

## Suwannee 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	Kelli Williams	Coordinator of District Professional Development and Reading K-12/Title II	<a href="mailto:Kelli.williams@suwannee.k12.fl.us">Kelli.williams@suwannee.k12.fl.us</a>	386-647-4621
Responsibility	Name	Title	Email	Phone
Elementary ELA	Jennifer Barrs	Director of Curriculum and Instruction	<a href="mailto:Jennifer.barrs@suwannee.k12.fl.us">Jennifer.barrs@suwannee.k12.fl.us</a>	386-647-4635
Secondary ELA	Jennifer Barrs	Director of Curriculum and Instruction	<a href="mailto:Jennifer.barrs@suwannee.k12.fl.us">Jennifer.barrs@suwannee.k12.fl.us</a>	386-647-4635
Reading Endorsement	Kelli Williams	Coordinator of District Professional Development and Reading K-12/Title II	<a href="mailto:Kelli.williams@suwannee.k12.fl.us">Kelli.williams@suwannee.k12.fl.us</a>	386-647-4621
Reading Curriculum	Jennifer Barrs	Director of Curriculum and Instruction	<a href="mailto:Jennifer.barrs@suwannee.k12.fl.us">Jennifer.barrs@suwannee.k12.fl.us</a>	386-647-4635
Professional Development	Kelli Williams	Coordinator of District Professional Development and Reading K-12/Title II	<a href="mailto:Kelli.williams@suwannee.k12.fl.us">Kelli.williams@suwannee.k12.fl.us</a>	386-647-4621
Assessment	Renee Bass	Coordinator of Data, Assessments, and Accountability	<a href="mailto:Renee.bass@suwannee.k12.fl.us">Renee.bass@suwannee.k12.fl.us</a>	386-647-4646
Data Element	Jennifer Barrs	Director of Curriculum and Instruction	<a href="mailto:Jennifer.barrs@suwannee.k12.fl.us">Jennifer.barrs@suwannee.k12.fl.us</a>	386-647-4635
Summer Reading Camp	Jennifer Barrs	Director of Curriculum and Instruction	<a href="mailto:Jennifer.barrs@suwannee.k12.fl.us">Jennifer.barrs@suwannee.k12.fl.us</a>	386-647-4635
3 <sup>rd</sup> Grade Promotion	Jennifer Barrs	Director of Curriculum and Instruction	<a href="mailto:Jennifer.barrs@suwannee.k12.fl.us">Jennifer.barrs@suwannee.k12.fl.us</a>	386-647-4635

### Plan Information

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

The LEA has developed the plan with input from the district leadership team, the district literacy task force, and school based leadership teams, including reading coaches. Each group of stakeholders has been provided a final paper-based copy and the plan is posted on the district website. Each faculty will have the opportunity to review the plan and receive clarification upon return to school in August of 2020. Additionally, the plan is shared at the District School Advisory Council meeting in September.

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**

<b>Component of Reading</b>	<b>What data is being collected?</b>	<b>Assessment type</b> (e.g., screener, diagnostic, progress monitoring/formative, summative)	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
<i>Oral language</i>	Language for Learning	Screener, Diagnostic	Ongoing, part of student support team planning	as needed, see decision tree
<i>Phonological awareness</i>	K (STAR EL/FLKRS), K-5 iReady	Diagnostic, progress monitoring/formative	Computer-based, iReady platform, Performance Matters	Fall, winter, spring
<i>Phonics</i>	K (STAR EL/FLKRS), K-5 iReady	Diagnostic, progress monitoring/formative	Computer-based	Fall, winter, spring
<i>Fluency</i>	Read Naturally, Quick Reads, DIBELS, FCRR probes	Progress monitoring/formative	Paper-based, school based	As needed for students in interventions for fluency
<i>Vocabulary</i>	K (STAR EL/FLKRS), K-5 iReady	Diagnostic, progress monitoring/formative	Computer-based	Fall, winter, spring
<i>Comprehension</i>	K (STAR EL/FLKRS), K-5 iReady	Diagnostic, progress monitoring/formative	Computer-based	Fall, winter, spring
<i>Writing</i>	Write Score	progress monitoring/formative	Paper-based	K-3 Fall, Spring, 4-5 Fall, Winter, Spring

**6-12**

<b>Progress Monitoring Tool</b>	<b>What data is being collected?</b>	<b>Assessment type</b> (e.g., screener, diagnostic, progress monitoring/formative, summative)	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
iReady (6-8)	Phonological awareness, phonics, fluency, vocabulary, comprehension	Diagnostic, progress monitoring/formative	Computer-based, iReady platform and Performance Matters	Fall, winter, spring
Study Island (SHS only)	Vocabulary, comprehension	Diagnostic, progress monitoring/formative	Computer-based, Study Island platform	Quarterly
STAR (9-12)	Fluency, vocabulary, comprehension	Diagnostic, progress monitoring/formative	Computer-based, RenPlace platform, Performance Matters	Quarterly
Write Score	Writing	progress monitoring/formative	Paper-based (6), computer based (7-10)	Fall, Winter, Spring

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

<b>Data Analysis and Decision-making</b>				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
The data is reviewed by district level leadership, school level leadership, grade level teams, and district literacy task force. The data is reviewed at the close of each progress monitoring window. Each school reviews the data on a regular basis through their monthly data chats and adjusts their plans accordingly.	Problem Identification Problem Analysis Plan Development Plan Implementation Plan Evaluation	The district curriculum team has developed data analysis protocols to provide additional data snapshots for school level leaders.	If data indicates that the K-12 Reading Plan is not being implemented in an explicit manner, the district leadership team will collaborate with the school principal to develop a support plan to address any concerns.	Director of Curriculum and Instruction-Jennifer Barrs, District Reading Contact-Kelli Williams

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	School Administrators	School administrators communicate with coaches and PLC leaders in lead team meetings, in faculty meetings and in reading professional development sessions.	Monthly	Principal meetings with Director of Curriculum and Instruction  Principals collect and compile data to share with APs and coaches at each school site. This is then shared with Director of Curriculum and Instruction and Reading Contact	School based data should be reviewed on biweekly basis. Principals, Director and Reading contact review the data quarterly.
Data chats	School administrators	Principals communicate the purpose via agendas in monthly data chats with PLC teams.	Minimum of quarterly	Principal, AP and Coach meet with each PLC team on regular basis. School administrators may also meet with individuals, grade levels, and content area teams.	Principals, Director and Reading contact review the data quarterly.
Reading Leadership Team per 6A-6.053(3) F.A.C.	District reading contact sets the purpose for the district reading task force, principals are responsible at each school site.	The purpose and mission is communicated by the district reading contact or school administrator facilitating the session.	Agendas, minutes and outcomes are collected at the conclusion of the school year.	District reading contact maintains the agendas, minutes and outcomes.	Director of Curriculum and Instruction and Reading Contact review documents and outcomes quarterly.
Monitoring of plan implementation	School administrators	School administrators communicate with coaches and PLC leaders in lead team meetings, in faculty meetings and in reading professional development sessions.	Survey dates and progress monitoring windows	FOCUS reports and Performance Matters reports	District leadership team, quarterly
Other: (Specify)					

<b>Implementation and Progress-monitoring</b>		
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
Problem Identification Problem Analysis Plan Development Plan Implementation Plan Evaluation	Concerns are communicated during the school level data chats. Principals communicate concerns with grade level groups, or individual teachers, as deemed necessary.	Through quarterly principal meetings, the Director of Curriculum and Instruction and District Reading Contact, the district will have an opportunity to provide plan implementation oversight, support and follow up.

**Professional Development per 6A-6.053(4) F.A.C.**

<b>Requirement</b>	<b>How is it communicated to principals?</b>	<b>How is it monitored by principals?</b>	<b>How often is it reported to the district and in what format?</b>	<b>To whom is it reported at the district?</b>	<b>Who at the district level is responsible for following up if the professional development requirement isn't happening?</b>
Training in multisensory reading intervention	These requirements have been shared in every Reading PD provided by the District Reading Contact since fall of 2018. The requirements are reiterated in the summer principal meetings to determine Professional Learning needs.	Principals are involved in the planning of the professional learning and they participate in the professional development sessions. Principals monitor implementation through walkthroughs/classroom observations.	Trainings are reported to the district through the submission of sign-in sheets and appropriate accompanying documentation at the conclusion of the follow up period, typically 45 days after initial training. Some trainings may be ongoing and extend beyond those timelines.	Coordinator of District Professional Development and Reading K-12/Title II-Kelli Williams, Director of Curriculum and Instruction-Jennifer Barrs	Coordinator of District Professional Development and Reading K-12/Title II-Kelli Williams, Director of Curriculum and Instruction-Jennifer Barrs
Differentiated professional development with intensity increased for those teachers whose	These requirements will continue to be shared in ongoing leadership meetings.	School administrators monitor by doing walkthroughs and classroom observations. School administrators	Principals communicate with the Director of Curriculum and Instruction and the District Reading Contact	Coordinator of District Professional Development and Reading K-12/Title II-Kelli Williams,	Director of Curriculum and Instruction-Jennifer Barrs, Coordinator of District Professional Development and Reading K-12/Title II-

progress monitoring data is not showing adequate growth		collaborate with coaches to develop professional learning plans for teachers in need of additional support.	(who serves as an additional coach) to design a personalized professional development plan for teachers whose progress monitoring data is not showing adequate growth.	Director of Curriculum and Instruction-Jennifer Barrs	Kelli Williams
Identification of mentor teachers	All mentor teachers have completed the updated Clinical Education Training (after 2010) or have participated in the Clinical Education update and participate in ongoing mentor training. Principals receive an updated list each year.	The Coordinator of District Professional Development monitors digital logs through the support of the New Teacher Induction and Professional Development Certification Programs. Progress is reported to principals monthly. Principals meet new teachers and mentors through PLCs.	The district maintains a list of qualified mentor teachers. The coordinator collaborates with the Certification Specialist and Principals to ensure appropriate assignments are made, based on the needs of the teacher.	The Coordinator of District Professional Development and Reading K-12/Title II-Kelli Williams	The Coordinator of District Professional Development and Reading K-12/Title II-Kelli Williams
Establishing of model classrooms within the school	These requirements will continue to be shared in ongoing leadership meetings.	The school administration, school coach and district leadership team will collaborate to identify and develop model classrooms within the schools.	Quarterly through principal meetings.	The Coordinator of District Professional Development and Reading K-12/Title II-Kelli Williams	The Coordinator of District Professional Development and Reading K-12/Title II-Kelli Williams  Director of Curriculum and Instruction-Jennifer Barrs
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	These requirements will continue to be shared in ongoing leadership meetings.	The district schedules monthly PLC days to allow teachers to collaborate and participate in on-going, job embedded	PLC leaders turn in agendas, sign in sheets, and other documentation to building principals. Professional learning	Director of Curriculum and Instruction-Jennifer Barrs, Coordinator of District Professional	The Coordinator of District Professional Development and Reading K-12/Title II-Kelli Williams  Director of Curriculum and

		professional development. In addition, the district supports master schedules that allow for common planning for PLCs, grade levels and content area teams where at all possible.	documentation (sign in sheets, follow up documentation, etc.) is collected by the Certification Specialist.	Development and Reading K-12/Title II-Kelli Williams	Instruction-Jennifer Barrs
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## 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	These requirements will continue to be shared in ongoing leadership meetings.	Walkthroughs and formal observations	Observation data	Director of Curriculum and Instruction-Jennifer Barrs, Coordinator of District Professional Development and Reading K-12/Title II-Kelli Williams	Annually
Small group differentiated instruction in order to meet individual student needs	These requirements will continue to be shared in ongoing leadership meetings.	Walkthroughs and formal observations	Observation data	Director of Curriculum and Instruction-Jennifer Barrs, Coordinator of District Professional Development and Reading K-12/Title II-Kelli Williams	Annually

## 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?

The district funds reading coaches at each elementary school through Title I and Title II. These coaches provide intervention for K-3 students with substantial reading deficiencies and professional development for teachers who also support students with substantial reading deficiencies. The district reading contact serves as an additional resource for instructional coaching and professional development for K-12 teachers. The contact is responsible for facilitating job-embedded, ongoing professional learning opportunities that support the interventions provided by teachers for students who have substantial reading deficiencies. Currently, the district is utilizing Title II funds to reimburse teachers for completing reading endorsement competencies and FTCE K-12 Reading exams.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	0.00
District expenditures on intervention teachers assigned to elementary schools	262,920.35
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	24,004.25
District expenditures on reading coaches assigned to secondary schools	24,004.25
District expenditures on professional development	
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	28,345.15
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	NA
Flexible Categorical Spending	
Sum of Expenditures	\$339,274
Amount of District Research-Based Reading Instruction Allocation	\$339,274

## 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?

Instruction program--Toolbox for Instruction, Soar to Success, Phonics for Reading, Curriculum Associates Standards Mastery, iReady pathways, Reading Horizons (Tier 3 Promising Evidence).

<https://www.readinghorizons.com/reading-method/reading-research/essa-documentation>

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

If yes, which grade levels? At risk grade 4 students during the 2020-21 school year (alternative plan).



## 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)

Each elementary school has a full-time coach and a district coordinator who serves as an additional coach and professional development support. The secondary schools also have access to the district coordinator for coaching and professional development support.

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?

Each year during principal meetings, the Director of Curriculum and Instruction and the Coordinator of District Professional Development and Reading K-12, remind principals of how to appropriately schedule the coaches on campus and the appropriate job duties to be performed by coaches.

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

The district reading contact maintains a shared log for each coach. Coaches may contact the district reading contact or the director of curriculum and instruction, with any concerns.

### Coaching Model per 6A-6.053(6)(b) F.A.C.

Is your district using the Just Read, Florida! coaching model? Yes  No

If you checked no, please complete and submit the Alternative Coaching Model document.

If you checked yes, please fill out the following chart:

**Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.**

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

<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
The Director of Curriculum and Instruction and district reading contact share these guidelines each year during principal meetings.	The coaches maintain a digital log accounting for their coaching and intervention tasks.	District reading contact	The logs are reviewed quarterly.	If the district suspects coaches are being asked to perform duties outside of the intervention and coaching assignments, a problem solving session will be scheduled with the principal to determine a supportive course of correction.

**Other Considerations**

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

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

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

**Charter schools per 6A-6.053(5)**

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

## Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Kindergarten

**IF:**

Student meets the following criteria at beginning of school year:  
*STAR Early Literacy – 497-529+*  
*iReady –35<sup>th</sup> NPR (339 SS and above)*

**THEN:**

**TIER 1 Only**

*Initial instruction:*

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

*Core Curriculum*

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

*McGraw Hill Wonders*

*Progress Monitoring*

*Assessment & Frequency*

*Performance Criteria that indicates Tier 1 is sufficient*

*Performance Criteria that would prompt addition of Tier 2 interventions*

iReady Diagnostic: Fall, Winter, Spring

Student scores above 35<sup>th</sup> NPR on iReady.

If student scores in the 11<sup>th</sup>-34<sup>th</sup> NPR, student will receive Tier 2 interventions.

***How is the effectiveness of Tier 1 instruction being monitored?***

School leadership monitors the effectiveness of Tier 1 instruction through classroom walk throughs and observations, in addition to frequent data analysis.

***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?***

Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.

***How is the effectiveness of Tier 1 curriculum being monitored?***

School leadership monitors the effectiveness of Tier 1 curriculum through classroom walk throughs

***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?***

Through data analysis to identify areas of weakness, PLC teams develop additional scaffolds and supports to strengthen the core curriculum. These supports and scaffolds are recorded in curriculum maps, CANVAS and/or lesson plans.

**TIER 1**

	and observations, in addition to frequent data analysis.	
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b></p> <p>Teachers will provide initial instruction through the district learning management system, Canvas and other district programs, such as iReady and Odysseyware.</p>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <p>Student meets one or both criteria:</p> <ul style="list-style-type: none"> <li>• <i>STAR Early Literacy 438-496 SS</i></li> <li>• <i>iReady- 11<sup>th</sup>-34<sup>th</sup> NPR (317-338 SS)</i></li> </ul>					
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>					
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• <i>are standards-aligned</i></li> <li>• <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>• <i>are matched to the needs of the students</i></li> <li>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>• <i>occurs during time allotted in addition to core instruction</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>					
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>		<b>TIER 2 Progress Monitoring</b>			
			<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	iReady instructional pathway		iReady diagnostic: Fall, Winter, Spring  Monthly progress monitoring for selected intervention	Student scores 35 <sup>th</sup> NPR and above on iReady diagnostic	Student scores 11 <sup>th</sup> -34 <sup>th</sup> NPR on iReady diagnostic	Student scores 10 <sup>th</sup> NPR and below on iReady diagnostic
	Tools for Instruction					
	SRA					
	Wonders Tier 2 Intervention Materials					
<b>Number of times a week intervention provided</b>		3	<b>Number of minutes per intervention session</b>		15-20 min	

	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Through data chats, school leadership teams will engage in problem-solving cycles to identify areas of weakness in the interventions. The team will establish a plan for improvement, either through coaching cycles or through a programmatic change.</p>
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Research Support for Ready and ESSA  <a href="#">Research Support for Wonders and ESSA</a>  <a href="#">Research Support for SRA and ESSA</a></p>
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Teachers will provide interventions through Canvas and other programs, such as iReady and Odysseyware, to students identified as in need of Tier 2 interventions.</p>

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>Retained in Kindergarten or</li> </ul> <p>Student meets one or both criteria:</p> <ul style="list-style-type: none"> <li>STAR Early Literacy—437 SS and below</li> <li>iReady—1<sup>st</sup>- 10<sup>th</sup> NPR (Scale score 316 and below)</li> </ul>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><b>additional time allotted is in addition to core instruction and tier 2 interventions</b></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	<p>Skill specific practice based on plan developed with student support team (rapid letter naming, decoding)</p> <p>Ready Tools for Instruction-Curriculum Associates</p>	<p>iReady Diagnostic: Fall, Winter, Spring</p> <p>weekly classroom</p>	<p>Student scores 11<sup>st</sup>-34<sup>th</sup> NPR on iReady Diagnostic</p>	<p>Student score remains below 10<sup>th</sup> NPR, or individual intervention data remains stagnant</p>

	Read Naturally, Quick Reads, Reading Horizons (Using strategies with .41 or higher effect size)	progress monitoring for program used		for 4 weeks or more.
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of times a week intervention provided</b>	<b>4-5</b>	<b>Number of minutes per intervention session</b>	<b>10-15</b>
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>			
	Through data chats, school leadership teams will engage in problem-solving cycles to identify areas of weakness in the interventions. The team will establish a plan for improvement, either through coaching cycles or through a programmatic change.			
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>			
Research Support for Reading and ESSA- <u>Moderate i-Ready Tools for Instruction lessons-Small group</u> Promising to Moderate <u>Hattie on differentiation</u> (0.77 effect size)				
<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b>				
Teachers will provide support through the district learning management system, Canvas, to students who are identified as in need of Tier 3 interventions.				

<b>Curriculum, Instruction, and Assessment Decision Tree</b>	
<b>Grade Level(s): 1-5</b>	
<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>iReady –35<sup>th</sup> NPR</i>
<b>THEN:</b>	<b>TIER 1 Only</b>
<b>TIER 1</b>	<i>Initial instruction:</i> <ul style="list-style-type: none"> <li>• <i>is standards-aligned</i></li> <li>• <i>builds background and content knowledge, motivation</i></li> <li>• <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>• <i>incorporates writing in response to reading</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>• <i>incorporates the principles of Universal Design for Learning</i></li> <li>• <i>includes specially designed instruction for students with disabilities</i></li> </ul>
	<b>Core Curriculum</b>
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>

<i>McGraw Hill Wonders</i>		
<i>Progress Monitoring</i>		
<i>Assessment &amp; Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
Fall, Winter, Spring (iReady)	Student scores above 35 <sup>th</sup> NPR on iReady.	If student scores in the 11 <sup>th</sup> -34 <sup>th</sup> NPR, student will receive Tier 2 interventions.
<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <p>School leadership monitors the effectiveness of Tier 1 instruction through classroom walk throughs and observations, in addition to frequent data analysis.</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b></p> <p>Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.</p>	
<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>School leadership monitors the effectiveness of Tier 1 curriculum through classroom walk throughs and observations, in addition to frequent data analysis.</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <p>Through data analysis to identify areas of weakness, PLC teams develop additional scaffolds and supports to strengthen the core curriculum. These supports and scaffolds are recorded in CANVAS and lesson plans.</p>	
<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b></p> <p>Teachers will provide initial instruction through the district learning management system, Canvas.</p>		

<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>iReady –11<sup>th</sup>-34<sup>th</sup> NPR</i>	
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>	
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• <i>are standards-aligned</i></li> <li>• <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>• <i>are matched to the needs of the students</i></li> <li>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>• <i>occurs during time allotted in addition to core instruction</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>	
		<b>TIER 2 Progress Monitoring</b>



<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
iReady pathway	iReady diagnostic: Fall, Winter, Spring  Monthly progress monitoring for selected intervention	Student scores 35 <sup>th</sup> NPR and above on iReady diagnostic	Student scores 11 <sup>th</sup> -34 <sup>th</sup> NPR on iReady diagnostic	Student scores 10 <sup>th</sup> NPR and below on iReady diagnostic
Tools for Instruction-Curriculum Associates				
SRA				
Wonders Tier 2 Intervention Materials				
<b>Number of times a week intervention provided</b>	3	<b>Number of minutes per intervention session</b>	15	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Through data chats, school leadership teams will engage in problem-solving cycles to identify areas of weakness in the interventions. The team will establish a plan for improvement, either through coaching cycles or through a programmatic change.</p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Research Support for Ready and ESSA-Moderate  <a href="#">Research Support for Wonders and ESSA</a>-Promising  <a href="#">Research Support for SRA and ESSA</a>-Moderate  <a href="#">i-Ready Tools for Instruction lessons-Small group</a> Promising to Moderate</p>				
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Teachers will provide support through the district learning management system, Canvas, to students who are identified as in need of Tier 2 interventions.</p>				

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>• <i>Current year retention</i></li> </ul> <i>iReady –1<sup>st</sup>-10<sup>th</sup> NPR</i>									
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>									
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>									
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="253 806 716 909">Phonics for Reading-Curriculum Associates</td> <td data-bbox="716 806 932 1127" rowspan="3" style="text-align: center; vertical-align: middle;">           iReady Diagnostic: Fall, Winter, Spring             weekly classroom progress monitoring for program used         </td> <td data-bbox="932 806 1255 1127" rowspan="3" style="text-align: center; vertical-align: middle;">           Student scores 11<sup>st</sup>-34<sup>th</sup> NPR on iReady Diagnostic         </td> <td data-bbox="1255 806 1511 1127" rowspan="3" style="text-align: center; vertical-align: middle;">           Student score remains below 10<sup>th</sup> NPR, or individual intervention data remains stagnant for 4 weeks or more.         </td> </tr> <tr> <td data-bbox="253 909 716 1012">Ready Tools for Instruction-Curriculum Associates</td> </tr> <tr> <td data-bbox="253 1012 716 1127">Read Naturally, Quick Reads, Reading Horizons (Using strategies with .41 or higher effect size)</td> </tr> </table>	Phonics for Reading-Curriculum Associates	iReady Diagnostic: Fall, Winter, Spring  weekly classroom progress monitoring for program used	Student scores 11 <sup>st</sup> -34 <sup>th</sup> NPR on iReady Diagnostic	Student score remains below 10 <sup>th</sup> NPR, or individual intervention data remains stagnant for 4 weeks or more.	Ready Tools for Instruction-Curriculum Associates	Read Naturally, Quick Reads, Reading Horizons (Using strategies with .41 or higher effect size)	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	Phonics for Reading-Curriculum Associates	iReady Diagnostic: Fall, Winter, Spring  weekly classroom progress monitoring for program used				Student scores 11 <sup>st</sup> -34 <sup>th</sup> NPR on iReady Diagnostic	Student score remains below 10 <sup>th</sup> NPR, or individual intervention data remains stagnant for 4 weeks or more.			
	Ready Tools for Instruction-Curriculum Associates									
	Read Naturally, Quick Reads, Reading Horizons (Using strategies with .41 or higher effect size)									
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>									
	<b>Number of times a week intervention provided</b>	4-5	<b>Number of minutes per intervention session</b>	15-20						
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>									
	<p>Through data chats, school leadership teams will engage in problem-solving cycles to identify areas of weakness in the interventions. The team will establish a plan for improvement, either through coaching cycles or through a programmatic change.</p>									
<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>										
<p>Research Support for Ready and ESSA-Moderate  <a href="#">i-Ready Tools for Instruction lessons-Small group</a> Promising to Moderate  <a href="#">Hattie on differentiation</a> (0.77 effect size)</p>										
<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b>										
<p>Teachers will provide support through the district LMS Canvas and other district programs such as iReady and Odysseyware, to students who are identified as in need of Tier 3 interventions.</p>										

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 6-8**

**IF:**

Student meets the following criteria at beginning of school year:  
*iReady 35<sup>th</sup> NPR*  
*Level 3 or above FSA (prior-prior, 2019)*

**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.*

*Windows and Mirrors—Holt  
Standards-based Instruction, teacher developed in CANVAS  
CommonLit, NewsELA*

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

iReady Diagnostic: fall, winter, spring

Student scores above 35<sup>th</sup> NPR on iReady

If a student scores in the 11<sup>th</sup>-34<sup>th</sup> NPR, student will receive Tier 2 interventions.

**How is the effectiveness of Tier 1 instruction being monitored?**

STAR, walk-throughs, observations, lesson plans

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**

Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.

**How is the effectiveness of Tier 1 curriculum being monitored?**

STAR, formal and informal observations, Study Island

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?**

Through data analysis to identify areas of weakness, PLC teams develop additional scaffolds and supports to strengthen the core

	(standards-based benchmark assessments), WriteScore	curriculum. These supports and scaffolds are recorded in CANVAS and lesson plans.
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b>  <b>Teachers will utilize CANVAS to provide initial instruction.</b></p> <p>Teachers will provide initial instruction through the district learning management system, Canvas.</p>	

<b>IF:</b>	Student meets the following criteria at beginning of school year: iReady 11 <sup>th</sup> -34 <sup>th</sup> NPR  FSA prior-prior Level 2					
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>					
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>					
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>		<b>TIER 2 Progress Monitoring</b>			
			<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	iReady Instructional Pathway		iReady diagnostic: Fall, Winter, Spring  Monthly progress monitoring for selected intervention	Student scores 35 <sup>th</sup> NPR and above on iReady diagnostic	Student scores 11 <sup>th</sup> -34 <sup>th</sup> NPR on iReady diagnostic	Student scores 10 <sup>th</sup> NPR and below on iReady diagnostic
	Tools for Instruction					
	<a href="https://www.commonlit.org/">Commonlit.org</a> (Using strategies with .41 or higher effect size)					
	Explicit Comprehension Strategy Instruction – <a href="#">Reciprocal Teaching</a> , <a href="#">Socratic Seminar</a> , <a href="#">Collins Writes/Quick Writes</a> , <a href="#">Graphic Organizers</a>					
<b>Number of times a week intervention provided</b>		2	<b>Number of minutes per intervention session</b>		20-25	

	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.</p>
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Research Support for Ready and ESSA_Moderate  <a href="#">Hattie on differentiation</a> (0.77 effect size)</p>
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>*Provide an opportunity for students to continue to work in their pathway based on their diagnostic assessment.</p> <p>Teachers will provide support through the district learning management system, Canvas, to students who are identified as in need of Tier 2 interventions.</p>

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:  <i>iReady 10<sup>th</sup> NPR and below</i></p> <p><i>Level 1 on prior-prior FSA</i>  <i>Current year retention</i></p>							
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>							
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional <b>time allotted is in addition</b> to core instruction and tier 2 interventions</i></li> </ul>							
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>						
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Phonics for Reading-Curriculum Associates</td> <td style="width: 50%;">iReady Diagnostic: Fall, Winter, Spring</td> </tr> <tr> <td>Ready Tools for Instruction-Curriculum Associates</td> <td>weekly classroom progress monitoring for program used</td> </tr> <tr> <td>Read Naturally, Quick Reads, Reading Horizon (Using strategies with .41 or higher effect size)</td> <td></td> </tr> </table>	Phonics for Reading-Curriculum Associates	iReady Diagnostic: Fall, Winter, Spring	Ready Tools for Instruction-Curriculum Associates	weekly classroom progress monitoring for program used	Read Naturally, Quick Reads, Reading Horizon (Using strategies with .41 or higher effect size)		Student scores 11 <sup>st</sup> -34 <sup>th</sup> NPR on iReady Diagnostic
Phonics for Reading-Curriculum Associates	iReady Diagnostic: Fall, Winter, Spring							
Ready Tools for Instruction-Curriculum Associates	weekly classroom progress monitoring for program used							
Read Naturally, Quick Reads, Reading Horizon (Using strategies with .41 or higher effect size)								

	Explicit Comprehension Strategy Instruction – <a href="#">Reciprocal Teaching</a> , <a href="#">Socratic Seminar</a> , <a href="#">Collins Writes/Quick Writes</a> , <a href="#">Graphic Organizers</a>			
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of times a week intervention provided</b>	<b>5</b>	<b>Number of minutes per intervention session</b>	<b>15</b>
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>			
	Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.			
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>			
Explicit Comprehension Strategy Instruction – <a href="#">Reciprocal Teaching</a> , <a href="#">Socratic Seminar</a> , <a href="#">Collins Writes/Quick Writes</a> , <a href="#">Graphic Organizers</a> - Moderate Research Support for Ready and ESSA_Moderate <a href="#">Hattie on differentiation</a> (0.77 effect size)				
<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b>				
Teachers will provide support through the district learning management system, Canvas, to students who are identified as in need of Tier 3 interventions.				

<b>Curriculum, Instruction, and Assessment Decision Tree</b>	
<b>Grade Level(s): 9-12</b>	
<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>STAR 40<sup>th</sup> NPR or above</i> <i>Level 3 or above on prior-prior FSA</i> <i>Grade 9 SS 925 or above</i> <i>Grade 10 SS 981 or above</i> <i>Grade 11 SS 1026 or above</i> <i>Grade 12 1141 or above</i>
<b>THEN:</b>	<b>TIER 1 Only</b>
<b>TIER 1</b>	<i>Initial instruction:</i> <ul style="list-style-type: none"> <li>• <i>is standards-aligned</i></li> <li>• <i>builds background and content knowledge, motivation</i></li> <li>• <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>• <i>incorporates writing in response to reading</i></li> </ul>

- 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.*

**Windows and Mirrors—Holt  
Standards-based Instruction, teacher developed in CANVAS  
CommonLit, NewsELA**

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

August, end of quarters 1, 2, and 3

Students perform at or above level on STAR.

At risk score on STAR

**How is the effectiveness of Tier 1 instruction being monitored?**

STAR, walk-throughs, observations, lesson plans

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**

Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.

**How is the effectiveness of Tier 1 curriculum being monitored?**

STAR, formal and informal observations, Study Island (standards-based benchmark assessments), WriteScore

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?**

Through data analysis to identify areas of weakness, PLC teams develop additional scaffolds and supports to strengthen the core curriculum. These supports and scaffolds are recorded in CANVAS and lesson plans.

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

Teachers will provide initial instruction through the district learning management system, Canvas.

<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>STAR 20<sup>th</sup>-39<sup>th</sup> NPR or above</i> <i>Level 3 or above on prior-prior FSA</i> <i>Grade 9 SS 717-924</i> <i>Grade 10 SS 790-980</i> <i>Grade 11 SS 811-1026</i> <i>Grade 12 SS 878-1140</i>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<i>Interventions:</i> <ul style="list-style-type: none"> <li>• <i>are standards-aligned</i></li> <li>• <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>• <i>are matched to the needs of the students</i></li> <li>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>• <i>occurs during time allotted in addition to core instruction</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	Study Island (SHS) – See Disclaimer	STAR: quarterly	STAR score on or above the 40 <sup>th</sup> percentile	STAR score remains below 40 <sup>th</sup> percentile.	STAR score below 20 <sup>th</sup> percentile.
	Small group instruction based on learning needs identified through STAR assessment. (Using strategies with .41 or higher effect size)				
	<a href="https://www.commonlit.org/">Commonlit.org</a> (Using strategies with .41 or higher effect size)				
	Explicit Comprehension Strategy Instruction – <a href="#">Reciprocal Teaching</a> , <a href="#">Socratic Seminar</a> , <a href="#">Collins Writes/Quick Writes</a> , <a href="#">Graphic Organizers</a>				
<b>Number of times a week intervention provided</b>	2	<b>Number of minutes per intervention session</b>	20-25 min		



	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.</p>
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Study Island-District will explore evidence-based materials for future use.  <a href="#">Hattie on differentiation</a> (0.77 effect size)            Explicit Comprehension Strategy Instruction – <a href="#">Reciprocal Teaching</a>, <a href="#">Socratic Seminar</a>, <a href="#">Collins Writes/Quick Writes</a>, <a href="#">Graphic Organizers</a> – Moderate</p>
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Teachers will provide support through the district learning management system, Canvas, to students who are identified as in need of Tier 2 interventions.</p>

<b>IF:</b>	<p>Student meets the 3 out 4 of the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>• ELA graduation requirement</li> <li>• At least two years below grade level in reading</li> <li>• Failing one or more classes</li> <li>• Scores below 20<sup>th</sup> NPR on STAR</li> </ul>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<i>TIER 3 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	Individualized, intensive instruction provided by teacher based on student needs. (Using strategies with .41 or higher effect size)	STAR quarterly	STAR scores above 20 <sup>th</sup> NPR	Student score remains below 20 <sup>th</sup> NPR, or individual intervention data remains stagnant

	<a href="#">Khan Academy</a> : SAT/ACT Preparation and Coaching Programs			for 4 weeks or more.
	Explicit Comprehension Strategy Instruction – <a href="#">Reciprocal Teaching</a> , <a href="#">Socratic Seminar</a> , <a href="#">Collins Writes/Quick Writes</a> , <a href="#">Graphic Organizers</a>			
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of times a week intervention provided</b>	<b>5</b>	<b>Number of minutes per intervention session</b>	<b>15</b>
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>			
	Through school-based data chats, the school administrators will work with the teacher and/or PLC team to identify the problem and develop a plan for improvement, either through instructional changes or additional professional development.			
<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>				
<a href="#">Hattie on differentiation</a> (0.77 effect size) Explicit Comprehension Strategy Instruction – <a href="#">Reciprocal Teaching</a> , <a href="#">Socratic Seminar</a> , <a href="#">Collins Writes/Quick Writes</a> , <a href="#">Graphic Organizers</a> – Moderate <a href="#">Khan Academy - Strong</a>				
<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b>				
Teachers will provide support through the district learning management system, Canvas, as well as other district adopted programs, to students who are identified as in need of Tier 3 interventions.				