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

Contact Information

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

	Name	Title	Email	Phone
Main District Reading Contact	Carol Jones	District CTE/Literacy Coordinator	Carol.Jones@levyk12.org	352-486-5231
Responsibility	**Name**	**Title**	**Email**	**Phone**
Elementary ELA	Carol Jones	District CTE/Literacy Coordinator	Carol.Jones@levyk12.org	352-486-5231
Secondary ELA	Carol Jones	District CTE/Literacy Coordinator	Carol.Jones@levyk12.org	352-486-5231
Reading Endorsement	Carol Jones	District CTE/Literacy Coordinator	Carol.Jones@levyk12.org	352-486-5231
Reading Curriculum	Carol Jones	District CTE/Literacy Coordinator	Carol.Jones@levyk12.org	352-486-5231
Professional Development	Marla Hiers	Personnel Director	Marla.Hiers@levyk12.org	352-486-5231
Assessment	Melissa Lewis	Director of Accountability	Melissa.Lewis@levyk12.org	352-486-5231
Data Element	Thomas Bennett	MIS Director	Thomas.Bennett@levyk12.org	352-486-5231
Summer Reading Camp	Carol Jones	District CTE/Literacy Coordinator	Carol.Jones@levyk12.org	352-486-5231
3rd Grade Promotion	Carol Jones	District CTE/Literacy Coordinator	Carol.Jones@levyk12.org	352-486-5231

Plan Information

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

The plan is communicated to all principals at a principals meeting. Principals provided a review of the plan and input into the writing of the plan. A separate meeting is held with the Director of Student Services, ESOL Coordinator, and Title Coordinator to ensure that all subgroups are addressed and that resources are aligned and supported.

Reading Coaches from each school also review and assist in writing the K-12 Reading Plan, with a strong focus of engagement on writing the Decision Trees.

Once the plan is written and approved the plan is shared with all faculty, by the Reading Coach and Principal within the first 3 weeks of schools.

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?
Oral language	Teacher observational Data and standards on the Kindergarten report card	Observational Formative	Collected by teachers and reviewed every two weeks at the grade level meeting.	Every two weeks at the grade level meeting.
Phonological awareness	iReady diagnostic Data and weekly lesson data	Diagnostic and Progress Monitoring	Through the iReady reports system. Data is collected by individual teachers and by the Reading Coach. Teachers collect data every two weeks and discuss at their grade level meeting and/or Problem Solving Team Meeting.	Progress Monitoring Data is collected three times a year (Base-line, Mid-Year, End of Year) and reported out at the Principal Quarterly Report meeting. Teachers collect data every two weeks and discuss at their grade level meeting and/or Problem Solving Team Meeting.
Phonics	iReady diagnostic Data and weekly lesson data	Diagnostic and Progress Monitoring	Through the iReady reports system. Data is collected by individual teachers and by the Reading Coach. Teachers collect data every two weeks and discuss at their grade level meeting and/or Problem Solving Team Meeting. In grades K-1 we use standards based report cards so the data on phonics is collected at the end of each nine weeks.	Progress Monitoring Data is collected three times a year (Base-line, Mid-Year, End of Year) and reported out at the Principal Quarterly Report meeting. Teachers collect data every two weeks and discuss at their grade level meeting and/or Problem Solving Team Meeting
Fluency	Oral Reading Fluency Records Report Card Data	Diagnostic and Progress Monitoring	Data is collected by the classroom teacher/and or Reading Coach. Running records are maintained and reviewed every two weeks at grade	Data is collected by classroom teachers and reported out to the Reading Coach and/or principal. At

			level meetings.	the end of each nine weeks the data is reviewed to assist with determining tiers of intervention needed.
Vocabulary	iReady diagnostic Data and weekly lesson data	Diagnostic and Progress Monitoring	Through the iReady reports system. Data is collected by individual teachers and by the Reading Coach. Teachers collect data every two weeks and discuss at their grade level meeting and/or Problem Solving Team Meeting.	Progress Monitoring Data is collected three times a year (Base-line, Mid-Year, End of Year) and reported out at the Principal Quarterly Report meeting. Teachers collect data every two weeks and discuss at their grade level meeting and/or Problem Solving Team Meeting
Comprehension	iReady diagnostic Data and weekly lesson data Two week unit assessments	Diagnostic and Progress Monitoring Progress Monitoring/Formative (use data to determine small group needs)	Through the iReady reports system. Data is collected by individual teachers and by the Reading Coach. Teachers collect data every two weeks and discuss at their grade level meeting and/or Problem Solving Team Meeting.	Progress Monitoring Data is collected three times a year (Base-line, Mid-Year, End of Year) and reported out at the Principal Quarterly Report meeting. Teachers collect data every two weeks and discuss at their grade level meeting and/or Problem Solving Team Meeting

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?
iReady 6-8 FAIR grades 9-10 and Retakes	Phonics, High Frequency Words, Vocabulary, Comprehension,	Diagnostic Progress Monitoring/Formative	Through the iReady reports system. Data is collected by individual teachers and by the Reading Coach. Teachers collect data every two weeks and discuss at their team meeting and/or Problem Solving Team Meeting	Progress Monitoring Data is collected three times a year (Base-line, Mid-Year, End of Year) and reported out at the Principal Quarterly Report meeting. Teachers collect data every two weeks and discuss at their team meeting and/or Problem Solving Team Meeting. Reading Coaches share data at the monthly coaches meeting to determine the needs for coaching work.
Two week Unit Assessments based on the Curriculum Maps	Proficiency of ELA Standards for Literature and Informational Text	Progress Monitoring Both formative and summative	Teachers and Reading Coaches report out on the data on a tracking sheet. Teaches that use Standards Mastery or Mastery Connect can pull their data from the vendor reporting system.	Teachers collect data every two weeks and discuss at their team meeting and/or Problem Solving Team Meeting. Reading Coaches share data at the monthly coaches meeting to determine the needs for

				coaching work
READ 180 Reading Inventory	Phonics, Vocabulary, Lexile, Comprehension	Screener for Phonics Diagnostic Progress Monitoring	The data is collected monthly by the classroom teacher and/or Reading Coach on unit assessments. Reading Inventory Data is collected at the beginning of the year, mid-year, and end of year.	Data is reported out to the Reading Coach and HMH contracted support coach monthly. Action plans are created based on the data.
Achieve 3000 Level Set Scores and Lexile Scores	Lexile, Vocabulary, Comprehension of Informational text, Proficiency of ELA standards for Informational Text	Diagnostic Progress Monitoring	The data is collected monthly by the classroom teacher and/or Reading Coach on 75% and higher. LevelSet is collected at the beginning of the year, mid-year, and end of year.	Data is reported out to the Reading Coach monthly and shared at the quarterly Reading Intervention Cadre Meeting.

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*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?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
Data is reviewed by the District Instructional Team monthly.	1. Review the data and Define the Problem. This is done at principals' meetings with members of the Instructional Team. 2. Generate ideas to address the problem. Then evaluate the ideas and select action steps. 3. Implement and then evaluate at the quarterly report meetings. Each Quarter principals and lead teams report out on their action plan and the	The district has spent the last two years participating in participating in the Problem Solving/Response to Intervention, attending state and regional workshops with one of our elementary schools and one of our secondary schools. In addition, each school has a PS/RtI team and there are quarterly cadre meetings. Each school brings their data and sets a goal using the Problem Solving Process. Teams share their data, their process, and the outcomes. District Instructional Team Members and principals (with their lead team) report out at the Quarterly data meetings. Following the Quarter reports decisions are made regarding additional supports, Professional Development, and/or opportunities for	Concerns are addressed at the District Instructional meeting. If needed, action plans are developed for areas of concern by school. District instructional staff members all work together to assist if a school is struggle with implementation of the K-12 Reading Grant.	District Literacy Coordinator and the Assistant Superintendent for Curriculum. District level Program Specialists (ESOL Coordinator, ESE Director) are also engaged in assisting with implementation.

	data. The data and report outline the Critical Needs Assessment and School Improvement Goals.	collaboration.			

School Level Leadership 6A-6.053(8) F.A.C.

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	Principal	Principal communicates the Walkthrough procedures with staff and records the walkthrough data electronically. The District reviews the number of CWTs and that data is shared quarterly with all principals	Weekly	Principals share feedback with their teachers following CWTs. Overall CWT trends are shared at the school level with the school Literacy/Lead Team. The CWT is shared with the district through an online platform. CWT information is shared with principals during a regularly scheduled monthly principals meeting.	The District Personal Director and Director of Accountability reviews the number of CWTs and that data is shared quarterly with all principals. Principal reviews CWT data monthly to determine areas of focus.
Data chats	Principal	Data chats for students and teachers is an expectation communicated by the principal. This information is shared during team/department	Monthly	Principals conduct data chats with their Literacy/Reading Team monthly. School Wide data chats are held with all faculty at least once per nine weeks. This data is shared by the principal and/or the Reading Coach. The district has built	Once per nine weeks the data is reviewed by the principal and/or the Literacy Team.

		meetings, and on the School Improvement Days		in 3 School Improvement Days during the year that provide more time for teachers to evaluate the data and make instructional adjustments.	
Reading Leadership Team per 6A-6.053(3) F.A.C.	Principal	Principal is well versed in the K-12 Reading Plan requirements and communicates the goals of the Reading/Literacy Team to selected team members.	Monthly	Data is shared with the Reading/Literacy Team members by the school administration and/or Reading Coach.	Data is reviewed Quarterly and shared out at the school level with the Leadership Team and/or Lead Team.
Monitoring of plan implementation	Principal and or Reading Coach	Communication is through the principal's meetings and Reading Coach Cadre meetings	Quarterly	Quarterly through our Critical Needs Assessment Data Review.	Quarterly through our Critical Needs Assessment Data Review. Principals report out to the District Instructional Team.
Other: (Specify)					

Implementation and Progress-monitoring		
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
1. Review the data weekly/monthly through the Reading Leadership Team. 2. Generate ideas to address the problem and evaluate to select action steps. If needed adjusting instruction based on the data. 3. Implement and then evaluate Quarterly.	School Based Reading/Literacy Leadership Teams share with their principal and/or Reading Coach if they have concerns. The district host quarterly MTSS meetings with all schools in attendance, concerns can be addressed at these meetings and support provided.	District Leadership will provide oversight through principal's meetings. Data review during the Critical Needs Assessment reporting

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	Communicated to principals during a principals meeting with reminders posted twice a year in the weekly electronic memo.	Copies of PD collected along with teacher sign-in sheets. Informal walk throughs to monitor implementation.	Monthly at Principal, Assistant Principal, Instructional Coach and Curriculum Meetings schools will report out on PD sessions.	Members of the District Instructional Team	Personnel Director District Literacy Coordinator District Reading Coach
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Monthly Principal's Meetings and weekly memo.	Copies of PD collected along with teacher sign-in sheets. Informal walk throughs to monitor implementation.	Monthly at Principal, Assistant Principal, Instructional Coach and Curriculum Meetings schools will report out on PD sessions.	Members of the District Instructional Team	Personnel Director District Literacy Coordinator District Reading Coach
Identification of mentor teachers	Monthly Principal's Meetings	Teacher Cadre Clinical Ed Certification.	Monthly Principal and Assistant Principal Meetings. Principals will report out on their mentor program.	Personnel Director	Personnel Director
Establishing of model classrooms within the school	Monthly Principal's Meetings	Classroom walkthroughs and lesson studies	Monthly at Principal, Assistant Principal, Instructional Coach and Curriculum Meetings-whole group PD and breakout sessions	Members of the District Instructional Team	District level administrators: Personnel Director Coordinator of Literacy District Reading Coach ESOL Coordinator ESE Director

Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Monthly Principal's Meetings	Templates/minutes completed by grade level or content level teams.	Monthly at Principal, Assistant Principal, Instructional Coach and Curriculum Meetings. Work will be shared out by administrators or shared electronically.	Members of the District Instructional Team	District level administrators: Personnel Director Assistant Superintendent Coordinator of Literacy District Reading Coach ESOL Coordinator ESE Director

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	Strategic Planning, Monthly Principal Meetings	Weekly classroom informal/formal observations	Reported to the district at the beginning of each year with a schedule for the Reading Block for grade bands indicating the evidence-based sequence of reading instruction with minutes allotted to each component of the sequence. Monthly at the principals, and assistant principals meeting.	District Instruction Team	Monthly
Small group differentiated instruction in order to meet individual student needs	Strategic Planning, Monthly Principal Meetings	Weekly classroom informal/formal observations	Reported to the district at the beginning of each year with a schedule for the Reading Block for grade bands indicating the evidence-based sequence of reading instruction with minutes allotted to each component of the sequence. Monthly at the principals, and assistant principals meeting.	District Instructional Team	Monthly

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

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

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	11,302.00
District expenditures on reading coaches assigned to elementary schools	166,161.00
District expenditures on reading coaches assigned to secondary schools	136,117.00
District expenditures on intervention teachers assigned to elementary schools	0
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	10,000.00
District expenditures on supplemental materials or interventions for secondary schools	1,556.00
District expenditures on professional development	
District expenditures on helping teachers earn the reading endorsement	2,000.00
District expenditures on summer reading camps	4,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	1,000.00
Sum of Expenditures	332,136.00
Amount of District Research-Based Reading Instruction Allocation	331,353

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?

Focused Reading Intervention from Teacher Created Materials, Building Vocabulary from Teacher Created Material, Fluency from the FAIR tool kit, iReady

Will students in grades other than 3 be served also? Yes ⊠ No ☐
If yes, which grade levels? Grades 2-4 identified as struggling based on Reading data or ELL needs.

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)

> We utilize funds from the reading grant and Title grant to fund instructional coaches at all of district schools. Levy County is a poor performing district, struggling to keep teachers. Overall state data for 2018 FSA ELA grades 3-10 was 54% 3 and above. Levy was 42%, or 12 percentage points below the data average.   In 2019 the state was 55% 3 or above and Levy was 45%, 10 percentage points below. For the 2020-2021 school year we will use our CARE grant funds to provide additional intervention teachers or aides to help with closing the gap created by the days missed at school because of the COVID19 pandemic. The determination of providing an aide or an intervention teacher was made by each school based on their data and needs for Tier 3 intervention.

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?

> The following expectations were shared with the Principals regarding the use of Instructional Coaches: The instructional Coaches top priority will be to work with teachers to ensure rigorous, standards-based instruction and research-based strategies are implemented with fidelity. The instructional coach will work alongside all teachers to provide professional development on understanding diagnostic reports for both reading, and understanding how to interpret the data in order to plan instruction that meets the individual needs of the students. The instructional coach will support all teachers by modeling effective instruction, identifying systematic patterns of student need, and participating in the design and delivery of professional development. Instructional Coaches will prioritized Professional Development for explicit and systematic instruction at the primary grades and for intervention. Support for the instructional coach will be provided through monthly Coaches cadre meetings and through quarterly NEFEC Instructional Coaches Professional Development.
>
> This information is communicated with principals several times throughout the school year. Reaching Coaches logs are pulled and shared with principals to remind them of where coaches need to be spending their time.

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

> The District Literacy Coordinator will monitor and work with principals to overcome challenges. Coaches are directed to report their concerns to the District Literacy Coordinator.

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.

- Provide professional development on the following:
  - the major reading components, as needed, based on an analysis of student performance data
  - administration and analysis of instructional assessments
  - providing differentiated instruction and intensive intervention
- Model effective instructional strategies for teachers
- Facilitate study groups
- Train teachers in data analysis and using data to differentiate instruction
- Coach and mentor colleagues
- Provide daily support to classroom teachers
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity
- Help to increase instructional density to meet the needs of all students
- Help lead and support reading leadership teams at their school(s)
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms

How are these requirements being communicated to principals?	How are coaches recording their time and tasks?	Who at the district level is monitoring this?	How often is the data being reviewed?	What problem-solving steps are in place for making decisions based on the data?
Initial Principals Meeting to gather input and assistant in writing the grant. Monthly Principals Meetings	Coaches Logs submitted monthly	District CTE Coordinator	Quarterly	Monthly Principal Meeting are an opportunity to review school and district data and Reading Coaches Logs. We discuss data trends and where coaches are spending their time. Reading Coaches monthly cadre meetings professional development is proved on the coaching model. Levy Coaches also participate in our consortium NEFEC Instructional Coaches Professional Development quarterly.

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, First, and Second

IF:	Student meets the following criteria at beginning of school year: Kindergarten: K Student's Star Early Literacy Fall scale score is at or above 500 and Yellow (approaching proficiency) or green (Proficient) on Kindergarten Report Card #1 Uppercase First Grade: i-Ready Diagnostic Scale Score is: 400 + Second Grade: i-Ready Diagnostic Scale Score is:459+

THEN:	**TIER 1 Only**

TIER 1	*Initial instruction:*

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.

Program: Pearson Scott Foresman Reading Street (State Adopted) , Strong Evidence
https://assets.savvas.com/asset_mgr/current/201732/ESSA-ReadingStreet.pdf?_ga=2.149518975.89791060.1597684015-573804946.1597684015

Curriculum Associates: iReady; Promising Evidence
https://www.curriculumassociates.com/products/i-ready/meets-essaevidence-based-requirements

Progress Monitoring

Tier 1 Assessment & Frequency:	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
Kindergarten & First: District Standards Based Kindergarten and First Grade Report Card-Instruction on standards and assessments will determine if students need to enter Tier 2 at an earlier date.	**Kindergarten**: Progress monitor every 20 days on letter naming (Report Card Standard #1: Identify Uppercase and Report Card Standard #2 Identify lower case) and Report Card Standard #9 letter sounds.	**Kindergarten**: Progress monitor every 20 days on letter naming (Report Card Standard #1: Identify Uppercase and Report Card Standard #2 Identify lower case) and Report Card Standard #9 letter sounds.

Kindergarten: Progress monitor every 20 days on letter naming (Report Card Standard #1: Identify Uppercase and Report Card Standard #2 Identify lower case) and Report Card Standard #9 letter sounds. 1st grade: Progress monitor every 20 days on grade level phonics/phonological assessments and/or fluency (1st grade uses report card assessments). 2nd grade: Progress monitor every 20 days on grade level phonics and fluency.	1st grade: Progress monitor every 20 days on grade level phonics/phonological assessments and/or fluency (1st grade uses report card assessments). 2nd grade: Progress monitor every 20 days on phonological assessments, grade level phonics and fluency. DECEMBER: Kindergarten: Kindergarten Report Card #1,2,9 Students need to be between 21-26 letters or sounds AND Kindergarten Report Card #15 (Letter Writing Dictation)- Students are green. 1st grade: Students are reading 40+ wcpm on District Fluency Passages from the Standards Based Report Card 2nd grade: Students are reading 70+ WCPM on a District fluency passage	1st grade: Progress monitor every 20 days on grade level phonics/phonological assessments and/or fluency (1st grade uses report card assessments). 2nd grade: Progress monitor every 20 days on phonological assessments, grade level phonics and fluency. DECEMBER: Kindergarten: Kindergarten Report Card #1,2,9 Students have less than 21 letters or sounds AND Kindergarten Report Card #15 (Letter Writing Dictation) Students are yellow or red on letter writing dictation 1st grade: Students are reading less than 40 WCPM on District Fluency Passages from the Standards Based Report Card 2nd grade: Students are reading less than 70 WCPM on a District fluency passage
How is the effectiveness of Tier 1 instruction being monitored? Lesson plans and core data are reviewed by the reading coach and principal bi-weekly. Administrators use a common classroom walkthrough protocol, which checks for use of UDL strategies, best practices, and standards-based instruction.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** School teams meet regularly to review CORE data, classroom walkthrough data, and explicit and multisensory instructional practices. As a result of the problem solving sessions, professional development is planned for and provided and action plans are created to address necessary changes. Levy County has School Improvement Days built in throughout the school year, which allows for additional professional development.	
How is the effectiveness of Tier 1 curriculum being monitored? Lesson plans and core data are reviewed by the reading coach and principal bi-weekly. Levy County has district curriculum maps that are used to monitor ELA instructional pacing and progress on standards-based instruction. These maps are reviewed and revised annually.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** School teams meet regularly to collaboratively plan for instruction using Core curriculum and/or standards-aligned resources. As a result of the planning sessions, teachers leave with vetted lessons, appropriate resources and assessments, and a plan for implementation. Levy County has School Improvement Days built in throughout the school year, which allows for additional time for teams to collaborate.	

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<td>How is instruction modified for students who receive instruction through distance learning?
Students have the option to receive instruction via Google Classroom and other online platforms or to receive instruction via paper-based materials.</td>
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<tr>
<td>IF:</td>
<td>Student meets the following criteria at beginning of school year:

Kindergarten: K Student's Star Early Literacy Fall scale score is between 400 and 499 and Red (Below Expectation) on Kindergarten Report Card #1 Uppercase

First Grade: i-Ready Diagnostic Scale Score is: 399 or below

Second Grade: i-Ready Diagnostic Scale Score is:458 or below</td>
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<td>THEN:</td>
<td colspan="5">TIER 1 instruction and TIER 2 interventions</td>
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| **TIER 1 instruction AND TIER 2 interventions** | *Interventions:*
· *are standards-aligned*
· *address gaps and reduce barriers to students' ability to meet Tier 1 expectations*
· *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
· *are matched to the needs of the students*
· *provide multiple opportunities to practice the targeted skill(s) and receive feedback*
· *occurs during time allotted in addition to core instruction*
· *includes accommodations (IEP, ESOL or 504)* | | | | |

	TIER 2 Programs/Materials/ Strategies & Duration	***TIER 2 Progress Monitoring***			
		Assessment & Frequency	***Performance Criteria to discontinue Tier 2 intervention***	***Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that would prompt addition of Tier 3 interventions***
	Additional Core or Supplemental Systematic Explicit Phonological Program	Teacher Observation weekly, in Kindergarten and First Standards Based Report Card Assessments when given and retested, and i-Ready Diagnostic 2 phonological awareness domain is reviewed.	Student has mastered the standards on their grade level report cards assessments, scoring mostly 3s and 4s on the rubric for each standard, AND scored on level on the i-Ready Diagnostic in the Phonological Awareness domain and/or	Student is making PROGRESS ON, but has NOT mastered the standards on their grade level report card assessments, scoring mostly 2s on the rubric for each standard, and/or scored below grade level on the i-Ready Diagnostic in the Phonological Awareness domain and/or is not showing mastery via a phonological awareness diagnostic.	Students is NOT making PROGRESS ON, and has NOT mastered the standards on their grade level report cards assessments, scoring mostly 1s on the rubric for each standard, AND scored below grade level on the i-Ready Diagnostic in the Phonological Awareness domain and/or is not showing mastery via a phonological awareness diagnostic.

		demonstrated mastery via a phonological awareness diagnostic.		
Additional Core or Supplemental Systematic Explicit Phonics Program	Teacher Observation weekly, in Kindergarten and First Standards Based Report Card Assessments when given and retested, and 2nd Grade's District Phonics Assessments and i-Ready Diagnostic 2 phonics domain is reviewed.	Student in K or 1 has mastered the standards on their grade level report cards assessments, scoring mostly 3s and 4s on the rubric for each standard, AND scored on level on the i-Ready Diagnostic in the Phonics domain and/or demonstrated mastery via a phonics diagnostic. Student in 2nd has mastered the standards on the District Phonics Assessments, scoring an 80% or above, AND scored on level on the i-Ready Diagnostic in the Phonics domain and/or demonstrated mastery via a phonics diagnostic.	Student is making PROGRESS ON, but has NOT mastered the standards on their grade level report card assessments, scoring mostly 2s on the rubric for each standard, and/or scored below grade level on the i-Ready Diagnostic in the Phonics domain and/or is not showing mastery via a phonics diagnostic. Student in 2nd grade is making PROGRESS ON, but has NOT mastered the standards on the District Phonics Assessments, scoring between 70-79% on most assessments, and/or scored below grade level on the i-Ready Diagnostic in the Phonics domain and/or is not showing mastery via a phonics diagnostic.	Students is NOT making PROGRESS ON, and has NOT mastered the standards on their grade level report cards assessments, scoring mostly 1s on the rubric for each standard, AND scored below grade level on the i-Ready Diagnostic in the Phonics domain and/or is not showing mastery via a phonics diagnostic. Students is NOT making PROGRESS ON, and has NOT mastered the standards on scoring between less than 60% on most assessments, AND scored below grade level on the i-Ready Diagnostic in the Phonics domain and/or is not showing mastery via a phonics diagnostic.
Additional Fluency- Letter Naming/ Sounds/ Passage- Practice	**Kindergarten**: Progress monitor every 20 days on letter naming (Report Card Standard #1: Identify Uppercase and Report Card Standard #2 Identify lower case) and Report Card Standard #9 letter sounds.	**Kindergarten**: Kindergarten Report Card #1,2,9 Students have all 26 letters or sounds AND Kindergarten Report Card #15 (Letter Writing Dictation)- Students are green. **1st grade:**	**Kindergarten**: Kindergarten Report Card #1,2,9 Students have between 21 and 26 letters or sounds AND Kindergarten Report Card #15 (Letter Writing Dictation) Students are yellow on letter writing dictation **1st grade:** Students are reading more than 20 and less than 40	**Kindergarten**: Kindergarten Report Card #1,2,9 Students have less than 21 letters or sounds AND Kindergarten Report Card #15 (Letter Writing Dictation) Students are red on letter writing dictation. **1st grade:** Students are reading 20 or less WCPM on District Fluency Passages from the Standards Based Report

1st grade: Progress monitor every 20 days on fluency (1st grade uses report card assessments). **2nd grade:** Progress monitor every 20 days on district fluency assessments.	Students are reading 40+ wcpm on District Fluency Passages from the Standards Based Report Card and are comprehending the text **2nd grade:** Students are reading 70+ WCPM on a District fluency passage and are comprehending the text	WCPM on District Fluency Passages from the Standards Based Report Card **2nd grade**: Students are reading more than 50 and less than 70 WCPM on a District fluency passage	Card **2nd grade**: Students are reading 50 or less WCPM on a District fluency passage

Number of times a week intervention provided	2 or more days a week	***Number of minutes per intervention session***

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

Tier 2 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed to determine if students are progressing toward grade level proficiency.

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

Pearson Scott Foresman Reading Street (State Adopted) , Strong Evidence, https://assets.savvas.com/asset_mgr/current/201732/ESSA-ReadingStreet.pdf?_ga=2.149518975.89791060.1597684015-573804946.1597684015

Curriculum Associates: iReady; Promising Evidence https://www.curriculumassociates.com/products/i-ready/meets-essaevidence-based-requirements

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Students have the option to receive instruction via Google Classroom and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Students will receive an additional virtual contact weekly from their classroom teacher in order to support their learning at home.

IF:	Student meets the following criteria at beginning of school year: Kindergarten: K Student's Star Early Literacy Fall scale score is between the 300 to 400 scale score. First Grade: i-Ready Diagnostic Scale Score is: 346 or below Second Grade: i-Ready Diagnostic Scale Score is:418 or below
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: · extended time · targeted instruction based on student need · small group or one-on-one instruction · accommodations (IEP, ESOL, or 504) · more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions · additional **time allotted is in addition** to core instruction and tier 2 interventions

	TIER 3 Programs/Material 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*
	iReady	Progress monitoring assessment/ Weekly	Student has been identified as having a substantial reading deficiency, two or more grade levels below grade level or scoring in the red on iReady. The Problem-Solving Team meets and discusses the results of the diagnostic testing, specific skills that need to be targeted, and intensive reading instructional needs. The intervention is updated, and Tier 3 intervention	Student has been identified as having a substantial reading deficiency (scoring two grade levels below or in the red). The Problem-Solving Team meets and discusses the results of the diagnostic testing, specific skills that need to be targeted, and intensive reading instructional needs. The PMP/intervention is updated, and Tier 3 intervention begins. Weekly (minimum) progress monitoring data is collected. Parents are notified/conferences conducted to address concern(s).

begins. Weekly (minimum) progress monitoring data is collected. Parents are notified/conferences conducted to address concern(s). Is the student responding to core + Tier 2 + Tier 3 interventions according to the progress monitoring data? Are the skills taught in intervention groups being generalized to core? Are they meeting proficiency expectations or are they on track to meet proficiency expectations by the end of the year? If yes, then continue to provide Tier 3 interventions. Perform an analysis and if determined the student is moving up one color band in iReady and closing the gap move to Tier 2.	Is the student responding to core + Tier 2 + Tier 3 interventions according to the progress monitoring data? If no, PST meets and discusses if the student might need a comprehensive evaluation through the ESE department. If so, the ESE Specialist will obtain parent consent for testing and begin the referral process. If not, interventions and the PMP for the area(s) of concern continue.	

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	3-5 days per week	***Number of minutes per intervention session*** 20-30

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

Tier 3 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed to determine if students are progressing toward grade level proficiency.

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

Pearson Scott Foresman Reading Street (State Adopted) , Strong Evidence, https://assets.savvas.com/asset_mgr/current/201732/ESSA-ReadingStreet.pdf?_ga=2.149518975.89791060.1597684015-573804946.1597684015

Curriculum Associates: iReady; Promising Evidence https://www.curriculumassociates.com/products/i-ready/meets-essaevidence-based-requirements

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

Students have the option to receive instruction via Google Classroom and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Teachers modify materials and/or accommodate work based on student IEPs and 504s. Students will receive at least two additional virtual contacts from their classroom teacher weekly in order to support their learning at home. This virtual contact should also be a time for teachers to work on students' progress towards achieving their IEP goals.

List of interventions and descriptions provided to K-3 students with reading deficiencies through Tier 2/Tier 3

Possible interventions (Multisensory indicated with an *)	Description
Discovery*/Wilson https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/546	Explicitly teaches phonics sounds as well as phonics rules.
Phonemic Awareness: The Skills That They Need to Help Them Succeed! By Michael Heggerty *	Phonemic Awareness with Explicit Modeling aimed at beginning reading strategies/skills
Sadlier Phonics *	Explicit instruction and abundant practice for phonemic awareness, alphabetic knowledge, decoding skills, sound-symbol correspondences, and manipulating and building words.

Words Their Way in Action*	This program is designed to improve students' basic phonics recognition, spelling, and vocabulary using different modalities of learning.
Great Leaps Strong Evidence: https://ies.ed.gov/ncee/wwc/study/82900	This program targets fluency. Students can begin where they struggle. Starts at letter fluency, progresses through word fluency, phrases, sentences, and passages.
Snap Words*	Sight words with pictures or body motions attached to each word. Snap words help attach a visual to words for students struggling
Earobics Promising: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Earobics_072307.pdf	Computerized program that offers students practice in auditory attention, sequential memory, phoneme identification, phonological awareness, pattern recognition and word closure. Teachers have the ability to select and target specific skills for students to work on AND data reports can be generated.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s):3-5	

IF:	<u>i-Ready Scale Score</u> 3rd: 493 or above 4th: 518 or above 5th: 536 or above **and/or** <u>FSA Scale Score:</u> 4th: 315 or above 5th: 325 or above (FSA Level 3 or Above)
THEN:	**TIER 1 Only**

TIER 1	*Initial instruction:* · *is standards-aligned* · *builds background and content knowledge, motivation* · *provides print rich, systematic, scaffolded, and differentiated instruction* · *incorporates writing in response to reading* · *includes accommodations (IEP, ESOL or 504)* · *incorporates the principles of Universal Design for Learning* · *includes specially designed instruction for students with disabilities*

	Core Curriculum
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.
	Scott Foresman Reading Street, (State Adopted), Strong Evidence: ***https://assets.savvas.com/asset_mgr/current/201732/ESSA-ReadingStreet.pdf?_ga=2.149518975.89791060.1597684015-573804946.1597684015*** ***Curriculum Associates iReady, Promising Evidence https://www.curriculumassociates.com/products/i-ready/meets-essaevidence-based-requirements***
	Progress Monitoring

Assessment & Frequency:	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
FSA Scores iReady: Base Line, Mid-Year, End of Year	Students are scoring proficient on two week unit assessments 70% or higher). Universal	Students are not making adequate progress with core differentiated instruction, small group remediation, UDL strategies, and multisensory strategies as reflected by iReady

screeners/assessments are administered to students. Teacher observations and data of all students are analyzed. Core instruction is effective for 80% of the class. Classroom teacher provides differentiated instruction, small group remediation, and implements UDL/multisensory strategies to address the area(s) of concern. Student progress is monitored using: iReady, teacher observations classroom grades, and other progress monitoring tools, including the two week unit assessments.	Lessons (Emerging Grade Level) and two week unit assessments (less than 70%)

How is the effectiveness of Tier 1 instruction being monitored?	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*
Lesson plans are reviewed by the principal bi-weekly. Core data is reviewed by the administration team and reading coaches monthly. Administrators use a common classroom walkthrough protocol, which checks for use of UDL strategies, best practices, and standards-based instruction.	School teams meet regularly to review CORE data, classroom walkthrough data, and explicit and UDL instructional practices. As a result of the problem solving sessions, professional development is planned for and provided and action plans are created to address necessary changes. Levy County has School Improvement Days built in throughout the school year, which allows for additional professional development, data review, and collaboration.

How is the effectiveness of Tier 1 curriculum being monitored?	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*
Lesson plans are reviewed by the principal bi-weekly. Core data is reviewed by the administration team and reading coaches monthly. Levy County has district curriculum maps that are used to monitor ELA instructional pacing and progress on standards-based instruction. These maps are reviewed and revised annually.	School teams meet regularly to collaboratively plan for instruction using Core curriculum and/or standards-aligned resources. As a result of the planning sessions, teachers leave with vetted lessons, appropriate resources and assessments, and a plan for implementation. Levy County has School Improvement Days built in throughout the school year, which allows for additional time for teams to collaborate.

How is instruction modified for students who receive instruction through distance learning?
Students have the option to receive instruction via Google Classroom and other online platforms or to receive instruction via paper-based materials.

IF:	i-Ready scale score of: 3rd: 461-492 Students scoring FSA ELA Scale Score of: 4th: 294-314 5th: 300-324 **AND** a Diagnostic 1 i-Ready scale score of: 4th: 485-517 5th: 503-562

THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction AND **TIER 2 interventions**	*Interventions:* · *are standards-aligned* · *address gaps and reduce barriers to students' ability to meet Tier 1 expectations* · *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills* · *are matched to the needs of the students* · *provide multiple opportunities to practice the targeted skill(s) and receive feedback* · *occurs during time allotted in addition to core instruction* · *includes accommodations (IEP, ESOL or 504)*

TIER 2 Programs/Materials/ Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
Small Group with the teacher and/or reading coach to explicitly review and reteach standards.	Weekly small group instruction/facilitation Mini formative assessment based on standard at the end of small group reteaching.	Students have mastered the standards on the two week unit formative assessments (70% or higher).	Students are making PROGRESS ON formative assessments but have NOT mastered the standard. (50-69% on two week formative assessments)	Students are NOT making PROGRESS ON, and have NOT mastered the standard, scoring below 50%).

Mid-Year Progress Monitoring iReady	Mid-Year Progress Monitoring-- iReady	Student moves to mid-year grade level on iReady	Students scale scores improve on iReady but still remains at emerging grade level on iReady.	Students' scores remain the same or decline. Student is scoring one or more grade levels below grade level at mid-year)
iReady Lessons	Weekly	Student continues to meet Tier 2 Progress Monitoring goal of passing lessons with 60% or higher	Student is consistently passing lessons with 80 percent or higher.	Student continues to fail weekly lessons.

Number of times a week intervention provided	3-4 days a week	***Number of minutes per intervention session***	20 minutes per session

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

Tier 2 intervention logs and/or lesson plans are reviewed by administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention are conducted by administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed by the Problem Solving Team (PST) monthly to determine if students are progressing toward grade level proficiency.

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

Scott Foresman Reading Street, State Adopted, Strong Evidence, https://assets.savvas.com/asset_mgr/current/201732/ESSA-ReadingStreet.pdf?_ga=2.149518975.89791060.1597684015-573804946.1597684015

Curriculum Associates iReady, Strong Evidence https://www.curriculumassociates.com/products/i-ready/meets-essaevidence-based-requirements

Strategies: Deliberate practice: Effect Size .82 , Small group explicit instruction: Effect Size .57 ;Data Chats: Effect Size .75 ; Transfer Strategy Graphic Organizers Effect Size: .86; Test Corrections with Feedback: Effect Size: .61;
 Source: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ and http://web.utk.edu/~mblank/pdf/Resources/Research/Big9Strategies.pdf

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Students have the option to receive instruction via Google Classroom and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Students will receive an additional virtual contact weekly from their classroom teacher in order to support their learning at home.

IF:	Retained Grade 3 students who scored an FSA-ELA level 1 i-Ready scale score of: 3rd: 460 or below Students scoring FSA ELA Scale Score of: 4th: 313 or below 5th: 323 or below **AND** a Diagnostic 1 i-Ready scale score of: 4th: 484 or below 5th: 502 or below **and/or** students receiving Tier 3 interventions in the previous year
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:
· extended time
· targeted instruction based on student need
· small group or one-on-one instruction
· accommodations (IEP, ESOL, or 504)
· more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
· additional **time allotted is in addition** to core instruction and tier 2 interventions

TIER 3 Programs/Materials /Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
iReady	Progress monitoring assessment/Weekly	The student has been identified as having a substantial reading deficiency. The Problem-Solving Team meets and discusses the results of the diagnostic testing, specific skills that need to be targeted, and intensive reading instructional needs. Weekly (minimum)	Based on the data and the evaluation of the Problem-Solving Team the student will remain in Tier 3 with changes made to the interventions if the gap is not closing and the students' Progress Monitoring Data is not improving.

| | | | progress monitoring data is collected. Parents are notified/conferences conducted to address concern(s). If the student is responding to core + Tier 2 + Tier 3 interventions according to the progress monitoring data and are tracked to meet proficiency expectations, as listed above for Tier 2) then the student will be moved back to Tier 2 | |

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

Number of times a week intervention provided *4-5*	3-5 days per week	*Number of minutes per intervention session*	*20 minutes per session*

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

Tier 3 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment monthly. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed to determine if students are progressing toward grade level proficiency.
Reading Intervention Cadre Professional Development facilitated by the READ 180 Trainers and Achieve 3000 trainers to review data.
Data Days or School Improvement Days to review data and adjust instruction.

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

Scott Foresman Reading Street, State Adopted, Strong Evidence,
https://assets.savvas.com/asset_mgr/current/201732/ESSA-ReadingStreet.pdf?_ga=2.149518975.89791060.1597684015-573804946.1597684015

iReady—Promising Evidence https://www.curriculumassociates.com/products/i-ready/meets-essaevidence-based-requirements

Wilson--Strong Evidence-- What Works Clearing House
https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/546

Discovery Intensive Phonics--Strong Evidence https://www.readinghorizons.com/reading-method/reading-research/florida-center-for-reading-reading-research

Scaffolding: Effect Size .82 , Deliberate practice: Effect Size .82 More Frequent Response to Intervention: Effect Size 1.29

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

Students have the option to receive instruction via Google Classroom and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Teachers modify materials and/or accommodate work based on student IEPs and 504s. Students will receive at least two additional virtual contacts from their classroom teacher weekly in order to support their learning at home. This virtual contact should also be a time for teachers to work on students' progress towards achieving their IEP goals.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8th Grade

IF:	Student meets the following criteria at beginning of school year: Level 3 or higher on FSA ELA and/or scoring proficient on local progress monitoring tools (iReady).

THEN:	**TIER 1 Only**

TIER 1	*Initial instruction:* · *is standards-aligned* · *builds background and content knowledge, motivation* · *provides print rich, systematic, scaffolded, and differentiated instruction* · *incorporates writing in response to reading* · *includes accommodations (IEP, ESOL or 504)* · *incorporates the principles of Universal Design for Learning* · *includes specially designed instruction for students with disabilities*

Core Curriculum

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

Program: Springboard(state adopted) edreports.org: SpringBoard partially met expectations for alignment--Moderate evidence   http://www.edreports.org/ela/reports/grade-level/springboard-grade-6.html

Materials: iReady Ready Book - Promising Evidence, https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx
  Effect Size: .33

Strategies: Direct Instruction: Effect Size .6 Small group explicit instruction: Effect Size .57 ;data chats: Effect Size .75 ; Transfer Strategy Graphic Organizers: Effect Size .86; Test Corrections with Feedback: Effect Size: .61; Focused Note Taking: Effect Size 1.0, Source: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ and http://web.utk.edu/~mblank/pdf/Resources/Research/Big9Strategies.pdf

Intensity: Whole Group instruction and differentiated support; 5 days per week.

Progress Monitoring

6-8th Assessment & Frequency:	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
Diagnostic tool (iReady) 3 times a year (beginning, mid and end of year).	iReady Diagnostic score on grade level (green). Students score in green on the Standard Mastery checks.	Students scale score or proficiency drops. Student fails two or more two week standards based assessments in a

Bi-weekly district based standard assessment in iReady (Standard Mastery).		nine week grading period.
How is the effectiveness of Tier 1 instruction being monitored? Lesson plans are reviewed by admin team. Core data is reviewed by the reading coach and admin team. Administrators use a common classroom walkthrough protocol, which checks for use of UDL strategies, best practices, and standards-based instruction.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** School teams meet regularly to review CORE data, classroom walkthrough data, and explicit and multisensory instructional practices. As a result of the problem solving sessions, professional development is planned for and provided and action plans are created to address necessary changes. Levy County has School Improvement Days built in throughout the school year, which allows for additional professional development.	
How is the effectiveness of Tier 1 curriculum being monitored? Lesson plans are reviewed by admin team. Core data is reviewed by the reading coach and admin team. Levy County has district curriculum maps that are used to monitor ELA instructional pacing and progress on standards-based instruction. These maps are reviewed and revised annually.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** School teams meet regularly to collaboratively plan for instruction using Core curriculum and/or standards-aligned resources. As a result of the planning sessions, teachers leave with vetted lessons, appropriate resources and assessments, and a plan for implementation. Levy County has School Improvement Days built in throughout the school year, which allows for additional time for teams to collaborate.	
How is instruction modified for students who receive instruction through distance learning? Students have the option to receive instruction via Google Classroom and other online platforms or to receive instruction via paper-based materials.		

IF:	Student meets the following criteria at beginning of school year: If students score a Level 2 on FSA/ELA and/or one grade level below on iReady Diagnostic			
THEN:	**TIER 1 instruction and TIER 2 interventions**			
TIER 1 instruction AND **TIER 2 interventions**	*Interventions:* ● *are standards-aligned* · *address gaps and reduce barriers to students' ability to meet Tier 1 expectations* · *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills* · *are matched to the needs of the students* · *provide multiple opportunities to practice the targeted skill(s) and receive feedback* · *occurs during time allotted in addition to core instruction* · *includes accommodations (IEP, ESOL or 504)*			

	TIER 2 Progress Monitoring			
TIER 2 Programs/Materials/ Strategies & Duration	*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*
Small group with the ELA teacher or reading coach to explicitly review and reteach standard.	Weekly small group instruction. Mini formative assessment to reassess at the end of reteaching time.	Students have mastered the standard with a 70% or higher	Students are making PROGRESS ON formative assessment but have not mastered the standard (scoring between 50-69%)	Students is NOT making PROGRESS ON and has NOT mastered the standard. (scoring below a 50%)
Mid-year progress monitoring- iReady Diagnostic.	Mid-year progress monitoring- iReady Diagnostic.	Students move to proficient on iReady, scoring mid-year for their grade level.	Student scale scores improve on the iReady Diagnostic but student is still scoring early for their grade level.	Students remain the same or declines and is scoring one grade level below for their grade level.
Number of times a week intervention provided	2 or more days a week	***Number of minutes per intervention session***		20 minutes per session

	What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? Tier 2 intervention logs and/or lesson plans are reviewed by administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention are conducted by administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed by the Problem Solving Team (PST) monthly to determine if students are progressing toward grade level proficiency.
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. **Program:** Springboard(state adopted) edreports.org: SpringBoard partially met expectations for alignment--Moderate evidence http://www.edreports.org/ela/reports/grade-level/springboard-grade-6.html **Materials:** iReady Ready Book - Promising Evidence https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx Effect Size: .33 **Strategies:** Direct Instruction: Effect Size .6 Deliberate practice: Effect Size .82 Small group explicit instruction: Effect Size .57 ;data chats: Effect Size .75 ; Transfer Strategy Graphic Organizers: Effect Size .86; Test Corrections with Feedback: Effect Size: .61; Focused Note Taking: Effect Size 1.0, Source: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ and http://web.utk.edu/~mblank/pdf/Resources/Research/Big9Strategies.pdf
	How are Tier 2 interventions modified for students who receive interventions through distance learning? Students have the option to receive instruction via Google Classroom and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Students will receive an additional virtual contact weekly from their classroom teacher in order to support their learning at home.

IF:	Student meets the following criteria at beginning of school year: A Level 1 on FSA/ELA and/or score two grade levels below on local progress monitoring tools (red on iReady Diagnostic).
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: · extended time · targeted instruction based on student need · small group or one-on-one instruction · accommodations (IEP, ESOL, or 504) · more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions · *additional **time allotted is in addition** to core instruction and tier 2 interventions*

		TIER 3 Progress Monitoring

TIER 3 Programs/Materials/ Strategies & Duration	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
Read 180	Daily small group instruction/facilitation with teacher and/or reading coach. One on one instruction as needed.	Students lexile score increases on the Progress Indicator in Read 180. At mid-year students are scoring at 75% or higher on the Read 180 Unit tests (consistently) will move to Tier 2.	Students maintain or do not make growth in Lexile or do not make progress on Mid-Year iReady Diagnostic (continuing to score 2 or more grade levels below their grade level)
iReady Diagnostic	iReady Diagnostic	Students move from red to yellow or green on the iReady Diagnostic.	Mid-year data does not improve or decreases. (continuing to score 2 or more grade levels below their grade level)

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*	3-5 days per week	*Number of minutes per intervention session*	20-25 minutes per session

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

Tier 3 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed to determine if students are progressing toward grade level proficiency.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
READ 180-- Strong Evidence, https://ies.ed.gov/ncee/wwc/Intervention/742
 Average Effect Size +0.08 Source: Evidence for ESSA

Scaffolding: Effect Size .82 , Deliberate practice: Effect Size .82 More Frequent Response to Intervention: Effect Size 1.29, Rehearsal and Memorization: Effect Size .74
https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

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

Students have the option to receive instruction via Google Classroom and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Teachers modify materials and/or accommodate work based on student IEPs and 504s. Students will receive at least two additional virtual contacts from their classroom teacher and or ESE teacher weekly in order to support their learning at home. This virtual contact should also be a time for teachers to work on students' progress towards achieving their IEP goals.

Curriculum, Instruction, and Assessment Decision Tree 2020-2021

Grade Level(s):9th-12th

IF:	Student meets the following criteria at beginning of school year: FSA ELA scale score listed below and/or scoring proficient on local progress monitoring tools (STAR, FAIR) 9th grade 2020-2021 (Last time they took the FSA was in 7th grade): FSA scale score of 326 or higher will be considered Tier 1 10th grade 2020-2021 (Last time they took the FSA was in 8th grade): FSA scale score of 331 or higher will be considered Tier 1 11th grade 2020-2021 (Last time they took the FSA was in 9th grade): FSA scale score of 331 or higher will be considered Tier 1 12th grade 2020-2021 Last time they took the FSA was either 10th grade or the Fall of their Junior Year). Students with a scale score of 340 or higher will be considered Tier 1

THEN:	**TIER 1 Only**

TIER 1	*Initial instruction:* · *is standards-aligned* · *builds background and content knowledge, motivation* · *provides print rich, systematic, scaffolded, and differentiated instruction* · *incorporates writing in response to reading* · *includes accommodations (IEP, ESOL or 504)* · *incorporates the principles of Universal Design for Learning* · *includes specially designed instruction for students with disabilities*
	Core Curriculum
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.
	Program: SpringBoard (state adopted) edreports.org: SpringBoard partially met expectations for alignment-- Moderate evidence https://www.edreports.org/search?q=SpringBoard **Materials:** Achieve the Core, Common Lit-- Promising Evidence **Strategies:** Direct Instruction: Effect Size .6 Small group explicit instruction: Effect Size .57 ;data chats: Effect Size .75 ; Transfer Strategy Graphic Organizers: Effect Size .86; Test Corrections with Feedback: Effect Size: .61; Focused Note Taking: Effect Size 1.0, Source: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ and http://web.utk.edu/~mblank/pdf/Resources/Research/Big9Strategies.pdf **Intensity:** Whole Group instruction and differentiated support; 5 days per week.
	Progress Monitoring

	Frequency:	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*

Bi-weekly standards based assessments. Beginning/Middle/End of the year progress monitoring with STAR/FAIR.	60 Percent or higher on Mastery Connect standards assessment. STAR/FAIR: Score proficient or in the green.	59 or less on the Mastery Connect standards assessment would place the student in small group intervention. Student scores "at risk" or in the Yellow on STAR/FAIR

How is the effectiveness of Tier 1 instruction being monitored? Lesson plans are reviewed by the principal bi-weekly. Core data is reviewed by the administration team and reading coaches monthly. Administrators use a common classroom walkthrough protocol, which checks for use of UDL strategies, best practices, and standards-based instruction.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** School teams meet regularly to review CORE data, classroom walkthrough data, and explicit and UDL instructional practices. As a result of the problem solving sessions, professional development is planned for and provided and action plans are created to address necessary changes. Levy County has School Improvement Days built in throughout the school year, which allows for additional professional development.
How is the effectiveness of Tier 1 curriculum being monitored? Lesson plans are reviewed by the principal bi-weekly. Core data is reviewed by the administration team and reading coaches monthly. Levy County has district curriculum maps that are used to monitor ELA instructional pacing and progress on standards-based instruction. These maps are reviewed and revised annually.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** School teams meet regularly to collaboratively plan for instruction using Core curriculum and/or standards-aligned resources. As a result of the planning sessions, teachers leave with vetted lessons, appropriate resources and assessments, and a plan for implementation. Levy County has School Improvement Days built in throughout the school year, which allows for additional time for teams to collaborate.
How is instruction modified for students who receive instruction through distance learning? Students have the option to receive instruction via Google Classroom and other online platforms or to receive instruction via paper-based materials.	

IF:	Student meets the following criteria at beginning of school year: FSA ELA scale score listed below and/or scoring yellow on local progress monitoring tools (STAR, FAIR) 9th grade 2020-2021 (Last time they took the FSA was in 7th grade): FSA scale score of 292-325 or higher will be considered Tier 2 10th grade 2020-2021 (Last time they took the FSA was in 8th grade): FSA scale score of 300-330 or higher will be considered Tier 2 11th grade 2020-2021 (Last time they took the FSA was in 9th grade): FSA scale score of 305-335 or higher will be considered Tier 2 12th grade 2020-2021 Last time they took the FSA was either 10th grade or the Fall of their Junior Year). Students with a scale score of 330 or higher will be considered Tier 2

THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction AND **TIER 2 interventions**	*Interventions:* · *are standards-aligned* · *address gaps and reduce barriers to students' ability to meet Tier 1 expectations* · *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier* *skills* · *are matched to the needs of the students* · *provide multiple opportunities to practice the targeted skill(s) and receive feedback* · *occurs during time allotted in addition to core instruction* · *includes accommodations (IEP, ESOL or 504)*

	TIER 2 Programs/Materials/ Strategies & Duration	*TIER 2 Progress Monitoring*			
		Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
	Small Group with the teacher and/or reading coach to explicitly review and reteach standards.	Weekly small group instruction/facilitation Mini formative assessment based on standard at the end of small group reteaching.	Students have mastered the standard with a 60% or higher.	Students are making PROGRESS ON formative assessments but have NOT mastered the standard. Scoring between 50-59% on mini formative assessments.	Students are NOT making PROGRESS ON and have NOT mastered the standard. Scoring 49% or lower on mine formative assessments.
	Mid-Year Progress Monitoring (STAR/FAIR)	Mid-Year Progress Monitoring (STAR/FAIR)	Student moves to proficient on STAR/FAIR (Green or mid-year grade level)	Students scale scores improve on STAR/FAIR (Yellow, or early grade level)	Students' scores remain the same or decline. (Red or one grade level below)

Number of times a week intervention provided	1-2 days a week	*Number of minutes per intervention session*	20 minutes per session

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

Tier 2 intervention logs and/or lesson plans are reviewed by administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention are conducted by administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed by the Problem Solving Team (PST) monthly to determine if students are progressing toward grade level proficiency.

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

Spring Board SpringBoard (state adopted) Moderate evidence, https://www.edreports.org/search?q=SpringBoard

Strategies: Deliberate practice: Effect Size .82 , Small group explicit instruction: Effect Size .57 ;Data Chats: Effect Size .75 ; Transfer Strategy Graphic Organizers Effect Size: .86; Test Corrections with Feedback: Effect Size: .61; Focused Note Taking: Effect Size 1.0, Source: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ and http://web.utk.edu/~mblank/pdf/Resources/Research/Big9Strategies.pdf

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

Students have the option to receive instruction via Google Classroom and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Students will receive an additional virtual contact weekly from their classroom teacher in order to support their learning at home.

IF:	Student meets the following criteria at beginning of school year: FSA ELA scale score listed below and/or scoring red on local progress monitoring tools (STAR, FAIR) 9th grade 2020-2021 (Last time they took the FSA was in 7th grade): FSA scale score of 267-291 or higher will be considered Tier 3 10th grade 2020-2021 (Last time they took the FSA was in 8th grade): FSA scale score of 274-300 or higher will be considered Tier 3 11th grade 2020-2021 (Last time they took the FSA was in 9th grade): FSA scale score of 276- 304 or higher will be considered Tier 3 12th grade 2020-2021 Last time they took the FSA was either 10th grade or the Fall of their Junior Year). Students with a scale score less than 300 will be considered Tier 3.

	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
THEN:				
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: · extended time · targeted instruction based on student need · small group or one-on-one instruction · accommodations (IEP, ESOL, or 504) · more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions · *additional **time allotted is in addition** to core instruction and tier 2 interventions*			
	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*
	Achieve 3000 .	Achieve 3000 Assessments/Weekly One on one instruction/ As needed.	At mid-year students scoring 75% or higher on Achieve 3000 weekly assessments(consistently) will move to Tier 2 Lexile Growth on Achieve 3000 Level Set improves to one grade level below expected grade level.	Students maintain or do not make growth in Lexile. Students cannot score 75 or higher on weekly quizzes.
	Small Group or One on One with the teacher and/or reading coach to explicitly review and reteach standards and or skills.	Small group instruction/facilitation with teacher and/or Reading Coach/Daily	NA	Student does not make progress on formative assessments or diagnostic assessments.
	STAR/FAIR	STAR/FAIR	Student moves from red to yellow on STAR/FAIR	Mid-Year STAR/FAIR scale scores do not improve and remains red or 2 grade levels below appropriate grade level.

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	3-5 days per week	*Number of minutes per intervention session*	*20 minutes per session*

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

Tier 3 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment monthly. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed to determine if students are progressing toward grade level proficiency. Reading Intervention Cadre Professional Development facilitated by the READ 180 Trainers and Achieve 3000 trainers to review data.
Data Days or School Improvement Days to review data and adjust instruction.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
READ 180-- Strong Evidence, https://ies.ed.gov/ncee/wwc/Intervention/742
  Average Effect Size +0.08 Source: Evidence for ESSA
Achieve 3000 Moderate evidence,
https://www.evidenceforessa.org/programs/reading/achieve3000-secondary
 + 6 for Comprehension and +3 for Literacy Achievement, Source: What Works Clearinghouse
Scaffolding: Effect Size .82 , Deliberate practice: Effect Size .82 More Frequent Response to Intervention: Effect Size 1.29 https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

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

Students have the option to receive instruction via Google Classroom and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Teachers modify materials and/or accommodate work based on student IEPs and 504s. Students will receive at least two additional virtual contacts from their classroom teacher weekly in order to support their learning at home. This virtual contact should also be a time for teachers to work on students' progress towards achieving their IEP goals.