FSU Lab School – Tallahassee 2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan Template

Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education' s (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

	Name	Title	Email	Phone
Main District Reading Contact	Suzanne Wilkinson	K-8 Principal	swilkinson@fsu.edu	850-245-3700
Responsibility	Name	Title	Email	Phone
Elementary ELA	Suzanne Wilkinson	K-8 Principal	swilkinson@fsu.edu	850-245-3700
Secondary ELA	Megan Brink	9-12 Principal	mbrink@fsu.edu	850-245-3700
Reading Endorsement	Suzanne Wilkinson	K-8 Principal	swilkinson@fsu.edu	850-245-3700
Reading Curriculum	Monica Broome	Director of Exceptional Student Education	mbroome@fsu.edu	850-245-3800
Professional Development	Suzanne Wilkinson	K-8 Principal	swilkinson@fsu.edu	850-245-3700
Assessment	Monica Broome	Director of Exceptional Student Education	mbroome@fsu.edu	850-245-3800
Data Element	Ali Raker	MIS Technology Director	araker@fsu.edu	850-245-3700
Summer Reading Camp	Amber Helms	Academic Dean (Elementary)	awhelms@fsu.edu	850-245-3700
3rd Grade Promotion	Suzanne Wilkinson	K-8 Principal	swilkinson@fsu.edu	850-245-3700

Plan Information

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

The Comprehensive Evidence-Based Reading Plan is reviewed with the teachers at the beginning and throughout the year during Professional Learning Community (PLC) meetings. It is embedded in our school improvement plan that is shared at board meetings to all stakeholders. The Reading Plan is posted on our school's website for all stakeholders to access and review.

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

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

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	IPT, CELF-5 Language Screener and ACCESS scores	Screener, diagnostic, progress monitoring	IPT test, CELF-5 Language Screener and ACCESS tests	Two times a year or based on RtI referral
Phonological awareness	Star Early Literacy and iReady scores	Screener, diagnostic, progress monitoring/formative, summative	Star Early Literacy and iReady assessments	Quarterly or based on RtI referral
Phonics	Star Early Literacy and iReady scores	Screener, diagnostic, progress monitoring/formative, summative	Star Early Literacy and iReady assessments	Quarterly or based on RtI referral
Fluency	iReady scores and Running Records	Screener, diagnostic, progress monitoring/formative	iReady assessments and Running Records	Quarterly or based on RtI referral
Vocabulary	Star Enterprise and Star Early Literacy	Screener, diagnostic, progress monitoring/formative, summative	STAR Enterprise and STAR Early Literacy assessments	Quarterly or based on RtI referral
Comprehension	Star Enterprise and Star Early Literacy	Screener, diagnostic, progress monitoring/formative, summative	STAR Enterprise and STAR Early Literacy assessments	Quarterly or based on RtI referral

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
STAR 360 (universal screener)	Data for differentiated small and whole group instruction. Data for targeted small group instruction.	STAR 360 (universal screener)	Administrators, academic deans, and teachers collect data and it is reviewed during progress monitoring meetings.	Data is collected at least 4 times per year and reviewed monthly.
iReady (diagnostic, progress monitoring)	Data for differentiated small and whole group instruction. Data for targeted small group instruction.	iReady (diagnostic, progress monitoring)	Administrators, academic deans, and teachers collect data and it is reviewed during progress monitoring meetings.	Data is collected at least 4 times per year and reviewed monthly.
Reading Plus (diagnostic, progress monitoring)	Data for differentiated small and whole group instruction. Data for targeted small group instruction.	Reading Plus (diagnostic, progress monitoring)	Administrators, academic deans, and teachers collect data and it is reviewed during progress monitoring meetings.	Data is collected at least 4 times per year and reviewed monthly.

Harcourt Collections (formative and summative progress monitoring)	Data for differentiated small and whole group instruction. Data for targeted small group instruction.	Harcourt Collections (formative and summative progress monitoring)		

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
The administrator that supervises elementary, middle and high school will conduct at least 6 progress monitoring meetings with grade levels and departments to discuss student progress towards our district goals and plan implementation. A plan for data review is outlined in the MTSS Handbook, which requires teachers to review data and set learning goals based on specific student's data. Administrators monitor to assure that instruction aligns with set learning goals. Link to FSUS MTSS Handbook: https://bit.ly/2Yq5dVY	District goals for student achievement are reviewed upon receipt of the FSA scores each year. We will also review data from Renaissance Place Universal screener (STAR Enterprise) to help determine the reading needs of our students. Through analyzing data, a grade level reading chart of district approved programs has been created to provide guidance to our teachers and assure continuity of instruction. This reading chart aligns with the MTSS process and helps assure equality of resources for every student. The allocation will help pay for the designated reading/intervention teachers for our Tier 3 students, help with	K-8 students are assessed through a uniform assessment (STAR Reading) three times per year. This data is reviewed at classroom, school, and district level for the purpose of identifying students who are exceeding, meeting, and struggling to meet district goals. In addition, the elementary school uses baseline and benchmark data to help identify students in need of additional support, and course grades indicate students in need of intervention at the middle and high school levels. The administrator that supervises elementary, middle and high school will conduct at least 6 progress monitoring meetings with grade levels and departments to discuss student progress towards our district goals. Evidence will also be collected from lesson plans, classroom	The administrator that supervises elementary, middle and high school will conduct at least 6 progress-monitoring meetings with grade levels and departments to discuss student progress towards our district goals and to view baseline data. Teachers review data and set learning goals based on specific student's data. Administrators monitor to assure that instruction aligns with set learning goals.	The administrator that supervises elementary, middle and high school, grade level academic deans, school counselor, and ESE Director.

	the cost of literacy programs included in the reading district chart, and to provide appropriate professional development and assure fidelity of implementation. Each program and curriculum has been chosen and to help close the achievement gap. District wide training on each program and implementation will be offered through professional development.	observations, and conversations during grade level/ department PLC's.			

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	The administrator that supervises elementary, middle and high school.	Through emails, meetings, and observations.	Administrators will Informally assess classroom instruction throughout the school year (once per month).	The administrator that supervises elementary, middle and high school will use pre and post conferences as well as observations to assess classroom instruction	Administrators will Informally assess classroom instruction throughout the school year (once per month).
Data chats	The administrator that supervises elementary, middle and high school, grade level academic dean, school counselor, and ESE Director	Progress monitoring meetings, professional learning community meetings, agenda	Administrators will Informally assess classroom instruction throughout the school year (once per month).	The administrator that supervises elementary, middle and high school will share data from FOCUS.	The administrator that supervises elementary, middle and high school, grade level academic dean, school counselor, and ESE Director (once per month).

Reading Leadership Team per 6A-6.053(3) F.A.C.	The administrator that supervises elementary, middle and high school, grade level academic dean, school counselor, and ESE Director	Progress monitoring meetings, professional learning community meetings, agenda	Administrators will Informally assess classroom instruction throughout the school year (once per month).	The administrator that supervises elementary, middle and high school will share data from FOCUS.	The administrator that supervises elementary, middle and high school, grade level academic dean, school counselor, and ESE Director (once per month).
Monitoring of plan implementation	The administrator that supervises elementary, middle and high school, grade level academic dean, school counselor, and ESE Director	Meetings, emails	Administrators will Informally assess classroom instruction throughout the school year (once per month).	The collected data will be available to be reviewed in FOCUS.	The administrator that supervises elementary, middle and high school, grade level academic dean, school counselor, and ESE Director (once per month).
Other: (Specify)					

Implementation and Progress-monitoring		
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
The administrator that supervises elementary, middle and high school will conduct at least 6 progress monitoring meetings with grade levels and departments to discuss student progress towards our district goals. A plan for data review is outlined in the MTSS Handbook, which requires teachers to review data and set learning goals based on specific student's data. Administrators monitor to assure that instruction aligns with set learning goals.	The administrator that supervises elementary, middle and high school will meet with the MTSS team monthly to ensure the fidelity of students not progressing towards district goals.	Teachers are expected to include standards within lesson plans. Observation results will showcase targeted Florida Standards within lessons. Administrators will do informal walk-throughs. Administrators will Informally assess classroom instruction aligned to Florida Standards throughout the school year (once per month). Beginning teachers and new teachers to the district will be formally observed three times. Teachers with at least four years of service will be formally observed one time per year.

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	FSU-Lab School partners with NEFEC's Master Inservice Plan. The administrator that supervises elementary, middle and high school assists in the development of the plan.	FSU-Lab School partners with NEFEC's Master Inservice Plan. Once the training is scheduled, attendance is monitored by the principals.	FSU-Lab is a K-12 school within our own district. FSU-Lab School partners with NEFEC's Master Inservice Plan.	FSU-Lab School partners with NEFEC's Master Inservice Plan.	Administrators monitor to assure that that the requirements are being met.
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	FSU-Lab School partners with NEFEC's Master Inservice Plan. The administrator that supervises elementary, middle and high school assists in the development of the plan.	FSU-Lab School partners with NEFEC's Master Inservice Plan. The professional development is scheduled and reviewed.	FSU-Lab is a K-12 school within our own district. FSU-Lab School partners with NEFEC's Master Inservice Plan.	FSU-Lab School partners with NEFEC's Master Inservice Plan.	Administrators monitor to assure that that the requirements are being met.
Identification of mentor teachers	FSU-Lab School partners with NEFEC's Master Inservice Plan. The administrator that supervises elementary, middle and high school assists in	Mentor teachers are assigned at the beginning of the year for new teachers. Mentoring and observations of master teachers are also scheduled as needed for	FSU-Lab is a K-12 school within our own district. FSU-Lab School partners with NEFEC's Master Inservice Plan.	FSU-Lab School partners with NEFEC's Master Inservice Plan.	Administrators monitor to assure that that the requirements are being met.

	the development of the plan.	teachers who need more assistance.			
Establishing of model classrooms within the school	FSU-Lab School partners with NEFEC's Master Inservice Plan. The administrator that supervises elementary, middle and high school assists in the development of the plan.	Teachers who need more assistance are given opportunities to observe master teachers.	FSU-Lab is a K-12 school within our own district. FSU-Lab School partners with NEFEC's Master Inservice Plan.	FSU-Lab School partners with NEFEC's Master Inservice Plan.	Administrators monitor to assure that that the requirements are being met.
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	FSU-Lab School partners with NEFEC's Master Inservice Plan. The administrator that supervises elementary, middle and high school assists in the development of the plan.	Teachers meet weekly with their teams for lesson study, PLCs, and professional development. Members of the Leadership Team attend meetings.	FSU-Lab is a K-12 school within our own district. FSU-Lab School partners with NEFEC's Master Inservice Plan.	FSU-Lab School partners with NEFEC's Master Inservice Plan.	Administrators monitor to assure that that the requirements are being met.

Instruction

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

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
Whole group instruction utilizing an evidence-based sequence of reading instruction	The administrators will ensure that the whole group classroom instruction is utilizing an evidence-based	Administrators will Informally assess classroom instruction throughout the school year (once per month). Beginning teachers and new	FSU-Lab is a K-12 school within our own district	FSU-Lab is a K-12 school within our own district	Administrators will Informally assess classroom instruction throughout the school year (once per month). Beginning teachers and new teachers to the

	reading instruction.	teachers to the district will be formally observed three times. Teachers with at least four years of service will be formally observed one time per year.			district will be formally observed three times. Teachers with at least four years of service will be formally observed one time per year.
Small group differentiated instruction in order to meet individual student needs	The administrators will ensure that small group differentiated instruction to meet individual student needs is part of the classroom instruction.	Administrators will Informally assess classroom instruction throughout the school year (once per month). Beginning teachers and new teachers to the district will be formally observed three times. Teachers with at least four years of service will be formally observed one time per year.	FSU-Lab is a K-12 school within our own district	FSU-Lab is a K-12 school within our own district	Administrators will Informally assess classroom instruction throughout the school year (once per month). Beginning teachers and new teachers to the district will be formally observed three times. Teachers with at least four years of service will be formally observed one time per 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?

FSU Lab School will utilize the Research-Based Reading Instruction Allocation funds for salaries and supplemental materials to support students in K-3 with substantial reading deficiencies. Tiered interventions are provided for students K-12.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	N/A
District expenditures on reading coaches assigned to elementary schools	N/A
District expenditures on reading coaches assigned to secondary schools	N/A
District expenditures on intervention teachers assigned to elementary schools	91,285
District expenditures on intervention teachers assigned to secondary schools	67,285
District expenditures on supplemental materials or interventions for elementary schools	14,038
District expenditures on supplemental materials or interventions for secondary schools	10,300
District expenditures on reading coaches assigned to elementary schools	N/A
District expenditures on reading coaches assigned to secondary schools	N/A
District expenditures on professional development	3,000
District expenditures on helping teachers earn the reading endorsement	N/A
District expenditures on summer reading camps	N/A
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	N/A
Flexible Categorical Spending	N/A
Sum of Expenditures	185,908
Amount of District Research-Based Reading Instruction Allocation	185,908

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?

Each student will complete a daily individual student-teacher conference to discuss daily skills assessment, and each student will complete a benchmark portfolio as well as take the STAR Reading Enterprise Test.

Will students in grades other than 3 be served also? Yes ☐ No ☒
If yes, which grade levels? _____

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:
- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills

- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

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

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

FSU-Lab is a K-12 school within our own district.

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?

FSU-Lab is a K-12 school within our own district.

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

FSU-Lab is a K-12 school within our own district.

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

How are these requirements being communicated to principals?	How are coaches recording their time and tasks?	Who at the district level is monitoring this?	How often is the data being reviewed?	What problem-solving steps are in place for making decisions based on the data?

The K-12 Reading Coach submits to the district administrators a portfolio with evidence that aligns to the **6A-6.053(6)(c) F.A.C.** requirements.	The K-12 Reading Coach submits to the district administrators a portfolio with evidence that aligns to the **6A-6.053(6)(c) F.A.C.** requirements.	The K-12 Reading Coach submits to the district administrators a portfolio with evidence that aligns to the **6A-6.053(6)(c) F.A.C.** requirements.	The K-12 Reading Coach submits to the district administrators a portfolio with evidence that aligns to the **6A-6.053(6)(c) F.A.C.** requirements.	The K-12 Reading Coach submits to the district administrators a portfolio with evidence that aligns to the **6A-6.053(6)(c) F.A.C.** requirements.

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): 1-5

IF:	Student meets the following criteria at beginning of school year: Students in grades 1-5 score at or above the 50th percentile on the Fall STAR 360 Reading Assessment Students in grade 4 score a scaled score at or above 311 on the FSA-ELA Students in grade 5 score a scaled score at or above 321 on the FSA-ELA

THEN:	**TIER 1 Only**

<table>
<tr>
<td rowspan="10">TIER 1</td>
<td colspan="3">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</td>
</tr>
<tr>
<td colspan="3">Core Curriculum</td>
</tr>
<tr>
<td colspan="3">Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</td>
</tr>
<tr>
<td colspan="3">•Reading Street <u>ESSA Rating: Strong</u> with Interactive Read Alouds and Vocabulary Instruction
•Daily instruction in phonemic and phonological awareness; phonics; decoding fluency, as notes in the curriculum organizer
•Differentiated small and whole group instruction
•90 – 120 minutes daily</td>
</tr>
<tr>
<td colspan="3">Progress Monitoring</td>
</tr>
<tr>
<td>Assessment & Frequency</td>
<td>Performance Criteria that indicates Tier 1 is sufficient</td>
<td>Performance Criteria to that would prompt addition of Tier 2 interventions</td>
</tr>
<tr>
<td>Reading Street Weekly Progress Monitoring Assessments and iReady weekly progress monitoring assessments.

STAR 360 4 times per year.</td>
<td>Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur:
•Additional diagnosis with aligned instruction;
•More frequent progress monitoring with aligned instruction;
•Creation of a Tier I Plan with parent contact.</td>
<td>Progress Monitoring will determine the need of a Tier I Plan with possible increase of intervention intensity to Tier II.</td>
</tr>
<tr>
<td>How is the effectiveness of Tier 1 instruction being monitored?</td>
<td colspan="2">What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
Please refer to the FSUS MTSS Handbook</td>
</tr>
</table>

	Administrators will Informally assess classroom instruction throughout the school year (once per month). Administrators will also review lesson plans.	https://bit.ly/,.*-fr6q5dVY
	How is the effectiveness of Tier 1 curriculum being monitored? Through data review	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Progress monitoring meetings and data review
	How is instruction modified for students who receive instruction through distance learning? *Please refer to our Instructional Continuity Plan* *https://bit.ly/2zkrxbi*	

IF:	Student meets the following criteria at beginning of school year: Students will be determined to have a reading deficiency if they meet the following: •Scoring between the 26th and 49th percentile on STAR Reading or STAR Early Literacy Grade 1: STAR Reading=below 71 OR STAR Early Literacy=below 625 STAR Reading Scale Score: Grade 2= below 182/Grade 3= below 323 •An average of below 60% on Standard-Based Assessments for the first semester
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 1 instruction and TIER 2 interventions	**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**
	iReady	Bi-weekly progress monitoring	Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III.	Increased problem-solving; Change of target or type of intervention based on problem solving.	If progress monitoring (STAR Reading) indicates the student is not making adequate progress

				toward on-level achievement
All About Reading/Spelling Intensive Multisensory Instruction	Bi-weekly progress monitoring	Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III.	Increased problem-solving; Change of target or type of intervention based on problem solving.	If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement
Expanding Expressions (Oral Language)	Bi-weekly progress monitoring	Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III.	Increased problem-solving; Change of target or type of intervention based on problem solving.	If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement

Please refer to the FSUS MTSS Handbook - https://bit.ly/2Yq5dVY

Number of times a week intervention provided	Twice per week	*Number of minutes per intervention session*	15-20 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Please refer to the FSUS MTSS Handbook
https://bit.ly/2Yq5dVY

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
iReady source (promising):
(https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspx) Assessments pinpoint students' strengths and what they need to work on to reach (or exceed) grade-level proficiency. It is used to monitor student growth and inform instruction.
All About Reading/Spelling an Orton-Gillingham Approach has **limited evidence** of effectiveness-
http://www.bestevidence.org/overviews/O/Orton-Gillingham-Approach.htm

LexiaCore5-ESSA Rating: Promising- https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading

<table>
<tr><td></td><td>How are Tier 2 interventions modified for students who receive interventions through distance learning?
Please refer to our Instructional Continuity Plan
https://bit.ly/2zkrxbi</td></tr>
</table>

IF:	Student meets the following criteria at beginning of school year: Students will be determined to have a substantial reading deficiency if they meet the following: •Scoring below the 25th percentile on STAR Reading or STAR Early Literacy Grade 1: STAR Reading=below 64 OR STAR Early Literacy=below 570 STAR Reading Scale Score: Grade 2= below 114/Grade 3= below 261 An average of below 50% on Standard-Based Assessments for the first semester
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

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

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
iReady	Weekly progress monitoring	Increased problem-solving; Change of target or type of intervention based on problem solving. Please refer to the FSUS MTSS Handbook - https://bit.ly/2Yq5dVY	If full data review indicates ongoing deficiency, problem solving must occur to increase level of intervention to Tier II and/or Tier III. Please refer to the FSUS MTSS Handbook https://bit.ly/2Yq5dVY
Barton Reading and Spelling System for intensive multisensory instruction	Weekly progress monitoring	Increased problem-solving; Change of target or type of intervention based on problem solving. Please refer to the FSUS MTSS Handbook - https://bit.ly/2Yq5dVY	If full data review indicates ongoing deficiency, problem solving must occur to increase level of intervention to Tier II and/or Tier III. Please refer to the FSUS MTSS Handbook https://bit.ly/2Yq5dVY
Reading Street Intervention Kit	Weekly progress monitoring	Increased problem-solving; Change of target or type of	If full data review indicates ongoing deficiency, problem solving must occur to

			intervention based on problem solving. Please refer to the FSUS MTSS Handbook - https://bit.ly/2Yq5dVY	increase level of intervention to Tier II and/or Tier III. Please refer to the FSUS MTSS Handbook https://bit.ly/2Yq5dVY

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

Number of times a week intervention provided	Daily	*Number of minutes per intervention session*	Additional 20 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Please refer to the FSUS MTSS Handbook
https://bit.ly/2Yq5dVY

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
iReady source (promising):
(https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspx) Assessments pinpoint students' strengths and what they need to work on to reach (or exceed) grade-level proficiency. It is used to monitor student growth and inform instruction.

Barton Reading and Spelling System for intensive multisensory instruction an Orton-Gillingham Approach has **limited evidence** of effectiveness- http://www.bestevidence.org/overviews/O/Orton-Gillingham-Approach.htm

LexiaCore5-ESSA Rating: Promising- https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Please refer to our Instructional Continuity Plan
https://bit.ly/2zkrxbi

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Kindergarten	

IF:	Student meets the following criteria at beginning of school year: Students in Kindergarten score Scaled Score of 521+ (BOY on FLKRS- STAR Early Literacy: 50th percentile alignment)

THEN:	**TIER 1 Only**

<table>
<tr><td rowspan="9">TIER 1</td><td colspan="3">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</td></tr>
<tr><td colspan="3">Core Curriculum</td></tr>
<tr><td colspan="3">Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</td></tr>
<tr><td colspan="3">Reading Street ESSA Rating: Strong with Interactive Read Alouds and Vocabulary Instruction
•Daily instruction in phonemic and phonological awareness; phonics; decoding fluency
•Differentiated small and whole group instruction
•90 – 120 minutes daily</td></tr>
<tr><td colspan="3">Progress Monitoring</td></tr>
<tr><td>Assessment & Frequency</td><td>Performance Criteria that indicates Tier 1 is sufficient</td><td>Performance Criteria to that would prompt addition of Tier 2 interventions</td></tr>
<tr><td>Reading Street Weekly Progress Monitoring Assessments and iReady weekly progress monitoring assessments.

STAR Early Literacy will be implemented three times a year. Based on the scale score, aligned classroom interventions will occur throughout the year.</td><td>Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur:
•Additional diagnosis with aligned instruction;
•More frequent progress monitoring with aligned instruction;
•Creation of a Tier I Plan with parent contact.</td><td>Progress Monitoring will determine the need of a Tier I Plan with possible increase of intervention intensity to Tier II.</td></tr>
<tr><td>How is the effectiveness of Tier 1 instruction being monitored?
Administrators will Informally assess classroom instruction throughout the school year (once per month).</td><td colspan="2">What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
Please refer to the FSUS MTSS Handbook
https://bit.ly/2Yq5dVY</td></tr>
</table>

	Administrators will also review lesson plans.	
	How is the effectiveness of Tier 1 curriculum being monitored? Through data review	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Progress monitoring meetings and data review
	How is instruction modified for students who receive instruction through distance learning? *Please refer to our Instructional Continuity Plan* https://bit.ly/2zkrxbi	

IF:	Student meets the following criteria at beginning of school year: Students will be determined to have a reading deficiency if they meet the following:
	• Scoring between the 21st and 40th percentile STAR Early Literacy
	• STAR Reading Scale Score: Grade K (STAR Early Literacy) =below 471
	• Kindergarten students who have mastered less than 50% of letters and sounds (When thinking of 52 letter names – upper and lowercase- and 26 sounds – all consonants plus short vowel sounds – for a total of 78.)
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions

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

TIER 2 Programs/Materials/Strategies & Duration	**TIER 2 Progress Monitoring**			
	Assessment & Frequency	**Performance Criteria to discontinue Tier 2 intervention**	**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**	**Performance Criteria that would prompt addition of Tier 3 interventions**
iReady	Bi-weekly progress monitoring	Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III.	Increased problem-solving; Change of target or type of intervention based on problem solving.	If progress monitoring (STAR Reading/STAR Early Literacy) indicates the student is not making adequate progress toward on-level achievement

All About Reading/Spelling Intensive Multisensory Instruction	Bi-weekly progress monitoring	Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III.	Increased problem-solving; Change of target or type of intervention based on problem solving.	If progress monitoring (STAR Reading/STAR Early Literacy) indicates the student is not making adequate progress toward on-level achievement
Expanding Expressions (Oral Language)	Bi-weekly progress monitoring	Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III.	Increased problem-solving; Change of target or type of intervention based on problem solving.	If progress monitoring (STAR Reading/STAR Early Literacy) indicates the student is not making adequate progress toward on-level achievement

Please refer to the FSUS MTSS Handbook - https://bit.ly/2Yq5dVY

Number of times a week intervention provided	Twice per week	***Number of minutes per intervention session***	15-20 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Please refer to the FSUS MTSS Handbook
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Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
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All About Reading/Spelling an Orton-Gillingham Approach has **limited evidence** of effectiveness-
http://www.bestevidence.org/overviews/O/Orton-Gillingham-Approach.htm

LexiaCore5-ESSA Rating: Promising- https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading

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How are Tier 2 interventions modified for students who receive interventions through distance learning?
Please refer to our Instructional Continuity Plan
https://bit.ly/2zkrxbi

</td>
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<tr>
<td>**IF:**</td>
<td colspan="4">

Student meets the following criteria at beginning of school year:
Students will be determined to have a substantial reading deficiency
if they meet the following:

- Scoring below the 20th percentile STAR Early Literacy

- STAR Reading Scale Score: Grade K (STAR Early Literacy) =below 440

- Kindergarten students who have mastered less than 25% of letters and sounds (When thinking of 52 letter names – upper and lowercase- and 26 sounds – all consonants plus short vowel sounds – for a total of 78.)

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</tr>
<tr>
<td>**THEN:**</td>
<td colspan="4">**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**</td>
</tr>
<tr>
<td rowspan="6">**TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions**</td>
<td colspan="4">

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

</td>
</tr>
<tr>
<td rowspan="2">*TIER 3 Programs/Materials/Strategies & Duration*</td>
<td colspan="3">*TIER 3 Progress Monitoring*</td>
</tr>
<tr>
<td>*Assessment & Frequency*</td>
<td>*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*</td>
<td>*Performance Criteria that would prompt changes to Tier 3 interventions*</td>
</tr>
<tr>
<td>iReady</td>
<td>Weekly progress monitoring</td>
<td>Increased problem-solving; Change of target or type of intervention based on problem solving. Please refer to the FSUS MTSS Handbook - https://bit.ly/2Yq5dVY</td>
<td>If full data review indicates ongoing deficiency, problem solving must occur to increase level of intervention to Tier II and/or Tier III. Please refer to the FSUS MTSS Handbook https://bit.ly/2Yq5dVY</td>
</tr>
<tr>
<td>Barton Reading and Spelling System for intensive multisensory instruction</td>
<td>Weekly progress monitoring</td>
<td>Increased problem-solving; Change of target or type of intervention based on problem solving. Please refer to the FSUS MTSS Handbook - https://bit.ly/2Yq5dVY</td>
<td>If full data review indicates ongoing deficiency, problem solving must occur to increase level of intervention to Tier II and/or Tier III. Please refer to the FSUS MTSS Handbook https://bit.ly/2Yq5dVY</td>
</tr>
</table>

Reading Street Intervention Kit	Weekly progress monitoring	Increased problem-solving; Change of target or type of intervention based on problem solving. Please refer to the FSUS MTSS Handbook - https://bit.ly/2Yq5dVY	If full data review indicates ongoing deficiency, problem solving must occur to increase level of intervention to Tier II and/or Tier III. Please refer to the FSUS MTSS Handbook https://bit.ly/2Yq5dVY

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

Number of times a week intervention provided	Daily	***Number of minutes per intervention session***	Additional 20 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Please refer to the FSUS MTSS Handbook
https://bit.ly/2Yq5dVY

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
iReady source (promising):
(https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspx) Assessments pinpoint students' strengths and what they need to work on to reach (or exceed) grade-level proficiency. It is used to monitor student growth and inform instruction.

Barton Reading and Spelling System for intensive multisensory instruction an Orton-Gillingham Approach has **limited evidence** of effectiveness- http://www.bestevidence.org/overviews/O/Orton-Gillingham-Approach.htm

All About Reading/Spelling an Orton-Gillingham Approach has **limited evidence** of effectiveness- http://www.bestevidence.org/overviews/O/Orton-Gillingham-Approach.htm

LexiaCore5-ESSA Rating: Promising- https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading

How are Tier 3 interventions modified for students who receive interventions through distance learning?
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Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-12

IF:	Student meets the following criteria at beginning of school year: **FSA Scale Score** from previous year: **Sixth Grade:** Scaled Score of at or above 321; **Seventh Grade:** Scaled Score of at or above 326; **Eighth Grade:** Scaled Score of at or above 333 **Ninth Grade:** Scaled Score of at or above 337 **Tenth Grade and above:** Scaled Score of at or above 343 (FSA Achievement Level 3-5) **AND** Students in grades 6-10 score at or above the 50th percentile on the Fall STAR 360 Reading Assessment

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*

TIER 1

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

Grades 6-10 Core instruction:
•Harcourt **Collections** with a focus on close reading and vocabulary instruction
•Harcourt **Collections** with an emphasis on close reading, text- based writing, and Vocabulary Instruction iReady source (promising):
(https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspx) Assessments pinpoint students' strengths and what they need to work on to reach (or exceed) grade-level proficiency. It is used to monitor student growth and inform instruction.
Strategic Instruction Model (SIM) **-** is a multi-tiered approach to adolescent literacy. SIM meets ESSA rating of strong-https://www.evidenceforessa.org/programs/reading/strategic-instruction-model-sim

Harcourt materials were from the adopted list but future tier 1 materials will meet the ESSA level evidence requirements of the plan.
Harcourt **Collections meets ESSA "demonstrates a rationale" evidence criteria-**
https://bit.ly/2AWHwgv

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

	Harcourt Collections Weekly Progress Monitoring Assessments STAR 360 4 times per year.	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: •Additional diagnosis with aligned instruction; •More frequent progress monitoring with aligned instruction; •Creation of a Tier I Plan with parent contact.	Universal screener may indicate the need of a Tier I Plan if student scored at the low end of Level 3. Progress monitoring will determine the need to create a Tier II plan to define increased intensity.
	How is the effectiveness of Tier 1 instruction being monitored? Administrators will Informally assess classroom instruction throughout the school year (once per month). Administrators will also review lesson plans.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** *Please refer to the FSUS MTSS Handbook* https://bit.ly/2Yq5dVY	
	How is the effectiveness of Tier 1 curriculum being monitored? Through data review	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Progress monitoring meetings and data review	
	How is instruction modified for students who receive instruction through distance learning? *Please refer to our Instructional Continuity Plan* *https://bit.ly/2zkrxbi*		

IF:	Student meets the following criteria at beginning of school year: --If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: •Increased time/frequency of targeted instruction; •Increased problem-solving; Change of target or type of intervention based on problem solving. •Reference Tier II Toolbox for Response to Intervention from the FSUS MTSS Handbook. Progress monitoring will determine the need to create a Tier II plan to define increased intensity. Tier I Plan with parental communication; progress monitoring and follow up In 10th grade: Progress monitoring will determine the need to create a Tier II plan to define increased intensity. In 11th grade: Intervention intensity must be at a minimum Tier II level and increased to Tier III based on student progress monitoring.
THEN:	**TIER 1 instruction and TIER 2 interventions**
TIER 1 instruction and	*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
Grades 6-8 Review Universal Screener information to determine targeted area(s) of need. Core Instruction + Targeted Intervention; •Content-area Reading Class or intensive Reading Class (in addition to ELA Class) –Daily. •Integrated and targeted small-group instruction within class – groups of 5 – 7 students; •Reading Plus	Bi-weekly progress monitoring	Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III.	Increased problem-solving; Change of target or type of intervention based on problem solving.	If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement
Grades 9-12 Review of Universal Screener data will help target instruction. Core Instruction + Targeted Intervention; Content-Area Reading Class or Intensive Reading Class – 45-minutes daily •Reading Plus- Differentiated small and whole group instruction with progress monitoring.	Bi-weekly progress monitoring	Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III.	Increased problem-solving; Change of target or type of intervention based on problem solving.	If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement
	Bi-weekly progress monitoring	Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III.	Increased problem-solving; Change of target or type of intervention based on problem solving.	If progress monitoring (STAR Reading) indicates the student is not making adequate progress toward on-level achievement

Please refer to the FSUS MTSS Handbook - https://bit.ly/2Yq5dVY

	Number of times a week intervention provided	Twice per week	***Number of minutes per intervention session***	15-20 minutes

	What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? *Please refer to the FSUS MTSS Handbook* ***https://bit.ly/2Yq5dVY***
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. iReady source (promising): (https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspx) Assessments pinpoint students' strengths and what they need to work on to reach (or exceed) grade-level proficiency. It is used to monitor student growth and inform instruction. Reading Plus ESSA Rating: Strong- https://www.evidenceforessa.org/programs/reading/reading-plus it is an adaptive literacy intervention for reading.
	How are Tier 2 interventions modified for students who receive interventions through distance learning? *Please refer to our Instructional Continuity Plan* *https://bit.ly/2zkrxbi*

IF:	Student meets the following criteria at beginning of school year: If progress monitoring indicates the student is not making adequate progress toward on-level achievement, one of the following will occur: •Increased time/frequency of targeted instruction. •Increased problem-solving; Change of target or type of intervention based on problem solving. •Reference Tier II and Tier III Toolboxes for Response to Intervention from the FSUS MTSS Handbook Duration of student deficiency will determine whether the teacher creates a Tier I Plan with parental communication or intensifies problem solving to Tier II and/or Tier III. 9th Grade: Tier I Plan with parental communication; progress monitoring and follow up determines need to increase level of intervention. In 10th grade: Progress monitoring will determine the need to create a Tier II plan to define increased intensity. In 11th grade: Intervention intensity must be at a minimum Tier II level and increased to Tier III based on student progress monitoring. In 12th grade: intensity must be at Tier III.
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**
TIER 1 instruction, TIER 2	Immediate, intensive intervention: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions

	additional **time allotted is in addition** to core instruction and tier 2 interventions

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
Grades 6-8 Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer CORE Reading to plan intervention. Core Instruction + Targeted Intervention + Intensive Intervention; •90-minute Intensive Reading Class in addition to ELA Class (daily); •Small group differentiated instruction; groups of 3 – 7. Diagnostic will determine student placement in the following programs. •Reading Plus	Weekly progress monitoring	Increased problem-solving; Change of target or type of intervention based on problem solving. Please refer to the FSUS MTSS Handbook - https://bit.ly/2Yq5dVY	If full data review indicates ongoing deficiency, problem solving must occur to increase level of intervention to Tier II and/or Tier III. Please refer to the FSUS MTSS Handbook - https://bit.ly/2Yq5dVY
Grades 9-12 Review data from universal screener to determine area(s) of need. If sufficient information is not available, administer CORE Reading to plan intervention. Core Instruction + Targeted Intervention + Intensive Intervention; Intensive Reading Class; 45 – 90 minutes daily •Reading Plus- Intensive Targeted classroom instruction occurring daily to build basic skills while continuing participation in core instruction.	Weekly progress monitoring	Increased problem-solving; Change of target or type of intervention based on problem solving. Please refer to the FSUS MTSS Handbook - https://bit.ly/2Yq5dVY	If full data review indicates ongoing deficiency, problem solving must occur to increase level of intervention to Tier II and/or Tier III. Please refer to the FSUS MTSS Handbook https://bit.ly/2Yq5dVY
	Weekly progress monitoring	Increased problem-solving; Change of target or type of intervention based on problem solving. Please refer to the FSUS MTSS Handbook - https://bit.ly/2Yq5dVY	If full data review indicates ongoing deficiency, problem solving must occur to increase level of intervention to Tier II and/or Tier III. Please refer to the FSUS MTSS Handbook https://bit.ly/2Yq5dVY
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			

	Number of times a week intervention provided	Daily	*Number of minutes per intervention session*	Additional 20 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
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Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
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Barton Reading and Spelling System for intensive multisensory instruction an Orton-Gillingham Approach has **limited evidence** of effectiveness- http://www.bestevidence.org/overviews/O/Orton-Gillingham-Approach.htm As of July 2007 no studies of Barton Reading & Spelling System® were found that fell within the scope of the Beginning Reading review protocol and met WWC design standards. Therefore, the WWC is unable to draw any research-based conclusions about the effectiveness or ineffectiveness of Barton Reading & Spelling System® to improve outcomes in this area.

Reading Plus Reading Plus ESSA Rating: Strong
https://www.evidenceforessa.org/programs/reading/reading-plus it is an adaptive literacy intervention for reading.

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