

Grades 9-12 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 PM10⁹ or Edmentum Exact Path Diagnostic¹²¹ and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels approaching, meeting or exceeding grade level reading

IF: Student meets the following criteria at the beginning of the school year:
Score of 2029 PR on FAST P~~11~~ and the student has demonstrated, through progress monitoring, formative assessments, or teacher observation data, skill levels below grade reading competency in one or more areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension, or the student has not met ELA graduation requirements (112).

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

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

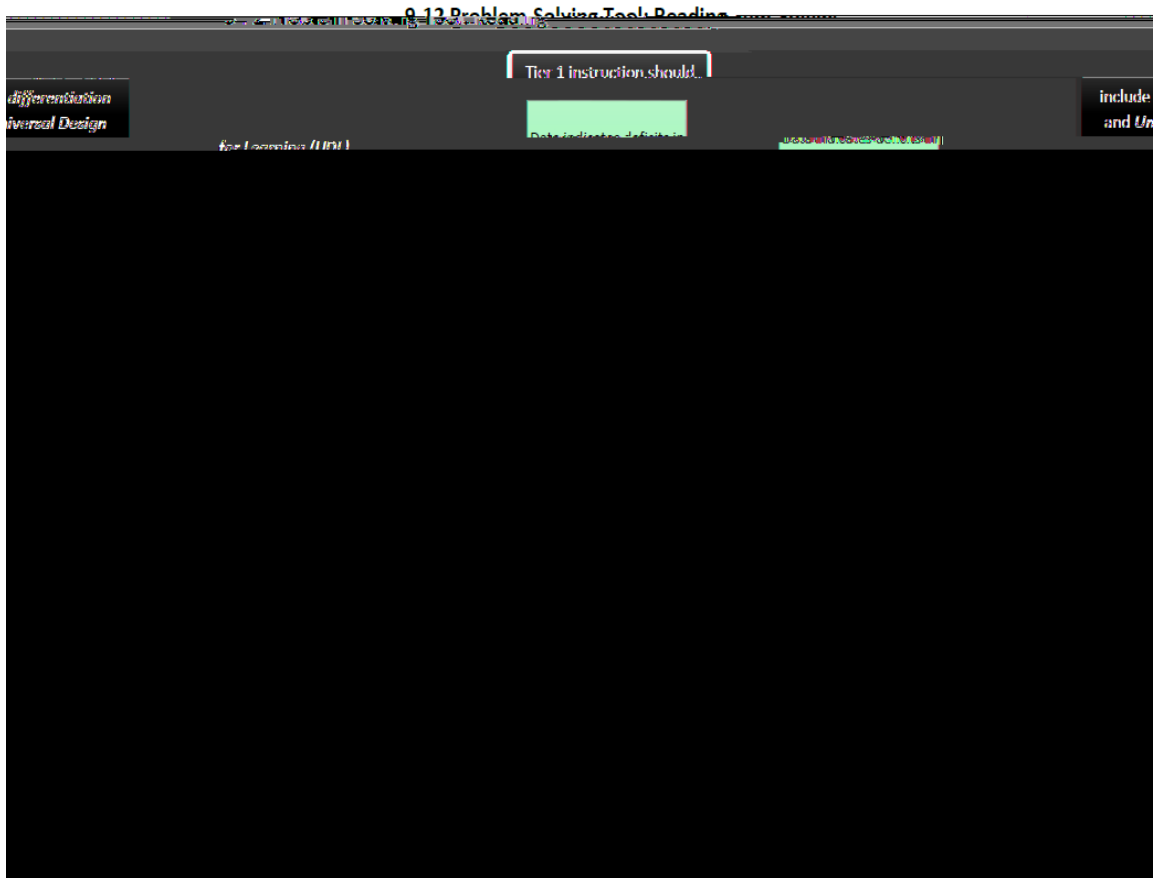
- x Provided in addition to Tier 1 instruction (more time for instruction)
- x Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier. 1 c

Tier 2 Instructional Resources:

- x Edmentum Exact Path
- x StudySync differentiated instruction materials
- x District-created aligned articles for teachers and small groups
- x District-created tutoring modules aligned to B.E.S.T. benchmarks

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

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



Evidencebased programs and strategies for English language learners:

Tier 2 –Targeted or Supplemental Intervention

1. Imagine Learning (10) – ELP Levels 1-5 Direct, explicit, and systematic instruction and practice ensure students learn critical skills in all literacy domains reading, speaking, listening, and writing. Personalized learning pathways adapt automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support.
2. Content picture bilingual dictionaries and glossaries

3. Rosetta Stone (1112) in ELD classrooms on Rosetta Stone's structured immersion method expedites language learning. Every lesson in the curriculum is scaffolded to improve students' proficiency and includes listening, speaking, pronunciation, reading, grammar, vocabulary, writing, and review skills.

4. Graphic Novels in ELD Classrooms only.

Number of times per week interventions are provided:
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 2 interventions last 8 weeks, with progress monitoring assessments given a minimum of every 2 weeks to track the students' progress and determine if the intervention is having a positive effect on the student's learning.

What procedures are in place to identify and solve problems to improve effectiveness of T 2 interventions?

Evidenced-based programs and strategies for English language learners:
Tier 3—

A student's progress in Tier 3 Interventions is monitored. If a student's data show a lack of progress, the Collaborative Problem Solving Team (CPST) should review the interventions and data to identify possible barriers to the student's learning. The CPST will develop and monitor a classroom support plan that includes additional interventions and assessments. If the data continue to show a lack of progress after CPST collaboration, the student will be referred to the Multi-Discipline Referral Team (MRT) for additional testing and support.