Osceola 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	Stacy Burdette	Director of Elementary Education	stacy.burdette@osceolaschools.net	407-870-4849

Responsibility	Name	Title	Email	Phone
Elementary ELA	Jane Respess	Assistant Superintendent of Elementary Curriculum and Instruction	jane.respess@osceolaschools.net	407-870-4849
Secondary ELA – Middle	Michelle Henninger (Middle)	Director of Middle School Education	michelle.henninger@osceolaschools.net	407-870-1485
Secondary ELA – High	Vickie Hickey (High)	Director of High School Education	victoria.hickey@osceolaschools.net	407-870-4901
Reading Endorsement	Janice Franceschi	Director of Professional Development	janice.fanceschi@osceolaschools.net	407-518-2940
Reading Curriculum	Mackenzie Bertram	Coordinator of K-12 ELA	mackenzie.bertram@osceolaschools.net	407-870-4849
Professional Development	Janice Franceschi	Director of Professional Development	janice.fanceschi@osceolaschools.net	407-518-2940
Assessment	Leah Torres	Director of Research, Evaluation, and Accountability	leah.torres@osceolaschools.net	407-870-4056
Data Element	Leah Torres	Director of Research, Evaluation, and Accountability	leah.torres@osceolaschools.net	407-870-4056
Summer Reading Camp	Stacy Burdette	Director of Elementary Education	stacy.burdette@osceolaschools.net	407-870-4849
3rd Grade Promotion	Jane Respess	Assistant Superintendent of Elementary Curriculum and Instruction	jane.respess@osceolaschools.net	407-870-4849

Plan Information

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

The delivery chain for the K-12 Reading Plan will begin with sharing the plan at the Superintendent's Professional Learning Community. Then it will be communicated to district leadership through the Teaching and Learning meetings, and to site administrators via the Principal and Assistant Principal meetings. Principals will share the information with their staff during annual pre-planning professional development before school begins. The plan will be made available to community members via the district website and shared at a School Board meeting.

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				
Phonological awareness	NWEA	Universal Screener, Diagnostic	District-wide digital assessment	Fall, Winter, Spring
Phonics	NWEA	Universal Screener, Diagnostic	District-wide digital assessment	Fall, Winter, Spring
Fluency	NWEA, NSGRA	Universal Screener, Diagnostic	District-wide digital and in-person assessment	Fall, Winter, Spring
Vocabulary	NWEA	Universal Screener, Diagnostic	District-wide digital assessment	Fall, Winter, Spring
Comprehension	NWEA, NSGRA	Universal Screener, Diagnostic	District-wide digital and in-person assessment	Fall, Winter, Spring

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Achieve 3000	Lexile Levels	Screener and Progress Monitoring	Grades 6-8 Intensive Reading and Research; Grades 9 and 10 Intensive Reading	Twice Weekly
DIBELS	Fluency	Diagnostic and Progress Monitoring	T3 intervention in Grades 6-8	Bi-Weekly or Monthly
Khan Academy	English-Reading-Writing Score	Progress Monitoring	School and Teacher Level - Collected by Reading Coach	Bi-Weekly and Monthly
Teengagement	Language Arts Florida Standards Reading Standards	Progress Monitoring	School and Teacher Level - Collected by Reading Coach	Quarterly
NWEA	Rasch Unit (RIT) Score	Screener, Diagnostic, and Progress Monitoring	District-wide digital assessment	Fall, Winter, Spring

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
Data is reviewed at multiple levels. Teachers and Interventionists review formative as soon as it is received, by PLCs on a weekly basis, and by school level MTSS problem solving teams on a weekly basis.	Each student takes multiple universal screener assessments at the start of the school year. The classroom teacher and the MTSS team at each site reviews student data and makes initial placement decisions based on the student scores and the grade level decision tree.	Universal screener and progress monitoring data are collected through SchoolCity, FOCUS, and NWEA at a district level. A monthly form called "Stocktake" is shared with each school that highlights individual school areas of growth for MTSS students. Site leadership reviews the data to respond to student intervention success.	The district MTSS leadership team regularly attends school site problem solving team meetings to ensure fidelity of implementation of the K-12 Reading Plan. Concerns that arise are reviewed with the leadership team and problem solved on an individual basis. A member of the leadership team provides coaching and ensures that the site understands and follows the Reading Plan. At each school site, a Reading Leadership Team is formed to oversee implementation of the K-12 Reading Plan in each classroom. Observed concerns are shared with site leadership during the monthly Stocktake process.	Administrators on Assignment for School Improvement; Curriculum Directors, Coordinators, and Assistant Superintendents; Office of Research, Evaluation, and Assessment.

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 reviewed and by whom?	How often is the data being shared and by whom?
Weekly reading walkthroughs by administrators	Principal	Faculty meeting, PLCSs, individual meetings	Weekly	The data is reviewed by the Reading Coach and an administrator monthly, then shared with the leadership team at the monthly Stocktake meeting.	The data is shared with PLCs by the Reading Coach after each monthly Stocktake meeting.
Data chats	Administrator or Reading Coach	Stocktake, PLC meetings, Reading Leadership team meetings	Monthly	The Reading Coach will review teacher and student data and share with administrators during Stocktake and PLC meetings.	The data is shared consistently with teachers as it is generated via the SchoolCity platform.

Reading Leadership Team per 6A-6.053(3) F.A.C.	Principal	The principal will form the team and directly share the purpose at the beginning of the school year.	Monthly	The Principal will review school and teacher level data and share during Stocktake meetings and with District Leadership.	The data is shared on a monthly basis via the Stocktake Data Form by the Principal with the school and District Leadership.
Monitoring of plan implementation	Reading Leadership Team	The principal will share the purpose at each Reading Leadership Team meeting	Monthly	The Reading Leadership Team will review the data from reading walkthroughs and data chats to problem solve when implementation is not effective.	The Reading Leadership Team will share the information with stakeholders on a monthly basis.
School Improvement Planning	Principal	The principal ensures that all staff are working towards the Literacy Goal on the School Improvement Plan	Monthly	The data is reviewed by the Reading Leadership Team on a monthly basis via the Stocktake process.	The Reading Leadership Team shares information about school improvement via the Stocktake process on a monthly basis and with stakeholders via the School Advisory Council.

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?
All schools in the district follow the eight-step problem solving process and the ICEL/RIOT framework for making data-based problem-solving decisions. Progress monitoring occurs on a bi-weekly basis for Tier 3 students and on a monthly basis for Tier 2 students with instruments outlined in the decision tree.	The school district follows a four weeklong process called "Learning Cycles" in which each site is visited by district leadership. Every classroom at each school is visited monthly and concerns are shared at the Learning Cycle debrief meetings. Site Stocktake meetings are held monthly for principals to share concerns with school leadership, which is communicated to teacher Professional Learning Communities for regular review.	District leadership provide four district-wide professional development sessions per year to communicate the needs and requirements of the MTSS and K-12 Reading Plans. MTSS meetings, Stocktake meetings, and PLCs are attended by district leadership to provide regular oversight. The district MTSS leadership team meets on a weekly basis to review where support is needed and to problem solve how to individually follow up with specific needs and issues. High-level data and concerns are reviewed weekly by district administrators at the Teaching and Learning meeting.

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	Various ways: -Weekly Updates: newsletters to principals -Monthly Principal Admin Meetings -Literacy Coaches also receive and disseminate info -MyPGS system	Reports available through myPGS and participation by Principals in multisensory reading intervention training	Multisensory reading intervention training is tracked through our professional learning management system, MyPGS. Participation is reported at the conclusion of each workshop through the myPGS system.	PD Department maintains all official records of PD. Participation data is also shared with Teaching and Learning Leadership.	Curriculum & Instruction Directors: Stacy Burdette, Victoria Hickey and Michelle Henninger Janice Franceschi, Director of PD
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	-Stocktake data reports provided to principals monthly. -Learning Cycle data is also utilized to make decisions on teacher needs. Plan is developed in collaboration with school leadership teams.	Monthly Stocktakes by leadership team- to review student data and progress towards school improvement goals. Decisions on needs, including professional learning are determined during Stocktakes and Learning Cycles	Stocktake data is gathered by Research, Evaluation and Accountability Department and provided to principals monthly. - Leadership team meetings of Curriculum and Instruction and school leaders determine next steps for professional learning and support following a Learning Cycle visit.	Individual coaching and support are provided by Curriculum and Instruction personnel and monitored by school administration and Curriculum and Instruction Directors and Assistant Superintendents.	Curriculum Directors and Assistant Superintendents by Level
Identification of mentor teachers	**Application**/ Appointed Process	Collaborative meeting between the mentor, lead mentor, Principal, Program Coordinator.	Three times per year	Megan Dierickx, Educational Specialist	Dr. Jane Respess, Elementary Assistant Superintendent
Establishing of model classrooms within the school	Learning Cycles visits provide data to identify model classrooms within the school.	Classroom walk-through	Annual via principal meetings	Curriculum Directors	Curriculum & Instruction Directors: Stacy Burdette, Vicki Hickey and Michelle Henninger

| Providing teachers with time weekly to meet together for professional development including lesson study and PLCs | Superintendent Pace has worked collaboratively with our Union to identify dedicated weekly time for PLCs- Various ways: -Weekly Updates- newsletters to principals -Monthly Principal Admin Meetings | Monthly Stocktakes by leadership team- to review student data and progress towards school improvement goals. PLC data on progress of implementation is gathered and reported through school improvement goals.

Principals also participate in PLCs both in person and virtually on TEAMS. | Monthly in the form of administrative observation of PLCs | Dr. Peter Straker, School Accountability Administrator | Assistant Superintendents: Jane Respress, Elementary Michael Allen, Middle School Chundra Evens, High Schools |

Instruction

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

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
Whole group instruction utilizing an evidence-based sequence of reading instruction	The Asst. Supt of Elementary Curriculum and Instruction communicates the requirements of whole group reading instruction to principals	Classroom Walk-throughs	Digital observation platform	Teaching and Learning Team	Monthly
Small group differentiated instruction in order to meet individual student needs	The Asst. Supt of Elementary Curriculum and Instruction communicates the expectations of small group differentiated instruction to principals	Classroom Walk - throughs	Digital observation platform	Teaching and Learning Team	Monthly

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

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

> Expenditures were allocated for Reading materials and professional development from the K-3 Decision Tree in order to meet the needs of students with substantial reading deficiencies.

Reading Allocation Budget Item (Total Allocation: $3,056,617.00)	Amount
Estimated proportional share distributed to district charter	615,844.00
District expenditures on reading coaches assigned to elementary schools	1,169,828.46
District expenditures on reading coaches assigned to secondary schools	855,718.81
District expenditures on intervention teachers assigned to elementary schools	0
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	51,571.28
District expenditures on supplemental materials or interventions for secondary schools	32,724.12
District expenditures on reading coaches assigned to elementary schools	repeat
District expenditures on reading coaches assigned to secondary schools	repeat
District expenditures on professional development	97,058.65
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	95,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	N/A
Flexible Categorical Spending	138,867.68
Sum of Expenditures	3,056.613.00
Amount of District Research-Based Reading Instruction Allocation	3,056.613.00

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?

- Open Court Foundational Skills Kit
- Journeys
- Early Interventions in Reading
- Reading Mastery
- Corrective Reading
- Language Power

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

If yes, which grade levels? K-3

_____

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 Research, Evaluation and Accountability department tiered schools based on multiple data points to determine greatest need. Due to a lack current data, past performance was also reviewed.

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 Assistant Superintendents communicate regularly at principal meetings, newsletters, and individual conversations.

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

> Curriculum Directors and Literacy Coordinator monitor this at each level to ensure requirements are followed.

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?*
Superintendent, Assistant Superintendents communicate during principal meetings and through individual conversations. District Curriculum Directors ensure that these requirements are clearly addressed with Literacy Coaches who support fidelity at each school.	Through Microsoft Office 365, K-12 Literacy Coaches will log time and tasks on a weekly basis. Each grade level band, K-5; 6-8; and 9-12 will respond appropriately based on grade level specifics.	Curriculum Directors; Resource Teachers	Weekly	The district has a district reading team that follows the 8-Step Problem Solving Process. The team follows this process and intervenes when necessary.

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

Osceola Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K, 1, 2 and 3

IF:	Student meets the following criteria at beginning of school year:

Tier 1 Core Instruction

KINDERGARTEN
STAR - SS 500 and above (T1)

DIBELS Oral Reading Fluency

Grade	Fall	Winter	Spring
K	>0 (WRC)	>4 (WRC)	>9 (WRC)
1	>20	>34	>43
2	>50	>72	>94
3	>76	>104	>111

NSGRA (T1)

Grade	Fall	Winter	Spring
K	Pre-A-A	B-C	D
1	D-E	F-G	H-J
2	J-K	K-L	M
3	M-N	O	P

NWEA (T1)

Grade	Fall	Winter	Spring
K	>137	>146	>153
1	>156	>166	>171
2	>172	>181	>186
3	>187	>194	>197

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.

- Core ELA Textbook: Journeys (and Comprehensive Language and Literacy Guide) (ESSA Evidence rating: Strong)
- Appropriate leveled text for small group/guided reading (Visible Learning effect size - small group learning: .47 *moderate*)
- Next Steps Forward in Guided Reading by Jan Richardson (Visible Learning effect Size - phonics instruction: .70 *strong*)
- Open Court Foundational Skills (What Works Clearinghouse evidence: potentially positive effects)
- Differentiated instruction provided in small group in classroom (teacher-led) during the 90-minute block of reading. (What Works Clearinghouse Recommend Practice with strong evidence)

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
• FLKRS (STAR Early Learning) within the first 30 days- KG ONLY • NSGRA (Next Step Guided Reading Assessment: August, October and February	NSGRA (T1) 	Grade	Fall	Winter	Spring
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K	Pre-A-A	B-C	D
1	D-E	F-G	H-J
2	J-K	K-L	M
3	M-N	O	P		NSGRA (T2)

- NWEA Universal Screener: August, December and April

NWEA (T1)

Grade	Fall	Winter	Spring
K	>137	>146	>153
1	>156	>166	>171
2	>172	>181	>186
3	>187	>194	>197

NWEA (T2)

Grade	Fall	Winter	Spring
K	Pre-A	A	B-C
1	C	C-D	D-G
2	H	I	J-K
3	J-K	K-L	M

Grade	Fall	Winter	Spring
K	128-136	138-146	145-153
1	147-156	157-166	162-171
2	162-172	171-181	175-185
3	175-186	183-193	186-197

How is the effectiveness of Tier 1 instruction being monitored? Walkthroughs, Learning Cycle Calibration, PLC assessment alignment and next steps, CUPS alignment with core curriculum.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** • Teachers will provide differentiated small group instruction using grade level text during the 90-minute reading block. • Walkthroughs and assessment calibrations through PLC, debriefed in Stocktake to identify high need teachers in their areas of need. Through data analysis teachers will be supported with such personnel: coaches, resources teachers, mentors and/or administration to increase effectiveness.
How is the effectiveness of Tier 1 curriculum being monitored? Walkthroughs, Learning Cycle Calibration, PLC assessment alignment and next steps, Academic coaches, CUPS alignment with core curriculum.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** • Students will receive high-quality, Tier 1 Core ELA instruction through a guaranteed and viable curriculum that is aligned to the Florida standard. • Students are progress monitored through NSGRA running records and DIBELS Oral Reading Fluency assessments • If student progress monitoring shows a deficiency, remediation will take place in teacher-led small-group instruction based on student data and/or intervention periods • English Language Learners are supported through the use of scaffolds and strategies

<table>
<tr><td></td><td>How is instruction modified for students who receive instruction through distance learning?

The Instructional Continuity Plan provides a framework for the manner in which rigorous instruction will be provided to all students through a distance learning platform. Students will receive support through virtual small groups when available. Additionally, students will be supported by scaffolding instruction to meet their needs and increase the effectiveness. Accommodations will be provided for students if needed.</td></tr>
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IF: Student meets the following criteria at beginning of school year:

NSGRA (T2)

Grade	Fall	Winter	Spring
K	Pre-A	A	B-C
1	C	C-D	D-G
2	H	I	J-K
3	J-K	K-L	M

NWEA (T2)

Grade	Fall	Winter	Spring
K	128-136	138-146	145-153
1	147-156	157-166	162-171
2	162-172	171-181	175-185
3	175-186	183-193	186-197

KINDERGARTEN – STAR FLKRS Scale Score 406-499 (T2)

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

TIER 1 instruction and TIER 2 interventions

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

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

| Jan Richardson's Activities | NSGRA and NWEA 3 times per year (Fall, Winter, Spring | NSGRA (T1) | | | | NSGRA (T2) | | | | NSGRA (T3) | | | |

Activities list (left column):

- Jan Richardson's Activities
- Fountas and Pinnell Leveled Literacy Intervention (LLI)
- Journey's Toolkit
- The Support Coach
- Open Court Foundational Skills
- FCRR Activities
- Quick Reads
- Journey's Write-In Reader

NSGRA and NWEA 3 times per year (Fall, Winter, Spring)

NSGRA (T1)

Grade	Fall	Winter	Spring
K	Pre-A-A	B-C	D
1	D-E	F-G	H-J
2	J-K	K-L	M
3	M-N	O	P

Grade	Fall	Winter	Spring
K	>137	>146	>153
1	>156	>166	>171
2	>172	>181	>186
3	>187	>194	>197

NWEA (T1)

NSGRA (T2)

Grade	Fall	Winter	Spring
K	Pre-A	A	B-C
1	C	C-D	D-G
2	H	I	J-K
3	J-K	K-L	M

Grade	Fall	Winter	Spring
K	128-136	138-146	145-153
1	147-156	157-166	162-171
2	162-172	171-181	175-185
3	175-186	183-193	186-197

NWEA (T2)

NSGRA (T3)

Grade	Fall	Winter	Spring
K	Pre-A (0-10)	Pre-A	A
1	Pre-A-A	A-B	C
2	A-E	F	G
3	A-H	I	J

Grade	Fall	Winter	Spring
K	<128	<138	<145
1	<147	<157	<162
2	<162	<171	<175
3	<175	<183	<186

NWEA (T3)

Number of times a week intervention provided	2– 4 times per week	*Number of minutes per intervention session*	A minimum of 20 minutes per session

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

- Students will receive high quality Tier 1 Core ELA instruction
- Students scoring below proficiency will be considered for Tier 2 and receive additional reading support in the six components of reading
- Parents of students in Tier 2 will be notified as soon as the deficiency is noted. Students will receive research-based interventions
- Student strengths and weaknesses are identified and progress monitored through NSGRA running records, regular DIBELS ORF probes, and NWEA Growth MAP assessment (3 times per year) in the areas of oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, and reading comprehension
- Student progress is regularly monitored through the site MTSS team (administrator, coach, and teacher when possible) and the problem-solving team meeting process
- Students will receive pre-teaching of key concepts, academic vocabulary, and the dispelling of common misconceptions linked to standards-based instruction *prior* to the delivery of the Tier 1 or core instruction.
- If student progress monitoring shows a deficiency, remediation will take place in teacher/led small group instruction based on student data and/or intervention periods
- English Language Learners may receive additional academic scaffolds and strategies, which may include the use of digital accommodations or additional classroom support via a paraprofessional.
- Walkthroughs, Learning Cycle Calibration, PLC assessment alignment and next steps, CUPS alignment with core curriculum will all occur.

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

- Students scoring below proficiency will be considered for Tier 2 and receive additional reading support in the six components of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- FCRR Activities (Visible Learning effect size - phonics instruction: .70 *strong;* vocabulary programs: .63 *moderate;* comprehension programs: .55 *moderate;* direct instruction: .60 *moderate*)
- Jan Richardson's Activities (Visible Learning effect size - phonics instruction: .70 *strong*)
- Fountas and Pinnell Leveled Literacy Intervention (ESSA Evidence rating: Strong)
- Journey's Toolkit and Journey's Write-In Reader (ESSA Evidence rating: Strong)
- The Support Coach (Visible Learning effect size - comprehension programs: .55 *moderate*)
- Quick Reads (ESSA Evidence rating: Strong)
- Open Court Foundational Skills (What Works Clearinghouse evidence: potentially positive effects)
- Small group interventions including pull out small groups (no more than 5) will take place 2-4 times per week. (Visible Learning effect size - small group learning: .47 *promising*)

How are Tier 2 interventions modified for students who receive interventions through distance learning?
The Instructional Continuity Plan provides a framework for the manner in which rigorous instruction will be provided to all students through a distance learning platform. Students will receive support through virtual small groups when available. Additionally, students will be supported by scaffolding instruction to meet their needs and increase the effectiveness. Accommodations will be provided for students if needed. Students who participate in the Instructional Continuity Plan will have access to digital progress monitoring tools (NWEA, SchoolCity) that will allow their teacher to identify specific interventions and plan differentiation for student needs.

IF:	Student meets the following criteria at beginning of school year:

NSGRA (T3)

Grade	Fall	Winter	Spring
K	Pre-A (0-10)	Pre-A	A
1	Pre-A-A	A-B	C
2	A-E	F	G
3	A-H	I	J

NWEA (T3)

Grade	Fall	Winter	Spring
K	<128	<138	<145
1	<147	<157	<162
2	<162	<171	<175
3	<175	<183	<186

KINDERGARTEN – STAR FLKRS Scale Score Below 405 (T3)

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

TIER 1 instructi	*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

Corrective Reading

Reading Mastery

Early Interventions in Reading (Multi-sensory)

Fountas and Pinnell Leveled Literacy Intervention

Language Power

Empower Teacher from FCRR

Words their Way (Multi-sensory)

Multi-sensory reading intervention

Direct instruction on phonemic awareness a small group time

Sonday System

Assessment & Frequency: NSGRA and NWEA- 3 times per year (Fall, Winter. Spring)

NSGRA (T2)

Grade	Fall	Winter	Spring
K	Pre-A	A	B-C
1	C	C-D	D-G
2	H	I	J-K
3	J-K	K-L	M

Grade	Fall	Winter	Spring
K	128-136	138-146	145-153
1	147-156	157-166	162-171
2	162-172	171-181	175-185
3	175-186	183-193	186-197

NWEA (T2)

NSGRA (T3)

Grade	Fall	Winter	Spring
K	Pre-A (0-10)	Pre-A	A
1	Pre-A-A	A-B	C
2	A-E	F	G
3	A-H	I	J

Grade	Fall	Winter	Spring
K	<128	<138	<145
1	<147	<157	<162
2	<162	<171	<175
3	<175	<183	<186

NWEA (T3)

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

Number of times a week intervention provided	4-5 times per week	*Number of minutes per intervention session*	A minimum of 20 minutes per session

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

- Students will receive high quality Tier 1 Core ELA instruction
- Students scoring below proficiency will be considered for Tier 2 and receive additional reading support in the six components of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Students scoring below proficiency will be considered for Tier 3 and receive intensive intervention in the six components of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Student strengths and weaknesses are identified and progress monitored through NSGRA running records, regular DIBELS ORF probes, and NWEA Growth MAP assessment (3 times per year) in the areas of oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, and reading comprehension
- Student progress is regularly monitored through the site MTSS team (administrator, coach, and teacher when possible) and the problem-solving team meeting process
- If student progress monitoring shows a deficiency, remediation will take place in teacher/led small group instruction based on student data and/or intervention periods
- English Language Learners may receive additional academic scaffolds and strategies, which may include the use of digital accommodations or additional classroom support via a paraprofessional.
- Small group interventions including pull out small groups (no more than 5) will take place a minimum of two times per week
- Walkthroughs, Learning Cycle Calibration, PLC assessment alignment and next steps, CUPS alignment with core curriculum will all occur

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

- Parents of students in Tier 3 will be notified as soon as the deficiency is noted. Students will receive research-based interventions, such as the:
- FCRR Activities (Visible Learning effect size - phonics instruction: .70 *strong;* vocabulary programs: .63 *moderate;* comprehension programs: .55 *moderate;* direct instruction: .60 *moderate*)
- Jan Richardson activities (Visible Learning effect size - phonics instruction: .70 *strong*)
- Corrective Reading (ESSA Evidence rating: Strong)
- Reading Mastery (What Works Clearinghouse evidence: potentially positive effects)
- Early Interventions in Reading (What Works Clearinghouse evidence: potentially positive effects)
- Language Power (Visible Learning effect size - phonics instruction: .70 *strong;* vocabulary programs: .63 *moderate;* comprehension programs: .55 *moderate;* direct instruction: .60 *moderate*)
- Words Their Way (Visible Learning effect size - phonics instruction: .70 *strong;* vocabulary programs: .63 *moderate*)
- Multi-sensory reading intervention (Visible Learning effect size - phonics instruction: .70 *strong;* vocabulary programs: .63 *moderate;* direct instruction: .60 *moderate*)
- Direct Instruction on phonemic awareness and phonics (Visible Learning effect size - phonics instruction: .70 *strong;* direct instruction: .60 *moderate*)

	• Sonday System (Visible Learning effect size - phonics instruction: .70 *strong;* vocabulary programs: .63 *moderate;* direct instruction: .60 *moderate*)
	How are Tier 3 interventions modified for students who receive interventions through distance learning? The Instructional Continuity Plan provides a framework for the manner in which rigorous instruction will be provided to all students through a distance learning platform. Students will receive support through virtual small groups when available. Additionally, students will be supported by scaffolding instruction to meet their needs and increase the effectiveness. Accommodations will be provided for students if needed. Students who participate in the Instructional Continuity Plan will have access to digital progress monitoring tools (NWEA, SchoolCity) that will allow their teacher to identify specific interventions and plan differentiation for student needs.
References	*Journeys:* https://www.evidenceforessa.org/programs/reading/journeys *Small group/guided reading:* https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ *Next Steps Forward in Guided Reading by Jan Richardson:* https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ *Open Court Foundational Skills:* https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_opencourt_102114.pdf *Fountas and Pinnell Leveled Literacy Intervention:* https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli *FCRR Activities:* https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ *The Support Coach***:** https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ *Quick Reads:* https://www.evidenceforessa.org/programs/reading/quickreads-whole-class *Corrective Reading***:** https://www.evidenceforessa.org/programs/reading/corrective-reading-elementary *Reading Mastery***:** https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/417 *Early Interventions in Reading***:** https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/156 *Language Power:* https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ *Words Their Way:* https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ *Multi-sensory reading intervention:* https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ *Direct Instruction on phonemic awareness and phonics:* https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ *Sonday System:* https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ *Differentiation:* https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017228.pdf *Differentiation:* https://ies.ed.gov/ncee/edlabs/projects/rct_245.asp?section=region

Osceola Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 4 and 5

| IF: | Student meets the following criteria at beginning of school year:

Tier 1 Core Instruction

FSA: Level 3, 4 or 5

NSGRA (T1)

Grade	Fall	Winter	Spring
4	P-Q	R	S
5	S-T	U	V

NWEA (T1)

Grade	Fall	Winter	Spring
4	>197	>202	>205
5	>204	>209	>211

THEN:	**TIER 1 Only**

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

Core Curriculum

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

- Core ELA Textbook: Journeys – (and Comprehensive Language and Literacy Guide) (ESSA Evidence rating: Strong)
- Next Steps Forward in Guided Reading by Jan Richardson (Visible Learning effect size - phonics instruction: .70 *strong*)
- Appropriate leveled text for small group/guided reading (Visible Learning effect size - small group learning: .47 *moderate*)
- Differentiated instruction provided in small group in classroom (teacher led) during the 90-minute block of reading. (What Works Clearinghouse Recommend Practice with strong evidence) |

	Progress Monitoring		
	Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*

NSGRA (Next Step Guided Reading Assessment: August, October, and February

NWEA Universal Screener: August, December, and April

NSGRA (T1)

Grade	Fall	Winter	Spring
4	P-Q	R	S
5	S-T	U	V

NWEA (T1)

Grade	Fall	Winter	Spring
4	>197	>202	>205
5	>204	>209	>211

NSGRA (T2)

Grade	Fall	Winter	Spring
4	L-N	O	P
5	P-Q	R	S

NWEA (T2)

Grade	Fall	Winter	Spring
4	185-196	192-202	194-204
5	193-204	198-209	200-211

How is the effectiveness of Tier 1 instruction being monitored? Walkthroughs, Learning Cycle Calibration, PLC assessment alignment and next steps, CUPS	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* • Teachers will provide differentiated small group instruction using grade level text during the 90-minute reading block. • Walkthroughs and assessment calibrations through PLC, debriefed in Stocktake to identify high need teachers in their areas of need. Through data analysis teachers will be supported with such personnel: coaches, resources teachers, mentors and/or administration to increase effectiveness
How is the effectiveness of Tier 1 curriculum being monitored? Walkthroughs, Learning Cycle Calibration, PLC assessment alignment and next steps, Academic coaches, CUPS alignment with core curriculum.	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* • Students will receive high-quality, Tier 1 Core ELA instruction through a guaranteed and viable curriculum that is aligned to the Florida standard. • Students are progress monitored through NSGRA running records and DIBELS Oral Reading Fluency assessments • If student progress monitoring shows a deficiency, remediation will take place in teacher-led small-group instruction based on student data and/or intervention periods • English Language Learners are supported through the use of scaffolds and strategies

How is instruction modified for students who receive instruction through distance learning?
The Instructional Continuity Plan provides a framework for the manner in which rigorous instruction will be provided to all students through a distance learning platform. Students will receive support through virtual small groups when available. Additionally, students will be supported by scaffolding instruction to meet their needs and increase the effectiveness. Accommodations will be provided for students if needed.

IF:	Student meets the following criteria at beginning of school year:

Student meets the following criteria at beginning of school year:

FSA- level 2

NSGRA (T2)

Grade	Fall	Spring	Winter
4	L-N	O	P
5	P-Q	R	S

NWEA (T2)

Grade	Fall	Spring	Winter
4	185-196	192-202	194-204
5	193-204	198-209	200-211

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

TIER 1 instruction and TIER 2 interventions

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

TIER 2 Programs/ Materials/ Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
Journey's Write-In Reader / Journey's Toolkit / The Support Coach / FCRR Activities / Jan Richardson's activities / Leveled Literacy Interventions / Quick Reads / Appropriate leveled text for small group/guided reading	NSGRA and NWEA- 3 times per year (fall, winter. Spring)	NSGRA (T1) / NWEA (T1)	NSGRA (T2) / NWEA (T2)	NSGRA (T3) / NWEA (T3)

NSGRA (T1)

Grade	Fall	Winter	Spring
4	P-Q	R	S
5	S-T	U	V

NWEA (T1)

Grade	Fall	Winter	Spring
4	>197	>202	>205
5	>204	>209	>211

NSGRA (T2)

Grade	Fall	Winter	Spring
4	L-N	O	P
5	P-Q	R	S

NWEA (T2)

Grade	Fall	Winter	Spring
4	185-196	192-202	194-204
5	193-204	198-209	200-211

NSGRA (T3)

Grade	Fall	Winter	Spring
4	Pre-A – K	L	M
5	Pre-A – N	O	P

NWEA (T3)

Grade	Fall	Winter	Spring
4	<185	<192	<194
5	<193	<198	<200

TIER 2 Interventions			
Number of times a week intervention provided	2– 4 times per week	**Number of minutes per intervention session**	A minimum of 20 minutes per session

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

Walkthroughs, Learning Cycle Calibration, Professional Learning Community assessment alignment and next steps, Curriculum Unit Plans alignment with core curriculum.

- Students will receive high quality Tier 1 Core ELA instruction
- Students scoring below proficiency will be considered for Tier 2 and receive additional reading support in the six components of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Parents of students in Tier 2 will be notified as soon as the deficiency is noted. Students will receive research-based interventions, such as the: FCRR and Jan Richardson activities.
- Student strengths and weaknesses are identified and progress monitored through NSGRA running records, regular DIBELS ORF probes, and NWEA Growth MAP assessment (3 times per year) in the areas of oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, and reading comprehension
- Small group interventions including pull out small groups will take place 2-4 times per week.
- Student progress is regularly monitored through the site MTSS team (administrator, coach, and teacher when possible) and the problem-solving team meeting process
- Students will receive pre-teaching of key concepts, academic vocabulary, and the dispelling of common misconceptions linked to standards-based instruction *prior* to the delivery of the Tier 1 or core instruction.
- If student progress monitoring shows a deficiency, remediation will take place in teacher/led small group instruction based on student data and/or intervention periods
- English Language Learners may receive additional academic scaffolds and strategies, which may include the use of digital accommodations or additional classroom support via a paraprofessional.
- Walkthroughs, Learning Cycle Calibration, PLC assessment alignment and next steps, CUPS alignment with core curriculum will all occur.

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

- Students scoring below proficiency will be considered for Tier 2 and receive additional reading support in the six components of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- FCRR Activities (Visible Learning effect size - phonics instruction: .70 *strong;* vocabulary programs: .63 *moderate;* comprehension programs: .55 *moderate;* direct instruction: .60 *moderate*)
- Jan Richardson's Activities (Visible Learning effect size - phonics instruction: .70 *strong*)
- Fountas and Pinnell Leveled Literacy Intervention (ESSA Evidence rating: Strong)
- Journey's Toolkit and Journey's Write-In Reader (ESSA Evidence rating: Strong)
- The Support Coach (Visible Learning effect size - comprehension programs: .55 *moderate*)
- Quick Reads (ESSA Evidence rating: Strong)
- Appropriate leveled text for small group/guided reading (Visible Learning effect size - small group learning: .47 *promising*)

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

The Instructional Continuity Plan provides a framework for the manner in which rigorous instruction will be provided to all students through a distance learning platform. Students will receive support through virtual small groups when available. Additionally, students will be supported by scaffolding instruction to meet their needs and increase the effectiveness. Accommodations will be provided for students if needed. Students who participate in the Instructional Continuity Plan will have access to digital progress

	monitoring tools (NWEA, SchoolCity) that will allow their teacher to identify specific interventions and plan differentiation for student needs.
IF:	Student meets the following criteria at beginning of school year: FSA- level 1

NSGRA (T3)

Grade	Fall	Winter	Spring
4	Pre-A – K	L	M
5	Pre-A – N	O	P

NWEA (T3)

Grade	Fall	Winter	Spring
4	<185	<192	<194
5	<193	<198	<200

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 in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
Reading Mastery	NSGRA and NWEA- 3 times per year (fall, winter. Spring)	**NSGRA (T2)**	**NSGRA (T3)**
Corrective Reading			
Early Interventions in Reading			
FCRR Activities - Multisensory			
Multi-sensory reading intervention			
Direct Instruction on phonics and letter sounds during small group time		**NWEA (T2)**	**NWEA (T3)**
Sonday system			
Words their Way			
Fountas and Pinnell Leveled Literacy Intervention			
Language Power			

NSGRA (T2)

Grade	Fall	Winter	Spring
4	L-N	O	P
5	P-Q	R	S

NSGRA (T3)

Grade	Fall	Winter	Spring
4	Pre-A – K	L	M
5	Pre-A – N	O	P

NWEA (T2)

Grade	Fall	Winter	Spring
4	185-196	192-202	194-204
5	193-204	198-209	200-211

NWEA (T3)

Grade	Fall	Winter	Spring
4	<185	<192	<194
5	<193	<198	<200

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	4-5 times per week	*Number of minutes per intervention session*	20-30 minutes

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

- Students will receive high quality Tier 1 Core ELA instruction
- Students scoring below proficiency will be considered for Tier 2 and receive additional reading support in the six components of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Students scoring below proficiency will be considered for Tier 3 and receive intensive intervention in the six components of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Student strengths and weaknesses are identified and progress monitored through NSGRA running records, regular DIBELS ORF probes, and NWEA Growth MAP assessment (3 times per year) in the areas of oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, and reading comprehension
- Student progress is regularly monitored through the site MTSS team (administrator, coach, and teacher when possible) and the problem-solving team meeting process
- If student progress monitoring shows a deficiency, remediation will take place in teacher/led small group instruction based on student data and/or intervention periods
- English Language Learners may receive additional academic scaffolds and strategies, which may include the use of digital accommodations or additional classroom support via a paraprofessional.
- Small group interventions including pull out small groups (no more than 5) will take place a minimum of four times per week
- Walkthroughs, Learning Cycle Calibration, PLC assessment alignment and next steps, CUPS alignment with core curriculum will all occur

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

- Parents of students in Tier 3 will be notified as soon as the deficiency is noted. Students will receive research-based interventions, such as the:
- FCRR Activities (Visible Learning effect size - phonics instruction: .70 *strong;* vocabulary programs: .63 *moderate;* comprehension programs: .55 *moderate;* direct instruction: .60 *moderate*)
- Jan Richardson activities (Visible Learning effect size - phonics instruction: .70 *strong*)
- Corrective Reading (ESSA Evidence rating: Strong)
- Reading Mastery (What Works Clearinghouse evidence: potentially positive effects)
- Early Interventions in Reading (What Works Clearinghouse evidence: potentially positive effects)
- Fountas and Pinnell Leveled Literacy Intervention (ESSA Evidence rating: Strong)
- Language Power (Visible Learning effect size - phonics instruction: .70 *strong;* vocabulary programs: .63 *moderate;* comprehension programs: .55 *moderate;* direct instruction: .60 *moderate*)
- Words Their Way (Visible Learning effect size - phonics instruction: .70 *strong;* vocabulary programs: .63 *moderate*)
- Multi-sensory reading intervention (Visible Learning effect size - phonics instruction: .70 *strong;* vocabulary programs: .63 *moderate;* direct instruction: .60 *moderate*)
- Direct Instruction on phonemic awareness and phonics (Visible Learning effect size - phonics instruction: .70 *strong;* direct instruction: .60 *moderate*)
- Sonday System (Visible Learning effect size - phonics instruction: .70 *strong;* vocabulary programs: .63 *moderate;* direct instruction: .60 *moderate*)

	How are Tier 3 interventions modified for students who receive interventions through distance learning? The Instructional Continuity Plan provides a framework for the manner in which rigorous instruction will be provided to all students through a distance learning platform. Students will receive support through virtual small groups when available. Additionally, students will be supported by scaffolding instruction to meet their needs and increase the effectiveness. Accommodations will be provided for students if needed. Students who participate in the Instructional Continuity Plan will have access to digital progress monitoring tools (NWEA, SchoolCity) that will allow their teacher to identify specific interventions and plan differentiation for student needs.
References	***Journeys:*** https://www.evidenceforessa.org/programs/reading/journeys ***Small group/guided reading:*** https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ ***Next Steps Forward in Guided Reading by Jan Richardson*** https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ ***Fountas and Pinnell Leveled Literacy Intervention:*** https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli ***FCRR Activities:*** https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ ***The Support Coach:*** https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ ***Quick Reads*** https://www.evidenceforessa.org/programs/reading/quickreads-whole-class ***Corrective Reading:*** https://www.evidenceforessa.org/programs/reading/corrective-reading-elementary ***Reading Mastery:*** https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/417 ***Early Interventions in Reading:*** https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/156 ***Language Power*** https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ ***Words Their Way*** https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ ***Multi-sensory reading intervention*** https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ ***Direct Instruction on phonemic awareness and phonics*** https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ ***Sonday System*** https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ ***Differentiation:*** https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017228.pdf ***Differentiation:*** https://ies.ed.gov/ncee/edlabs/projects/rct_245.asp?section=region

Osceola Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8	
IF:	Student meets the following criteria at beginning of school year: *Prior, Prior FSA Scale Score Level 3 or higher or* *RIT Score on first administration of NWEA:* *6th Grade 210 or higher* *7th Grade 214 or higher* *8th Grade 218 or higher*
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.

- HMH Collections (ESSA Evidence rating: Strong)
- Achieve Literacy - 2 articles a week (ESSA Evidence rating: Strong)
- Differentiated instruction provided in small group in classroom (teacher-led). (What Works Clearinghouse Recommend Practice with strong evidence)

Progress Monitoring

Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria that would prompt addition of Tier 2 interventions*
NWEA: Fall, Winter, Spring	NWEA RIT Scores 6th Grade 210-350 7th Grade 214-350 8th Grade 218-350	NWEA RIT Scores 6th Grade 199-210 7th Grade 203-214 8th Grade 207-218
How is the effectiveness of Tier 1 instruction being monitored? Learning Cycle Visits, Admin Observations, District level Formatives, Achieve 3000 lexile growth, and Osceola Writes	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** • Teachers will provide differentiated instruction using grade level text. • PLCs are embedded within district expectations and include required weekly meeting times to review data in order to inform instruction. • The district uses a Learning Cycle Tool, visiting every classroom, in order to collect data and ensure a guaranteed and viable curriculum is in place as well as research based instructional practices. • Schools will debrief in Stocktake to identify high need teachers, their areas of need, and support. Support provided by coaches, resource teachers, mentors, and/or administration. • Literacy Coaches are consistently trained in monthly meetings to identify and intervene when support is needed in core, Tier 1 instruction using research-based best practices.	

How is the effectiveness of Tier 1 curriculum being monitored? Learning Cycle Visits, Admin Observations, District level Formatives, Achieve 3000 lexile growth, and Osceola Writes	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** • Students will receive high-quality, Tier 1 Core ELA instruction through a guaranteed and viable curriculum that is aligned to the Language Arts Florida standards. • Through learning cycle debriefs, teachers needing support in providing the guaranteed and viable curriculum will receive coaching support provided by coaches, district resource teachers, mentors, and/or administration. • Literacy Coaches continuously work with teachers to provide best practices in the use of pacing guides and curriculum maps to plan effective instruction.

How is instruction modified for students who receive instruction through distance learning?
The Instructional Continuity Plan provides a framework for the manner in which rigorous instruction will be provided to all students through a distance learning platform. Students will receive support through virtual small groups by scaffolding instruction to meet their needs and increase the effectiveness. Students will receive accommodations when needed. Students who participate in the Instructional Continuity Plan will have access to digital progress monitoring tools (NWEA, SchoolCity) that will allow their teacher to identify specific interventions and plan differentiation for student needs.

IF:	Student meets the following criteria at beginning of school year: *Prior, Prior FSA Scale Score Level 2 or higher or* *Rank RIT Score on first administration of NWEA:* *6th Grade 201 - 211* *7th Grade 205 - 214* *8th Grade 207 - 216*
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions

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

TIER 2 Programs/Materials/ Strategies & Duration	**TIER 2 Progress Monitoring**			
	Assessment & Frequency	***Performance Criteria to discontinue Tier 2 intervention***	***Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that would prompt addition of Tier 3 interventions***
Achieve Literacy	Lexile Growth Monthly	Lexile 6th - 925 7th - 970 8th - 1010	Lexile 6th - <925 7th - <970 8th - <1010	Lexile 6th - <560 7th - <630 8th - <665

Curriculum & Associates Ready Florida ELA (LAFS)	NWEA: Fall, Winter, Spring	NWEA RIT 6th > 210 7th > 214 8th > 218	NWEA RIT 6th – 199 - 210 7th – 203 - 214 8th – 207 - 218	NWEA RIT 6th - 100 - 199 7th - 100 - 203 8th - 100 - 207
Research/Reading Course (Acceleration Program)	DIBELS - Monthly	Mid-Year 6th > 126 7th > 130 8th > 126 End of Year 6th > 137 7th > 133 8th > 134	Mid-Year 6th 117-126 7th 121-130 8th 116-126 End of Year 6th 125-137 7th 121-133 8th 125 -134	Mid-Year 6th < 117 7th < 121 8th < 116 End of Year 6th < 125 7th < 121 8th < 125

Number of times a week intervention provided	4-5 times per week	*Number of minutes per intervention session*	45 min. sessions

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

Each middle school offers intervention time built in the master schedule and students are assigned to specific interventions based on needs that present in the norm-referenced and teacher criterion-based data, including NWEA MAP Growth assessment RIT scores, Achieve 3000, and DIBELS MAZE and ORF. Tier 2 intervention supports core instructional using common standards and unit themes. These interventions are designed to provide scaffolds and strategies that help students access the core Tier 1 instruction while supporting their areas of growth. Interventions are provided through research-based programs that are aligned with the core curriculum provided at Tier 1.

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

- Achieve Literacy (ESSA Evidence rating: Strong)
- Curriculum & Associates iReady Toolbox and Florida ELA LAFS Workbooks (ESSA Evidence rating: Moderate for Middle School Grades)
- Research/Reading Program (Visible Learning effect size - acceleration program: .68 *moderate*)

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

The Instructional Continuity Plan provides a framework for the manner in which rigorous instruction will be provided to all students through a distance learning platform. Students will receive support through virtual small groups by scaffolding instruction to meet their needs and increase the effectiveness. Students will receive accommodations when needed.

Students who participate in the Instructional Continuity Plan will have access to digital progress monitoring tools (NWEA, SchoolCity) that will allow their teacher to identify specific interventions and plan differentiation for student needs. Teachers will reach out to students individually to support small group (3-5) instruction and scaffold assignments where appropriate.

IF:	Student meets the following criteria at beginning of school year: *Prior, Prior FSA Scale Score Level 1 or higher or Rank RIT Score on first administration of NWEA:* *6th Grade 100 - 199* *7th Grade 100 - 203* *8th Grade 100 - 207*
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

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

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
Rotational model of instruction with teacher led small groups (5-7 students)	NWEA MAP Growth – Fall, Winter, Spring Achieve Lexile Growth – Monthly DIBELS – bi-monthly	NWEA RIT 6th - > 199 7th - > 203 8th - > 207	NWEA RIT 6th - < 199 7th - < 203 8th - < 207
Curriculum & Associates Teacher Toolbox targeted lessons		DIBELS	DIBELS
Intensive Reading Course – Achieve Literacy			
Words Their Way			

DIBELS (remove criteria):
	Mid-year	End of year
6th	>116	>124
7th	>120	>120
8th	>114	>124

DIBELS (prompt changes criteria):
	Mid-year	End of year
6th	<117	<125
7th	<121	<121
8th	<115	<125

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	2-4 times per week	*Number of minutes per intervention session*	20 – 30 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?

- Teachers, school resource specialists, or instructional coaches will support 1:1 or small group (3-5) standards-based and strategy-based lessons to support specific areas of need related to six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension).
- NWEA will provide an achievement level descriptor and a learning continuum to determine specific learning targets for remediation.

(Left vertical heading: **TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions**)

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

- Rotation model of instruction with teacher led small groups (Visible Learning effect size – small group instruction: .47 *promising*)
- Curriculum & Associates Teacher Toolbox (ESSA Evidence rating: Moderate for Middle School Grades)
- Intensive Reading Course: Achieve Literacy (ESSA Evidence rating: Strong)
- Word Their Way Targeted Interventions (Visible Learning effect size - direct instruction: .60 *moderate;* deliberate practice: .79 *strong*)

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

The Instructional Continuity Plan provides a framework for the manner in which rigorous instruction will be provided to all students through a distance learning platform. Students will receive support through virtual small groups by scaffolding instruction to meet their needs and increase the effectiveness. Students will receive accommodations when needed.

Students who participate in the Instructional Continuity Plan will have access to digital progress monitoring tools (NWEA, SchoolCity) that will allow their teacher to identify specific interventions and plan differentiation for student needs. Teachers will reach out to students individually to support 1:1 or small group (3-5) instruction and scaffold assignments where appropriate.

References

Small group/guided reading: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/
Curriculum & Associates Teacher Toolbox: https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf
https://www.evidenceforessa.org/programs/reading/achieve3000-secondary
Achieve Literacy: https://www.evidenceforessa.org/programs/reading/achieve3000-secondary
Words Their Way: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/
Sonday System: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/
Acceleration: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/
Differentiation: https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017228.pdf
Differentiation: https://ies.ed.gov/ncee/edlabs/projects/rct_245.asp?section=region

Osceola Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9-12	
IF:	Student meets the following criteria at beginning of school year: *Prior, Prior FSA Scale Score Level 3 or higher; PSAT or SAT percentile rank of 50% or higher; or Rank RIT Score on first administration of NWEA:* *9th Grade 219 or higher* *10th Grade 221 or higher* *11th & 12th Grade: Prior 3 or higher on 10th grade FSA ELA*
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.

- HMH Collections (ESSA Evidence rating: Strong)
- Achieve Literacy - 2 articles a week (ESSA Evidence rating: Strong)
- Khan Academy - 30 minutes/ week (Visible Learning effect size – master learning: .57 *moderate*)
- Differentiated instruction provided in small group in classroom (teacher-led). (What Works Clearinghouse Recommend Practice with strong evidence)

Progress Monitoring

Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria that would prompt addition of Tier 2 interventions*
NWEA: Fall, Winter, Spring PSAT (Annual) Weekly practice on Khan Academy (SAT practice) and FSA Standards	NWEA RIT Scores 9th Grade 219 or higher 10th Grade 221 or higher PSAT/SAT/ACT 11th Grade 50-100 percentile 12th Grade 50-100 percentile	NWEA RIT Scores 9th Grade 206-219 10th Grade 209-221 PSAT/SAT/ACT 11th Grade 1-49 percentile 12th Grade 1-49 percentile
How is the effectiveness of Tier 1 instruction being monitored? For grades 9 and 10 district formative assessments, NWEA, and Osceola Writes	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** PLCs are part of the fabric of district expectations with required meeting times weekly to review data in order to inform instruction. The district uses a Learning Cycle Tool, visiting every classroom, in order to collect data and make sure consistent instruction is in place.	

are used to inform instruction and monitor student progress. Osceola Writes will be used for grade 11 and will include standards-based reading questions.	The Learning Cycle Tool provides trends that need to be monitored and improve instructional practices. Literacy Coaches are consistently trained in monthly meetings to identify and intervene when concerns arrive in core, Tier 1 instruction using research based best practices.
How is the effectiveness of Tier 1 curriculum being monitored? The use of formative assessments and Learning Cycle Tool data provide specific and ongoing feedback to ensure implementation of a guaranteed and viable curriculum.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** The coaching cycle is used to support teachers who need assistance in delivery of content and improved pedagogy. The formative assessments indicate trends when there is a specific issue with one or more standards. The Learning Cycle Tool assists with data that shows if instruction has improved.

How is instruction modified for students who receive instruction through distance learning?

Instructional Continuity Plans provide a framework based on the Curriculum Unit Plans. For the digital experiences, instruction has been chunked into more digestible bites so that students can engage more effectively but maintain a rigorous course of study. Audio and video are embedded where possible. Teachers offer live instruction via the TEAMS platform, pull small groups through individual channels where appropriate, and use modified instructional tools such as Socratic Seminar. Scaffolds and Language Goals are embedded into the CUPs to provide support for ELL students. Accommodations are provided for students as appropriate through the digital platform. Students who participate in the Instructional Continuity Plan will have access to digital progress monitoring tools (NWEA, SchoolCity) that will allow their teacher to identify specific interventions and plan differentiation for student needs.

IF:	Student meets the following criteria at beginning of school year: *Prior, Prior FSA Scale Score Level 1 and some 2 or RIT Score on first administration of NWEA:* *9th Grade 206-209* *10th Grade 209-221* *11th or 12th Grade: Prior 10th Grade FSA ELA Achievement Level 2*
THEN:	**TIER 1 instruction and TIER 2 interventions**
TIER 1 instruction	*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*
Achieve 3000	2 Lessons per week Level Set 3 per year	9th Grade 1050 or above 10th Grade 1180 or above	9th Grade below 1050 10th Grade below 1180	9th Grade below 990 10th Grade below 1040
Teengagement	Assessment 6 times per year	Student meets or exceeds proficiency	Student fails to meet or demonstrate mastery on a consistent basis	Student falls below proficiency
Number of times a week intervention provided	4-5 times a week	*Number of minutes per intervention session*		45 minutes

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

High schools offer intervention time built into the master schedule and intentionally assign students based on data. Tier 2 intervention time supports core instruction using common standards and unit themes. Students will complete the regular Level Set on Achieve 3000 and shows how students are doing compared to school, district, and national norms.

Students who are not responding to their interventions will be provided specific supports, independent teacher support, and small group pullout aligned to their areas of need.

All schools have an MTSS Problem Solving Team that meets at least bi-weekly to address academic as well as behavioral concerns.

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

The Curriculum Unit Plans encompass research-based programs and strategies such as Achieve 3000 and Teengagement. Each program used in Tier 2 interventions provide strong evidence and the Learning Cycle Tool supports programs with moderate support that is continuous throughout the school year.

- Achieve Literacy (ESSA Evidence rating: Strong)
- Teengagement (CIC Planning Group evidence rating: Moderate)

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

Instructional Continuity Plans provide a framework based on the Curriculum Unit Plans. For the digital experiences, instruction has been chunked into more digestible bites so that students can engage more effectively but maintain a rigorous course of study. Audio and video are embedded where possible. Teachers offer live instruction via the TEAMS platform, pull small groups through individual channels where appropriate, and use modified instructional tools such as Socratic Seminar. Scaffolds and Language Goals are embedded into the CUPs to provide support for ELL students. Accommodations are provided for students as appropriate through the digital platform. Students who participate in the Instructional

	Continuity Plan will have access to digital progress monitoring tools (NWEA, SchoolCity) that will allow their teacher to identify specific interventions and plan differentiation for student needs.

IF:	Student meets the following criteria at beginning of school year: *RIT Score on first administration of NWEA:* *9th Grade 175-206* *10th Grade 175-209* *11th or 12th Grade: Prior 10th Grade FSA ELA Achievement Level 1*
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*
Achieve 3000	2 Lessons/week 3 Level sets/year	9th Grade above 990 10th Grade above 1040	9th Grade below 990 10th grade below 1040
Teengagement	Assessment 6 per year	Student meets or exceeds proficiency	Student falls below proficiency
Building Vocabulary - Teacher Created Materials	Pre and Post assessments; district progress monitoring assessments	Student meets or exceeds proficiency (60% or greater) on standards assessment	Student falls below proficiency (60%) on standards-based assessment

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	3 – 5 times per week	*Number of minutes per intervention session*	30 minutes per session minimum

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

There are pre and post assessments to measure the effectiveness of the intervention as well as progress monitoring throughout. Student data is collected frequently so interventions are appropriate. The use of data from Achieve 3000 and Teengagement provide ongoing data points so interventions meet the needs of students. Students will receive additional support through alternative scheduling options to include individual support from teachers and literacy coaches.

	How the use of the programs/materials/strategies is supported by strong, moderate, or promising evidence. High schools offer intervention time built into the master schedule and intentionally assign students based on data. Tier 3 intervention time supports core instruction using common standards and unit themes. All schools have an MTSS Problem Solving Team that meets at least bi-weekly to address academic as well as behavioral concerns. Students receiving Tier 3 interventions are pulled in small groups and provided interventions at least once per week based on data. - Achieve Literacy (ESSA Evidence rating: Strong) - Teengagement (CIC Planning Group evidence rating: Moderate) - Building Vocabulary (Visible Learning effect size – vocabulary programs: .62 *moderate;* direct instruction: .60 *moderate;* small group learning: .47 *promising)*
	How are Tier 3 interventions modified for students who receive interventions through distance learning? Instructional Continuity Plans provide a framework based on the Curriculum Unit Plans. For the digital experiences, instruction has been chunked into more digestible bites so that students can engage more effectively but maintain a rigorous course of study. Audio and video are embedded where possible. Teachers offer live instruction via the TEAMS platform, pull small groups through individual channels where appropriate, and use modified instructional tools such as Socratic Seminar. Scaffolds and Language Goals are embedded into the CUPs to provide support for ELL students. Accommodations are provided for students as appropriate through the digital platform. Teachers reach out to students individually to support one-on-one instruction and modify assignments where appropriate. Multiple avenues are used to keep in personal touch with students to include the TEAMS platform, Remind, Jabber, Channels within TEAMS specific to student needs. Timelines are also modified to best meet the needs of students. Students who participate in the Instructional Continuity Plan will have access to digital progress monitoring tools (NWEA, SchoolCity) that will allow their teacher to identify specific interventions and plan differentiation for student needs.
References	***Small group/guided reading:*** https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ ***Achieve Literacy:*** https://www.evidenceforessa.org/programs/reading/achieve3000-secondary ***Building Vocabulary:*** https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ ***Teengagement:*** https://www.wakullaschooldistrict.org/_theme/files/Instructional%20Services/Teengagement-White-Paper-Design-Results-Research.pdf ***Acceleration:*** https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ ***Differentiation:*** https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017228.pdf ***Differentiation:*** https://ies.ed.gov/ncee/edlabs/projects/rct_245.asp?section=region