information	Principals will identify teachers in need of professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth through faculty meetings and data	Annually via email and through the professional development platform	Jean Pepe Coordinator of K-12 Reading	Gillian Gregory, Assistant Superintendent of Academic Services Shane Syfrett, Director of Professional Learning

	dissemination via email, and through the office of professional learning.	chats.			
Identification of mentor teachers	The district provides guidance through face-to-face meetings and via email to schools and each site's professional learning advocate on the requirement to identify mentor teachers at their school sites in order to support beginning teachers and those teachers in need of additional support.	Principals will identify teachers in need of additional support through a mentor teacher. The principal will ensure that the mentor teacher and teacher in need have an established relationship and meet regularly.	When appropriate, this information is discussed with ELA Instructional Developers through email, phone calls, and regular site visits.	ELA Instructional Developers	Shane Syfrett, Director of Professional Learning
Establishing of model classrooms within the school	The district provides guidance to schools on establishing model classrooms through administrator meetings, site	Principals will monitor through weekly walkthroughs.	When appropriate, this information is discussed with ELA Instructional Developers through email, phone calls, and regular site visits.	ELA Instructional Developers	Gillian Gregory, Assistant Superintendent of Academic Services Shane Syfrett, Director of Professional Learning

	visits, information dissemination via email, and through the office of professional learning.				
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	District Leadership communicates the requirement to identify professional development needs, and set aside time for teachers to meet weekly through administrator and professional learning advocate meetings, site visits, information dissemination via email, and through the office of professional learning.	This is monitored through sign-in sheets, participation by administrators, and professional development agendas.	Annual submission of professional development opportunities and attendance.	Chris Harvey, Project Manager Office of Professional Learning	Shane Syfrett, Director of Professional Learning

Instruction

K-5 Uninterrupted 90 minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
Whole group instruction utilizing an evidence-based sequence of reading instruction	The requirement for whole group instruction utilizing an evidence-based sequence of reading instruction is communicated to principals through administrator meetings, in writing via email, and through the K-12 Reading Plan.	Whole group instruction utilizing an evidence-based sequence of reading instruction is monitored by principals through informal and formal walkthroughs, faculty meetings, and grade-level meetings.	Whole group instruction utilizing evidence-based sequence of reading instruction is reported to the district through data chats, Leon LEADS, and onsite visits by district-level leadership and ELA Instructional Developers.	Gillian Gregory, Assistant Superintendent of Academic Services Jean Pepe, Coordinator K-12 Reading ELA Instructional Developers	Ongoing
Small group differentiated instruction in order to meet individual student needs	The requirement for small group differentiated instruction is communicated to principals through administrator meetings, in writing via email, and through the K-12 Reading Plan.	Small group differentiated instruction is monitored by principals through informal and formal walkthroughs, faculty meetings, data chats, and grade-level meetings.	Small group differentiated instruction is reported to the district through data chats, Leon LEADS, and onsite visits by district-level leadership and ELA Instructional Developers.	Gillian Gregory, Assistant Superintendent of Academic Services Jean Pepe, Coordinator K-12 Reading ELA Instructional Developers	Ongoing

Budget per 6A-6.053(2) F.A.C.

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

The district is prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds by ensuring that all elementary schools have a half-time reading coach. Title I schools and priority schools have a full-time reading coach, that is funded by the combined resources of the Research-Based Reading Instruction Allocation funds and Title I funds. Also, Research-Based Reading Instruction Allocation funds are used to provide teachers with professional development on reading interventions with a focus on multisensory approaches. Leon County Schools' Summer Reading Camp for 3rd grade students is funded through the Research-Based Reading Instruction Allocation funds.

Below are the estimated budget expenditures as the actual allocation number has not been received.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	73,532.32
District expenditures on reading coaches assigned to elementary schools	594,425.84
District expenditures on reading coaches assigned to secondary schools	0
District expenditures on intervention teachers assigned to elementary schools	0
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	57,322.50
District expenditures on supplemental materials or interventions for secondary schools	37,822.84
District expenditures on professional development	28,586.57
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	315,071.03
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	386,934.90
Flexible Categorical Spending	0
Sum of Expenditures	1,493,696.00
Amount of District Research-Based Reading Instruction Allocation	1,493,696.00

Summer Reading Camp

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

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

The evidence-based instructional materials that are being used for Summer Reading Camp are SRA McGraw-Hill Corrective Reading, supplemented by School Specialty Florida Support Coach for Reading Comprehension.

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

If yes, which grade levels? N/A

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

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

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

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

To determine which schools have the greatest need based on student performance data in reading, Leon County Schools takes into account district-wide FSA data, school grades/priority status as determined by FLDOE including Lowest 300, student progress monitoring data, and the school's Title I status.

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?

Leon County Schools communicates to principals through administrator meetings, in writing via email, and through the review of the K-12 Reading Plan the performance expectations of reading coaches. The expectations include that coaches are not asked to perform administrative functions which will confuse their role for teachers, and that they are to spend limited time administering or coordinating assessments.

Leon County Schools communicates to reading coaches through reading coach meetings, in writing via email, and through the review of the K-12 Reading Plan the performance expectations of reading coaches. The expectations include that coaches are not asked to perform administrative functions which will confuse their role for teachers, and that they are to spend limited time administering or coordinating assessments.

Principals communicate to teachers through faculty meetings, in writing, and through the review of the K-12 Reading Plan the role of coaches at their sites. The expectations include that coaches are not asked to perform administrative functions which will confuse their role for teachers, and that they are to spend limited time administering or coordinating assessments.

District leadership from the Office of Academic Services communicates through district staff meetings, in writing via email, and through the review of the K-12 Reading Plan to district staff the performance expectations of coaches. The expectations include that coaches are not asked to perform administrative functions which will confuse their role for teachers, and that they are to spend limited time administering or coordinating assessments.

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

Jean Pepe, Coordinator of K-12 Reading, and the ELA Instructional Developers are monitoring monthly reading coach surveys to ensure that the coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are spending limited time administering or coordinating assessments. In the event that coaches have concerns if these requirements are not followed, coaches can discuss their concerns with: Shane Syfrett, Director of Professional Learning; Jean Pepe, Coordinator of K-12 Reading, and/or the ELA Instructional Developers.

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

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

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

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

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.				
<ul style="list-style-type: none"> • Provide professional development on the following: <ul style="list-style-type: none"> ○ the major reading components, as needed, based on an analysis of student performance data ○ administration and analysis of instructional assessments ○ providing differentiated instruction and intensive intervention • Model effective instructional strategies for teachers • Facilitate study groups • Train teachers in data analysis and using data to differentiate instruction • Coach and mentor colleagues • Provide daily support to classroom teachers • Work with teachers to ensure that evidence-based reading programs are implemented with fidelity • Help to increase instructional density to meet the needs of all students • Help lead and support reading leadership teams at their school(s) • Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies • Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms 				
<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
Leon County Schools communicates to principals the requirements of the Just Read, Florida! Coaching Model in administrator meetings, in writing via email, and through the review of the K-12 Reading Plan.	Leon County Schools provides a monthly survey for reading coaches to record their time and tasks.	ELA Instructional Developers and Jean Pepe, Coordinator of K-12 Reading	Monthly	The survey data is reviewed and questions, concerns, and discrepancies, are addressed on an individual basis with school administrators and reading coaches.

Other Considerations

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

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

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

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Kindergarten

IF:

Student meets the following criteria at beginning of school year:
aimswEBPlus Letter Naming Fluency 25th percentile and above
STAR Early Literacy – Florida Kindergarten Readiness Screener Scaled Score 497 and above

Student meets the following criteria at the midpoint of the school year:
aimswEBPlus Letter Naming Fluency 25th percentile and above
aimswEBPlus Letter Word Sound Fluency 25th percentile and above
STAR Early Literacy Scaled Score 520 and above

Student meets the following criteria at the end of the school year:
aimswEBPlus Letter Naming Fluency 25th percentile and above
aimswEBPlus Letter Word Sound Fluency 25th percentile and above
STAR Early Literacy Scaled Score 593 and above

THEN:

TIER 1 Only - Kindergarten

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.

LCS students use McGraw-Hill *Wonders* as their core English/Language Arts curriculum, which demonstrates rationale based on high-quality research and positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes. *Wonders* was on the state-approved list at the time of adoption. During the next adoption, LCS will be looking to adopt a core with a higher level of evidence on the state-approved list.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

aimswEBPlus Letter Naming Fluency- three times a year

25th percentile and above

11th-24th percentile

aimswEBPlus Letter Word Sound Fluency- two times a year

25th percentile and above

11th-24th percentile

	<p>STAR Early Literacy – three times a year</p>	<p>Fall Scaled Score 497 and above Winter Scaled Score 520 and above Spring Scaled Score 593 and above</p>	<p>Fall Scaled Score 438-496 Winter Scaled Score 462-519 Spring Scaled Score 533-592</p>
	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <p>Weekly classroom walkthroughs conducted by school administrators and reading coaches. As well as bi-weekly data chats to review formative and cumulative student assessment data.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <p>The procedures in place to identify and solve problems to improve effectiveness of Tier 1 instruction are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback, and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p>	
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <p>The effectiveness of Tier 1 curriculum is being monitored through bi-weekly review of Wonders assessment data, progress monitoring data, and benchmark assessment data.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <p>The procedures in place to identify and solve problems to improve effectiveness of Tier 1 curriculum are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback, and help to ensure that the teacher and instructional practices support an effective Tier 1 curriculum. Reading coaches attend a monthly reading coach meeting, where effective reading instructional practices are shared and reviewed, as well as exploration of the Science of Reading to further support effective Tier 1 curriculum at our school sites.</p>	
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i></p> <p>Instruction will be modified for students who receive instruction through distance learning, by providing the opportunity for students to use school devices and/or district or school created paper packets. Instruction will be facilitated through various distance learning models such as digital synchronous, digital asynchronous, analog, or a combination of these models. All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access.</p>		

IF: Student meets the following criteria at beginning of school year:
aimswebPlus Letter Naming Fluency 11th-24th percentile
STAR Early Literacy – Florida Kindergarten Readiness Screener Scaled Score 438-496

Student meets the following criteria at the midpoint of the school year:
aimswebPlus Letter Naming Fluency 11th-24th percentile
aimswebPlus Letter Word Sound Fluency 11th-24th percentile
STAR Early Literacy Scaled Score 462-519

Student meets the following criteria at the end of the school year:
aimswebPlus Letter Naming Fluency 11th-24th percentile
aimswebPlus Letter Word Sound Fluency 11th-24th percentile
STAR Early Literacy Scaled Score 533-592

THEN: TIER 1 instruction and TIER 2 interventions - Kindergarten

- Interventions:*
- *are standards-aligned*
 - *address gaps and reduce barriers to students’ ability to meet Tier 1 expectations*
 - *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
 - *are matched to the needs of the students*
 - *provide multiple opportunities to practice the targeted skill(s) and receive feedback*
 - *occurs during time allotted in addition to core instruction*
 - *includes accommodations (IEP, ESOL or 504)*

TIER 1 instruction and TIER 2 interventions	<i>TIER 2 Programs/Materials/Strategies & Duration</i>	<i>TIER 2 Progress Monitoring</i>			
	<i>*Interventions may include, but are not limited to the following programs.</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>
		Early Interventions in Reading aimswebPlus Letter Naming Fluency- three times a year STAR Early Literacy (Fall-FLKRS) STAR Early Literacy (Winter) STAR Early Literacy (Spring)	25 th percentile and above Fall Scaled Score 497 and above Winter Scaled Score 520 and above	11 th percentile-24 th percentile Fall Scaled Score 438-496 Winter Scaled Score 462-519 Spring Scaled Score 533-592	10 th percentile and below Fall Scaled Score 437 and below Winter Scaled Score 461 and below Spring Scaled Score 532 and below

Reading Mastery	aimswebPlus Letter Naming Fluency- three times a year	25 th percentile and above	11 th percentile- 24 th percentile	10 th percentile and below
	STAR Early Literacy (Fall- FLKRS)	Fall Scaled Score 497 and above	Fall Scaled Score 438-496	Fall Scaled Score 437 and below
	STAR Early Literacy (Winter)	Winter Scaled Score 520 and above	Winter Scaled Score 462-519	Winter Scaled Score 461 and below
	STAR Early Literacy (Spring)	Spring Scaled Score 593 and above	Spring Scaled Score 533-592	Spring Scaled Score 532 and below
Seeing Stars	aimswebPlus Letter Naming Fluency- three times a year	25 th percentile and above	11 th percentile- 24 th percentile	10 th percentile and below
	STAR Early Literacy (Fall- FLKRS)	Fall Scaled Score 497 and above	Fall Scaled Score 438-496	Fall Scaled Score 437 and below
	STAR Early Literacy (Winter)	Winter Scaled Score 520 and above	Winter Scaled Score 462-519	Winter Scaled Score 461 and below
	STAR Early Literacy (Spring)	Spring Scaled Score 593 and above	Spring Scaled Score 533-592	Spring Scaled Score 532 and below
<i>Number of times a week intervention provided</i>		3	<i>Number of minutes per intervention session</i>	
			20	

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

The procedures in place to identify and solve problems to improve the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.

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

[Link to Evidence](#)

LCS teachers use interventions that demonstrate effectiveness based on high-quality research.

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

Tier 2 interventions will be modified for students who receive instruction through distance learning, by providing the opportunity for students to use school devices and/or intervention paper packets. Interventions will be facilitated through various distance learning models such as digital synchronous, digital asynchronous, analog, or a combination of these models to support Tier 2 students. All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access.

IF: Student meets the following criteria at beginning of school year:
aimswebPlus Letter Naming Fluency 10th percentile and below
STAR Early Literacy – Florida Kindergarten Readiness Screener Scaled Score 437 and below

Student meets the following criteria at the midpoint of the school year:
aimswebPlus Letter Naming Fluency 10th percentile and below
aimswebPlus Letter Word Sound Fluency 10th percentile and below
STAR Early Literacy Scaled Score 461 and below

Student meets the following criteria at the end of the school year:
aimswebPlus Letter Naming Fluency 10th percentile and below
aimswebPlus Letter Word Sound Fluency 10th percentile and below
STAR Early Literacy Scaled Score 532 and below

THEN: **TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions - Kindergarten**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
	<i>*Interventions may include, but are not limited to the following programs.</i>	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
	Early Interventions in Reading	<i>aimswebPlus Letter Naming Fluency- three times a year</i> <i>STAR Early Literacy (Fall- FLKRS)</i> <i>STAR Early Literacy (Winter)</i> <i>STAR Early Literacy (Spring)</i>	11 th percentile- 24 th percentile Fall Scaled Score of 438-496 Winter Scaled Score of 462-519 Spring Scaled Score of 533-592	Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier 3 interventions will be made.
Reading Mastery	<i>aimswebPlus Letter Naming Fluency- three times a year</i>	11 th percentile- 24 th percentile	Changes to Tier 3 intervention would be prompted by a review of progress	

		<p>STAR Early Literacy (Fall-FLKRS)</p> <p>STAR Early Literacy (Winter)</p> <p>STAR Early Literacy (Spring)</p>	<p>Fall Scaled Score of 438-496</p> <p>Winter Scaled Score of 462-519</p> <p>Spring Scaled Score of 533-592</p>	<p>monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier 3 interventions will be made.</p>
Seeing Stars	<p>aimswebPlus Letter Naming Fluency- three times a year</p> <p>STAR Early Literacy (Fall-FLKRS)</p> <p>STAR Early Literacy (Winter)</p> <p>STAR Early Literacy (Spring)</p>	<p>11th percentile- 24th percentile</p> <p>Fall Scaled Score of 438-496</p> <p>Winter Scaled Score of 462-519</p> <p>Spring Scaled Score of 533-592</p>	<p>Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier 3 interventions will be made.</p>	
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Ongoing progress monitoring data is used to identify students with substantial reading deficiencies, and parents are notified according to the district’s timeline provided to administrators and reading coaches at the start of each school year.</p>				
<p>Number of times a week intervention provided</p>		<p>5</p>	<p>Number of minutes per intervention session</p>	
		<p>30</p>		
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>The procedures in place to identify and solve problems to improve the effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Link to Evidence</p> <p>LCS teachers use interventions that demonstrate effectiveness based on high-quality research.</p>				

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

Tier 3 interventions will be modified for students who receive instruction through distance learning, by providing the opportunity for students to use school devices and/or intervention paper packets. Interventions will be facilitated through various distance learning models such as digital synchronous, digital asynchronous, analog, or a combination of these models to support Tier 3 students. All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 1st grade

IF:

Student meets the following criteria at beginning of school year:
aimswwebPlus Letter Word Sound Fluency 25th percentile and above
STAR Early Literacy 25th percentile and above

Student meets the following criteria at the midpoint of the school year:
STAR Early Literacy 25th percentile and above

Student meets the following criteria at the end of the school year:
aimswwebPlus Oral Reading Fluency 25th percentile and above
STAR Early Literacy 25th percentile and above
STAR Reading 25th percentile and above

THEN:

TIER 1 Only – 1st Grade

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.

LCS students use McGraw-Hill *Wonders* as their core English/Language Arts curriculum, which demonstrates rationale based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes. *Wonders* was on the state-approved list at the time of adoption. During the next adoption, LCS will be looking to adopt a core with a higher level of evidence on the state-approved list.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

aimswwebPlus Letter Word Sound Fluency (Fall)- one time a year

25th percentile and above

11th-24th percentile

aimwebPlus Oral Reading Fluency (Fall)- one time a year

25th percentile and above

11th-24th percentile

STAR Early Literacy- three times a year

25th percentile and above

11th-24th percentile

STAR Reading (Spring)- one time a year

25th percentile and above

11th-24th percentile

TIER 1

	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <p>Weekly classroom walkthroughs conducted by school administrators and reading coaches. As well as bi-weekly data chats to review formative and cumulative student assessment data.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <p>The procedures in place to identify and solve problems to improve effectiveness of Tier 1 instruction are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback, and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p>		
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <p>The effectiveness of Tier 1 curriculum is being monitored through bi-weekly review of Wonders assessment data, progress monitoring data, and benchmark assessment data.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <p>The procedures in place to identify and solve problems to improve effectiveness of Tier 1 curriculum are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback, and help to ensure that the teacher and instructional practices support an effective Tier 1 curriculum. Reading coaches attend a monthly reading coach meeting, where effective reading instructional practices are shared and reviewed, as well as exploration of the Science of Reading to further support effective Tier 1 curriculum at our school sites.</p>		
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i></p> <p>Instruction will be modified for students who receive instruction through distance learning, by providing the opportunity for students to use school devices and/or district or school created paper packets. Instruction will be facilitated through various distance learning models such as digital synchronous, digital asynchronous, analog, or a combination of these models. All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access.</p>			

IF:	<p>Student meets the following criteria at beginning of school year: <i>aimswebPlus Letter Word Sound Fluency 11th-24th percentile</i> <i>STAR Early Literacy 11th-24th percentile</i></p> <p>Student meets the following criteria at the midpoint of the school year: <i>STAR Early Literacy 11th-24th percentile</i></p> <p>Student meets the following criteria at the end of the school year: <i>aimswebPlus Oral Reading Fluency 11th-24th percentile</i> <i>STAR Early Literacy 11th-24th percentile</i> <i>STAR Reading 11th-24th percentile</i></p>
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THEN:	TIER 1 instruction and TIER 2 interventions – 1st Grade
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- | | |
|--|---|
| 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 1 instruction and TIER 2 interventions	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	
	<i>*Interventions may include, but are not limited to the following programs.</i>				
	Early Interventions in Reading	aimswebPlus Letter Word Sound Fluency- Fall Benchmark	25 th percentile and above	11 th -24 th percentile	10 th percentile and below
		aimswebPlus Oral Reading Fluency- Spring Benchmark	25 th percentile and above	11 th -24 th percentile	10 th percentile and below
		STAR Early Literacy- three times a year	25 th percentile and above	11 th -24 th percentile	10 th percentile and below
		STAR Reading- Spring Benchmark	25 th percentile and above	11 th -24 th percentile	10 th percentile and below

Reading Mastery	aimswebPlus Letter Word Sound Fluency- Fall Benchmark	25 th percentile and above	11 th -24 th percentile	10 th percentile and below
	aimswebPlus Oral Reading Fluency- Spring Benchmark	25 th percentile and below	11 th -24 th percentile	10 th percentile and below
	STAR Early Literacy- three times a year	25 th percentile and below	11 th -24 th percentile	10 th percentile and below
	STAR Reading- Spring Benchmark	25 th percentile and below	11 th -24 th percentile	10 th percentile and above
Seeing Stars	aimswebPlus Letter Word Sound Fluency- Fall Benchmark	25 th percentile and above	11 th -24 th percentile	10 th percentile and below
	aimswebPlus Oral Reading Fluency	25 th percentile and above	11 th -24 th percentile	10 th percentile and below
	STAR Early Literacy- three times a year	25 th percentile and above	11 th -24 th percentile	10 th percentile and below
	STAR Reading- Spring Benchmark	25 th percentile	11 th -24 th percentile	10 th percentile and below
<i>Number of times a week intervention provided</i>	3	<i>Number of minutes per intervention session</i>	20	
<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>The procedures in place to identify and solve problems to improve the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p>				

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

[Link to Evidence](#)

LCS teachers use interventions that demonstrate effectiveness based on high-quality research.

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

Tier 2 interventions will be modified for students who receive instruction through distance learning, by providing the opportunity for students to use school devices and/or intervention paper packets. Interventions will be facilitated through various distance learning models such as digital synchronous, digital asynchronous, analog, or a combination of these models to support Tier 2 students. All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access.

IF:	<p>Student meets the following criteria at beginning of school year: <i>aimswebPlus Letter Word Sound Fluency 10th percentile and below</i> <i>STAR Early Literacy 10th percentile and below</i></p> <p>Student meets the following criteria at the midpoint of the school year: <i>STAR Early Literacy 10th percentile and below</i></p> <p>Student meets the following criteria at the end of the school year: <i>aimswebPlus Oral Reading Fluency 10th percentile and below</i> <i>STAR Early Literacy 10th percentile and below</i> <i>STAR Reading 10th percentile and below</i></p>
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THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions – 1st Grade
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TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
	<i>*Interventions may include, but are not limited to the following programs.</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>
	Early Interventions in Reading	aimswebPlus Letter Word Sound Fluency-Fall Benchmark aimswebPlus Oral Reading Fluency-Spring Benchmark STAR Early Literacy- three times a year STAR Reading-Spring Benchmark	11 th -24 th percentile 11 th -24 th percentile 11 th -24 th percentile 11 th -24 th percentile	Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier 3 interventions will be made.
Reading Mastery	aimswebPlus Letter Word Sound Fluency-Fall Benchmark aimswebPlus Oral Reading Fluency-Spring Benchmark	11 th -24 th percentile 11 th -24 th percentile 11 th -24 th percentile	Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement,	

	STAR Early Literacy- three times a year	11 th -24 th percentile	adjustments to Tier 3 interventions will be made.
	STAR Reading-Spring Benchmark		
Seeing Stars	aimswebPlus Letter Word Sound Fluency-Fall Benchmark	11 th -24 th percentile	Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier 3 interventions will be made.
	aimswebPlus Oral Reading Fluency	11 th -24 th percentile	
	STAR Early Literacy- three times a year	11 th -24 th percentile	
	STAR Reading-Spring Benchmark	11 th -24 th percentile	
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Ongoing progress monitoring data is used to identify students with substantial reading deficiencies, and parents are notified according to the district’s timeline provided to administrators and reading coaches at the start of each school year.</p>			
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 3 intervention, including alignment with core curriculum and instruction?</p> <p>The procedures in place to identify and solve problems to improve the effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Link to Evidence LCS teachers use interventions that demonstrate effectiveness based on high-quality research.</p>			
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 3 interventions will be modified for students who receive instruction through distance learning, by providing the opportunity for students to use school devices and/or intervention paper packets. Interventions will be facilitated through various distance learning models such as digital synchronous, digital asynchronous, analog, or a combination of these models to support Tier 3 students. All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access.</p>			

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 2nd and 3rd grades

IF:

Student meets the following criteria at beginning of school year:
aimswwebPlus Oral Reading Fluency 25th percentile and above
STAR Reading 25th percentile and above

Student meets the following criteria at the midpoint of the school year:
aimswwebPlus Oral Reading Fluency 25th percentile and above
STAR Reading 25th percentile and above

Student meets the following criteria at the end of the school year:
aimswwebPlus Oral Reading Fluency 25th percentile and above
STAR Reading 25th percentile and above

THEN:

TIER 1 Only – 2nd and 3rd Grades

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.

LCS students use McGraw-Hill *Wonders* as their core English/Language Arts curriculum, which demonstrates rationale based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes. *Wonders* was on the state-approved list at the time of adoption. During the next adoption, LCS will be looking to adopt a core with a higher level of evidence on the state-approved list.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

aimswwebPlus Oral Reading Fluency-
three times a year

25th percentile and above

11th-24th percentile

STAR Reading- four times a year

25th percentile and above

11th-24th percentile

TIER 1

	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <p>Weekly classroom walkthroughs conducted by school administrators and reading coaches. As well as bi-weekly data chats to review formative and cumulative student assessment data.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <p>The procedures in place to identify and solve problems to improve effectiveness of Tier 1 instruction are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback, and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p>
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <p>The effectiveness of Tier 1 curriculum is being monitored through bi-weekly review of Wonders assessment data, progress monitoring data, and benchmark assessment data.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <p>The procedures in place to identify and solve problems to improve effectiveness of Tier 1 curriculum are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback, and help to ensure that the teacher and instructional practices support an effective Tier 1 curriculum. Reading coaches attend a monthly reading coach meeting, where effective reading instructional practices are shared and reviewed, as well as exploration of the Science of Reading to further support effective Tier 1 curriculum at our school sites.</p>
<p><i>How is instruction modified for students who receive instruction through distance learning?</i></p> <p>Instruction will be modified for students who receive instruction through distance learning, by providing the opportunity for students to use school devices and/or district or school created paper packets. Instruction will be facilitated through various distance learning models such as digital synchronous, digital asynchronous, analog, or a combination of these models. All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access.</p>		

IF:	<p>Student meets the following criteria at beginning of school year: <i>aimswebPlus Oral Reading Fluency 11th-24th percentile</i> <i>STAR Reading 11th-24th percentile</i></p> <p>Student meets the following criteria at the midpoint of the school year: <i>aimswebPlus Oral Reading Fluency 11th-24th percentile</i> <i>STAR Reading 11th-24th percentile</i></p> <p>Student meets the following criteria at the end of the school year: <i>aimswebPlus Oral Reading Fluency 11th-24th percentile</i> <i>STAR Reading 11th-24th percentile</i></p>
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THEN:	TIER 1 instruction and TIER 2 interventions – 2nd and 3rd Grades
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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 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	<i>*Interventions may include, but are not limited to the following programs.</i>	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
	Early Interventions in Reading	aimswebPlus Oral Reading Fluency- three times a year STAR Reading- four times a year	25 th percentile and above 25 th percentile and above	11 th percentile – 24 th percentile 11 th percentile – 24 th percentile	10 th percentile and below 10 th percentile and below
Reading Mastery	aimswebPlus Oral Reading Fluency- three times a year	25 th percentile and above 25 th percentile and above	11 th percentile – 24 th percentile 11 th percentile – 24 th percentile	10 th percentile and below 10 th percentile and below	

	STAR Reading- four times a year			
Seeing Stars	aimswebPlus Oral Reading Fluency- three times a year STAR Reading- four times a year	25 th percentile and above 25 th percentile and above	11 th percentile – 24 th percentile 11 th percentile – 24 th percentile	10 th percentile and below 10 th percentile and below
Visualizing and Verbalizing	aimswebPlus Oral Reading Fluency- three times a year STAR Reading- four times a year	25 th percentile and above 25 th percentile and above	11 th percentile – 24 th percentile 11 th percentile – 24 th percentile	10 th percentile and below 10 th percentile and below
<i>Number of times a week intervention provided</i>	3	<i>Number of minutes per intervention session</i>	20	
<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>The procedures in place to identify and solve problems to improve the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback, and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</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>Link to Evidence LCS teachers use interventions that demonstrate effectiveness based on high-quality research.</p>				
<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p> <p>Tier 2 interventions will be modified for students who receive instruction through distance learning, by providing the opportunity for students to use school devices and/or intervention paper packets. Interventions will be facilitated through various distance learning models such as digital synchronous, digital asynchronous, analog, or a</p>				

combination of these models to support Tier 2 students. All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access.

IF:	<p>Student meets the following criteria at beginning of school year: <i>aimswebPlus Oral Reading Fluency 10th percentile and below</i> <i>STAR Reading 10th percentile and below</i></p> <p>Student meets the following criteria at the midpoint of the school year: <i>aimswebPlus Oral Reading Fluency 10th percentile and below</i> <i>STAR Reading 10th percentile and below</i></p> <p>Student meets the following criteria at the end of the school year: <i>aimswebPlus Oral Reading Fluency 10th percentile and below</i> <i>STAR Reading 10th percentile and below</i></p>
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THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions – 2nd & 3rd Grades
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TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • 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>*Interventions may include, but are not limited to the following programs.</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>
	Early Interventions in Reading	aimswebPlus Oral Reading Fluency- three times a year STAR Reading- four times a year	11 th percentile – 24 th percentile 11 th percentile – 24 th percentile	Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier 3 interventions will be made.
Reading Mastery	aimswebPlus Oral Reading Fluency- three times a year STAR Reading- four times a year	11 th percentile – 24 th percentile 11 th percentile – 24 th percentile	Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier	

				3 interventions will be made.
	Seeing Stars	aimswebPlus Oral Reading Fluency- three times a year STAR Reading- four times a year	11 th percentile – 24 th percentile 11 th -24 th percentile	Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier 3 interventions will be made.
	Visualizing and Verbalizing	aimswebPlus Oral Reading Fluency- three times a year STAR Reading- four times a year	11 th percentile – 24 th percentile 11 th -24 th percentile	Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier 3 interventions will be made.
	Corrective Reading	aimwebPlus Oral Reading Fluency- three times a year STAR Reading- four times a year	11 th percentile – 24 th percentile 11 th percentile – 24 th percentile	Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier 3 interventions will be made.
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Ongoing progress monitoring data is used to identify students with substantial reading deficiencies, and parents are notified according to the district’s timeline provided to administrators and reading coaches at the start of each school year.</p>				
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?

The procedures in place to identify and solve problems to improve the effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.

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

[Link to Evidence](#)

LCS teachers use interventions that demonstrate effectiveness based on high-quality research.

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

Tier 3 interventions will be modified for students who receive instruction through distance learning, by providing the opportunity for students to use school devices and/or intervention paper packets. Interventions will be facilitated through various distance learning models such as digital synchronous, digital asynchronous, analog, or a combination of these models to support Tier 3 students. All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 4th and 5th grades

IF:

Student meets the following criteria at beginning of school year:

STAR Reading 25th percentile and above

aimswwebPlus Oral Reading Fluency 25th percentile and above

Student meets the following criteria at the midpoint of the school year:

STAR Reading 25th percentile and above

aimswwebPlus Oral Reading Fluency 25th percentile and above

Student meets the following criteria at the end of the school year:

STAR Reading 25th percentile and above

aimswwebPlus Oral Reading Fluency 25th percentile and above

**Only students scoring 25th percentile and below on the STAR Reading Benchmark, may be benchmarked in aimswwebPlus.*

THEN:

TIER 1 Only – 4th and 5th Grades

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.

LCS students use McGraw-Hill *Wonders* as their core English/Language Arts curriculum, which demonstrates rationale based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes. *Wonders* was on the state-approved list at the time of adoption. During the next adoption, LCS will be looking to adopt a core with a higher level of evidence on the state-approved list.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

STAR Reading- four times a year

25th percentile and above

11th-24th percentile

aimwebPlus Oral Reading Fluency- three times a year (Students scoring at the 25th percentile and below on the STAR Reading Benchmark only)

25th percentile and above

11th-24th percentile

	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <p>Weekly classroom walkthroughs conducted by school administrators and reading coaches. As well as bi-weekly data chats to review formative and cumulative student assessment data.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <p>The procedures in place to identify and solve problems to improve effectiveness of Tier 1 instruction are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback, and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p>		
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <p>The effectiveness of Tier 1 curriculum is being monitored through bi-weekly review of Wonders assessment data, progress monitoring data, and benchmark assessment data.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <p>The procedures in place to identify and solve problems to improve effectiveness of Tier 1 curriculum are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback, and help to ensure that the teacher and instructional practices support an effective Tier 1 curriculum. Reading coaches attend a monthly reading coach meeting, where effective reading instructional practices are shared and reviewed, as well as exploration of the Science of Reading to further support effective Tier 1 curriculum at our school sites.</p>		
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i></p> <p>Instruction will be modified for students who receive instruction through distance learning, by providing the opportunity for students to use school devices and/or district or school created paper packets. Instruction will be facilitated through various distance learning models such as digital synchronous, digital asynchronous, analog, or a combination of these models. All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access.</p>			

IF: Student meets the following criteria at beginning of school year:
STAR Reading 11th-24th percentile
aimswebPlus Oral Reading Fluency 11th-24th percentile

Student meets the following criteria at the midpoint of the school year:
STAR Reading 11th-24th percentile
aimswebPlus Oral Reading Fluency 11th-24th percentile

Student meets the following criteria at the end of the school year:
STAR Reading 11th-24th percentile
aimswebPlus Oral Reading Fluency 11th-24th percentile

**Only students scoring 25th percentile and below on the STAR Reading Benchmark, may be benchmarked in aimswebPlus.*

THEN: **TIER 1 instruction and TIER 2 interventions – 4th and 5th Grades**

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 Programs/Materials/Strategies & Duration		TIER 2 Progress Monitoring		
	<p><i>*Interventions may include, but are not limited to the following programs.</i></p>		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Early Interventions in Reading		STAR Reading- four times a year	25 th percentile and above	11 th -24 th percentile	10 th percentile and below
		aimwebPlus Oral Reading Fluency- three times a year <i>*Only students scoring 25th percentile and below on the STAR</i>	25 th percentile and above	11 th -24 th percentile	10 th percentile and below

		<i>Reading Benchmark, may be benchmarked in aimswebPlus.</i>			
	Reading Mastery	<p>STAR Reading- four times a year</p> <p>aimwebPlus Oral Reading Fluency- three times a year *Only students scoring 25th percentile and below on the STAR Reading Benchmark, may be benchmarked in aimswebPlus.</p>	<p>25th percentile and above</p> <p>25th percentile and above</p>	<p>11th-24th percentile</p> <p>11th-24th percentile</p>	<p>10th percentile and below</p> <p>10th percentile and below</p>
	Visualizing and Verbalizing	<p>STAR Reading- four times a year</p> <p>aimwebPlus Oral Reading Fluency- three times a year *Only students scoring 25th percentile</p>	<p>25th percentile and above</p> <p>25th percentile and above</p>	<p>11th-24th percentile</p> <p>11th-24th percentile</p>	<p>10th percentile and below</p> <p>10th percentile and below</p>

		<i>and below on the STAR Reading Benchmark, may be benchmarked in aimswebPlus.</i>			
	Corrective Reading	STAR Reading- four times a year	25 th percentile and above	11 th -24 th percentile	10 th percentile and below
		aimwebPlus Oral Reading Fluency- three times a year <i>*Only students scoring 25th percentile and below on the STAR Reading Benchmark, may be benchmarked in aimswebPlus.</i>	25 th percentile and above	11 th -24 th percentile	10 th percentile and below
<i>Number of times a week intervention provided</i>		3	<i>Number of minutes per intervention session</i>		20
<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>The procedures in place to identify and solve problems to improve the effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p>					

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

[Link to Evidence](#)

LCS teachers use interventions that demonstrate effectiveness based on high-quality research.

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

Tier 2 interventions will be modified for students who receive instruction through distance learning, by providing the opportunity for students to use school devices and/or intervention paper packets. Interventions will be facilitated through various distance learning models such as digital synchronous, digital asynchronous, analog, or a combination of these models to support Tier 2 students. All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access.

IF:	<p>Student meets the following criteria at beginning of school year: <i>STAR Reading 10th percentile and below</i> <i>aimswebPlus Oral Reading Fluency 10th percentile and below</i></p> <p>Student meets the following criteria at the midpoint of the school year: <i>STAR Reading 10th percentile and below</i> <i>aimswebPlus Oral Reading Fluency 10th percentile and below</i></p> <p>Student meets the following criteria at the end of the school year: <i>STAR Reading 10th percentile and below</i> <i>aimswebPlus Oral Reading Fluency 10th percentile and below</i></p> <p><i>*Only students scoring 25th percentile and below on the STAR Reading Benchmark, may be benchmarked in aimswebPlus.</i></p>
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THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions – 4th & 5th Grades
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TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
	<i>*Interventions may include, but are not limited to the following programs.</i>	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
Early Interventions in Reading	STAR Reading- four times a year aimwebPlus Oral Reading Fluency- three times a year <i>*Only students scoring 25th percentile and below on the STAR Reading Benchmark, may be benchmarked in aimswebPlus.</i>	11 th -24 th percentile 11 th -24 th percentile	Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier 3 interventions will be made.	

	Reading Mastery	<p>STAR Reading- four times a year</p> <p>aimwebPlus Oral Reading Fluency- three times a year <i>*Only students scoring 25th percentile and below on the STAR Reading Benchmark, may be benchmarked in aimswbPlus.</i></p>	<p>11th-24th percentile</p> <p>11th-24th percentile</p>	<p>Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier 3 interventions will be made.</p>
	Visualizing and Verbalizing	<p>STAR Reading- four times a year</p> <p>aimwebPlus Oral Reading Fluency- three times a year <i>*Only students scoring 25th percentile and below on the STAR Reading Benchmark, may be benchmarked in aimswbPlus.</i></p>	<p>11th-24th percentile</p> <p>11th-24th percentile</p>	<p>Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier 3 interventions will be made.</p>
	Corrective Reading	<p>STAR Reading- four times a year</p> <p>aimwebPlus Oral Reading Fluency- three times a year <i>*Only students scoring 25th percentile and below on the STAR Reading Benchmark, may</i></p>	<p>11th-24th percentile</p> <p>11th-24th percentile</p>	<p>Changes to Tier 3 intervention would be prompted by a review of progress monitoring data. If the progress monitoring data shows a lack of improvement, adjustments to Tier 3 interventions will be made.</p>

		be benchmarked in aimswebPlus.		
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?				
<p>The procedures in place to identify and solve problems to improve the effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction are weekly walkthroughs conducted by the school administrators and reading coaches. Through our Leon LEADS Platform, administrators are able to provide specific feedback and help to ensure that the teacher and instructional practices are effective for all students. Ongoing feedback and support are provided by administrators and reading coaches. Specific to our priority schools, ongoing feedback and support is provided by administrators, reading coaches, and district staff.</p>				
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.				
<p>Link to Evidence LCS teachers use interventions that demonstrate effectiveness based on high-quality research.</p>				
How are Tier 3 interventions modified for students who receive interventions through distance learning?				
<p>Tier 3 interventions will be modified for students who receive instruction through distance learning, by providing the opportunity for students to use school devices and/or intervention paper packets. Interventions will be facilitated through various distance learning models such as digital synchronous, digital asynchronous, analog, or a combination of these models to support Tier 3 students. All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access.</p>				

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-10

IF:

Student meets the following criteria at beginning of school year:
 Most recent FSA for English/Language Arts is level 3 or above
 Or STAR Reading is 25th percentile or above

THEN:

TIER 1 Only – Grades 6-10

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.

LCS students use HMH *Collections* as their core English/language arts curriculum, which demonstrates rationale based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes. *Collections* was on the state-approved list at the time of adoption. During the next adoption, LCS will be looking to adopt a core with a higher level of evidence on the state-approved list.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria that would prompt addition of Tier 2 interventions

District-developed, standards-based language arts assessments administered quarterly

Student performs within the Basic, Proficient, or Advanced performance bands

Student performs within the Below Basic or Far Below Basic performance bands

How is the effectiveness of Tier 1 instruction being monitored?

School based administrators will conduct regularly scheduled classroom walkthroughs and formal observations. Quarterly data chats will be conducted at district and school levels to ensure adequate progress toward overall improvement goals as well as improvement within subgroups.

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

Teachers and school administration will engage in problem-solving when quarterly progress monitoring data and school-based progress monitoring data is not making adequate progress. Classroom walkthrough and observation data utilizing the Leon LEADS elements of effective instruction and [Achieve the Core's Literacy Learning Instructional Practice Guide](#) will be used to determine next steps.

	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i> Quarterly data chats will be conducted at district and school levels to ensure adequate progress toward overall improvement goals as well as improvement within subgroups.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i> Teachers and school administration will engage in problem-solving using quarterly progress monitoring data, school-based progress monitoring, and data from class walk throughs and observations. Lessons, questions, and activities within the core, Tier 1 curriculum will be analyzed using district-developed learning progressions based on the Language Arts for Florida Standards and Achieve the Core’s Literacy Learning Instructional Practice Guide.</p>
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i> Families will have the option of choosing the best model of instruction for their students including digital synchronous, digital asynchronous, analog, or a combination of these models. All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access. Training will be provided to teachers, students, and parents on the topics of mental health, scheduling distance learning, developing appropriate routines, and many more.</p>	

IF: Student meets the following criteria at beginning of school year:
 Most recent FSA for English/Language Arts is level 1 or 2
 STAR Reading is the 11th - 24th percentile

THEN: **TIER 1 instruction and TIER 2 interventions – Grades 6 – 10**

- Interventions:*
- are standards-aligned
 - address gaps and reduce barriers to students’ ability to meet Tier 1 expectations
 - provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
 - are matched to the needs of the students
 - provide multiple opportunities to practice the targeted skill(s) and receive feedback
 - occurs during time allotted in addition to core instruction
 - includes accommodations (IEP, ESOL or 504)

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
Resources for Evidence-Based Reading Intervention Strategies: <ul style="list-style-type: none"> • WWC Practice Guide • CEEDAR Evidence-Based Reading Instruction • Carnegie: Reading Next • NCII literacy lessons and standards-aligned secondary interventions 	STAR Reading – 4X per year	STAR – 25 th percentile or above	STAR – improvement but within 11 th -24 th percentiles	STAR – 10 th percentile or below, or decreases over 2 administrations
Options for literacy routines and instruction to increase reading and subject-area achievement: <ul style="list-style-type: none"> • Reading Apprenticeship – all content areas • C.I.S. – all content areas • DBQ Project – social studies • ADI – science • AVID Weekly - AVID 	STAR Reading – 4X per year Approach-Specific Assessment – monthly	STAR – 25 th percentile or above Assessment– grade level performance	STAR – improvement but within 11 th -24 th percentiles Assessment – improvement	STAR – 10 th percentile or below, or decreases over 2 administrations Assessment – no improvement over time
CommonLit – provides free access to a robust digital library, evidence-based instructional tools, standards-based reporting, and thematic reading and writing units designed to increase literacy skills.	STAR Reading – 4X per year CommonLit’s Embedded Assessment - monthly	STAR – 25 ^h percentile or above CommonLit – grade level performance	STAR – improvement but within 11 th -24 th percentiles CommonLit – improvement	STAR – 10 th percentile or below, or decreases over 2 administrations CommonLit – no

TIER 1 instruction and TIER 2 interventions

				improvement over time
Achieve3000 – an online literacy program that delivers differentiated content to accelerate Lexile growth (provided by district for middle grades; focuses on vocabulary, comprehension, and motivation)	STAR Reading – 4X per year Achieve3000 – reported monthly	STAR – 25 th percentile or above Lexile range – Approaching, Meets, or Exceeds Grade Level	STAR – improvement but within 11 th -24 th percentiles Lexile range – Below Grade Level	STAR – 10 th percentile or below, or decreases over 2 administration Lexile range – Far Below Grade Level
<i>Ready Florida LAFS</i> – a standards-aligned intervention that provides scaffolds to build student’s confidence with grade-level texts and tasks (middle grades; focuses on comprehension)	STAR Reading – 4X per year Embedded PM in <i>Ready</i> – monthly	STAR – 25 th percentile or above <i>Ready</i> PM – grade level performance	STAR – improvement but within 11 th -24 th percentiles <i>Ready</i> PM – improvement	STAR – 10 th percentile or below, or decreases over 2 administrations <i>Ready</i> PM – no improvement over time
<i>Tier II intervention will meet or exceed 60 minutes per week.</i>				
<i>Number of times a week intervention provided</i>	≥2	<i>Number of minutes per intervention session</i>	≥20	
<i>Tier II intervention will meet or exceed 60 minutes per week.</i>				
<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>				
STAR data as well as program-specific progress monitoring data will be recorded in Performance Matters – UNIFY and will be reviewed quarterly with district and school leadership. School administrators, reading leadership team members, and teachers responsible for Tier 2 intervention will meet to plan Tier 2 intervention based on STAR data and other measurements and will conduct routine data chats to determine the intervention’s effectiveness. Teachers will receive initial and quarterly professional development and collaborative planning to ensure tier 2 interventions are aligned with core instruction and curriculum and meet the needs of the students.				
<i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i>				
Link to Evidence				
Both Achieve3000 and Reading Apprenticeship have been ranked on the Evidence for ESSA website as having strong evidence of their efficacy for middle and high school students. The remaining subject-area literacy approaches, as well as CommonLit, all demonstrate effectiveness based on their grounding in strong evidence for literacy instruction of adolescents. <i>Ready Florida LAFS</i> is qualified as having promising evidence of efficacy based on the ESSA levels.				
<i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i>				
All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access. One learning management system will be utilized across the district and will provide all necessary links to supplementary online reading intervention				

	solutions. Professional development will be provided on the effective delivery of reading intervention through distance learning as well as incorporating the Microsoft Learning Tools such as Dictation and Immersive Reader.			
IF:	Student meets the following criteria at beginning of school year: Most recent FSA for English/Language Arts is level 1 STAR Reading is at or below the 10 th percentile			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions – Grades 6 – 10			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	Diagnostic Assessment Options: <ul style="list-style-type: none"> • Specific intervention program placement test • Comprehensive Screener – DAR • Component-Specific Screeners <ul style="list-style-type: none"> ○ Fluency – ORE, TOSWRE, MASI-R ○ Vocabulary – See CORE ○ Phonics/Decoding – Informal Decoding Inventory, San Diego Quick ○ Phonemic Awareness – See CORE, PA Screener 	Initial Screening at Beginning of Year STAR Reading – 4X per year Intervention-Specific PM – monthly	STAR – 11 th percentile or above Intervention-Specific PM indicates consistent growth	STAR – remains stagnant or drops Intervention-Specific PM indicates no growth over 2 months
	Resources for Evidence-Based Reading Intervention Strategies: <ul style="list-style-type: none"> • WWC Practice Guide • CEEDAR Evidence-Based Reading Instruction • Carnegie: Reading Next • NCII literacy lessons and standards-aligned intensive interventions 	STAR Reading – 4X per year Intervention-Specific PM – monthly	STAR – 11 th percentile or above Intervention-Specific PM – consistent growth	STAR – remains stagnant or drops Intervention-Specific PM – no growth over 2 months
<i>REWARDS Secondary & REWARDS Plus</i> – explicit, systematic, short-term literacy intervention (focuses on decoding, vocabulary, fluency, and comprehension)	STAR Reading – 4X per year <i>REWARDS PM</i> – monthly	STAR – 11 th percentile or above <i>REWARDS PM</i> – consistent growth	STAR – remains stagnant or drops <i>REWARDS PM</i> – no growth over 2 months	

	<p>Reading Apprenticeship – a framework for incorporating targeted literacy skills as an integral part of teaching subject-area curriculum (focuses on advanced word study, vocabulary, comprehension, and motivation)</p>	<p>STAR Reading – 4X per year</p> <p>Curriculum Embedded Reading Assessment (CERA) – monthly</p>	<p>STAR – 11th percentile or above</p> <p>CERA – consistent growth</p>	<p>STAR – remains stagnant or drops</p> <p>CERA – no growth over 2 months</p>
	<p>Strategic Instruction Model (SIM) – a comprehensive set of teaching tools and learning strategies to improve adolescent literacy and content learning. (focuses on advanced word study, vocabulary, and comprehension)</p>	<p>STAR Reading – 4X per year</p> <p>Program-Embedded PM – reported monthly</p>	<p>STAR – 11th percentile or above</p> <p>PM – consistent growth</p>	<p>STAR – remains stagnant or drops</p> <p>PM – no growth over 2 months</p>
	<p><i>I-Ready</i> – personalized reading instruction and resources for face-to-face learning. Using the instructional groupings report and reading tools for instruction, teachers provide intensive small-group or individualized intervention based on area of need (middle grades; focuses on phonological awareness, phonics, word fluency, vocabulary, and comprehension)</p>	<p>STAR Reading – 4X per year</p> <p>Program-Embedded PM – reported monthly</p>	<p>STAR – 11th percentile or above</p> <p>PM – no need for Phonemic Awareness, Phonics, or High Frequency Word practice</p>	<p>STAR – remains stagnant or drops</p> <p>PM – assignments flagged due to poor performance</p>
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p>				
<p>Number of times a week intervention provided</p>		<p>≥2</p>	<p>Number of minutes per intervention session</p>	
			<p>≥30</p>	
<p>Tier III intervention will meet or exceed 90 minutes per week.</p>				
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>STAR data as well as program-specific progress monitoring data will be recorded in Performance Matters – UNIFY and will be reviewed quarterly with district and school leadership. School administrators, reading leadership team members, and teachers responsible for Tier 3 intervention will meet to plan intervention based on STAR data and other measurements and will conduct routine data chats to determine the intervention’s effectiveness. Teachers will receive initial and quarterly professional development and collaborative planning to ensure tier 3 interventions are aligned with core instruction and curriculum and meet the needs of the students.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Link to Evidence REWARDS, Reading Apprenticeship, and SIM have been ranked on the Evidence for ESSA website as having strong evidence of their efficacy for middle and high school students. <i>I-Ready</i> is qualified as having promising evidence of efficacy based on the ESSA levels.</p>				

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

All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access. Elements of I-Ready are delivered online, and other programs can be adapted to be delivered on an online learning management system. Professional development will be provided on the effective delivery of reading intervention through distance learning as well as incorporating the Microsoft Learning Tools such as Dictation and Immersive Reader.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 11-12

IF:

Student meets the following criteria at beginning of school year:
 Most recent FSA for English/Language Arts is level 3 or above AND/OR:
For 11th Grade – Most recent STAR Reading is 25th percentile or above
For 12th Grade – Student meets one of the following concordance scores:

- 430 on the SAT EBRW
- 24 on the SAT Reading Subset
- 19 on the ACT Reading Section

THEN:

TIER 1 Only – Grades 11 and 12

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.

LCS students use HMH *Collections* as their core English/language arts curriculum, which demonstrates rationale based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes. *Collections* was on the state-approved list at the time of adoption. During the next adoption, LCS will be looking to adopt a core with a higher level of evidence on the state-approved list.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

District-developed, standards-based language arts assessments administered quarterly

Student performs within the Basic, Proficient, or Advanced performance bands

Student performs within the Below Basic or Far Below Basic performance bands

How is the effectiveness of Tier 1 instruction being monitored?

School based administrators will conduct regularly scheduled classroom walkthroughs and formal observations. Quarterly data chats will be conducted at district and school levels to ensure adequate progress toward overall

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

Teachers and school administration will engage in problem-solving when quarterly progress monitoring data and school-based progress monitoring data is not making adequate progress toward teacher-chosen student learning objectives (SLOs) and school improvement plan (SIP) goals. Classroom walkthrough and observation data utilizing the Leon LEADS elements of effective instruction and teacher-chosen Deliberate Practice Plans (DPPs) will be used to determine next steps for PD and improvement.

	<p>improvement goals as well as improvement within subgroups.</p>	
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i> Quarterly data chats will be conducted at district and school levels to ensure adequate progress toward overall improvement goals as well as improvement within subgroups.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i> Teachers and school administration will engage in problem-solving using quarterly progress monitoring data, school-based progress monitoring, and data from class walk throughs and observations. Lessons, questions, and activities within the core, Tier 1 curriculum will be analyzed using district-developed learning progressions based on the Language Arts for Florida Standards.</p>
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i> Families will have the option of choosing the best model of instruction for their students including digital synchronous, digital asynchronous, analog, or a combination of these models. All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access. Training will be provided to teachers, students, and parents on the topics of mental health, scheduling distance learning, developing appropriate routines, and many more.</p>	

IF:	Student meets the following criteria at beginning of school year: Most recent FSA for English/Language Arts is level 2 AND/OR: For 11th Grade – Most recent STAR Reading is the 11 th - 24 th percentile For 12th Grade – Historical FSA performance has been consistently within or above the High Level 1 subcategory				
THEN:	TIER 1 instruction and TIER 2 interventions – Grades 11 and 12				
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
	Resources for Evidence-Based Reading Intervention Strategies: <ul style="list-style-type: none"> • WWC Practice Guide • CEEDAR Evidence-Based Reading Instruction • Carnegie: Reading Next • NCII literacy lessons and standards-aligned secondary interventions 	ELA Standards-Based Assessments – 4X per year	Tier 2 intervention continues until student passes FSA or achieves concordant score on SAT or ACT	Assessments – indicate improvement	Standards-Based Assessments – performance remains stagnant or drops over time
	Options for literacy routines and instruction to increase reading and subject-area achievement: <ul style="list-style-type: none"> • Reading Apprenticeship – all content areas • C.I.S. – all content areas • DBQ Project – social studies • ADI – science • AVID Weekly - AVID 	Subject-Area Literacy Assessments – 4X per year	Tier 2 intervention continues until student passes FSA or achieves concordant score on SAT or ACT	Assessments – indicate improvement	Standards-Based Assessments – performance remains stagnant or drops over time
CommonLit – provides free access to a robust digital library, evidence-based instructional tools, standards-based reporting, and thematic reading and writing units designed to increase literacy skills.	CommonLit's Embedded Assessment - monthly	CommonLit – grade level performance	CommonLit – improvement	CommonLit – no improvement over time	

	<p>ACT and SAT preparation instruction and supported practice</p>	<p>ACT and SAT practice assessments – 4X per year</p>	<p>Tier 2 intervention continues until student passes FSA or achieves concordant score on SAT or ACT</p>	<p>Assessments – indicate improvement</p>	<p>Standards-Based Assessments – performance remains stagnant or drops over time</p>	
	<p><i>Number of times a week intervention provided</i></p>	<p>≥2</p>	<p><i>Number of minutes per intervention session</i></p>	<p>≥20</p>		
	<p><i>Tier II intervention will meet or exceed 60 minutes per week.</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>School leadership and Tier 2 & 3 reading intervention providers will develop a plan for the reporting of progress monitoring results, data chats, and instructional decision making. Professional development and collaborative planning will be planned to ensure tier 2 interventions are aligned with core instruction and curriculum and meet the needs of the students.</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>Link to Evidence</p> <p>Teachers will plan instruction based on the evidence compiled in the documents linked above. CommonLit and the subject-area literacy routines and strategies demonstrate rationale based on ESSA levels of evidence because they are based on adolescent literacy research and because they support disciplinary literacy, proven to be beneficial for older learners to transfer strategy instruction to academic reading.</p>						
<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p> <p>All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access. Professional development will be provided on the effective delivery of reading intervention through distance learning as well as incorporating the Microsoft Learning Tools such as Dictation and Immersive Reader.</p>						

IF:	Student meets the following criteria at beginning of school year: Most recent FSA for English/Language Arts is level 1 AND/OR: For 11 th Grade – Most recent STAR Reading is at or below the 10 th percentile For 12 th Grade – Historical FSA performance has been consistently within the Low or Mid Level 1 Subcategories			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions – Grades 11 & 12			
TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	Resources for Evidence-Based Reading Intervention Strategies: <ul style="list-style-type: none"> WWC Practice Guide CEEDAR Evidence-Based Reading Instruction Carnegie: Reading Next NCII literacy lessons and standards-aligned intensive interventions 	ELA Standards-Based Assessments – monthly	Tier 3 intervention continues for the school year until student passes FSA or achieves concordant score on SAT or ACT	ELA Standards-Based Assessments – indicates no growth over 2 months
	<i>REWARDS Secondary & REWARDS Plus</i> – explicit, systematic, short-term literacy intervention (focuses on decoding, vocabulary, fluency, and comprehension)	Program-Embedded PM – monthly	Tier 3 intervention continues for the school year until student passes FSA or achieves concordant score on SAT or ACT	<i>REWARDS PM</i> indicates consistent lack of improvement
	Reading Apprenticeship – a framework for incorporating targeted literacy skills as an integral part of teaching subject-area curriculum (focuses on advanced word study, vocabulary, comprehension, and motivation)	Curriculum Embedded Reading Assessment (CERA) - monthly	Tier 3 intervention continues for the school year until student passes FSA or achieves concordant score on SAT or ACT	CERA PM indicates consistent lack of improvement
	Strategic Instruction Model (SIM) – a comprehensive set of teaching tools and learning strategies to improve adolescent literacy and content learning. (focuses on advanced word study, vocabulary, and comprehension)	Program-Embedded PM – reported monthly	Tier 3 intervention continues for the school year until student passes FSA or achieves concordant score on SAT or ACT	PM indicates consistent lack of improvement
Options for literacy routines and instruction to increase reading and subject-area achievement: <ul style="list-style-type: none"> Reading Apprenticeship – all content areas 	Subject-Area Literacy Assessments – monthly	Tier 3 intervention continues for the school year until student passes FSA or achieves	PM indicates consistent lack of improvement	

	<ul style="list-style-type: none"> • C.I.S. – all content areas • DBQ Project – social studies • ADI – science • AVID Weekly - AVID 		concordant score on SAT or ACT	
	<p>ACT and SAT preparation instruction and supported practice</p>	<p>ACT and SAT practice assessments – monthly</p>	<p>Tier 3 intervention continues for the school year until student passes FSA or achieves concordant score on SAT or ACT</p>	<p>Assessments indicate consistent lack of improvement</p>
	<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p>			
	<p>Number of times a week intervention provided</p>	<p>≥2</p>	<p>Number of minutes per intervention session</p>	<p>≥30</p>
	<p>Tier III intervention will meet or exceed 90 minutes per week.</p>			
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>School administrators, reading leadership team members, and teachers responsible for Tier 3 intervention will meet to plan intervention based on PM data and other measurements and will conduct routine data chats to determine the intervention’s effectiveness. Professional development and collaborative planning will be planned to ensure tier 3 interventions are aligned with core instruction and curriculum and meet the needs of the students.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Link to Evidence</p> <p>REWARDS, Reading Apprenticeship, and SIM have been ranked on the Evidence for ESSA website as having strong evidence of their efficacy for high school students. Subject-area literacy routines and strategies demonstrate rationale based on ESSA levels of evidence because they support disciplinary literacy, proven to be beneficial for older learners to transfer strategy instruction to academic reading.</p>				
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>All students will be receiving smart devices during the 2020-2021 school year and steps will be taken to provide communities of need with high-speed internet to ensure equity in access. Professional development will be provided on the effective delivery of reading intervention through distance learning as well as incorporating the Microsoft Learning Tools such as Dictation and Immersive Reader.</p>				