

Walton 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	Crystal Appel	Supervisor, Curriculum & Instruction	appelc@walton.k12.fl.us	850-892-1100
Responsibility	Name	Title	Email	Phone
Elementary ELA	Crystal Appel	Supervisor, Curriculum & Instruction	appelc@walton.k12.fl.us	850-892-1100
Secondary ELA	Crystal Appel	Supervisor, Curriculum & Instruction	appelc@walton.k12.fl.us	850-892-1100
Reading Endorsement	Myca Chandler	Coordinator of Instructional Supports	myca.chandler@walton.k12.fl.us	850-892-1100
Reading Curriculum	Crystal Appel	Supervisor, Curriculum & Instruction	appelc@walton.k12.fl.us	850-892-1100
Professional Development	Myca Chandler	Coordinator of Instructional Supports	myca.chandler@walton.k12.fl.us	850-892-1100
Assessment	Crystal Appel	Supervisor, Curriculum & Instruction	appelc@walton.k12.fl.us	850-892-1100
Data Element	Crystal Appel	Supervisor, Curriculum & Instruction	appelc@walton.k12.fl.us	850-892-1100
Summer Reading Camp	Crystal Appel	Supervisor, Curriculum & Instruction	appelc@walton.k12.fl.us	850-892-1100
3 rd Grade Promotion	Crystal Appel	Supervisor, Curriculum & Instruction	appelc@walton.k12.fl.us	850-892-1100

Plan Information

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

The Supervisor of Curriculum and Instruction collaborates with the Superintendent, Deputy Superintendent, Literacy Coaches and school-based teams including Principals and Teachers.

In July, the Supervisor of Curriculum and Instruction will share the District Reading Plan with all Principals and will facilitate a discussion regarding the implications of the District Reading Plan such as scheduling, assessment, materials and instruction considerations.

The Principals will use this information to inform their school plans. The District Literacy Coaches will create an elementary and secondary presentation of the District Reading Plan to share with each school's team at the beginning of the year to ensure that all teachers are aware of the instructional implications. To ensure all stakeholders have easy access to this information, the District Reading Plan presentations will be added to the K-12 Literacy page of the Walton County School District's website. Additionally, a link to FLDOE will be easily accessible on the district's website so that all stakeholders can access the plan.

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

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	FLKRS/ STAR Early Literacy	Universal Screener	Literacy Coaches review each classroom's Screening Report; Literacy Coaches share trends with Supervisor of Curriculum and Instruction	Beginning of Year Quarterly
<i>Phonological awareness</i>	PAST	Diagnostic & Progress Monitoring	Teachers submit Class-wide Assessment Data Forms to their Principals; Principals share forms with Coaches; Coaches share data trends with Supervisor of Curriculum and Instruction	Beginning of Year Middle of Year End of Year
<i>Phonics</i>	Phonics First Assessment LETRS Spelling Screener	Diagnostic & Progress Monitoring	Teachers submit Class-wide Assessment Data Forms to their Principals; Principals share forms with Coaches; Coaches share data trends with Supervisor of Curriculum and Instruction	Beginning of Year Middle of Year End of Year
<i>Fluency</i>	LETRS Phonics and Word Reading Survey	Diagnostic & Progress Monitoring	Teachers submit Class-wide Assessment Data Forms to their Principals; Principals share forms with Coaches; Coaches share data trends with Supervisor of Curriculum and Instruction	Beginning of Year Middle of Year End of Year
<i>Vocabulary</i>	STAR Reading	Universal Screener; Progress Monitoring	Literacy Coaches review each classroom's Screening Report; Literacy Coaches share trends with Supervisor of Curriculum and Instruction	Quarterly
<i>Comprehension</i>	STAR Reading	Universal Screener; Progress Monitoring	Literacy Coaches review each classroom's Screening Report; Literacy Coaches share trends with Supervisor of Curriculum and Instruction	Quarterly

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
STAR Reading	FS Benchmark Screening Reports	Progress Monitoring	Literacy Coaches review each classroom's Screening Report; Literacy Coaches share trends with Supervisor of Curriculum and Instruction	Three times per year
Tier 2: Achieve 3000 or Language Live	Achieve 3000 Level Set Language Live Diagnostic	Level Set: Progress Monitoring Language Live: Diagnostic and Progress Monitoring	Literacy Coaches review each Tier 2 classroom's Level Set or Diagnostic data for growth and share trends with Supervisor of Curriculum and Instruction	Three times 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				
<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 Supervisor of Curriculum and Instruction and the District Literacy Coaches collaborate to collect and analyze student progress monitoring data after administration to inform school-based Literacy Care Plans and to identify district-wide trends as well as school-based or grade level trends. The Supervisor of Curriculum and Instruction uses school literacy data to inform conversations during School	WCSD fully engages in the MTSS (Multi-tiered System of Support) model using district-wide and school-wide trend data. As part of the MTSS approach all schools receive tiered ELA support. Tier 1 Schools (low-risk): 80% of all students are on pace to show one year's growth and 80% of students scoring Level 1 or Level 2 on STAR are on pace to earn a learning gain. These schools have access to district-wide professional development and supports and participate in School Improvement visits / walkthroughs each semester. Tier 2 Schools (moderate risk): Schools making uneven growth will receive scheduled school-based, supports by a District Literacy Coach as well as customized, job-embedded professional learning opportunities and more frequent School Improvement visits.	The Supervisor of Curriculum and Instruction and the Deputy Superintendent review building and classroom level data along with the school's District Literacy Coach after each assessment administration. This data is used to inform School Improvement visit discussions. The school's leadership team collaborate with the District School Improvement team to discuss implications and supports.	If it is determined that the District Reading Plan is not being implemented in an explicit manner based on data, the Supervisor of Curriculum and Instruction and the Deputy Superintendent reinforce the expectation that principals will monitor and support full implementation of the District Reading Plan with classroom walkthroughs, scheduling, and coordinating of professional development and coaching supports.	The Supervisor of Curriculum and Instruction is responsible for providing plan implementation oversight, coordinating district supports, and engaging in follow-up.

Improvement visits and district-wide trend data to inform professional development sessions for administrators, coaches and teachers.	Tier 3 Schools (high risk): Schools not making adequate growth will receive more frequent intensive, regularly scheduled visits from a District Literacy Coach to provide feedback and support as part of the coaching process as well as customized, job-embedded professional learning opportunities and quarterly School Improvement visits.			
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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	Deputy Superintendent and Supervisor of Curriculum and Instruction	During scheduled School Improvement Visits the Deputy Superintendent and Supervisor of Curriculum and Instruction meets with school administrators to discuss data and determine specific purpose for reading walkthroughs	Quarterly	Deputy Superintendent and Supervisor of Curriculum and Instruction collect this data and share school trends with the Superintendent	Quarterly by the Deputy Superintendent and Supervisor of Curriculum and Instruction
Data chats	Deputy Superintendent and Supervisor of Curriculum and Instruction	During monthly Principal Meetings and scheduled School Improvement Visits	Quarterly	Deputy Superintendent and Supervisor of Curriculum and Instruction collect this data and share school trends with the Superintendent	Quarterly by the Deputy Superintendent and Supervisor of Curriculum and Instruction
Reading Leadership Team per 6A-6.053(3) F.A.C.	Deputy Superintendent, Supervisor of Curriculum and Instruction and District Literacy Coaches	During monthly Principal Meetings and scheduled School Improvement Visits	Quarterly	Deputy Superintendent and Supervisor of Curriculum and Instruction collect this data and share school trends with the Superintendent	Quarterly by the Deputy Superintendent and Supervisor of Curriculum and Instruction
Monitoring of plan implementation	Deputy Superintendent, Supervisor of Curriculum and Instruction and District Literacy Coaches	During monthly Principal Meetings and scheduled School Improvement Visits	Quarterly	Deputy Superintendent and Supervisor of Curriculum and Instruction collect this data and share school trends with the Superintendent	Quarterly by the Deputy Superintendent and Supervisor of Curriculum and Instruction

Implementation and Progress-monitoring

What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
<p>WCSD fully engages in the MTSS (Multi-tiered System of Support) model using district-wide and school-wide trend data. As part of the MTSS approach all schools receive tiered ELA support.</p> <p>Tier 1 Schools (low-risk): 80% of all students are on pace to show one year’s growth and 80% of students scoring Level 1 or Level 2 on STAR are on pace to earn a learning gain. These schools have access to district-wide professional development and supports and participate in School Improvement visits / walkthroughs each semester.</p> <p>Tier 2 Schools (moderate risk): Schools making uneven growth will receive scheduled school-based, supports by a District Literacy Coach as well as customized, job-embedded professional learning opportunities and more frequent School Improvement visits.</p> <p>Tier 3 Schools (high risk): Schools not making adequate growth will receive more frequent intensive, regularly scheduled visits from a District Literacy Coach to provide feedback and support as part of the coaching process as well as customized, job-embedded professional learning opportunities and quarterly School Improvement visits.</p>	<p>If it is determined that the District Reading Plan is not being implemented in an explicit and systematic manner based on data, the Supervisor of Curriculum and Instruction and the Deputy Superintendent reinforce the expectation that principals will monitor and support full implementation of the District Reading Plan with classroom walkthroughs, scheduling, and coordinating of professional development and coaching supports.</p>	<p>The Deputy Superintendent and Supervisor of Curriculum and Instruction will provide plan implementation oversight, support and follow-up through School Improvement Visits (including classroom walkthroughs during literacy blocks and Tier 2 instruction), scheduling principal professional development informed by school data, scheduling literacy supports (District Literacy Coaches and customized teacher professional development).</p>

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	Monthly principal meetings; district professional development events calendar; District Literacy Coach conversations; Progress Monitoring Guide; District Reading Plan	Each principal utilizes the Professional Development for ELA Teachers page in the WCSD Progress Monitoring Guide to ensure that teachers are participating in training related to multisensory reading interventions.	Each principal submits the Professional Development for ELA Teachers page from the WCSD Progress Monitoring Guide to the school's assigned Literacy Coach at the beginning of the year to ensure that multisensory reading intervention professional development is offered to teachers listed. The list is updated by the principals as new teachers join the school during the year.	The District Literacy Coaches submit the Professional Development for ELA Teachers and their coaching calendars to the Supervisor of Curriculum and Instruction.	The Supervisor of Curriculum follows up with the principal, District Literacy Coach and Deputy Superintendent if the requirement isn't happening.
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Monthly principal meetings; district professional development events calendar; District Literacy Coach conversations, Progress Monitoring Guide; District Reding Plan	Quarterly, each principal uses data and the Professional Development for ELA Teachers page in the WCSD Progress Monitoring Guide to ensure that teachers participate in differentiated professional development, with intensity increased for those teachers whose progress monitoring data is not showing adequate growth.	Quarterly, each principal submits the Professional Development for ELA Teachers page from the WCSD Progress Monitoring Guide to the school's assigned Literacy Coach at the beginning of the year to ensure that multisensory reading intervention professional development is offered to teachers listed. The list is updated by the principals as new teachers join the school during the year.	Quarterly, the District Literacy Coaches submit the Professional Development for ELA Teachers and their coaching calendars to the Supervisor of Curriculum and Instruction.	The Supervisor of Curriculum follows up with the principal, District Literacy Coach and Deputy Superintendent if the requirement isn't happening.

Identification of mentor teachers	Monthly principal meetings; Professional development department communications, District Literacy Coach conversations	Classroom ELA block walkthroughs, ELA data	Principal referral to Supervisor of Curriculum and Instruction supported by School Improvement Visit ELA walkthroughs, coaching conversations and teacher data	Supervisor of Curriculum and Instruction at the beginning of the year and updated as new mentors are identified	The Supervisor of Curriculum follows up with the principal, District Literacy Coach and Deputy Superintendent if the requirement isn't happening.
Establishing of model classrooms within the school	Monthly principal meetings; School Improvement visits; District Literacy Coach conversations	Classroom ELA block walkthroughs, ELA data	Principal referral to Supervisor of Curriculum and Instruction supported by School Improvement Visit ELA walkthroughs, coaching conversations and teacher data	Supervisor of Curriculum and Instruction at the beginning of the year and updated as new model classrooms are identified	The Supervisor of Curriculum follows up with the principal, District Literacy Coach and Deputy Superintendent if the requirement isn't happening.
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Monthly principal meetings; School Improvement Visits, WCS D Professional Development Protocols	Master schedules; PLCs scheduled and agendas	Principal submission of Master Schedules to Supervisor of Curriculum and Instruction and the Deputy Superintendent; school-based Professional Learning Facilitator submission of agendas and sign-in sheets to Professional Development Department	Supervisor of Curriculum and Instruction and the Deputy Superintendent before the beginning of the year and updated as changes occur	The Supervisor of Curriculum follows up with the principal, District Literacy Coach and Deputy Superintendent if the requirement isn't happening.

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	Monthly principal meetings; School Improvement Visits, Progress Monitoring Guide; District Reding Plan	Classroom walkthroughs during the ELA block; lesson plans; class-wide data	Classroom walkthrough data	Deputy Superintendent	Quarterly
Small group differentiated instruction in order to meet individual student needs	Monthly principal meetings; School Improvements Visits, Progress Monitoring Guide; District Reding Plan	Classroom walkthroughs during small group reading instruction; lesson plans; student data	Classroom walkthrough data	Deputy Superintendent	Quarterly

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?

Walton County School District (WCSD) will utilize the Research-Based Reading Instruction Allocation funds for elementary reading coach salaries. Tiered interventions and supplemental materials are provided for students in grades K-3. WCSD will also utilize these funds for 3rd grade summer reading camps.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	27,025.00
District expenditures on reading coaches assigned to elementary schools	309,961.00
District expenditures on reading coaches assigned to secondary schools	100,000.00
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	69,980.00
District expenditures on supplemental materials or interventions for secondary schools	10,000.00
District expenditures on professional development	10,000.00
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	13,540.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	540,506.00
Amount of District Research-Based Reading Instruction Allocation	540,506.00

Summer Reading Camp

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

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

Sonday System

MaxScholar

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

If yes, which grade levels? _____

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)

WCSD fully engages in the MTSS (Multi-tiered System of Support) model using district-wide and school-wide trend data. As part of the MTSS approach all schools receive tiered ELA support.

Tier 1 Schools (low-risk): 80% of all students are on pace to show one year's growth and 80% of students scoring Level 1 or Level 2 on STAR are on pace to earn a learning gain. These schools have access to district-wide professional development and supports and participate in School Improvement visits / walkthroughs each semester.

Tier 2 Schools (moderate risk): Schools making uneven growth will receive scheduled school-based, supports by a District Literacy Coach as well as customized, job-embedded professional learning opportunities and more frequent School Improvement visits.

Tier 3 Schools (high risk): Schools not making adequate growth will receive more frequent intensive, regularly scheduled visits from a District Literacy Coach to provide feedback and support as part of the coaching process as well as customized, job-embedded professional learning opportunities and quarterly School Improvement visits.

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?

Communication regarding the District Literacy Coach roles and responsibilities occurs during monthly principal meetings, District Reading Plan presentations with every faculty member at each school, District Literacy Coach cadre meetings and is reinforced as necessary throughout the year.

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

The Supervisor of Curriculum and Instruction supervises the District Literacy Coaches and monitors whether the district's coaching plan is adhered to. The Supervisor of Curriculum and Instruction shares with the Deputy Superintendent, the direct supervisor of the principals, when the coaching plan is not adhered to or supported.

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.				
<ul style="list-style-type: none"> • Provide professional development on the following: <ul style="list-style-type: none"> ○ 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>
During monthly principal meetings, the District Reading Plan presentations at each school and during School Improvement Visits	Outlook calendar, School Care Plan Summaries, Itinerant Sign-In Logs	Supervisor of Curriculum and Instruction	Monthly	Once data is reviewed, the Supervisor of Curriculum and Instruction collaborates with the District Literacy Coach, Principal and Deputy Superintendent as part of the problem-solving process based on data.

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): Primary: K-2

IF:

Student meets the following criteria at beginning of school year: *FLKRS / STAR Early Literacy /STAR Reading Screening Report: **District Benchmark** At Grade Level (Green; ≥ 40 th PR) or On Watch (Blue ≥ 25 th PR)*

THEN:

TIER 1 Only: 120 minute ELA block including 90 minutes uninterrupted

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.

ReadyGen: ReadyGen uses authentic texts with modeling and teacher directed activities. Rated as Meets Expectations in Text Quality, Building Knowledge and Usability by EdReports.org and meets ESSA's Promising criteria. AND **Phonics First** reading system OR Tyner Framework OR Saxon Phonics: Systematic, sequential, explicit phonics programs implemented with a multisensory approach Strategies used within Phonics First are consistent with those recommended in the US Department of Education's Institute of Education Sciences (IES) What Works Clearinghouse (WWC) and University of Florida Literacy Institute. (UFLI). AND

Heggerty's Phonemic Awareness (K-1): systematic, sequential, phonemic awareness resource for teachers which includes activities that teach children to identify, detect, delete, segment or blend segments of spoken words congruent with Results First Clearinghouse second highest Positive rating.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2

STAR Early Literacy Quarterly PAST, LETRS Spelling Screener Beginning, Middle & End of Year District Reading Assessments

Green or Blue (PR ≥ 25)
75% or higher

Yellow or Red (PR < 25)
74% or lower

How is the effectiveness of Tier 1 instruction being monitored?
Data revealing 80% of students scoring in Green or Blue on STAR Early Literacy or STAR Reading by AP2 AND 75% or higher on PAST AP2

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Principal walkthroughs during ELA block and District Literacy Coach review of Class-wide Progress Monitoring data including STAR Early Literacy and PAST results with principals and teachers. Quarterly data chats with school leadership, teachers and District Literacy Coach.

How is the effectiveness of Tier 1 curriculum being monitored? Data indicating 80% of students have a ≥ 40 Student Growth Percentile on STAR

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Principals ensure that all teachers new to a curriculum participate in onboarding for that curriculum to maximize effective implementation.

	District Literacy Coaches collaborate with ELA teachers as part of district's Curriculum Alignment Project (CAP) to ensure curriculum is aligned to grade level standards and curriculum and to address any gaps.
How is instruction modified for students who receive instruction through distance learning? Students will have access to Tier 1 instruction using these programs through virtual means.	

IF:	K-2 student meets the following criteria at beginning of school year: FLKRS / STAR Early Literacy/ STAR Screening Report <25 and PAST AP 2 ≤74%				
THEN:	TIER 1 instruction and TIER 2 interventions K-2: Daily 120-minute ELA block including 90 minutes uninterrupted reading PLUS 30 minutes Tier 2 instruction daily using a program listed below				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	HeadSprout	Weekly	80% on HeadSprout reports	Less than 80% on HeadSprout reports	Consistently less than 70% on HeadSprout reports
	Imagine Learning	Weekly	80% average on Imagine Learning reports	Less than 80% on Imagine Learning reports	Consistently less than 70% on Imagine Learning reports
	Linda Mood Bell Visualizing and Verbalizing, Seeing Stars, Lindamood-Bell Talkies for Oral Language Comprehension and Expression	Assessment for Visual or Concept Imagery Weekly	90% on program assessment	89%-70% on program assessment	Below 70% on program assessment on 2/5 times
Systematic Phonics Instruction: Lexonik Leap, Sondag Essentials, Max Scholar, Tyner, Saxon Phonics, Sondag or Phonics First	Weekly	90% average on program assessments	Less than 89% on program assessments	Consistently less than 70% on program assessments	

	Leveled Literacy Intervention (LLI)	Weekly	95% on Running Records	90% on Running Records	89% or below on Running Records	
	Great Leaps	Weekly	95% on Running Records	90% on Running Records	89% or below on Running Records	
	Compass Learning	Weekly	80% on Compass Learning Reports	Less than 80% on Compass reports	Consistently less than 70% on Compass Learning reports	
	Number of times a week intervention provided		5	Number of minutes per intervention session		30
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? The District defines a healthy core as having less than 20% of students needing Tier 2 intervention and, in a healthy Tier 2 group, 80% or more of the Tier 2 students making accelerated growth with a Student Growth Percentile ≥ 40. Principal walkthroughs during Tier 2 instruction and District Literacy Coach review of Class-wide Progress Monitoring data including STAR Early Literacy and PAST results with principals and teachers.</p>					
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. HeadSprout received a Potentially Positive rating from What Works Clearinghouse. Imagine Learning received a Promising review from Evidence for ESSA. Lindamood-Bell interventions earned Strong reviews from Evidence for ESSA. Lexonik Leap, Sondag Essentials, Max Scholar, Tyner, Saxon Phonics, Sondag and Phonics First are systematic, explicit phonics programs implemented with a multisensory approach consistent recommendation from the US Department of Education’s Institute of Education Sciences (IES) What Works Clearinghouse (WWC) and University of Florida Literacy Institute (UFLI). LLI earned a Strong rating from Evidence for ESSA and a Positive Rating from Results First Clearinghouse. Great Leaps meets WWC Standards without reservation. Pathblazer (Compass Learning) earned Strong reviews from Evidence for ESSA.</p>					
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning? Students will have access to Tier 2 instruction through Teams.</p>						

IF:	K-2 student meets the following criteria at beginning of school year: STAR Early Literacy Percentile Rank ≤ 10 Percentile Rank and PAST AP 2 $\leq 70\%$
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions K-2: Daily 120 ELA block including 90 minutes uninterrupted reading PLUS 30 minutes Tier 2 instruction PLUS 30 minutes Tier 3 interventions provided by a Reading Endorse or Reading Certified Teacher
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction 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 • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i>

TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
Imagine Learning	Weekly	80% average on Imagine Learning reports	Less than 80% on Imagine Learning reports
Systematic Phonics Instruction: Phonics First, Sondag, Lexonik Leap, Sondag Essentials, or Wilson with embedded multi-sensory approach	Weekly	Less than 89% on program-based assessments..	Less than 70% on program-based assessments
Linda Mood Bell Visualizing and Verbalizing, Seeing Stars, Lindamood-Bell Talkies for Oral Language Comprehension and Expression	Auditory Conceptualization Assessment	90% on Program Assessment	< 90% on Program Assessment
Compass Learning	Weekly	80% average on Compass Learning reports	Less than 80% on Compass Learning reports
Leveled Literacy Intervention (LLI)	Weekly	90% on Running Records	89% or below on Running Records
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	5	Number of minutes per intervention session	30-45
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? With a healthy core and Tier 2, less than 5% of students will need Tier 3 interventions. Individual student data is monitored by the school-based Instructional Coach or Interventionist and all Tier 3 interventions are observed by the MTSS Liaison. 80% of Tier3 students should have an Student Growth Percentile of 40 or higher on STAR Reading AP2 and AP3.			
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Imagine Learning received a Promising review from Evidence for ESSA. Phonics First, Sondag, Lexonik Leap, Sondag Essentials, and Wilson are systematic, explicit phonics programs implemented with a multisensory approach consistent recommendation from the US Department of Education’s Institute of Education Sciences (IES) What Works Clearinghouse (WWC) and University of Florida Literacy Institute (UFLI) Lindamood-Bell interventions earned Strong reviews from Evidence for ESSA. Pathblazer (Compass Learning) earned Strong reviews from Evidence for ESSA. LLI earned a Strong rating from Evidence for ESSA and a Positive Rating from Results First Clearinghouse.			
How are Tier 3 interventions modified for students who receive interventions through distance learning? Students will have access to Tier 3 interventions through Teams.			

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 3rd – 5th

IF:

Student meets the following criteria at beginning of school year: *STAR Reading Screening Report: **FSA Benchmark Level (Green; ≥40th PR) or On Watch (Blue ≥ 25th PR)***

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.

ReadyGen: ReadyGen uses authentic texts with modeling and teacher directed activities. Rated as Meets Expectations in Text Quality, Building Knowledge and Usability by EdReports.org and meets ESSA’s Promising criteria. Phonics First for 3rd grade and Structures for 4th and 5th.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

STAR Reaching
District Reading Assessments
Spelling Screener

Blue (PR ≥40) or Green (PR ≥ 25)
Average ≥75%

Yellow (10-24PR) or Red (≤10 PR)
Average <74%

How is the effectiveness of Tier 1 instruction being monitored?

Data revealing 80% of students scoring in Green or Blue on STAR Reading by AP2 AND 75% or higher on Spelling Screener?

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

Principal walkthroughs during ELA block and District Literacy Coach review of Class-wide Progress Monitoring data including STAR Reading and PAST results with principals and teachers. Quarterly data chats with school leadership, teachers and Literacy Coach. Principal, Supervisor of Curriculum and Instruction, and District Literacy Coaches will collaborate to schedule related professional development.

How is the effectiveness of Tier 1 curriculum being monitored?

Data indicating 80% of students have a ≥ 40 Student Growth Percentile on STAR

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

Principals ensure that all teachers new to a curriculum participate in onboarding for that curriculum to maximize effective implementation. District Literacy Coaches collaborate with ELA teachers as part of district’s ongoing Curriculum Alignment Project (CAP) to ensure curriculum is aligned to grade level standards and curriculum and to address any gaps.

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

Students will have access to Tier 1 instruction through Teams.

IF:	3-5 student meets the following criteria at beginning of school year: STAR Reading Screening Report FSA Benchmark <25 and Spelling Screener <74				
THE N:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • <i>are standards-aligned</i> • <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> • <i>occurs during time allotted in addition to core instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i> 				
	<p>TIER 2 Programs/Materials/Strategies & Duration</p> <p><i>Collaborate with District Literacy Coach to select the intervention below to address student need:</i></p>	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
	Leveled Literacy Intervention (LLI)	Weekly	95% on Running Records	90% on Running Records	89% or below on Running Records
	Great Leaps	Weekly	95% on Running Records	90% on Running Records	89% or below on Running Records
	Systematic Phonics Instruction: Phonics First, Tyner, Saxon Phonics, Lexonik Leap, MaxScholar, Soday, Soday Essentials, Structures, or Wilson	Weekly	90% on program assessments	89% on program assessments	Less than 89% on specific program assessments
	Lindamood-Bell Verbalizing and Visualizing or Seeing Stars	Assessment for Visual or Concept Imagery Weekly	90% on program assessment	89%-70% on program assessment	Below 70% on program assessment on 2/5 times
HeadSprout / Raz-Kids Plus	Weekly	80% on HeadSprout reports	Less than 80% on HeadSprout reports	Consistently less than 70% on HeadSprout reports	

	Imagine Learning	Weekly	80% on Imagine Learning reports	Less than 80% on Imagine Learning reports	Consistently less than 70% on Imagine Learning reports
	Compass Learning	Weekly	80% on Compass Learning Reports	Less than 80% on Compass reports	Consistently less than 70% on Compass Learning reports
	<i>Number of times a week intervention provided</i>	5	<i>Number of minutes per intervention session</i>		30-45
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? The District defines a healthy core as having less than 20% of students needing Tier 2 intervention and, in a healthy Tier 2 group, 80% or more of the Tier 2 students making accelerated growth with a Student Growth Percentile ≥ 40. Principal walkthroughs during Tier 2 instruction and District Literacy Coach review of Class-wide Progress Monitoring data include STAR and Spelling Screener results with principals and teachers.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. LLI earned a Strong rating from Evidence for ESSA and a Positive Rating from Results First Clearinghouse. Great Leaps meets WWC Standards without reservation Phonics First, Tyner, Saxon Phonics, Lexonik Leap, MaxScholar, Sondag, Sondag Essentials, Structures, and Wilson are systematic, explicit phonics programs implemented with a multisensory approach consistent with recommendations from the US Department of Education's Institute of Education Sciences (IES) What Works Clearinghouse (WWC,) and University of Florida Literacy Institute (UFLI). Lindamood-Bell interventions earned Strong reviews from Evidence for ESSA. Raz-Kids Plus earned Strong reviews from Evidence for ESSA. HeadSprout earned the Second-highest rating from WWC. Imagine Learning received a Promising review from Evidence for ESSA. Pathblazer (Compass Learning) earned Strong reviews from Evidence for ESSA.</p>					
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning? Students will have access to Tier 2 instruction through Teams.</p>					

IF:	3 rd through 5 th grade student meets the following criteria at beginning of school year: STAR Reading Screening Report FSA Benchmark <10 and
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
TIER 1 instruction, TIER 2	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • 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 • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i>

TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
Collaborate with District Literacy Coach to select the intervention below to address student need:			
Leveled Literacy Intervention (LLI)	Weekly	90% on Running Records	89% or below on Running Records
Systematic Phonics Instruction: Phonics First, Souday, Souday Essentials, Lexonik Leap, and Wilson	Weekly	89% on program assessments.	< 70% on specific program assessments.
Lindamood-Bell Verbalizing and visualizing or Seeing Stars	Assessment for Visual or Concept Imagery Weekly	90% on program assessment	< 70% on program assessment 2/5 times
Compass Learning	Weekly	90% on program assessment	< 70% on program assessments
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	5	Number of minutes per intervention session	30-45
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? With a healthy core and Tier 2, less than 5% of students will need Tier 3 interventions. Individual student data is monitored by the school-based Instructional Coach or Interventionist and all Tier 3 interventions are observed by the MTSS Liaison. 80% of Tier3 students should have a Student Growth Percentile of 40 or higher on STAR Reading AP2 and AP3.			
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. LLI earned a Strong rating from Evidence for ESSA and a Positive Rating from Results First Clearinghouse. Phonics First, Souday, Souday Essentials, Lexonik Leap, and Wilson are systematic, explicit phonics programs implemented with a multisensory approach consistent recommendation from the US Department of Education’s Institute of Education Sciences (IES) What Works Clearinghouse (WWC) and University of Florida Literacy Institute (UFLI). Lindamood-Bell interventions earned Strong reviews from Evidence for ESSA. Pathblazer (Compass Learning) earned Strong reviews from Evidence for ESSA.			
How are Tier 3 interventions modified for students who receive interventions through distance learning? Students will have access to Tier 3 interventions through Teams.			

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6th – 8th

IF: Student meets the following criteria at beginning of school year: *STAR Reading Screening Report: FSA Benchmark at Grade Level (Green; ≥40th PR) or On Watch (Blue ≥ 25th PR)*

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.

SpringBoard received Top Honors from EdReports for meeting expectations in the 6th – 8th grade curriculum. Research studies by ERIC has shown promising evidence on increasing ELA achievement.

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
STAR Reading	Blue (PR ≥40) or Green (PR ≥ 25)	Yellow (10-24PR) or Red (≤10 PR)

How is the effectiveness of Tier 1 instruction being monitored?

Data revealing 80% of students scoring in Green or Blue on STAR Reading for STAR AP2 and AP3; SpringBoard embedded assessment grade average ≥ 70%

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

Principal walkthroughs during ELA block and District Literacy Coach review of class-wide progress monitoring data including STAR Reading and SpringBoard embedded assessment results with principals and teachers. Quarterly data chats with school leadership, teachers and Literacy Coach.

How is the effectiveness of Tier 1 curriculum being monitored?

Data indicating 80% of students have a ≥ 40 Student Growth Percentile on STAR

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

Principals ensure that all teachers new to a curriculum participate in onboarding for that curriculum to maximize effective implementation. District Literacy Coaches collaborate with ELA teachers as part of district’s ongoing Curriculum Alignment Project (CAP) to ensure curriculum is aligned to grade level standards and curriculum and to address any gaps.

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

Students will have access to Tier 1 instruction through Teams.

IF: 6th – 8th grade student meets the following criteria at beginning of school year: STAR Reading Screening Report **FSA Benchmark** <25 with a consistent history of Level 1 or 2 performance on FSA Reading.

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

TIER 1 instruction and TIER 2 interventions

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

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
Achieve 3000	Level Set Benchmarks 3 times per year; on-going assessment via articles and lessons each week	Average achievement of 86% - 100% on article/lesson tests at grade-level Lexile measure	Average achievement of 75% – 85% on article/lesson tests steadily increasing average Lexile level moving toward grade-level Lexile measure	Average achievement of < 75% on article/lesson tests with stagnating or falling Lexile level
Language Live	Benchmark Assessments 3 times per year; End of Unit and Ongoing Progress Monitoring	Average achievement of 86% - 100% on article/lesson tests at grade-level Lexile measure	Average achievement of 75% – 85% on article/lesson tests steadily increasing average Lexile level moving toward grade-level Lexile measure	Average achievement of < 75% on article/lesson tests with stagnating or falling Lexile level

<i>Number of times a week intervention provided</i>	5	<i>Number of minutes per intervention session</i>	30-45
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What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? The District defines a healthy core as having less than 20% of students needing Tier 2 intervention and, in a healthy Tier 2 group, 80% or more of the Tier 2 students making accelerated growth with a Student Growth Percentile ≥40. Principal walkthroughs during

	Tier 2 instruction and District Literacy Coach review of Class-wide Progress Monitoring data including Achieve and Language Live results with principals and teachers.
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Achieve 3000 received a Strong rating from Evidence for ESSA. Language Live Demonstrates a Rationale by the Voyager Sopris Research Foundation.
	How are Tier 2 interventions modified for students who receive interventions through distance learning? Students will have access to Tier 2 instruction through Teams.

IF:	6 th – 8 th grade student meets the following criteria at beginning of school year: STAR Reading Screening Report FSA Benchmark <10 and a consistent history of Level 1 performance on FSA Reading.			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> extended time targeted instruction 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		
	<i>Collaborate with District Literacy Coach to select the intervention below to address student need:</i>	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
	Systematic Phonics Instruction: Sonday, Lexonik, Structures	Program Assessment 1 x weekly	89% on program assessments	<75% on program assessments
	Pathblazer	Weekly online assessments of grade-level comprehension	Average achievement of 86% - 100% on article/lesson tests at grade-level Lexile measure	Average achievement of < 75% on article/lesson tests with stagnating or falling Lexile level
	Leveled Literacy Intervention (LLI)	Runnings Records 1 x weekly	95% on Running Records	<75% on Running Records
	Lindamood-Bell: Seeing Stars or Verbalizing and Visualizing	Auditory Conceptualization Assessment Weekly	90% on Program Assessment	<70% on Program Assessment 2/5 times
	All Tier 3 Interventions must be provided by a teacher who is reading endorsed or certified in reading.			
	Number of times a week intervention provided	5	Number of minutes per intervention session	30- 45
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? With a healthy core and Tier 2, less than 5% of students will need Tier 3 interventions. Individual student data is monitored by the school-based Instructional Coach or			

Interventionist and all Tier 3 interventions are observed by the MTSS Liaison. 80% of Tier3 students should have a Student Growth Percentile of 40 or higher on STAR Reading AP2 and AP3.

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

Sunday, Lexonik Leap and Structures are systematic, explicit phonics programs implemented with a multisensory approach consistent recommendations from the US Department of Education’s Institute of Education Sciences (IES) What Works Clearinghouse (WWC) and University of Florida Literacy Institute (UFLI).

Pathblazer earned Strong reviews from Evidence for ESSA. **LLI** earned a Strong rating from Evidence for ESSA and a Positive Rating from Results First Clearinghouse.

Lindamood-Bell interventions earned Strong reviews from Evidence for ESSA.

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

Students will have access to Tier 3 interventions through Teams.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9th – 12th

IF: Student meets the following criteria at beginning of school year: *STAR Reading Screening Report: FSA Benchmark At Grade Level (Green; ≥40th PR) or On Watch (Blue ≥ 25th PR)*

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.

SpringBoard received Top Honors from EdReports for meeting expectations in the 9th – 12th grade curriculum. Research studies by ERIC has shown promising evidence on increasing ELA achievement.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

STAR Reading

Blue (PR ≥40) or Green (PR ≥ 25)

Yellow (10-24PR) or Red (≤10 PR)

How is the effectiveness of Tier 1 instruction being monitored?

Data revealing 80% of students scoring in Green or Blue on

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Principal walkthroughs during ELA block and District Literacy

Coach review of class-wide progress monitoring data including STAR Reading and

TIER 1

	STAR Reading for STAR AP2 and AP3; SpringBoard embedded assessment grade average ≥ 70%.	SpringBoard embedded assessment results with principals and teachers. Quarterly data chats with school leadership, teachers and Literacy Coach.
	How is the effectiveness of Tier 1 curriculum being monitored? Data indicating 80% of students have a ≥ 40 Student Growth Percentile on STAR.	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Principals ensure that all teachers new to a curriculum participate in onboarding for that curriculum to maximize effective implementation. District Literacy Coaches collaborate with ELA teachers as part of district’s ongoing Curriculum Alignment Project (CAP) to ensure curriculum is aligned to grade level standards and curriculum and to address any gaps.
	How is instruction modified for students who receive instruction through distance learning? Students will have access to Tier 1 instruction through Teams.	

IF:	9 th – 12 th grade student meets the following criteria at beginning of school year: STAR Reading Screening Report FSA Benchmark <25 with a consistent history of Level 1 or 2 performance on FSA Reading.				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students’ ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	Achieve 3000 / Actively Learn	Level Set Benchmarks 3 times per year; on-going assessment via articles and lessons each week	Average achievement of 86% - 100% on article/lesson tests at grade-level Lexile measure	Average achievement of 75% – 85% on article/lesson tests steadily increasing average Lexile level moving toward grade-	Average achievement of < 75% on article/lesson tests with stagnating or falling Lexile level

			level Lexile measure	
CommonLit	Weekly Common Lit assessments of grade-level comprehension	Average achievement of 86% - 100% on article/lesson tests at grade-level Lexile measure	Average achievement of 75% – 85% on article/lesson tests steadily increasing average Lexile level moving toward grade-level Lexile measure	Average achievement of < 75% on article/lesson tests with stagnating or falling Lexile level
Pathblazer	Weekly online assessments of grade-level comprehension	Average achievement of 86% - 100% on article/lesson tests at grade-level Lexile measure	Average achievement of 75% – 85% on article/lesson tests steadily increasing average Lexile level moving toward grade-level Lexile measure	Average achievement of < 75% on article/lesson tests with stagnating or falling Lexile level
<i>Number of times a week intervention provided</i>	5	<i>Number of minutes per intervention session</i>	30- 45	
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i> The District defines a healthy core as one having less than 20% of students needing Tier 2 intervention. When a greater percentage of students require Tier 2 interventions, the principal engages in the problem-solving process with the District Literacy Coach and the Supervisor of Curriculum and Instruction about Core instruction. In a healthy Tier 2 group, 80% or more of the Tier 2 students make accelerated growth with a Student Growth Percentile (SGP) ≥ 40. When less than 80% of students in a Tier 2 group have an SGP greater than 40, the principal, Supervisor of Curriculum and Instruction and the District Literacy Coach engage in the problem-solving process, including Principal walkthroughs during Tier 2 instruction, and District Literacy Coach review of Class-wide Progress Monitoring data, including review of Achieve and Language Live results with principals and teachers.</p>				
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i> Achieve 3000 and Pathblazer received Strong ratings from Evidence for ESSA. CommonLit instruction includes opportunities for extended discussion of text meaning and interpretation around a diverse array of rich text, congruent with WWC guidance on improving adolescent literacy.</p>				
<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i> Students will have access to Tier 2 instruction through Teams.</p>				

IF:	9 th – 12 grade student meets the following criteria at beginning of school year: STAR Reading Screening Report FSA Benchmark <10 and a consistent history of Level 1 performance on FSA Reading. meets the following criteria at beginning of school year.			
THE N:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction 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 • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
	<i>Collaborate with District Literacy Coach to select the intervention below to address student need:</i>	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
	Systematic Phonics Instruction: Sunday, Lexonik, Structures	Weekly	95% on program assessments	<89% on program assessments
	Pathblazer	Weekly	Average achievement of 86% - 100% on article/lesson tests at grade-level Lexile measure	Average achievement of < 75% on article/lesson tests with stagnating or falling Lexile level
	All Tier 3 Interventions must be provided by a teacher who is reading endorsed or certified in reading.			
	Number of times a week intervention provided	5	Number of minutes per intervention session	30-45
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? With a healthy core and Tier 2, less than 5% of students will need Tier 3 interventions. Individual student data is monitored by the school-based Instructional Coach or Interventionist and all Tier 3 interventions are observed by the MTSS Liaison. 80% of Tier3 students should have a Student Growth Percentile of 40 or higher on STAR Reading AP2 and AP3.			
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. <i>Sunday, Lexonik Leap and Structures</i> are systematic, explicit phonics programs implemented with a multisensory approach, consistent recommendations from the US Department of Education’s Institute of Education Sciences (IES) What Works Clearinghouse (WWC) and University of Florida Literacy Institute (UFLI). Pathblazer earned Strong reviews from Evidence for ESSA.			
	How are Tier 3 interventions modified for students who receive interventions through distance learning? Students will have access to Tier 3 interventions through Teams.			