

Manatee 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	Dr. Shirin Gibson	Executive Director of Curriculum and Professional Learning	gibsons@manateeschools.net	941-751-7023 ext. 43130
Responsibility	Name	Title	Email	Phone
Elementary ELA	Dr. Vickie Williams	Director of Elementary Curriculum	williams2v@manateeschools.net	941-751-7023 ext. 43392
Secondary ELA	Ms. Lourdes Gonzalez	Director of Secondary Curriculum	gonzalezl@manateeschools.net	941-751-7023 ext. 43075
Reading Endorsement	Dr. Melinda Lundy	Director of Professional Learning	lundym@manateeschools.net	941-751-7023 ext. 43134
Reading Curriculum	Alison Nichols and Dana Tracy	ELA Curriculum and Instruction Specialists	nicholsa@manateeschools.net Tracy2d@manateeschools.net	941-751-7023 ext. 43007 and 43026
Professional Development	Dr. Melinda Lundy	Director of Professional Learning	lundym@manateeschools.net	941-751-7023 ext. 43134
Assessment	Evan McCarthy	Director of Assessment, Accountability and Research	mccarthy@manateeschools.net	941-751-7023 ext. 43330
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Summer Reading Camp	Dr. Vickie Williams and Alison Nichols	Director of Elementary Curriculum and ELA Curriculum and Instruction Specialists	williams2v@manateeschools.net nicholsa@manateeschools.net	941-751-7023 ext. 43392 and 43007
3 rd Grade Promotion	Dr. Shirin Gibson and Dr. Vickie Williams	Executive Director of Curriculum and Professional Learning and Director of Elementary Curriculum	gibsons@manateeschools.net williams2v@manateeschools.net	941-751-7023 ext. 43130 and 43392

Plan Information

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

Website, SAC, PTO, PK-12 Principal in August, Small Group Prin., Staff meeting with staff (at schools), Coaching Academy, Department Chairs, Direct Reports

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

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language K-1</i>	To be determined	To be determined	To be determined	To be determined
<i>Phonological awareness K-1</i>	Pre-A phonological awareness assessment from Next Step in Guided Reading Assessment Kit	Progress Monitoring/Formative	Data is collected at the classroom level and housed in Scholastic Assessment digital site	3 times per year
<i>Phonics K-5</i>	I-Ready Word Knowledge Inventories	Diagnostic Progress Monitoring/Formative	Data for i-Ready is collected in i-Ready and housed in School City; Word Knowledge Inventories are collected at the classroom level and housed in Scholastic Assessment digital site	3 times per year
<i>Fluency K-5</i>	Letter name and sounds checklists-K Fluency passages from Wonders-grades 1-5 Fluency Rubrics in Running Records-grades 1-2	Progress Monitoring/Formative	Data is collected at the classroom level and housed with classroom teachers	Monthly for letter names and sounds until mastered All others- 3 times per year
<i>Vocabulary K-5</i>	i-Ready	Diagnostic	Data for i-Ready is collected in i-Ready and housed in School City	3 times per year
<i>Comprehension K-5</i>	i-Ready; Running Records in K-2; District Benchmarks in 2-5	Diagnostic Progress Monitoring/Formative Summative	Data for i-Ready is collected in i-Ready and housed in School City; Running Record data is housed in School City; District Benchmark data is housed in School City	3 times per year

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Quarterly Benchmark Assessments (district created)	Level of mastery of Language Arts Florida Standards	Progress monitoring	District benchmark data is collected through School City platform	2-3x per year
Insight (Reading Plus)	Reading level, reading speed, vocabulary level and student motivation	Screener and Progress Monitoring	Data is collected through Reading Plus Dashboard	3x per year
Reading Plus Dashboard	Student progress and activity every session, to include: Reading rate, number of words read, content level increase, vocabulary words mastered, comprehension	Progress monitoring	Data is collected through Reading Plus Dashboard	Each session

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

Data Analysis and Decision-making				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
Quarterly	Analyzing Data Sharing data with Principals Assign Specialist support based on data Tracking progress	Created a data folder per school that includes district data, school data, grade level data, classroom data, and student data- shared with each principal in One Drive Data chats with principals are based on these reports	After plan is shared with principals, the Executive Directors will monitor the implementation of the reading plan and address concerns when needed with principals.	Deputy Superintendent of Curriculum and Instruction Executive Directors of Elementary and Secondary Executive Director of Curriculum and Professional Learning Directors of Elementary and Secondary Curriculum

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	Executive Directors of Elementary and Secondary Schools Directors of Elementary and Secondary Curriculum	Fidelity Checklists During Small Group Principal Meetings Power Hour Principal Trainings	Quarterly	Data chats at school level instructional leadership teams Principals will share with the Executive Directors	Three times per year by the Director of Assessment and Accountability and the Executive Directors of Elementary and Secondary Schools
Data chats	School administrators	Staff/Department Communications	Ongoing	Data chats at school level instructional leadership teams Principals will share with the Executive Directors	Ongoing by the Director of Assessment and Accountability, the Executive Directors of Elementary and Secondary Schools, Principals
Reading Leadership Team per 6A-6.053(3) F.A.C.	School based coaches, Principal, AP, Coordinators, differentiated by school site	District works with Principals to ensure they are communicating reading data to teachers	Quarterly	Reading Leadership team shares with teachers	Quarterly by Reading Leadership Team and teachers
Monitoring of plan implementation	School administrators	Administrators use fidelity checklists to communicate with teachers the plan implementation	Quarterly	Principal shares with Reading Leadership Team and then supports grade level teams/departments	Quarterly by Principal and Reading Leadership 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?	
Problem solving steps follow the MTSS Framework		School Administrators will communicate to teachers Executive Directors of Elementary and Secondary will communicate with Administrators		To Be Determined- MTSS coordinator is vacant at this time	

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	PK-12 Principal Meetings, Small Group Principal Meetings, Weekly Executive Briefs to Principals	Classroom Walkthroughs	Three times per year- Walkthrough Evaluations, MyPGS	Director of Professional Learning and Director of Assessment and Accountability	Director of Professional Learning and Director of Assessment and Accountability would report information to Executive Directors of Elementary and Secondary
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	PK-12 Principal Meetings, Small Group Principal Meetings, Weekly Executive Briefs to Principals	Classroom Walkthroughs	Three times per year- Walkthrough Evaluations, MyPGS	Director of Professional Learning and Director of Assessment and Accountability	Director of Professional Learning and Director of Assessment and Accountability would report information to Executive Directors of Elementary and Secondary
Identification of mentor teachers	Small Group Principal Meetings	Mentor/Mentee Log submitted to Principal monthly	Principals report status of mentor/mentee logs to Executive Directors three times per year	Executive Directors of Elementary and Secondary	Executive Directors of Elementary and Secondary, Director of Professional Learning
Establishing of model classrooms within the school	Small Group Principal Meetings	Model Classroom Data	Small Group Principal Meeting Discussion	Executive Directors of Elementary and Secondary	Executive Directors of Elementary and Secondary
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Small Group Principal Meetings, District MOU with Teacher Union	Agenda, sign in sheet, summary of meeting	Small Group Principal Meeting Discussion	Executive Directors of Elementary and Secondary	Executive Directors of Elementary and Secondary

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	PD during small group elementary principal meetings and Power Hours for administrators; Reading Block Evidence of Implementation checklist posted in Schoology; District School Improvement walkthroughs	Classroom observations and evaluation data; Tier 1 progress monitoring data; Reading Block Evidence of Implementation checklist	Focus (SIS) includes master schedules for every teacher Checklist/spreadsheet for administrators to reflect on instruction during walkthroughs- uploaded in One Drive	Executive Directors of Elementary and Curriculum/ Professional Learning Director of Elementary Curriculum	Monthly
Small group differentiated instruction in order to meet individual student needs	PD during small group elementary principal meetings and Power Hours for administrators; Reading Block Evidence of Implementation checklist posted in Schoology; District School Improvement walkthroughs	Classroom observations and evaluation data; Tier 1 progress monitoring data; Reading Block Evidence of Implementation checklist	Checklist/spreadsheet for administrators to reflect on instruction during walkthroughs- uploaded in One Drive	Executive Directors of Elementary and Curriculum/ Professional Learning Director of Elementary Curriculum	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?

Funds will go towards to literacy coaches and district specialists to provide tiered support to work with teachers and students through modeling of explicit, systematic, and multisensory instruction and interventions.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	315,194.44
District expenditures on reading coaches assigned to elementary schools	478,986.83
District expenditures on reading coaches assigned to secondary schools	459,563.38
District expenditures on intervention teachers assigned to elementary schools	374,111.35
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	54,315.00
District expenditures on supplemental materials or interventions for secondary schools	299,200.00
District expenditures on professional development	26,000.00
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	165,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	2,172,371.00
Amount of District Research-Based Reading Instruction Allocation	2,172,371.00

Summer Reading Camp

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

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

Comprehension Toolkit including nonfiction articles and trade books (Heinemann); Act Now (Benchmark); Nonfiction Guided Reading Cards (Scholastic); Poetry (TCM); Vocabulary Ladders (TCM); i-Ready (Curriculum Associates); Raz Plus (Reading A-Z)

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

If yes, which grade levels? Rising K, 1, 2 students through Title 1 Camp Rise program

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)

Assessment, Accountability and Research team looked at and analyzed 18-19 state assessment data and district benchmark data for each of the ELA categories per grade level by school. Then a school grade calculator template was created with ELA proficiency, learning gains, and L25 components. Every school principal was trained in looking at 18-19 data, current student data, and tracking the students for the 20-21 school year. Schools with highest needs were allocated a literacy coach.

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 Executive Director of Elementary and Secondary Schools will hold the principals accountable for how they are using their Literacy Coaches. The Director of Professional Learning will provide on-going PD to the coaches and monitor how the training is being delivered to the teachers and monitor progress.

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

Curriculum and Professional Learning Team including directors of Elementary and Secondary Curriculum and Professional Learning, and Executive Director of Curriculum and Instruction

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

<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
School-based meeting Small group principal meetings	District created coaching logs	Director of Professional Learning	Monthly	Facilitate principal-coach clarifications of parameters of coaching role and expectations of job responsibilities; Increase support and monitoring of expectations of job responsibilities

Other Considerations

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

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

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

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Kindergarten

IF:

Student meets the following criteria at beginning of school year:

FLKRS scale score of 497 or above

OR

i-Ready scale score of 362 or above

AND

Letter Name Identification (from Next Step Guided Reading Assessment Kit)- at least 20 upper/lower case letter names

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.

Wonders, McGraw-Hill- Wonders includes the components that are necessary for a successful reading program including reading for meaning using high-quality text, systematic and explicit phonics instruction, and opportunities to apply the skills through reading and writing. Wonders was shown to have an effective impact on student reading achievement based on a study from the Journal of Organizational and Educational Leadership called *Balanced Reading Basals and the Impact on Reading Achievement*. Due to the type of study and results of the research, this resource is Level 4 (Demonstrates a Rationale) on the ESSA categories.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria that would prompt addition of Tier 2 interventions

1. i-Ready Diagnostic- 3 times per year (August, January, May)
2. Letter Name Fluency Assessment- monthly until student fluently identifies at least 50 letter names
3. Running Record (Next Step in Guided Reading Assessments)- at least 2 times per year (January and May)

1. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic
2. Student fluently identifies at least 40 letter names at end of quarter 1 (October) as measured by a Letter Name Identification Assessment (from Next Step Guided Reading Assessment Kit)
3. Student is reading at an instructional level B in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level D in May as measured by the Next Step in Guided Reading Assessment

1. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic
2. Student fluently identifies less than 40 letter names at the end of quarter 1 (October) as measured by Letter Name Identification Assessment (from Next Step Guided Reading Assessment Kit)
3. Student is reading at a Pre-A level in January as measured by The Next Step in Guided Reading Assessments; student is reading at an instructional level A or B in May as measured by the Next Step in Guided Reading Assessment

	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <ul style="list-style-type: none"> • Weekly administrative walkthroughs • Analysis of i-Ready diagnostic data three times per year • Monitoring of i-Ready lessons passed and time on task monthly • Analysis of Pre-A assessment data and running record data • MTSS Teams and Reading Leadership Teams • District walkthroughs of schools 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <ul style="list-style-type: none"> • Targeted feedback to teachers based on administrative walkthroughs • School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data • School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback-school support is adjusted based on trends • Literacy coaching cycles based on data, trends, and teacher needs
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <ul style="list-style-type: none"> • Weekly administrative walkthroughs • i-Ready diagnostic data review • MTSS Teams and Reading Leadership Teams • Administrator and teacher feedback/input on curriculum maps 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <ul style="list-style-type: none"> • Incorporate UDL principals to meet the needs of all students • Provide PD on explicit, systematic, and multisensory instruction • Weekly PLC's including analysis of student work samples and formative assessment data • Weekly grade level collaborative planning using a backward design model
<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.</p>		

<p>Grade Level(s): Kindergarten</p>		
<p>IF:</p>	<p>Student meets the following criteria at beginning of school year: FLKRS scale score of 438-496 OR i-Ready scale score of 320-361 AND Letter Name Identification (from Next Step Guided Reading Assessment Kit)- 10-19 upper/lower case letter names</p>	
<p>THEN:</p>	<p>TIER 1 instruction and TIER 2 interventions</p>	
<p>TIER 1 instruction and TIER 2 interventions</p>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 	
		<p>TIER 2 Progress Monitoring</p>

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
i-Ready Tools for Instruction lessons	1 of the following DIBELS 8th Edition measures administered every other week and determined based on the focus of the intervention: <ul style="list-style-type: none"> • Letter Name Fluency • Phonemic Segmentation Fluency • Nonsense Word Fluency • Word Reading Fluency 	Student consistently scores at the 'Core' (Blue or Green) levels of support as measured by the DIBELS 8 th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. https://dibels.uegon.edu/docs/DIBELS8thEditionGoals.pdf	Student consistently scores at the 'Strategic' (Yellow) level of support as measured by the DIBELS 8 th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention. https://dibels.uegon.edu/docs/DIBELS8thEditionGoals.pdf	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8 th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention. https://dibels.uegon.edu/docs/DIBELS8thEditionGoals.pdf
Literacy Footprints/Next Step Forward in Guided Reading				
Wonders Differentiated Tier 2 Lessons				
MindPlay (L300 Schools)				
SRA- Reading Mastery (based on school availability)				
Leveled Literacy Intervention- LLI (based on school availability)				
Number of times a week intervention provided				
At least 3 times/ week		Number of minutes per intervention session		At least 20 min.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? The Teacher Collaborative Team (TCT), that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.				

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

- i-Ready Tools for Instruction meets Level 2 (Moderate Evidence) based on the type of study done and the effects of the program on reading achievement. According to *An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading*, effect sizes across subjects and grades were positive and generally strong.
- Literacy Footprints/Next Step Forward in Guided Reading provides an explicit, systematic and multisensory approach to differentiated reading instruction. These materials met Level 4 (Demonstrates a Rationale) on the ESSA Evidence Levels due to the type of study completed and the research that shows it had a positive effect on reading achievement. The research was found in a whitepaper by Literacy Footprints. The frameworks and lessons are grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website.
- Wonders Differentiated Lessons were shown to have an effective impact on student reading achievement based on a study from the Journal of Organizational and Educational Leadership called *Balanced Reading Basals and the Impact on Reading Achievement*. Due to the type of study and results of the research, this resource is Level 4 (Demonstrates a Rationale) on the ESSA categories.
- MindPlay is supported by moderate evidence based on the type of study done (quasi-experimental study) and results of student achievement. This is based on a study done by Frontiers called *MindPlay Virtual Reading Coach: Does it Affect Reading Fluency in Elementary Schools?* (MindPlay is currently being reviewed by ESSA and What Works Clearinghouse- the studies were not complete at this time)
- SRA Reading Mastery was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.
- Leveled Literacy Intervention (LLI) has a strong rating according to the Evidence for ESSA website. It provides explicit, systematic, and multisensory instruction in all of the components of reading instruction- phonological awareness, phonics, vocabulary, fluency, comprehension, writing, and oral language.

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

Tier 2 interventions will be delivered in live small group conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

Grade Level(s): Kindergarten

IF:	<p>Student meets the following criteria at beginning of school year: FLKRS scale score of 437 and below OR i-Ready scale score of 319 and below AND Letter Name Identification (from Next Step Guided Reading Assessment Kit)- less than 10 upper/lower case letter names</p>		
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions		
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction that is explicit, systematic, and multisensory based on student need • small group (smaller than Tier 2 group) or one-on-one instruction • includes accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 		
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring	
	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions

i-Ready Tools for Instruction	1 of the following DIBELS 8th Edition measures administered every other week and determined based on the focus of the intervention: <ul style="list-style-type: none"> • Letter Name Fluency • Phonemic Segmentation Fluency • Nonsense Word Fluency • Word Reading Fluency 	Student consistently scores at the 'Strategic' (Yellow) or 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. https://dibels.uoregon.edu/docs/DIBELS8thEditionGoals.pdf	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8 th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention. https://dibels.uoregon.edu/docs/DIBELS8thEditionGoals.pdf
Leveled Literacy Intervention- LLI (based on school availability)			
MindPlay Small Group Teacher Led Lessons (L300 Schools)			
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	Daily	Number of minutes per intervention session	At least 20 min.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.			
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. <ul style="list-style-type: none"> • i-Ready Tools for Instruction meets Level 2 (Moderate Evidence) based on the type of study done and the effects of the program on reading achievement. According to <i>An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading</i>, effect sizes across subjects and grades were positive and generally strong. • Leveled Literacy Intervention (LLI) has a strong rating according to the Evidence for ESSA website. It provides explicit, systematic, and multisensory instruction in all of the components of reading instruction- phonological awareness, phonics, vocabulary, fluency, comprehension, writing, and oral language. • MindPlay is supported by moderate evidence based on the type of study done (quasi-experimental study) and results of student achievement. This is based on a study done by Frontiers called <i>MindPlay Virtual Reading Coach: Does it Affect Reading Fluency in Elementary Schools?</i> (MindPlay is currently being reviewed by ESSA and What Works Clearinghouse- the studies were not complete at this time) 			
How are Tier 3 interventions modified for students who receive interventions through distance learning? Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.			

Grade Level(s): First and Second Grades

IF:	<p>Student meets the following criteria at beginning of school year: 1st grade: i-Ready scale score of 434 and above OR Running Record instructional level C or above 2nd grade: i-Ready scale score of 489 and above OR Running Record instructional level I or above</p>		
THEN:	TIER 1 Only		
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i> 		
	<i>Core Curriculum</i>		
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>		
	<p>Wonders, McGraw-Hill- Wonders includes the components that are necessary for a successful reading program including reading for meaning using high-quality text, systematic and explicit phonics instruction, and opportunities to apply the skills through reading and writing. Wonders was shown to have an effective impact on student reading achievement based on a study from the Journal of Organizational and Educational Leadership called <i>Balanced Reading Basals and the Impact on Reading Achievement</i>. Due to the type of study and results of the research, this resource is Level 4 (Demonstrates a Rationale) on the ESSA categories.</p>		
	<i>Progress Monitoring</i>		
	<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
	<ol style="list-style-type: none"> 1. i-Ready Diagnostic- 3 times per year (August, January, May) 2. Running Record (Next Step in Guided Reading Assessments)- 3 times per year (August/September, January, and May) 	<ol style="list-style-type: none"> 1. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic 2. Student is reading at an instructional level F and above (1st grade) or K and above (2nd grade) in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level I and above (1st grade) or L and above (2nd grade) in May as measured by the Next Step in Guided Reading Assessment 	<ol style="list-style-type: none"> 1. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic 2. Student is reading below an instructional level F (1st grade) or K (2nd grade) in January as measured by The Next Step in Guided Reading Assessments; student is reading below an instructional level I (1st grade) or L (2nd grade) in May as measured by the Next Step in Guided Reading Assessment
	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <ul style="list-style-type: none"> • Weekly administrative walkthroughs • Analysis of i-Ready diagnostic data three times per year • Monitoring of i-Ready lessons passed and time on task monthly • Analysis of running record data 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <ul style="list-style-type: none"> • Targeted feedback to teachers based on administrative walkthroughs • School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data • School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data 	

<ul style="list-style-type: none"> • MTSS Teams and Reading Leadership Teams • District walkthroughs of schools 	<ul style="list-style-type: none"> • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback-school support is adjusted based on trends • Literacy coaching cycles based on data, trends, and teacher needs
<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <ul style="list-style-type: none"> • Weekly administrative walkthroughs • i-Ready diagnostic data review • MTSS Teams and Reading Leadership Teams • Administrator and teacher feedback/input on curriculum maps 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <ul style="list-style-type: none"> • Incorporate UDL principals to meet the needs of all students • Provide PD on explicit, systematic, and multisensory instruction • Weekly PLC's including analysis of student work samples and formative assessment data • Weekly grade level collaborative planning using a backward design model
<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.</p>	

Grade Level(s): First and Second					
IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>1st grade: i-Ready scale score of 391-433 OR Running Record instructional level A or B</p> <p>2nd grade: i-Ready scale score of 419-488 OR Running Record instructional level E-H</p>				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	i-Ready Tools for Instruction lessons	1 of the following DIBELS 8th Edition measures administered every other week and determined based on the focus of the intervention:	Student consistently scores at the 'Core' (Blue or Green) levels of support as measured by the	Student consistently scores at the 'Strategic' (Yellow) level of support as measured by the	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8 th
	Literacy Footprints/Next Step Forward in Guided Reading				

Wonders Differentiated Tier 2 Lessons	<ul style="list-style-type: none"> • Letter Name Fluency (1st Grade) • Phonemic Segmentation Fluency (1st Grade) • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency 	DIBELS 8 th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. https://dibels.uoregon.edu/docs/DIBELS8thEditionGoals.pdf	DIBELS 8 th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention. https://dibels.uoregon.edu/docs/DIBELS8thEditionGoals.pdf	Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention. https://dibels.uoregon.edu/docs/DIBELS8thEditionGoals.pdf
MindPlay (L300 Schools)				
SRA- Reading Mastery (based on school availability)				
Leveled Literacy Intervention- LLI (based on school availability)				
Number of times a week intervention provided	At least 3 times/ week	Number of minutes per intervention session	At least 20 min.	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>The Teacher Collaborative Team (TCT), that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <ul style="list-style-type: none"> • i-Ready Tools for Instruction meets Level 2 (Moderate Evidence) based on the type of study done and the effects of the program on reading achievement. According to <i>An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading</i>, effect sizes across subjects and grades were positive and generally strong. • Literacy Footprints/Next Step Forward in Guided Reading provides an explicit, systematic and multisensory approach to differentiated reading instruction. These materials met Level 4 (Demonstrates a Rationale) on the ESSA Evidence Levels due to the type of study completed and the research that shows it had a positive effect on reading achievement. The research was found in a whitepaper by Literacy Footprints. The frameworks and lessons are grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. • Wonders Differentiated Lessons were shown to have an effective impact on student reading achievement based on a study from the Journal of Organizational and Educational Leadership called <i>Balanced Reading Basals and the Impact on Reading Achievement</i>. Due to the type of study and results of the research, this resource is Level 4 (Demonstrates a Rationale) on the ESSA categories. • MindPlay is supported by moderate evidence based on the type of study done (quasi-experimental study) and results of student achievement. This is based on a study done by Frontiers called <i>MindPlay Virtual Reading Coach: Does it Affect Reading Fluency in Elementary Schools?</i> (MindPlay is currently being reviewed by ESSA and What Works Clearinghouse- the studies were not complete at this time) • SRA Reading Mastery was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary. • Leveled Literacy Intervention (LLI) has a strong rating according to the Evidence for ESSA website. It provides explicit, systematic, and multisensory instruction in all of the components of reading instruction- phonological awareness, phonics, vocabulary, fluency, comprehension, writing, and oral language. 				

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

Tier 2 interventions will be delivered in live small group conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.

Grade Level(s): First and Second

IF:	Student meets the following criteria at beginning of school year: 1st grade: i-Ready scale score of 390 and below OR Pre-A reading level (knows under 40 letter names) 2nd grade: i-Ready scale score of 418 and below OR Running Record instructional level D and 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: <ul style="list-style-type: none"> extended time targeted instruction that is explicit, systematic, and multisensory based on student need small group (smaller than Tier 2 group) or one-on-one instruction include accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	i-Ready Tools for Instruction	1 of the following DIBELS 8th Edition measures administered every other week and determined based on the focus of the intervention: <ul style="list-style-type: none"> Letter Name Fluency (1st Grade) Phonemic Segmentation Fluency (1st Grade) Nonsense Word Fluency Word Reading Fluency Oral Reading Fluency 	Student consistently scores at the 'Strategic' (Yellow) or 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. https://dibels.uoregon.edu/docs/DIBELS8thEditionGoals.pdf	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention. https://dibels.uoregon.edu/docs/DIBELS8thEditionGoals.pdf
	Leveled Literacy Intervention- LLI (based on school availability)			
	MindPlay Small Group Teacher Led Lessons (L300 Schools)			
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	Daily	Number of minutes per intervention session	At least 20 min	

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

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

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

- i-Ready Tools for Instruction meets Level 2 (Moderate Evidence) based on the type of study done and the effects of the program on reading achievement. According to *An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading*, effect sizes across subjects and grades were positive and generally strong.
- Leveled Literacy Intervention (LLI) has a strong rating according to the Evidence for ESSA website. It provides explicit, systematic, and multisensory instruction in all of the components of reading instruction- phonological awareness, phonics, vocabulary, fluency, comprehension, writing, and oral language.
- MindPlay is supported by moderate evidence based on the type of study done (quasi-experimental study) and results of student achievement. This is based on a study done by Frontiers called *MindPlay Virtual Reading Coach: Does it Affect Reading Fluency in Elementary Schools?* (MindPlay is currently being reviewed by ESSA and What Works Clearinghouse- the studies were not complete at this time)

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

Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras to support live instruction. In addition, students have access to i-Ready at home.

Grade Level(s): Third-Fifth

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>3rd Grade: i-Ready scale score of 511 or above 4th Grade: i-Ready scale score of 557 or above 5th Grade: i-Ready scale score of 581 or above</p>		
THEN:	TIER 1 Only		
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i> 		
	<i>Core Curriculum</i>		
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>		
	<p>Wonders, McGraw-Hill- Wonders includes the components that are necessary for a successful reading program including reading for meaning using high-quality text, systematic and explicit phonics instruction, and opportunities to apply the skills through reading and writing. Wonders was shown to have an effective impact on student reading achievement based on a study from the Journal of Organizational and Educational Leadership called <i>Balanced Reading Basals and the Impact on Reading Achievement</i>. Due to the type of study and results of the research, this resource is Level 4 (Demonstrates a Rationale) on the ESSA categories.</p>		
	<i>Progress Monitoring</i>		
	<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
	<ol style="list-style-type: none"> 1. i-Ready Diagnostic- 3 times per year (August, January, May) 2. District Quarterly Benchmarks (October, December, Optional in March) 3. FSA Assessment – annually 	<ol style="list-style-type: none"> 1. At least 50% progress towards typical growth target at mid-year (January) as measured by i-Ready diagnostic 2. Student scores Level 3 or higher on Q1 or Q2 district benchmarks 3. Student scores Level 3 or higher on FSA (April/May) 	<ol style="list-style-type: none"> 1. Less than 50% progress towards typical growth at mid-year (January) as measured by i-Ready diagnostic 2. Student scores Level 1 or 2 on Q1 or Q2 district benchmarks 3. Student scores Level 1 or 2 on FSA (April/May) to inform interventions for the following school year
	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <ul style="list-style-type: none"> • Weekly administrative walkthroughs • Analysis of i-Ready diagnostic data three times per year • Monitoring of i-Ready lessons passed and time on task monthly • Analysis of district benchmark data • MTSS Teams and Reading Leadership Teams • District walkthroughs of schools 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <ul style="list-style-type: none"> • Targeted feedback to teachers based on administrative walkthroughs • School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data • School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback-school support is adjusted based on trends • Literacy coaching cycles based on data, trends, and teacher needs 	

	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <ul style="list-style-type: none"> Weekly administrative walkthroughs i-Ready diagnostic data review MTSS Teams and Reading Leadership Teams Administrator and teacher feedback/input on curriculum maps 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <ul style="list-style-type: none"> Incorporate UDL principals to meet the needs of all students Provide PD on explicit, systematic, and multisensory instruction Weekly PLC's including analysis of student work samples and formative assessment data Weekly grade level collaborative planning using a backward design model
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Through the use of Schoology, students will receive a combination of live and recorded lessons, as well as, independent tasks assigned through Schoology. Live lessons may be delivered to whole groups, small groups, or one-on-one. Instruction during live and recorded lessons will include a balance of on grade level material and differentiated material based on student data and standards. Teachers will use gradual release to explicitly show a skill and strategy, guide students through understanding the skill and strategy, and assigning independent tasks to be completed weekly.</p>	

Grade Level(s): Third-Fifth

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>3rd Grade: i-Ready scale score of 474-510 4th Grade: i-Ready scale score of 496-556 5th Grade: i-Ready scale score of 542-580</p>
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THEN:	TIER 1 instruction and TIER 2 interventions
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TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> are standards-aligned address gaps and reduce barriers to students' ability to meet Tier 1 expectations provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills are matched to the needs of the students provide multiple opportunities to practice the targeted skill(s) and receive feedback occurs during time allotted in addition to core instruction includes accommodations (IEP, ESOL or 504)
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TIER 1 instruction and TIER 2 interventions	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	i-Ready Tools for Instruction lessons	<p>1 of the following DIBELS 8th Edition measures administered every other week and determined based on the focus of the intervention:</p> <ul style="list-style-type: none"> Nonsense Word Fluency Word Reading Fluency Oral Reading Fluency MAZE 	<p>Student consistently scores at the 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring</p>	<p>Student consistently scores at the 'Strategic' (Yellow) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an</p>	<p>Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress</p>
	Wonders Differentiated Tier 2 Lessons				
	MindPlay (L300 Schools)				
	SRA- Corrective Reading (based on school availability)				
	Leveled Literacy Intervention- LLI (based on school availability)				

		measure, time of year, and grade level showing there is a positive response to the intervention. https://dibels.uoregon.edu/docs/DIBELS8thEditionGoals.pdf	insufficient response to the intervention. https://dibels.uoregon.edu/docs/DIBELS8thEditionGoals.pdf	monitoring measure, time of year, and grade level showing there is a poor response to the intervention. https://dibels.uoregon.edu/docs/DIBELS8thEditionGoals.pdf
Number of times a week intervention provided	At least 3 times/week	Number of minutes per intervention session	At least 20 min.	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>The Teacher Collaborative Team (TCT), that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <ul style="list-style-type: none"> • i-Ready Tools for Instruction meets Level 2 (Moderate Evidence) based on the type of study done and the effects of the program on reading achievement. According to <i>An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading</i>, effect sizes across subjects and grades were positive and generally strong. • Wonders Differentiated Lessons were shown to have an effective impact on student reading achievement based on a study from the Journal of Organizational and Educational Leadership called <i>Balanced Reading Basals and the Impact on Reading Achievement</i>. Due to the type of study and results of the research, this resource is Level 4 (Demonstrates a Rationale) on the ESSA categories. • MindPlay is supported by moderate evidence based on the type of study done (quasi-experimental study) and results of student achievement. This is based on a study done by Frontiers called <i>MindPlay Virtual Reading Coach: Does it Affect Reading Fluency in Elementary Schools?</i> (MindPlay is currently being reviewed by ESSA and What Works Clearinghouse- the studies were not complete at this time) • SRA Corrective Reading was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary. • Leveled Literacy Intervention (LLI) has a strong rating according to the Evidence for ESSA website. It provides explicit, systematic, and multisensory instruction in all of the components of reading instruction- phonological awareness, phonics, vocabulary, fluency, comprehension, writing, and oral language. 				
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 2 interventions will be delivered in live small group conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras and hot spots as needed to support live instruction. In addition, students have access to i-Ready at home.</p>				

Grade Level(s): Third-Fifth

IF:

Student meets the following criteria at beginning of school year:

- 3rd Grade: i-Ready scale score of 473 and below
- 4th Grade: i-Ready scale score of 495 and below
- 5th Grade: i-Ready scale score of 541 and 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 that is explicit, systematic, and multisensory based on student need
- small group (smaller than Tier 2 group) or one-on-one instruction
- include 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
i-Ready Tools for Instruction	1 of the following DIBELS 8th Edition measures administered every other week and determined based on the focus of the intervention: <ul style="list-style-type: none"> • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency • MAZE 	Student consistently scores at the 'Strategic' (Yellow) or 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention. https://dibels.uoregon.edu/docs/DIBELS8thEditionGoals.pdf	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8 th Edition Benchmark Goals (see link below and attached after the Decision Trees) based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention. https://dibels.uoregon.edu/docs/DIBELS8thEditionGoals.pdf
Leveled Literacy Intervention- LLI (based on school availability)			
MindPlay Small Group Teacher Led Lessons (L300 Schools)			

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	Daily	Number of minutes per intervention session	At least 20 min.
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What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

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

- i-Ready Tools for Instruction meets Level 2 (Moderate Evidence) based on the type of study done and the effects of the program on reading achievement. According to *An Impact Evaluation of i-Ready Diagnostic and Instruction Implementation for Reading*, effect sizes across subjects and grades were positive and generally strong.
- Leveled Literacy Intervention (LLI) has a strong rating according to the Evidence for ESSA website. It provides explicit, systematic, and multisensory instruction in all of the components of reading instruction- phonological awareness, phonics, vocabulary, fluency, comprehension, writing, and oral language.
- MindPlay is supported by moderate evidence based on the type of study done (quasi-experimental study) and results of student achievement. This is based on a study done by Frontiers called *MindPlay Virtual Reading Coach: Does it Affect Reading Fluency in Elementary Schools?* (MindPlay is currently being reviewed by ESSA and What Works Clearinghouse- the studies were not complete at this time)

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

Tier 3 interventions will be delivered in live one on one conferences through Schoology. Intervention materials will be modified to be used in a virtual learning platform (i.e., screen sharing capabilities, virtual whiteboard tools). Students are provided computers with cameras to support live instruction. In addition, students have access to i-Ready at home.

Letter Naming Fluency (LNF)											
25+	37+	42+	42+	57+	59+						
24	36	41	41	56	58						
16	31	35	32	51	53						
15	30	34	31	50	52						
0	0	0	0	0	0						
Phonemic Segmentation Fluency (PSF)											
15+	43+	53+	47+	57+	61+						
14	42	52	46	56	60						
5	29	44	31	43	45						
4	28	43	30	42	44						
1	23	37	19	34	37						
0	22	36	18	33	36						
0	0	0	0	0	0						
Nonsense Word Fluency (NWF)			Correct Letter Sounds (CLS)								
20+	36+	49+	47+	78+	87+	86+	103+	117+	121+	138+	141+
19	35	48	46	77	86	85	102	116	120	137	140
9	25	31	30	52	55	50	68	76	76	94	105
8	24	30	29	51	54	49	67	75	75	93	104
4	16	24	25	41	45	41	54	54	52	78	80
3	15	23	24	40	44	40	53	53	51	77	79
0	0	0	0	0	0	0	0	0	0	0	0
Nonsense Word Fluency (NWF)			Words Recoded Correctly (WRC)								
--	9+	13+	16+	26+	28+	25+	36+	39+	34+	46+	45+
1+	8	12	15	25	27	24	35	38	33	45	44
	3	7	5	14	15	15	20	22	24	30	31
0	2	6	4	13	14	14	19	21	23	29	30
	1	4	1	10	11	10	15	17	18	23	24
--	0	3	0	9	10	9	14	16	17	22	23
	0	0	0	0	0	0	0	0	0	0	0
Word Reading Fluency (WRF)											
--	10+	18+	20+	33+	50+	50+	63+	70+	60+	65+	70+
1+	9	17	19	32	49	49	62	69	59	64	69
	4	10	12	17	25	26	36	43	40	50	55
0	3	9	11	16	24	25	35	42	39	49	54
	1	6	8	14	17	18	23	27	30	40	47
--	0	5	7	13	16	17	22	26	29	39	46
	0	0	0	0	0	0	0	0	0	0	0
			Oral Reading Fluency (ORF) Words Correct								
			35+	57+	76+	85+	117+	128+	105+	141+	136+
			34	56	75	84	116	127	104	140	135
			10	21	39	49	78	94	73	105	114
			9	20	38	48	77	93	72	104	113
			5	10	26	29	59	77	55	85	96
			4	9	25	28	58	76	54	84	95
			0	0	0	0	0	0	0	0	0
			Oral Reading Fluency (ORF) Accuracy								
			67+	87+	91+	92+	96+	96+	96+	96+	96+
			66	86	90	91	95	95	95	95	95
			41	54	85	84	91	91	91	91	91
			40	53	84	83	90	90	90	90	90
			0	0	0	0	0	0	0	0	0
			Maze								
			11.0+	14.5+	18.0+	15.0+	20.5+	22.5+			
			10.5	14.0	17.5	14.5	20.0	22.0			
			5.0	9.0	9.5	8.0	12.0	15.5			
			4.5	8.5	9.0	7.5	11.5	15.0			
			2.5	6.5	7.0	5.0	9.5	12.0			
			2.0	6.0	6.5	4.5	9.0	11.5			
			0	0	0	0	0	0			
DIBELS Composite Score											
332+	393+	450+	354+	424+	480+	361+	423+	474+	365+	427+	467+
331	392	449	353	423	479	360	422	473	364	426	466
306	371	420	330	389	441	329	389	439	332	393	442
305	370	419	329	388	440	328	388	438	331	392	441
280	356	406	321	377	427	316	373	421	314	377	424
279	355	405	320	376	426	315	372	420	313	376	423
200	200	200	200	200	200	200	200	200	200	200	200
B	M	E	B	M	E	B	M	E	B	M	E
Kindergarten			First grade			Second grade			Third grade		

Oral Reading Fluency (ORF) Words Correct														
131+	159+	159+	139+	149+	157+	151+	157+	160+	152+	161+	164+	142+	156+	159+
130	158	158	138	148	156	150	156	159	151	160	163	141	155	158
87	121	125	103	122	137	123	133	141	126	136	141	125	131	135
86	120	124	102	121	136	122	132	140	125	135	140	124	130	134
62	98	99	81	108	124	99	117	125	101	121	127	110	116	121
61	97	98	80	107	123	98	116	124	100	120	126	109	115	120
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oral Reading Fluency (ORF) Accuracy														
96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+
95	95	95	95	95	95	95	95	95	95	95	95	95	95	95
91	91	91	91	91	91	91	91	91	91	91	91	91	91	91
90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maze														
21.0+	23.5+	28.0+	20.0+	27.0+	29.5+	23.0+	30.5+	33.5+	25.5+	33.0+	38.5+	24.5+	32.0+	38.0+
20.5	23.0	27.5	19.5	26.5	29.0	22.5	30.0	33.0	25.0	32.5	38.0	24.0	31.5	37.5
14.5	16.5	17.0	13.5	17.0	21.0	14.5	19.5	26.5	20.0	24.5	29.5	20.0	26.0	28.0
14.0	16.0	16.5	13.0	16.5	20.5	14.0	19.0	26.0	19.5	24.0	29.0	19.5	25.5	27.5
11.0	13.0	14.0	10.5	14.5	18.0	12.5	15.0	20.5	15.5	18.0	24.5	16.5	19.5	24.5
10.5	12.5	13.5	10.0	14.0	17.5	12.0	14.5	20.0	15.0	17.5	24.0	16.0	19.0	24.0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DIBELS Composite Score														
368+	431+	461+	370+	421+	469+	364+	411+	454+	358+	407+	450+	378+	434+	478+
367	430	460	369	420	468	363	410	453	357	406	449	377	433	477
331	399	442	335	394	449	336	386	435	336	385	430	361	404	452
330	398	441	334	393	448	335	385	434	335	384	429	360	403	451
310	380	421	313	380	436	313	370	419	315	374	417	345	391	437
309	379	420	312	379	435	312	369	418	314	373	416	344	390	436
200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Fourth grade			Fifth grade			Sixth grade			Seventh grade			Eighth grade		

Legend
Blue goal = Core support; Negligible risk (nearly all students in this range score at or above the 40th percentile rank on criterion measure)
Green range = Core support; Minimal risk (about 80% of students who score at or above the 40th percentile rank on criterion measure fall in this range or above)
Yellow range = Strategic support; Some risk (about 80% of students who score below the 40th percentile on criterion measure fall in this range or below)
Red range = Intensive support; At risk (about 80% of students who score below the 20th percentile on criterion measure fall in this range)

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-12

IF:

Student meets the following criteria at beginning of school year:
All students receive Tier 1 instruction. All students are placed in a regular or advanced Language Arts or English courses to meet the ELA requirement.

THEN:

TIER 1 Only

Initial instruction:

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

Core Curriculum

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

The Houghton Mifflin Harcourt® Collections program for Grades 6 through 12 is a comprehensive English language arts program. The program is anchored on a set of rich, engaging, and complex literary and informational texts, and is designed to develop students’ abilities to analyze complex texts, cite from sources, reason, and communicate orally and in writing. Developed around rigorous state standards and expectations, the program challenges and supports all students to become critical and close readers. The program develops students’ writing across varied genres with models of effective texts and ample opportunities for writing about texts. With a blend of print and digital resources and online tools, the program delivers 21st-century learning. HMH Collections literature textbook series is a comprehensive resource for addressing all expectations of the Language Arts Florida Standards for English Language Arts. Rich, engaging, and complex texts are the program’s anchor—challenging and supporting all students to become critical and close readers. The program fosters success in writing across varied genres through models of effective writing and provides ample opportunities for speaking and writing about texts. Educational Research Institute of America (ERIA) conducted a full school year study to test the effectiveness of the HMH Collections (2017). Study results indicate that Collections is effective at improving the ability of students to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. In addition, the results showed that students in Collections classrooms made statistically significant gains in all grades tested over the course of the full year.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

FSA Assessment – annually
District created benchmark assessments – quarterly
Teacher created assignments and assessments - ongoing

District Benchmark - Level 3 or higher
Teacher Created – average performance scores

Students not achieving a Level 3 or higher on District Benchmark exams and/or are not making progress on teacher created assignments and assessments as compared to their peers, students will be given the

TIER 1

			opportunity to work with the teacher or co-teacher in a small group setting.		
	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>Data is collected from the quarterly benchmark assessments through School City and is shared with Administrators and Teachers.</p> <p>Administrators and Teachers monitor teacher-based assignments and assessments through FOCUS platform.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, Literacy Coaches and District Specialists provide support to teachers through one-on-one, small group and whole group learning communities.</p>			
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>The district-adopted HMH Collections series is available to all students through the Schoology platform. Teachers assign materials and receive student work through the platform.</p>				
IF:	<p>Student meets the following criteria at beginning of school year: Students who score below a Level 3 on the 18-19 FSA assessment are placed in an intensive reading course, as well as a regular Language Arts or English course.</p>				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
<p>Reading Plus</p> <p>Reading Plus Comprehensive Skill Building Activities through small</p>	<p>Insight Assessment (placement and benchmark) -3x per year to assess reading level, reading speed,</p>	<p>Students in grades 6-10 who score a 3 or higher on the District Quarter 1 and 2 Benchmark assessments may be considered for dismissal from</p>	<p>Students in grades 6-10 who do not score a 3 or higher on the District Quarter 1 and 2 Benchmark assessments remain in the course throughout the year.</p>	<p>Students not making adequate progress compared to peers on daily activities or scoring significantly below their peers on the District Benchmark</p>	

	group instruction	vocabulary and student motivation	intensive reading and placed in another elective course.	Students in grades 11 and 12 who do not pass the FSA or receive a concordant score remain in the intensive course throughout the year.	Exams will receive Tier 3 interventions.
	Townsend Press Vocabulary (gr 6-8)	Reading Plus Dashboard reports are provided to track student progress and activity after each online session. Reports include reading rate with good comprehension, number of words read in selections with good comprehension, content level increase, and vocabulary words mastered.	Students in grades 11 and 12 who pass the FSA or receive a concordant score may withdraw from intensive reading and take another elective course.		
	Vocabulit (gr 9-12)				
Number of times a week intervention provided			5	Number of minutes per intervention session	Total online and small group sessions up to 45 min
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, Literacy Coaches and District Specialists provide support to teachers through one-on-one, small group and whole group learning communities.</p>					
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Reading Plus is a web-based literacy program for grades 3-12+. It includes a valid and reliable assessment and is designed to strengthen reading comprehension, vocabulary, efficiency, and motivation. The program combines personalized practice and adaptive instruction and offers students choice and control over their program experience. Reading Plus is designed to develop critical reading skills needed for deep, meaningful understanding of complex texts. Reading Plus students made significantly larger improvements in reading achievement (effect size = +0.11), as measured by the Group Reading Assessment Diagnostic Evaluation (GRADE). These results qualify Reading Plus for the ESSA "Strong" category.</p>					

How are Tier 2 interventions modified for students who receive interventions through distance learning?
 All students placed in an intensive reading classroom have access to the Reading Plus program, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the Reading Plus dashboard.

IF: Student meets the following criteria at beginning of school year:
 Students who score below a Level 3 on the FSA assessment are placed in an intensive reading course. After initial Insight assessment through Reading Plus, students who fall significantly below grade level and do not show adequate growth compared to peers receive TIER 3 interventions.

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**

	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	Reading Plus Reading Plus Comprehensive Skill Building Activities through small group instruction Townsend Press Vocabulary (gr 6-8) Vocabulit (gr 9-12)	Insight Assessment (placement and benchmark) -3x per year to assess reading level, reading speed, vocabulary and student motivation	After receiving intensive intervention with teacher in a setting of no more than 3 students, information collected on identified low proficiency skill(s) over a period of no less than 4 weeks indicates the desired goal has been accomplished.	When students are not responding to the intervention and are not making progress towards the desired goal, the intervention should be adjusted.
	Additional Reading Plus Comprehensive Skill Building Activities focused on low proficiency skills through small group instruction (no more than 3 students).	Dashboard reports provided to track student progress and activity after each online session. Reports provide reading rate with good comprehension, words reading in selections with		

		<p>good comprehension, content level increase, and vocabulary words mastered.</p>		
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p>				
<p>Number of times a week intervention provided</p>	<p>No less than 4x per week</p>	<p>Number of minutes per intervention session</p>	<p>No less than 20 minutes per session</p>	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? District staff, administrators and teachers review data collected and meet to discuss student performance, areas of strength and areas to strengthen. Support staff, Literacy Coaches and District Specialists provide support to teachers through one-on-one, small group and whole group learning communities.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Reading Plus is a web-based literacy program for grades 3-12+. It includes a valid and reliable assessment and is designed to strengthen reading comprehension, vocabulary, efficiency, and motivation. The program combines personalized practice and adaptive instruction and offers students choice and control over their program experience. Reading Plus is designed to develop critical reading skills needed for deep, meaningful understanding of complex texts. Reading Plus students made significantly larger improvements in reading achievement (effect size = +0.11), as measured by the Group Reading Assessment Diagnostic Evaluation (GRADE). These results qualify Reading Plus for the ESSA “Strong” category.</p>				
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning? All students placed in an intensive reading classroom has access to the Reading Plus program, as it is an online program provided for students through the District dashboard. Students and teachers track progress through the Reading Plus dashboard. Teachers provide small group interventions of no more than 3 students through video conferencing.</p>				