Grades & Decision Tree

Beginning of year data

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

A score of 30 PR or higher on FAST **RM** the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels approaching, meeting or exceeding grade level reading competency in the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

THEN TIEROnly

Core Instruction

x McGraw Hill StudySync

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

The following practices are incorporated in McGraw Hill's StudySync lessons:

- x Provide explicit vocabulary instructionTier 3 Promising Evidence
- x Provide direct and explicit comprehension strategy instructioner 3 Pronising Evidence
- x Provide opportunities for extended discussion of text meaning and interpretatible a Promising Evidence
- x Increase student motivation and engagement in literacy learninger 3 Promising Evidence

List performance criteria that ndicate Tier 1 is sufficient for at least 80% of students.

Eighty percent or more of students do not require Tier 2 or 3 interventions, or eighty percent or more students are scoring a Level 3, 4, or 5 on the FAST ELA PM3.

Explain how the ffectiveness of Tier 1 instruction is monitored.

Student performance on teachereated assessments, unit assessments, districted progress monitoring assessments, and growth on diagnostic assessments all provide information on the effectiveness of a linear transfer of the contraction.

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

x District specialists, region specialists, and t5TpfTm Tf 0.004 cy co ches visit classrooms to obsf (

reading competency in one or more areas of phonological awareness; phonics; vocabular including oral language skills; fluency; and comprehension.

THEN TIER 1 Instruction and TIERt@rlientions

Supplemental Instruction/Interventions

Supplemental instruction is provided to students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations:

- x Provided in addition to Tier 1 instruction (more time for instruction)
- x Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1
- x Planned through a structured, datased problem

- x District-created aligned articles for teachterd small groups
- x District-created tutoring modules aligned to B.E.S.T. benchmarks

Indicate the evidencebased programs and practices plemented ftet8Tf 115dmo4-9.9 31 Tf

1-3 times per week (block scheduling)

Number of minutes per intervention session:

20-30 minutes per session

Explain how the effectiveness of Tier 2 interventions are monitored.

All Tier 2nterventions last & weeks, with progress monitoring assessments given a minimum

- x Phonemic awareness
- x Phonics skills
- x The ability to read words in text in an accurate and fluent manner.
- x The ability to apply comprehension strategies consciously and deliberately as they read.

What Works Clearinghouse Practice Guides:

Providing Reading Interventions for Students in Grades 4

- x Build students' decoding skills so they can read complex multisyllabic wolles 1 Strong Evidence
- x Provide purposeful fluenesquilding activities to help students read effortless Tyler 1 Strong Evidence
- x Routinely use a set of comprehensionuilding practices to help students make sense of the text—Tier 1 Strong Evidence

X

Improving Adolescent Literacy: Effective Classroom and Intervention Practionsmendation:

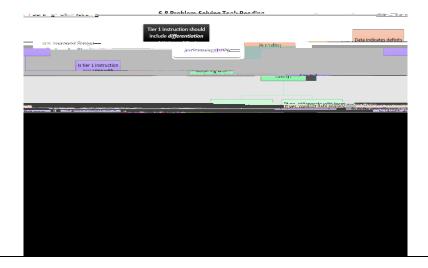
- x Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists Fier 3 Promising Evidence
- x Provide explicit vocabulary instruction Tier 3 Pomising Evidence
- x Provide direct and explicit comprehension strategy instruction a Promising Evidence
- x Increase student motivation and engagement in literacy learninger 3 Promising Evidence

Tier 3 Instructional Resources:

x Voyager Soprisanguage! Live Literacy Intervention Program

Indicate the evidence based programs and practices splemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, applicable.

Evidence based programs and practices for students with IEP (2 and Tier 3 designation is intentionally omitted from this guide, as the frequency and intensity of implementation determines the tier of instruction.)



Evidence based programs and strategies for English language learners: Tier 3—Strategic or Intensive Intervention *Sheltered classrooms*

1. Imagine Learning ELP Levels 1205-