Scotland School-Wide Reading Plan

District: Scotland School District
Last Revised: July 25, 2022
Developed by: Scotland RtI Leadership Team

Vision Statement

> The Scotland School District will SUPPORT lifelong learning, STRENGTHEN students' knowledge, and SERVE the common good.

Mission Statement

> The **mission** of the Elementary Literacy Plan is to educate all students to proficiency and beyond in order to prepare them for success in higher education, careers, and responsible citizenship through the following goals:
> - Rigorous, relevant, and aligned curriculum
> - Research-based instructional practices
> - A common, high-quality, balanced assessment system
> - A tiered system of support for all students
>
> All students can learn and are expected to learn. The education of our youth is a shared responsibility of the school, the family, and the community.
>
> "Once you learn to read, you will forever be free." - Frederick Douglas

Communication Plan

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Literacy Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

> The Literacy Plan will be reviewed and submitted for school board approval on an annual basis. The plan will be posted on the district's website.
>
> Universal Screener results will be shared to the school board once annually.
>
> The Parent Communication Plan is described in this document in the "Family Engagement" section.
>
> A calendar will be organized and posted on the school site and sent home in the monthly newsletter to communicate specific events and activities to encourage and value literacy activities in the home, school and community.

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Goals and Objectives

Establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Goal:

All students will read at or above grade level by Grade 3 and will continue to progress at grade level or higher in reading across instructional areas throughout their school career.

Objectives:

- 100% of students in grades K-2 will meet, exceed, or show growth towards meeting the benchmark scores on the reading universal screener.
  - Winter 2021 to Spring 2022
    - Kindergarten
      - 100% of students met benchmark or showed growth on Early Reading subtest
    - First Grade
      - 91% of students met benchmark or showed growth on Early Reading subtest
      - 95% of students met benchmark or showed growth on the aReading Subtest
    - Second Grade
      - 100% of students met benchmark or showed growth on the CBM Reading subtest
      - 94% of students met standards or showed growth on the aReading subtest
      - 89% of students met standard or showed growth on the AUTOreading subtest

- 100% of students in grades 3-5 will meet, exceed, or show growth towards meeting or exceeding the benchmark scores on the reading universal screener.
  - Fall to Winter
    - Winter 2021 to Spring 2022
      - 100% of students met standard or showed growth on the CBMreading subtest
      - 95% of students met standard or showed growth on the aReading subtest
      - 83% of students met standard or showed growth on the AUTOreading subtest
    - Fourth Grade
      - 91% of students met standard or showed growth on the CBMreading subtest
      - 86% of students met standard or showed growth on the aReading subtest
      - 76% of students met standard or showed growth on the AUTOreading subtest
    - Fifth Grade
      - 100% of students met standard or showed growth on the CBMreading subtest
      - 95% of students met standard or showed growth on the aReading subtest
      - 95% of students met standard or showed growth on the AUTOreading subtest

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- All teachers and staff will participate in Professional Learning Communities to analyze effectiveness of current literacy practices. Special attention will be paid to closing the achievement gaps. Best practices will be shared.

Research for K-3

Evidence from the 2000 National Reading Panel examined over 100,000 studies on how children learn to read, and identified five essential elements or **Big Ideas of Reading** instruction which are aligned to the *K-12 South Dakota Content Standards in English Language Arts (2018)*. The big ideas in teaching reading are explicit instruction in **phonological awareness, phonics, fluency, vocabulary, and comprehension.** Kindergarten through third grade reading instruction is focused on students learning to read.

Research for 4-12

Literacy instruction in grades 4-12 should include the following essential components across the content areas: **word study, fluency, vocabulary, comprehension, and motivation**.

Timeline of Essential Elements/Big Ideas of Reading Instruction													
Grade	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Phonemic Awareness	→→→												
Phonics	→→→→→→→												
Advanced Word Study					→→→→→→→→→→→→→→→→→→→→→→→→→→								
Accuracy and Fluency w/Connected Text		→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→											
Vocabulary	→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→												
Comprehension	→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→												

Grades K-3

Phonological Awareness: Phonological awareness is identified as one's sensitivity to or awareness of the sound structure of words. It is an oral language skill that allows students to hear, identify, and manipulate individual sounds in spoken words. *It is **heavily emphasized** in kindergarten and the first half of first grade.*

Phonics: One focus of phonics instruction is to teach students the associations between sounds and print (decoding) to help them develop automaticity with familiar words. A second focus is to teach students to regularly and effectively sound out unfamiliar words so they are able to access words on their own. *Phonics instruction **begins** in kindergarten and grade one and **progresses** in grades two and three.*

Fluency: Fluent reading is reading text accurately and with sufficient pace so that deep comprehension is possible. It involves having the ability to read quickly enough so that the student understands the message in the print. Fluent reading also includes reading with expression (voice, pitch, and speed fluctuations). *Fluency instruction **begins** in grade one and is **heavily emphasized** in grades two and three.*

Vocabulary: Vocabulary instruction is teaching the meanings of words and strategies for determining the meaning of unknown words. Vocabulary knowledge is key to reading comprehension. Explicit instruction of vocabulary is essential for all students, but is particularly important for those students who are not strong or regular readers. *Vocabulary instruction is taught at **all grade levels**.*

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Comprehension: For students to be successful readers, they must understand the text they read. Comprehension strategies are routines and procedures that readers use to help them make sense of texts. *It is critical that teachers explain and model comprehension strategies and skills directly to students at* **all grade levels.**

Writing Process: Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

Grades 4-12

Word Study: Word study is instruction in reading at the word level. Students in grades 4-12 receive instruction on advanced word study, or the decoding of multisyllabic words. Reading teachers will focus on word analysis and word recognition strategies for decoding longer words. In addition, teachers in **all content areas** will teach the base words, prefixes, suffixes, and compound words that will assist students in understanding new vocabulary.

Fluency: Fluency is reading text accurately and with sufficient pace so that deep comprehension is possible. Because adolescents encounter multiple texts across instructional areas, fluency is a critical component to reading as they need to comprehend what they are learning. Repeated readings of the same passage to increase students' sight vocabulary is also a critical component to improving their fluency. Additionally, students must engage in non-repetitive wide reading. This exposes students to new vocabulary, content, and text types which will increase fluency across **all content areas**.

Vocabulary: Vocabulary instruction is teaching the meanings of words and strategies for determining the meaning of unknown words. Students will receive vocabulary instruction in all content areas. Vocabulary instruction for students in grades 4-12 includes word meanings and word-learning strategies for **academic vocabulary** and those **specific to content areas.**

Comprehension: Comprehension is a critical component to reading instruction. Students must know how to apply comprehension strategies **across all subject areas** through **explicit instruction**. Explicit instruction should include the active participation of students in the comprehension process. Teachers should select texts carefully when teaching a strategy, teach students how to apply the strategy to different texts, choose a text appropriate to students' reading level, tell students what strategies they will be learning, model the use of the strategies, and make sure students understand that the goal of using the strategy is to improve comprehension.
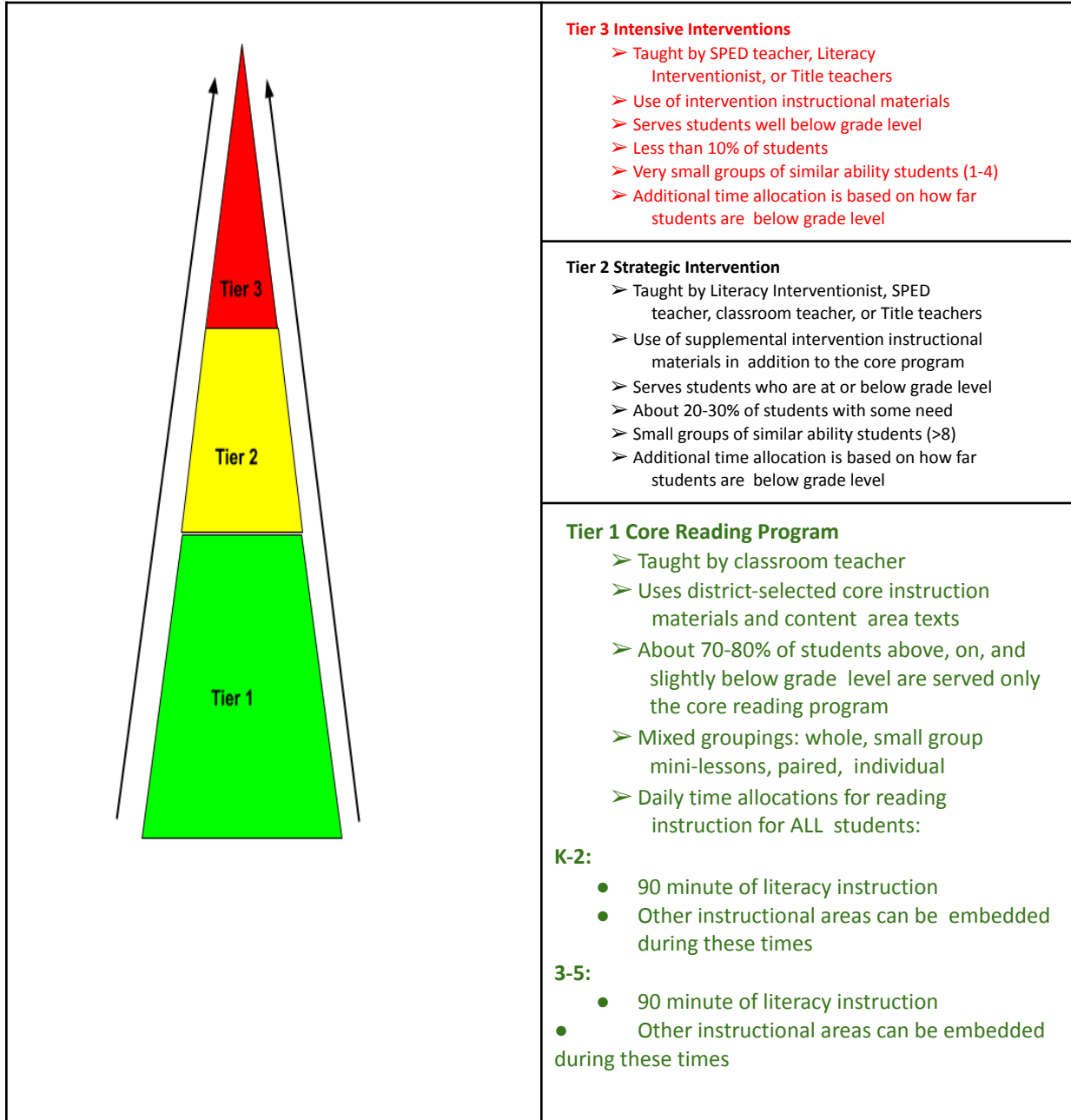
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Motivation: Motivation is the act or process of giving someone a reason for doing something; therefore, it is an essential issue to address with students in grades 4-12. Without motivation to read, students have limited comprehension, significantly reducing their access to content learning. In contrast, motivated readers experience success through interactions. They have increased comprehension, are interested in learning more, and have the ability to strategically understand a text.

Scotland School-Wide Reading Plan
MTSS - Multi-Tiered System of Support
Reading Response to Intervention (RtI)

Tier 3 Intensive Interventions
- ➤ Taught by SPED teacher, Literacy Interventionist, or Title teachers
- ➤ Use of intervention instructional materials
- ➤ Serves students well below grade level
- ➤ Less than 10% of students
- ➤ Very small groups of similar ability students (1-4)
- ➤ Additional time allocation is based on how far students are below grade level

Tier 2 Strategic Intervention
- ➤ Taught by Literacy Interventionist, SPED teacher, classroom teacher, or Title teachers
- ➤ Use of supplemental intervention instructional materials in addition to the core program
- ➤ Serves students who are at or below grade level
- ➤ About 20-30% of students with some need
- ➤ Small groups of similar ability students (>8)
- ➤ Additional time allocation is based on how far students are below grade level

Tier 1 Core Reading Program
- ➤ Taught by classroom teacher
- ➤ Uses district-selected core instruction materials and content area texts
- ➤ About 70-80% of students above, on, and slightly below grade level are served only the core reading program
- ➤ Mixed groupings: whole, small group mini-lessons, paired, individual
- ➤ Daily time allocations for reading instruction for ALL students:

K-2:
- • 90 minute of literacy instruction
- • Other instructional areas can be embedded during these times

3-5:
- • 90 minute of literacy instruction
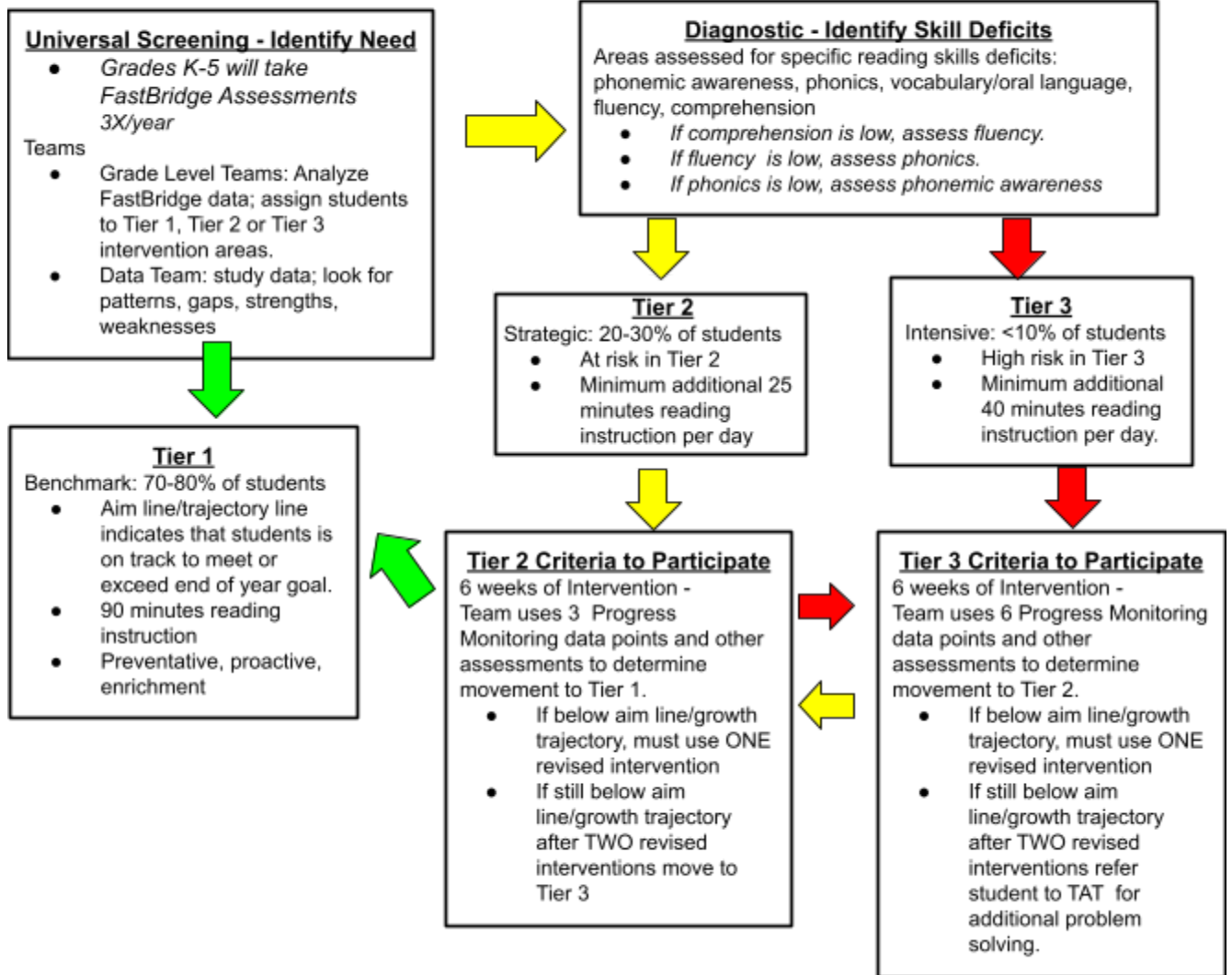- • Other instructional areas can be embedded during these times

Assessment: The **Assessment** system provides for the measurement of student learning and outcomes through the use of a variety of evaluation methods.

- A comprehensive assessment plan of valid and reliable assessments exists, including procedures for the decisions to be made, who administers the assessment, when it is to be used, and any cut points if applicable.
- Procedures are in place to ensure assessments are administered in accordance with developer guidelines and data are used in manner consistent with the MTSS procedures.
- Universal screening assessment such as a curriculum based measure (CBM) for academics, are administered to all students three times during the school year, and office discipline referrals, student absences, student in- and out-of-school suspensions, and time out of the classroom are continually tracked for all students' behavior.
- Diagnostic assessment is conducted for individual students, as needed, to design instruction and determine the instructional focus of intervention.
- Progress monitoring assessments are conducted bi-weekly for those receiving strategic (Tier II) academic instruction, and weekly for those receiving intensive (Tier III) academic instruction.

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Scotland Assessment Protocol - Grades *K-5*
Data Based Decisions Result in Increased Student Achievement

Universal Screening - Identify Need
- *Grades K-5 will take FastBridge Assessments 3X/year*

Teams
- Grade Level Teams: Analyze FastBridge data; assign students to Tier 1, Tier 2 or Tier 3 intervention areas.
- Data Team: study data; look for patterns, gaps, strengths, weaknesses

Diagnostic - Identify Skill Deficits
Areas assessed for specific reading skills deficits: phonemic awareness, phonics, vocabulary/oral language, fluency, comprehension
- *If comprehension is low, assess fluency.*
- *If fluency is low, assess phonics.*
- *If phonics is low, assess phonemic awareness*

Tier 2
Strategic: 20-30% of students
- At risk in Tier 2
- Minimum additional 25 minutes reading instruction per day

Tier 3
Intensive: <10% of students
- High risk in Tier 3
- Minimum additional 40 minutes reading instruction per day.

Tier 1
Benchmark: 70-80% of students
- Aim line/trajectory line indicates that students is on track to meet or exceed end of year goal.
- 90 minutes reading instruction
- Preventative, proactive, enrichment

Tier 2 Criteria to Participate
6 weeks of Intervention - Team uses 3 Progress Monitoring data points and other assessments to determine movement to Tier 1.
- If below aim line/growth trajectory, must use ONE revised intervention
- If still below aim line/growth trajectory after TWO revised interventions move to Tier 3

Tier 3 Criteria to Participate
6 weeks of Intervention - Team uses 6 Progress Monitoring data points and other assessments to determine movement to Tier 2.
- If below aim line/growth trajectory, must use ONE revised intervention
- If still below aim line/growth trajectory after TWO revised interventions refer student to TAT for additional problem solving.

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Universal Screener and Diagnostics

Process of Assessment:

The Interventionist will administer the screening and diagnostic assessments listed below.

- Fall Benchmarking will occur by the second week of September
- Winter Benchmarking will occur by the third week of December
- Spring Benchmark will occur after the second week of April.
- Validations and diagnostics for Tier 2 and 3 students will be administered within 2 weeks of benchmark testing

Name of Assessment	Assessment Schedule
Universal Screening	
FastBridge	- BOY: August 29th-September 9th - MOY: November 28th-December 9th - EOY: April 17th-April 28th

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FastBridge is used as a screening/benchmark assessment. The target scores for each grade level are listed in the following charts:

Benchmark : Early Reading English : KG

Measure	Metric	Risk Level	Fall	Winter	Spring
Concepts of Print	# Correct/12	Some Risk	< 7.0	< 11.0	< 12.0
		High Risk	< 5.0	< 9.0	< 10.0
Onset Sounds	# Correct/16	Some Risk	< 11.0	< 16.0	< 16.0
		High Risk	< 5.0	< 13.0	< 14.0
Letter Names	Rate	Some Risk	< 14.0	< 42.0	< 50.0
		High Risk	< 3.0	< 30.0	< 38.0
Letter Sounds	Rate	Some Risk	< 3.0	< 26.0	< 41.0
		High Risk	< 0.0	< 13.0	< 27.0
Word Rhyming	# Correct/16	Some Risk	< 6.0	< 13.0	< 14.0
		High Risk	< 3.0	< 7.0	< 9.0
Word Blending	# Correct/10	Some Risk	< 5.0	< 6.0	< 9.0
		High Risk	< 1.0	< 1.0	< 7.0
Word Segmenting	# Correct/34	Some Risk	< 3.0	< 25.0	< 30.0
		High Risk	< 0.0	< 10.0	< 24.0
Decodable Words	Rate	Some Risk	< 0.0	< 7.0	< 12.0
		High Risk	< 0.0	< 3.0	< 8.0
Nonsense Words	Rate	Some Risk	< 3.0	< 6.0	< 12.0
		High Risk	< 0.0	< 2.0	< 6.0
Sight Words	Rate	Some Risk	< 1.0	< 9.0	< 13.0
		High Risk	< 0.0	< 4.0	< 4.0
Sentence Reading	Rate	Some Risk	< N/A	< N/A	< N/A
		High Risk	< N/A	< N/A	< N/A
Oral Repetition	# Correct/40	Some Risk	< 18.0	< 22.0	< 25.0
		High Risk	< 10.0	< 17.0	< 21.0
CBMR-English	Rate	Some Risk	< N/A	< N/A	< N/A
		High Risk	< N/A	< N/A	< N/A
Early Reading English	Composite Score	Some Risk	< 32.0	< 50.0	< 64.0
		High Risk	< 28.0	< 42.0	< 56.0

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Benchmark : Early Reading English : ONE

Measure	Metric	Risk Level	Fall	Winter	Spring
Concepts of Print	# Correct/12	Some Risk	< 11.0	< 12.0	< N/A
		High Risk	< 10.0	< 11.0	< N/A
Onset Sounds	# Correct/16	Some Risk	< 16.0	< 16.0	< N/A
		High Risk	< 15.0	< 15.0	< N/A
Letter Names	Rate	Some Risk	< 41.0	< 54.0	< N/A
		High Risk	< 31.0	< 43.0	< N/A
Letter Sounds	Rate	Some Risk	< 31.0	< 43.0	< 52.0
		High Risk	< 21.0	< 31.0	< 45.0
Word Rhyming	# Correct/16	Some Risk	< 14.0	< 15.0	< N/A
		High Risk	< 9.0	< 10.0	< N/A
Word Blending	# Correct/10	Some Risk	< 10.0	< 10.0	< 10.0
		High Risk	< 7.0	< 9.0	< 9.0
Word Segmenting	# Correct/34	Some Risk	< 28.0	< 31.0	< 32.0
		High Risk	< 22.0	< 27.0	< 28.0
Decodable Words	Rate	Some Risk	< 9.0	< 15.0	< 15.0
		High Risk	< 5.0	< 10.0	< 14.0
Nonsense Words	Rate	Some Risk	< 10.0	< 17.0	< 22.0
		High Risk	< 4.0	< 10.0	< 13.0
Sight Words	Rate	Some Risk	< 16.0	< 49.0	< 65.0
		High Risk	< 5.0	< 19.0	< 40.0
Sentence Reading	Rate	Some Risk	< 12.0	< 51.0	< N/A
		High Risk	< 4.0	< 27.0	< N/A
Oral Repetition	# Correct/40	Some Risk	< 25.0	< 28.0	< 28.0
		High Risk	< 22.0	< 25.0	< 25.0
CBMR-English	Rate	Some Risk	< 14.0	< 37.0	< 66.0
		High Risk	< 6.0	< 16.0	< 30.0
Early Reading English	Composite Score	Some Risk	< 33.0	< 52.0	< 66.0
		High Risk	< 25.0	< 36.0	< 44.0

Benchmark : CBMR-English

COMPILED ORF NORMS

Hasbrouck & Tindal (2017)

From Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702).
Eugene, OR. Behavioral Research and Teaching, University of Oregon.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

*WCPM = Words Correct Per Minute

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Benchmark : aReading

Grade	Metric	Risk Level	Fall	Winter	Spring
ONE	Scaled Score	College Pathway	>= 457.0	>= 475.0	>= 484.0
		Some Risk	< 435.0	< 455.0	< 468.0
		High Risk	< 413.0	< 431.0	< 445.0
TWO	Scaled Score	College Pathway	>= 488.0	>= 499.0	>= 505.0
		Some Risk	< 469.0	< 481.0	< 490.0
		High Risk	< 445.0	< 462.0	< 469.0
THREE	Scaled Score	College Pathway	>= 505.0	>= 512.0	>= 517.0
		Some Risk	< 490.0	< 498.0	< 503.0
		High Risk	< 468.0	< 477.0	< 483.0
FOUR	Scaled Score	College Pathway	>= 517.0	>= 522.0	>= 526.0
		Some Risk	< 502.0	< 509.0	< 513.0
		High Risk	< 484.0	< 493.0	< 496.0
FIVE	Scaled Score	College Pathway	>= 528.0	>= 532.0	>= 536.0
		Some Risk	< 513.0	< 517.0	< 520.0
		High Risk	< 496.0	< 501.0	< 504.0

Benchmark : AUTOreading : TWO

Measure	Metric	Risk Level	Fall	Winter	Spring
Encoding	Items Correct Per Minute	Some Risk	< 21.0	< 27.0	< 33.0
		High Risk	< 20.0	< 26.0	< 32.0
Identification	Items Correct Per Minute	Some Risk	< 15.0	< 20.0	< 25.0
		High Risk	< 13.0	< 19.0	< 24.0
Vocabulary	Items Correct Per Minute	Some Risk	< 9.0	< 13.0	< 17.0
		High Risk	< 8.0	< 12.0	< 16.0
AUTOreading	Composite Score	Some Risk	< 469.0	< 481.0	< 490.0
		High Risk	< 445.0	< 462.0	< 469.0

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Benchmark : AUTOreading : THREE

Measure	Metric	Risk Level	Fall	Winter	Spring
Encoding	Items Correct Per Minute	Some Risk	< 26.0	< 33.0	< 36.0
		High Risk	< 24.0	< 32.0	< 35.0
Identification	Items Correct Per Minute	Some Risk	< 17.0	< 24.0	< 28.0
		High Risk	< 15.0	< 23.0	< 27.0
Vocabulary	Items Correct Per Minute	Some Risk	< 12.0	< 17.0	< 20.0
		High Risk	< 10.0	< 16.0	< 19.0
AUTOreading	Composite Score	Some Risk	< 490.0	< 498.0	< 503.0
		High Risk	< 468.0	< 477.0	< 483.0

Benchmark : AUTOreading : FOUR

Measure	Metric	Risk Level	Fall	Winter	Spring
Encoding	Items Correct Per Minute	Some Risk	< 34.0	< 37.0	< 41.0
		High Risk	< 33.0	< 36.0	< 39.0
Identification	Items Correct Per Minute	Some Risk	< 24.0	< 27.0	< 31.0
		High Risk	< 23.0	< 26.0	< 30.0
Vocabulary	Items Correct Per Minute	Some Risk	< 18.0	< 21.0	< 23.0
		High Risk	< 16.0	< 19.0	< 22.0
AUTOreading	Composite Score	Some Risk	< 502.0	< 509.0	< 513.0
		High Risk	< 484.0	< 493.0	< 496.0

Benchmark : AUTOreading : FIVE

Measure	Metric	Risk Level	Fall	Winter	Spring
Identification	Items Correct Per Minute	Some Risk	< 29.0	< 33.0	< 36.0
		High Risk	< 26.0	< 30.0	< 36.0
Matching Synonyms	Items Correct Per Minute	Some Risk	< 20.0	< 23.0	< 26.0
		High Risk	< 18.0	< 22.0	< 25.0
Decoding	Items Correct Per Minute	Some Risk	< 17.0	< 20.0	< 22.0
		High Risk	< 16.0	< 19.0	< 22.0
Morphology	Items Correct Per Minute	Some Risk	< 17.0	< 20.0	< 23.0
		High Risk	< 15.0	< 19.0	< 22.0
AUTOreading	Composite Score	Some Risk	< 513.0	< 517.0	< 520.0
		High Risk	< 496.0	< 501.0	< 504.0

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Diagnostic Assessments	

Phonemic Awareness
  - Haggerty Phonemic Awareness assessments (K-1 all tiers)
  - Phonological Awareness Skills Test (PAST) (2nd - 5th all tiers)
	As indicated by FastBridge data

Phonics
  ● Really Great Reading Diagnostics (K-1 all Tiers, 2nd-5th Tier 2)
  ● CORE Phonics Screener (2nd-5th Tier 3)
	As indicated by FastBridge data

Progress Monitoring

Progress Monitoring Assessments	

FastBridge
  - Phonemic Awareness
    - earlyReading Onset Sounds
    - earlyReading Word Blending
    - earlyReading Word Segmenting
  - Phonics
    - earlyReading Letter Sounds
    - earlyReading Decodable Words
    - earlyReading Nonsense Words
  - Fluency
    - CBMreading
  - Vocabulary
    - AUTOreading Matching Synonyms
    - AUTOreading Vocabulary
    - AUTOreading Word Morphology
  - Comprehension
    - CBMcomp
    - COMPefficiency
	Tier 1 (On Track): monthly
	Tier 2 (Strategic): biweekly
	Tier 3 (Intensive): weekly

- Progress monitoring data will be reviewed on a continuous and consistent basis and shared at the monthly MTSS team meetings.
    - Tier 3 will be reviewed every 4 weeks
    - Tier 2 will be reviewed every 8 weeks

- Decisions will be made using the Four-Point Method
    - If **three weeks** of instruction have occurred AND at least **six data points** have been collected, examine the four **most recent** data points.
        - **Positive -** If all four are above line, increase goal
        - **Poor -** If all four are below line, make an instructional change
        - **Questionable -** If the four data points are both above and below the goal line, keep collecting data until the four-point rule can be applied.

Choosing a Progress Monitoring Assessment
- Progress Monitoring assessments will be chosen based on the student's most basic need using diagnostic screeners and FastBridge benchmark assessments.

Choosing a Progress Monitoring CBMreading Level
- **Use Grade Level passages if**
    - Student reads on grade level with at least 96% accuracy
    - Student reads one grade level below with 96% accuracy
- **Use Students Instructional Level if**
    - Student reads less than 96% accuracy on a grade level passage
    - If a student is monitored using an Out of Grade Level passage, and the student has 5 consecutive data points above the aim line, the student will be progress monitored at a grade level above previous monitoring.

Calculating Rate of Improvement for Progress Monitoring

Assessment	Tier 3 ROI	Tier 2 ROI
Onset Sounds	0.33	0.30
Letter Sounds	2.2	2.0
Word Blending (K)	0.50	0.43
Word Blending (1)	0.12	0.14
Word Segmenting (K)	1.57	1.87
Word Segmenting (1)	0.35	0.41
Nonsense Words (K)	0.56	0.66
Nonsense Words (1)	0.65	0.77
Decodable Words (1)	1.16	1.38
CBMreading (1-2)	1.75	1.5
CBMreading (3-6)	1.55	1.45

Curriculum and Instruction

Tier 1: Core Curriculum and Instruction: The core curriculum needs to be identified, used consistently, and with fidelity prior to attempting to design and provide interventions. If the core is not effective, due to lack of evidence-base or inconsistent use, the system will become overwhelmed as more students appear to need Tier II and III interventions than the system can effectively support.

The goal of Tier 1 instruction is to ensure the majority of students' needs can be met in the general education classroom through implementation of evidence-based programs and practices that focus on the Big 5 essential reading components. Teachers use instructional practices that are explicit and direct. The classroom can be organized in a whole group or small group with differentiated instruction based on individual needs.

Core/Tier I	(List names of core curriculum and grade level it is used by) Center for Collaborative Classroom Being a Reader (K-2) Center for Collaborative Classroom Making Meaning (K-5) Center for Collaborative Classroom Being a Writer (K-5) Center for Collaborative Classroom Book Clubs (3-5) Really Great Reading *Countdown (K)* Really Great Reading *Blast (1st)* Really Great Reading *HD Word (2nd)* *Haggerty Kindergarten* *Haggerty Primary (1st)*
Tier 2	All Tier I Programs Really Great Reading *Countdown (1)* Really Great Reading *Blast (2-4)* Really Great Reading *HD Word (3-5)* REWARDS Intermediate (4-5) 6 Minute Solutions (K-8) Jill Jackson Heggerty Pre-Kindergarten Heggerty Kindergarten Heggerty Primary Heggerty Bridge the Gap Equipped for Reading Success
Tier 3	All Tier II Programs Really Great Reading *Boost* Really Great Reading *Blitz* Corrective Reading Decoding Corrective Reading Comprehension Reading Mastery SPIRE Sounds Sensible SPIRE Level 1 -6 LiPS

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Tier 2 & 3: Curricula and Instruction for Strategic and Intensive Intervention

The curriculum protocol addresses the materials used for intervention with students who are in need of support in addition to core. When establishing the Tier II and III curriculum protocol, it may be helpful to think of Tier II and III interventions as describing a difference in intensity of intervention, as opposed to a program (e.g, Special Education, Title I, Behavior Specialist, ESOL, Reading Specialist, etc.). This approach helps keep the focus on selecting more explicit and systematic materials so intervention can be more intensive.

Strategic (Tier II) and Intensive (Tier III) intervention is always provided in addition to the core. Tier II and Tier III interventions differ from Tier I, and from each other, based on intensity of instruction. Beyond being extra time outside of core instruction, ways to make instruction more intensive include:

- Increase the number of student responses in a minute by reducing group size.
- Increase the number of questions and error corrections the student receives in a minute.
- Increase the scaffolding by breaking the task down, or provide more structure so the student can succeed.
- Spend more time modeling the "I do" and "We Do" guided practice before the student practices independently.
- Increase the number of repetition cycles on each skill before determining whether mastery is achieved.
- Use of more systemic curriculum so skills are taught in a prescribed manner, with the teacher asking questions and cueing using the same language for each routine.   (Hall, 2008)

Target Skill	Intervention/Program/Strategy
Tier Two	
Phonological Awareness	Really Great Reading (K-5) Florida Center for Reading Research Heggerty Pre-K, K, Primary, and Bridge the Gap Equipped for Reading Success
Phonics	Really Great Reading (K-5) Jill Jackson Florida Center for Reading Research
Fluency	REWARDS Intermediate SIx-Minute Solutions Florida Center for Reading Research
Vocabulary	Florida Center for Reading Research REWARDS Intermediate
Comprehension	Florida Center for Reading Research Reciprocal Teaching
Tier Three	
Phonological Awareness	Same as Tier 2
Phonics	Same as Tier 2 LiPS Corrective Reading Decoding, A, B1, B2, C Reading Mastery K, 1, 2 SPIRE Sounds Sensible and Levels 1-6
Fluency	Same as Tier 2
Vocabulary	Same as Tier 2
Comprehension	Same as Tier 2

	Reading Mastery K, 1, 2 Corrective Reading Comprehension A

Leadership Team

The Literacy/Reading Plan should be developed by the leadership team. The Plan is intended to be a living breathing document of continuous improvement that provides a shared and coherent vision and mission for literacy development. The Plan should be reviewed annually and revised as needed. The **building** has a leadership team that:

- meets at least 4 times a year and is composed of the principal and other staff that are representative of and provide a voice to all staff and key professionals throughout the school.
- is a conduit for two-way communication between faculty, staff, and families who are members of the school.
- has a plan for the current year, with specific actions and products that support movement toward school-wide implementation of MTSS.
- develops and implements specific policies and procedures for the implementation of a curriculum protocol, assessment system, and professional learning plan aligned with the district.
- establishes a school schedule that has protected time for core instruction and intervention.
- regularly analyzes school performance data and MTSS implementation data to make decisions about MTSS, school improvement, and professional learning needs.

(List members' names - principal should attend meetings; tell dates when meetings will take place, when the plan will be reviewed and revised as needed, what duties the team will perform.)

Fallon Woods: Superintendent, Facilitator
Emily Janak: Interventionist, Data Analyst, Facilitator
Audrey Winckler: 3rd Grade Teacher, Scribe Recorder
Kasandra Girard: School Psychologist, Norms Monitor
Denise Bruckner: K Teacher, Time Keeper
Jennifer Sedlacek: 1st Grade Teacher, Team Member
Samantha Martin: 2nd Grade Teacher, Team Member
Rani VanGorp: 4th Grade Teacher, Team Member
- **Leadership meetings** (minimum of 4 meetings; BOY and EOY for sure)
  - Wednesday September 7, 2022
  - Wednesday, November 2, 2022
  - Wednesday, January 4, 2023
  - Wednesday, April 5, 2023
  - Possibly one more in May to conduct the R-TFI
- **Grade level**: every 4-6 weeks at least
  - Wednesday, September 21, 2022
  - Wednesday, October 19, 2022
  - Wednesday, November 16, 2022
  - Wednesday, December 14, 2022
  - Wednesday, January 18, 2023
  - Wednesday, February 8, 2023
  - Wednesday, March 15, 2023
  - Wednesday, April 19, 2023
  - Wednesday, May 10, 2023

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Professional Development: is actively supported by both the district and the building through a system of support for teachers—including coaching, resource materials, mentoring, peer observations, and problem solving—to ensure all staff have the knowledge and skills to provide high quality instruction.

- A plan for professional learning exists to provide initial training, ongoing coaching and training of new staff as hired, and includes observations and self-assessment related to indicators of effective teaching and classroom management.
- All staff, including new staff members, are trained and included in the MTSS process.
- All staff responsible for providing or supporting Tier I, II, and III interventions have been fully trained on the MTSS framework and the evidence-based interventions used (as identified in the curriculum protocol), and ongoing support is available as needed.
- Staff responsible for the administration and use of assessment data receive ongoing professional learning on appropriate assessments and assessment procedures.
- The use of curricula and instructional strategies are monitored for fidelity in order to identify a need for additional support and professional learning.

(Describe the plan for PD for the upcoming year. Include any PD new staff members will need.)

Fastbridge Training (Refresher) Instructional Coach - Patti Lager Program training (as necessary)

Family Engagement: An **Empowering Culture** of collaboration and allowing students and families to be involved in the education of their children is pervasive.

- The leadership team, all staff, and families have a shared responsibility for the academic and behavioral achievement of all students.
- Instructional decisions for students who are beyond the core or struggling to learn are made by grade-level/subject-area instructional teams.
- Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's success at school.
- Teachers are familiar with the curriculum of the home (what parents can do at home to support their children's learning) and discuss it with them.

(Describe a plan to involve parents on how to involve parents in literacy.)

Back to School Picnic at the Park South Dakota Family Engagement Center Parent friendly reports sent each semester Monthly progress sent to guardians for all Tier 2/Tier 3 students Summer Reading Challenge Add monthly reading tidbits to newsletter and Facebook

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Frequently Asked Questions

What Is the Essential Purpose of RtI?

The purpose of RtI is to provide all students with the best opportunities to succeed in school, identify students with learning or behavioral problems, and ensure that they receive appropriate instruction and related supports. The goals of RtI are to (a) integrate all the resources to minimize risk for the long-term negative consequences associated with poor learning or behavioral outcomes, and (b) strengthen the process of appropriate disability identification.

What Impact Does RtI Have on Students Who Are Not Struggling?

An important component of an effective RtI framework is the quality of the primary prevention level (i.e., the core curriculum), where all students receive high-quality instruction as defined by the National Reading Panel and that is aligned to a state's achievement standards. This allows teachers and parents to be confident that a student's need for more intensive intervention or referral for special education evaluation is not due to ineffective classroom instruction. In a well-designed RtI system, primary intervention should be effective and sufficient

What are Differentiated Learning Activities?

Teachers use student assessment data and knowledge of student readiness, learning preferences, language, and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve mixed instructional groupings, team teaching, peer tutoring, learning centers, and accommodations to ensure that all students have access to the instructional program. Differentiation is NOT the same as providing more intensive interventions to students with learning problems.

What is the RtI Prevention Framework?

RtI has three levels of prevention most commonly referred to as tiers: tier one, tier two, and tier three. Through this framework, student assessment and instruction are linked for data-based decision-making. If students move through the framework's specified levels of prevention, their instructional program becomes more intensive and more individualized to target their specific areas of learning or behavioral need.

Is RtI a Special Education Program?

No. RtI is not synonymous with special education. Rather, special education is an important component of a comprehensive RtI framework that incorporates three levels of prevention. All school staff (e.g., principal, general educators, special educators, content specialists, psychologists) should work together to implement their RtI framework and make decisions regarding appropriate intensity of interventions for students. Movement to less intensive levels of the prevention framework should be a high priority, as appropriate.

What Does RtI Have to Do with Identifying Students for Special Education?

IDEA 2004 allows states to use a process based on a student's response to scientific, research-based interventions to determine if the child has a specific learning disability (SLD). In an RtI framework, a student's response to or success with instruction and interventions received across the levels of RtI would be considered as part of the comprehensive evaluation for SLD eligibility.

How Does an RtI Framework Work in Conjunction with Inclusive School Models and Least Restrictive Environment? Aren't Students Requiring More Intensive Levels of Instruction Removed from the General Education Classroom to Receive Those Services?

Within an RtI framework, the levels refer only to the intensity of the services, not where the services are delivered. Students may receive different levels of intervention within the general classroom or in a separate location with a general education teacher or other service providers. This is an important decision for educators to consider carefully.

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Can Students Move Back and Forth between levels of the Prevention System?

Yes, students *should* move back and forth across the levels of the prevention system based on their success (response) or difficulty (minimal response) at the level where they are receiving intervention (i.e., according to their documented progress based on the data). Also, students can receive intervention in one academic area at the second or third tier of the prevention system while receiving instruction in another academic area in primary intervention.

What's the Difference Between RtI and PBIS?

RtI and PBIS are related innovations that rely on a three-level prevention framework, with increasing intensity of support for students with learning or behavioral problems. Schools should design their RtI and PBIS frameworks in an integrated way to support student's academic and behavioral development. For more information on PBIS, see www.pbis.org.

Glossary

Accommodation: Accommodations are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/testing setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations might include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child's disability, but do not reduce or lower the standards or expectations for content.
Accommodations that are appropriate for assessments do not invalidate the assessment results.

Aim line: It is the line on a graph that connects the intersection of the student's initial performance level and date of that initial performance level to the intersection of the student's year-end goal and the date of that year-end goal. It represents the expected rate of student progress over time.

Core Curriculum: The core curriculum is the course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the elementary and secondary levels by local school boards.

Criterion-Referenced Assessment: Criterion-referenced assessment measures what a student understands, knows, or can accomplish in relation to a specific performance objective. It is typically used to identify a student's specific strengths and weaknesses in relation to an age or grade level standard. It does not compare students to other students.

Curriculum-Based Measurement (CBM): CBM is an approach to measurement that is used to screen students or to monitor student progress in mathematics, reading, writing, and spelling. With CBM, teachers and schools can assess individual responsiveness to instruction. When a student proves unresponsive to the instructional program, CBM signals the teacher/school to revise that program. CBM is a distinctive form of curriculum-based assessment because of two additional properties: (1) Each CBM test is an alternate form of equivalent difficulty, and (2) CBM is standardized, with its reliability and validity well documented.

Data Point: A data point is one score on a graph or chart, which represents a student's performance at one point in time.

Differentiated Instruction: Differentiated instruction refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students in order to meet each student's needs. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

Early Intervening Services: Early intervening services are the preventative components of the Individuals with Disabilities Act of 2004. Early intervening services are implemented to benefit students who manifest risk or poor learning outcomes but have not been identified as needing special education or related services.

Evidence-Based Practice: Evidence-based practices are educational practices and instructional strategies that are supported by scientific research studies.

Fidelity of Implementation: Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

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Formative Assessment: Formative assessment is a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps, measure progress, and evaluate instruction. Formative assessments are not necessarily used for grading purposes. Examples include (but are not limited to): CBM, pre/post tests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

Inclusion: Inclusion is a service delivery model where students with identified disabilities are educated with general education age/grade level peers.

Intensive Intervention: Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through any dimensions including length, frequency, and duration of implementation. Within RtI, intensive is sometimes referred to as tertiary or tier three intervention.

Learning Disability: The IDEA 2004 definition of a Learning Disability/Specific Learning Disability is: The child does not achieve adequately for the child's age to meet the State-approved grade level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade level standards: • Oral expression
• Listening comprehension
• Written expression
• Basic reading skill
• Reading fluency skills
• Reading comprehension
• Mathematics calculation
• Mathematics problem solving

Modifications: Modifications are alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

Norm-Referenced Assessment: Norm-referenced assessment compares a student's performance to that of an appropriate peer group.

Primary Level of Intervention: Primary intervention is the universal core program that all students receive. Within RtI, primary is sometimes referred to as tier one intervention/instruction.

Problem-Solving Approach Within RtI: Within RtI, a problem-solving approach is used to individually tailor an intervention. It typically has four stages: problem identification, problem analysis, plan implementation, and plan evaluation.

Progress Monitoring: Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Response to Intervention (RtI): Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness and identify students with learning disabilities.

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Scaffolding: Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without assistance.

Secondary Level of Intervention: Secondary intervention supplements primary intervention (i.e., the universal core program) such that students receive additional research-based/evidence-based preventative treatment. Secondary interventions are often short-term, implemented in small group settings, and may be individualized. Within RtI, secondary is sometimes referred to as tier two intervention.

Students at Risk for Poor Learning Outcomes: At risk students are students whose initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerated knowledge, skill, or ability development.

Tertiary Level of Intervention: Tier 3 intervention supplements primary and secondary interventions to intensify instruction (see intensive intervention). Tier 3 level of intervention may occur under the auspices of special education. Individualized student programs are developed formatively using systematic progress monitoring; and student progress data are also used to determine when a student may return to tier 2 prevention. Tier 3 level of intervention is usually implemented individually or in very small groups.

Tiered Instruction: Tiered instruction describes levels of instructional intensity within a multi-tiered prevention system.

Universal Screening: Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief; conducted with all students at a grade level; and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

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Resources

For more information about implementing components of RtI, please see the following:

National Center on Response to Intervention (www.rti4success.org)

Description: *Evidence-based tools and assessments on tiered instruction, progress monitoring, and screening available under "Tools/Interventions" tab; considerations and ideas for teachers available for RtI stakeholders in Center's library.*

Florida Center for Reading Research (www.fcrr.org)

Description: *Reading interventions available for Pre-K – Grade 12; Instructional materials for practitioners in grades K-5 available; information on progress monitoring and assessments.*

Center on Instruction (www.centeroninstruction.org)

Description: *Resources and research articles available on developing and implementing RtI in schools.*

What Works Clearinghouse (https://ies.ed.gov/ncee/wwc/)

Description: Practice guides on reading interventions available under "Publications and Products" and reviews of the evidence base for published interventions.

Best Evidence Encyclopedia (www.bestevidence.org)

Description: *Provides summaries about the evidence supporting educational programs for children grades K-12.*

RtI Action Network (www.rtinetwork.org/essetntial/assessment)

Description: *Articles on progress monitoring and data based decision making are available.*

RtI Action Network (http://www.rtinetwork.org/parents-a-families)

Description: *Resources for parents and families to aid in understanding the essential components of RtI and the roles they can play in supporting their child's success.*

Reading Rockets (https://www.readingrockets.org/)

Description: *A national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. Resources assist parents, teachers, and other educators.*