

Liberty 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Gay Lewis

Contact Email: gay.lewis@lcsb.org

Contact Telephone: 850-643-2275 EX11233

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	49	51	46	53	58	58	58

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	47	49	47	51	59	59	59

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						15	14
White/African American	21	19	16	16	16		
White/Hispanic	17	16	10	14	5	10	10
Economically Disadvantaged/Non-Economically Disadvantaged	14	12	23	9	16	8	7
Students with Disabilities/Students without Disabilities	29	26	38	22	39	21	20
English Language Learners/ Non-English Language Learners	0	0	0	0	7	0	0

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Expenditures from the reading allocation will be used to impact student achievement in a variety of ways. The allocation will provide resources and personnel to implement targeted interventions and strategies designed to meet the individual learning needs of each student, by increasing student proficiency, increasing learning gains, and decreasing the achievement gaps for identified subgroups. Examples of these resources are the iReady Toolkit, Reading Horizons and intensive intervention teachers. Inclusion teachers will utilize these

supplemental reading resources to provide intensive interventions to specifically target SWDs, the subgroup demonstrating the largest achievement gap.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

The Instructional Technology Coordinator will collect student data for the review of the Director of Instruction following each progress monitoring window. In addition the Director of Instruction monitors student data in online platforms following each progress monitoring window.

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

The district will review school level progress monitoring data from the following sources; iReady (K-8, and targeted students at 9-12), STAR Early Literacy (K-1), Common Lit (targeted 9 -12), Reading Horizons (K-2), Fountas and Pinnell (targeted K-5), STAR Reading (all grades) and Write Score (all grades).

C. How often will student progress monitoring data be collected and reviewed by the district?

Progress monitoring data will be collected and reviewed three times per year at the district level. This data is viewed via electronic platform and is available in printed format.

4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

The district level MTSS team will review the progress of students to ensure they are receiving appropriate interventions to make progress.

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

The Director of Instruction and the Director of Exceptional Student Education is responsible for ensuring that classroom instruction is aligned to grade-level Florida Standards.

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

Revised grade specific curriculum alignment and pacing guides with embedded formative assessments that are aligned to standards taught according to the pacing guide.

Lesson plans

Learning targets, as evidenced during classroom walkthroughs

C. How often will this evidence be collected at the district level?

Curriculum alignment guides – annually

Performance on iReady standards mastery reports - ongoing

Pacing guides – annually

Lesson plans – quarterly

Learning targets – classroom walk throughs, ongoing

- 6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by

district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;

- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

The Assistant Superintendent is responsible for the district master inservice plan. Secretary to the Assistant Superintendent is responsible for ensuring that professional development activities funded through the Research-Based Reading Instruction Allocation are appropriately entered into the Professional Learning Catalog.

- 2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

7,800.00

- 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

Please list the course numbers from your district Professional Learning Catalog which cover this training.

Reading/Literacy Coaches

The *Just Read, Florida!* office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

- 1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

The district does not employ any reading/literacy coaches.

- 2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?**

None

- 3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

NA

- 4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

- a. Elementary:NA**
- b. Middle:NA**
- c. High:NA**

- 5. How is the effectiveness of reading/literacy coaches measured in your district?**

NA

- 6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?**

NA

Supports for Identification and Intervention of Students with Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?

W. R. Tolar, Hosford Elementary and Junior High School and Liberty County High School.

2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.

Yes, state and local student achievement data were reviewed to determine the areas of need for each school.

3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:

- a. Elementary:Two
- b. Middle:One
- c. High:NA

4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?

153,000.00

5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:

Supplemental materials, such as Reading Horizons, iReady, or other supplemental reading materials.

6. What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?

10,000.00

7. **If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.**

Title I, Part A, and Title V

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Gay Lewis
2. **Email Address:** gay.lewis@lcsb.org
3. **Phone Number:** 850-643-2275 EX11233
4. **Please list the schools which will host a SRC:**

Hosford Elementary and Junior High

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:** June 10th
 - b. **Which days of the week is SRC offered:** M-TH
 - c. **Number of instructional hours per day in reading:** 4
 - d. **End Date:** July 18th
 - e. **Total number of instructional hours of reading:** Ninety-six (96) hours

6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes

7. **What is the anticipated teacher/student ratio?**

1:15 or less

8. **Will students in grades other than grade 3 be served as well? If so, which grade level(s)?**

If the number of students attending does not exceed a 1:10 ratio, 2nd grade students may be invited to attend.

9. **What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?**

i-Ready Diagnostic
i-Ready standards mastery
Fountas and Pinnell internal tracking
STAR Reading

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	0
District expenditures on reading coaches	0
District expenditures on intervention teachers	153,000.00
District expenditures on supplemental materials or interventions	10,000.00
District expenditures on professional development	7,000.00
District expenditures on summer reading camps	2,850.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	172,850
Amount of district research-based reading instruction allocation for 2019-2020	172,850

APPENDIX A

Comprehensive Reading Plan Agenda

Date: 4/19/2019 Location: Liberty County School Board Office

Meeting called by	Gay Lewis
Type of meeting	Review of CRP
Facilitator	Gay Lewis

Agenda Items

- Review of Comprehensive Reading Plan
- Review/Discuss Decision Trees at Elementary, Middle, and High School
Discuss levels at which intervention must take place/data used to make decisions/strategies at each Tier
- Progress Monitoring Calendar and Timeline for Response to Intervention
Discuss alignment with MTSS/SP&P/MIS Procedures
- Data
Review sources of data/procedures for review of data at the district, school, teacher, parent, student level
- Progress Monitoring Plan
Review procedures for communication of progress monitoring data to parents and students
- MTSS
Review MTSS Overview at a Glance
- Requirements for Reading Endorsement
Overview of opportunities for reading endorsement offered by the district/review teachers currently working toward endorsement/update list

Follow Up Items

Summer Reading Camp Dates
Projected release of 3rd grade scores
Notification of Summer Reading Camp
Updated Progress Monitoring Calendar

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- 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. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Grades K-5 Assessment/Curriculum Decision Tree

- Diagnostic/Screening and placement assessment with core curriculum: Journeys
- Progress Monitoring: Renaissance Learning Star and Star Early Literacy assessments will be administered a minimum of three times per school year.
- K-1 will administer the Star Early Literacy Assessment. Grade 1 will administer Star Reading as needed for students who are ready.
- Grade 2 -5 will administer the Star Reading

Progress Monitoring Assessment	Dates	If at any assessment period the student scores	Then	Tier
Star Early Literacy Star	AP1 : August AP 2: January AP3 3: May	Urgent intervention Substantial reading deficiency (see chart below)	<ul style="list-style-type: none"> • Core instruction • Small group class instruction • Small group pullout or individual intensive intervention. <p>Contact parents informing them that a substantial reading deficiency has been identified and an intervention plan has been developed.</p> <p style="margin-left: 20px;">➤ <i>Small group and or individual instruction, increase time and or frequency of intervention based on student growth.</i></p>	Tier III
		Intervention	<ul style="list-style-type: none"> • Core instruction • Small group class instruction • Small group pull out • Parents are informed that student is experiencing a reading difficulty, based on assessment results such as STAR, STAR Early Literacy, FSA L1 for grades 3-5, classroom grades, teacher observation, progress monitoring data, rti data, and other sources of data 	Tier II

			<p>that apply. Parents invited to participate in problem solving and development of Tier II Intervention.</p> <ul style="list-style-type: none"> • <i>frequency and time are increased based on student need</i> 	
		Benchmark	<ul style="list-style-type: none"> • Core instruction – parents are informed that all students are progress monitored 3 times per year. • Progress monitoring results are provided in an easy to read and understandable format. 	Tier I

		STAR Early Literacy	STAR Reading
K	Urgent Intervention Intervention Benchmark	20PR 40PR 55PR	10PR 25PR 40PR
1st	Urgent Intervention Intervention Benchmark	25PR 40PR 55PR	10PR 25PR 40PR
2nd	Urgent Intervention Intervention Benchmark	40PR 60PR 70PR	10PR 25PR 40PR
3rd	Urgent Intervention Intervention Benchmark	55PR 70PR 80PR	10PR 25PR 40PR
4th	Urgent Intervention Intervention Benchmark		10PR 25PR 40PR
5th	Urgent Intervention Intervention Benchmark		10PR 25PR 40PR

*Online reports in Star system define individual intervention levels. *Students needing urgent interventions are identified as a student with a substantial reading deficiency.*

Tier II Activities: Problem Solving Team reviews information such as vision, hearing, health, and attendance. Through discussion with the teacher and parent, the team further defines the student's performance profile. Screening information confirms the existence of a substantial reading deficiency or behavior compared to other children. It also rules out any medical or physiological issue that may be impacting the problem. This process helps estimate the severity of the area(s) of concern. Develop a Plan: The PST then works with the teacher to develop strategies that s/he can use to address the substantial reading deficiency. Parents and teacher agree upon a reasonable intervention by listing possible solutions based on information from the data collected. Strategies are developed that offer solutions that have a reasonable probability of success based on research and knowledge of effective practice. Solutions should be feasible and acceptable to the teacher and able to be implemented with integrity. A Tier II Intervention Plan must include specific procedures and strategies for remediating the **substantial** reading deficiency, person(s) responsible, objectives with specific criteria, methods of measuring outcomes, date(s) on which activities will occur, an observation for instructional fidelity and a time for the PST to review student progress. Implement the Plan: The teacher and other responsible individuals implement the intervention. At this level, progress monitoring data aligned to the targeted intervention must be collected weekly. Data collection must be consistent enough so that a graph could be created from the data.

Evaluate Progress: If the student's performance does not improve at an acceptable rate, the general education intervention is modified. This process recycles as often as needed or the PST may decide to move to Tier III if: An ongoing review indicates that sufficient change has not occurred; Parents request involvement of additional resources; The intensity of the required interventions are impacting the achievement of other students; or The team desires assistance in gaining new knowledge regarding the identified area of concern.

Problem Solving Team will determine the following: Specific academic skill, name of intervention, researched based strategy

Group Size: Individual: 2-3 4-5

Frequency: One X/Wk Two X/Wk Three X/Wk Four X/Wk Daily

Duration: 15 min 20 min 30 min

Tier III Intensive Intervention: In addition to Tier I and II, Tier III interventions are those which offer a student highly individualized, systematic and explicit instruction in an area of assessed need. Although the programs or strategies may be similar to those offered at Tier II, the intervention is classified as "intensive" if it is individualized to meet the needs of a particular student and the duration and/ or intensity of the intervention is increased to accelerate student response. Intensity is increased when instructional time is increased, and group size is decreased. Tier III – Intensive Interventions should consist of no less that 20-30 additional minutes, 5 days per week, in addition to Tier I and Tier II instruction. Intervention should be highly interactive requiring high levels of student response (oral and written), incorrect responses are immediately corrected. Level of program should allow student to give correct responses 80% of the time. Intervention programs are highly structured or scripted.

Grades 6-8 Assessment/Curriculum Decision Tree

- Diagnostic/Screening and Placement Assessment with core curriculum: Journeys
- Progress Monitoring: Renaissance Learning Star assessments will be administered a minimum of three times per school year.

Progress Monitoring Assessment	Dates	If at any assessment period the student scores	Then	Tier
Star	AP 1: August AP 2: January AP3 3: May	Urgent Intervention	<ul style="list-style-type: none"> • Core instruction • Small Group Class Instruction • Small Group Pullout or Individual Intensive Intervention • Contact parents informing them that a substantial reading deficiency has been identified and an intervention plan has been developed. • <i>Small group and or individual instruction, increase time and or frequency of intervention based on student growth.</i> 	Tier III
		Intervention	<ul style="list-style-type: none"> • Core Instruction • Small Group Class Instruction • Small Group Pull Out. • Parents are informed that student is experiencing a reading difficulty. • Parents invited to participate in problem solving and development of Tier II Intervention. <p style="margin-left: 20px;"><i>*frequency and time are increased based on student need</i></p>	Tier II
		Benchmark	<ul style="list-style-type: none"> • Core Instruction – parents are informed that all students are 	Tier I

			progress monitored 3 times per year. <ul style="list-style-type: none"> • Progress monitoring results are provided in an easy to read and understandable format. 	
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		STAR Reading	FSA/ELA
6 th	Urgent Intervention	10PR	Level 1
	Intervention	25PR	Level 2
	Benchmark	40PR	Level 3
7 th	Urgent Intervention	10PR	Level 1
	Intervention	25PR	Level 2
	Benchmark	40PR	Level 3
8 th	Urgent Intervention	10PR	Level 1
	Intervention	25PR	Level 2
	Benchmark	40PR	Level 3

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Tier II Activities: Problem Solving Team reviews information such as vision, hearing, health, and attendance. Through discussion with the teacher and parent, the team further defines the student’s performance profile. Screening information confirms the existence of discrepant academic skills or behavior compared to other children. It also rules out any medical or physiological issue that may be impacting the problem. This process helps estimate the severity of the area(s) of concern. Develop a Plan: The PST then works with the teacher to develop strategies that s/he can use to address the problem. Parents and teacher agree upon a reasonable intervention by listing possible solutions based on information from the data collected. Strategies are developed that offer solutions that have a reasonable probability of success based on research and knowledge of effective practice. Solutions should be feasible and acceptable to the teacher and able to be implemented with integrity. A Tier II Intervention Plan must include specific procedures and strategies, person(s) responsible, objectives with specific criteria, methods of measuring outcomes, date(s) on which activities will occur, an observation for instructional fidelity and a time for the PST to review student progress. Implement the Plan: The teacher and other responsible individuals implement the intervention. At this level, progress monitoring data aligned to the targeted intervention must be collected weekly. Data collection must be consistent enough so that a graph could be created from the data.

Evaluate Progress: If the student’s performance does not improve at an acceptable rate, the general education intervention is modified. This process recycles as often as needed or the PST may decide to move to Tier III if: An ongoing review indicates that sufficient change has not occurred; Parents request involvement of additional resources; The intensity of the required

interventions are impacting the achievement of other students; or the team desires assistance in gaining new knowledge regarding the identified area of concern.

Problem Solving Team will determine the following: Specific academic skill, name of intervention program, researched-based strategy.

Group Size: Individual 2-3 4-5

Frequency: One X/Wk Two X/Wk Three X/Wk Four X/Wk Daily

Duration: 15 min 20 min 30 min

Tier Three Intensive Intervention (in addition to Tiers 1 and 2) -Tier III Interventions are those which offer a student highly individualized, systematic and explicit instruction in an area of assessed need. Although the programs or strategies may be similar to those offered at Tier II, the intervention is classified as “intensive” if it is individualized to meet the needs of a particular student and the duration and/ or intensity of the intervention is increased to accelerate student response. Intensity is increased when instructional time is increased, and group size is decreased. Tier 3 – Intensive Interventions- Interventions should consist of no less than 20-30 additional minutes, 5 days per week, in addition to Tier 1 and Tier 2 instruction. Intervention should be highly interactive requiring high levels of student response (oral and written), incorrect responses are immediately corrected. Level of program should allow student to give correct responses 80% of the time. Intervention programs are highly structured or scripted.

Note:

Tier II interventions may be provided in a push in or pull out model.

Tier III interventions are provided most frequently using a PULL-OUT model.

Interventions are in addition to the reading block.

Grades 9-12 Assessment/Curriculum Decision Tree

- Diagnostic/Screening and placement assessment with core curriculum: SpringBoard
- Progress Monitoring: Renaissance Learning Star Assessments will be administered a minimum of three times per school year.

Progress Monitoring Assessment	Dates	If at any assessment period, the student scores	Then	Tier
Star	AP 1: August AP 2: January AP3 3: May	Urgent Intervention	<ul style="list-style-type: none"> • Core instruction • Small group class instruction • Small group pullout or individual intensive intervention. • Contact parents informing them that a substantial reading deficiency has been identified and an intervention plan has been developed. <ul style="list-style-type: none"> ➤ <i>small group and or individual instruction, increase time and or frequency of intervention based on student growth.</i> 	Tier III
		Intervention	<ul style="list-style-type: none"> • Core instruction • Small group class instruction • Small group pull out. parents are informed that student is experiencing a reading difficulty. Parents invited to participate in problem solving and development of Tier II intervention. <ul style="list-style-type: none"> ➤ <i>Frequency and time are increased based on student need</i> 	Tier II
		Benchmark	<ul style="list-style-type: none"> • core instruction – parents are informed that all students are progress 	Tier I

			monitored 3 times per year. <ul style="list-style-type: none"> Progress monitoring results are provided in an easy to read and understandable format. 	
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		STAR Reading	FSA/ELA
9th	Urgent Intervention Intervention Benchmark	10PR 25PR 40PR	Level 1 Level 2 Level 3
10th	Urgent Intervention Intervention Benchmark	10PR 25PR 40PR	Level 1 Level 2 Level 3
11th	Urgent Intervention Intervention Benchmark	10PR 25PR 40PR	Level 1 Level 2 Level 3
12th	Urgent Intervention Intervention Benchmark	10PR 25PR 40PR	Level 1 Level 2 Level 3

Tier II Activities: Problem Solving Team reviews information such as vision, hearing, health, and attendance. Through discussion with the teacher and parent, the team further defines the student’s performance profile. Screening information confirms the existence of discrepant academic skills or behavior compared to other children. It also rules out any medical or physiological issue that may be impacting the problem. This process helps estimate the severity of the area(s) of concern. Develop a Plan: The PST then works with the teacher to develop strategies that s/he can use to address the problem. Parents and teacher agree upon a reasonable intervention by listing possible solutions based on information from the data collected. Strategies are developed that offer solutions that have a reasonable probability of success based on research and knowledge of effective practice. Solutions should be feasible and acceptable to the teacher and able to be implemented with integrity. A Tier II Intervention Plan must include specific procedures and strategies, person(s) responsible, objectives with specific criteria, methods of measuring outcomes, date(s) on which activities will occur, an observation for instructional fidelity and a time for the PST to review student progress. Implement the Plan: The teacher and other responsible individuals implement the intervention. At this level, progress monitoring data aligned to the targeted intervention must be collected weekly. Data collection must be consistent enough so that a graph could be created from the data.

Evaluate Progress: If the student’s performance does not improve at an acceptable rate, the general education intervention is modified. This process recycles as often as needed or the PST may decide to move to Tier III if: An ongoing review indicates that sufficient change has not

occurred; Parents request involvement of additional resources; The intensity of the required interventions are impacting the achievement of other students; or The team desires assistance in gaining new knowledge regarding the identified area of concern.

Problem Solving Team will determine the following: Specific academic skill, name of intervention program, researched-based strategy.

Group Size: Individual: 2-3 4-5

Frequency: One X/Wk Two X/Wk Three X/Wk Four X/Wk Daily

Duration: 15 min 20 min 30 min

Tier Three Intensive Intervention: In addition to Tier I and Tier II, Tier III Interventions are those which offer a student highly individualized, systematic and explicit instruction in an area of assessed need. Although the programs or strategies may be similar to those offered at Tier II, the intervention is classified as “intensive” if it is individualized to meet the needs of a particular student and the duration and/ or intensity of the intervention is increased to accelerate student response. Intensity is increased when instructional time is increased, and group size is decreased. Tier 3 – Intensive Interventions should consist of no less than 20-30 additional minutes, 5 days per week, in addition to Tier 1 and Tier 2 instruction. Intervention should be highly interactive requiring high levels of student response (oral and written), incorrect responses are immediately corrected. Level of program should allow student to give correct responses 80% of the time. Intervention programs are highly structured or scripted.

Note:

Tier II Interventions may be provided in a push in or pull out model in the reading block/and or intensive reading classroom.

*Tier III Interventions are provided most frequently using a Pull-out Model.
Interventions are in addition to the Reading Block.*