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.

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Plan Information

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

The contents of our Comprehensive Evidence-Based Reading Plan are communicated in the following ways:

- Meetings with principals, assistant principals, and ILCs who will share information with teachers
- Monthly cross-department meetings including intervention services, ESE, curriculum departments
- Posted on the SJCSD website
- Shared with the SJCSD School Board

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	Language for Learning, some WIDA oral component ESOL students Language Lab, SRA Reading Recovery, **K-2 Report Card** (speaking and listening standards): *Participates in collaborative conversation about grade-level topics and texts*	Language screenings by SLP teacher observation	Administration of Language for Learning upon MTSS request teacher observation	as needed quarterly
Phonological awareness	Grade-level placement for phonological awareness domain *(i.e., rhyming, alliterations, syllables)*	Diagnostic	i-Ready Diagnostic computer-based assessment	2-3 times per year
Phonics	Grade-level placement for phonics *(i.e., names and sounds of letters, decoding)* and High Frequency Words domain *(i.e., sight word knowledge)* Knowledge of letters, sounds, and sight words; decoding skills	Diagnostic Screener	i-Ready Diagnostic computer-based assessment **WADE**- Wilson Assessment of Decoding and Encoding **CORE**(Consortium on Reading Excellence) Phonics and Phoneme Segmentation Test **DIBELS**- Dynamic Indicators of Early Literacy Skills-8th **FOX in a Box** **DRA-2**-Developmental Reading Assessment Second Edition **DAR**- Diagnostic Assessment of Reading 2nd Edition **TOWRE-2** Test of Word Reading Efficiency-Second Edition SIPPS Face-to-face assessment with teacher	2-3 times per year One time to identify placement
Fluency	Rate, accuracy, and prosody (fluency) of grade-level passages	Diagnostic	Face-to-face assessment with teacher using Developmental Reading Assessment or	1-4 times per year

			Benchmark Assessment System (i.e., running record)	
Vocabulary	Grade-level placement for vocabulary domain *(i.e., word meaning, word parts – affixes, suffixes, base words)*	Diagnostic	i-Ready Diagnostic computer-based assessment	2-3 times per year
	FSA (3rd – 10th)	State assessment	FSA administration	State testing window
Comprehension	Grade-level placement for Comprehension: Literature domain & Informational Text domain *(i.e., use of comprehension strategies)*	Diagnostic	i-Ready Diagnostic computer-based assessment	2-3 times per year
	FSA (3rd – 10th)	State assessment	FSA administration	State testing window

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?
i-Ready Diagnostic (gr 6-8, level 1 and 2)	Grade-level placement for phonological awareness, phonics, vocabulary, comprehension domains	Diagnostic	i-Ready Diagnostic computer-based assessment	2-3 times per year
Achieve 3000 (gr. 9-12, level 1 and 2)	Lexile level	Diagnostic	Achieve 3000 Level Set computer-based assessment	2-3 times per year
SIPPS (Bottom Quartile)	Knowledge of letters, sounds, and sight words; decoding skills	Screener	SIPPS Face-to-face assessment with teacher	One time to identify placement
Rewards (Bottom Quartile)	phonics	Screener	San Diego Quick and Multisyllabic Word Test face-to-face assessment with teacher	2 times per year
District-created exam	Comprehension and vocabulary	District summative	Computer-based or paper/pencil	Up to 2 times per year
EOC and FSA	Comprehension and vocabulary	State summative	Computer-based	1 time per year

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?*
Three times per year; curriculum, ESE, planning and accountability, intervention services; ESOL	**Four-Step Problem Solving Process** • Define the problem or goal • Analyze the problem and relevant data • Implement an intervention plan • Evaluate the intervention for effectiveness	Principals receive data analysis from i-Ready mid-year and end-of-year diagnostic testing School administration access data through Performance Matters and eSchool Plus data dashboard	Annual fidelity check feedback Individual conversations as needed SIP process Title I admin meetings	Directors for Instructional Services K-12 Literacy Coordinator

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	District Reading Contact and K-12 Literacy Coordinator	Principal meets with PLC teams	Weekly	EEE data/feedback Reading walkthrough checklist	Quarterly by District Reading Contact
Data chats	School-based administration	Principal meets with PLC teams	Continuously through the PLC process	PLC teams access data through eSchool Plus data dashboard and Performance Matters for analysis	During weekly PLC team meetings
Reading Leadership Team per 6A-6.053(3) F.A.C.	School-based administration	Principal meets with PLC teams	Quarterly	PLC teams access data through eSchool Plus data dashboard and Performance Matters for analysis	Quarterly by District Reading Contact
Monitoring of plan implementation	School-based administration	Principal or designee meets with the Reading Leadership Team	Quarterly	PLC teams access data through eSchool Plus data dashboard and Performance Matters for analysis	Quarterly by District Reading Contact

Implementation and Progress-monitoring		
What problem-solving steps are in place for	How are concerns communicated if it is determined that the plan is	How will district leadership provide

making decisions based on data?	not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	plan implementation oversight, support and follow-up?
Four-Step Problem Solving Process • Define the problem or goal • Analyze the problem and relevant data • Implement an intervention plan • Evaluate the intervention for effectiveness	The MTSS Core Team identifies areas of concern following a review of school wide data. These concerns are addressed through professional development; the introduction of an appropriate Tier 1, 2, or 3 level intervention; or an adjustment to curriculum pacing. If the concern is specific to one classroom or instructional leader, the focus is on the Tier 1 level within that classroom and professional development specific to that instructional leader.	Training Fidelity checks ILC support Student Progression Plan

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	Principal meetings and district email communication, PD calendar	Data is being collected by Principals and ILCs to ensure training is provided and academic improvement is being tracked	Annually through the school-based fidelity checks and School Improvement Plans	The Curriculum Department and the Accountability and Assessment Department	Principal evaluator
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Principal meetings and district email communication, PD calendar	Through classroom observations and specific constructive feedback to struggling teachers	This will vary by school, but will be reviewed at least 3 times during the year as progress monitoring data is collected	The Curriculum Department and the Accountability and Assessment Department	Principal evaluator
Identification of mentor teachers	Principal meetings and district email communication	Mentoring log documentation of training/coaching assistance being provided by Mentors chosen by the Principals	At the end of the School year, the schools will inform the Curriculum Department of the SJCSD teacher mentors who completed successful mentorship	The Curriculum Department and the Accountability and Assessment Department	Principal evaluator
Establishing of model classrooms within the	Principal meetings and	Through classroom observations and	This will vary by schools but will be reviewed	The Curriculum Department and the	Principal evaluator

school	district email communication	support from the District Curriculum program specialists	annually through the school-based fidelity checks and School Improvement Plans	Accountability and Assessment Department	
Providing teachers with time weekly to meet for professional development including lesson study and PLCs	Principal meetings	Meeting minutes and attending PLCs	Annually via the district-negotiated calendar	The Curriculum Department and the Accountability and Assessment Department	Professional Development Department Curriculum Department

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	annually through the school scheduling process and Student Progression Plan	Classroom walkthroughs and school master schedules	Fidelity check form; master schedule; Survey data collection	State Reporting	Annually through state-reporting surveys
Small group differentiated instruction in order to meet individual student needs	annually through the school scheduling process and Student Progression Plan	Classroom walkthroughs and school master schedules	Fidelity check form; master schedule; Survey data collection	State Reporting	Annually through state-reporting surveys

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?

- Summer Reading program for grades 1, 2, 3 ($235,500)
- Instructional Literacy Coaches at 24 elementary/K-8 schools will be focused on teachers of students with substantial reading deficiencies in grades K-3 ($1,200,000) 24 x $50,000; plus District Literacy Coach focused on teachers of students with substantial reading deficiencies in grades K-3 ($47,330)
- Instructional Coaches for MS/HS will be focused on teachers of students with substantial reading deficiencies. ($387,425)
- District expenditures on supplemental materials for elementary schools, iReady Teacher Toolbox for reading ($100,000)
- District expenditures on supplemental materials for secondary schools, middle school intensive reading; iReady online instruction for reading ($27,000); Curriculum Associates LAFS books for MS IR classes ($10,000)
- District Professional Development: Wilson level 1 Certification for one teacher to focus support on teachers of students with substantial reading deficiencies in grades K-3 ($2500); iReady online instruction for MS IR teachers ($10,500)

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	15,000
District expenditures on reading coaches assigned to elementary schools	1,247,330
District expenditures on reading coaches assigned to secondary schools	387,425
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	100,000
District expenditures on supplemental materials or interventions for secondary schools	37,000
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	13,000
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	235,500
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	2,035,255
Amount of District Research-Based Reading Instruction Allocation	2,035,255

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?

SIPPS, Wilson Reading

Will students in grades other than 3 be served also? Yes ☒ No ☐
If yes, which grade levels? __1st and 2nd grades_____

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)

> District-=wide data is evaluated to determine number of students
>
> The district reviews the number of students who score a level 1 or level 2 at each school to determine the greatest need based on student performance data in reading.
>
> The schools with literacy coaches funded through the RBRIA have been identified as having the greatest need based upon student data, including FSA/achievement gap subgroup data and progress-monitoring data.

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?

> Principal meetings, fidelity check, job description

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

> Monthly ILC meetings; Director for Elementary Instructional Services and Coordinator for K-12 Literacy

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?*
Principal meetings	Monthly calendars	Discussions through ILC meetings	School-based decision	**Four-Step Problem Solving Process** • Define the problem or goal • Analyze the problem and relevant data • Implement an intervention plan • Evaluate the intervention for effectiveness

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-5 (elementary)

IF:	Student meets the following criteria at beginning of school year:						
	TOOL	**Kindergarten**	**First Grade**	**Second Grade**	**Third Grade**	**Fourth Grade**	**Fifth Grade**
	FSA					Level 3 or above	Level 3 or above
	iReady	>361	>433	>488	>510	>556	>580
	DRA/BAS	**DRA**: A or 1 **BAS**: A	**DRA**: 8 **BAS**: E	**DRA**: 18 **BAS**: J	**DRA**: 30 **BAS**: M/N	**DRA**: 40 **BAS**: P/Q	**DRA**: 50 **BAS**: S/T
	FLKRS	Scale score of 437 or more					

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 CURRICULUM RESOURCES
- Collaborative Literacy from Collaborative Classroom *(Research Base)*
  - Being a Reader (K-2 phonics)
  - Making Meaning (K-5 comprehension)
- Ready Teacher Toolbox (K-5 comprehension, 2-5 language skills) *(Research Support for Ready and ESSA)*

Progress Monitoring

Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
• Being a Reader (BaR) Placement Assessment – beginning of the school year (K-2) • Being a Reader (BaR) Mastery Tests – every 4-8 weeks (K-2) • Standards-based comprehension assessments (every 2-4 weeks)	• BaR: Kindergarten students working in Sets 1 and 2 • BaR: First Graders working in Sets 3, 4, and 5 • BaR: Second Graders working in Sets 6 and above • Standards-based Assessments: 70% average or higher	• BaR: K-2 student not progressing through the sets • Standards-based Assessments: 69% average or below

	How is the effectiveness of Tier 1 instruction being monitored? • PLC common formative & summative assessments • iReady diagnostic three times a year • iReady Progress Monitoring (school-based) • iReady Online Instructional Path (school-based) • Being a Reader mastery tests (K-2)	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* • Grade-level PLC common assessments and data analysis • Teacher observation and feedback
	How is the effectiveness of Tier 1 curriculum being monitored? • PLC common formative & summative assessments • iReady diagnostic three times a year • iReady Progress Monitoring (school-based) • iReady Online Instructional Path (school-based) • Being a Reader mastery tests (K-2)	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* Grade-level PLC common assessments and data analysis
	How is instruction modified for students who receive instruction through distance learning? Flexible due dates, flipped classrooms model, live remote and recorded lessons, individual/small group conferencing with feedback	

IF: Student meets the following criteria at beginning of school *year (equivalent of one year behind):*

TOOL	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
FSA					Level 1 or 2	Level 1 or 2
iReady	100-361	347-433	419-488	474-510	496-556	542-580
DRA/ BAS	**DRA**: <A or 1 **BAS**: <A	**DRA**: A or 1 **BAS**: A	**DRA**: 8 **BAS**: E	**DRA**: 18 **BAS**: J	**DRA**: 30 **BAS**: M/N	**DRA**: 40 **BAS**: P/Q
FLKRS	Scale score of 437 or less					

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*

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Screener for placement; mastery tests every 10 lessons	Student masters grade-level skills within a SIPPS level (i.e., Beginning = K, Extension = 1st, Challenge = 2nd)	Student shows progress on mastery tests every 10 lessons (80% or above) and moves on to the next lesson/level	Student fails to show progress on mastery tests every 10 lessons (79% or below) and needs the reteach lessons implemented
Reading Excellence: Word Attack and Rate Development Strategies (REWARDS)	Screener for placement; End-of-Unit Check Up every five lessons	Consistent scores of 100 on Check Up assessments	Student shows progress on Check Up assessments (70% or above)	Student fails to show progress on Check Up assessments (69% or below)
Leveled Literacy Intervention (LLI)	Initial placement with DRA or BAS; leveled running records & observable behaviors checklist	Student progresses through leveled readers and reaches grade level with rate, accuracy, and comprehension	Student progresses through levels at a steady pace as evidenced by reading and writing behaviors within each level	Student fails to show progress through levels; student does not show evidence of new reading and writing behaviors

Number of times a week intervention provided	2-3	*Number of minutes per intervention session*	15-20 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?
- Fidelity checks to monitor how intervention is being provided and how student is responding to the intervention
- Multi-disciplinary team meetings to discuss individual students
- Multi-disciplinary team includes grade-level teachers who know the pacing of core curriculum and instruction and can work to maintain alignment between Tier I and II instruction

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
- **SIPPS: *Strong*** based on at least one well designed and well implemented experimental study (Evidence of Effectiveness Document)
- **REWARDS: *Strong*** according to ESSA (Support Document)
- **LLI: *Strong*** for K-2 according to ESSA (Support Information)

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Flexible due dates, flipped classrooms model, live remote and recorded lessons, individual/small group conferencing with feedback

IF:	Student meets the following criteria at beginning of school year *(equivalent of two years behind)*:						
	TOOL	**Kindergarten**	**First Grade**	**Second Grade**	**Third Grade**	**Fourth Grade**	**Fifth Grade**
	FSA					Level 1 or 2	Level 1 or 2
	iReady	<100	<347	<419	<474	<496	<542
	DRA/ BAS	**DRA**: <A or 1 **BAS**: <A	**DRA**: <A or 1 **BAS**: <A	**DRA**: A or 1 **BAS**: A or lower	**DRA**: 8 **BAS**: E or lower	**DRA**: 18 **BAS**: J or lower	**DRA**: 30 **BAS**: M/N or lower
	FLKRS	Scale score of 437 or less					

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*
Wilson ([LINK](#) TO ASSESSMENT INFO)	• WADE Screener for initial placement • daily checks • formative assessments in Part 4 and Part 8 of each lesson • End-of-Step Assessment	WADE Post-test results show student has mastered all decoding and encoding skills.	Students must reach a specific mastery level. If they do not, additional instruction in areas of difficulty is necessary before moving on to the next step.
Ready Tools for Instruction	Standards-based assessments based on pacing guide; Check for Understanding teacher observation at the end of each lesson	Student shows mastery on standards-based assessments (85% or above)	Student fails to show progress on standards-based assessments (69% or below)

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	*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?
• Fidelity checks to monitor how intervention is being provided and how student is responding to the intervention
• Multi-disciplinary team meetings to discuss individual students

- Multi-disciplinary team includes grade-level teachers who know the pacing of core curriculum and instruction and can work to maintain alignment between Tier I and II instruction

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

- **Wilson** Reading Systems (2-12): *Potentially promising effects for alphabetics (according to WWC)*
  https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/546

- **I-Ready Tools for Instruction: (promising evidence with favorable effects)**
  https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx

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How are Tier 3 interventions modified for students who receive interventions through distance learning?
Flexible due dates, flipped classrooms model, live remote and recorded lessons, individual/small group conferencing with feedback

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8

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

TOOL	Sixth Grade	Seventh Grade	Eighth Grade
FSA	Level 3 or above	Level 3 or above	Level 3 or above

THEN:	**TIER 1 Only**

TIER 1

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

Core Curriculum

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

Core Curriculum:
- HMH Collections (**Strong Evidence** according to https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/research/HMH_Collections_RM_7-10_2017SY.pdf)

- CPALMS

Instructional Strategies:
- Provide explicit vocabulary instruction (**Strong Evidence** according to WWC)

- Provide direct and explicit comprehension strategy instruction (**Strong Evidence** according to WWC)

- Provide opportunities for extended discussion of text meaning and interpretation. (**Moderate Evidence** according to WWC)

- Increase student motivation and engagement in literacy learning. (**Moderate Evidence** according to WWC)

- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (**Strong Evidence** according to WWC)

Link to above evidence on What Works Clearing House:
https://ies.ed.gov/ncee/wwc/PracticeGuide/8

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
FSA (once a year)	Level 3 or above	Level 1 or 2
How is the effectiveness of Tier 1 instruction being monitored? *FSA (once a year)* *District midterms and finals (once a year)* *PLC Summative Assessments* *Report card grades*	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* *Teacher Evaluation at school level* *Formative assessment and PLC data analysis*	
How is the effectiveness of Tier 1 curriculum being monitored? *FSA (once a year)* *District midterms and finals (once a year)* *PLC Summative Assessments* *Report card grades*	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* *Targeted professional development (school and district level)* *Monitoring PLC effectiveness*	
How is instruction modified for students who receive instruction through distance learning? *Flexible due dates, flipped classrooms model, live remote and recorded lessons, individual/small group conferencing with feedback*		

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

	Sixth Grade		Seventh Grade	Eighth Grade
FSA	Level 1 or 2		Level 1 or 2	Level 1 or 2
iReady	<597		<608	<619

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)
- Targeted and intensive instruction for specific skill development
- Variety of opportunities for repetitions (repeated exposures)
- Smaller chunks of text or content
- Guided and independent reading and practice
- Skill development and practice integrated into all activities
- Frequent monitoring
- Criterion-based evaluation of success

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*
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Plus or Challenge	Screener at the beginning of the year Frequency: every 10 lessons	School based decision with standards-based assessment/grading- mastery of grade level standards	Showing moderate or questionable response to intervention- School based decision with standards-based assessment/grading	Showing little to no growth, or growth below the expected rate, on standards-based assessment/grading
Rewards	San Diego Quick-Pre and Post Test (2 x per year) Multisyllabic Word Fluency Test-Pre and Post Test (2 x per year)	School based decision with standards-based assessment/grading- mastery of grade level standards	Showing moderate or questionable response to intervention- School based decision with standards-based assessment/grading	Showing little to no growth, or growth below the expected rate, on standards-based assessment/grading

Small Group Instruction	On-going	School based decision with standards-based assessment/grading- mastery of grade level standards	Showing moderate or questionable response to intervention- School based decision with standards-based assessment/grading	Showing little to no growth, or growth below the expected rate, on standards-based assessment/grading

Number of times a week intervention provided	2-3 times per week	*Number of minutes per intervention session*	15-20 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?

- *MTSS Core Team Meetings and MTSS student-specific meetings*
- *Instructional Literacy Coach monitoring and walk throughs*
- *PLC meetings using data to inform/modify curriculum and instruction*
- *Fidelity checks*

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

- **SIPPS: _Strong_** based on at least one well designed and well implemented experimental study (Evidence of Effectiveness Document)

- **REWARDS: _Strong_** according to ESSA (Support Document)

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

Flexible due dates, flipped classrooms model, live remote and recorded lessons, individual/small group conferencing with feedback

IF:	Student meets the following criteria at beginning of school year:		
	Sixth Grade	**Seventh Grade**	**Eighth Grade**
FSA	Level 1 or 2	Level 1 or 2	Level 1 or 2
iReady	<597	<608	<619

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*
Wilson Reading Systems (2-12)	Screener and checks "along the way" daily	Showing moderate or questionable response to intervention- School based decision with standards-based assessment/grading	Showing little to no growth, or growth below the expected rate, on standards-based assessment/grading

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

Number of times a week intervention provided	4-5 times per week	*Number of minutes per intervention session*	20-45 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?
- *MTSS Core Team Meetings*
- *Instructional Literacy Coach monitoring and walk throughs*
- *PLC meetings using data to inform/modify curriculum and instruction*

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

Wilson Reading Systems (2-12): *Potentially promising effects for alphabetics (according to WWC)*
ESSA Rating- Strong

https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/546
https://www.evidenceforessa.org/programs/reading/wilson-reading-systemr

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

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

Flexible due dates, flipped classrooms model, live remote and recorded lessons, individual/small group conferencing with feedback

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Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s)s: 9-12

IF:	The student meets the following criteria on the following tools at beginning of school year:			
	TOOL	**Ninth Grade**	**Tenth Grade**	**Eleventh/Twelfth Grade**
	FSA	**Level 3 or above**	**Level 3 or above**	**Level 3 or above**

THEN:	TIER 1 Only

TIER 1	*Initial instruction:*

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

Core Curriculum

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

Core Curriculum:
HMH Collections (Strong Evidence according to https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/research/HMH_Collections_RM_7-10_2017SY.pdf)

CPALMS

Instructional Strategies:
- Provide explicit vocabulary instruction (**Strong Evidence** according to WWC)

- Provide direct and explicit comprehension strategy instruction (**Strong Evidence** according to WWC)

- Provide opportunities for extended discussion of text meaning and interpretation. (**Moderate Evidence** according to WWC)

- Increase student motivation and engagement in literacy learning. (**Moderate Evidence** according to WWC)

- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (**Strong Evidence** according to WWC)

Link to above evidence on What Works Clearing House:
https://ies.ed.gov/ncee/wwc/PracticeGuide/8

Progress Monitoring		
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
FSA (once a year) Achieve 3000 (2-3 times per year)	Level 3 or above Grade 9 >775 Grade 10 >830 Grades 11-12 >950	Level 1 or 2 Grade 9 <775 Grade 10 <830 Grades 11-12 <950
How is the effectiveness of Tier 1 instruction being monitored? *FSA (once a year)* *District midterms and finals (once a year)* *PLC Summative Assessments* *Report card grades*	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* *Teacher Evaluation at school level* *Formative assessment and PLC data analysis*	
How is the effectiveness of Tier 1 curriculum being monitored? *FSA (once a year)* *District midterms and finals (once a year)* *PLC Summative Assessments* *Report card grades*	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* *Targeted professional development (school and district level)* *Monitoring PLC effectiveness*	
How is instruction modified for students who receive instruction through distance learning? *Flexible due dates, flipped classrooms model, live remote and recorded lessons, individual/small group conferencing with feedback*		

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

	Ninth Grade	Tenth Grade	Eleventh/Twelfth Grade
	Level 1 or 2	**Level 1 or 2**	**Level 1 or 2**
	< 775	<830	<950

The conditional scores included above represent the equivalence of one grade level behind.

THEN:	TIER 1 instruction and TIER 2 interventions

TIER 1 instruction and TIER 2 interventions	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
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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*
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Plus or Challenge	Screener at the beginning of the year Frequency: every 10 lessons	School based decision with standards-based assessment/grading- mastery of grade level standards	Showing moderate or questionable response to intervention- School based decision with standards-based assessment/grading	Showing little to no growth, or growth below the expected rate, on standards-based assessment/grading
Reading Excellence: Word Attack and Rate	Screener for placement; End-of-Unit Check	Consistent scores of 100 on Check Up assessments OR	Student shows progress on Check Up assessments	Student fails to show progress on Check Up assessments

	Development Strategies (REWARDS)	Up every five lessons	School based decision with standards-based assessment/grading- mastery of grade level standards	(70% or above) OR Showing moderate or questionable response to intervention- School based decision with standards-based assessment/grading	(69% or below) OR Showing little to no growth, or growth below the expected rate, on standards-based assessment/grading
	Small Group Instruction	On-going	School based decision with standards-based assessment/grading- mastery of grade level standards	Showing moderate or questionable response to intervention- School based decision with standards-based assessment/grading	Showing little to no growth, or growth below the expected rate, on standards-based assessment/grading

Number of times a week intervention provided	2-3 times per week	*Number of minutes per intervention session*	15-20 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?

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- *PLC meetings using data to inform/modify curriculum and instruction*
- *Fidelity checks*

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

- **SIPPS:** *Strong* based on at least one well designed and well implemented experimental study (Evidence of Effectiveness Document)

- **REWARDS:** *Strong* according to ESSA (Support Document)

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

Flexible due dates, flipped classrooms model, live remote and recorded lessons, individual/small group conferencing with feedback

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

	Ninth Grade	Tenth Grade	Eleventh/Twelfth Grade
	Level 1 or 2	Level 1 or 2	Level 1 or 2
	< 775	<830	<950

The conditional scores included above represent the equivalence of one grade level behind.

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*
Wilson Reading Systems (2-12)	Screener and checks "along the way" daily	Showing moderate or questionable response to intervention- School based decision with standards-based assessment/grading	Showing little to no growth, or growth below the expected rate, on standards-based assessment/grading

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

Number of times a week intervention provided	4-5 times per week	*Number of minutes per intervention session*	20-45 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?
- *MTSS Core Team Meetings*
- *Instructional Literacy Coach monitoring and walk throughs*
- *PLC meetings using data to inform/modify curriculum and instruction*

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

	• Wilson Reading Systems (2-12): ***Potentially promising effects for alphabetics (according to WWC)*** https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/546 • Achieve 3000: **Strong evidence** https://ies.ed.gov/ncee/wwc/InterventionReport/691#
	How are Tier 3 interventions modified for students who receive interventions through distance learning? *Flexible due dates, flipped classrooms model, live remote and recorded lessons, individual/small group conferencing with feedback*