LITERACY ANALYSIS AND PLANNING GUIDE
(LAP-G)

FACILITATOR GUIDANCE DOCUMENT

DRAFT 4 18 2022

LAP-G GUIDANCE DOCUMENT

Purpose:
The purpose of this document is to support MTSS facilitators to use the LAP-G with grade-level teams to identify grade-level needs in implementing effective reading instruction within an MTSS framework. These needs are reviewed across primary grades to develop an action plan for improving reading outcomes. The LAP-G is designed to be used by a skilled facilitator who leads team discussions and problem solving.

Support for the MTSS Model
Multi-Tiered Systems of Support (MTSS) is an evidence-based framework for supporting all students through aligning academic and behavior support to meet student needs identified by data. A Multi-Tiered System of Supports (MTSS) includes three tiers of instruction in which all students can access the type and amount of instructional support they need to be skilled readers, without having to fall behind before receiving support. The goal is to support all students with the least intensive resource necessary for all to meet grade-level expectations. By definition, students with dyslexia will need prolonged, intensive, explicit and systematic instructional support delivered by a highly-trained educator. Schools can use the MTSS model to ensure intensive support is available to any student who needs it, as soon as they need it, and for as long as they need it.

> **MTSS**
> **More information about MTSS can be found at the MTSS Technical Assistance Center website.**
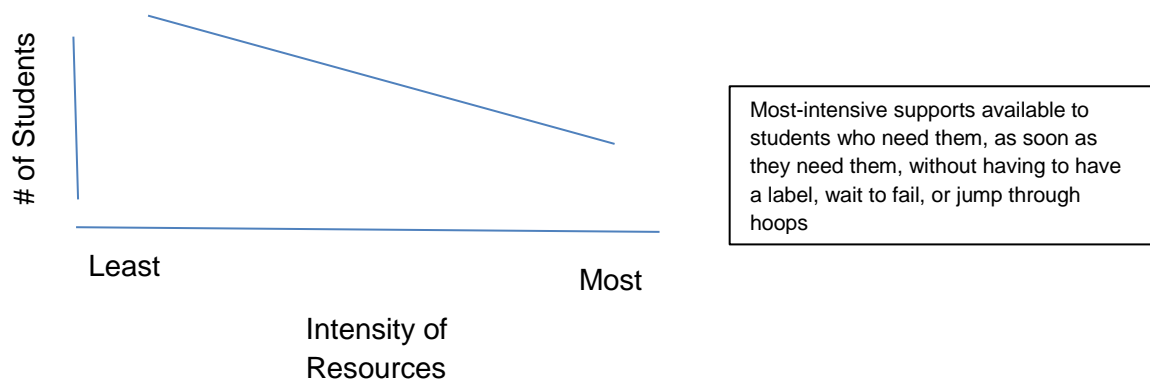
Results of the Ohio Dyslexia Pilot Project confirmed the impact of MTSS on learning and on the cost of service delivery. Districts that implemented a tiered system of early literacy supports increased the percentage of proficient readers and decreased the percentage of students requiring more intensive and expensive supports (Morrison, Hawkins, & Collins, 2020).
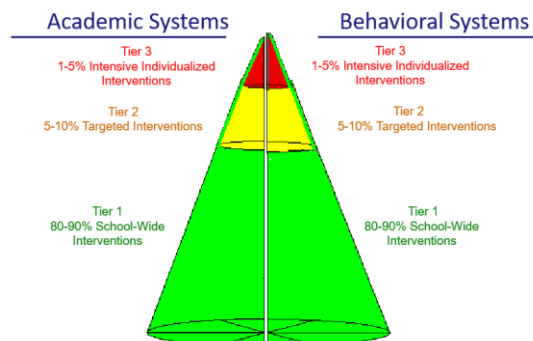
Three Tiers of Instruction and Intervention

The three-tiered model of prevention and intervention originated in public health and has been applied to changing reading outcomes in a variety of schools, districts, and states (Al Otaiba et al 2011; Ervin et al, 2006; Harn et al, 2011; VanDerHeyden, Burns, Brown, & Shinn, 2017; Vellutino, Scanlon, Zhang, & Schatschneider, 2008). Conceptualizing the tiers as primary, secondary, and tertiary prevention of reading failure is a hallmark of the MTSS model, and involves efficiently matching student needs to instruction, using the fewest resources possible to get the desired outcome for the largest number of students.

Structured Literacy instruction in the general education classroom should be so well matched to the needs of the students that it results in the vast majority (at least 80%) of the students reaching grade-level goals. However, some students will need additional targeted Tier 2 support, in addition to Tier 1 instruction, to reach those goals. And a small number of students will need the most-intensive Structured Literacy support to reach expectations. One goal of the three-tiered model of prevention and intervention is to have students meet grade-level expectations with the least intensive instructional support possible.

Most-intensive supports available to students who need them, as soon as they need them, without having to have a label, wait to fail, or jump through hoops

Teams

Effective implementation of MTSS requires collaborative teaming at all levels of the school system (district, building, grade, student). The facilitator focus is working primarily with a grade-level team to complete the LAP=G and then a larger building team as needed to facilitate action planning and decision making. The teams that the facilitator is most likely to interact with include possible Building Leadership Teams and Grade-level of Teacher-Based Teams.

Building Leadership Teams (BLT) use student data to identify needs of students in the school and create an action plan that is aligned to the district plan, but contextualized for the needs and resources of the school. Their task is to create the systems that support reading improvement.

Grade-Level Teams (also called Teacher-Based Teams) use student data to identify the needs of students in their grade and implement systems for classroom reading instruction and reading intervention to meet those needs.

The Collaborative Problem-Solving Model

The use of a structured data-based decision-making framework guides and supports the implementation of MTSS. The LAP-G is set up using the problem-solving model to guide a grade level team in the creation and implementation of a strong MTSS system to improve reading outcomes. These basic steps of problem solving are also used at the individual child level (Tier 3) and this process can be used at a district or building level.

Collaborative Problem Solving

More support for problem solving can be found on the [Florida Problem Solving/Response to Intervention website](#).

	Step	Question	Description
1	**Problem Identification**	What is the problem? Which systems and students need support?	The problem should be defined as precisely as possible as the difference between what is expected and what is actually happening for the student and the system.
2	**Problem Analysis**	Why is the problem happening?	Teams should consider student, instruction and environment variables, barriers, and resources to generate hypotheses about the factors contributing to the problem.
3	**Plan Development**	What is the plan?	Teams use information from step two to create a plan. This includes setting a goal, identifying necessary resources, and stating how progress will be monitored.
4	**Plan Implementation**	Did we implement the plan?	Teams monitor the implementation of the action plan.
5	**Plan Evaluation**	Is the plan working? Did the plan work?	Formative and summative, brief, reliable and valid, curriculum-based evaluation data are used to determine if the plan needs to be revised. Teams may return to step one or two if the problem is not resolved.
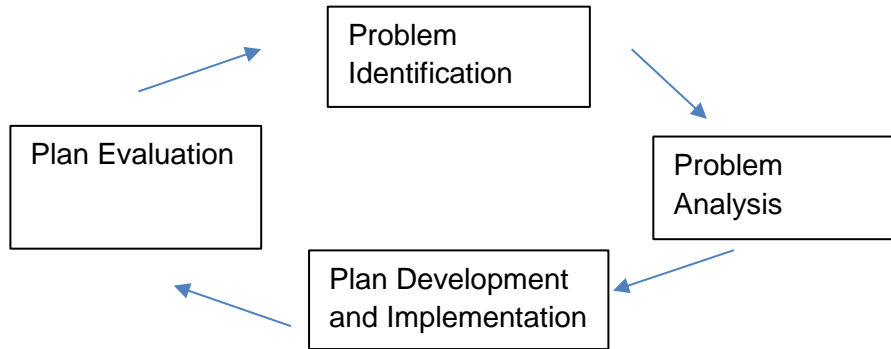
Teams use student data in the problem-solving model to build a tiered system of evidence-aligned instruction to meet the needs of all students. Learning to use the problem-solving model requires training and ongoing coaching. Over time, members of the multidisciplinary teams can support all members of the school community to use the problem-solving model. Examples of collaborative problem solving are included throughout the Guidebook.

LAP-G

The LAP-G is designed to support teams to use the steps of problem solving to complete a comprehensive needs assessment of literacy instruction and design and implement an action plan to create, implement, and evaluate literacy instruction within a MTSS framework. It is designed to be used by a skilled facilitator who leads team discussions and problem solving.

Facilitator Role

The facilitator's role is to guide building and grade-level teams through the LAP-G to determine key needs and aligned plans to improve student outcomes. Facilitators should be well-versed in the MTSS framework, science of reading, and the problem-solving process in order to ask in-depth questions that facilitate reflection among teams to truly engage in problem solving. An approximate timeline is outlined in Appendix A.

Facilitators move between collecting information from all educators (e.g. screening data, educator perception data), sharing this information and walking through the tool with grade-level teams to gather information on grade-specific needs, and then returning to the larger building-level team to review all information, look for trends across grade levels, and use this information to prioritize and write a building-level action plan. The team will need to determine how this action plan can then be incorporated into or aligned with other building or district plans (OIP, Literacy Plan or other).

Specific guidance for facilitators is noted throughout the document in green.

Organization of the LAP

The LAP-G is organized by the three tiers of support in the MTSS model. Grade-level teams work through two parts that correspond to the steps of the problem-solving process.

In Part 1, the facilitator collects initial needs assessment information to support the grade-level team to identify and analyze the problem.

In Part 2, the facilitator and grade-level team develop, implement and evaluate a grade-level action plan.

Part	Action	Who	Connection to CPS Step
1	Collect Initial Information	Facilitator	1
	Summarize, Analyze, Prioritize Initial Information	Facilitator Grade Level Team	2
2	Develop Grade-Level Action Plan	Facilitator Grade Level Team	3
	Implement Grade-Level Action Plan	Facilitator Grade Level Team	4
	Evaluate Grade-Level Action Plan	Facilitator Grade Level Team	5

The grade-level team must start with an analysis of and plan for Tier 1 before moving on to Tier 2 and then Tier 3.

Each grade will complete the LAP-G. The facilitator will support members of each grade-level team to communicate their strengths and needs to the building leadership team for refinement of the building literacy plan. Participants will review the analysis tool and engage in discussion to determine strengths and concerns in each area. The team then uses this information to set priorities, goals, and begin the action plan.

Scoring the LAP-G

Scoring rules are not specific, but are meant to serve as a guide for areas that need attention versus those that do not.
- If most boxes in a section are checked and the team can indicate strong evidence for a section, a score of 3 is given, indicating no need to problem solve this area.
- In contrast, if very few boxes are checked or a key box is unchecked, evidence cannot be provided and concerns are noted, a score of 1 is given to indicate this is an area in need of support and planning.
- A score of 2 falls in the middle as a possible area for support and planning, to be revisited depending upon areas of need.
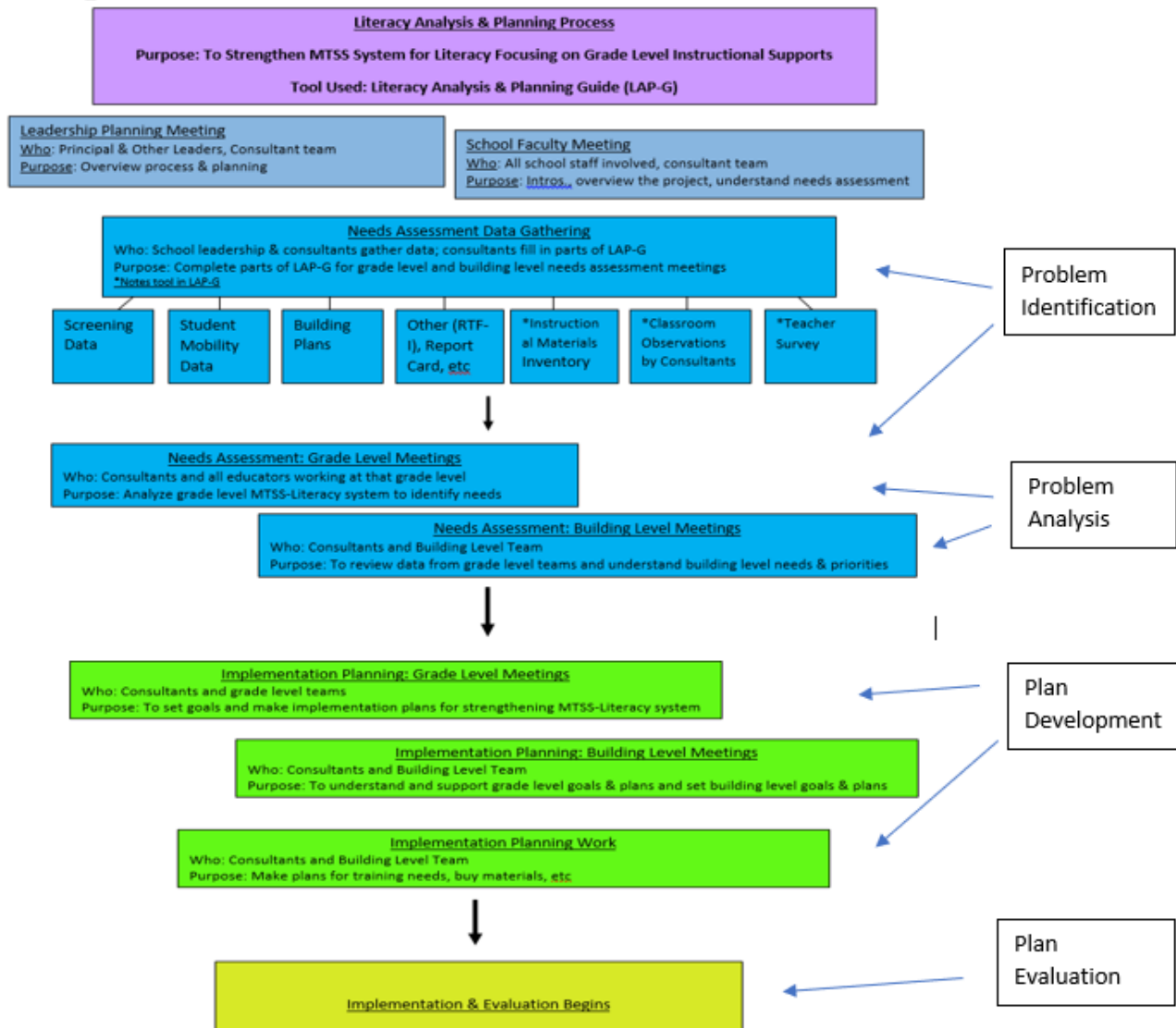
Connection to the RtFI

The RtFI is a tool that looks at systems-level performance and progress. The LAP-G focuses more specifically on grade-level content and instructional practices necessary at each tier. As such, they are complementary tools with this tool guiding the problem-solving process to foster improvements that will reflect in evaluations using the RtFI.

Communicating with the School

Facilitators are encouraged to consider initial communications with leaders and all educators with whom you will be working and who will be impacted by the work. Establishing rapport with building staff will be important for a positive working relationship and effective collaboration moving forward. Sample communications in Appendix B.

Flowchart of the LAP-G Process

Literacy Analysis & Planning Process

Purpose: To Strengthen MTSS System for Literacy Focusing on Grade Level Instructional Supports

Tool Used: Literacy Analysis & Planning Guide (LAP-G)

Leadership Planning Meeting
Who: Principal & Other Leaders, Consultant team
Purpose: Overview process & planning

School Faculty Meeting
Who: All school staff involved, consultant team
Purpose: Intros., overview the project, understand needs assessment

Needs Assessment Data Gathering
Who: School leadership & consultants gather data; consultants fill in parts of LAP-G
Purpose: Complete parts of LAP-G for grade level and building level needs assessment meetings
*Notes tool in LAP-G

| Screening Data | Student Mobility Data | Building Plans | Other (RTF-I), Report Card, etc | *Instructional Materials Inventory | *Classroom Observations by Consultants | *Teacher Survey |

Problem Identification

Needs Assessment: Grade Level Meetings
Who: Consultants and all educators working at that grade level
Purpose: Analyze grade level MTSS-Literacy system to identify needs

Needs Assessment: Building Level Meetings
Who: Consultants and Building Level Team
Purpose: To review data from grade level teams and understand building level needs & priorities

Problem Analysis

Implementation Planning: Grade Level Meetings
Who: Consultants and grade level teams
Purpose: To set goals and make implementation plans for strengthening MTSS-Literacy system

Implementation Planning: Building Level Meetings
Who: Consultants and Building Level Team
Purpose: To understand and support grade level goals & plans and set building level goals & plans

Implementation Planning Work
Who: Consultants and Building Level Team
Purpose: Make plans for training needs, buy materials, etc

Plan Development

Implementation & Evaluation Begins

Plan Evaluation

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LAP-G
Step 1: Collecting Initial Information

Prior to meeting with the grade-level team to conduct collaborative problem solving, the facilitator should collect initial information that will help shape the questions to ask the team. The list below indicates potential areas in which to gather information. Each section includes background information, where to find additional information, and how to record information on the LAP-G for use in problem-solving meetings with the grade-level team.

Initial Information Facilitators Gather Prior to Team Meeting

 1a Educator Perception (Survey Information)

 1b List of Instructional Materials

 1c Screening Data

Optional Information Facilitators May Gather For Background Information

 1d Observation

 1e Classroom & Support Staff Schedules

 1f Decision Rules

 1g Building Level Plan

 1h Attendance or Mobility Data

 1i RtFI Data

 1j Informal conversations with others in support roles

Step 2: Summarize and Analyze

1a Educator Perception Survey Information (LAP-G Page 3: Step 2a: Summarize and Analyze)

An Educator Perception Survey should be given to all staff to provide an opportunity to express concerns and collect opinions about the strengths and needs of the current systems of support.

A sample template is available, but items can be customized to fit the district, school, or grade level.

https://docs.google.com/forms/d/1KEVX1D3Cy2i49pzSNxbsk0AYKA3Fe-T2cE_tluLTsLw/viewform?edit_requested=true

Some items are scored on a four-point scale, with 1 indicating need for more support, and 4 indicating no support needed. Other items allow for open ended responses. (All questions for school age and prek versions are listed in Appendix C).

> Facilitators should record the average score for each item and summarize the open-ended responses on page 3 of the LAP-G. Make note of any trends.

1b List of Instructional Materials (LAP-G Page 4)

Core reading programs are used with all students for Tier 1 instruction. They are comprehensive, meaning they address all of the essential early literacy skills in a coherent and coordinated fashion. All of the needed materials are provided with the program. Core programs use instructional methods and routines that are aligned with reading research, and provide opportunities for whole group and small group instruction.

Supplemental reading programs are used with all students to supplement Tier 1 instruction. They fill identified gaps in the core reading program. Core supplements must be aligned to the core reading program in terms of the sequence of skills taught and the instructional routines that are used.

Intervention reading programs are used for small-group instruction for the few students who do not reach grade-level expectations with core instruction alone. Intervention programs may be comprehensive (covering multiple skill areas) or targeted. They are more explicit and systematic, and allow for greater differentiation than core reading programs.

Several free tools are available online to help multidisciplinary teams select instructional materials that are aligned with the reading research, including the *Curriculum Evaluation Tool* from The Reading League, the *Instructional Programming Rubrics* from the Colorado Department of Education, *Consumer's Guide to Evaluating a Core Reading Program K–3* from the University of Oregon, and the *K–2 Literacy Curriculum Approval Process* from the Arkansas Department of Education.

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Several independent agencies have reviewed programs and provided useful summaries, including Student Achievement Partners and EdReports.

Other sources of program reviews are less helpful, as they are primarily focused on the elements of and number of research studies when instead the focus should be on the impact of student learning and ultimately student success. An example is *What Works Clearinghouse.*

Facilitators should compile a list of the instructional materials used to teach the essential early literacy skills in each grade level on page 4 of the LAP-G. The form can be distributed to grade-level teams for them to complete. The facilitator will compile information from each grade level.

List each program and check the essential skill targeted by that program. Identify the names of who receives instruction with the program, who delivers the program, the size of the group, and any additional comments.

Make note of any overlaps or gaps in targeted skills for discussion as the team completes pages 7-9.

1c Screening Data (LAP-G Page 5)

Assessment Tools

Implementation of MTSS requires a comprehensive and coordinated system of assessments to address each of the four purposes described below.

Universal screening (Tier 1 dyslexia screening) identifies the students whose current level of skills indicates they may be at risk of reading difficulties such as dyslexia. All students should be screened with a universal screening measure three times a year. **The goal is to guide instruction and intervention, rather than the diagnosis of dyslexia or determination of eligibility for special education.**

Purpose	Problem Solving Step	Questions Answered	Characteristics
Universal Screening (Tier 1 Dyslexia Screening)	1 – Problem Identification	Which students and systems need support? Who is at risk? How many students are at risk? Which grade should be prioritized? What is the problem?	- Brief (10 minutes or less) - Standardized * - Technically adequate ** - Direct indicators of essential literacy skills

			• Given by classroom teachers with the support of other educators • Predictive of future reading outcomes through research-based skill levels and risk status • Alternate forms for screening three times per year and for ongoing progress monitoring
Diagnostic Assessment (Tier 2 Dyslexia Screening	2 – Problem Analysis 3 – Plan Development and Implementation	Why is the problem happening? What support is needed? What is the next step for instruction?	• Standardized or informal, rather than teacher-created • Specific and detailed • Closely linked to instruction
Progress Monitoring	4 – Plan Evaluation	Is the support working? Should instruction change or stay the same?	• Brief • Standardized • Sensitive to change • Alternate forms at same difficulty level • May be same as universal screening measures • Aligned to universal screening
Outcome Evaluation	4 – Plan Evaluation	Did the support work?	• Standardized • Change in percent at risk on universal screening over time

* The terms standardized refers to the way an assessment is given and scored. Standardized assessments are given and scored according to the procedures outlined in the assessment manual. Each assessor must give and score the assessment in the same way so the scores for one student can be compared to the scores of every other student and/or to a criterion. Standardized tests do not have to be norm-referenced.

** Technical adequacy refers to the reliability and validity of the assessment. All screening tools should have a technical manual providing information on reliability and validity. Reliability refers to the consistency of the scores across assessors, time, and forms. Screening assessments should have reliability coefficients of at least .90. Validity refers to how well the assessment measures the same concept now (concurrent validity) or predicts a skill in the future (predictive validity). Validity coefficients should be at least .60.

Skills Measured by Universal Screening

Skill to screen	Grade		
	K	**1**	**2–3**
Phonemic Awareness	X	X	
Letter Naming	X	X	
Letter-Sound Correspondence	X (starting mid-year)	X	X (through beginning of 2nd)
Real and non-word reading	X (end of year)	X	X (non-words through beginning of 2nd)
Oral Text Reading Accuracy and Rate		X (starting mid-year)	X

	Beginning Of Year	**Middle Of Year**	**End Of Year**
K	Phonemic Awareness Letter Naming	Phonemic Awareness Letter Naming Letter-Sound Correspondence	Phonemic Awareness Letter Naming Letter-Sound Correspondence Real and Non-word Reading
1st	Phonemic Awareness	Letter-Sound Correspondence Oral Text Reading Accuracy and Rate	Letter-Sound Correspondence Oral Text Reading Accuracy and Rate
2nd	Letter-Sound Correspondence Oral Text Reading Accuracy and Rate	Oral Text Reading Accuracy and Rate	Oral Text Reading Accuracy and Rate
3rd	Oral Text Reading Accuracy and Rate	Oral Text Reading Accuracy and Rate	Oral Text Reading Accuracy and Rate

Best Practices for Universal Screening

Do	Don't
Use assessments for the purposes for which they were designed (screening, diagnostic, progress monitoring, outcome evaluation).	Try to conduct screening with a test designed for diagnostic or achievement testing purposes.
Use screening assessments that predict important reading outcomes.	Use tests that use only a normative interpretation or tests for which the predictive value is unknown.
Access training from the test author or publisher, or their designee.	Test without training.
Include the classroom teacher in the assessment team.	Exclude classroom teachers from the assessment team or expect classroom teachers to screen all of their students themselves.
Follow the standardized procedures for giving and scoring the assessment.	Alter the directions, prompts, or scoring based on time constraints or personal preference.
Test in a quiet location.	Test in a noisy area with distractions.

Assessment

More information about universal screening can be found on the
National Center on Improving Literacy website.
More information about reliability and validity can be found here:
https://opentext.wsu.edu/carriecuttler/chapter/reliability-and-validity-of-measurement/

Facilitators should identify the time of year for the date being summarized (beginning, middle or end) and record the percentage of students who scored at, below, and well below grade-level expectations on the Composite Score and each of the measures that indicate the core components of early literacy on page 5 of the LAP-G. Analyze the percentage of students who scored at, below and well below grade level in each of the sub-groups recognized in Ohio (gifted, Limited English Proficient, race, SES, disability)

Student Screening Data

The percentage of students who are identified as being at risk of dyslexia on the universal screening (measure serves as an indicator of the effectiveness of the overall health of the Tier 1 reading instructional system). If a significant number of students are at risk on universal screening, it is a strong indicator reading instruction is not generally effective. Additionally, it is difficult to claim that any individual student who is learning in this instructional context has dyslexia and difficult to provide them

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with more intensive support. Therefore, universal screening provides an opportunity to check the health and effectiveness of Tier 1 instruction for all students.

Many universal screening assessments have research-determined benchmark goals identifying the score that predicts future reading health. Benchmark goals are extremely useful for universal screening because, unlike normative interpretations, they provide a stable, absolute cut point above which students are predicted to be OK readers in the future and below which students are predicted to struggle in the future.

Because the benchmark goal represents the lowest acceptable score, all students should reach this minimum expectation. The type and amount of instruction needed to get students to the benchmark goals will vary in intensity. In order to be able to provide the intensive intervention some students will require to reach the benchmark goals, the majority (80%) of students must reach the goals through Tier 1 reading instruction only (with no intervention). In systems where more than 20% of students are at risk, the intervention systems often become overloaded to the point of being ineffective.

Facilitators working with schools that use a screening assessment with national norms instead of benchmark goals will need to determine a cut point for risk, such as the 20th percentile. This can be done in consultation with the school administrators and the test publisher.

Screening:

http://www.rtinetwork.org/essential/assessment/screening/screening-for-reading-problems-in-an-rti-framework

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Facilitators should record the essential early literacy skills or components that are measured with reliable and valid universal screening tools on page 6 of the LAP-G. Use the scale of 1-3 to rate the remaining items on the technical manual, training on the assessment, assessing all students, data reporting, data interpretation, decision rules, and the existence of a plan for universal screening. Some questions can be answered with the information you have collected; some require team conversation.

1d Observation Data

Facilitators may choose to observe in classrooms to assess the extent to which research-based instructional methods are used. The observation checklist in Appendix E is based Anita Archer's elements of explicit instruction as described in *Explicit Instruction: Effective and Efficient Teaching* (Archer & Hughes, 2011, pp. 2&3) and provides details about both the content and delivery of explicit structured literacy instruction.

1e Classroom & Support Staff Schedules

The amount of time that is allocated to classroom reading instruction and intervention, and the way staff are scheduled during those times can impact reading outcomes. A minimum of 90-120 minutes of Tier 1 classroom reading instruction is suggested. A range of 30-45 minutes, 3-5 times per week, is suggested for supplemental small-group intervention at Tier 2 in addition to Tier 1. A range of 45-60 minutes each day of Tier 3 intensive small-group intervention is suggested in addition to Tier 1 instruction. Note that these are ranges and may vary depending on age of students and intensity level of need.

Staff schedules that prioritize pushing in to the Tier 1 reading block are supportive of the small-group differentiation that is often needed for accelerating reading outcomes.

Facilitators can review classroom schedules showing how time is allocated during Tier 1 instruction, and review building schedules that show how support staff are used at all three tiers.

1f Decision Rules

Decision Rules are a set of guidelines that help teams to more effectively and efficiently look at the data to make decisions about who needs what. When decision rules are created, decisions can be more consistent and movement between tiers can be standardized across students, grades, and buildings.

Decision rules might include:
1. When looking at screening data, what cut scores are used to determine which students flag for needing further attention (diagnostic? Tier 2? Re-screen? Other?)
2. For students in Tier 2, how many data points above the aim line or goal line determine a need for a change? What change indicates move to Tier 1? What change indicates a move to Tier 3?
3. For students in Tier 3, how many data points above the aim line or goal line determine a need for a change? What change indicates move to Tier 1? To Tier 2? What change indicates a move to Special Education Evaluation?

Decision Rules should also provide information on whether requirements of each tier are met. Decision rules need to provide specifics, but also account for special situations such as the amount of time needed for English learners to reach mastery in the upper grades.

Decision Rules
http://www.rtinetwork.org/essential/tieredinstruction/tier1/accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-1

https://www.pattan.net/Multi-Tiered-System-of-Support/MULTI-TIERED-SYSTEM-OF-SUPPORTS/Data-Based-Decision-Making

Facilitators can use information gathered about decision rules (such as whether decision rules are in place) to guide questions during grade-level team meetings to complete page 6 Item #11 of the LAP-G.

1g Building Level Plan

Facilitators should review existing building plans to identify the reading priorities, goals, action plans, and progress made prior to your entry into the system. See Appendix G for a sample plan.

Facilitators can use information gathered from existing building plans as they guide completion of the LAP-G.

1h Attendance or Mobility Data

Facilitators should ask leadership about and then review attendance and mobility data to identify potential areas of concern if these are identified by the leadership or team. This could be a factor to which to return when action planning.

Facilitators can use information about attendance and mobility data as they guide completion of the LAP-G.

1i RtFI Data

If the school has completed the Reading Tiered Fidelity Inventory within the last year, the facilitator should review the team's ratings.

Facilitators can use information from the RtFI to guide completion of the LAP-G.

1j Informal Conversations

If there are other coaches, professional learning providers or supports for teachers in the building, consider informal conversations to figure out their roles and overlap with this work. See Appendix B for conversation prompts.

It is important to understand the varied expectations on teachers across all realms of work (e.g. Is there separate work on behavior supports happening that require teacher learning and changes? Are there disparate views on literacy to which teachers are being subjected? Are there other resource providers who have knowledge and involvement to include in grade-level meetings, such as speech and language pathologists or school psychologists?

Facilitators can use information from these conversations to guide completion of the LAP-G.

TIER 1 – Analyzing Instructional Systems of Support

Tier 1: CORE (LAP-G page 7-9)

This section is completed by the grade-level team with the support of the facilitator. Subsections are divided into Word Recognition, Language Comprehension, and General Considerations. Each item is scored on a scale of 1 to 3. Headings below connect to items on the LAP-G Tier 1.

Research supporting The Essential Early Literacy Skills

Research has converged on the essential early literacy skills (Castles, Rastle, Nation, 2018; Foorman et al, 2016; National Reading Panel, 2000). These skills are recognized as non-negotiable, and form the foundation of classroom reading instruction, assessment, and intervention. The skills listed below represent the essential skills that are the broad areas of focus, each containing subskills that can be taught sequentially and integrated with other skills for maximum benefit.

Essential Early Literacy Skills	Definition
Vocabulary	Understanding the meaning of words we speak, hear, read, and write.
Phonemic Awareness	Noticing, thinking about, and working with the smallest units of spoken language, which are called phonemes.
Phonics	Knowing relationships between sounds (phonemes) and letters (graphemes).
Reading Fluency	Reading connected text accurately, fluently, and with meaning.
Reading Comprehension	Gaining meaning from text.

Structured Literacy

Structured Literacy is an instructional approach that describes the type of explicit and systematic reading instruction supported by research. *This instructional approach explicitly teaches the language structures supporting both the word recognition and language comprehension components of the Simple View of Reading (Gough & Tunmer, 1986).* The term "structured" refers to the *structure* teachers provide to the organization, sequencing, presentation, and integration of the language *structures* that support skilled reading and writing, within a systemic *structure* of tiered supports for all learners.

Structured Literacy doesn't refer to a single instructional method or program. Several effective instructional and intervention programs are available for implementing a Structured Literacy approach. These programs share the following characteristics:

- Explicit
- Systematic
- Diagnostic
- Cumulative
- Integrating listening, speaking, reading, and writing,
- Emphasizing the structures of language (phonology, morphology, syntax, semantics, and orthography)

Common instructional practices defining Structured Literacy approaches include the characteristics of effective reading instruction mentioned above. While Structured Literacy approaches are especially effective with struggling readers and students with reading disabilities, students with language-based disabilities, students for whom English is not their first language, and students without reading difficulties benefit from this approach as well (Snow & Juel, 2005). All students deserve access to teachers who are prepared to deliver reading instruction that is grounded in the science of reading and Structured Literacy.

The Simple View of Reading

Word Recognition
The ability to transform print into spoken language

X

Language Comprehension
The ability to understand spoken language

=

Reading Comprehension

In 1986, Gough and Tunmer proposed a formula known as the Simple View of Reading. This theoretical framework represents the interaction of two-broad skill areas that are required for reading comprehension: word recognition and language comprehension. Reading comprehension is impaired when students are lacking in one or both broad skill areas. To support all students to understand what they read, instruction must emphasize the skills that make up each broad component. Those skills were summarized in the Report of the National Reading Panel and have been confirmed and elaborated since its publication in 2000.

What is Taught	How It Is Taught
• Phonology and phonemic awareness • Sound-symbol association (basic phonics) • Syllable instruction • Morphology • Syntax • Semantics	• Systematic • Cumulative • Explicit • Diagnostic

Word Recognition (LAP-G Tier 1: Core page 7)

This section is completed by the grade-level team with the support of the facilitator. Each item is scored on a scale of 1 to 3.

It will be helpful to have a copy of the teacher's manual for the core reading program used in Tier 1, the scope and sequence for the grade level being reviewed, and at least two lesson plans for teaching word recognition skills.

Further clarification of terms used in this section (LAP-G page 7 Tier 1 Core: Word Recognition) is provided below.

Instructional Content (LAP-G, Page 7, #1)

Phonemic Awareness: Phonemic awareness is the ability to identify and manipulate individual sounds (phonemes) in spoken words.

The English writing system is described as morpho-phonemic, which means the print represents the sounds and meaning of the words we speak. For students to learn the code of how letters represent sounds, they must become aware of the sounds in spoken English. Students who can manipulate the

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sounds at the level of individual phonemes are more likely to become readers. Older struggling readers are often missing this skill, which impairs their ability to decode.

Assessments of phonemic awareness are done without print. The ability to isolate the initial sounds in spoken words is a critical predictor of future reading success when given at the beginning of kindergarten. Students who cannot isolate the beginning sounds in spoken words at the beginning of kindergarten and those who cannot segment all sounds in spoken words are at risk of not reading at the end of first grade and they should receive instructional support.

Elements of effective phonemic awareness instruction include:

- Small group
- Matched to where students are on the continuum of skills (initial sound, blending sounds, segmenting sounds)
- Following a grade level scope and sequence in core instruction
- Use of manipulatives and letter
- Starting with continuous sounds
- Drawing attention to the manner and placement of articulation of sounds
- Connected to phonics and spelling instruction

Phonological and Phonemic Awareness

https://www.readingrockets.org/reading-topics/phonological-and-phonemic-awareness

Phonics: Phonics instruction teaches the relationships between the letters of written language and the sounds of spoken language.

Accessing the meaning of text begins with decoding the words and translating the print into speech.

Reading non-words accurately and fluently is an excellent indicator of students' ability to match sounds to letters. Students in kindergarten through first grade who cannot read simple one-syllable CVC words instantly, and those in first through fifth grade who cannot read text accurately, are at risk of not meeting future reading comprehension goals and they should receive instructional support.

Elements of effective phonics instruction:
- Small group or whole group
- Matched to where students are on the continuum of skills
- Following a grade level scope and sequence in core instruction
- Using phoneme-grapheme mapping
- Including blending drills
- Practice writing to dictation - words, sentences, and phrases

- Practicing reading to automaticity/mastery in word lists, phrases, sentences, and controlled decodable text
- Attending to syllable type and affixes
- Integrating decoding and encoding

Phonics and High Frequency Words
https://www.readingrockets.org/teaching/reading-basics/phonics

Examples and videos for heart word instruction
https://www.reallygreatreading.com/heart-word-magic

https://www.reallygreatreading.com/content/make-tricky-sight-words-sticky-really-great-reading-blog

Instruction in early reading programs:
https://www.readingrockets.org/article/phonics-and-word-recognition-instruction-early-reading-programs-guidelines-children-reading

Fluency: Fluency is the ability to read a text accurately at a rate that supports comprehension.

Accurate and fluent reading of text makes reading comprehension possible. Non-fluent readers have less capacity to understand what they read.

The number of words read correctly in a minute serve as an accurate indicator and predictor of reading comprehension. Students in second through fifth grade who cannot read grade level text fluently are at risk of not meeting future reading comprehension goals and they should receive instructional support.

Elements of effective reading fluency instruction include:

- Practice focused on the text
- Immediate corrective feedback of errors
- Repeated reading of text that can be read with a high degree of accuracy

Fluency

https://www.readingrockets.org/reading-topics/fluency

Writing: The ability to communicate ideas in writing is grounded in foundational skills such as letter formation, spelling and sentence construction.

Samples of student writing can be examined for legibility, correct formation, and spacing. Explicit handwriting instruction and assessment can be integrated into authentic writing activities.

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Accurate spelling requires students to apply and integrate the structures of language (phonology, orthography, morphology, syntax and semantics). Analysis of spelling errors can reveal what students don't know or misunderstand about these language structures.

Sentence construction includes knowledge of grammar, syntax, and punctuation. Sentences form the building blocks of written discourse. Teachers can analyze writing samples to identify gaps in knowledge and to determine next steps for instruction.

Elements of effective writing instruction include:

- Explicit instruction in letter formation, phonics, grammar, and syntax
- Systematic order for introducing letter formation and letter-sounds
- Cumulative review and practice of correct letter formation
- Spelling instruction that is integrated with phonics and vocabulary lessons
- A progression from phrases to sentences to paragraphs to essays and other written formats
- A coordinated sequence of knowledge building

Writing

https://www.readingrockets.org/article/effective-framework-primary-grade-guided-writing-instruction

Instructional Delivery of Word Recognition Skills (LAP-G, Page 7, #2)

Best Practice Inventory:

Clear scope and sequence: Core reading programs must articulate a clear scope of what is taught and the sequence in which it should be taught. The sequence should follow the progression of skill development and start with easier skills and logically progress to more difficult skills, with pre-requisite skills taught before more complex tasks.

Sample Phonics Scope and Sequence

https://www.readingrockets.org/sites/default/files/NJTSS%20Phonics%20Scope%20and%20Sequence.pdf

https://www.readingrockets.org/sites/default/files/Keys%20to%20Literacy%20Systematic-Phonics-Scope-and-Sequence.pdf

Systematic and Explicit Instructional Routines:

Explicit instruction is direct and unambiguous (Archer and Hughes, 2010). It can be thought of as "errorless learning" because students are supported with direct models and scaffolds to correctly perform the foundational skills that lead to reading comprehension.

Characteristics of explicit, teacher-directed instruction include:

- Breaking tasks into small steps
- Sequencing skills from simple to complex
- Providing explicit models (I do it)
- Teaching prerequisite skills prior to expecting advanced skills
- Using clear examples and non-examples
- Providing immediate affirmative and corrective feedback (We do it)
- Practicing to automaticity (You do it)
- Reviewing in a cumulative fashion

Characteristics of systematic instruction include:

- Planning instruction deliberately, before it is delivered
- Building on prior knowledge
- Sequencing from simple to complex
- Progressing toward measurable learning goals

The use of explicit and systematic teaching to improve student outcomes is documented in a vast body of scientific evidence (i.e., Adams & Engelmann, 1996; Brophy and Good, 1986; Christenson, Ysseldyke, & Thurlow, 1989; Gersten et al, 1998; Gersten et al., 2009; Gersten, Schiller, & Vaughn, 2000; Gersten et al, 2020; Hall and Burns, 2018; Mastropieri, Scruggs, Bakken, & Whedon, 1996; Rosenshine & Stevens, 1986; Rosenshine, 1997; Simmons, Fuchs, Fuchs, Mathes, & Hodge, 1995; Swanson & Hoskyn, 1998; Swanson, 1999; Vaughn, Gersten, and Chard, 2000)

Explicit Instruction

Watch the National Center on Intensive Intervention's webinar on [What Every Educator Needs to Know About Explicit Instruction](#)

More on explicit instruction:
https://my.vanderbilt.edu/spedteacherresources/what-is-explicit-instruction/

Sample lessons are accessible here in the video section:
https://explicitinstruction.org/

Corrective Feedback: The goal of explicit and systematic instruction is to support beginning and struggling readers to make very few errors. But when errors occur, instructors should respond immediately by calmly pointing out the incorrect response, supporting the student to provide the correct response, or providing the correct response and having the student repeat it.

Cumulative Review: The essential early literacy skills must be learned to mastery, which requires cumulative review and practice. The core program should indicate when each new skill is taught, practiced, and reviewed. Materials that support application of new learning, such as reading passages and texts, should include all of the skills that were previously taught.

Language Comprehension (LAP-G Tier 1: Core Language Comprehension, page 8)

This section is completed by the grade-level team with the support of the facilitator. Each item is scored on a scale of 1 to 3.

It will be helpful to have a copy of the teacher's manual for the core reading program used in Tier 1, the scope and sequence for the grade level being reviewed, and at least two lesson plans for teaching language comprehension.

Further clarification of terms used in this section (LAP-G page 8 Tier 1 Core: Language Comprehension) is provided below.

Instructional Content (LAP-G, page 8 #1)

Comprehension: Comprehension is the understanding and interpretation of what is heard and read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.

Reading comprehension is an outcome. It represents the effortless integration of the foundational skills with language comprehension and content knowledge. Comprehension consists of a series of processes the reader engages in to pull and build meaning from the text. Students construct products to show their comprehension that are the result of using simultaneous language and cognitive processes.

The number of words read correctly in a minute serve as an accurate indicator and predictor of reading comprehension. Having students retell what they read provides an additional check on comprehension. Maze assessments are companions to oral reading fluency in which students are asked to silently read a passage that has words deleted and the students must select the word that fits best. Students in second through fifth grade who are accurate and fluent but cannot read grade-level text for meaning are at risk of not meeting future reading comprehension goals and they should receive instructional support.

Elements of effective instruction to support reading comprehension:

- Explicit instruction in language structures including morphology, vocabulary, and syntax
- Use of explicit modeling, supported practice, and independent practice of comprehension strategies
- Intentional sequence of content within and across grades

Comprehension

https://www.readingrockets.org/helping/target/comprehension

Rich Vocabulary and Content Knowledge: Vocabulary refers to the words children must know to communicate effectively.

Reading is a language-based skill. Students who experience delays in language or who are English learners may have difficulty learning to read and comprehend what they read. Students must have a foundation in spoken English so that once they translate printed symbols into oral language, they can extract meaning. Students also must have the ability to select words for effective communication.

Evidence of age-appropriate vocabulary and language can be observed in students' speaking (including alternative forms of speaking), reading, and writing. Students who don't demonstrate age-appropriate vocabulary and language comprehension are at risk of not meeting future reading comprehension goals and should receive instructional support.

Elements of effective vocabulary instruction include:

- Intentional read alouds
- Explicit instruction in word meanings
- Word learning strategies
- Engaging in wide reading, initially from read alouds
- Pre-teaching and reteaching words that appear in what students hear or read
- Attention to morphemes; create vertical alignment with morphology teaching
- Interweaving review and application of previously taught words
- Using vocabulary in reading, writing, and discussion

Vocabulary

https://www.readingrockets.org/reading-topics/vocabulary

Writing: In addition to the foundational components of writing stated in the section on word recognition, students should be supported to express their ideas in writing. Written expression is dependent on knowledge of grammar, syntax, punctuation, word knowledge, discourse structures, and background

knowledge. Mastery of the foundational skills can free up the cognitive capacity to organize one's thoughts and communicate them in writing.

Elements of effective writing instruction include:

- Explicit instruction in each phase of the writing process (e.g., planning, drafting, editing, revising)
- A connection between subject area content, reading comprehension, and writing
- A progression from phrases, to sentences, to paragraphs, to essays and other written formats
- A coordinated sequence of knowledge building

Instructional Delivery of Language Comprehension Skills (LAP-G page 8, #2)

Best Practice Inventory:

For information on **clear scope and sequence** and **systematic and explicit instruction**, see details under Word Recognition and in Appendix H.

Connected to Prior Knowledge and Everyday Language: Classroom conversation and discussions are opportunities to connect with the lives and home languages of the students, engage with their prior knowledge, and expand on their use of academic English.

Texts for Different Purposes: Text should be carefully selected for the purpose of the lesson. Decodable texts provide multiple exposures to the sounds and words students have learned to read during phonics instruction so the words move from ones that can be read accurately to ones that can be read automatically. However, decodable text should not be used for reading aloud to the class. Teachers should select texts to read to students that are beyond what they could read to themselves. In addition, they should select texts that represent a variety of genres, support building content knowledge, and extend vocabulary knowledge.

Independent Reading: The primary mechanism for learning new vocabulary, improving reading fluency, increasing reading comprehension, and expanding general knowledge is spending time reading. As students are acquiring foundational skills, it can be helpful to spend time re-reading the decodable books used in small group instruction. Once students are accurate and fluent readers, the amount of time they spend reading independently can be increased. A wide variety of books should be available to students for independent reading in the classroom.

Tier 1 General Considerations (LAP-G, page 9)

This section is completed by the grade-level team with the support of the facilitator. Each item is scored on a scale of 1 to 3.

It includes important Tier 1 components not covered in assessment, content, and instruction but critical for tier 1.

Further clarification of terms used in this section (LAP-G page 9 Tier 1 Core: General Considerations) is provided below.

Implementation of Tier 1 Instruction

There is an appropriate amount of instructional time allocated for whole group, small group, and independent work. Allocated time allows time for other subjects like Math, Social Studies, and Science where key background information is taught that aids reading comprehension.

A review of schedules in K-1 ensures that time is allocated not only for reading and math instruction, but also for science and social studies instruction, which is critical for building background and content-area oral vocabulary needed for later reading comprehension.

Universal screening data can inform which foundational skills are taught whole group vs small group. Independent activities should not involve introducing new skills, but rather provide opportunities for practice of skills the teacher has seen the student complete accurately.

Time for Learning
https://files.eric.ed.gov/fulltext/ED537669.pdf

Tier 1 includes a variety of reading materials

Texts are selected for specific purposes (e.g., reading aloud, small group instruction, independent reading). There should be a balance of fiction and nonfiction in what is read to students, in the decodable text used for instruction, and in the books available for reading during free time. Common Core Standards recommended new guidelines for percentage of narrative versus informational text (closer to 50% of each) to ensure that students are given opportunities to build background knowledge in content areas.

Materials available to students should either be accessible to students or read aloud to provide access.

Patterned text and leveled text are not appropriate for classroom instruction or read alouds.

When selecting texts, educators should review texts for:
- ❑ Purpose (e.g., decoding, building vocabulary and knowledge in specific content, motivation)
- ❑ Cultural responsiveness
- ❑ Bias and historical accuracy

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Text Type	When to Use	With Whom
Decodable Text	Partial to full phonemic awareness Incomplete to strong knowledge and use of phoneme-grapheme correspondences Growing ability to decode unfamiliar words	Kindergarten -third grade, as a component of core phonics instruction Grades 3 – 5 as a component of phonics interventions.
Grade-Level Text Sets	Supports building of background knowledge, vocabulary, and sentence structure	All grade levels K-beginning of first as read aloud 1st grade and up with scaffolding and support
Read Aloud Texts	Supports building of background knowledge, vocabulary, and sentence structure	All grade levels

Text Types

https://www.youtube.com/watch?v=eeEC8gYB8Vk

https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Striving-Readers-Comprehensive-Literacy-Grant/Literacy-Academy/1-05-Matching-Text-Types-to-Students-Part-3.pdf.aspx?lang=en-US

https://www.voyagersopris.com/webinar-series/using-decodable-books-and-early-leveled-readers-appropriately-for-beginning-readers

There is a plan for Professional Development

There is very little research on the best way to conduct professional development with teachers. Ongoing, job-embedded professional development that focuses on language structures and effective instructional practices has been shown to improve teacher knowledge and impact what teachers do in the classroom, more research is needed to tie these changes to improvements in student outcomes. Although coaching may have intuitive value, little is known about its effectiveness or the factors that influence effectiveness.

https://www.mdrc.org/sites/default/files/full_562.pdf

https://files.ascd.org/staticfiles/ascd/pdf/journals/ed_lead/el_198711_showers.pdf

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Differentiated Instruction

Differentiated, small-group instruction is a hallmark of an effective Tier 1 system of support. Universal screening and diagnostic assessment data will help form the small groups, with students placed in groups with others who have the same needs. Instruction in small groups should focus on word recognition skills, and support the same skill gaps that some students are getting additional support on during Tier 2 intervention. The students with the most need should work with the teacher or reading expert every day as part of Tier 1 differentiated instruction.

Ongoing progress monitoring data informs changes to groups over time.

Differentiated Instruction

https://www.doe.mass.edu/massliteracy/literacy-block/differentiated-instruct.html

https://fcrr.org/sites/g/files/upcbnu2836/files/media/projects/empowering-teachers/diff/diff.html

https://files.eric.ed.gov/fulltext/ED498777.pdf

Effective Centers

Literacy centers or stations offer an opportunity for students to practice the skills the teacher has seen them demonstrate accurately during small group instruction. Therefore, the activities and materials in the centers must be matched to the skill level of each student. Centers can include small group, partner, and independent practice.

Centers

https://www.fcrr.org/student-center-activities

https://www.readingrockets.org/article/literacy-centers

https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~%5Cpattan%5Cmedia%5Cpublications%5C2019%20accessible%20pdfs%5Ccenters_reading_st0912.pdf&hash=e9cc4e1f8b61d50bbbb82466b67e53ad34e8dc6c9cb4a2d509e04af256f31d57

https://readingsimplified.com/simple-literacy-centers/

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English Learners

Students who are English Learners need reading instruction grounded in structured literacy, and their teachers need professional development on the explicit and systematic elements of this approach.

Teachers of English Learners are crucial members on building teams. Their alignment to the work of classroom teachers and Reading Specialists is critical for streamlined services for students. Administrators should meet with teachers of English Learners on a frequent basis to review the types of English Learner instruction and assessment data for students in order to monitor growth, adjust instruction, and evaluate alignment to Tier 1 classroom practices.

Federal and state special education laws state that students cannot be identified as having a specific learning disability if the primary determinant for the decision is limited English proficiency. This does not mean that students who are learning English cannot have a disability. It is possible for a student who has limited English proficiency to also have a specific learning disability. That said, it may be quite difficult to separate a student's lack of proficiency with English from their reading disability.

> **English Learners**
>
> https://www.colorincolorado.org/article/addressing-ells-language-learning-and-special-education-needs-questions-and-considerations
>
> https://www.mtss4els.org/

Students with Disabilities

Ohio's Dyslexia Support laws define dyslexia as "a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities not consistent with the person's intelligence, motivation, and sensory capabilities, which difficulties typically result from a deficit in the phonological component of language."

The Ohio Administrative Code includes dyslexia in the definition of a specific learning disability. School personnel have the authority to identify students as having dyslexia. It is not necessary for parents to receive a dyslexia diagnosis from a professional outside the school. School personnel can use the term dyslexia, should not avoid using it, and should not tell their colleagues not to use it. Under federal and state law, school districts are required to find, identify, and serve students with disabilities, including dyslexia. The US Department of Education Office of Special Education and Rehabilitation Services provided guidance on the use of the term dyslexia in their *Dear Colleague* letter in 2015.

Students with dyslexia are sometimes diagnosed with other difficulties such as Attention Deficit Hyperactivity Disorder, dysgraphia (difficulty with handwriting and spelling), dyscalculia (difficulty with

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math calculation), and mental health concerns such as anxiety and depression. These additional conditions should be considered as part of the problem-definition and problem-analysis steps when problem solving and planning for students with dyslexia. Useful guidance can be found in the International Dyslexia Association's [Dyslexia-Stress -Anxiety Connection Fact Sheet.](#)

Dyslexia may co-occur with speech-language difficulties, deafness/hard-of hearing, and behavioral issues. Assessing children with complex communication needs, as well as those with visual impairments may require adaptations to standardized procedures. Many assessments will offer instructions for how to adapt the assessment protocol to serve diverse learners, and in some cases, assistive technologies may be used to meet individual access needs.

Students with Disabilities

https://www.ocali.org/center/tdl

https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance/Assistive-Technology-and-Accessible-Educational-Ma

https://ataem.org/

Parent and Family Engagement

School personnel create the conditions that promote engagement with the families of all students and community partners. Family engagement must be a systemic practice, sustained across grade levels, designed to impact student learning, and incorporated into the shared leadership of the district and building. To accomplish this, districts and schools work with families and community partners to analyze the socioeconomic, cultural, linguistic, and other barriers to family engagement and consider how district policies may hinder or encourage engagement. These partners are consulted in the design, implementation and evaluation of family engagement practices. Practices for supporting equitable and accessible family engagement include two-way communication with families, supports for literacy development at home, and community partnerships for enhancing school and home supports for literacy.

Families included in the shared leadership process should be representative of all families, including the perspectives of Special Education, English Language Learners, men and women, grandparents, general education, families of students receiving reading interventions, and families with lower income levels. School leaders ensure that families understand the importance of their role and that family representatives are respected and fully included in discussions.

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School personnel can increase trust with concrete behaviors such as:
- sharing meeting agendas ahead of time,
- explicitly asking for input from all team members,
- expressing the value of the perspectives that the members bring,
- avoiding "parking lot" discussions and "the meeting before the meeting", and
- minimizing the use of educational jargon.

When districts engage community partners, they facilitate opportunities to problem-solve and consult with each other on local planning. They form partnerships based on identified needs of staff, students, and families. The impacts of partnership programs are evaluated a least annually to ensure they are a good fit and are contributing to the schools' goals. This can promote networking around shared supports and challenges and promote understanding of the efforts of each entity. Examples of community entities that share the goals of school districts include libraries, early childhood education programs, after school programs, cultural institutions, health care providers, businesses, philanthropical and faith-based institutions.

Supports for Literacy at Home

https://education.ohio.gov/Topics/Student-Supports/Family-and-Community-Engagement

Regional Educational Laboratory Southeast's *Supporting Your Child's Reading at Home* toolkit includes family activities and videos for Kindergarten-grade 3 aligned to the recommendations from the Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Parent & family resources from the National Center on Improving Literacy

Ohio Family Engagement Center: Reading Tips for Families

Step 2b: Prioritize Areas in Need of Support for Tier 1

Tier 1 – Summary of Needs for Supports from Analysis

Facilitators should guide the grade-level team in summarizing the strengths and concerns in the component areas listed on page 10 of the LAP-G. Items and sections that received a rating of 3 should be listed as strengths. Items and sections that received a rating of 1 should be listed as concerns.

The team should order the list of concerns from highest to lowest priority.

For each prioritized need, the team should:

--Write the problem statement
--Set the goal for the top priority concern. The goal should be written as an observable and measurable outcomes and should include the date by when it will be achieved.

Prioritizing Needs

Hopefully, being able to scan back through ratings of 1 and 3 help the team to efficiently identify key areas of strength and need. However, some teams will find they have many areas of need and will require further discussion to prioritize. As a facilitator, some considerations to help the team at this point are:
1) Which area has the potential to impact others (e.g. if we tackle phonics, that should also improve fluency and comprehension down the road)?
2) Which is the most critical skill focus for this age and grade (e.g. Word Recognition to learn to break the code is critical in K-1)?
3) Which area is most in our control (Although the team may find that an adopted district curriculum does not align with the science of reading, if curriculum change is currently outside of the team's control, then consider a focus area that is in control and can make a difference)?

Problem Statement: Create a statement that describes, in an observable and measurable way, what the current situation is and what it should be, so that the problem can be clearly understood.

For example:

We current have 65% of 1st grade students at benchmark on our screener, compared to our expectation of 80% or more of students achieving proficiency.

A critical component of Tier 1 is a phonics scope and sequence. Our current curriculum does not have a scope and sequence.

Goal Statement: Articulate a SMART goal that you want to achieve.

SMART Goals are Specific, Measurable, Achievable, Relevant, and Timely

For example, related to the problem statements above:

Goal: By May 2023, 80% or more of 1st grade students will achieve the reading benchmark with tier 1 instruction alone.

Goal: By May 2023, we will have and be following an articulated phonics scope and sequence and aligned resources to implement in 1st grade.

Steps 3 and 4: Plan and Implement Support – Tier 1

Use page 11 of the LAP-G to record the specific action steps that are necessary to achieve the goal. Identify who will do each step, when, and how it will be monitored.

As the grade level team implements the action steps, they should evaluate the progress on page 11 by recording A for steps that have been achieved, I for steps that are in progress, and N for steps that have not yet started.

Teams should review building-wide Acadience data at quarterly meetings.

TIER 2 -Analyzing Intervention Systems of Support

TIER 2: ASSESSMENT (LAP-G page 11)

This section is completed by the grade-level team with the support of the facilitator. Because Tier 2 relies on an effective Tier 1, analysis and planning of Tier 1 should be completed before analyzing Tier 2.

Refer to the description of the purposes of assessment in Section 1c: Assessment Tools on page 11-12 of this guide.

More information on the purposes of assessment can be found at

https://www.readingrockets.org/teaching/reading101-course/modules/assessment/assessment-depth

https://www.readingscienceacademy.com/blog/assessment-terms-defined

TIER 2: ASSESSMENT SYSTEM (LAP-G pages 11-12)

The assessment section is completed by the team with the support of the facilitator. Benchmark data are reviewed to answer questions about percent of students in tier 2 and progressing. All assessments are discussed and recorded as diagnostic or progress monitoring tools. The team then discusses and rates (1-3 scale) assessment selection, data collection plan, and decision rules.

Intervention-Based Diagnostics

Intervention-based diagnostic assessments identify where each student is on an instructional continuum and specify next steps for instruction. Diagnostic assessments may be selected to answer problem analysis questions, or they may be placement tests within instructional programs. The purpose of diagnostic assessment is to drive instruction and accelerate student progress by identifying the next step for instruction or the appropriate lesson within a Structured Literacy program.

Intervention-based diagnostics are not running records, assessments analyzing reading miscues or designed to match students to text levels. Thsee do not meet the criteria for use as universal screening or diagnostic assessment. Clinical assessments focused on arriving at a clinical diagnosis do not meet the characteristics of intervention-based diagnostic assessments.

Intervention-based diagnostics provide information on specific strengths, weaknesses and skills to target for intervention. Examples could include, but are not limited to:

      Acadience Reading Diagnostic for Phonemic Awareness, Word Reading and Decoding
      Acadience Reading Diagnostic for Comprehension, Fluency and Oral Language

Phonemic Awareness Screening Test (PAST)
Really Great Reading's Diagnostic Decoding Surveys (pre, basic, advanced, advanced   plus)
Intervention program placement tests

Best Practices for Intervention-Based Diagnostics

Do	Don't
Use assessments for the purposes for which they were designed (screening, diagnostic, progress monitoring, outcome evaluation).	Try to conduct diagnostic assessment with a test designed for screening, progress monitoring or achievement testing purposes.
Use intervention-based diagnostic assessments that briefly and comprehensively assess the full range of skills within an essential skill area.	Use tests that measure a narrow range of skills.
Use intervention-based diagnostic assessments that explicitly provide information about next steps for instruction (e.g., placement tests for structured literacy instructional programs).	Use tests designed for clinical diagnosis without a direct application to classroom instruction.
Use intervention-based diagnostic assessments that minimize testing time by including discontinue rules.	Use tests that require administering items that are clearly too easy or too difficult.
Use intervention-based diagnostic assessments that have an adequate number of items to measure the essential skill area.	Use tests with too few items to assess the essential skill area.
Access training from the test author or publisher, or their designee.	Test without training.
Test in a quiet location.	Test in a noisy area with distractions.

Progress Monitoring

Progress monitoring assessment is the repeated measurement of the area of instruction, for the purpose of making decisions about continuing or changing instruction. Progress monitoring is formative assessment, meaning data are collected before a skill is taught, while a skill is being taught and at the point of expecting mastery of a skill.

Ongoing progress monitoring allows educators to make decisions about student growth and the effectiveness of their instruction based on data rather than hunches or intuition. Decisions that are based on repeat measurement over time, rather than a single point in time, are more reliable and accurate.

Progress monitoring data are displayed on graphs showing the student's performance at the point of initial concern, the goal, and the path to follow to close the gap.

Frequent data collection allows instructors to make real-time adjustments to instruction rather than waiting months for the results of summative assessments. Research indicates that when teachers use progress monitoring data to inform instruction, student outcomes improve.

Progress monitoring should be done with indicators of the essential early literacy skills, phonemic awareness, phonics, vocabulary, reading fluency, and reading comprehension.

Progress-monitoring measures are:

- Brief
- Standardized, not teacher-created
- Technically adequate
- Direct measures of essential literacy skills
- Matched to the skill that is the focus of instruction
- Sensitive to learning over small increments of time through an adequate number of alternate forms
- Aligned to universal screening

Some universal screening measures, such as Acadience Reading, can also be used for progress monitoring.

Monitoring Below Grade Level

When a student is not at grade level, an initial piece of diagnostic data that can help guide intervention plans is determining the student's instructional level. This is often done with oral reading fluency using a technique called Survey Level Assessment (SLA). SLA is simply backtracking to previous grade-level passages using highly valid and reliable passages to determine at which level the student scores in the instructional range for that grade level (for a progress monitoring tool that provides benchmarks for each grade).

If the student's instructional level is more than one grade below grade level, it is recommended that progress monitoring occur frequently at instructional level, with a goal of meeting benchmark and moving up a level as soon as possible.

Grade-level progress monitoring should still occur, but less frequently (i.e. monthly or at the universal screening times) as a way to compare to grade-level expectations.

Elements of a Progress Monitoring Graph
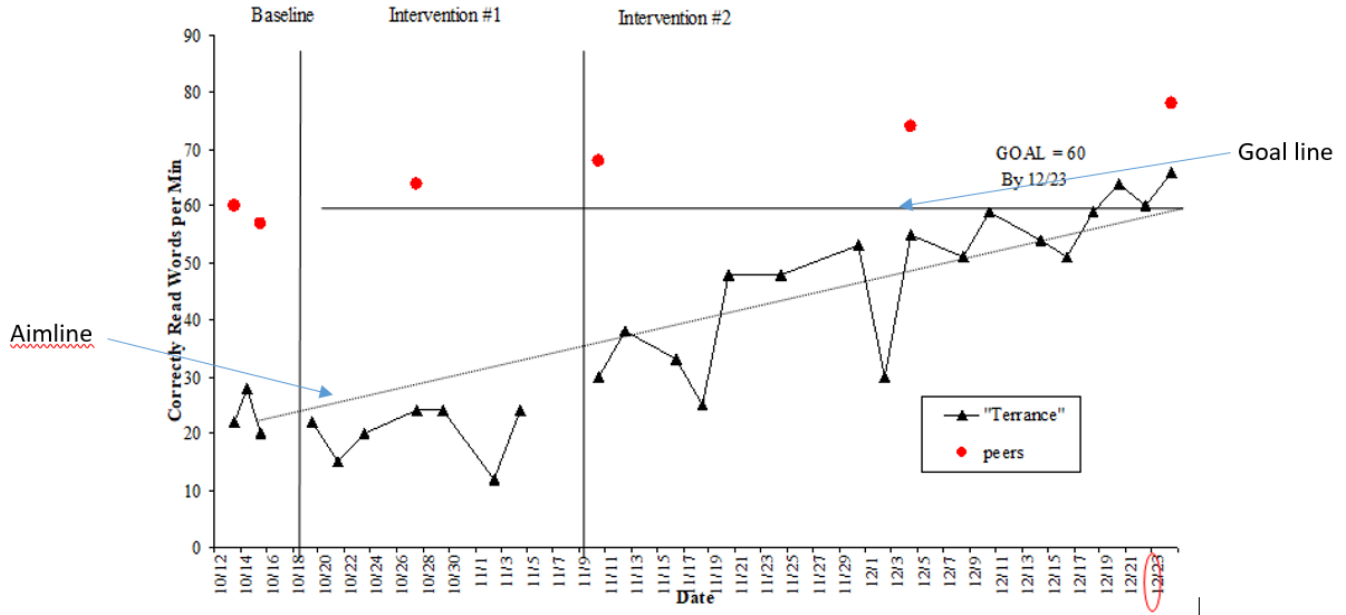
1) X-axis: Dates on the x-axis should go from beginning of the intervention to goal date. The axis should be labeled (date).

2) Y-axis: Standard increments of scores for what you are regularly measuring starting at 0. You want the graph to start at 0 so you have an accurate picture of progress. For example, this graph shows words per minute in 10-word increments. The y-axis could also be measures such as number of phonemes segmented, number of letter-sounds accurately identified, number of correctly spelled words or sounds in words or percent of vocabulary words accurately defined (as examples). The axis should be labeled with the measure so it is easy to understand what is being measured and monitored.

3) To ensure accurate starting information, it is recommended to have 3 initial data checks before beginning intervention. On this graph, you can see three data points for Oral Reading Fluency (ORF) collected in one week. Alternatively, the screening data could be used as baseline.

4) Each time a new intervention is tried or modifications are made, there should be a vertical line showing there was a change in plans. This helps to visually determine if the new intervention has different results from the prior that required a change.

5) Goal: A goal is set by determining what reading skill needs to be met, to what degree, and by what date. In this example, the focus is reading fluency. The goal is that the student will read 60 correct words per minute by December 23. On the graph: the horizontal line across the top until the goal date of 12/23 is the goal line. It is horizontal at 60 words per minute.

6) Aimline: The aimline visually shows the rate of progress a student needs to make to meet their goal. It starts at the middle of the 3 baseline (initial) data points and ends at the goal (score and date).

7) Data points: Each time an assessment is done (e.g. weekly) the data point is graphed. We want the data points to follow the aimline. This lets us know the student is on track to meet the goal. See Decision Rules for more information on interpreting the data.

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Tier 2 Data Collection and Analysis Plan

Planning for progress monitoring is done at step 3 of the problem-solving process. A clear, written plan should include:

- What data will be collected (grade-level and below-grade-level) – see page 3 of this guide for information on monitoring at and below grade level. Note that data collected must be an apples-to-apples comparison. For example, using weekly spelling tests does not provide an indicator of overall growth because the words vary week to week. However, using a literacy indicator such as oral reading fluency with standardized and grade-level aligned passages each week allows you to see student growth because this is the only factor that has changed.
- Frequency of progress monitoring – at least 6 data points are needed to see a trend in data. If the student's data is very discrepant (e.g. not at grade level or just below), the team will want to decide about whether the current plan is working in about 6 weeks. As such, progress monitoring will need to occur weekly to have 6 data points in 6 weeks. If the student is close to benchmark, the team might determine that every other week is satisfactory for progress monitoring, but then needs to recognize that it will be hard to determine if the intervention is working until 3 months (12 weeks = 6 data points) have passed. The more intense the student's needs, the more frequently data should be collected.
- Who will collect, enter, and maintain the data
- Process for reviewing the standardized administration and scoring procedures, co-scoring with each assessor at least once per year, and conducting reliability checks

Reviewing Graphed Data

Progress monitoring graphs should be reviewed at least every six weeks and used to determine next steps (see Decision Rules below).

Effective Decision Rules

The building team should have a clear written plan regarding decision rules for which students need Tier 1 supplemental and Tier 2 supports (screening data) and when a student may no longer need Tier 2 supports (progress monitoring) or may need Tier 3 supports (progress monitoring).

- Screening data: Any student who is below benchmark should be identified as possibly needing supplemental instruction in Tier 1.
    - Team discussion should focus on other available data that support a need, degree of need based upon the screener and other data should be used to determine next steps.
- Screening data: Any student who is below benchmark should be identified as possibly needing Tier 2 intervention.
    - Team discussion should focus on other available data that support a need, degree of need based upon the screener and other data should be used to determine next steps. If information is unclear, further diagnostic assessments should be used to determine targeted needs.
- Progress Monitoring: If the last three consecutive data points are above the aimline, continue the intervention

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- Progress Monitoring: If the last three consecutive data points are below the aimline, consider
  - If the intervention was delivered as planned
  - If the student has received the planned intervention
  - If the intervention seems to be working but should be modified in some way
  - If the intervention should be changed
- Progress Monitoring: If the data are inconsistent, continue intervention and review the graph again in 3 weeks

The current instructional supports should be continued for students who are making progress. For students who are not making progress, the team should consider the causes of lack of progress by returning to the problem-analysis step. Students who are not making progress, in spite of the Tier 2 intervention resulting in most students in their small group to make progress, may be considered for more intensive intervention in Tier   3. The sample graph below shows the progress of three students who received the same small group intervention. The effectiveness of the intervention is shown by the progress made by Students 1 and 2. Student 3 may be considered for more intensive intervention in Tier 3.

Sample Small Group Progress Monitoring Graph
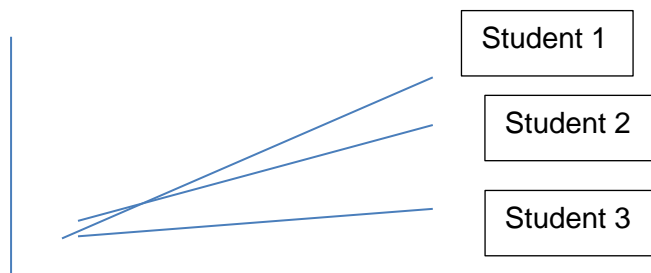
Tier 2: INTERVENTION MATERIALS (LAP-G page 12)

To complete this section, gather the scope and sequence, teacher's manual, and 2 lessons for each intervention program. See pages 19 – 28 of this guide for more information on the Simple View of Reading, the essential early literacy skills (the content), and the components of effective instruction (the methods) for teaching these skills.

Tier 2 Targeted Intervention

Tier 2 intervention is strategic small-group Structured Literacy intervention provided in addition to Tier 1 instruction. Tier 2 intervention is specifically tailored to the needs of students in the group, and designed or selected based on alignment to the research about how best to intervene on the missing essential component(s) of reading. The classroom teacher and/or other instructors, inside or outside the general education classroom, can provide Tier 2 intervention. Each grade should have a system of Tier 2 supports. Instruction provided in Tier 2 intervention should be aligned to Tier 1 instruction by using the same instructional routines, language, and sequence. The staff providing the intervention should have ongoing training on the program or approach. Tier 2 intervention is typically delivered in a 30- to 45-minute block, three to five days a week, with sufficient time built into the school schedule.

The Goal of Tier 2 Intervention

The goal of Tier 2 intervention is to provide more instructional time and practice opportunities to students who are at risk so they will catch up to grade-level expectations and standards at an accelerated rate. The curriculum for Tier 2 intervention must focus on the specific skills the students in the small group need to learn to achieve grade-level expectations. Tier 2 intervention elevates the use of a Structured Literacy approach. It is more explicit, includes more opportunities to respond and practice, is delivered at a brisk pace, includes more immediate affirmative and corrective feedback, and uses cumulative review over time.

Differences Between Tier 1 Instruction and Tier 2 Intervention

Tier 2 intervention should be more supportive and more intensive than Tier 1 instruction in the following ways:

- Clear scope and sequences that ensures systematic skill development (see Appendix H for example)
- More explicit and supportive modeling of new skills
- More guided practice opportunities
- More independent practice opportunities
- More active student responding
- Smaller group
- More frequent meeting
- Longer meeting
- All students in the group have the same instructional need
- More immediate affirmative and corrective feedback
- More individualized incentives

All of the components listed above should be part of Tier 2 as well as content-specific features such as:

Essential Component	Ways Intervention Instruction at Tier 2 is More Intensive Than Classroom Instruction at Tier 1
Phonemic Awareness	• Focusing on one or two phonemic skills during a lesson • Use of manipulatives and letters
Phonics	• Diagnostic teaching focused on skill mastery • Practice to automaticity in controlled decodable text
Vocabulary	• Pre-teaching of words before small group or independent reading • Review of previously taught words • Explicit instruction in morphology
Reading Fluency	• Fluency building at the word, phrase, sentence and passage level • More partner practice • Integration of syntax through instruction in and scooping of phrases
Reading Comprehension	• More supportive small group discussion • Comprehension at the sentence, paragraph and passage levels

Multidisciplinary building- or grade-level teams use student data in the problem-solving model to design a system of Tier 2 intervention that meets the needs of students at each grade level. The team must ensure that targeted intervention is available in addition to Tier 1 reading instruction for those who need it by addressing system-level issues such as scheduling, program selection, flexible use of resources, and professional development, and that the targeted intervention is aligned to Tier 1 reading instruction.

Although student-level teams do not need to plan Tier 2 intervention (the old IAT model), they may meet to review progress and revise intervention for individual students. Students who receive Tier 2 intervention should have frequent progress monitoring to inform changes to the intervention.

More information on intensifying support can be found at:
https://intensiveintervention.org/resource/intensification-strategy-checklist

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TIER 2 GENERAL CONSIDERATIONS (LAP-G page 13)

This section is completed by the team with the support of the facilitator. Each item is scored on the scale of 1 to 3. It focuses on additional critical components of tier 2. See information below for further guidance on intensification of instruction, targeting student needs and effective grouping, and consideration for parent engagement. Use this information to help complete the LAP-G page 13.

Effective Instructional Design

Students who score below or well below benchmark on universal screening are predicted to need explicit and systematic Tier 2 intervention, in addition to intentional and rigorous Tier 1 instruction. The purpose of Tier 2 intervention is to accelerate learning and catch students up to the benchmark goals.

Tier 2 intervention should be explicit and systematic instruction focused on the specific skill deficit(s) of each student. Students should be **grouped with other students** with the same instructional need. The intervention should be provided in **addition to core reading** instruction, 3-5 times per week, giving students who have the **greatest need the most intensive** intervention dose in terms of frequency, duration and group size.

Effective Tier 2 Groups

An essential element of effective Tier 2 intervention is that it is **targeted to the specific skill** deficits of each student. The flow chart below links screening and diagnostic assessment data to instructional planning.

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Data-Based Differentiation

Does the student comprehend grade-level text?
— YES → Teach grade-level reading and writing
— NO → Conduct Diagnostic Comp. Assessment

ORF Retell

Does the student read fluently in grade-level text?
— YES → Teach reading comprehension
— NO

ORF-WC

Does the student read accurately in grade-level text?
— YES → Teach fluency in connected text
— NO → Conduct Diagnostic Decoding Assessment

ORF-Acc

Does the student have basic phonics skills?
— YES → Teach advanced decoding
— NO

NWF

Does the student have phonemic awareness?
— YES → Teach letter-sound & basic decoding
— NO → Teach phonemic awareness & letter-sound

PSF FSF

There is a clear plan for the implementation of all Tier 2 interventions. The plan includes:
- ❑ A list of all interventions at the grade level being used (see Appendix I for a sample menu)
- ❑ Who will implement which intervention
- ❑ When the interventions will be implemented
- ❑ How often the interventions will be implemented with different students
- ❑ How interventions will be documented (e.g., student attendance, self-report of adherence, notes for planning, etc.) (see Appendix J for a sample log)

Parent Engagement

There is a clear plan and mechanism for Parents/guardians to be informed of needs for Tier 2, input, and regular updates regarding progress and needs (meaningful engagement).
When students need additional support, it is critical that educators make every effort to inform parents and include them in conversations about student needs. At a minimum, this should include notification of screening results and intervention plans as well as progress monitoring updates and any changes to plans. See pages 33-34 of this guide for further information on parent engagement.

Appendix A
Facilitator Timeline (approximate for guidance)

Month 1	• Form relationships • Initial communications with administrators • Initial communications with staff • Begin collecting initial information • Informal chats
Month 2-4	• Collect initial information and input into LAP-G • Schedule grade-level meetings • Grade level meetings – Needs Assessment
Month 4-6	• Convene larger team (BLT?) to review and prioritize • Create action plan and begin implementation • Implement plan and monitor
Month 6 +	• Implement plan and monitor • Return to LAP-G to check action plan progress and determine next steps (other areas of focus). Continue with the problem-solving cycle. Determine when moving to the next tier is appropriate. • Consider when to review LAP-G section to evaluate progress (approximately 6 mo – 1 yr)

Appendix B – Sample communications

Communication with school contact - SAMPLE

We are so excited to work with you on this important systems work. In order for us to begin to orient to your school and to ensure we make the best use of our interview time together, it will be helpful if we review some information in advance.

Please share with us: (any of these that you have)

1) Your school-wide screening data for grades prek-3 for each benchmark completed so far this year. As well, if there is other data you think would be helpful for us to see, we welcome that as well.

2) Any decision rules about how students receive enrichment or intervention

3) A completed list on the attached template of all of your current ELA curricula, supplements, and interventions.

4) A copy of your staff schedule so that we can get a sense for current time for content area instruction, co-planning or co-teaching opportunities, and schedules of support staff.

5) A copy of staff emails for preschool through 3rd grade so that we can reach out about coming in to watch and learn more about their ELA and intervention times.

Please let your staff know about upcoming observations and emphasize that these are non-evaluative and just information-gathering so that we can be supportive and helpful.

Please also distribute the linked survey to all staff in your building who work or interact with preschool through third grade and encourage staff to please complete the survey by XXX date. We recognize that this is one more thing to do, so any way that you can facilitate completion (e.g. providing staff meeting time, reminders, etc.) is very much appreciated.

Finally, we want to get dates on the schedule to make sure we have time to meet with the BLT and each grade level (prek-3rd) for approximately 3 hours each. Here are some dates that we are available. Please let us know which of these work for one of your teams and, if needed, suggest others to make sure we have 6 times (times with BLT, prek, k, 1,2,3).

Available dates and times:

DATES

Thank you in advance for your help collecting this information so we can make the most of our time together in a few weeks.

One Page Description for Staff
EACH CHILD READS

PURPOSE:
- To substantially improve outcomes for students with, or at risk for, dyslexia by:

    - Building robust Multi-Tiered System of Supports so that educators are more effective in:

        - identifying,

        - intervening,

        - supporting, and

        - progressing monitoring

WHY:

Students at risk of reading difficulties need early identification and instruction/intervention

Project Ready paints the picture of student success when evidence-based early instruction occurs!
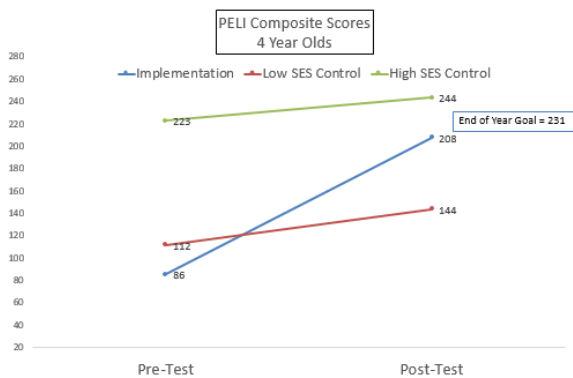
TIMELINE:

Spring 2022: Planning and Preparing, K-1 Tier 1 Needs Assessment

Fall 2022: PreK Tier 1 LAP-G, K-1 Tier 2 and 3 LAP-G, Supporting literacy across tiers for prek-1

Spring 2023: PreK Tier 2 and 3 LAP-G, Supporting literacy across tiers for prek-1

What does this look like in the school? (Note that the project is a collaboration with the RELS and the school and RELS are <u>NOT</u> responsible for all activities below)

<u>Spring 2022: Planning and Preparing</u>
- Needs Assessment: Help us collect information to better understand you and your needs
    - Survey, classroom visit, grade-level meetings to gather information
- Review: Grade level meeting to review needs assessment information and plan next steps
- Be open to conversations about changes to curricula, interventions, schedules, etc.

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2022-23 School Year: Planning continued, implementation begins
- Professional learning based upon needs assessment and next steps conversations
- Benchmark Screening: Screen students prek-1 on all benchmark assessments fall, winter, spring
- Design instruction and intervention to meet needs identified in screening data (Tier 1 and 2)
- Progress monitor students in intervention to more frequently check growth
- Meetings: MTSS, TBT or grade level meetings to review monitoring data and revise student support as needed
- Embedded coaching to support screening and instructional decisions from data
- Professional Learning over the year based upon ongoing needs (times TBD)
- Review eligibility determination process in light of changes to MTSS based on grant

2023-24 School Year: Ongoing Implementation *(some grantees may have carryover funds for this year, others may have used all grant funds)*
- Benchmark Screening: Screen students prek-1 on all benchmark assessments fall, winter, spring
- Design instruction and intervention to meet needs identified in screening data (Tier 1 and 2)
- Progress monitor students in intervention to more frequently check growth
- Meetings: MTSS, TBT or grade level meetings to review monitoring data and revise student support as needed
- Embedded coaching to support screening and instructional decisions from data

Conversations Prompts (for informal chats)

- Who else supports teachers in the building? Other grants? Other consultants? SST?
    - What is their role?
    - Who is providing professional learning to the staff?
    - How can we align work?

- Are there others who should be included in grade-level meetings (e.g. SLP highly involved, reading specialist, aides, etc)?

- Are there others with whom we should chat to better understand the building work?

- What are the roles of the SLP, school psych, etc at the school level? Are they involved with problem solving? Interventions? What approach is taken for evaluations?

- Is there a model of intervention support in place? How does it work? How does support look for a student who needs more intensive intervention (both in general education or special education)?

- How are special education services provided? What is the model for service delivery? Are special education teachers/related service included in team meetings?

- What other focus areas do teacher have? What are other district or building plans?

- When was the core reading curriculum adopted? Other materials adopted? How do you feel about these materials?

- Any other things I should know as I begin working with this group of teachers?

<div align="center">

Appendix C
Educator Perception Survey

</div>

TEACHER SURVEY: **K-3**

> Link to Google Version you can copy and edit to meet your needs:
> https://docs.google.com/forms/d/1KEVX1D3Cy2i49pzSNxbsk0AYKA3Fe-
> T2cE_tluLTsLw/edit?usp=sharing

Survey Questions:

1) Primary Grade Level
2) Primary Role

Rating Scale 1-4 (1=resources or knowledge needed; 4=lots in place)

3) A review of how to accurately GIVE Benchmark screening and progress monitoring measures would be helpful for our staff
4) A review of how to INTERPRET screening and progress monitoring measures would be helpful for our staff
5) Thinking about the literacy instruction at your grade level, how effective would you rate your classroom programs/materials in addressing PHONOLOGICAL AWARENESS
6) Thinking about the literacy instruction at your grade level, how effective would you rate your classroom programs/materials in addressing PHONICS
7) Thinking about the literacy instruction at your grade level, how effective would you rate your classroom programs/materials in addressing FLUENCY
8) Thinking about the literacy instruction at your grade level, how effective would you rate your classroom programs/materials in addressing VOCABULARY
9) Thinking about the literacy instruction at your grade level, how effective would you rate your classroom programs/materials in addressing COMPREHENSION
10) Thinking about the literacy instruction at your grade level, how effective would you rate your classroom programs/materials in addressing WRITING
11) Rate current intervention supports
12) How knowledgeable are staff on Dyslexia and other reading disabilities?

Open-ended questions

13) Overall, what do you see as the greatest strengths in literacy across your grade level?
14) Overall, what do you see as the greatest needs in literacy across your grade level?
15) What is working well or not working well related to reading intervention supports (Tiers 2 and 3)?
16) Please provide additional comments regarding any question on which you'd like to provide more specifics

Educator Perception Survey

TEACHER SURVEY: **PreK**

Link to Google Version you can copy and edit to meet your needs:

https://docs.google.com/forms/d/1-EloPboPAlhgacsfpwUZSSnTq1_T2WZoONl2jZG4SZs/edit?usp=sharing

Survey Questions:

1) Primary Grade Level
2) Primary Role

Rating Scale 1-4 (1=resources or knowledge needed; 4=lots in place)

3) How useful are your current screening data?
4) How useful is your current assessment system overall?
5) Thinking about the literacy instruction at your grade level, how effective would you rate your classroom programs/materials in addressing LISTENING COMPREHENSION
6) Thinking about the literacy instruction at your grade level, how effective would you rate your classroom programs/materials in addressing ORAL LANGUAGE
7) Thinking about the literacy instruction at your grade level, how effective would you rate your classroom programs/materials in addressing PHONOLOGICAL AWARENESS (e.g. rhyme, alliteration)
8) Thinking about the literacy instruction at your grade level, how effective would you rate your classroom programs/materials in addressing LETTER NAMES
9) Thinking about the literacy instruction at your grade level, how effective would you rate your classroom programs/materials in addressing LETTER SOUNDS
10) Thinking about the literacy instruction at your grade level, how effective would you rate your classroom programs/materials in addressing DEVELOPING CONTENT KNOWLEDGE
11) Thinking about the literacy instruction at your grade level, how effective would you rate your classroom programs/materials in addressing PRE-WRITING
12) Rate current intervention supports
13) How knowledgeable are staff on Dyslexia and other reading disabilities?

Open-ended Questions

14) Overall, what do you see as the greatest strengths in literacy across your grade level?
15) Overall, what do you see as the greatest needs in literacy across your grade level?
16) Please provide additional comments regarding any question on which you'd like to provide more specifics

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Appendix D

Instructional Materials by Grade Level

Summary of Instructional Materials		Grade Level: _____			
Instructional Material	**Skills Targeted: Circle All that Apply** **Phonological Phonics Fluency Vocabulary Comprehension Writing**	**Who Receives**	**Who Delivers**	**Group Size**	**Comments**
Core: _____	Phonological Phonics Fluency Vocabulary Comprehension Writing				
Supplemental 1: _____	Phonological Phonics Fluency Vocabulary Comprehension Writing				
Supplemental 2: _____	Phonological Phonics Fluency Vocabulary Comprehension Writing				
Intervention 1: _____	Phonological Phonics Fluency Vocabulary Comprehension Writing				
Intervention 2: _____	Phonological Phonics Fluency Vocabulary Comprehension Writing				

Appendix E

Observational Data

Classroom Observation This checklist is based on Anita Archer's elements of explicit instruction as described in *Explicit Instruction: Effective and Efficient Teaching* (Archer, Hughes, 2011, pp. 2&3).			
ASPECT	OBSERVED	NOT OBSERVED	NOTES
Instructional Reading Content			
Evidence of effective systematic phonics instruction			
Small-group instruction occurs and involves: - Focus on phonics (K-1) - Groups are homogeneous			
Comprehension instruction has a content-rich focus instead of strategies focus and conducted in heterogeneous groups/whole group. (involves building knowledge)			
Academic Vocabulary is effectively taught.			
Effective writing instruction is evident: -Teaches mechanics of writing explicitly -Teaches writing process explicitly			
Sequence skills logically - Follow logical scope and sequence			
Stations/centers appear to be heterogeneous, engaging, and contain a variety of rich materials that can be done without adult guidance.			

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All children have access to grade level content and texts.			
Classroom environment is supportive of structured literacy approach (e.g. no sight word outlines)			
Additional Notes:			

ASPECT	OBSERVED	NOT OBSERVED	NOTES
Instructional Delivery			
Students are engaged in positive classroom environment			
Design organized and focused lessons.			
Begin lessons with a clear statement of the lesson's goals and your expectations.			
Provide a review of relevant information.			
New skill(s) is/are explicitly taught.			
Use clear and concise language.			
Require frequent responses.			
Provide immediate affirmative and corrective feedback.			

Deliver the lesson at a brisk pace/appropriate pace.			
Break down complex skills and tasks into smaller instructional units.			
All students are present during core instruction			
Additional Notes:			

ASPECT	OBSER-VED	NOT OBSERVED	NOTES
Instructional Content			
Students are engaged and classroom environment is positive.			
Instruction has a content-rich focus where new knowledge is taught and reinforced (involves building knowledge)			
There is a key focus on developing oral language skills: There are a variety of activities for children to build these skills: Whole group instruction, small group, play based centers.			
There is a key focus on developing listening comprehension. A variety (non-fiction, fiction, poetry, fairy tales, etc,) of rich stories are read to children and effective interactive reading instruction is utilized.			
Vocabulary is effectively taught and includes both basic and academic word instruction.			
Evidence of effective systematic instruction of PA and letters			

PARTNERS Classroom Observation --Preschool

This checklist is based on Anita Archer's elements of explicit instruction as described in *Explicit Instruction: Effective and Efficient Teaching* (Archer, Hughes, 2011, pp. 2&3).

Effective pre-writing instruction is evident: -focus on fine motor skills -prewriting activities are evident			
Sequence skills logically Instruction follows logical scope and sequence			
Stations/centers appear to be heterogeneous, engaging, and contain a variety of rich materials that can be done without adult guidance.			
Children spend time in a variety of instructional groupings: whole group, small group, independent work, play-based centers			
Classroom environment is organized and inviting.			
Additional Notes:			
Instructional Delivery			
Design organized and focused lessons.			

Begin lessons with a clear statement of the lesson's goals and your expectations.			
New skill(s) is/are explicitly taught.			
Use clear and concise language.			
Require frequent responses.			
Provide immediate affirmative and corrective feedback.			
Deliver the lesson at a brisk pace/appropriate pace.			
Break down complex skills and tasks into smaller instructional units.			
All students are present during core instruction			
Additional Notes:			

Appendix F

Sample Decision Rules

1. When should support be increased to Tier 2?
2. Whose progress should be monitored?
3. How often should data be collected?
4. How often should the graph be reviewed?
5. Who should collect the data?
6. What materials should be used for monitoring?
7. What goal should be set?
8. When should instruction be changed?
9. What to do if the instruction is not working?
10. When should support be increased?
11. When should support be faded?
12. When should support be increased to Tier 3?
13. When should a disability be suspected?
13. what criteria will be used to determine effectiveness of tier 1, 2, 3?

Sample Reading Decision Rules

Identifying Need for Analysis and Improvement of Tier 1 Instruction

- When less than 80% of students reach the benchmark goals in any grade.
-
Identifying and Placing Students in Intervention

- Students at each grade level scoring at or below benchmark are considered for further assessment to determine skill level, instructional needs, and appropriate placement in a reading intervention (See Reading Placement Criteria). Students meeting criteria will be placed in interventions and progress monitoring will begin.

Progress Monitoring

- Progress monitoring will occur every week for students in literacy interventions.

Progress Monitoring Guidance for Students Far Below Grade-Level Expectations

- For students whose reading skills are *well below* grade level, the team may choose to monitor progress at the student's instructional level _as well_ as at their grade level.
  - o The team may determine that it is appropriate to monitor less frequently in grade level material (i.e., monthly, or 3 times per year)

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- For monitoring progress at a student's instructional level, the team will select the measure that best matches the instructional content and goals, allows the student to demonstrate success with skill acquisition, and at the same time provides room for growth over time.

- Grade level data should be used to help determine how discrepant a student's level of performance is from his/her grade level expectations

Consider modifying interventions for the group when:
- 70% or more of the group are not making adequate growth

Consider changing interventions for the individual student when:
- More than 70% of students in the group are making adequate growth and the student/s is unsuccessful as demonstrated by:
  - 3 to 4 consecutive progress monitoring data points below the aimline
                              or
  - Flat or decreasing slope with scores below benchmark (if data are highly variable)
                              And
  - Additional data indicate that the student is not making sufficient progress (e.g, intervention, diagnostic, and/or core assessments)

- For English Language Learners (ELLs) who meet the above criteria, check the progress of an EL cohort group after each 6-10 week period to determine whether an individual student's progress is significantly different from the group.

Consider exiting the student from interventions when:
  - The student meets the benchmark

Changes in Intervention

Each of these changes constitutes a new intervention, and is decided upon by the team. These are the options available for academic and behavioral intervention changes.

1. The team may decide that the student needs more time in the current intervention along with a refinement in the instructional delivery. (*Instruction)*

2. *Add* curriculum according to protocol based on additional <u>assessment</u> (phonics screener, core program assessment, intervention placement test, etc.) to provide additional practice on targeted skills. (*Curriculum)*

3. *Change* curriculum according to protocol if the current intervention is not addressing the student's needs based on additional <u>assessment</u> (phonics screener, core program assessment, intervention placement test, etc.). (*Curriculum)*

4. Add a behavior plan and/or attendance intervention to increase instructional time, motivation and/or attention. (*Environment)*

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Appendix G
Sample Building Level Plan

Tier 1 Problem Solving Documentation
Meeting Minutes (from the Florida Problem Solving Project)

	Date	Time	Purpose	Facilitator	Note Taker	Data Analyst
Start of Year		9:00AM 9:00AM 9:00AM	Problem ID, Analysis, & Plan Development	Mr. Burns	Ms. Tappan	Mr. Johnson
Dec	12/14/20	9:00AM	Monitoring & Evaluating	Mr. Burns	Ms. Tappan	Mr. Johnson
Jan	1/11/21	9:00AM	Monitoring & Evaluating	Mr. Burns	Ms. Tappan	Mr. Johnson
Feb	2/15/21	9:00AM	Monitoring & Evaluating	Mr. Burns	Ms. Tappan	Mr. Johnson
Mar	3/8/21	9:00AM	Monitoring & Evaluation	Mr. Burns	Ms. Tappan	Mr. Johnson
Paste	4/12/21	9:00AM	Monitoring & Evaluating	Mr. Burns	Ms. Tappan	Mr. Johnson
End of Year	5/17/21	9:00AM	Evaluation of Effectiveness	Mr. Burns	Ms. Tappan	Mr. Johnson

Team Members Present:

Name	Title and Team Role	Name	Title and Team Role
1. G. Burns	Principal/Team Facilitator	2. J. Johnson	School Psych/Data Coach
3. A. Tappan	Staff Assist/Note Taker	4. S. Johansson	Special Ed/Content Expert
5. H. Potter	ELA Teacher/Time Mngr.	6. M. McGill	Behavior Specialist/Content Expert
7. R. Waters	Reading Specialist/ELA Coach	8.	

Today's Agenda Items:

Agenda Item	Duration	Agenda Item	Duration
1. Evaluate effectiveness of Tier 1	30 min	2. Discuss and Plan next steps	20 min

3. Plan Leadership team meeting schedule	10 min	4.	
5.		6.	

Handouts/Reports/Materials for Use in Agenda

1. 2021 ELA Performance Graphs
2. Fidelity data for coaching PLCs Apr-May
3. Fidelity data for coaching Champs Apr-May
4. ELA progress data for April to May.
5. Decision-Rules matrix for the plan.
6.

Team Productivity & Collaboration Observations

	Yes	So-So	No
Was today's meeting a good use of our time?	x		
Did we complete all agenda items for the meeting?	x		
Are we doing a good job of tracking our work and decisions?	x		
Were actions assigned to members at the end of the meeting?	x		
Any concerns with facilitating the problem solving with fidelity?			x

Problem Identification and Goal Development (Guiding Questions 1-6)

Tier 1 Goal (Q1)	At least 80% of total student population and each sub-group of students will perform at proficient or above levels on their State ELA Assessment

Ex: At least 80% of total student population and each sub-group of students will perform at the proficient level or better on the 2022 state assessment for ELA.

Tier 1 "Health" and Peer Comparisons

	"Healthy Tier 1"	Our School	District for Type	State for Type
Current % of students proficient or meeting performance expectations (Q2-3)	80%+	54%	66%	72%
Gap (to "healthy" Tier 1)	0	26%	14%	8%

Historic Trends & Sub-Groups (Q4)

Total Population:	Grade: KG	Grade: 1st	Grade: 2nd	Grade: 3rd	Grade: 4th	Grade: 5th	White	Black/African American	Hispanic	Island Pacific	Multi-racial	IEP (SWD)	LEP	Other:	Other:

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% Proficient or meeting performance expectations?	54%	62%	56%	47%	51%	57%	63%	70%	37%	37%	-	68%	26%	56%	-	-
Gap compared to Healthy Tier 1 Goal?	26%	18%	24%	33%	29%	23%	17%	10%	43%	43%	-	12%	54%	24%	-	-
Trend in historic rates: Years:	Inc	Inc	**Dec**	**Dec**	**Dec**	Inc	Inc	Inc	**Flat**	**Dec**	-	Inc	**Flat**	**Flat**	-	-
Is Core Effective for Group?	No	No	No	No	No	No	No	No	No	No	-	No	No	No	-	-

Statement of Problem (including focus on "scope" of problem) **(Q5)**	Only an average of 51% of all students in 1st through 3rd grades are demonstrating proficiency on their State ELA assessment.
1 year SMART Goal **(Q6)**	By May of 2021, 60% of students in each of 1st-3rd grade levels will perform at the proficient or above levels of performance on the State's ELA assessment.

Problem Analysis (Guiding Questions 7-9)				
	Hypotheses (**Q7**)	Alterable? **(Q8)**	Assessment Question	Method to validate	Is it valid? **(Q9)**
Instruction Hypotheses	Differentiated Instruction practices are not being conducted with sufficient fidelity.	Y	Is DI being used with fidelity by teachers?	Obs., Lesson Plan reviews	Y
	Instruction is not engaging to the students' perceptions	Y	Is the instruction engaging to students?	Student Survey; Interviews	Y
	Instruction does not provide opportunities for student responses and practice with feedback	Y	Are teachers providing OTR for all students during instructional times?	Lesson plan reviews, Obs.	N
	UDL strategies are not incorporated into lesson plans	Y	Are UDL Strategies included in lesson plans?	Lesson plan reviews, Obs.	Y

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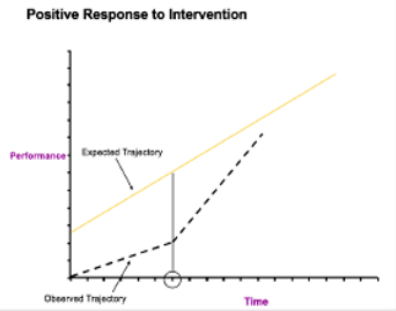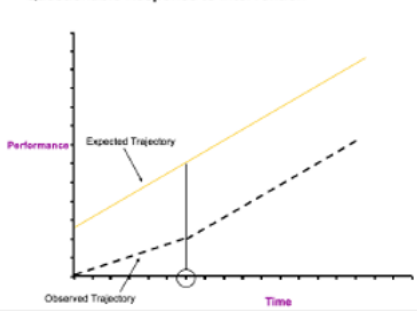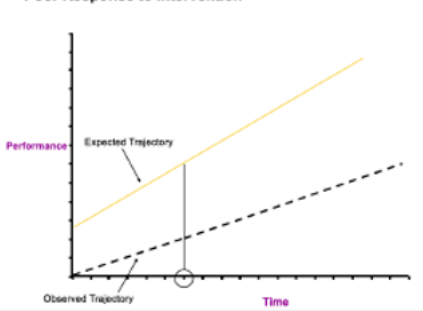|	Hypothesis		Guiding Question	Data Source	
Curriculum Hypotheses	Lesson plans are not covering all the essential ELA standards	Y	Are lesson plans covering all the essential ELA standards?	Lesson plan reviews, Tch Survey	Y
	ELA pacing guides are not being followed	Y	Are teachers following the pacing guides for ELA?	Lesson plan reviews, Tch Survey	Y
	Curriculum materials are not modified for differentiated instruction (e.g., vocabulary, culture)	Y	Are teachers modifying or supplementing for different needs?	Tch Survey, Interviews	N
Environment Hypotheses	Classroom management programs are not being used with fidelity	Y	Are classroom mgmt. procedures being followed by teachers with fidelity?	Student ODRs, Obs., Tch Interviews	Y
	Teacher-student ratio of praises is less than 5 positive for each negative interaction	Y	Are teachers providing high ratios of positive to negative responses?	Obs., Student surveys	N
	PBIS classroom procedures are not being followed with fidelity	Y	Are teachers using using PBIS practices in the classroom with fidelity?	Obs., BOQ data	Y
	Incentives for student engagement are not being provided	Y	Are teachers providing incentives to students for being on-task and engaged?	Obs., Tch & Student surveys	Y
Learner Hypotheses	Students are not engaged in the instruction	Y	Are students engaged in the instruction?	Behavior data reviews	Y
	Students have limited English proficiency	Y	Do students have limited English proficiency?	Student record review & compare with non-proficient	N
	Students are missing instruction	Y	Are students missing instruction?	Review data: Attendance by ELA	N
	Students who are non-proficient have high behavior referrals	Y	Do these students have high ODRs?	Review data: ODRs by ELA	Y

Plan Development & Implementation (Guiding Questions 10-13)

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Actions to Improve (Q10)	Who	When	How Often	Where	Supports (Q11)
1. PL for teachers on standards-driven lesson plan design (all staff).	R. Waters	11/12/20 Start	**Weekly** – Thursdays 2:45PM	Media Center	Mr. Potter will assist Mr. Waters with preparing training materials and facilitating training events.
2. Register teachers to take district online course for incorporating UDL in lesson plans (all staff).	R. Waters	To be completed by all teachers by 11/30/20	One 2 hour training – online through school district PL dept.	Online – district internal website	S. Johnson will assist Mr. Water with preparing and distributing UDL materials for staff; assist in PLC conversations and planning.
3. Coaching supports for PLCs to develop lesson plans and monitor fidelity of lessons (KG-3)	R. Waters, S. Johnson, J. Johnson, H. Potter	11/30/20 Start	**Weekly** K-1 Mondays 2nd-3rd Tuesdays	Grade level PLC meetings	J. Johnson & S Johnson will assist Mr. Water with classroom observations and teacher performance feedback.
4. Register PBIS retraining – classroom management practices for 2nd grade classrooms (2nd Grade)	M. McGill	To be completed by all 2nd grade teachers by 12/18/20	One 3 hour online booster training through district PL dept.	Online – district internal website	J. Johnson will assist M. McGill with follow up and support for teachers to access the course.
5. Coaching supports for classrooms to ensure fidelity of classroom management strategies (i.e., fidelity of CHAMPS program). (2nd Grade)	M. McGill & J. Johnson	12/9/20 start	**Daily** support during ELA instruction	2nd grade classrooms	S. Johnson will assist M. McGill and J. Johnson with classroom observations, and teacher feedback as needed.
6.					

7.					

Plan Development & Implementation (Q12)					
Progress Data Source(s):	iReady ELA formative assessments; benchmark assessment data, office discipline referrals				
Data Collection & Management Actions	Who	When Start	How Often	Supports	

1. Administer & collect data/enter data
    a. iReady reports K-5th grades
    b. Qtr benchmark ELA
    c. Major and minor behavior referrals
	a. R. Waters
	b. R. Waters
	c. M. McGill
		a. In progress
		b. In progress
		c. In progress
			a. Bi-weekly
			b. Quarterly
			c. Bi-weekly
				Mr. Burns will frequently remind staff of the importance of collecting reliable and valid data, and encourage staff to identify any barriers to collecting data during the year.	

2. Develop visualizations for progress monitor graphs specific to identified problem and goal in Step 1.	J. Johnson	11/9/20 (baseline of current data since start of school year).	Bi-weekly	R. Waters will assist J. Johnson with developing visualization reports from iReady.	
3. Provide timely graph reports to team members	J. Johnson	12/14/20	Monthly until end of school year	Mr. Burns will support coordination & expectations for facilitating progress monitoring meetings with lead team.	
4. (Other): _____					
5. (Other): _____					

Plan Development & Implementation (Q12)					
Fidelity Data Source(s):	District PD Registration logs; Lesson plans for monitoring use of UDL and alignment to standards; CHAMPS fidelity checklist				
Data Collection & Management Actions	Who	When Start	How Often	Supports	

6. Administer & collect data
    a. District PD Registration logs
    b. Lesson plan samples and rubric
    c. Champs fidelity checklist data (teacher self-report + sampled obs).
	a. Mr. Burns
	b. R. Waters
	c. M. McGill
		a. 11/30, 12/18
		b. 11/12/20 (baseline)
		c. 11/12/20 (baseline
			a. One time
			b. Each Unit during year
			c. Daily
				J. Johnson will assist with summarizing data and developing graphical reports. Mr. Burns will lead sharing of data with staff at appropriate times to demonstrate using information to guide supports for staff – i..e., not to evaluate them.	

7. Develop visualizations for reporting	J. Johnson	11/12/20	Bi-weekly	M.McGill will assist with developing reports for team members.	
8. Provide timely graph reports to team members	J. Johnson	12/14/20	Monthly until end of school year	Mr. Burns will support coordination and expectations for facilitating progress monitoring meetings with lead team.	
9. (Other): _____					

Plan Development & Implementation (Q13)	Student Progress Results		
Decision Rules *Progress monitoring objectives for iReady & District Benchmark:* • *1st – 3rd Grade – 60% of students performing at grade level by June 2020.* *Office and Classroom referrals* • *1st – 3rd Grade – no more than 2% of students have an office referral for behavior by June 2020.*	"Positive" or "Good" Response (Is meeting or on track to meet goals) (Criteria):_____ **Positive Response to Intervention** Performance / Expected Trajectory / Observed Trajectory / Time	"Questionable" Response (Improved, but not enough) (Criteria):_____ **Questionable Response to Intervention** Performance / Expected Trajectory / Observed Trajectory / Time	"Poor" Response (Will not reach goals) (Criteria):_____ **Poor Response to Intervention** Performance / Expected Trajectory / Observed Trajectory / Time

"High" Fidelity of Implementation (Criteria for "high" fidelity = • *90%+ of dosage for coaching supports* • *90%+ of CHAMPS checklist items* • *100%+ of PD Registrations* • *90%+ Lesson plan component*	Consider • Continue with plan • Ensure sufficient resources to continue supports for fidelity. • Fade out supports as appropriate based on teacher readiness • Celebrate success and communicate to all stakeholders • Document what worked and why • Consider new goals or priorities if goal is reached. • **Plan is working!**	Consider • Continue with plan • Engage in further problem analysis for targeted classrooms with lowest growth • Consider possible students for Tier 2 who are unresponsive to Tier 1 changes (need criteria for Tier 2 access). • Celebrate what is working and document • Consider gathering additional input from staff to identify supplemental actions to add to the plan for more effectiveness. • **Plan is likely working**!	Consider • Continuing supports for staff until a new plan is ready to replace current plan. • Returning to problem solving and ensure sufficient work on Step 2 – problem analysis. • Re-engaging in Step 2 based on current results. • Additional hypotheses to target if needed or still relevant. • Accessing district expertise or guidance • **Plan is likely NOT working! Why?**

"Low Fidelity of Implementation	Consider
	
	• Continue with plan
	• Identify portions of the plan that are happening with fidelity and continue
	• Ensure sufficient supports for plan components that will continue.
	• Celebrate success and communicate to all stakeholders
	• Document what worked and why.
	• Consider new goals or priorities if goal is reached.
	• **Plan is working!**
		Consider
		
		• Continue with plan
		• Trouble-shoot low fidelity and adjust plan supports to increase fidelity to "high" levels.
		• Engage staff and solicit input about any barriers to fidelity of plan/actions/practices.
		• Boost morale and show optimism to work the problem and remind staff to work collaboratively.
		• **Cannot determine if plan is effective!**
			Consider
			
			• Continue with plan
			• Trouble-shoot lack of fidelity
			   o Trouble starting? Or trouble sustaining?
			   o Resistance?
			• Return to plan and determine if feasible or realistic under current conditions?
			• **Cannot determine if plan is effective!**

Plan Evaluation (Guiding Questions 14-16)	
Is the Plan Working? Is there evidence of growth in student performances towards the goal? **(Q14)**	Baseline (19-20 year): average of 51% of all students in 1st through 3rd grades are demonstrating proficiency on state ELA assessment. • 1st grade: 56% • 2nd grade: 47% • 3rd grade: 51%
	Goal: average of 60% of all students in each of grades 1st through 3rd grades will be proficient on 2021 State ELA assessment.
	Current (end of year 20-21): average of 56% of all students in 1st through 3rd grades are demonstrating proficiency on state ELA assessment. (4% less than intended goal of 60%) – ***"Questionable Progress"*** • 1st grade: 58% • 2nd grade: 54% • 3rd grade: 55%

How sufficiently is the Tier 1 improvement plan being implemented? Is there a need to improve fidelity? **(Q15)**	*All Fidelity Targets were met by end of the school year – **"High Fidelity"***
	90%+ of dosage for coaching supports – 2nd Grade Classroom Management practices • 100% of all scheduled coaching sessions were provided to 2nd grade teachers by M. McGill & J. Johnson • 2nd grade teacher participation rate was an average of 92% across the year for all 2nd grade teachers.
	90%+ of dosage for coaching supports – PLC Lesson Plan Development • 100% of all scheduled coaching sessions were provided to KG, 1st, 2nd, and 3rd grade teachers . • Teacher participation in PLC coaching sessions was an average of 88% across the school year.
	90%+ of CHAMPS checklist items • Champs fidelity practices increased from a baseline average of 34% across all 2nd grade classrooms in November to an average of 97% by end of school year. • 3 of the 4 classrooms reached criteria by January; 4th classroom reached criteria by end of February.

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	100%+ of PD Registrations
	• 100% Completed: (Based on sign-in sheets) PL for teachers on standards-driven lesson plan design" (all staff).
	• 100% Completed: (data analytics/online grade book) District online course for incorporating UDL in lesson plans (all staff).
	• 100% Completed: (Based on sign-in sheets) PBIS classroom management practices (2nd Grade).
	90%+ Lesson plan components
	• Lesson plan (design) fidelity improved from an average of 56% across all grades/classrooms to 97% by end of school year.

If fidelity is low what actions will you take	Action	Who	When	How Often	Supports
	Fidelity is High; No further action needed at this time.				

	Action	Who	When	How Often	Supports
What next steps will the team implement to improve the results of the plan? (see decision rules) **(Q16)**	Continue to monitor fidelity levels for Lesson Plans & Champs – consider less frequent fidelity measurement.	M. McGill; R. Waters	Start of School Year	Monthly	If fidelity remains high, reduce freq. of monitoring to every 2 months.; return to monthly monitoring if fidelity levels drop.
	Continue to provide Champs coaching supports to 2nd grade teachers – consider monthly to bi-monthly sessions.	M. McGill & J. Johnson	Start of the School Year	Monthly	If fidelity of Champs remains high, continue to fade coaching supports gradually.
	Continue to provide PLC lesson plan coaching supports – consider every	R. Waters, S. Johnson, J. Johnson, H. Potter	Start of the School year	Monthly	If fidelity of Lesson Plans remains high, continue to fade

	other PLC or once a month for sessions.				coaching supports gradually.
	Continue to collect, monitor, and disseminate student ELA progress data to staff.	R. Waters M. McGill	Start of the School Year	Based on Assessment Schedule	This support will continue regardless of plan.
	Compile and summarize staff satisfaction survey data for coaching supports received	G. Burns & A Tappan.	July 2021	Once	Disseminate to staff and leadership team for debrief and next steps.
	Send out a "needs assessment" to all staff for skill or knowledge areas they would like more support within the coming year.	G. Burns & A Tappan	July 2021	Once	Give staff 2 weeks deadline to turn in.
	Summarize results of needs assessment from staff and use for planning PD in 21-22 year.	G. Burns& Leadership team.	Start of School Year	Once; incorporate into new plans as needed.	Consider sufficient resources and how to prioritize staff needs.

Notes: Given that many classrooms did not reach fidelity levels for Lesson Plans and/or Champs practices until mid-Spring, the team determined no additional components or actions will be added to the plan at this time until first quarter ELA benchmark assessment results are available in the Fall of 2021. Based on progress of students in the Fall Benchmark assessment, the team will determine any further actions to take. The team will reconvene in the first week of August to prepare staff and school conditions for supports to be available to teachers and students on first day of school.

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Appendix H
Learning to Read and Spell Words: An Overview of the Content Domain
Compiled from *Speech to Print* by Louisa Moats
By Stephanie Stollar

Skill	K	1	2	3	4	5	6	7	8
I. Phoneme-Grapheme Correspondences	▓								
A. Predictable Spellings	▓								
1. Consonants (him, napkin)	▓								
2. Short vowels (wet, picnic)	▓								
3. Digraphs (chin, fish)	▓								
4. Blends (dragon, scraps)	▓								
B. Variant/Conditional Correspondences		▓	▓	▓					
1. single consonants (dress, edge, result)		▓	▓	▓					
2. tense (long) vowels (grown, light, explain)		▓	▓	▓					
3. r-controlled vowels (dear, port, bird)		▓	▓	▓					
4. diphthongs (toil, boyfriend, tower, bout)		▓	▓	▓					
5. consonant blends (blink, square, scary)		▓	▓	▓					
6. consonant digraphs (which, kitchen)		▓	▓	▓					
7. silent letters and oddities (knew, walk)		▓	▓	▓					
II. Irregular Spellings of High-Frequency Words (of, one, enough, said)		▓	▓						
III. Compounds (breakfast, fifty-one)		▓	▓	▓					
for reading		▓							
For spelling			▓						
IV. Syllable Patterns			▓	▓	▓				
A. Closed; short vowel ending with consonant (sister, September)			▓	▓	▓				
B. Open; long vowel, no consonant ending (behind, nobody)			▓	▓	▓				
C. Vowel team; vowel spelled with two or more letters (great, weigh, bay)			▓	▓	▓				
D. Consonant plus le at the end of words (bugle, treatable)			▓	▓	▓				
E. r-controlled vowels (porter, hurdle)			▓	▓	▓				
F. VCe (compete, suppose)			▓	▓	▓				
G. Idiosyncratic (active, atomic, village)			▓	▓	▓				
V. Inflections		▓	▓						
A. Inflections that don't change the base word (walked, dogs, wishes)		▓							

Skill											
For reading		■									
For spelling			■								
B. Inflections that change the spelling of a base (digging, hoped, happier, caring, loved, crises, redder, reddest)											
For reading		■									
For spelling			■								
Irregular past tense and plurals (ran, went, bent, left, sold, wolf/wolves)		■	■								
VI. Orthographic Rules and Syllable Juncture			■	■	■						
A. ve (have, give, love)											
B. f, t, s doubling rule (bell, guess, off)											
C. doubling final consonant rule (running, inferred)											
D. change y to I rule (studious, beautiful)											
E. Drop silent e rule (baked, coming)											
VII. Homophones (their/there, to/two/too)			■	■	■						
VIII. Latin-Based Affixes and Schwa (predict, protection, vision, enjoyment)					■	■	■	■			
Common prefixes (un-, dis-, in-, re-, pre-, mis-, non-, ex-)											
For reading	■										
For spelling		■									
Less common prefixes (fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post)											
For reading		■									
For spelling			■	■	■	■	■	■			
Common derivational suffixes (-y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en)											
For reading		■									
For spelling			■	■	■	■	■	■			
Common Latin roots (port, form, jet, spect, dict, tend, fer)											
For reading			■								
For spelling			■	■	■	■	■	■			
IX. Greek Combining Forms (microscope, psychobiology)								■	■		
X. Contractions (you've, I'll, don't)		■	■	■	■	■					

XI. Possessives, Plurals (night's, oxen, alumnae, crises)		

XII. Abbreviations (etc. St., PM)		

XIII. Consonant Alternation (mischief/mischievous; medic/medicine)						

XIV. Vowel Alternation (hostile/hostility; explain/explanation)						

Appendix I
Sample menu of interventions

Appendix J
Sample Intervention Log

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