

# Pinellas County 2020-2021 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	Holly Slaughter	K-5 Reading & Language Arts Specialists	<a href="mailto:slaughterh@pcsb.org">slaughterh@pcsb.org</a>	727.588.6090
Responsibility	Name	Title	Email	Phone
Elementary ELA	Holly Slaughter	K-5 Reading & Language Arts Specialists	<a href="mailto:slaughterh@pcsb.org">slaughterh@pcsb.org</a>	727.588.6090
Secondary ELA	Beth Anderson Jacqueline Carey	6-8 Reading Specialist 9-12 Reading Specialist	<a href="mailto:Andersonbe@pcsb.org">Andersonbe@pcsb.org</a> <a href="mailto:careyja@pcsb.org">careyja@pcsb.org</a>	
Reading Endorsement	Jacqueline Carey	9-12 Reading Specialist	<a href="mailto:careyja@pcsb.org">careyja@pcsb.org</a>	
Reading Curriculum	Holly Slaughter (K-5), Beth Anderson (6-8), Jacqueline Carey (9-12)	Content Specialists	<a href="mailto:slaughterh@pcsb.org">slaughterh@pcsb.org</a> <a href="mailto:Andersonbe@pcsb.org">Andersonbe@pcsb.org</a> <a href="mailto:careyja@pcsb.org">careyja@pcsb.org</a>	
Professional Development	Kathleen Beauregard	Instructional Staff Developer	<a href="mailto:beauregardk@pcsb.org">beauregardk@pcsb.org</a>	727.588.6000
Assessment	Dan Evans	Executive Director of Assessment, Accountability, & Research	<a href="mailto:evansd@pcsb.org">evansd@pcsb.org</a>	727.588.6253
Data Element	Dan Evans	Executive Director of Assessment, Accountability, & Research	<a href="mailto:evansd@pcsb.org">evansd@pcsb.org</a>	727.588.6253
Summer Reading Camp	Holly Slaughter	K-5 Reading & Language Arts Specialists	<a href="mailto:slaughterh@pcsb.org">slaughterh@pcsb.org</a>	727.588.6090
3 <sup>rd</sup> Grade Promotion	Holly Slaughter	K-5 Reading & Language Arts Specialists	<a href="mailto:slaughterh@pcsb.org">slaughterh@pcsb.org</a>	727.588.6090

## Plan Information

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

Through our website, principal meeting in July with all levels and in monthly topical principal meetings across the year, SAC meetings, Coaching Institute (4 days in August) and in monthly coaching meetings throughout the year, Department Chair meetings, Executive Leadership Team monthly meetings.

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

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

**K-5**

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	*We do not currently assess Oral language for all students (only for students recommended for Speech/Language). We are currently exploring options such as the MLPP (Michigan Literacy Progress Profile) and how we can embed this assessment as part of our KFAC (Kindergarten Formative Assessment Check) and ELFAC (Elementary Formative Assessment Check) which will expand into first and second grades.			
<i>Phonological awareness</i>	MAP Subtest Formative Assessment Checks ISIP Kindergarten Formative Assessment Check (KFAC)	ISIP – formative/progress monitoring MAP – screener/progress monitoring District Created Formative Assessment Checks – progress monitoring KFAC – progress monitoring	All data is collected & housed in Performance Matters	MAP: 3 times a year for grades 1-2; 2 times a year for K, 3-5 ISIP: 1 x a month Formative Assessment Checks: every 3 weeks KFAC: 4 times a year
<i>Phonics</i>	MAP Subtest ISIP Formative Assessment Checks Running Records Core Phonics Survey District Writing Assessments KFAC	ISIP – formative/progress monitoring MAP – screener/progress monitoring District Created Formative Assessment Checks – progress monitoring Running Records – progress monitoring/diagnostic District Writing Assessments – progress monitoring Core Phonics Survey – progress monitoring, diagnostic	All data is collected & housed in Performance Matters	MAP: 3 times a year for grades 1-2; 2 times a year for K, 3-5  ISIP: 1 x a month Formative Assessment Checks: every 3 weeks Core Phonics Survey: 3 times a year KFAC: 4 times a year District Writing Assessments: 3 times a year

<i>Fluency</i>	ISIP Running Records	ISIP – formative/progress monitoring Running Records – progress monitoring/diagnostic	All data is collected & housed in Performance Matters	ISIP: 1 x a month Running Records: 3 x a year
<i>Vocabulary</i>	MAP Subtest ISIP Formative Assessment Checks	ISIP – formative/progress monitoring MAP – screener/progress monitoring District Created Formative Assessment Checks – progress monitoring	All data is collected & housed in Performance Matters	MAP: 3 times a year for grades 1-2; 2 times a year for K, 3-5  ISIP: 1 x a month Formative Assessment Checks: every 3 weeks
<i>Comprehension</i>	MAP Subtest ISIP Formative Assessment Checks District Writing Assessments	District Created Formative Assessment Checks – progress monitoring District Writing Assessments – progress monitoring	All data is collected & housed in Performance Matters	MAP: 3 times a year for grades 1-2; 2 times a year for K, 3-5  ISIP: 1 x a month Formative Assessment Checks: every 3 weeks District Writing Assessments: 3 times a year

### 6-12

<b>Progress Monitoring Tool</b>	<b>What data is being collected?</b>	<b>Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)</b>	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
9/10 - Reading Plus Insight 9/10 - Reading Plus	Fluency, vocabulary, comprehension	Insight - Diagnostic Program – progress monitoring (daily)	All data in program; Insight exported to Performance Matters	Insight – 3 times per year Program – updates daily
11/12 - District-created reading assessment	Vocabulary, comprehension	Progress monitoring	Performance Matters	Quarterly

**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>
After each data cycle, data is reviewed by the district staff as well as building leaders, literacy coaches & staff developers, and teachers.	When we analyze district data, we compare data to previous data as well as like schools. We use the data to determine differences between what is expected and what is occurring. We analyze problems as well as identify potential barriers. Then, a plan is developed & implemented. This typically involves principals working with literacy teams, decisions regarding district coach allocations, school-based coaches (when appropriate), and teacher leaders. We progress monitor and determine if the plan is working or if changes need to occur.	Each leader must submit a Professional Learning Plan for his/her school. This plan outlines the professional development as well as meeting schedules for each semester. Each plan is reviewed and must be approved by district staff. Plans must include data analysis and problem solving following each data cycle. To support leaders in this process, as a district, we schedule regular data chats during monthly leadership meetings.	There are several methods of communication regarding concerns. District staff meets with building leaders each month during leadership meetings. Furthermore, we have regularly scheduled ISM (Instructional Support Model) visits at schools where we regularly communicate concerns as well as highlight strengths. These visits include data analysis, a review of the SIP, as well as classroom visits. During each visit, goals are monitored and established. A record of the visit is saved and shared with all stakeholders including the principal, assistant principal, executive directors, as well as area superintendent. The ISM document includes monitoring core reading instruction as well as the intervention block of time.	Content Specialists Executive Directors Area Superintendents

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	<p>We have provided walk-through documents for administrators to use during weekly walkthroughs (modified from Achieve the Core) so that administrators are focusing on providing feedback on key elements.</p> <p>We also provide administrators walk-through tools specifically designed for intensive reading courses.</p> <p>Next year, we are working with the University of Florida Lastinger Center to provide principals with professional development and look-fors as they specifically relate to K-2 classrooms. Principals will participate in a high-level overview of the UF Matrix as well as PD 5 times across the year.</p>	<p>During monthly leadership meetings, we study scenarios, watch videos, and collaborate on how to use walk-through tools as well as the how, why, and when we would provide feedback to the teacher in order to improve evidence-based practices and student achievement.</p> <p>We also support leaders in using tools in walk-throughs during ISM visits.</p>	Administrators are required to walk-through 3-5 classrooms each day (depending on the area) and enter the data in iObservation.	The iObservation data is shared with the Executive Directors as well as Area Superintendents.	Monthly by Executive Directors and Area Superintendents.
Data chats	<p>District staff reviews school SIPs as well as Professional Learning Plans.</p> <p>We also provide time to analyze data during monthly leadership and</p>	Monthly leadership and literacy coach meetings.	Data chat schedules are collected each semester as part of the Professional Learning Plan and monitored during ISM visits (the frequency of ISM visits	Content Supervisors Executive Directors Area Superintendents	At least 3 times a year (some more often depending on the Tier of the school)

	<p>literacy coach meetings. At the K-5 level, we gather teachers together in ELA Champion meetings (3 times a year: 1 teacher per grade level) so that leaders, coaches, and teachers are working together to problem solve.</p>		<p>depends on the Tier of the school: some meet biweekly, some monthly, some 3 times a year).</p>		
<p>Reading Leadership Team per 6A-6.053(3) F.A.C.</p>	<p>District staff reviews SIPs as well as Professional Learning Plans. Reading Leadership Teams must turn in yearly plans to Content Specialists for review. We also provide time to analyze data during monthly leadership and literacy coach meetings as well as ELA Champion meetings (3 times a year: 1 teacher per grade level) so that leaders, coaches, and teachers are working together to problem solve.</p>	<p>Each year at the beginning of the year, we communicate the goals of the Reading Leadership Team via electronic letter &amp; follow-up survey to monitor the plans. Also, monthly leadership and literacy coach meetings.</p>	<p>Reading Leadership Team schedules are collected each semester as part of the Professional Learning Plan and monitored during ISM visits (the frequency of ISM visits depends on the Tier of the school: some meet biweekly, some monthly, some 3 times a year).</p>	<p>Content Supervisors Executive Directors Area Superintendents MTSS District Specialists</p>	<p>At least 3 times a year (some more often depending on the Tier of the school) Follow-up survey 1x a year.</p>
<p>Monitoring of plan implementation</p>	<p>Content specialists share the K-12 plan during our July Administrator Retreat. Content Specialists continue to share the K-12 Reading Plan (as well as focus on aspects of the plan) during monthly leadership meetings.</p>	<p>July Retreat, Monthly leadership &amp; literacy coach meetings, ISM visits.</p>	<p>At least 3 times a year (sometimes more depending on the school)</p>	<p>Content Supervisors Executive Directors Area Superintendents</p>	<p>At least 3 times a year (some more often depending on the Tier of the school)</p>
<p>Other: (Specify)</p>					

<b>Implementation and Progress-monitoring</b>		
<p>What problem-solving steps are in place for making decisions based on data?</p>	<p>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?</p>	<p>How will district leadership provide plan implementation oversight, support and follow-up?</p>
<p>We review data after each cycle and compare the data to previous data as well as like-school data. This happens at least 3 times a year (more often for some schools based on Tiers).            Not only do we analyze student data to make decisions, we also analyze ISM data (data collected during walk-throughs).            Furthermore, each school must submit a master schedule for district approval prior to the beginning of the year. When we review plans and walk-through buildings, we can determine if students have ample time for assessments and if the</p>	<p>There are several methods of communication regarding concerns. District staff meets with building leaders each month during leadership meetings. Furthermore, we have regularly scheduled ISM (Instructional Support Model) visits at schools where we regularly communicate concerns as well as highlight strengths. These visits include data analysis, a review of the SIP, as well as classroom visits. During each visit, goals are monitored and established. A record of the visit is saved and shared with all stakeholders including the principal, assistant principal, executive directors, as well as area superintendent. The ISM document includes monitoring core reading instruction as well as the intervention block of time.</p>	<p>We analyze problems as well as identify potential barriers.            Then, a plan is developed &amp; implemented. This typically involves principals working with literacy teams, decisions regarding district coach allocations, building coaches (when appropriate), and teacher leaders.            We progress monitor and determine if the plan is working or if changes need to occur.</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 Chalk Talk Newsletter via our Professional Development Department, Monthly leadership meetings,	We send a spreadsheet of trainings to principals following training sessions.	The district PD platform allows all district staff to access reports in real time.	Content Specialists Executive Directors Area Superintendents	HR Content Specialists (in some cases)
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	AAR shares VAM data as well as adequate data using MAP at Elementary level and cycle data in secondary.	Principals use the data to inform scheduled walk-throughs as well as analysis during reading leadership meetings.	After each cycle (at least 3 times a year) and more frequently at some schools via excel files.	Content Specialists Executive Directors Area Superintendents	Content Specialists Executive Directors Area Superintendents
Identification of mentor teachers	The Professional Development Department emails the list of qualified mentors directly to principals. The Lead Mentor of each school has access to the district Mentor Roster posted on SharePoint.	Administrators collaborate with Lead Mentors.	The Mentor Roster by school is updated quarterly via the district Access system which pulls the data directly from TERMS	The Professional Development Department pulls the report.	Professional Development
Establishing of model classrooms within the school	Content Specialists and Principals work together to select model classroom teachers for each grade level or subject area based on identified criteria.	Walk-through data, ISM reports, student data	Walk-through data and ISM reports are biweekly, monthly, or 3 times a year depending on the school. Student data is collected no less than 3 times a year.	Content Specialists Executive Directors Area Superintendents	Content Specialists Executive Directors Area Superintendents



Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	During July Retreat, SIP planning process & during the Professional Learning Planning process. Additionally, principals and ELA Champions (one lead teacher per grade level) convene together 3 times a year. ELA Champions and principals co-plan and co-facilitate the ELA-focused PLCs. During the 3 embedded days, teachers and principals work together with district staff to construct clear goals & expectations for leading standards-based planning PLC's, facilitating student work analysis protocols, & working together in teams to problem solve to increase student achievement.	ISM process, all principal leaders attend PLCs, Pro-Ed facilitators track component points in PLN	Professional Learning Plans are collected and reviewed each semester. PLN reports are reviewed quarterly	Content Specialists Executive Directors Area Superintendents	Content Specialists Executive Directors Area Superintendents
---	--	---	--	--	--

## 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	July Retreat, monthly leadership meetings, ELA walk-through documents, ELA Champions	Daily principal walk-throughs using iObservation; ISM visits	ISM data	Content Specialists Executive Directors Area Superintendents Executive Leadership Team	Depending on the Tier of the school: biweekly, monthly, or 3 times a year
Small group differentiated instruction in order to meet individual student needs	July Retreat, monthly leadership meetings, ELA walk-through documents, ELA Champions	Daily principal walk-throughs using iObservation; ISM visits	ISM data	Content Specialists Executive Directors Area Superintendents Executive Leadership Team	Depending on the Tier of the school: biweekly, monthly, or 3 times a year

## 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 intervention teachers assigned to elementary schools are trained on how to implement evidence-based reading instruction, with support for struggling readers, including those with dyslexia, aimed at K-3 students. Additionally, the summer reading teachers and L300 teachers and interventionists also participate in in-depth training aimed at meeting the needs of K-3 students with substantial reading deficiencies.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	305,200
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on intervention teachers assigned to elementary schools	1,511,761
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	535,000
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	200,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	1,705,901
Flexible Categorical Spending	
Sum of Expenditures	4,257,862
Amount of District Research-Based Reading Instruction Allocation	4,257,868

## 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?

Whole-class virtual asynchronous lessons are provided for each teacher where students are taught academic language skills, including the use of inferential and narrative language & vocabulary knowledge connected to appropriate grade-level standards. Each day, students read connected grade level text to support accuracy, fluency, and comprehension.

Teachers also engage students in daily live small group virtual instruction. During these small groups, teachers focus on teaching students to decode words, analyze word parts, and write & recognize words, as well as ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This instruction is explicit and systematic & matched to the needs of the students. As students read orally, the teacher monitors, models strategies, scaffolds, and provides feedback. The teacher also teaches students to self-monitor and self-correct, as well as provides feedback on fluent and accurate reading with expression.

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

If yes, which grade levels? K-4?

## Reading Allocation Literacy Coaches

### Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:

Coaches must meet the following criteria:

- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills
- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information.

What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

District-level leadership, including Executive Directors, Area Superintendents, along with Associate Superintendents analyze FSA data, MAP data, and ISM data to determine schools who have the greatest need.

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?

This is communicated during the yearly kick-off meeting where we share our K-12 Reading Plan as well as during monthly leadership and coach meetings. We also distribute a Coaching Manual to all leaders and coaches with these guidelines.

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

This is monitored by area superintendents as well as district staff during ISM visits, during monthly coaching meetings, and through the use of coaching logs. Coaches report to the content specialists who then work with leaders to create a plan and schedule for coaches to follow an evidence-based coaching model with a focus on supporting teachers in planning and in the classroom, not on administrative functions.

### 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>
July Retreat, monthly leadership, ISM visits	Coaching Logs spreadsheets or Forms	Content Specialists Title I Supervisor	monthly	We analyze problems as well as identify potential barriers. Then, a plan is developed & implemented. This typically involves principals working with literacy teams, decisions regarding district coach allocations, building coaches (when appropriate), and teacher leaders. We allocate coaches to schools based on data, Tier of the school, and state requirements. We progress monitor and determine if the plan is working or if changes need to occur.

## Other Considerations

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

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

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

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

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

### Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

# Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K-2

**IF:** Student meets the following criteria at beginning of school year:  
 K: STAR Early Literacy Scaled Score 500 or above  
 1: MAP 50-99%ile OR RR Level D or above  
 2: MAP 50-99%ile or RR Level J or 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:** HMH Journeys/Pinellas County Schools Modules Curriculum

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

*Our modules curriculum is standards-aligned, and designed around evidence-based reading instruction, with balanced, explicit, and systematic reading instruction that fosters both code-based and text-based strategies for word identification and comprehension. Teachers utilize daily lesson plans provided in “Fun with Phonics” whole group lessons whereby they develop awareness of the segments of sounds in speech & how they link to letters (SE); teach students to decode words, analyze word parts, and recognize words (SE); and through our modules daily lessons, teach students how to use reading comprehension strategies (SE). Every day, we ensure that students read connected text to support reading accuracy, fluency, and comprehension (ME), as well as focus lessons on teaching students to identify and use the text’s organizational structure to comprehend, learn, and remember content (ME). Lesson plans are designed with a hook to establish an engaging and motivating context in which to teach reading (ME) as well as suggestions for building background knowledge & content knowledge. Daily writing plans also focus on teaching students to use the writing process for a variety of purposes including writing about reading (SE), while at the same time teach students to become fluent with handwriting, spelling, & sentence construction (ME). A team of teachers, ESE and EL specialists and Gifted teachers contribute to the design of each daily lesson by incorporating the principles of UDL as well opportunities for differentiation and specialized instruction. In each module, our EL department provides teachers with performance indicators aligned to standards including questions, prompts, and sentence stems for each language level (entering, emerging, developing, expanding, bridging). Lesson plans are designed to include the standard, the target, supporting learning targets, ongoing formative assessments, the lesson sequence, and instructional supports (during the lesson, during small group/conferring, during the share/reflect).*

**Source:** What Works Clearinghouse Educator Practice Guides:

- *Teaching Elementary Students to be Effective Writers*
- *Foundational Skills to Support Reading for Understanding in Kindergarten through 3<sup>rd</sup> Grade*
- *Improving Reading Comprehension in Kindergarten through 3<sup>rd</sup> Grade*

HMH Journeys: SE <https://www.hmhco.com/programs/journeys/research-results>

**TIER 1**

<b>Progress Monitoring</b>		
<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria to that would prompt addition of Tier 2 interventions</b>
<p>K: 3 cycles, STAR, MAP + Kindergarten Formative Assessment Check Foundational Skills</p> <p>1: 3 cycles, MAP + Running Records</p> <p>2: 3 cycles, MAP + Running Records</p>	<p>K Cycle 1: STAR 500 or above; Cycle 2: MAP 50-99% or KFAC = 9-24 pts. Cycle 3: MAP 50-99% OR KFAC 18 or above total points</p> <p>Grade 1 Cycle 1: 50-99% OR RR Level D or above Cycle 2: MAP 50-99% OR RR Level G or above Cycle 3: MAP 50-99% OR RR Level J or above</p> <p>Grade 2, Cycle 1: MAP 50-99% OR RR Level J or above Cycle 2: MAP 50-99% OR RR Level L or above Cycle 3: MAP 50-99% OR RR Level M or above</p>	<p>K Cycle 1: STAR 399-454 OR KFAC = 1 point K Cycle 2: MAP 11-34% or KFAC of 3-6 pts K Cycle 3: MAP 11-34% or KFAC of 8-12 points</p> <p>Grade 1 Cycle 1: MAP 11-34% OR RR Level B Grade 1 Cycle 2: MAP 11-34% OR RR Level B Grade 1 Cycle 3: MAP 11-34% OR RR Level B, C, or D</p>
<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b></p> <p>Weekly administrative walkthroughs; Cycle Data Review; MTSS Teams, Reading Leadership Teams, ISM walkthroughs</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <p>Follow up on weekly administrative walkthroughs to include targeted feedback to the teacher including follow-up walkthroughs; formative assessment data analysis (every 3 weeks) and data chats &amp; teacher sharing in PLCs, Cycle Data Review; MTSS Teams, Reading Leadership Teams, ISM walkthroughs with feedback to teachers; literacy coaching cycles based on data</p>	
<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b></p> <p>Weekly administrative walkthroughs; Cycle Data Review; MTSS Teams, Reading Leadership Teams, ISM walkthroughs, Focus group feedback and revisions of curriculum each year.</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b></p> <p>Weekly planning PLCs including student work analysis protocols; formative assessment data analysis and planning protocols; incorporating principles of UDL as a way to improve effectiveness and meet the needs of all students; provide PD on explicit, systematic, and multi-sensory instruction.</p>	
<p><b>How is instruction modified for students who receive instruction through distance learning?</b></p> <p>Asynchronous standards-based lessons have been created by 'master teachers' at each grade level to incorporate the "Tell, Teach, Try" method of explicit instruction and gradual release. These lessons incorporate a weekly theme as well as connect to social studies and science topics and standards. Teachers analyze the student responses to the standards-based lessons and use the responses to plan small groups accordingly.</p>		

**IF:** Student meets the following criteria at beginning of school year:  
 K: STAR Early Literacy Scaled Score 399-454 OR KFAC = 1 point  
 1: MAP 11-34%ile OR RR Level B  
 2: MAP 11-34%ile or RR Level D or E

**THEN: 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
Leveled Literacy Intervention UFLI Guided Reading/Jan Richardson Guided Reading Istation/iReady FCRR 2 <sup>nd</sup> Dose of Fun with Phonics Nemours Sounds Sensible/SPIRE <i>Equipped for Reading Success</i> phonological awareness	The nature and frequency of the progress monitoring will depend upon the intensity and severity of any identified target skill gaps. Examples of progress monitoring at this level include: Istation Indicators of Progress (ISIP); iReady Diagnostic & Standards Mastery; Curriculum-Based Measures (e.g. DIBELS); CORE Phonics Survey; Running Record. Progress monitoring at this level should be done at least monthly and is intended to be formative in nature, meaning that it is reviewed during the implementation of interventions in order to assist in ongoing problem solving of effectiveness, particularly for groups of students at-risk.	Meet Tier 1 requirements and benchmarks with continued support and careful monitoring.  (Cycle 2 K: MAP 50-99% OR KFAC = 9-24 pts, Cycle 3 K: MAP 50-99% or KFAC 18 + pts; Cycle 2 Grade 1: 50-99% OR RR Level G +; Cycle 3 Grade 1: MAP 50-99% OR RR Level J+; Cycle 2 Grade 2: MAP 50-99% OR RR Level L+; Cycle 3 Grade 2: MAP 50-99% OR RR Level M+)	Students are making adequate progress & building skills (approaching proficiency) but are not yet proficient (Cycle 1 K: MAP 35-49%, KFAC = 2; Cycle 2 K: MAP 35-49%, KFAC = 7/8; Cycle 3 K MAP 35-49%, KFAC 13-17; Cycle 1 Grade 1: MAP 35-49%, RR Level C; Cycle 2 Grade 1: MAP 35-49%, RR Level D-F; Cycle 3 Grade 1: MAP 35-49%, RR Level E-I, Cycle 1 Grade 2: MAP 35-49%, RR F-I, Cycle 2 Grade 2: MAP 35-49%, RR G-K, Cycle 3 Grade 2: MAP 35-49% OR RR Level H-L)	Students are monitored by an MTSS team and determined to show "low or minimal" progress after a reasonable time in Tier 2. Further diagnostics are administered to determine the underlying aspects of reading that are blocking the student from achieving reading proficiency.  Grade K Cycle 1: STAR 398 & below AND KFAC = 0. Grade K Cycle 2: MAP 1-10%

**TIER 1 instruction and TIER 2 interventions**



	training lessons				<p>AND KFAC = 0-2 pts. Grade K Cycle 3: MAP 1-10% AND KFAC = 0-7 pts</p> <p>Grade 1 Cycle 1: MAP 1-10%ile, RR A &amp; below Grade 1 Cycle 2: MAP 1-10%ile, RR A &amp; below Grade 1 Cycle 3: MAP 1-10%ile, RR A &amp; below</p> <p>Grade 2 Cycle 1: MAP 1-10%ile AND RR C or below; Grade 2 Cycle 2: MAP 1-10%ile AND RR D or below; Grade 2 Cycle 3: MAP 1-10%ile AND RR E or below</p>

<i>Number of times a week intervention provided</i>	3-5	<i>Number of minutes per intervention session</i>	20-40 mins
---	-----	---	------------

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

Pinellas County Schools maintains a Multi-Tiered System of Supports (MTSS) Implementation Guide, which details procedures that School-Based Leadership Teams (SBLTs) will implement across content areas, including Reading. The MTSS Implementation Guide states the following:

Tier 2 problem solving is the responsibility of the School Based Leadership Team. Students who require supplemental supports will be identified because of Tier 1 problem solving that includes determining that core instruction is effective (approximately 80% or more students are meeting grade level expectations), but that some students require additional support to achieve grade-level standards.

The purpose of Tier 2 problem solving is to answer the following questions:

- What is the appropriate intervention for a given group of students?
- How effective are the interventions selected for students identified as needing Tier 2 supports?

	<ul style="list-style-type: none"> <li>• Are most students within a given supplemental group demonstrating a positive response to the instruction?</li> <li>• Are there students who may require increased intensity/individual problem solving to accelerate their growth rate?</li> </ul> <p>The Guide further clarifies for SBLTs that Tier 2 intervention services are “effective” when at least 70% of students receiving those services (in addition to core supports) meet or exceed grade level proficiency.</p>
	<p><b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b></p> <p>According to WWC, the use of LLI is supported by strong evidence. The Jan Richardson/UFLI methods of small group instruction are supported by promising evidence in that the strategies employed in the routines are derived from strong findings as well as theories in related areas. These routines both promote differentiated, data-based teaching practices, as well as explicit and systematic instructional approaches. The guided reading approaches address the components of reading instruction (comprehension, fluency, phonemic awareness, phonics, vocabulary, and oral language) and are tailored to students’ needs and developmental levels. The routines are designed to build skills gradually and provide a high level of teacher-student interaction with ample time for practice and feedback. The Fun with Phonics 2<sup>nd</sup> dose is also promising in that the routine is designed with strong evidence-based practices focused on developing awareness of the segments of sounds in speech and how they link to letters, teaching students to decode words, analyze word parts, and recognize words, as well as moderate evidence such as ensuring that students read decodable texts to support accuracy, fluency, and comprehension.</p>
	<p><b><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></b></p> <p>Throughout the COVID pandemic as well as Summer Bridge, we have utilized ‘Teams’ and worked closely with families to schedule small-group, Tier 2 supports digitally. The Teams platform allows us whiteboard technology for word work and sharing screens for access to books. We’ve also worked with the University of Florida Lastinger Center to use an app they have created to meet in small groups. Through this partnership, we have access to a plethora of online Sundance and Newbridge leveled texts. We’ve also studied ways to assess students frequently for monitoring and planning. We’ve used the Core Phonics Survey in distance learning as well as administered running records virtually. Finally, we worked with Istation to allow students access to take the ISIP from home (this feature was previously disabled prior to the pandemic). We’ve also worked closely with our technology department to ensure our students have the appropriate technology with front-facing cameras so that teachers and students can see each other during instruction. Our Pinellas Education Foundation has also worked closely with Spectrum to ensure all students have access to the necessary wi-fi to engage in distance learning.</p>

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <p>Grade 3 Cycle 1: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-435</p> <p>Grade 4 Cycle 1: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-459</p> <p>Grade 5 Cycle 3: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-494</p>
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>
<b>FCRTIER 1 instruction, TIER 2 interventions, and</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>
	<b>TIER 3 Progress Monitoring</b>

<b>TIER 3 Programs/Materials /Strategies &amp; Duration</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>
Reading Recovery (grade 1 students) (MS)	The nature and frequency of the progress monitoring will depend upon the intensity and severity of any identified target skill gaps. Examples of progress monitoring at this level include: Istation Indicators of Progress (ISIP); iReady Diagnostic & Standards Mastery; Curriculum-Based Measures (e.g. DIBELS or aimsweb); Running Record. Progress monitoring at this level should be done at least every two weeks and is intended to be formative in nature, meaning that it is reviewed during the implementation of interventions in order to assist in ongoing problem solving of effectiveness, particularly for individual students.	If a student's performance data warranted implementation of Tier 3 intervention, and then in a subsequent benchmark cycle they reduce their overall risk level but are not yet proficient (i.e. Tier 2 or 'Approaching Proficiency' level). In addition, if a subsequent benchmark cycle shows significantly reduced risk to the level of 'Proficient', then only core instruction will be required.	If a student's performance data warranted implementation of Tier 3 intervention, and then in a subsequent benchmark cycle they continue to demonstrate Tier 3 need, their intervention plan will be reviewed to determine if changes should be made to the intervention design. Students are monitored by an MTSS team. This team evaluates benchmark scores (i.e., MAP, Running Records, KFAC) against grade-level standards to determine if interventions are working or need to be changes. MTSS teams also consider the ongoing progress monitoring data and whether the student is exhibiting a rate of skill improvement that will meet or exceed the established goal within a reasonable amount of time.  If students are not meeting benchmark and progress monitoring goals with Tier 3 intervention, additional assessments to more precisely identify and target any underlying skill gaps are considered.
LLI (smaller group size/increased time & intensity on instructional areas specific to the student/s changing needs) (Some aspects of MS)			
UFLI/Jan Richardson Routine (smaller group size/increased time & intensity on instructional areas specific to the student/s changing needs) (MS)			
Istation Teacher-Directed Lessons			
FCRR Routine based on Deficit Area			
<i>Equipped for Reading Success Phonological Awareness Training Lessons &amp; Other Phonological Awareness Tasks</i> (MS)			
Nemours (MS)			
Sounds Sensible/SPIRE			

				<p>Grade 1 Cycle 3: MAP 1-10%ile, RR A &amp; below</p> <p>Grade 2 Cycle 2: MAP 1-10%ile AND RR D or below;</p> <p>Grade 2 Cycle 3: MAP 1-10%ile AND RR E or below</p>
<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>				
<p><b>Number of times a week intervention provided</b></p>	<p><b>5</b></p>	<p><b>Number of minutes per intervention session</b></p>	<p><b>20-45</b></p>	
<p><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> <p>Pinellas County Schools maintains a Multi-Tiered System of Supports (MTSS) Implementation Guide, which details procedures that School-Based Leadership Teams (SBLTs) will implement across content areas, including Reading. The MTSS Implementation Guide states the following:</p> <p>The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 intensive services are characterized by:</p> <ul style="list-style-type: none"> <li>• More instructional time</li> <li>• Smaller (or individual) instructional groups</li> <li>• More precisely targeted at the appropriate level</li> <li>• Clearer and more detailed explanations used during instruction</li> <li>• More systematic instructional sequences used</li> <li>• More extensive opportunities for practice provided</li> <li>• More opportunities for effort correction and feedback provided</li> </ul> <p>The purpose of Tier 3 problem solving is to answer the following questions:</p> <ul style="list-style-type: none"> <li>• Why is the desired behavior not occurring? What are the conditions under which it can or cannot occur?</li> <li>• What about the interaction of the curriculum (including assessments), instructional practices, learning environment (including equity issues), and the Learner may be hindering the desired outcome?</li> <li>• What data do we have to validate or rule out possible barriers/causes? What is the most likely explanation?</li> <li>• Given the outcome of problem analysis, what additional supports need to be implemented to accelerate the student’s rate of growth?</li> <li>• What is the student’s response to this intensive intervention? How well are the selected individualized, intensive supports helping the student reach the goal or desired behavior?</li> <li>• What is the relationship between sustained growth and sustained support? When does, the data indicate that supports can be faded or minimized in intensity?</li> </ul> <p>Standard decision rules that provide guidance for comparing an individual students trend line and/or rate of improvement to their goal line or expected rate of growth are used to determine positive, questionable, and poor response to intervention and are described in the MTSS Implementation Guide.</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>According to WWC, the use of LLI and Reading Recovery are both supported by strong evidence. The Jan Richardson/UFLI methods of small group instruction are supported by promising evidence in that the strategies employed in the routines are derived from strong findings as well as theories in related areas. These routines both promote differentiated, data-based teaching practices, as well as explicit and systematic instructional approaches. The guided reading approaches address the components of reading instruction (comprehension,</p>				

fluency, phonemic awareness, phonics, vocabulary, and oral language) and are tailored to students' needs and developmental levels. The routines are designed to build skills gradually and provide a high level of teacher-student interaction with ample time for practice and feedback.

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

Throughout the COVID pandemic as well as Summer Bridge, we have utilized 'Teams' and worked closely with families to schedule small-group and one-to-one, Tier 2 and Tier 3 supports digitally. The Teams platform allows us whiteboard technology for word work and sharing screens for access to books. We've also worked with the University of Florida Lastinger Center to use an app they have created to meet in small groups. Through this partnership, we have access to a plethora of online Sundance and Newbridge leveled texts. We've also studied ways to assess students frequently for monitoring and planning. We've used the Core Phonics Survey in distance learning as well as administered running records virtually. Finally, we worked with Istation to allow students access to take the ISIP from home (this feature was previously disabled prior to the pandemic). We've also worked closely with our technology department to ensure our students have the appropriate technology with front-facing cameras so that teachers and students can see each other during instruction. Our Pinellas Education Foundation has also worked closely with Spectrum to ensure all students have access to the necessary wi-fi to engage in distance learning.

# Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 3-5**

**IF:** Student meets the following criteria at beginning of school year:  
 Grade 3 Cycle 1: MAP 11-34%, Istation Quintile 2, iReady 436-473  
 Grade 4 Cycle 1: MAP 11-34%, Istation Quintile 2, iReady 460-495  
 Grade 5 Cycle 1: MAP 11-34%, Istation Quintile 2, iReady 482-541

**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: HMM Journeys/Pinellas County Schools Modules Curriculum**

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

*Our modules curriculum is standards-aligned, and designed around evidence-based reading instruction, with balanced, explicit, and systematic reading instruction that fosters both code-based and text-based strategies for word identification and comprehension. Teachers utilize daily lesson plans provided in our modules daily lessons to teach students how to use reading comprehension strategies (SE). Every day, we ensure that students read connected text to support reading accuracy, fluency, and comprehension (ME), as well as focus lessons on teaching students to identify and use the text’s organizational structure to comprehend, learn, and remember content (ME). Lesson plans are designed with a hook to establish an engaging and motivating context in which to teach reading (ME) as well as suggestions for building background knowledge & content knowledge. Daily writing plans also focus on teaching students to use the writing process for a variety of purposes including writing about reading (SE), while at the same time teach students to become fluent with handwriting, spelling, & sentence construction (ME). A team of teachers, ESE and EL specialists and Gifted teachers contribute to the design of each daily lesson by incorporating the principles of UDL as well opportunities for differentiation and specialized instruction. In each module, our EL department provides teachers with performance indicators aligned to standards including questions, prompts, and sentence stems for each language level (entering, emerging, developing, expanding, bridging). Module lesson plans are designed to include the standard, the target, supporting learning targets, ongoing formative assessments, the lesson sequence, and instructional supports (during the lesson, during small group/conferring, during the share/reflect).*

**Source: What Works Clearinghouse Educator Practice Guides:**

- Teaching Elementary Students to be Effective Writers
- Foundational Skills to Support Reading for Understanding in Kindergarten through 3<sup>rd</sup> Grade
- Improving Reading Comprehension in Kindergarten through 3<sup>rd</sup> Grade
- Improving Adolescent Literacy: Effective Classroom and Intervention Practices

**HMM Journeys: SE <https://www.hmhco.com/programs/journeys/research-results>**

**Progress Monitoring**

**Assessment & Frequency**

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

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

MAP (3 times a year)  
Istation (monthly)/iReady Diagnostic (3 times a year)

Grade 3 Cycle 1: MAP 50-99%,  
Istation Quintile 4/5, iReady 511+;

Grade 3 Cycle 1: MAP 11-34%, Istation Quintile 2, iReady 436-473;

**TIER 1**

	<p>Grade 3 Cycle 2 MAP 50-99%, Istation Quintile 4/5, iReady 511+; Grade 3 Cycle 3 MAP 50-99%, Istation Quintile 4/5, iReady 511+</p> <p>Grade 4 Cycle 1 MAP 50-99%, Istation Quintile 4/5, iReady 557+; Grade 4 Cycle 2 MAP 50-99%, Istation Quintile 4/5, iReady 557+; Grade 4 Cycle 3 MAP 50-99%, Istation Quintile 4/5, iReady 557+</p> <p>Grade 5 Cycle 1 MAP 50-99%, Istation Quintile 4/5, iReady 581+; Grade 5 Cycle 2 MAP 50-99%, Istation Quintile 4/5, iReady 581+; Grade 5 Cycle 3 MAP 50-99%, Istation Quintile 4/5, iReady 581+</p>	<p>Grade 3 Cycle 2: MAP 11-34%, Istation Quintile 2, iReady 452-473; Grade 3 Cycle 3: MAP 11-34%, Istation Quintile 2, iReady 464-473</p> <p>Grade 4 Cycle 1: MAP 11-34%, Istation Quintile 2, iReady 460-495; Grade 4 Cycle 2: MAP 11-34%, Istation Quintile 2, iReady 473-495 Grade 4 Cycle 3: MAP 11-34%, Istation Quintile 2, iReady 478-495</p> <p>Grade 5 Cycle 1: MAP 11-34%, Istation Quintile 2, iReady 482-541; Grade 5 Cycle 2: MAP 11-34%, Istation Quintile 2, iReady 493-541 Grade 5 Cycle 3: MAP 11-34%, Istation Quintile 2, iReady 495-541</p>
<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <p>Weekly administrative walkthroughs; Cycle Data Review; MTSS Teams, Reading Leadership Teams, ISM walkthroughs</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>Follow up on weekly administrative walkthroughs to include targeted feedback to the teacher including follow-up walkthroughs; formative assessment data analysis (every 3 weeks) and data chats &amp; teacher sharing in PLCs, Cycle Data Review; MTSS Teams, Reading Leadership Teams, ISM walkthroughs with feedback to teachers; literacy coaching cycles based on data</p>	
<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>Weekly administrative walkthroughs; Cycle Data Review; MTSS Teams, Reading Leadership Teams, ISM walkthroughs, Focus group feedback and revisions of curriculum each year.</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>Weekly planning PLCs including student work analysis protocols; formative assessment data analysis and planning protocols; incorporating principles of UDL as a way to improve effectiveness and meet the needs of all students; provide PD on explicit, systematic, and multi-sensory instruction.</p>	
<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b></p> <p>Asynchronous standards-based lessons have been created by ‘master teachers’ at each grade level to incorporate the “Tell, Teach, Try” method of explicit instruction and gradual release. These lessons incorporate a weekly theme as well as connect to social studies and science topics and standards. Teachers analyze the student responses to the standards-based lessons and use the responses to plan small groups accordingly.</p>		



**IF:** Student meets the following criteria at beginning of school year:  
 Grade 3: MAP 11-34% OR Istation Quintile 2/iReady 436-473  
 Grade 4: MAP 11-34% OR Istation Quintile 2/iReady 460-495  
 Grade 5: MAP 11-34% OR Istation Quintile 2, iReady 482-541

**THEN: 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
Leveled Literacy Intervention	The nature and frequency of the progress monitoring will depend upon the intensity and severity of any identified target skill gaps. Examples of progress monitoring at this level include: Istation Indicators of Progress (ISIP); iReady Diagnostic & Standards Mastery; Curriculum-Based Measures (e.g. DIBELS or aimsweb); Running Record. Progress monitoring at this level should be done at least every two weeks and is intended to be formative in nature, meaning that it is reviewed during the implementation of interventions in order to assist in ongoing problem solving of effectiveness, particularly for individual students.	Meet Tier 1 requirements and benchmarks with continued support and careful monitoring.	Students are making adequate progress & building skills (approaching proficiency) but are not yet proficient	Grade 3 Cycle 1: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-435 Grade 3 Cycle 2: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-451 Grade 3 Cycle 3: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-463
UFLI Guided Reading/Jan Richardson Guided Reading				
Istation/iReady				
Skills Focused Small Group Strategy Lessons				
Sounds Sensible/SPIRE				
Equipped for Reading Success phonological awareness training lessons				
	Grade 5 Cycle 1: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-481			

TIER 1 instruction and TIER 2 interventions



				<p>Istation Quintile 3/iReady 496-556</p> <p>Grade 5 Cycle 1: MAP 35-49%ile OR Istation Quintile 3/iReady 542-580</p> <p>Grade 5 Cycle 2: MAP 35-49%ile OR Istation Quintile 3/iReady 542-580</p> <p>Grade 5 Cycle 3: MAP 35-49%ile OR Istation Quintile 3/iReady 542-580</p>	<p>Grade 5 Cycle 2: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-492</p> <p>Grade 5 Cycle 3: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-494</p> <p>Students are monitored by an MTSS team and determined to show “low or minimal” progress after a reasonable time in Tier 2. Further diagnostics are administered to determine the underlying aspects of reading that are blocking the student from achieving reading proficiency.</p>
	<b>Number of times a week intervention provided</b>	3-5	<b>Number of minutes per intervention session</b>	20-40	
<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>Pinellas County Schools maintains a Multi-Tiered System of Supports (MTSS) Implementation Guide, which details procedures that School-Based Leadership Teams (SBLTs) will implement across content areas, including Reading. The MTSS Implementation Guide states the following:</p> <p>Tier 2 problem solving is the responsibility of the School Based Leadership Team. Students who require supplemental supports will be identified because of Tier 1 problem solving that includes determining that core instruction is effective (approximately 80% or more students are meeting grade level expectations), but that some students require additional support to achieve grade-level standards.</p> <p>The purpose of Tier 2 problem solving is to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is the appropriate intervention for a given group of students?</li> <li>• How effective are the interventions selected for students identified as needing Tier 2 supports?</li> <li>• Are most students within a given supplemental group demonstrating a positive response to the instruction?</li> <li>• Are there students who may require increased intensity/individual problem solving to accelerate their growth rate?</li> </ul> <p>The Guide further clarifies for SBLTs that Tier 2 intervention services are “effective” when at least 70% of students receiving those services (in addition to core supports) meet or exceed grade level proficiency.</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>According to WWC, the use of LLI is supported by strong evidence. The Jan Richardson/UFLI methods of small group instruction are supported by promising evidence in that the strategies employed in the routines are derived from strong findings as well as theories in related areas. These routines both promote differentiated, data-based teaching practices, as well as explicit and systematic instructional approaches. The guided reading approaches address the components of reading instruction (comprehension, fluency, phonemic awareness, phonics, vocabulary, and oral language) and are tailored to students’ needs and developmental levels. The routines are designed to build skills gradually and provide a high level of teacher-student interaction with ample time for practice and feedback. The Fun with Phonics 2<sup>nd</sup> dose is also promising in that the routine is designed with strong evidence-based practices focused on developing awareness of the segments of sounds in speech and how they link to letters, teaching students to decode words, analyze word parts, and recognize words, as well as moderate evidence such as ensuring that students read decodable texts to support accuracy, fluency, and comprehension. Skills-focused/strategy group lessons are promising teacher-designed lessons where teachers typically utilize grade-level texts and provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills. These lessons typically begin with word work/vocabulary and focus on text complexity based on standards-based student data. Teacher talk/instruction is brief with ample opportunities for students to practice while the teacher offers corrective feedback.</p>
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Throughout the COVID pandemic as well as Summer Bridge, we have utilized ‘Teams’ and worked closely with families to schedule small-group, Tier 2 supports digitally. The Teams platform allows us whiteboard technology for word work and sharing screens for access to books. We’ve also worked with the University of Florida Lastinger Center to use an app they have created to meet in small groups. Through this partnership, we have access to a plethora of online Sundance and Newbridge leveled texts. We’ve also studied ways to assess students frequently for monitoring and planning. We’ve used the Core Phonics Survey in distance learning as well as administered running records virtually. Finally, we worked with Istation to allow students access to take the ISIP from home (this feature was previously disabled prior to the pandemic). We’ve also worked closely with our technology department to ensure our students have the appropriate technology with front-facing cameras so that teachers and students can see each other during instruction. Our Pinellas Education Foundation has also worked closely with Spectrum to ensure all students have access to the necessary wi-fi to engage in distance learning.</p>

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <p>Grade 3 Cycle 1: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-435</p> <p>Grade 4 Cycle 1: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-459</p> <p>Grade 5 Cycle 3: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-494</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 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>		
		<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>

	LLI (smaller group size/increased time & intensity on instructional areas specific to the student/s changing needs)	<p>The nature and frequency of the progress monitoring will depend upon the intensity and severity of any identified target skill gaps. Examples of progress monitoring at this level include: Istation Indicators of Progress (ISIP); iReady Diagnostic &amp; Standards Mastery; Curriculum-Based Measures (e.g. DIBELS or aimsweb); Running Record. Progress monitoring at this level should be done at least every two weeks and is intended to be formative in nature, meaning that it is reviewed during the implementation of interventions in order to assist in ongoing problem solving of effectiveness, particularly for individual students.</p>	<p>If a student's performance data warranted implementation of Tier 3 intervention, and then in a subsequent benchmark cycle they reduce their overall risk level but are not yet proficient (i.e. Tier 2 or 'Approaching Proficiency' level). In addition, if a subsequent benchmark cycle shows significantly reduced risk to the level of 'Proficient', then only core instruction will be required.</p> <p>Proficient:  Grade 3 Cycle 1: MAP 50-99%, Istation Quintile 4/5, iReady 511+;  Grade 3 Cycle 2 MAP 50-99%, Istation Quintile 4/5, iReady 511+;  Grade 3 Cycle 3 MAP 50-99%, Istation Quintile 4/5, iReady 511+   Grade 4 Cycle 1 MAP 50-99%, Istation Quintile 4/5, iReady 557+;  Grade 4 Cycle 2 MAP 50-99%, Istation Quintile 4/5, iReady 557+;  Grade 4 Cycle 3 MAP 50-99%, Istation Quintile 4/5, iReady 557+   Grade 5 Cycle 1 MAP 50-99%, Istation Quintile 4/5, iReady 581+;  Grade 5 Cycle 2 MAP 50-99%, Istation Quintile 4/5, iReady 581+;  Grade 5 Cycle 3 MAP 50-99%, Istation Quintile 4/5, iReady 581+   Approaching Proficiency:  Grade 3 Cycle 1: MAP 35-49%ile OR Istation Quintile 3/iReady 474-510  Grade 3 Cycle 2: MAP 35-49%ile OR Istation</p>	<p>If a student's performance data warranted implementation of Tier 3 intervention, and then in a subsequent benchmark cycle they continue to demonstrate Tier 3 need, their intervention plan will be reviewed to determine if changes should be made to the intervention design. Students are monitored by an MTSS team. This team evaluates benchmark scores (i.e., MAP, Running Records, KFAC) against grade-level standards to determine if interventions are working or need to be changes. MTSS teams also consider the ongoing progress monitoring data and whether the student is exhibiting a rate of skill improvement that will meet or exceed the established goal within a reasonable amount of time. If students are not meeting benchmark and progress monitoring goals with Tier 3 intervention, additional assessments to more precisely identify and target any underlying skill gaps are considered.</p> <p>Substantial Deficiency:  Grade 3 Cycle 1: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-435  Grade 3 Cycle 2: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-451  Grade 3 Cycle 3: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-463</p>
	UFLI/Jan Richardson Routine (smaller group size/increased time & intensity on instructional areas specific to the student/s changing needs)			
	Istation Teacher-Directed Lessons			
	FCRR Routine based on Deficit Area			
	<i>One Minute Activities &amp; Other Phonological Awareness Tasks</i>			
	Sounds Sensible/SPIRE			

		<p>Quintile 3/iReady 474-510 Grade 3 Cycle 3: MAP 35-49%ile OR Istation Quintile 3/iReady 474-510</p> <p>Grade 4 Cycle 1: MAP 35-49%ile OR Istation Quintile 3/iReady 496-556 Grade 4 Cycle 2: MAP 35-49%ile OR Istation Quintile 3/iReady 496-556 Grade 4 Cycle 3: MAP 35-49%ile OR Istation Quintile 3/iReady 496-556</p> <p>Grade 5 Cycle 1: MAP 35-49%ile OR Istation Quintile 3/iReady 542-580 Grade 5 Cycle 2: MAP 35-49%ile OR Istation Quintile 3/iReady 542-580 Grade 5 Cycle 3: MAP 35-49%ile OR Istation Quintile 3/iReady 542-580</p>	<p>Grade 4 Cycle 1: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-459 Grade 4 Cycle 2: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-472 Grade 4 Cycle 3: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-477</p> <p>Grade 5 Cycle 1: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-481 Grade 5 Cycle 2: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-492 Grade 5 Cycle 3: MAP 1-10%ile AND Istation Quintile 1 or iReady 100-494</p>
--	--	---	---

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

<b>Number of times a week intervention provided</b>	<b>5</b>	<b>Number of minutes per intervention session</b>	<b>20-45</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?**

Pinellas County Schools maintains a Multi-Tiered System of Supports (MTSS) Implementation Guide, which details procedures that School-Based Leadership Teams (SBLTs) will implement across content areas, including Reading. The MTSS Implementation Guide states the following:

The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 intensive services are characterized by:

- More instructional time
- Smaller (or individual) instructional groups
- More precisely targeted at the appropriate level
- Clearer and more detailed explanations used during instruction
- More systematic instructional sequences used
- More extensive opportunities for practice provided
- More opportunities for effort correction and feedback provided

The purpose of Tier 3 problem solving is to answer the following questions:

- Why is the desired behavior not occurring? What are the conditions under which it can or cannot occur?

- What about the interaction of the curriculum (including assessments), instructional practices, learning environment (including equity issues), and the Learner may be hindering the desired outcome?
- What data do we have to validate or rule out possible barriers/causes? What is the most likely explanation?
- Given the outcome of problem analysis, what additional supports need to be implemented to accelerate the student's rate of growth?
- What is the student's response to this intensive intervention? How well are the selected individualized, intensive supports helping the student reach the goal or desired behavior?
- What is the relationship between sustained growth and sustained support? When does the data indicate that supports can be faded or minimized in intensity?

Standard decision rules that provide guidance for comparing an individual student's trend line and/or rate of improvement to their goal line or expected rate of growth are used to determine positive, questionable, and poor response to intervention and are described in the MTSS Implementation Guide.

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

According to WWC, the use of LLI is supported by strong evidence. The Jan Richardson/UFLI methods of small group instruction are supported by promising evidence in that the strategies employed in the routines are derived from strong findings as well as theories in related areas. These routines both promote differentiated, data-based teaching practices, as well as explicit and systematic instructional approaches. The guided reading approaches address the components of reading instruction (comprehension, fluency, phonemic awareness, phonics, vocabulary, and oral language) and are tailored to students' needs and developmental levels. The routines are designed to build skills gradually and provide a high level of teacher-student interaction with ample time for practice and feedback. The FCRR Routines are designed to be explicit and systematic in the 5 components of reading: PA, Phonics, Fluency, Vocabulary, & Comprehension. Nemours includes proven instructional strategies for developing oral language, alphabet knowledge, phonological awareness, emergent writing, and comprehension. The routine is also multi-sensory by design.

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

Throughout the COVID pandemic as well as Summer Bridge, we have utilized 'Teams' and worked closely with families to schedule small-group and one-to-one, Tier 2 and Tier 3 supports digitally. The Teams platform allows us whiteboard technology for word work and sharing screens for access to books. We've also worked with the University of Florida Lastinger Center to use an app they have created to meet in small groups. Through this partnership, we have access to a plethora of online Sundance and Newbridge leveled texts. We've also studied ways to assess students frequently for monitoring and planning. We've used the Core Phonics Survey in distance learning as well as administered running records virtually. Finally, we worked with Istation to allow students access to take the ISIP from home (this feature was previously disabled prior to the pandemic). We've also worked closely with our technology department to ensure our students have the appropriate technology with front-facing cameras so that teachers and students can see each other during instruction. Our Pinellas Education Foundation has also worked closely with Spectrum to ensure all students have access to the necessary wi-fi to engage in distance learning.

# Curriculum, Instruction, and Assessment Decision Tree

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

**IF:** Student meets the following criteria at beginning of school year:  
FSA Level 3 or above or shows grade level proficiency on iReady Diagnostic

**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- ELA, HMH**

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

HMH Collections – Meets ESSA “Demonstrates a Rationale” Evidence Criteria

**Progress Monitoring**

**Assessment & Frequency**

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

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

Write Score- 2 times per year

6-10 in writing score

0-5 in writing score

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

Through student work analysis, cycle assessments, standards-based tasks at the end of each text set

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

PLC discussion, learning walks, teacher planning time and collaboration, ISD support

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

Through student work analysis, cycle assessments, standards-based tasks at the end of each text set

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

Teacher feedback, PLC’s, Professional Development with planning time and feedback, ISD support

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

Lesson/task chunking, various options for differentiation such as use of Nearpod and videos, virtual field trips and research options.

**TIER 1**

<b>IF:</b>	Student meets the following criteria at beginning of school year: Scored below grade level on iReady Diagnostic				
<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>• 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/ Ready/3 small group rotations daily	iReady Diagnostic 3 times per year	Reach grade level performance on iReady Diagnostic cycle 2	Continue to score below grade level on iReady Diagnostic	Scores below grade 3 on iReady Diagnostic, scores below 600 on Lexile, or scores disfluent on FAIR Toolkit
	<b>Number of times a week intervention provided</b>	5	<b>Number of minutes per intervention session</b>	40-50	
	<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> We identify problems by doing classroom walkthroughs and school and district data analysis. We solve problems by providing feedback to teachers, providing professional development and providing coaching support. PLCs with ELA and reading teacher ensure alignment with core curriculum. ELA and reading district personnel plan together to align curriculum guides and teacher resources.				
<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>  iReady – Promising – ESSA site					

**How are Tier 2 interventions modified for students who receive interventions through distance learning?**  
 Lesson/task chunking, various options for differentiation such as use of Nearpod, videos, virtual field trips and peer discussion groups with teacher.

**IF:** Student meets the following criteria at beginning of school year:  
 Scores below grade 3 on iReady Diagnostic, scores below 600 on Lexile, or scores disfluent on FAIR Toolkit

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

<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>	
		<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>
	Reading Horizons Elevate for 7 <sup>th</sup> graders	iReady Diagnostic, Elevate diagnostic 3 times per year	Scores above grade 3 on iReady Diagnostic, scores above 600 on Lexile, or scores fluent on FAIR Toolkit	Less than 10 point increase on Elevate foundational reading assessment or Less than half of their Typical Growth iReady Diagnostic
	iReady phonics lessons and supplementary Toolbox lessons for 6 <sup>th</sup> and 8 <sup>th</sup> graders	iReady Diagnostic, FAIR Toolkit fluency assessment 3 times per year	Scores above grade 3 on iReady Diagnostic, scores above 600 on Lexile, or scores fluent on FAIR Toolkit	Less than half of their Typical Growth iReady Diagnostic, No growth in Lexile or FAIR Toolkit assessment
	<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>	5	<b>Number of minutes per intervention session</b>	40-50
	<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> We identify problems by doing classroom walkthroughs and school and district data analysis. We solve problems by providing feedback to teachers, providing professional development and providing coaching support. PLCs with			



ELA and reading teacher ensure alignment with core curriculum. ELA and reading district personnel plan together to align curriculum guides and teacher resources.

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

iReady – Promising – ESSA site

Reading Horizons Elevate – Promising – ESSA site

***How are Tier 3 interventions modified for students who receive interventions through distance learning?*** One on one time with teacher, lesson/task chunking, various options for differentiation such as use of Nearpod and videos, and virtual field trips.

# Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** 9-10

**IF:** Student meets the following criteria at beginning of school year:  
FSA Level 3 or above or grade level on reading intervention programs (iReady/Reading Plus)

**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- ELA, HMH**

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

HMH Collections – Meets ESSA “Demonstrates a Rationale” Evidence Criteria

**Progress Monitoring**

**Assessment & Frequency**

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

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

Write Score- 2 times per year  
District-created reading – 2 times per year

6-10 in writing score  
70% or higher

0-5 in writing score  
69% or lower

**How is the effectiveness of Tier 1 instruction being monitored?**  
Through student work analysis, cycle assessments, standards-based tasks at the end of each text set

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** PLC discussion, learning walks, teacher planning time and collaboration, ISD support

**How is the effectiveness of Tier 1 curriculum being monitored?**  
Through student work analysis, cycle assessments, standards-based tasks at the end of each text set

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Teacher feedback, PLC’s, Professional Development with planning time and feedback, ISD support

**TIER 1**

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

Lesson/task chunking, various options for differentiation such as use of Nearpod and videos, virtual field trips and research options.

<b>IF:</b>	Student meets the following criteria at beginning of school year: FSA Level 2 and showing grade level proficiency on Reading Plus Insight					
<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>
	HMH Collections, Vocabulary.com, content area reading support, AVID classes and/or strategies, differentiated instruction, UDL, CRT		Write Score- 2 times per year  District-created reading – 2 times per year	Scoring a 7 or higher on Write Score and 75% or higher on district-created reading assessments	Scoring between 4 and 6 on Write Score and 50-74% on district-created reading assessments	Scoring a 3 or below on Write Score and 49% or below on district-created reading assessments
	<b>Number of times a week intervention provided</b>		5	<b>Number of minutes per intervention session</b>		40-50
<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> We identify problems by doing classroom walkthroughs and school and district data analysis. We solve problems by providing feedback to teachers, providing professional development and providing coaching support. PLCs with ELA and reading teacher ensure alignment with core curriculum. ELA and reading district personnel plan together to align curriculum guides and teacher resources.</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>HMH Collections – Meets ESSA “Demonstrates a Rationale” Evidence Criteria AVID strategies Vocabulary.com – Project Tomorrow – “Amplifies positive outcomes”; JAAL – “Effective hybrid teaching tool” (<a href="https://www.vocabulary.com/educator-edition/research/">https://www.vocabulary.com/educator-edition/research/</a>)  AVID Strategies - <a href="https://www.avid.org/research">https://www.avid.org/research</a></p>
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b>  Lesson/task chunking, various options for differentiation such as use of Nearpod, videos, virtual field trips and peer discussion groups with teacher.</p>

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>FSA Level 1 or 2 and not showing grade-level proficiency on reading intervention programs (iReady/Reading Plus)</li> <li>Scores below grade 3 on iReady Diagnostic, scores below 600 on Lexile, or scores disfluent on FAIR Toolkit</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>
	Reading Plus/Vocabulary.com/small group instruction		Reading Plus Insight 3 times per year	Scores on grade level through Reading Plus	Less than one-half year’s learning gains on Reading Plus per quarter
	HD Word/Reading Plus/Vocabulary.com/small group instruction		Reading Plus InSight 3 times per year  Maze – 3 times per quarter	Scores on grade level through Reading Plus	Less than one-half year’s learning gains on Reading Plus per quarter
	<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>				
<b>Number of times a week intervention provided</b>		5	<b>Number of minutes per intervention session</b>	40-50	

***What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?*** We identify problems by doing classroom walkthroughs and school and district data analysis. We solve problems by providing feedback to teachers, providing professional development and providing coaching support. PLCs with ELA and reading teacher ensure alignment with core curriculum. ELA and reading district personnel plan together to align curriculum guides and teacher resources.

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

HMH Collections – Meets ESSA “Demonstrates a Rationale” Evidence Criteria

Reading Plus – WWC – Potentially Positive

Vocabulary.com – Project Tomorrow – “Amplifies positive outcomes”; JAAL – “Effective hybrid teaching tool” (<https://www.vocabulary.com/educator-edition/research/>)

AVID Strategies - <https://www.avid.org/research>

HD Word - [https://www.reallygreatreading.com/research\\_successes](https://www.reallygreatreading.com/research_successes)

***How are Tier 3 interventions modified for students who receive interventions through distance learning?*** One on one time with teacher, lesson/task chunking, various options for differentiation such as use of Nearpod and videos, and virtual field trips.

# Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** 11-12

**IF:** Student meets the following criteria at beginning of school year:  
Has demonstrated proficiency at Grade 10 reading level or higher (FSA, ACT, SAT)

**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- ELA, HMH**

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

HMH Collections – Meets ESSA “Demonstrates a Rationale” Evidence Criteria

**Progress Monitoring**

**Assessment & Frequency**

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

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

Teacher/district-created reading assessments – ongoing as determined by the teacher

70% or higher

69% or lower

Fall 2020  
FSA Retakes

FSA Level 3 or higher

FSA Level 1 or 2

ACT (October 2020)

19 Reading (12<sup>th</sup> grade)  
18 English/Reading Average (11<sup>th</sup> grade)

18 Reading or below (12<sup>th</sup> grade)  
17 English/Reading Average or below (11<sup>th</sup> grade)

SAT (October 2020)

430 EBRW/24 Reading subtest (12<sup>th</sup> grade)  
480 EBRW (11<sup>th</sup> grade)

420 EBRW/23 Reading subtest or below (12<sup>th</sup> grade)  
470 EBRW or below (11<sup>th</sup> grade)

**TIER 1**

	<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b> Through student work analysis, assessments, standards-based tasks at the end of each text set</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> PLC discussion, learning walks, teacher planning time and collaboration, ISD support</p>
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b> Through student work analysis, assessments, standards-based tasks at the end of each text set</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> Teacher feedback, PLC's, Professional Development with planning time and feedback, ISD support</p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b> Lesson/task chunking, various options for differentiation such as use of Nearpod and videos, virtual field trips and research options.</p>	

<b>IF:</b>	Student meets the following criteria at beginning of school year: FSA Level 2 and showing grade level proficiency on Reading Plus Insight				
<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>
	HMH Collections, Vocabulary.com, content area reading support, AVID classes and/or strategies, differentiated instruction, UDL, CRT, Method Test Prep, Quill, SATPractice.org	Teacher/district-created reading assessments – ongoing as determined by the teacher  Fall 2020 FSA Retakes	70% or higher  FSA Level 3 or higher  19 Reading (12 <sup>th</sup> grade)	69% or lower  FSA Level 1 or 2  18 Reading or below (12 <sup>th</sup> grade)	3+ years of FSA Level 1 or 2  15 or below ACT

	ACT (October 2020)	18 English/Reading Average (11 <sup>th</sup> grade)	17 English/Reading Average or below (11 <sup>th</sup> grade)	380 or below SAT EBRW
	SAT (October 2020)	430 EBRW/24 Reading subtest (12 <sup>th</sup> grade) 480 EBRW (11 <sup>th</sup> grade)	420 EBRW/23 Reading subtest or below (12 <sup>th</sup> grade) 470 EBRW or below (11 <sup>th</sup> grade)	
<b><i>Number of times a week intervention provided</i></b>	5	<b><i>Number of minutes per intervention session</i></b>		40-50
<p><b><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></b> We identify problems by doing classroom walkthroughs and school and district data analysis. We solve problems by providing feedback to teachers, providing professional development and providing coaching support. PLCs with ELA and reading teacher ensure alignment with core curriculum. ELA and reading district personnel plan together to align curriculum guides and teacher resources.</p>				
<p><b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b></p> <p>HMH Collections – Meets ESSA “Demonstrates a Rationale” Evidence Criteria  SATPractice.org - <a href="https://www.khanacademy.org/about/impact">https://www.khanacademy.org/about/impact</a>  Vocabulary.com – Project Tomorrow – “Amplifies positive outcomes”; JAAL – “Effective hybrid teaching tool” (<a href="https://www.vocabulary.com/educator-edition/research/">https://www.vocabulary.com/educator-edition/research/</a>)  AVID Strategies - <a href="https://www.avid.org/research">https://www.avid.org/research</a>  Quill - <a href="https://www.quill.org/teacher-center/topic/writing-instruction-research">https://www.quill.org/teacher-center/topic/writing-instruction-research</a>; “Our activities are all built around the practice of sentence combining, which is listed under Table 7 in your <a href="#">What Works Clearing House - Teaching Elementary School Teachers to be Effective Writers</a> guide”  Method Test Prep</p>				
<p><b><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></b>  Lesson/task chunking, various options for differentiation such as use of Nearpod, videos, virtual field trips and peer discussion groups with teacher.</p>				



<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<b>IF:</b>	Student meets the following criteria at beginning of school year: Scores below grade 3 on iReady Diagnostic, scores below 600 on Lexile, or scores disfluent on FAIR Toolkit		
	<b>THEN:</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>		
		<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>
	Method Test Prep/ Quill/SATPractice.org/ Vocabulary.com/small group instruction	Reading cycle assessments – 3 times per year	Level 3 on FSA ELA, ACT or SAT concordance	Scores below Level 3 on FSA ELA and does not score sufficiently on reading cycle assessments
	HD Word			
	<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>	5	<b>Number of minutes per intervention session</b>	40-50
	<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> We identify problems by doing classroom walkthroughs and school and district data analysis. We solve problems by providing feedback to teachers, providing professional development and providing coaching support. PLCs with ELA and reading teacher ensure alignment with core curriculum. ELA and reading district personnel plan together to align curriculum guides and teacher resources.			
<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>				
HMH Collections – Meets ESSA “Demonstrates a Rationale” Evidence Criteria SATPractice.org - <a href="https://www.khanacademy.org/about/impact">https://www.khanacademy.org/about/impact</a> Vocabulary.com – Project Tomorrow – “Amplifies positive outcomes”; JAAL – “Effective hybrid teaching tool” ( <a href="https://www.vocabulary.com/educator-edition/research/">https://www.vocabulary.com/educator-edition/research/</a> ) AVID Strategies - <a href="https://www.avid.org/research">https://www.avid.org/research</a> HD Word - <a href="https://www.reallygreatreading.com/research_successes">https://www.reallygreatreading.com/research_successes</a> Quill - <a href="https://www.quill.org/teacher-center/topic/writing-instruction-research">https://www.quill.org/teacher-center/topic/writing-instruction-research</a> ; “Our activities are all built around the practice of sentence combining, which is listed under Table 7 in your <a href="#">What Works Clearing House - Teaching Elementary School Teachers to be Effective Writers</a> guide” Method Test Prep				

***How are Tier 3 interventions modified for students who receive interventions through distance learning?*** One on one time with teacher, lesson/task chunking, various options for differentiation such as use of Nearpod and videos, and virtual field trips.