Monroe 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	Robert Taylor	K-12 Literacy Coordinator	robert.taylor@keysschools.com	(305) 293-1400 x 53384
Responsibility	**Name**	**Title**	**Email**	**Phone**
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Assessment	David Murphy	Exec Dir. Assessment and Accountability	dave.murphy@keysschools.com	(305) 293-1400
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Summer Reading Camp	Robert Taylor	K-12 Literacy Coordinator	robert.taylor@keysschools.com	(305) 293-1400 x 53384
3rd Grade Promotion	Robert Taylor	K-12 Literacy Coordinator	robert.taylor@keysschools.com	(305) 293-1400 x 53384

Plan Information

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

The district communicates the contents of the CERP through school-based leadership, including school principals and literacy coaches. Meetings are scheduled regularly with both groups. Due to the timing of this school years' plan, principals are the main contacts. Typically, the plan is workshopped with Literacy Coaches, then brought to schools for feedback and revised. This year, we are going straight to the school principals. We also use the reading plan throughout the year in these scheduled meetings.

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

District-Level Leadership 6A-6.053(7) F.A.C.

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	Benchmark Assessment System	Screener- Progress Monitoring	One-one administration	as needed per MTSS
Phonological awareness	STAR Early Lit and STAR Reading	Screener	Adaptive CBT	Three times per year
	Istation ISIP	Progress Monitoring	Adaptive CBT	As needed per MTSS
	Benchmark Assessment System	Formative	One-one administration	As needed per MTSS
Phonics	STAR Early Lit and STAR Reading	Screener	Adaptive CBT	Three times per year
	Istation ISIP	Progress Monitoring	Adaptive CBT	As needed per MTSS
	Benchmark Assessment System	Formative	One-one administration	As needed per MTSS
Fluency	STAR Early Lit and STAR Reading	Screener	Adaptive CBT	Three times per year
	Istation ISIP	Progress Monitoring	Adaptive CBT	As needed per MTSS
	Benchmark Assessment System	Formative	One-one administration	As needed per MTSS
Vocabulary	STAR Early Lit and STAR Reading	Screener	Adaptive CBT	Three times per year
	Istation ISIP	Progress Monitoring	Adaptive CBT	As needed per MTSS
	Benchmark Assessment System	Formative	One-one administration	As needed per MTSS
Comprehension	STAR Early Lit and STAR Reading	Screener- Summative	Adaptive CBT	Three times per year
	Istation ISIP	Progress Monitoring- Summative	Adaptive CBT	As needed per MTSS
	Benchmark Assessment System	Formative	One-one administration	As needed per MTSS

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?
STAR Reading	Comprehension and Fluency	Screener-Diagnostic-Progress Monitoring	Adaptive CBT	Three times per year
Achieve 3000 (in Reading Courses only)	Comprehension	Screener- Progress Monitoring	Adaptive CBT	Monthly
Benchmark Assessment System (in Reading Courses only)	Comprehension and Foundational Skills	Screener- Formative	One-one administration	As needed per MTSS

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
Quarterly Benchmark Assessments and program specific data is collected three times per year. Data is reviewed by school (classroom teachers, reading coaches and administrators) and district level stakeholders

Additionally, the district's MTSS Team reviews screening Data each assessment period. Progress monitoring data is reviewed monthly by the school-based MTSS Teams. | Data from iStation and other diagnostic assessments is regularly reviewed by teachers, coaches and principals. Overall class progress, as well as individual student growth, is monitored for instructional adjustments.

Additionally the district uses the problem solving process (define, analyze, implement, evaluate) to determine whether intervention is effective enough to close gaps. | Quarterly benchmark assessment data and program data is shared districtwide during Data Dialogues which occur immediately following each assessment window.

Data chats are a protocol at both the district and school levels. The Literacy Supervisor holds these at monthly meetings for stakeholders. School leadership then determines how to proceed. | School principals have the responsibility to ensure that all students receive high quality grade level instruction with appropriate support and interventions when applicable. When data indicate that students are not making progress, district staff (principal supervisor, curriculum coordinator and others as appropriate) may visit classrooms to identify instructional concerns and develop a plan of support.

The Literacy Supervisor reports these findings to the School Principal and they work together to implement a plan of action. If unsuccessful, additional supports are provided through the district's MTSS Team. | Executive Director, Teaching and Learning: Dr. Fran Herrin

District Reading Coordinator: Robert Taylor

School Leadership Teams |

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	Literacy Supervisor	Walkthrough Calendar Principal Meetings Literacy Coach Meetings	Monthly	Principals will share data during school leadership team meetings	Monthly Literacy Supervisor District MTSS Team
Data chats	MTSS Coordinator	Data Chat Protocols in MTSS Guidebook.	Monthly	At school-based problem solving meetings by MTSS team.	Monthly Literacy Supervisor District MTSS Team
Reading Leadership Team per 6A-6.053(3) F.A.C.	Literacy Supervisor	School Improvement Plans.	Annually	During the vetting process of school improvement plans by principals.	Annually Literacy Supervisor
Monitoring of plan implementation	Literacy Supervisor	Monthly Principal and Literacy Coach meetings.	Monthly	At Monthly Literacy Leadership teams by the Literacy Supervisor.	Monthly Literacy Supervisor District MTSS Team
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?	
Data from iStation and other diagnostic assessments is regularly reviewed by teachers, coaches and principals. Overall class progress, as well as individual student growth, is monitored for instructional adjustments. Additionally, the district's MTSS Team reviews screening Data each assessment period. Progress monitoring data is reviewed monthly by the school-based MTSS Teams. The district uses the problem solving process (define, analyze, implement, evaluate) to determine whether intervention is effective enough		School principals have the responsibility to ensure that all students receive high quality grade level instruction with appropriate support and interventions when applicable. When data indicate that students are not making progress, district staff (principal supervisor, curriculum coordinator and others as appropriate) may visit classrooms to identify instructional concerns and develop a plan of support. Data chats are a protocol at both the district and school levels. The Literacy Supervisor holds these at monthly meetings for stakeholders. School leadership then determines how to proceed. The Literacy Supervisor reports these findings to the		Reading plan implementation will be a standing agenda item on monthly principal and reading coach meetings with an emphasis on data driven instructional decision making. District staff, including principal supervisors and ELA content specialists, will visit school at minimum on a monthly basis for the purpose of observing literacy instruction, attending grade level PLC meetings, and school leadership team meetings. District support will be provided as needed to support school implementation.	

to close gaps.	School Principal and they work together to implement a plan of action. If unsuccessful, additional supports are provided through the district's MTSS Team.	

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	Advertised on district's professional learning platform.	Quarterly data is provided during scheduled principal meetings.	Quarterly data is produced from the district's learning management platform.	Literacy Supervisor	Literacy Supervisor
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Advertised on district's professional learning platform.	Updates are provided monthly to principals.	Quarterly data is produced from the district's learning management platform.	Literacy Supervisor	Literacy Supervisor
Identification of mentor teachers	Principals recommend highly qualified, highly effective teachers and the district trains identified teachers through a Canvas course.	Bi-annual data is provided during monthly principal meetings.	Bi-annual data is provided from the district's learning management classroom.	Literacy Supervisor	Literacy Supervisor
Establishing of model classrooms within the school	Principals recommend and the Literacy Supervisor vets.	These are named in the schools leadership team meetings.	Building leadership team notes are reviewed quarterly.	Literacy Supervisor	Literacy Supervisor
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Built into the master schedules at schools.	Principals participate and supervise these.	Quarterly data is produced from the district's learning management platform.	Literacy Supervisor	Literacy Supervisor

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	Principal Orientation Meeting. This information is reviewed with principals on a monthly basis at principal meetings.	Weekly literacy walkthrough observations; formal teacher observations; reading coach observations	Walkthrough Data	Literacy Supervisor	Monthly
Small group differentiated instruction in order to meet individual student needs	Principal Orientation Meeting. This information is reviewed with principals on a monthly basis at principal meetings.	Weekly literacy walkthrough observations; formal teacher observations; reading coach observations	Walkthrough Data	Literacy Supervisor	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?

> MCSD recognizes the priority of ensuring that students in grades K-2 receive high quality instruction and are reading on grade level by third grade. This priority is reflected in the use of the state reading allocation funds. Additionally, the district allocates significant local resources to support K-12 reading instruction, including strategic intervention programming for students who are not yet meeting the expectations of grade level standards. Literacy Coaches funded from the Reading Fund are Elementary Coaches in Title I schools. These schools have historically had the most need for support with substantial reading deficiencies.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	64,000
District expenditures on reading coaches assigned to elementary schools	422,068
District expenditures on reading coaches assigned to secondary schools	
District expenditures on intervention teachers assigned to elementary schools	
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	486,068
Amount of District Research-Based Reading Instruction Allocation	100%

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?

> Istation, Scholastic Lit Camp

Will students in grades other than 3 be served also? Yes ☒ No ☐
If yes, which grade levels? Grades 1, 2, and 4

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)

> The District utilizes a number of data indicators to tier schools for District Support. These indicators include: student performance data in ELA and math, subgroup performance in ELA and math, school report card data, student demographics (race/ethnicity, ELL, ESE, FRL), teacher assignment, and school leadership. All schools receive Tier I supports that include monthly visits by district staff, intervention materials, teacher training and ongoing professional learning, and coaching support. Tier II and III school support includes increased frequency and intensity of District support and oversight.

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?

> During Opening of Schools Principal Meetings, the roles and responsibilities of reading coaches is reviewed, including specific guidance on weekly allocation of time and tasks. This information is also shared during Opening of Schools Reading Coach meetings and reinforced during monthly meetings. Principal supervisors and District literacy staff monitor reading coach activities to ensure activities are strategically aligned with school and district priorities. Reading coaches also maintain weekly coaching logs.

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

> Principal supervisors and District literacy staff monitor reading coach activities to ensure activities are strategically aligned with the school and district priorities. The Literacy Supervisor reviews for concerns and uses this data to communicate directly with school principals as needed.

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

How are these requirements being communicated to principals?	How are coaches recording their time and tasks?	Who at the district level is monitoring this?	How often is the data being reviewed?	What problem-solving steps are in place for making decisions based on the data?
Beginning of Year Principal meeting

 Continual discussion at monthly principal meetings | Coaches plan for their work with school administration in alignment with the school improvement plan.
Coaches complete Qualtrics logs of time and tasks. | Literacy Supervisor | Weekly with Reading Coach and school administration; monthly by ELA Coordinators | School-based Literacy Team meets regularly (weekly or bi-weekly) to review data from iStation and other diagnostic assessments and data from classroom observations. Overall class progress, as well as individual student growth, is monitored for instructional adjustments. District literacy staff support school level Reading Coaches.

If the data suggests a need to reevaluate the school's use of a coach, the literacy supervisor works directly with the school. |

Other Considerations

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

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:
- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

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

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

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

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

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K-12	
IF:	Student meets the following criteria at beginning of school year: *At or above the 50 percentile in STAR Early Literacy or Reading*
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.
Elementary: MCSD curriculum is based on the LAFS benchmarks and is supported by state provided resources through CPALMS and Just Read Florida! HMH Journeys, iStation, and Scholastic's Guided Reading are used as the Core Tier 1 resources. Progress monitoring through Quarterly Benchmark assessments and iStation Diagnostic assessments (monthly in grades K-5) provides promising evidence to support a correlation between instructional practices, including the use of resources, and student performance. Secondary: MCSD curriculum is based on the LAFS benchmarks and is supported by state provided resources through CPALMS and Just Read Florida! CollegeBoard SpringBoard in grades 6-10 and HMH Florida Collections in grades 11-12 is used as the Core Tier 1 resource. Progress monitoring through Quarterly Benchmark assessments provides promising evidence to support a correlation between instructional practices, including the use of resources, and student performance.

Progress Monitoring		
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
All students: MCSD Quarterly Benchmark assessments conducted in September, December and April. Istation's ISIP is administered monthly as part of implementation in grades K-5.	Students scoring at Tier 1 demonstrate success with the core. STAR and Early Literacy at the 50%. iStation ISIP scoring at Tier 1.	Students scoring at Tier 2 and 3 prompt addition of Tier 2 interventions. Decline to a below proficient score from one assessment period to the next.

		Lack of progress as indicated by assessment score.
	How is the effectiveness of Tier 1 instruction being monitored? Classroom walkthroughs and a balanced percentage of students at Tier 1	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** When the data indicates there is an instructional problem, the school's MTSS team meets to problem solve.
	How is the effectiveness of Tier 1 curriculum being monitored? Teacher observation, classroom formative assessments, analysis of student work, data chats	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Grade level Data Chats are held regularly to monitor student progress and make instructional adjustments. Additional support from reading coaches and/or other staff is provided where needed.
	How is instruction modified for students who receive instruction through distance learning? Modifications include but are not limited to: explicit, direct instruction via multiple modalities, synchronous and asynchronous instruction and assignments, supplemental resources for remediation or enrichment, flexibility in assignment submission.	

IF:	Student meets the following criteria at beginning of school year: If students score between the 25-49 percentile in STAR Early Literacy or Reading and/or student scores are below proficiency level on the state accountability assessment, and scores up to two or more years below grade level on iStation (elementary) or a secondary student scores a Lexile level above 600 but below grade level as indicated on the STAR Reading Assessment.
THEN:	**TIER 1 instruction and TIER 2 interventions**

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

TIER 2 Programs/Materials/Strategies & Duration	**TIER 2 Progress Monitoring**			
	Assessment & Frequency	**Performance Criteria to discontinue Tier 2 intervention**	**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**	**Performance Criteria that would prompt addition of Tier 3 interventions**

Grades K-5: iStation assigned lessons, additional small group instruction, 10-15 minutes two to three times a week	iStation ISIP Monthly (K-5)	Consistent data points that indicate students meeting grade level expectations	Demonstrate progress on assessments, but not yet meeting grade level expectations as identified in Tier 1 expectations	Demonstrate lack of progress on progress monitoring assessments Quarterly Benchmark scale score below 25% in iStation or STAR Reading or Early Literacy.
Grades 6 – 12 Achieve3000 supplemental program, small group instruction, 45 minutes daily Grades 11 & 12: Khan Academy, Achieve3000, small group instruction, 45 minutes daily	Monthly Achieve3000 Lexile Adjustments Quarterly Benchmark assessments	Consistent data points that indicate students meeting grade level expectations MCSD Quarterly Benchmark Proficient score (50% or higher scale score)	Demonstrate progress on assessments, but not yet meeting grade level expectations as demonstrated on the MCSD Quarterly Benchmark score below proficient (50% scale score)	Demonstrate lack of progress on progress monitoring assessments Quarterly Benchmark scale score below 50%

Number of times a week intervention provided	3-5	***Number of minutes per intervention session***	30-45

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Regular monitoring of Tier II student progress and classroom observations will identify students and/or classrooms not making progress. Reading Leadership Team and District staff will evaluate the Tier 2 strategies and determine necessary adjustments and needed support.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Elementary: LLI/Strong/WWC Link: https://ies.ed.gov/ncee/wwc/Intervention/1287

Secondary: Achieve3000: WWC Link: https://ies.ed.gov/ncee/wwc/InterventionReport/691

	How are Tier 2 interventions modified for students who receive interventions through distance learning? Virtual students that require Tier 2 interventions will continue to receive instruction with supplemental resources. Students will be provided with small group, differentiated instruction and appropriate supports.

IF:	Student meets the following criteria at beginning of school year: The student scores significantly below proficiency level on the state accountability assessment and scores up to two or more years below grade level on iStation and has not made progress with Tier 2 interventions (elementary) or scores a Lexile level below 600 as indicated on the STAR Reading Assessment (secondary)
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

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

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

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
Grades K-5: Leveled Literacy Intervention (LLI), small group instruction, 30 minutes daily	Monthly Benchmark assessments (STAR Reading or Early Literacy) Monthly ISIP Diagnostic in iStation	Significant growth and consistent data points that indicate students meeting grade level expectations MCSD Quarterly Benchmark Proficient score (50% scale score) Tier 1 or 2 on monthly iStation ISIP	Demonstrated lack of progress on progress monitoring assessments Quarterly Benchmark scale score below 50% iStation score below 25 percentile or at Tier 3.
Grades 6-12: Achieve3000 and Achieve Boost supplemental programs, small group instruction, 45 minutes daily	Weekly monitoring of Achieve3000 Student App – Monthly Lexile adjustments	Improvement on assessments to the level prescribed for Tier 2: Lexile level >600 or reading at the 10th grade level	Demonstrated lack of progress on progress monitoring assessments

		Quarterly Benchmark assessments	Quarterly Benchmark Scale Score above 25%	Quarterly Benchmark scale score below 25%

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

Number of times a week intervention provided	*5*	*Number of minutes per intervention session*	*30-45*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Regular monitoring of Tier 3 student progress and classroom observations will identify students and/or classrooms not making progress. Reading Leadership Team and District staff will evaluate the Tier 3 strategies and determine necessary adjustments and needed support.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Elementary: LLI/Strong/WWC Link: https://ies.ed.gov/ncee/wwc/Intervention/1287

Secondary: Achieve3000: WWC Link: https://ies.ed.gov/ncee/wwc/InterventionReport/691

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Virtual students that require Tier 3 interventions will continue to receive instruction with supplemental resources. Students will be provided with small group, differentiated instruction and appropriate supports.