HMTSS-R Training

Meeting Agenda & Minutes
2025

Meeting Dates		
January 22: Literacy Leadership 9 am-11am Slidedeck	February 5: Tier 1 (Core instruction, Assessment & Data Based Decision Making) 9am-12:30pm Slidedeck Elementary Section Secondary section • Copy of Reading Tiered Fidelity Inventory Secondary Notes • HMTSS-R: Secondary presentation • Copy of Copy of Secondary Tier 1 Data Review	March 5: Tier 2 (Interventions, Assessment & Data Based Decision Making) 9am-12pm Slidedeck
April 2: Tier 2 9am-12pm Slidedeck	April 23: Continuous Improvement 9am-11am Slidedeck	May 14: Tier 3 9am-12pm Slidedeck

Key Documents & Resources

HMTSS-R Session Links	KKP HMTSS-R Folder	NCIL Implementation Checklist

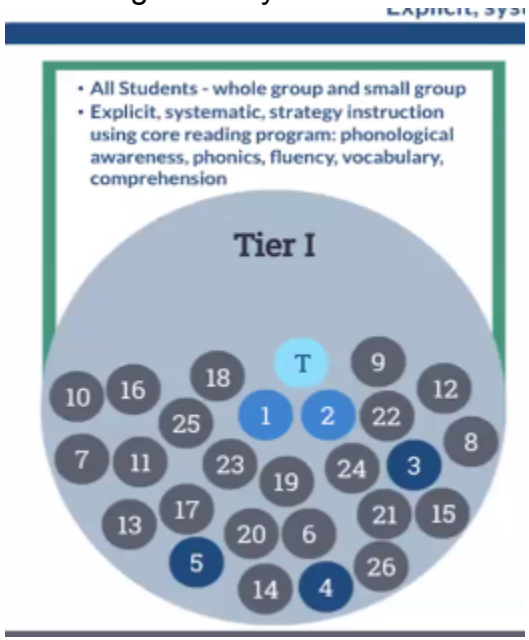
Back to top

HMTSS-R Action Plan	RTF-I (Secondary)	RTF-I (Elementary)
HMTSS-R Guide	Observation Forms (Anita Archer) Comprehension Instructional Routines Literacy Instructional Routines The ECM 2.0 Implementation Guide	

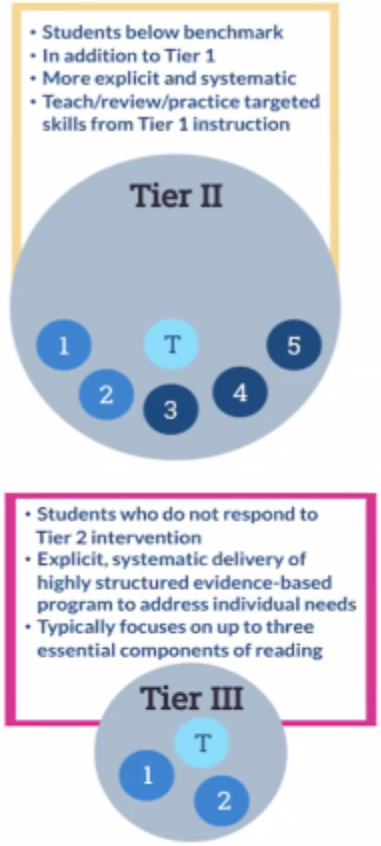
May 14, 2025
Attendees: Robin, Cathy, Elaine, Katherine Dekemper, Brendan, Cherrish, Andrew, Misty, Romel, Charlotte, Dean, Jackie, Kailina, Karrin, Rose, Serena, Hailey, Malia, Noe, Julieanne, Adria, Tiara

Topic	Detail	Resources & Next Steps
Sign In	https://docs.google.com/forms/d/e/1FAIpQLScHvTLiHNJEqGl25DAunwcCbZwxJ0Yc23tPNkdOZkbFZy2O1Q/viewform	
Agenda Slidedeck	**Agenda** 1. Setting the Context 2. Teaming Structures 3. Data Based Decision Making 4. Intervention Planning and Intensification 5. Evaluate your strengths and needs with the *Reading Tiered Fidelity Inventory* and work on completing the Intervention Section of your Action Plan.	

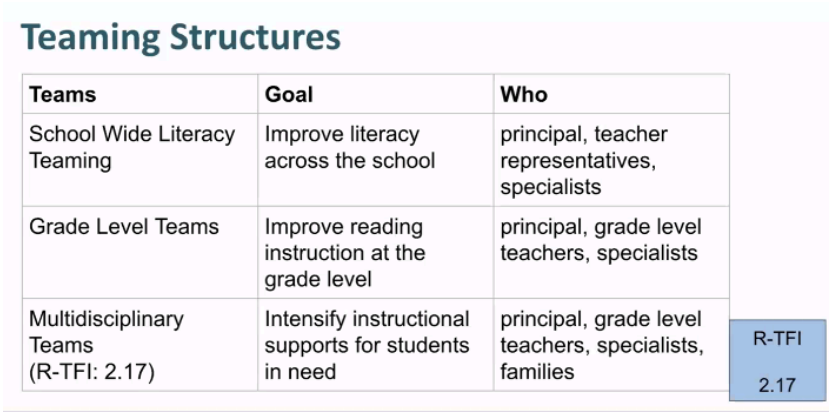
Back to top

Setting the Context	MTSS review/overview - HQ Instructional Materials - Ongoing professional learning and collaboration time - Intervention platforms and protocols Increasing Intensity Across Tiers  	You can't intervene your way out of a tier 1 problem

Back to top

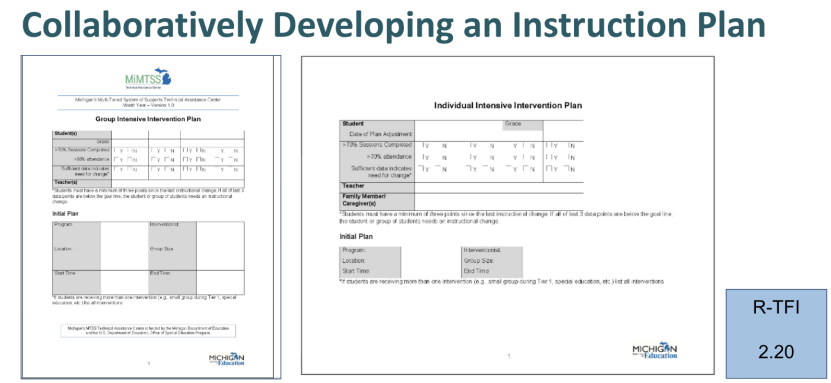

• Students below benchmark
• In addition to Tier 1
• More explicit and systematic
• Teach/review/practice targeted skills from Tier 1 instruction
Tier II
1
T
5
2
3
4
• Students who do not respond to Tier 2 intervention
• Explicit, systematic delivery of highly structured evidence-based program to address individual needs
• Typically focuses on up to three essential components of reading
Tier III
T
1
2

Back to top

<table>
<tr>
<td>Teaming Structures</td>
<td>


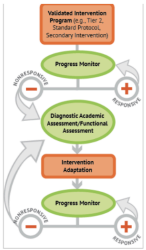
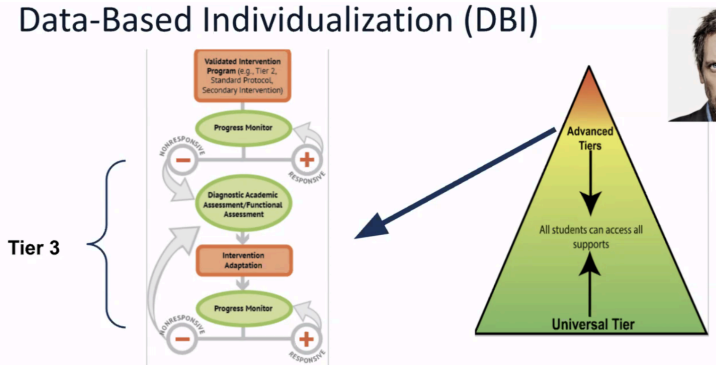
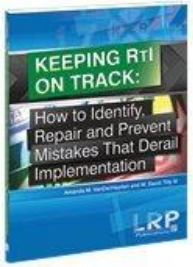
Teams	Goal	Who
School Wide Literacy Teaming	Improve literacy across the school	principal, teacher representatives, specialists
Grade Level Teams	Improve reading instruction at the grade level	principal, grade level teachers, specialists
Multidisciplinary Teams (R-TFI: 2.17)	Intensify instructional supports for students in need	principal, grade level teachers, specialists, families

There are multiple teams working in concert to support the needs of students, each focused on a specific goal or scope

Students and families should be considered part of the team
</td>
<td></td>
</tr>
<tr>
<td>Instructional Plan</td>
<td>


</td>
<td></td>
</tr>
</table>

Back to top

Communicating with Families	**Best Practices: Communicating with Students & Families** • Students & Families are a part of the team! ✔ Seek student voice to support motivation and engagement in lessons ✔ Seek out family input ✔ Invite families to attend meetings ✔ Provide resources for families to assist their children R-TFI 2.19	
DBI R-TFI 2.18	**We need a data based process to make decisions!** **Data Based Individualization (DBI)** • A systematic process for using data to determine *when* and *how* to intensify intervention • An ongoing process—not a single intervention • Intended for students with *severe* and *persistent* learning and behavioral needs Source: National Center on Intensifying Intervention  R-TFI 2.18  	resources to check for interventions for fidelity: Intervention Fidelity Ch… QIDR Rubric (Fritz).pdf 

Back to top

Decision making process needed to determine when to intensify support

Intervention Fidelity Data
Intervention as designed:

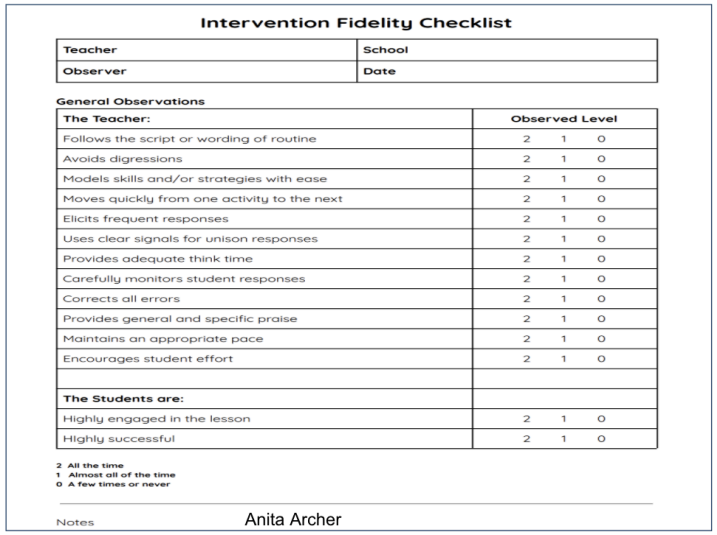
- Dosage (time): 5x week for 30 minutes
- Pacing– neither too slow or too fast; perky
- Intervention Quality– checking for fidelity through observation/monitoring
    - A good check is to see if the intervention teacher is following the script.

Recommendations: Checking for Fidelity

- Conducted by someone knowledgeable about explicit and systematic instruction such as:
    - literacy specialist/coach
    - special education teacher/school psychologist
    - principal
    - other
- Can be brief (10-15 minutes)
- Ideally conducted within the first two weeks of starting the intervention
- Use a tool for consistency
    - intervention script
    - general explicit & systematic instruction checklist
    - opportunities to respond (OTRs) (9-12 per minute)

Intervention checklists will be helpful in determining fidelity.

Back to top

<table>
<tr>
<td></td>
<td>


Intervention Fidelity Checklist

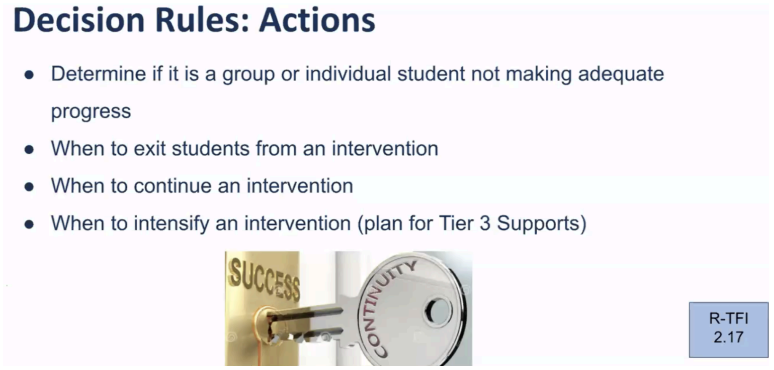
Teacher	School
Observer	Date

General Observations

The Teacher:	Observed Level
Follows the script or wording of routine	2 1 0
Avoids digressions	2 1 0
Models skills and/or strategies with ease	2 1 0
Moves quickly from one activity to the next	2 1 0
Elicits frequent responses	2 1 0
Uses clear signals for unison responses	2 1 0
Provides adequate think time	2 1 0
Carefully monitors student responses	2 1 0
Corrects all errors	2 1 0
Provides general and specific praise	2 1 0
Maintains an appropriate pace	2 1 0
Encourages student effort	2 1 0
The Students are:	
Highly engaged in the lesson	2 1 0
Highly successful	2 1 0

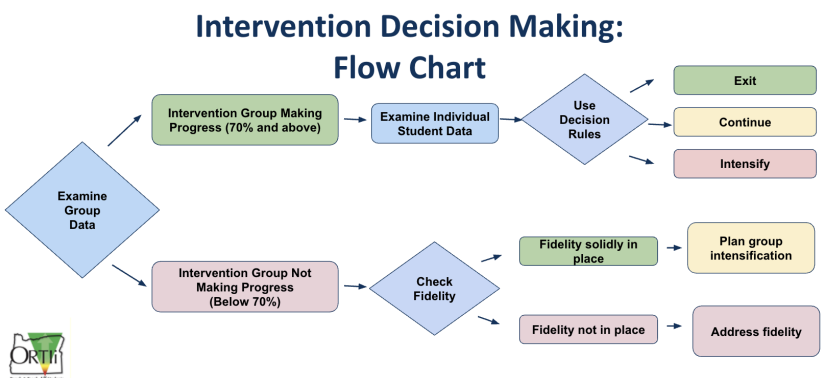
2 All the time
1 Almost all of the time
0 A few times or never

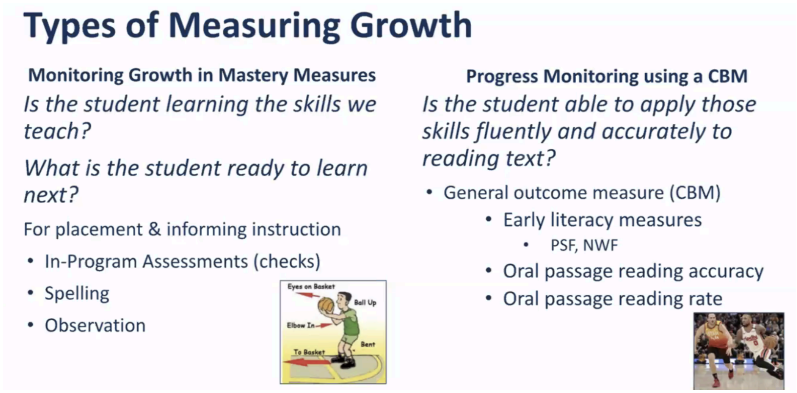
Notes

Anita Archer
</td>
<td></td>
</tr>
<tr>
<td>Yeah!!
🙂-Elaine!!!!</td>
<td></td>
<td>KKPCA Literacy website</td>
</tr>
<tr>
<td>Decision Rules</td>
<td>


</td>
<td></td>
</tr>
</table>

Back to top

<table>
<tr>
<td></td>
<td>


</td>
<td></td>
</tr>
<tr>
<td>Measuring Growth:
Mastery verse PM data</td>
<td>


Tools that are more sensitive to growth:
- STAR CBM - trendline
- iReady Literacy tasks - at least 3 data points

Are students passing intervention checks?
</td>
<td></td>
</tr>
</table>

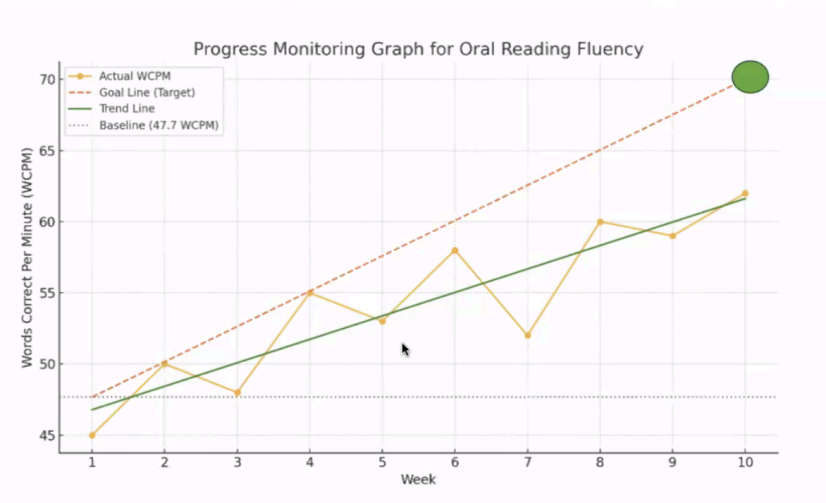
Back to top

Decision Rules for STAR CBM

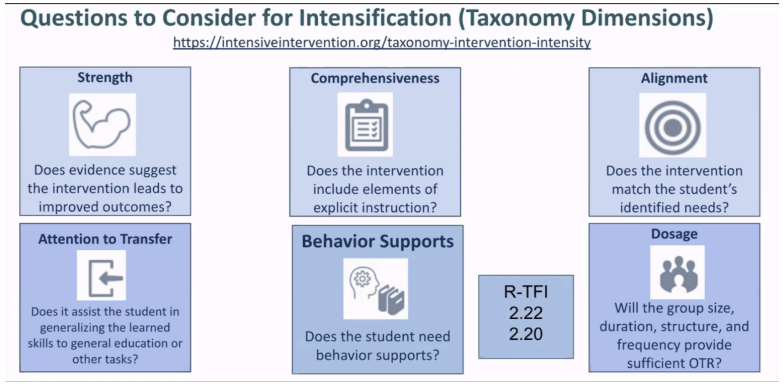
Consider:	Exit from Intervention	Continue Intervention	Intensify Intervention
Growth in CBM Trendline analysis	Trendline is above aimline/ goal line	Trendline is above aimline/ goal line	Trendline is below aimline/ goal line
Level of Performance in CBM Compared to grade level benchmark	Last 2 or 3 data points are at or above the next benchmark	Last 2 or 3 data points are **NOT** at or above the next benchmark	Last 2 or 3 data points are **NOT** at or above the next benchmark
Mastery In Program Assessments	Passing (at or above 90%)	Passing (at or above 80%)	Passing (at or above 80%) **Or not passing (below 80%)**

Exit, continue, or intensify?

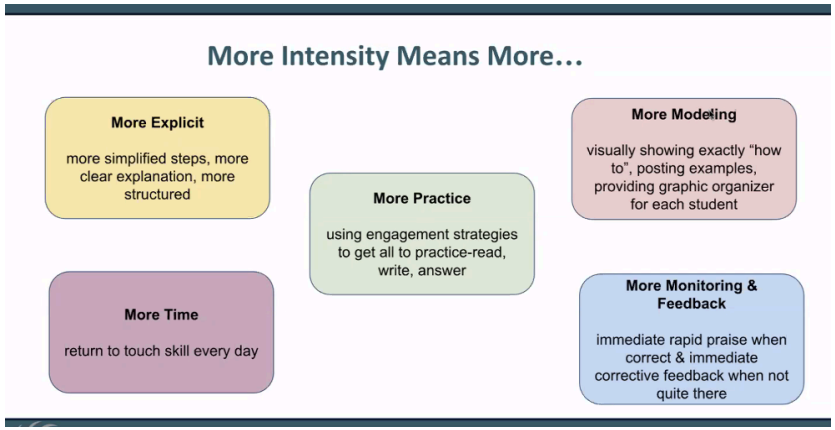
Characteristics of Progress Monitoring through graphing

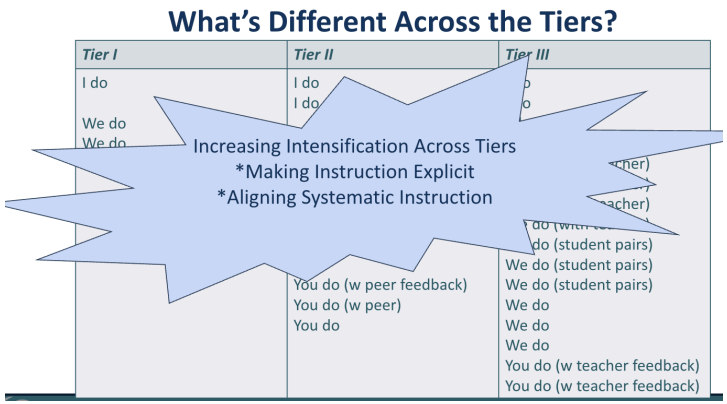


[Back to top](#)

	Three examples of applying the decision rules - Apply decisions rule for Julia - continue or consider exit from the intervention Do we have decision rules to determine whether we exit, continue, or intensify?	
School work time (30 minutes) 10:00-10:30	**Guiding Questions for Discussion** What are our teaming structures? What (if any) changes do we want to make? Are we implementing our tier two interventions with fidelity? How do we know? What is our progress monitoring tool? How do we determine movement between tiers of support (i.e. Decision Rules)? What is our data?	
Increasing intensity of interventions Slides 52-60	Use a Taxonomy to improve outcomes  	https://intensiveintervention.org/taxonomy-intervention-intensity https://intensiveintervention.org/sites/default/files/Intensification_Strategy_Checklist_2019.dotx

Back to top





OTRs- Opportunities to Respond

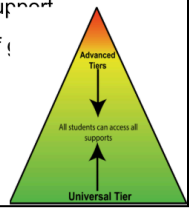
- Equity- All students are participating
- Holds each student accountable for participating
- Requires intentional planning
- Provides feedback to help teacher adjust instruction

Goal: 8-10 responses in 1 minute

Amy Ruhaak has presented on opportunities to respond in the middle and high school level. Reach out to her for support/questions

Anita Archer in secondary: https://explicitinstruction.org/video-secondary-main/

Back to top

Special Education considerations
(slides 65-81)
 	
Content, methodology, and delivery
	All students are general education students
	
	Special education students should still participate and be progress monitored in all tiers of support
	
	Students with Special Education Services
	• Students with Individualized Education Programs (IEPs) still "Belong in the Pyramid"
	• Students with IEPS should have access to Tier 1 Core Instruction
	• Students with IEPs still receive all levels of instruction and support as needed (Tier 1, Tier 2, Tier 3). This includes being part of progress monitoring and interventions as appropriate.
	• Students are provided with Specially Designed Instruction to master their goals and objectives.
	 
	Special education is a service, not a place and not a person
	When using EAs for interventions using programs, they need to be trained and receive ongoing coaching too
	
	Considerations for MLs:
	Are our students with IEPs and our multilingual learners making equitably adequate progress?
	• Students with IEPs for reading may need multiple years of support but the goal remains proficient reading.
	• If multilingual learners are not making adequate progress with Tier 1 & 2 support, dig into whether or not interventions provide enough language support.
	  • PLUSS framework (explained in the notes)
	  • Coordination of ELD support across tiers
	  • Growth compared to like-peers (more about this next year or talk to your coach)
	Be curious, not judgemental!
	
	PLUSS Framework:	

Back to top

	P: Pre-teaching language and vocabulary and priming background knowledge **L**: Language use and modeling **U**: Using visuals and graphic organizers **S:** Systematic and explicit instruction **S:** Strategic use of native language and culture	
Work Time	Score R-TFI items 2.17-2.22 and create an action plan Use resources: Your school HMTSS_R Action Plan & the Tier 2 copy of the R-TFI notes (pages 3-6)-see your notes from previous sessions, look at how you scored 2.1-2.16 After scoring items in Tier 2 and 3, then decide your areas of need with your team and plan your goals in your action plan	
Next Steps	Vision statement should be completed Complete the yellow, green, blue sections Input your data from Universal Screeners On Action Plan: Complete goals for: Leadership Instruction (tier 1) Interventions (tiers 2 and 3)	NCII Intervention Plan Template: https://intensiveintervention.org/sites/default/files/Student_Intervention_Plan_508.pdf

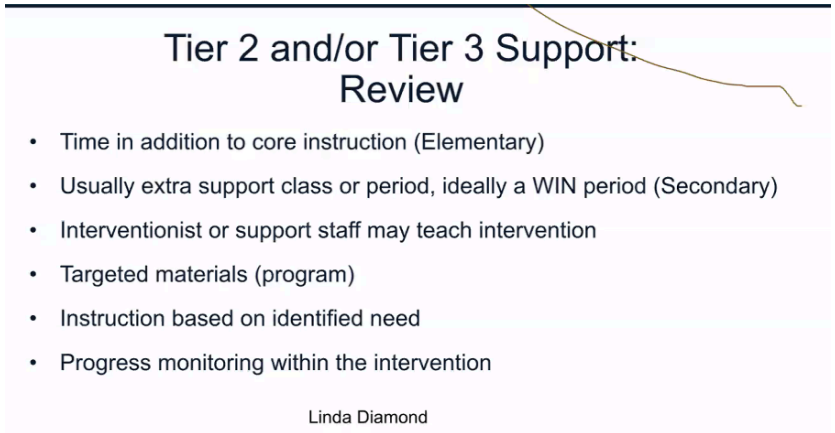
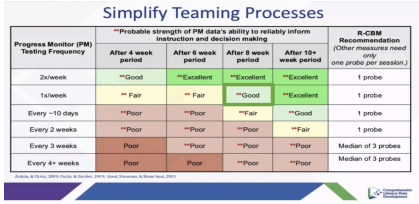
Back to top

	Next Steps **Action Plan Implementation Tips:** • **School Literacy Leadership** teams should meet **monthly** to evaluate the ongoing implementation of their Action Plans. • **Action Plans** are iterative and can be **revised** as needed throughout the school year. • **Action Plans and R-TFI** should be **revisited annually** to determine the effective implementation of HMTSS-R and for **continuous system improvement**. • Complex Area Leadership Team and the State Literacy Team are available for **ongoing technical assistance and support**.	

April 23, 2025
Attendees: CAS Bello, Jackie, Cherrish, Andrew, Elaine, Cathy, Julianne, Romel, Crystal, Robin, Brandon, Kasey, Rose, Sarah, Serena, Tiara, Charlotte, Adria, PES team,

Topic	Detail	Resources & Next Steps
Sign In	https://bit.ly/HMTSS-RMeeting1	
Agenda Slidedeck	Tier 2 Action Planning **Today's Learning Goals** 1. Continue to build background knowledge around data-based decision making, interventions, and assessments within the HMTSS-R framework. 2. Understand how to effectively schedule time for interventions. 3. Learn practical tips from your colleagues about the successful implementation of HMTSS-R at the school level. 4. Evaluate your strengths and needs with the *Reading Tiered Fidelity Inventory* and work on completing the Intervention Section of your Action Plan.	

Back to top

Tier 2 and 3 Support	 List of Suggested Reading Intervention Programs - Not an exhaustive list	
Intervention Placement Process	How do we determine which interventions are needed?	
Progression of Essential Literacy Skills	PA → Phonics → Fluency → Vocab → Comprehension	
Step 1 & 2	Identify students for intervention and their skill needs 1. Who needs an intervention? 2. What should the intervention focus on? Accuracy = decoding	
Step 3: Select the internet platform/protocol	Groupings (Students are not accurate of fluent readers) 1. What intervention best matches their needs? a. To pinpoint instruction- Use program placement test or use a diagnostic system test b. Think about getting at least 8 data points in	 Progress Monitor (PM) Testing Frequency / **Probable strength of PM data's ability to reliably inform instruction and decision making / After 4 week period / After 6 week period / After 8 week period / After 10+ week period / R-CBM Recommendation (Other measures need only one probe per session.) 2x/week / **Good / **Excellent / **Excellent / **Excellent / 1 probe 1x/week / ** Fair / ** Fair / **Good / **Excellent / 1 probe Every ~10 days / **Poor / **Poor / **Fair / **Good / 1 probe Every 2 weeks / **Poor / **Poor / **Poor / **Fair / 1 probe Every 3 weeks / Poor / **Poor / **Poor / **Poor / Median of 3 probes Every 4+ weeks / Poor / Poor / **Poor / **Poor / Median of 3 probes

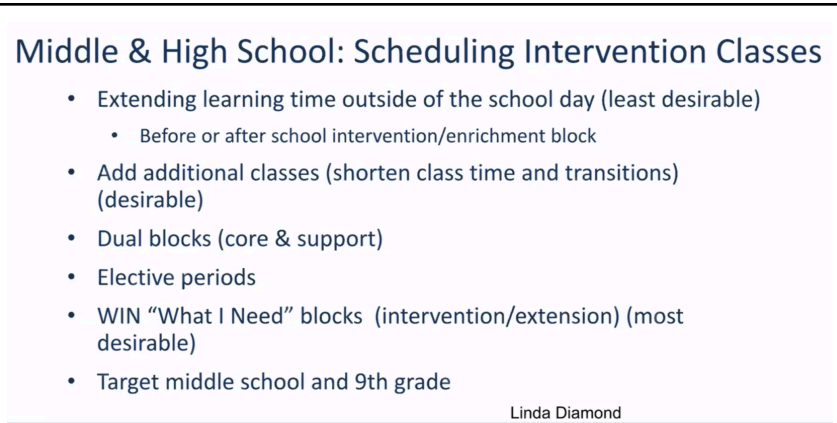
[Back to top](#)

<table>
<tr><td></td><td>order to be able to make a reliable decision
c.</td><td></td></tr>
<tr><td>Intervention Scheduling
The master schedule reflects your vision!</td><td>1. What are your school's goals and priorities? How does the schedule reflect our vision?
2. What are state guidelines for instructional minutes, including the required time for specific content areas?
3. How do we include adequate time for intervention/enrichment to meet the needs of all students? Does it allow for students to move in and out of interventions?</td><td>Master Scheduling for MTSS (option)</td></tr>
<tr><td>Recommended Tier 1 ELA minutes for instruction by grade levels</td><td>Oral language embedded in EVERY Block :)
HIDOE RECOMMENDATIONS
<table>
<tr><th colspan="10">Tier 1 Literacy Instruction by Grade Level
Recommended Daily Minutes</th></tr>
<tr><th>Block</th><th>Literacy Component</th><th>K-1</th><th>2-3</th><th>Block</th><th>4-5</th><th>Subject</th><th>Middle School</th><th>Subject</th><th>High School</th></tr>
<tr><td rowspan="4">90 minute Reading Block</td><td>Phonological Awareness</td><td>Up to 15 minutes Daily</td><td>5-10 minutes Daily</td><td rowspan="4">60 Minute Reading Block</td><td>x</td><td rowspan="4">Reading</td><td rowspan="4">50-70 minutes</td><td rowspan="5">English</td><td rowspan="5">50-70 minutes</td></tr>
<tr><td>Phonics and Spelling (Includes Word Study/morphology)</td><td>30-40 minutes</td><td>30 minutes</td><td>15 minutes</td></tr>
<tr><td>Fluency</td><td>5 minutes</td><td>5 minutes</td><td>Up to 5 minutes</td></tr>
<tr><td>Text Comprehension (Vocabulary and Syntax embedded)</td><td>45 minutes</td><td>50 minutes</td><td>45 minutes</td></tr>
<tr><td>60 Minute Writing Block</td><td>Written Expression</td><td>60 minutes</td><td>60 minutes</td><td>60 Minute Writing Block</td><td>60 minutes</td><td>Writing</td><td>50-70 Minutes</td></tr>
<tr><td>Reading and Writing Blocks</td><td>Oral Language</td><td colspan="8">Embedded throughout the day</td></tr>
</table>
*Intervention block is in addition to the Tier 1 small groups
- Those not needing intervention can be receiving enrichment at the same time (WIN-"What I need")
*ELD time is in addition to Tier 1 and intervention</td><td>Strong Tier 1 mitigates the need for as many students needing intervention

We cannot intervene our way out of Tier 1

KMS Bell Schedule</td></tr>
</table>

Back to top

	 Intervention is in addition to ELA instruction Students should be reading, writing, speaking in every content area, everyday	https://matoolsforschools.com/resources/category/Scheduling Strategies for Scheduling: How to Find Time to Intensify and Individualize Intervention (intensiveintervention.org) *Combine with slide 20 **MTSS for Reading in Secondary Schools | 2022 Literacy Symposium-Linda Diamond** (51:06-53:00)
Presentations -start at slide # 29	**Helemano Elementary** Problem Solving Meetings/SFT is a concept shared by Helemano Elementary. Things to consider during the meeting: - Curricular variables - Instructional variables - Student performance variables - Environmental variables They use AIMSweb, from Pearson. Wonders Leveled Readers **RTI In Secondary Schools** **Roseburg, Oregon**	

Back to top

	Universal Screener: - MAP Growth Prog Monitoring: - Read 180 in program assessment - MAP Growth Mid Year assessment (in Read 180) - IABs - CFAs Placement decisions for each student are done through an SFT process which includes the current teacher, next year's teacher, sped teachers, counselors, and admin. Interventions: Strategies courses, in addition to the core are aligned with the Core or Skill Development - Read 180 - Support/foundation courses - Materials aligned with core Into Lit Other Data Teams - 9th grade on track: meets every 4-5 weeks, after grades review attendance, behavior and grades, make systems adjustments. - Student Success Team: focused on grades 10-12 attendance, behavior, academics, grades - Early Warning System: Transition meeting for incoming students to support 8th to 9th transition.	

Back to top

Action Planning	**Tips for Creating an Action Plan** ✓ • Make connections with school academic plans. • Goals are specific, measurable, attainable, relevant and timebound. • Disaggregated data are reviewed to identify and address needs of student groups. • Action steps are clearly articulated and described in sufficient detail. • The plan includes professional learning for staff. • Roles and responsibilities are clearly assigned to individuals or teams. • Plan is communicated on a regular basis to all stakeholders. • Determine what needs to be de-implemented (if needed).	See slide 52-54 for a sample action plan ideas
Questions	What instruction is happening when some students are pulled for ELD? (Rose) - Students who receive ELD should also get time for intervention. - At Aiea, for example, their block allows for both ELD and intervention time. (maybe we can see an example, not sure on the details) Can some of the minutes for Tier 2/3 occur during Tier 1 small groups? - Tier 1 small groups address the differentiation of Tier 1 content. - You can preteach/reteach the skills of Tier 1 For Helemano: do you call in subs for coaches or the SSC when they are out? I ask because they are typically involved in many other meetings/PD and I envision they might miss a bunch of sessions with their groups	

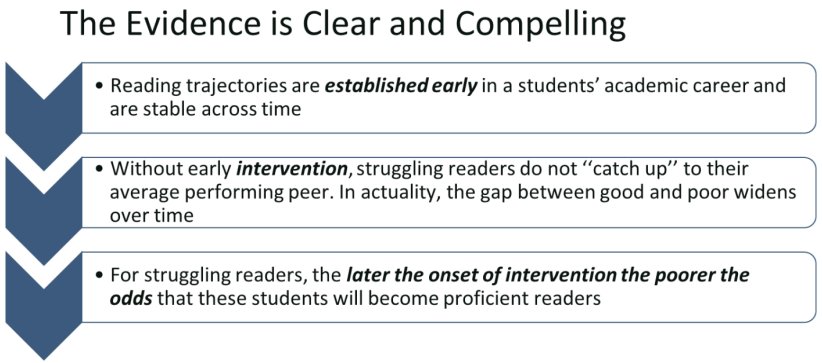
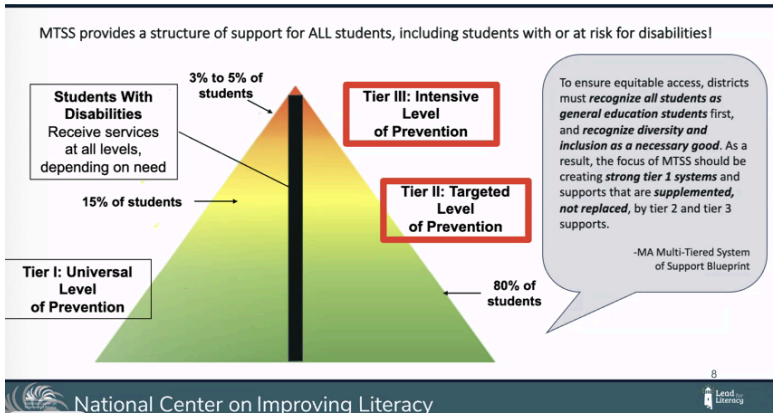
Back to top

	(Brandon) - Hi, RTI takes priority so our coaches and non classroom teachers who provide RTI schedule meetings around their RTI group as best as possible. If absences are necessary, the RTI group is cancelled for the day (crystal shimoda)	
Final Session	May 14; 9:00-12:00 Tier-3	

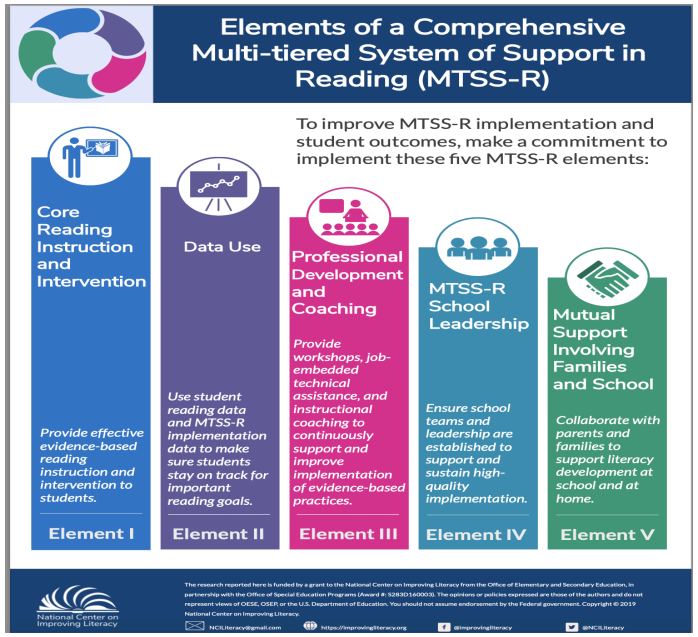
April 2, 2025
Attendees: Charlotte, Cathy, Noe, Julie, Robin, Tiara, Serena, Misty, Tina, Kat, Jackie, Rose, Wilma, Jennifer, Cherrish, Andrew, Catherine Williams, Sharon Beck, Dean Cevallos and Team (Kailina, Sherman Swart, Kellee Terkla, June Dela Cruz, Kanoa, Elise, Sarah), Elaine, Karrin and team, Brendan and team

Topic	Detail	Next Steps
Sign In	https://bit.ly/HMTSS-RMeeting1	
Agenda: Tier 2 Presentation Slide	Goal: 1. Build background knowledge around data-based decision making, interventions and assessments within HMTSS-R 2. Evaluate your strengths and needs with the RTFI to create an action plan in the areas of tier 2	Action Planning will happen in Session 5

Back to top

		
Grounding Framework	 *Includes all students; those with IEPs and our EL students. - Tier 1 is for all, core instruction and universal level for instruction (80%) of students should be reached - Tier 2 (15%) of students - Tier 3 (3-5%) of students- this is not just special education students - Black line represents students with IEPs, who receive services at all 3 tiers depending on their	Clear descriptions for each tier: See slide 9 for elementary See slide 10 for secondary

Back to top

	needs.	
Data Based Decision Making (DMDM)	 ● DBDM lets us know where we are starting and where we are going. Screenings let us know where we are starting. Progress Monitoring let us know what track we are on. Goal is where we are going.	
Interventions and Intervention Platforms	**<u>What is an intervention?</u>** - Matched to student needs is targeted and focused on specific skills they are struggling with - systematic approach to helping students who are struggling - Meant to accelerate their skills and close the gap - To support the students who are at risk for falling behind **<u>What it is not:</u>**	

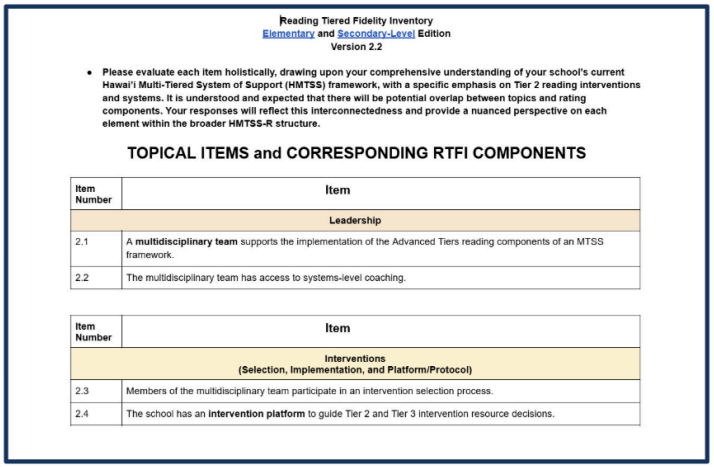
Back to top

	• Completely independent work on a computer program • Different pieces cobbled together from various programs • Homework help/ Study Hall • Resource classrooms that do not focus on specific skill strands • Differentiation during core instruction • That beautiful lesson I bought on TPT • Games or activities that do not target discrete skill deficits **What are intervention programs:** • Schedules, organizes and integrates content over time • Selects examples for you • Breaks down skills so that you can more easily model and demonstrate them • Provides language for providing clear explanations to reduce confusion • Provides all learning materials • Aligned to students' needs • Provides consistency across teachers and grade-levels • Have evidence of effectiveness	

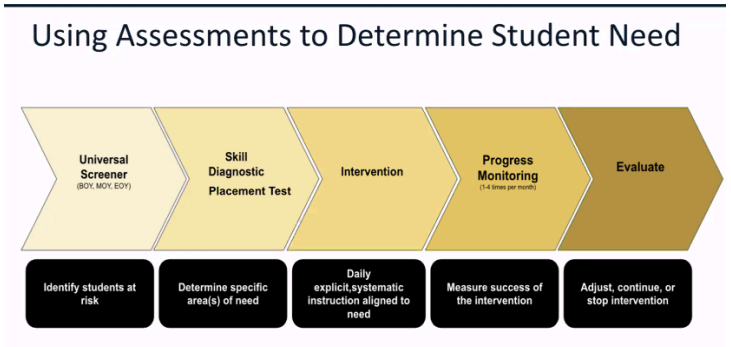
Back to top

	• Allows for focus on teaching content, not designing it • Allows for focus on how students are responding, so you can correct, expand, elaborate • Maintain a fast appropriate pace-to maximize engaged learning time • Save planning time for data-based decision making (and individualization), rather than lesson development Interventions should supplement and not supplant core instruction (core + more=intervention) There is not a separate list of 'Tier 2' and 'Tier 3' intervention programs. Rather, at tier 3 we increase the intensity of the practice–one on one, more time etc.	
Data-Based Decision Making: Selecting Interventions	• Select evidence based programs & instructional practices • Evidence-based interventions are designed to accelerate student growth and close skill gaps • Interventions have a high likelihood of success when ***delivered as intended*** and aligned to specific learner need • Panorama has a menu of intervention practices shared by the OCID ELA Team ○ Caution about selecting those that are the most explicit and will meet the needs of the students skill gap • Instructional routines are key in program delivery and ensures fidelity is strong	Academic Interventions Tools Chart Evidence for ESSA Evidence-Based Supplemental Programs for Struggling Readers Panorama Intervention **Yearly**: Train staff to deliver the program Provide coaching to these teacher Use the implementation fidelity checklist to follow-up

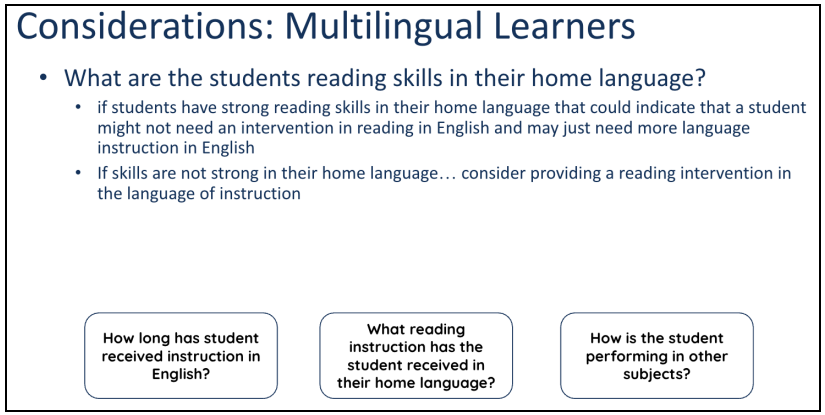
Back to top

		throughout the year. Be sure the teacher follows instructional routines and the scripts (like it is a play)
Group Work time	In your school folders, find this document and take notes on this document  **Reading Tiered Fidelity Inventory** **Elementary and Secondary-Level Edition** **Version 2.2** • **Please evaluate each item holistically, drawing upon your comprehensive understanding of your school's current Hawai'i Multi-Tiered System of Support (HMTSS) framework, with a specific emphasis on Tier 2 reading interventions and systems. It is understood and expected that there will be potential overlap between topics and rating components. Your responses will reflect this interconnectedness and provide a nuanced perspective on each element within the broader HMTSS-R structure.** **TOPICAL ITEMS and CORRESPONDING RTFI COMPONENTS** **Item Number** / **Item** **Leadership** 2.1 — A **multidisciplinary team** supports the implementation of the Advanced Tiers reading components of an MTSS framework. 2.2 — The multidisciplinary team has access to systems-level coaching. **Item Number** / **Item** **Interventions (Selection, Implementation, and Platform/Protocol)** 2.3 — Members of the multidisciplinary team participate in an intervention selection process. 2.4 — The school has an **intervention platform** to guide Tier 2 and Tier 3 intervention resource decisions.	

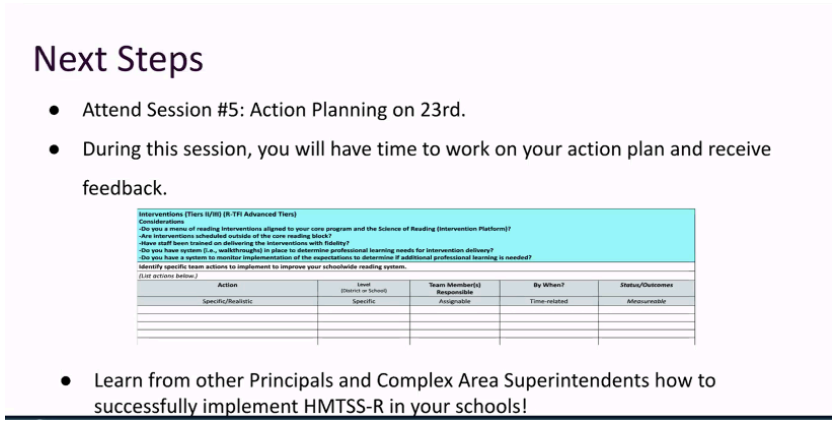
Back to top

	ADMINISTERING THE RTFI USE THE R-TFI Scoring Guide to Come to a Consensus on each team's final score. The process is a "simultaneous and public voting process". • Someone reads the item and the scoring guide. • Team members think about how they want to score the item. • When the team is ready to vote, publicly display your score (O,1, 2 on your fingers). • People have a chance to provide a brief rationale for how they scored for the purpose of the team coming to a consensus. Consensus does not require 100% agreement (will of the majority is supported by everyone) . The rich conversation is very valuable. *Be honest and figure out what your school has and what needs to be strengthened so you can plan forward and determine your school's needs **<u>Focus on:</u>** 2.1-2.4 2.6, 2.10, 2.12, 2.16	
Assessments and Progress Monitoring	 1. Gather data to know their needs a. Universal Screeners, skills diagnostics/placement tests, progress monitoring, mastery assessments	Link to Skill Diagnostic one-pager i-Ready is actually a universal screener (they will be changing their name for SY25-26 to address their purpose accurately) literacy assessment plan … from Joan Sedita

Back to top

<table>
<tr>
<td></td>
<td>


Strive for alignment across doses, procedures, and routines when implementing practices/programs.

Intervention Placement Process (slide 77- 81)
</td>
<td></td>
</tr>
<tr>
<td>30 min work time</td>
<td>Do fidelity inventory:
2.5, 2.7, 2.8, 2.9, 2.11, 2.13, 2.14, 2.15</td>
<td></td>
</tr>
<tr>
<td>Clarification of Next Steps</td>
<td>


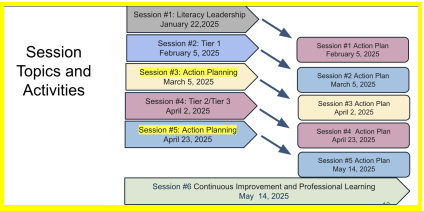
</td>
<td></td>
</tr>
</table>

Back to top

March 5, 2025
Attendees: Crystal, Ashley Q, Robin, Kat, Gregg, Cherish, Rose, Cathy, Lauyrn, Noe, Hidi, Tina, PES team, Charlotte, Aina, Julie, Sharon, Misty, June, Dean, KEO team, Andrew, Adria, Iwalani, KHS team

Topic	Detail	Next Steps
Sign In	https://bit.ly/HMTSS-RMeeting1	
Agenda Presentation Slides	• Clarify CLSD II Grant activities, and opportunities for other statewide participants • Create an increased understanding around development of meaningful action plans, with dedicated work time during session • Provide a brief review of critical components of effective leadership and tier 1 instruction • Review next steps	
CLSD II Grant Objectives	CLSD II Grant Objectives The purpose of the CLSD Program is to advance literacy skills through the use of evidence-based practices, activities, and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities. *Implies strong Tier 1	

Back to top

CLSD II Grant Activities	**CLSD II Grant Activities** • Implementation of strong MTSS-R frameworks within schools. • Professional Learning opportunities on Structured Literacy Instruction for Leadership Teams, Teachers, and other practitioners. • Training in effective coaching practices & implementation of School-Level Coaching. • Technical Assistance and funding to address needs identified in school Action Plans. Action plans will be evaluated and refined as needed annually. • Technical Assistionce, supports, and funding to improve student Transitions. • Action Planning and Professional Learning for Preschool Teams.	Refine action plans annually 
MTSS-R Training Goals	By the end of the MTSS-R Training Series you should have: • **Improved structures, processes, and procedures** to support implementation of evidence-based literacy instruction K-12. • Increased understanding of equity-informed and evidence-based literacy instruction. • Completed Action Plan to inform school-wide decision making process to improve literacy outcomes for all learners.	
HMTSS-R Action Plan	Color coding matches: Leadership (yellow sections) • Content for Literacy leadership and Tier 1 have been covered in the first 2 sessions of the HMTSS-R training • Tools should drive action items • Be mindful of the action items selected	

Back to top

Tips to help create the action plan	**Tips for Creating an Action Plan** ✓ • Make connections with school academic plans. • Goals are specific, measurable, attainable, relevant and timebound. • Disaggregated data are reviewed to identify and address needs of student groups. • Action steps are clearly articulated and described in sufficient detail. • The plan includes professional learning for staff. • Roles and responsibilities are clearly assigned to individuals or teams. • Plan is communicated on a regular basis to all stakeholders. • Determine what needs to be de-implemented (if needed).	Think about what connections can be made with academic plan to action plan
Example: Elementary	**Elementary: What are the specific actions?** 1. Examine our core program to determine if contains the essential foundational word-reading skills in daily lessons • awareness of speech sounds and connection to print, basic phonics and multisyllabic decoding, automaticity with word reading in connected text to support comprehension) 2. Develop an adjustment plan for the curriculum to address any gaps in foundational skills 3. Conduct walkthroughs to determine the quality of instruction in the foundational skills 4. Provide professional learning in the essential foundational skills that need to be enhanced through training and ongoing coaching supports 5. Examine screening data with grade level teams to determine the effectiveness of Tier 1 instructional supports in foundational skills	

Back to top

Example: Secondary

Secondary: What are the specific actions?

1. Determine high leverage *before reading* strategies to be used to enhance students understanding of written text
   - (focus on multisyllabic word reading and vocabulary development)
2. Conduct walkthroughs to determine the quality of instruction in before reading strategies to assess professional learning needs.
3. Provide professional learning on using before reading strategies (multisyllabic word and explicit vocabulary routine) to be used across content areas.
4. Examine Early Warning Systems data and implementation data (walkthroughs) to determine the effectiveness of supports.

Secondary Example for Action Plan

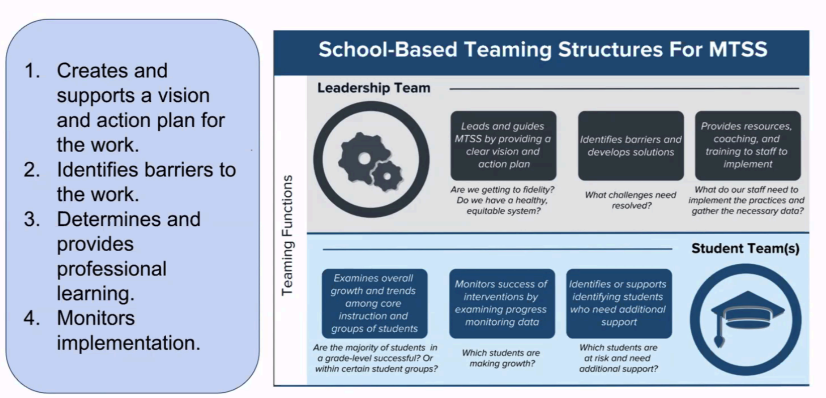
- Team members are assigned
- Time bound
- Outcomes

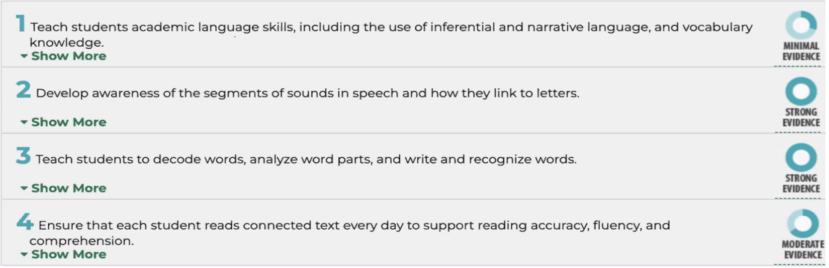
Bell Schedule Examples:

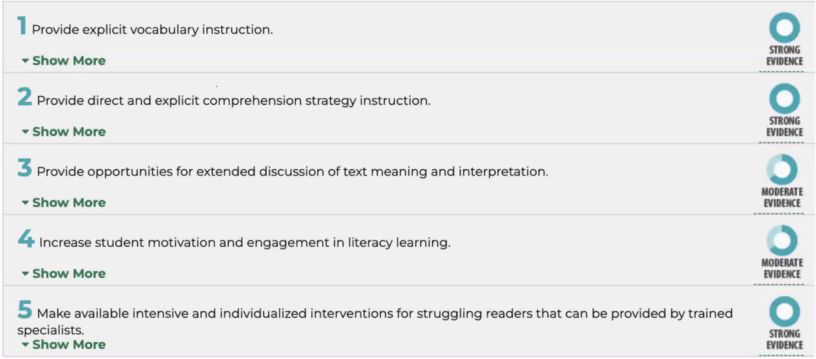
- Castle HS
- Kapaa MS

Action	**Level** (District or School)	**Team Member(s) Responsible**	**By When?**	***Status/Outcomes***
Specific/Realistic	Specific	Assignable	Time-related	*Measureable*
Determine high leverage *before reading* strategies to be used to enhance students understanding of written text • (focus on multisyllabic word reading and vocabulary development)	School Level	Literacy Team	April 18, 2025	High leverage before reading strategies agreements document
Conduct walkthroughs to determine the quality of instruction in before reading strategies to assess professional learning needs.	School Level	principal and literacy coach	May 12,2025	Schedule of walkthroughs & walkthrough implementation data
Provide professional learning on using before reading strategies (multisyllabic word and explicit vocabulary routine) to be used across content areas.	Complex Area & School Level	Literacy Team	Professional develop week at start of 2024-2025 school year	Professional development schedule including training and job embedded coaching for 2025-2026
Examine Early Warning System data and implementation data (walkthroughs) to determine the effectiveness of supports.	School Level	School Literacy Team & grade level or content area team	Three times a year	Screening data & walkthrough data

Back to top

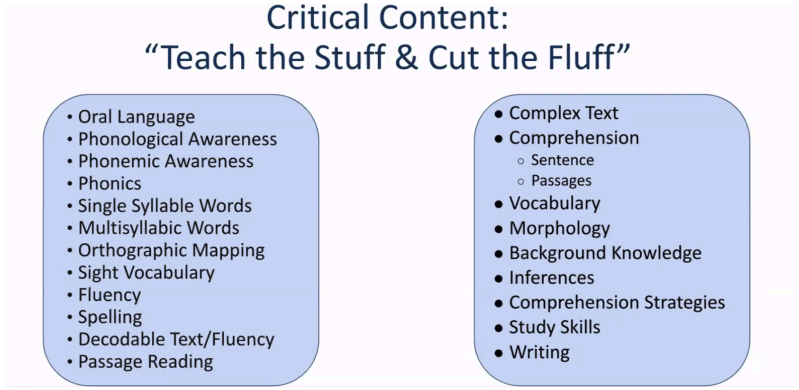
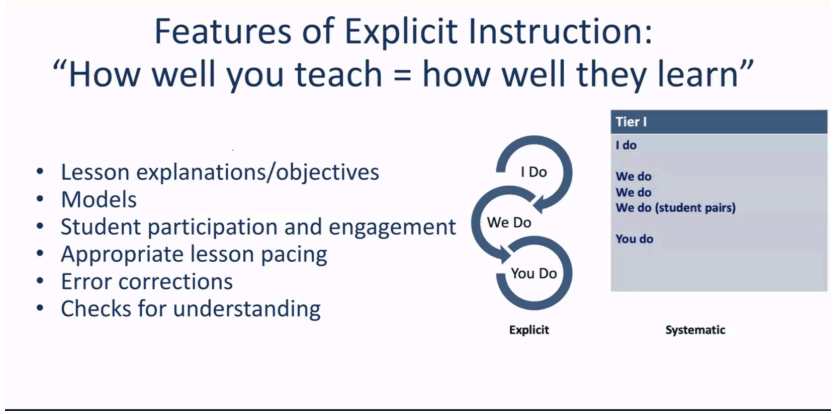
<table>
<tr>
<td>Team Structures for MTSS</td>
<td>


</td>
<td></td>
</tr>
<tr>
<td>Tier 1 Instruction</td>
<td>
Components of Early Literacy


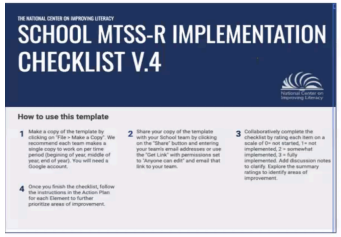
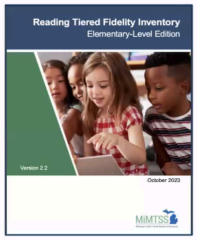
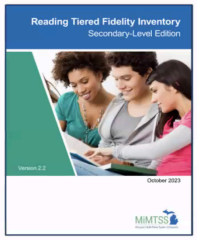
Components of Adolescent Literacy


</td>
<td></td>
</tr>
</table>

Back to top

Focus on Critical Content	 	

Back to top

RTF-I definition of Tier 1 (see page 4)	**Universal Tier 1** Universal Tier 1 reading instruction should benefit all learners, including students with disabilities. It integrates listening, speaking, reading, and writing and emphasizes the structure of language. Class-wide reading instruction includes lessons in phonology (speech-sound system), sound/symbol associations, orthography (writing structure), syntax (structure of sentences), morphology (meaningful parts in words), and semantics (meaning of words, phrases, sentences in text). Mechanisms are in place to support teachers as they prioritize curriculum resources to teach the structure of language using a combination of whole-group and small-group instruction. Sufficient time is also dedicated to teaching learners to be skillful readers across disciplines. Tier 1 instruction includes ongoing use of assessment data to inform instruction and to help identify learners who may need additional reading intervention supports. In order for Tier 1 instruction to serve all students, it must also align to Tier 2 and 3 reading intervention. Students must have the opportunity to continue practicing and generalizing the strategies and skills they are learning during intervention instruction in their Tier 1 classroom instruction.	
Breakout Room Task	Breakouts for Action Planning: HMTSS-R Training Tools  • Leadership • Professional Learning  • Tier 1 • Tiers 2 & 3  • Tier 1 • Tiers 2 & 3 Tools can be found in school folders	

[Back to top](#)

Action Planning time	**Breakout Groups: Action Planning Time** If you have already completed this portion of your action plan, please do the following: 1. Leadership and Tier 1: Operationalize the implementation of your Action Plan 2. Get started on Tiers 2 & 3 Elementary & Middle Schools • Read R-TFI pp. 13 & 14 (Description) • Read R-TFI pp. 41-61 (Scoring Guide) Secondary Schools • Read R-TFI pp. 13 & 14 (Description) • Read R-TFI pp. 33-53 (Scoring Guide) Discuss these items as related to the current practices at your school, gather information to support your decision-making process. If you are **DONE** with Leadership and Tier 1 Action Items, can move on to Tier 2: **Breakout Groups: Action Planning Time** 1. Complete scoring the Leadership (HMTSS-R Checklist) and Tier 1 Items (R-TFI). 2. Review your Leadership and Tier 1 scores. 3. Select specific priority items from these sections to discuss in more detail. a. What are your most significant needs? b. What could be your quick wins? 4. Consider the steps that need to be taken to make progress on your selected items. • What are the specific actions? • Who will be involved in the work? • What is a realistic timeline? • How will you know if you completed the action (measurable/outcome)?	
Debrief	Crystal shared: - Getting a lot done with action items - Refining systems - Work time to dialogue - Widening scope to ensure all students are readers Sarah shared:	

Back to top

	- Lots of current systems in place because of CLSD I - Used time to refine systems like universal screening data - Appreciate having a well rounded literacy leadership team (family, ELL, ELA, Admin, Coaches)	

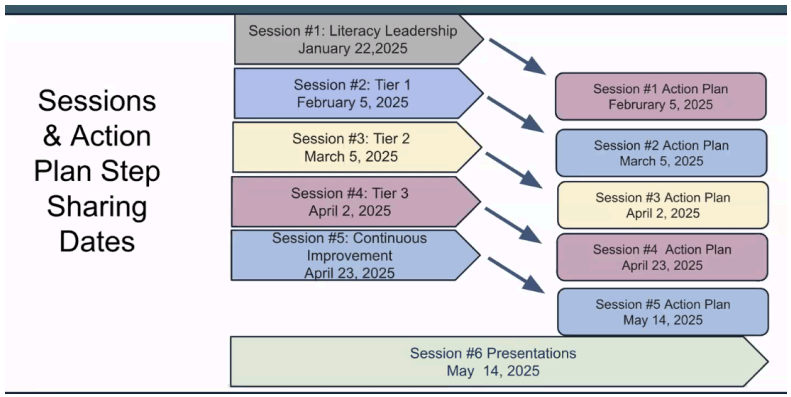
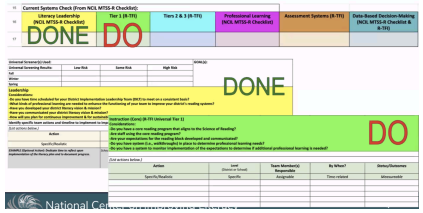
Next steps	**Next Steps**
	• If needed, continue to revise the Leadership and Tier 1 sections of your Action plan.
	Prepare for Session #4 by reading the following:
	• Elementary & Middle Schools
	  • Read R-TFI pp. 13 & 14 (Description)
	  • Read R-TFI pp. 41-61 (Scoring Guide)
	• Secondary Schools
	  • Read R-TFI pp. 13 & 14 (Description)
	  • Read R-TFI pp. 33-53 (Scoring Guide)
	Session #4 Agenda (4/2/2025)
	• Learn critical components of Tiers 2 & 3.
	• Score Tier 2 & 3 items using the R-TFI.
	• Review explicit examples of completed Action Plan sections for Tiers 2 & 3.
		Before next session- read through the RTF-I description and scoring guide
		
		Evaluation Survey: https://bostonu.qualtrics.com/jfe/form/SV_3e03kqFYaaOGhJI

		Anita Archer Resources from FKK

February 5, 2025

Back to top

Attendees: Adria, Aina, Ashley Q., Brendan, Cathy L., Charlotte, Cherish, Christina J., Dean, Debra, Elaine, Haley, Iwa, Julieann, Jackie, Kailina, Karrin, Kat D, Kanoa, (Keaau Middle) Gregg, (Keonepoko), (KHS Team), Kim, Mary Tamaru, Misty F., Noe, Robin, Romel, Rose, Serena, Sharon B., Tiara, Tracy

Topic	Detail	Next Steps
Sign In	https://docs.google.com/forms/d/e/1FAIpQLScHvTLiHNJEqGI25DAunwcCbZwxJ0Yc23tPNkdOZkbFZy2O1Q/viewform	
Session 2 Goals:	1. Review goal for HMTSS-R training, activities and tools 2. Overview of key reading components of an effective HMTSS-R framework 3. Clarify next steps 4. Q &A Build leader knowledge to improve implementation of evidence-based practices to ensure high quality tier 1 reading, assessment, and data based decision making within an effective HMTSS-R	
Project Goal		

Back to top

	- Increased understanding of equity-informed and evidenced based literacy instruction
	- Improved structures, processes, and procedures to support implementation
	- Tools: (used to develop your action plan and drive your plan)
	  - Reading Tiered Fidelity Checklist
	  - Action Plan	

Collective Efficacy	LIteracy Leadership
	- Literacy Rope
	- Have systems of two-way communication
	- Core Instruction (time, materials, instruction)
	  - Walkthroughs key
	  - High-Quality - meeting the needs of 80%	

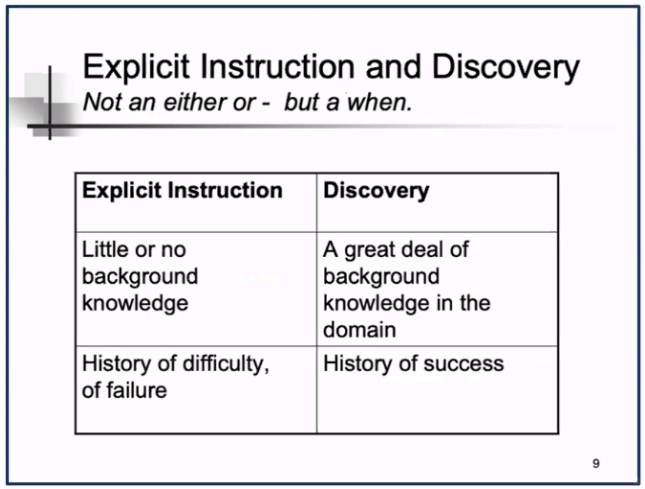
Communicating with staff	Communicating with Staff • How will you make it clear that these are the expected behavior(s)? • How will training and support be provided? • Connect to existing structures- for example, Core Review data as professional goals • How will we communicate what we will/can stop doing (de-implementation)? • How will we know if we are doing what we said we would do? **Complex Area Regional Team** **Principal** **Building Implementation Leadership Team (BILT)**	

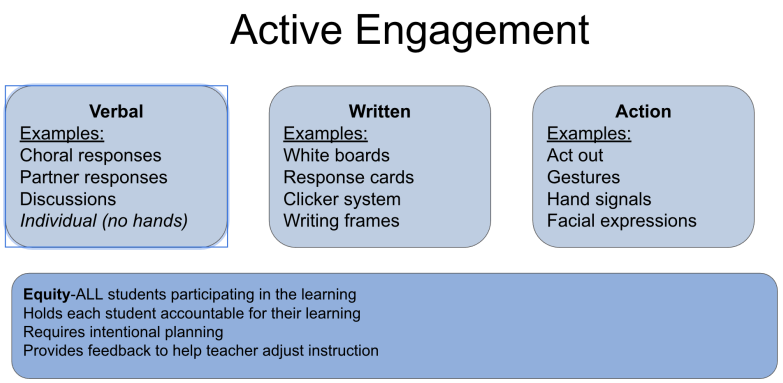
Back to top

Tier 1 (Core Instruction)	▪ Tier I (Core) instruction occurs during *uninterrupted* time with all students. ▪ The Tier I (Core) reading block includes time for whole group and differentiated small group instruction. ▪ Core reading programs are comprehensive and research-based. ▪ Evidence-based practices, such as explicit and systematic instruction, are used with students at Tier I (Core). ▪ Results from assessments are used to guide instructional decisions for differentiation. Secondary: Tier 1 ▪ Screening/Early Warning Indicators are used ▪ Cross Content Core Review process ▪ One period of ELA instruction for all students ▪ Research-based materials used during the ELA period ▪ Common agreements for disciplinary literacy strategies and academic language across content areas ▪ Differentiated literacy instruction	

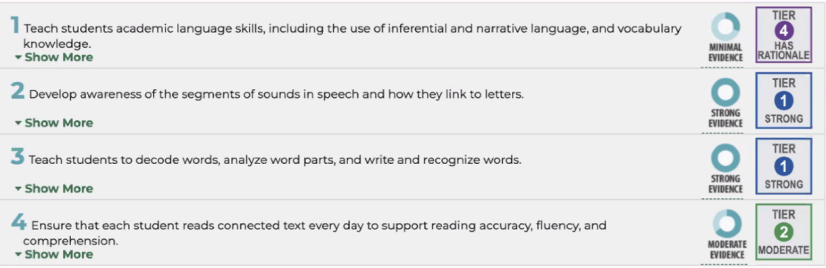
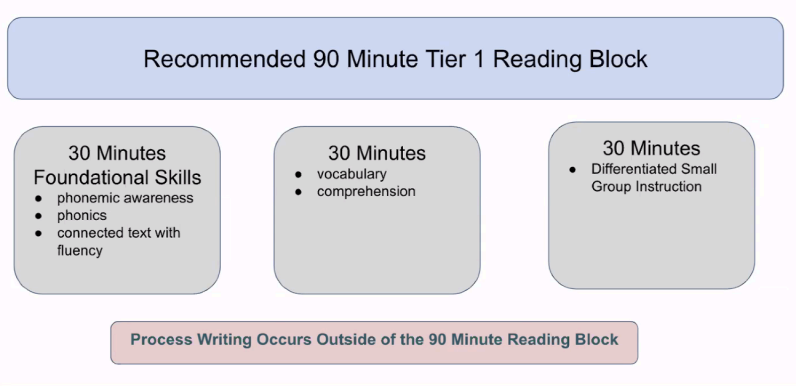
Critical Content
-Anita Archer
	Critical Content
	
	• Oral Language
	• Phonological Awareness
	• Phonemic Awareness
	• Phonics
	• Single Syllable Words
	• Multisyllabic Words
	• Orthographic Mapping
	• Sight Vocabulary
	• Fluency
	• Spelling
	• Decodable Text
	• Passage Reading
	
	• Complex Text
	• Comprehension
	  ○ Sentence
	  ○ Passages
	• Vocabulary
	• Morphology
	• Background Knowledge
	• Inferences
	• Comprehension Strategies
	• Study Skills
	• Writing
	  ○ Sentences, Paragraphs, Essays
	  ○ Response to Reading
	
	National Center on Improving Literacy 28 Anita Archer	

Back to top

<table>
<tr><td></td><td>Follow the I do- You do- We do Model and cycle through multiple times during the lesson</td><td></td></tr>
<tr><td>Explicit Instruction</td><td> 

Be explicit and know when you need to teach and not do discovery (teaching sounds is not about discovery–you need to do explicit, direct teaching)</td><td>Using instructional routines in the classroom to empower teachers, predictable for students too.</td></tr>
<tr><td>Active Engagement</td><td> 
</td><td>Everyone does EVERYTHING!</td></tr>
</table>

Back to top

Elementary Break Out Session		
Elementary Session Lead: Lauren & Lisa Bates	**<u>Tier 1 Core Instruction (All Students):</u>** 1. Foundational Skills 2. Language Comprehension 3. Differentiated Small Group Instruction	
Critical components of early literacy from What Works Clearing House:		
Recommended 90 minute Tier 1 Reading Block	 The differentiated small groups in tier 1 do not need to be long. They do not need to be as long as a tier 2 or tier 3 intervention small group. - You may be providing a double dip for those students who need additional practice in the concepts or skills that were taught during your	

Back to top

whole group tier 1

Tier 1 Literacy Instruction by Grade Level Recommended Daily Minutes									
Block	**Literacy Component**	**K-1**	**2-3**	**Block**	**4-5**	**Subject**	**Middle School**	**Subject**	**High School**
90 minute Reading Block	**Phonological Awareness**	**Up to 15 minutes Daily**	**5-10 minutes Daily**	**60 Minute Reading Block**	**X**	**Reading**	**50-70 minutes**	**English**	**50-70 minutes**
	Phonics and Spelling (Includes Word Study/morphology)	**30-40 minutes**	**30 minutes**		**15 minutes**				
	Fluency	**5 minutes**	**5 minutes**		**Up to 5 minutes**				
	Text Comprehension (Vocabulary and Syntax embedded)	**45 minutes**	**50 minutes**		**45 minutes**				
60 Minute Writing Block	**Written Expression**	**60 minutes**	**60 minutes**	**60 Minute Writing Block**	**60 minutes**	**Writing**	**50-70 Minutes**		
Reading and Writing Blocks	**Oral Language**	**Embedded throughout the day**							

In Hawai'i, we expect educators to:

In Hawai'i, we expect educators to:

Provide:

- Daily, explicit, systematic **Tier 1** instruction in all components of reading:
  - Phonological Awareness (K-3)
  - Phonics/Word Study
  - Fluency
  - Vocabulary
  - Comprehension
- Daily, explicit, systematic data driven **Tier 2** interventions to target individual student needs for those students who score below benchmark on universal screener assessment
- Daily, explicit, systematic data driven **Tier 3** interventions to target individual student needs when Tier 2 interventions are not producing desired growth

The above recommendations are embedded within Hawaii's Multi-tiered System of Supports (HMTSS).

Plan:
Instruction aligned with grade-level Hawaii Common Core Standards that is focused on student needs as determined by assessment data

- Universal Screeners
- Informal Diagnostics
- Progress Monitoring
- Daily formative assessments

A daily 90-minute Tier 1 reading block is recommended in grades K-3.

A daily 60-minute Tier 1 reading block is recommended in grades 4-6.

It is recommended that middle school and high school English courses **equate to between 50-70 minutes daily.**

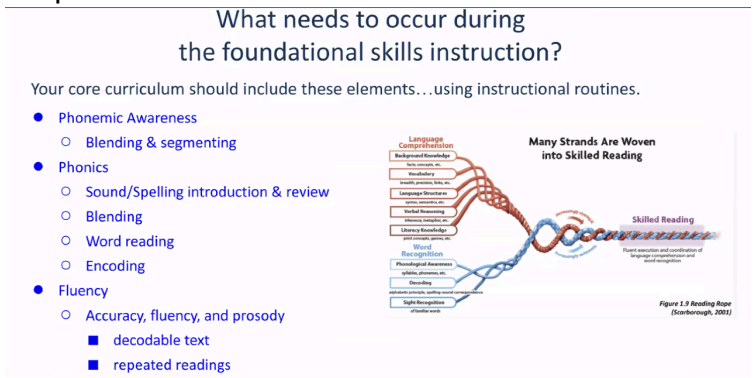
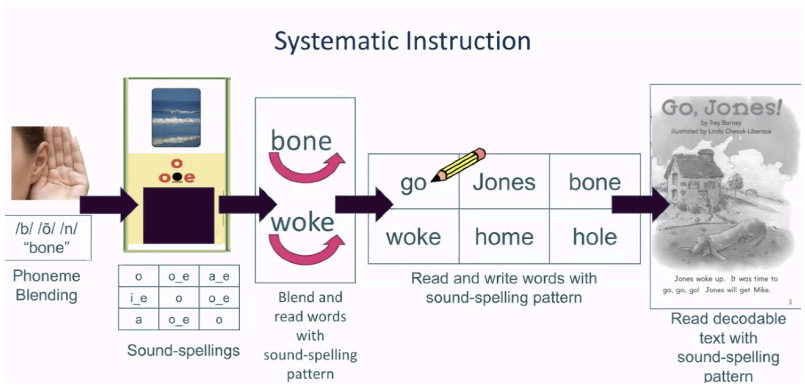
A designated intervention block is recommended in all grades for any students who need it. The intervention block takes place outside of the Tier 1 instructional block.

For more specific time block recommendations see: bit.ly/hiinstructionalminutes

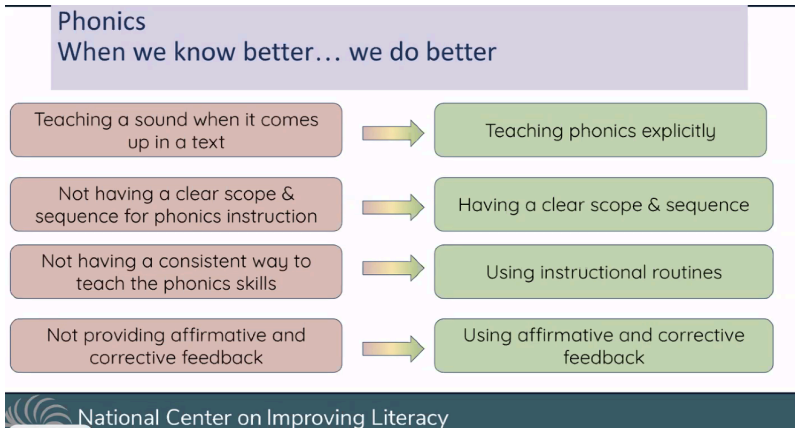
Phonological Awareness:

The Reading Rope tells us the "what". The left side tells

Back to top

Critical Content Components	the practice:   The latest research informs us that phonemic awareness should be taught in connection with graphemes as soon as possible	

Back to top

Considerations for Multilingual learners	"Research has demonstrated that phonological awareness will **transfer** from one's **first language** to one's **second language**. It is therefore necessary for educators to understand the **similarities** and **differences** of the **sound structure** across languages in order to **incorporate** the **similarities during instruction** and thus increase an English learner's phonological awareness." (p. 46) • Leverage the similarities • Explicitly teach the differences • Support vocabulary	
Phonics	 Even in upper grades! We need clear routines and scope and sequence	For our students and their predictability: Use materials consistently across all classrooms that is the same

Back to top

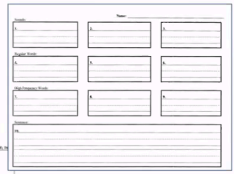
Decoding & Encoding: Materials

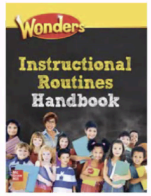
- Instructional routines
- Chart with words to blend and read
- White boards/dictation sheets
- Letter tiles/magnets
- Decodable Text

b a d

h a d

m a d





tug	us	yes	Max
did	get	get	set

sitting	rubbed	missed	grabbed
standing	robots	clapping	jogging

Advanced Decoding

Build confidence in reading multisyllabic words

unforgettable

- 80% of multisyllabic words have affixes
- After affix is introduced, incorporate into multi-syllabic words
- Explicit instruction of affixes
- Instructional Routine

Back to top

Advanced Decoding: Affixes

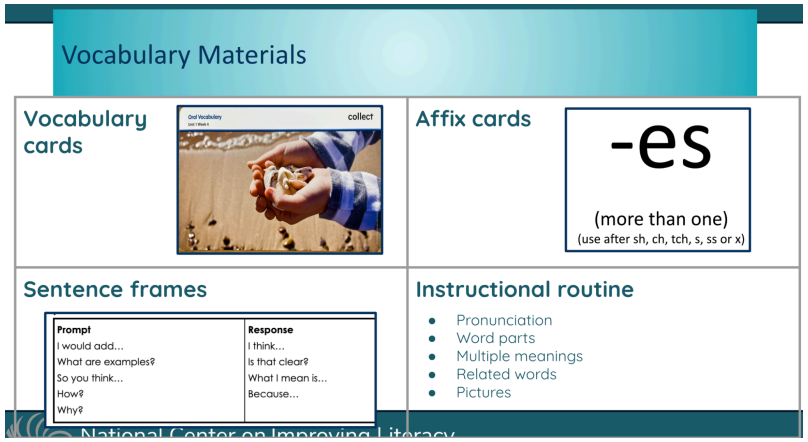
Prefix	Meaning	% of prefixed words	Examples
un	not; opposite	26%	uncover, unlock, unsafe
re	again; back	14%	rewrite, reread, return
in/im/ir/il	not; into	11%	incorrect, insert, inexpensive, illegal, irregular, inability
dis	away, apart, negative	7%	discover, discontent, distrust
en/em	cause to	4%	enjoy, endure, enlighten, entail
mis	wrong; bad	3%	mistake, misread, misspell, misbehave
pre	before	3%	prevent, pretest, preplan
pro	in favor of	1%	protect, profess, provide, process
a	not; in, on, without	1%	atypical, anemia, anonymous, apolitical, apathy

Suffix	Meaning	%of prefixed words	Examples
s, es plural	more than one	31%	movies, wishes, hats, amendments
ed past tense	in the past	20%	walked, jumped, helped
ing present tense	In the present	14%	walking, jumping, helping
ly adverb	how something is	7%	quickly, fearfully, easily, happily, majestically, nonchalantly
er,or noun	one who, what/that/which	4%	teacher, tailor, conductor, boxer, baker, survivor, orator
ion, tion, sion noun	state, quality; act	4%	action, erosion, vision, invitation, conclusion, condemnation
able, ible adjective	able to be, can be done	2%	comfortable, likable, enjoyable, solvable, sensible, incredible
al, ial adjective	related to, like	1%	fatal, cordial, structural, territorial, categorical

Considerations for Multilingual learners

"Fluency instruction can be beneficial for ELs because the instructional activities designed to develop fluent reading can also promote oral language development in English and reading comprehension. Students who practice reading English text with **accuracy, automaticity** and appropriate **prosody** can gain valuable information about the sounds and cadences of the English language…" (Cardenas-Hagan P. 94)

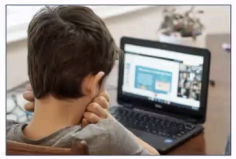
Back to top

Vocabulary Routine	 Determining Tiered vocabulary before reading is important. Shoot to explicitly teach Tier 2 (new words they may see in multiple contexts) rather than vocab that is super specific to one area (Tier 3). Tier 3 words, we just tell them the word. Spend more time with Tier 2 words.	Step 1: Introduce the word's pronunciation Step 2: Introduce the word's meaning. Step 3: Illustrate the word with examples (and non-examples when helpful) Step 4: Check student's understanding.
Considerations for ELs in regards to vocabulary		PLUSS_lessonplan.pdf

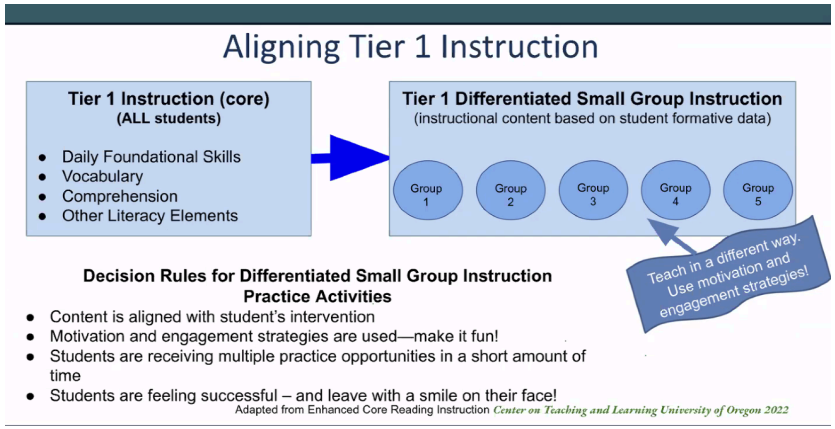
Back to top

Background Knowledge	It is also very important for teachers to read aloud complex text to students as we learn the majority of words implicitly **What** • "… a person's overall knowledge of a given context to which a text refers." (Such p. 84) • You can't "activate" knowledge you don't have! **Why** "… if students haven't acquired the background knowledge and vocabulary to understand the passages at least at a superficial level, they never get a chance to demonstrate their "skill" at finding the main idea, or making inferences, or whatever the test questions require. That's why cognitive scientist Daniel Willingham has called the tests "knowledge tests in disguise." National Center on Improving Literacy Natalie Wexler **Background Knowledge** **When we know better… we do better** Lamenting that our students didn't have a lot of background knowledge. → Systematically building some common knowledge over time. K-2 = Learning to Read 3 and beyond = Reading to Learn → Building knowledge happens from birth! AND students are still learning to read multisyllabic words beyond 3rd grade Students needing extra support missed science and social studies. → Science and Social Studies are integrated with literacy *Overbuilding* background knowledge before reading. → Save some things to learn from the text and acknowledge what they already know. National Center on Improving Literacy	

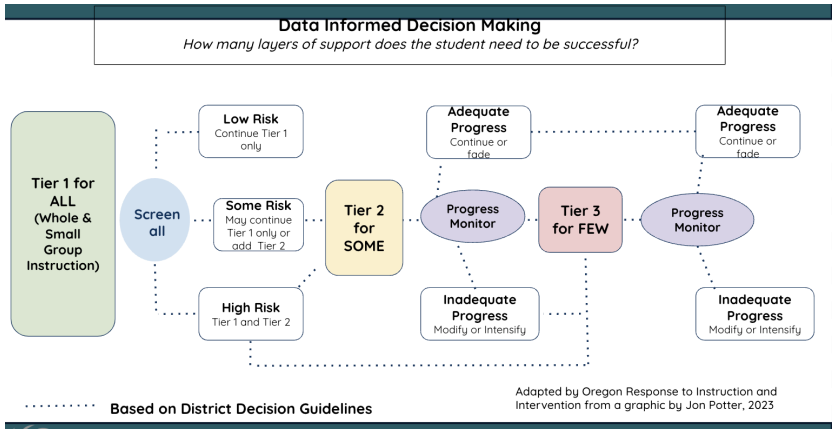
Back to top

	Background Knowledge: Instruction • Determine what is going to be challenging and briefly front load • Use read alouds to build knowledge • Speaking and writing about topics you are reading about • Use expository text when practicing oral reading fluency (e.g. ReadWorks, NEWSELA) • If your core program does not already do this, build text sets that enhance the topic students are learning about (with varied complexities and genres) • Ensure texts represent a variety of voices and experiences ○ Broaden the scope of whose knowledge and experience are valued	
Considerations for ELs for background knowledge	**Considerations for Multilingual Learners** • All of the things on the previous slide! • Use home language strategically to build knowledge • Leverage family & community as resources to build knowledge 	

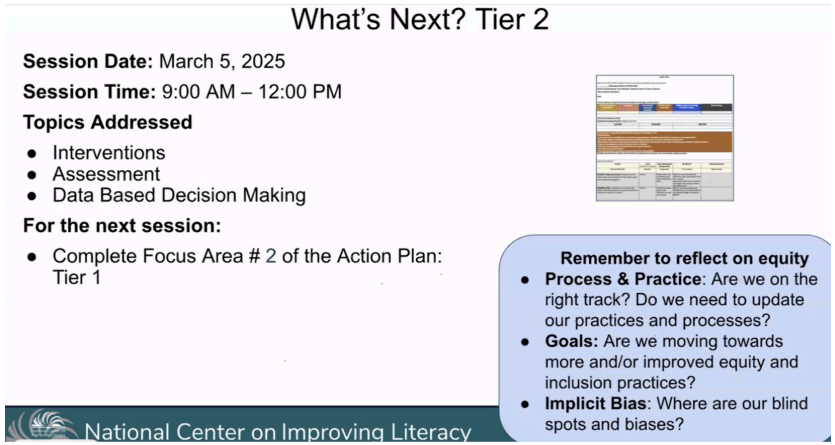
Back to top

Aligning our Tier 1 Instruction		Not fixed groups! Base the need for who needs small groups on formative data that shows you that they did not get the content and need more support Tier 1 small groups should be based on data connected to the instruction, not on screener data (ie: DIBELS) Tier 2 and Tier 3 should be at a separate time than Tier 1 small group
R-TFI Scoring	Use to unpack the different parts of your instructional consideration of instruction - Look at **some** of these items and score yourself on those items - Look at column 2 to determine your score - Consider the guidance for scoring 1 or 0	You are doing on the R-TIF: 1.1, 1.3 1.9. 1.10 1. 11 1.12 1. 13 1. 14 1.15 1.18 1.19
Assessments informs instruction	Data rich and information poor Utilize assessment audit to help identify what assessments are being duplicated	

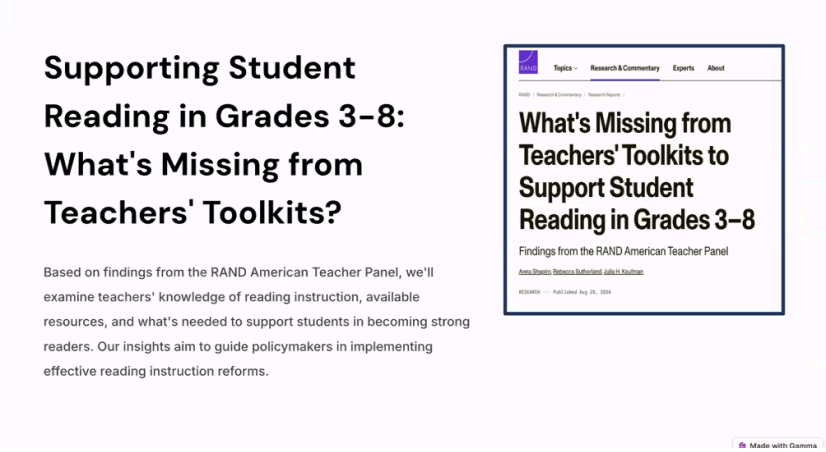
Back to top

<table>
<tr>
<td>Universal screeners are:</td>
<td>Brief
Reliable valid
Standardized/equivalent forms</td>
<td>Universal Screening Implementation
• Professional learning
  • initial training
  • refreshers before each benchmark period
• Fidelity checks for administration
  • following initial training
  • on-going
• Administration (who?)
• Scheduling (when?)</td>
</tr>
<tr>
<td>Data Based Decision Making</td>
<td> 
</td>
<td></td>
</tr>
<tr>
<td>Analyze your Tier 1 & intervention</td>
<td>What does our instruction in the focus skill look like?
• Do we have high quality materials?
• Are we using the adopted high quality materials?
• Do we need to supplement the materials or enhance the materials?
• Is our instruction explicit and systematic in the focus skill?
• Is there alignment amongst whole group core instruction, small group core instruction and interventions?
• Are we using instructional routines?
• Are we using active engagement?</td>
<td></td>
</tr>
</table>

Back to top

Next steps:		Complete your action plan
SECONDARY Section		
Secondary Session [R-TFI Secondary Version] [Secondary Presentation] Lead: Amy, Petra, Tiffany	Secondary core instruction - using the R-TFI (Amy sent out an email with the resources) R-TFI is a road map - what needs to be fully in place (18 elements) Taking an inventory of our assets and needs - the health of our literacy implementation	

Back to top



This research - Ask Ts what they know about Reading Instruction:

- 44% of ss are struggling with the reading and getting access
- Ts lack the ability to support ss with reading skills
- Ts need resources to support ss needs AND how to use these. These resources need to fit the middle/high students - NOT use elementary-designed materials
- Ts requested support to assist middle/level parents to help their ss at home

NAEP results were released: (Grades 4 & 8 - random sampling)

- Ss are NOT reading at the basic NAEP level

Back to top

Leadership and Implementation Systems at the Secondary Level	Linked slide **Leadership's Role in Tier 1 Instruction** • Determine high leverage strategies that will be used in all classrooms. • Determine and support High Quality Instructional Materials in all classrooms. • Communicate clear ELA Block. • Communicate and train staff on using these high leverage strategies and materials. • Monitor and support the use of high leverage strategies and materials (what is your system to monitor implementation and professional learning needs)?	
KHPES Share out - 6 KHPES Schoolwide Instructional Strategies	Linked slide **KHPES Schoolwide Tier-1 Instructional Strategies** Increased expectations across the school - inclusive of Visible Learning and Explicit Instruction Can you explain Read Alouds in Secondary - DEAR - (Mr. Santos) - Core Reading, Structured reading, Every ss will read, write and speak in every class every day	

Tier 1 Instr. Strategy	Examples	Resources
1. Activate Prior Knowledge *Constructivism	- Do Now - Bell work - Entry Pass - Formative Assessments	Virginia Tech - Center for Excellence in Teaching & Learning Edutopia - Activating Prior Knowledge for ELLs Vanderbilt - Activating Prior Knowledge U of Mich - 3 Activities to Activate Prior Knowledge
2. Learning Intention & Success Criteria (Visible Learning)	- Posted - Easily accessible - Referred to at beginning, throughout, and at end of lesson - Students can explain their LISC when asked	Edutopia - A Framework for Lesson Planning National Council for Curriculum and Assessment - LISC Workshop The Teaching Delusion - A 5 minutes Guide to LISC Steve Ventura - Teacher Clarity through Achievement Teams Big Ideas Learning - How to use LISC Remote & in the Classroom
3. Cycle of Instruction *Bandura Social Cognitive Theory	- I Do = Modeling - We Do = Guided Practice - You Do = Independent Practice	The I Do, You Do, We Do Model Explained Vanderbilt - Implementing the Cycle of Instruction Nearpod Blog - How to Improve I do, We do, You do Lessons with technology
4. Total Participation Techniques	- Precision Partnering - Choral Response - Think-Write-Pair-Share - Read Aloud - White Boards - Jamboards - Collaboration	Resources - Total Participation Techniques 6 Total Participation Techniques To Make Every Student an Active Learner Total Participation Techniques - ASCD Book, free preview Ch 1 & 2 Explicit Instruction and Precision Partnering Strategies - CLSD
5. Explicit Vocabulary Instruction	- See WORD - Say WORD - Define WORD - Illustrate WORD with examples - Check for understanding - Student Practice	Elements of Explicit Instruction - Anita Archer KKP Session #1 Explicit Instruction Workshop Handouts - Anita Archer KKP Session #2 Explicit Instruction Workshop Handouts - Anita Archer KKP Session #3 Explicit Instruction Workshop Handouts - Anita Archer KKP Session #4 Explicit Instruction Workshop Handouts - Anita Archer Explicit Instruction - CTE Vocab Lesson Example - Anita Archer Strategies for Examining Similarities & Differences - Marzano
6. Reflection on Learning	- Exit Pass - Journal - Review LISC - Self-eval of LISC	18 Exit Ticket Questions to Prompt Student Reflection Visible Learning Through Exit Ticket Feedback & Self Reflection (Video) EL Education - Exit Tickets (Video) Upon Further Reflection: Exit Tickets - Teach Like A Champion

Back to top

	Also - we do a LOT of podcasting now, almost all grades 9 & 10 ELA and SS classes do podcasts. That helps with the “read aloud” Question - Free Audio Books ● Sora ● Libbi - Library Audio Book App	
R-TFI System-Level Coaching	When completing this, the expectation is not to have all of these 18 components TODAY There are explanations (bulleted items that are listed below Score only half the items - How TO… **ADMINISTERING THE RTFI** USE THE R-TFI Scoring Guide to Come to a Consensus on each team’s final score. The process is a “simultaneous and public voting process”. • Someone reads the item and the scoring guide. • Team members think about how they want to score the item. • When the team is ready to vote, publicly display your score (O,1, 2 on your fingers). • People have a chance to provide a brief rationale for how they scored for the purpose of the team coming to a consensus. Consensus does not require 100% agreement (will of the majority is supported by everyone) . The rich conversation is very valuable. Either Petra or Amy verbalized - State support coaching support to schools	Comment in chat: The amount of time it will take to just fill out these documents is time that could be dedicated to making sure we are out observing and coaching. Why is this so encumbuersome? CA do not score - we just familiarize with R-TFI Amy - It should be around 1 -2 hours to complete the form. It is supposed to guide you in identifying your needs to improve your systems to better support teachers and schools.

Back to top

	Tiffany replied in chat: Coaching that is built in for HMTSS system Question - Is that at the school level? Tiffany: That's part of it. It may also reach into complex level as well Question: I'm still a little confused…would this be a person/coach available as a literacy resource or to help teachers who need it Tiffany - I'm noting down this topic! We'll get participants a thoughtful response by the end of the week	
Data System	What is a system? (In the chat) HMTSS-R: organized framework for collecting, analyzing, and using data **What are Data Systems?** Linked slide • In Mulit-Tiered Systems of Supprt, Data Systems play a critical role in informing decision-making and ensuring all students receive the appropriate level of support. • Data systems encompass the following: ○ Universal Screening ○ Early Indication Markers (Early Warning Systems) ○ Diagnostics when necessary ○ Progress monitoring ○ Outcome Data ○ Intervention Data ○ Data collection tools ○ Data management systems ○ Data-based Decision Making ○ Professionals assigned to roles and responsibilities Petra commented in the chat:	

Back to top

	For Systems level coaching in the RTFI there are five elements that we are going to discuss when we score (page 17). 1. Analyze data to prioritize school-wide needs. 2. Manage school-wide assessment and data coordinator. 3. Determine professional learning opportunities and coaching opportunities needed in reading science, methods for integrating social, emotional and behavior supports with reading instruction, and implementation best practices. 4. Develop a plan to implement the reading components of an MTSS framework. 5. Communicate with other school teams and the District /complex area team (page 17 in the secondary RTFI Question: As we collect all this data what are the thresholds and the timelines for the decision making? Is there guidance on this a part from the attendance policy and how are the timelines and thresholds affected when the data is integrated for high risk students? Answer: I think the decisions need to be made together as a school team. Some complex areas may want to have these decisions common between their schools. No one correct answer.	
Early Warning Indicators and Universal Screeners Using Early Warning Systems to Flag and Prevent School Failure	Can be used together to identify Academic and Behavioral challenges in a timely manner Cut point:	

Back to top

<table>
<tr>
<td>

[AIR - High School Early Warning Intervention and Monitoring System Implementation Guide](#)

[AIR - Middle School Early Warning Intervention and Monitoring System Implementation Guide](#)

</td>
<td>

Table 1. Common Early Warning Indicators and Cut Points for High School Dropout

Indicator	Grade Range	Cut Point
Days absent	6–9	More than 9 per quarter, more than 36 per year[a]
Instructional time	9–12	10% or more[b]
Locally validated behavior data (for example, referrals, suspensions, behavior grades)	9–12	Locally determined[b]
Office referrals	6–9	More than two per quarter, more than six per year[a]
Suspensions	6–9	More than one per quarter, more than two per year[a]
Grade point average	9–12	2.0 or lower on a 4.0 scale[b]
Course failures (any course)	9–12	One or more[b]
Course failures (English language arts and math)	6–8	One or more[a]
Course failure in any core course (English, math, science, and social studies)	9–12	One or more[a,b]
On-Track Indicator	9	Credit deficient for promotion to 10th grade AND one or more failures in core courses[c]

a. Information obtained from Johns Hopkins University (2012).
b. Information obtained from Therriault, O'Cummings, Heppen, Yerhot, and Scala (2013).
c. Information obtained from Allensworth and Easton (2005).

A graphic that shows similar cut points from (Li et al. 2016)

Schools may have this but we need to be clear about what the cut points are and how we communicate this out

</td>
<td></td>
</tr>
<tr>
<td>

Tier 1: Assessment and Data-Based Decision Making

</td>
<td>

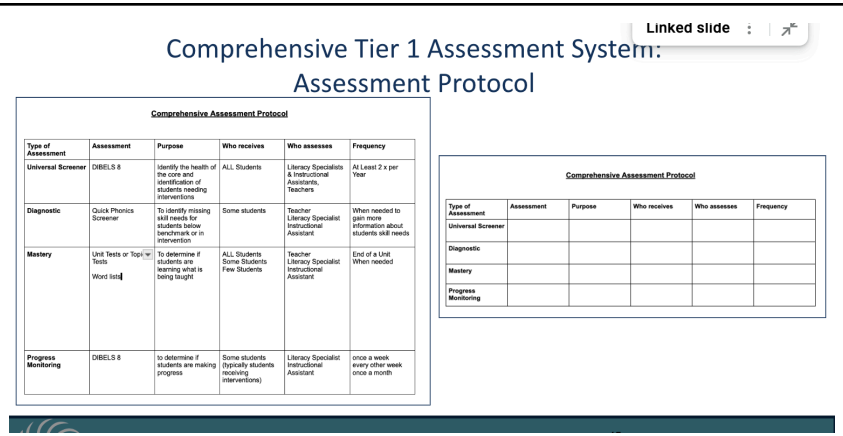
What do Literacy Leaders Need to Know: Purposes of

Screening	Diagnostic
Which students & systems require support? ***All students* *at three times a year*	What specifically should we teach? *Some students* *When needed*
Mastery Assessment	**Progress Monitoring**
What did the student learn? *All students* *Some students* *When needed*	Is it working? *Some students* *Weekly or Bimonthly*

Assess types and when to use it

</td>
<td></td>
</tr>
</table>

[Back to top](#)

<table>
<tr>
<td>Comprehensive Tier 1 Assessment System - Assessment Protocol</td>
<td>


When you‘ve identified ss needs (ie. vocabulary issue, background knowledge, syntax or language structure, etc.)

Skilled diagnostic is mostly for elementary but there are some that go to middle level (ie. ORF), use these to intervene

MAZE Assessment - every 7th word is missing.
Use word recognition, background info, syntax and morphology

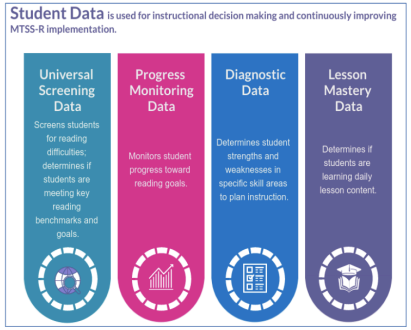
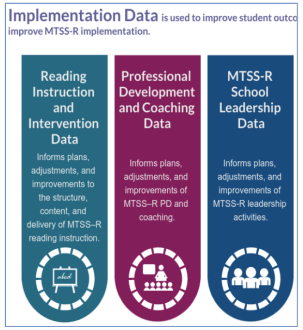
ORF
</td>
<td></td>
</tr>
<tr>
<td>Data-Based Decision Making</td>
<td>Ss using their own data is ideal

Use different types of data:

Student data
Implementation data

</td>
<td></td>
</tr>
</table>

Back to top

[Secondary Tier 1 Data Review](#)	Ensure that reading data and MTSS implementation data are collected and used in a data-driven way   	
Tier 1 Instruction [What Works Clearninghouse guidance](#)	3 considerations for ALL grade levels but more so with adolescent students: • Word Recognition • Language Comprehension • Differentiated Instruction	Professional Learning will be done for Instruction Reach out to Amy if you have a question about this specific need - what specific strategies should i use?

[Back to top](#)

	Specific Instructional Considerations for Adolescent Literacy ● Lesson preparation should be intentional, with lesson objectives aligned to Hawaii Common Core Standards. ● Lesson preparation should incorporate differentiation and provide access points for struggling learners. ● Access to Tier 1 instruction and content-area standards should be provided for all students. Tier 2 and Tier 3 interventions should be in addition to Tier 1 instruction. Ss should NOT be in only workshop - they need access to Tier 1	
HIDOE - OCID Science of Reading One Pager	Middle and High School should have 50 - 70 minutes of daily English courses (consider this even when ss are on an A/B schedule)	
Word Recognition	Ts need to become familiar with multisyllabic word instruction, supporting students as they learn how to pronounce, read, spell, and use these words in meaningful ways. Morphology instruction will help our students break words into meaningful parts and be able to apply this knowledge independently whenever they come across an unfamiliar word. Lastly, fluency instruction is essential for students who need to work on their accuracy and automaticity, as well as their prosody or expression.	
Language Comprehension	The language comprehension component of Scarborough's Reading Rope is something we are	

Back to top

	probably more comfortable with as secondary educators. However, we need to make sure that our instruction in areas like vocabulary and background knowledge are intentionally planned and set to a familiar routine so students can focus their attention on the text itself. Skills and strategies used should match the text structure.	

Vocabulary Instruction	The first recommendation is to provide explicit vocabulary instruction. Knowledge of vocabulary is one of the best indicators of whether a student will comprehend the text they are reading. There should be a dedicated time in each class period for vocabulary instruction. In addition, repeated exposure to new vocabulary should occur in multiple contexts, in reading, writing, speaking, and listening. There should be ample opportunities for practice within explicitly instruction time, as well as throughout the ELA block. Lastly, students should be explicitly taught strategies to help them independently figure out the meaning of unfamiliar words.
	
	Vocabulary: Additional Considerations
	• Utilize evidence-based vocabulary instructional strategies.
	• Review and identify cross disciplinary words for student success.
	• Teach vocabulary within and across Departments.
	• Consider the needs of Multi-Lingual Learners for vocabulary instruction:
	  • Teach morphemes or word parts
	  • When necessary, utilize a student's first language to enhance understanding, build confidence, and support learning
	  • Provide additional support on building background knowledge
	• Intentionally select which vocabulary words are the most essential for comprehension.	

Collaborative Strategic Reading??		

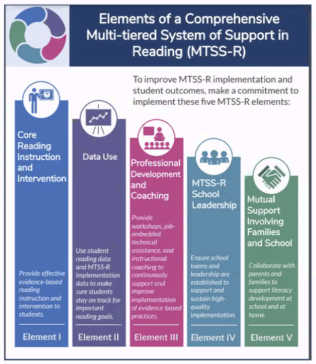
Back to top

Motivation and Engagement	Executive Functioning - Task Initiation	
Next meeting and assignment	March 5 9:00 - 12:00 pm Question - Tools from last time?? Petra - the last tool did not have an elementary/secondary differentiated Last tool was only on Leadership focus - they (state) will read through the tool again to see that it‘s related	Average out the scores and you can take a % - divide by 36

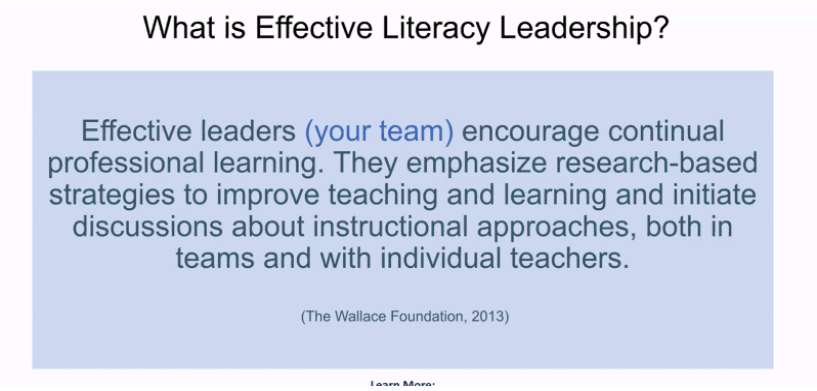
January 22, 2025
Attendees: Kim, Dean, Andrew, Charlotte, Rose, Sharon, Gregg, Iwa, Robin, Kailina, Amber, Ashley (PHIS SSC), Debra, Jackie, Sarah, Serena, Tiara M, Cathy, Julianne, Romel, Malia, Cherrish, Hailey, Brandon T, Kasey, Brendan, Hidi, Malia, Adria, Karrin, Aina

Topic	Detail	Next Steps
Sign In	https://bit.ly/HMTSS-RMeeting1	
Session 1 Goals:	1. Making clear the role of literacy in establishing and ensuring equitable HMTSS-R 2. Focusing in on the HMTSS-R Action plan as the mechanism that will organize the work to achieve your goals Alignment & Consistency in YOUR implementation	
NCIL MTSS-Reading Implementation Checklist (see above for resource)	HMTSS-R Training Series Introduction Memo	Leadership team to meet monthly for at least 90 minutes to complete materials in HMTSS-R

Back to top

	Amy Ruhaak - New CLSD II ES HIDOE educational vision The Hawai‘i State Department of Education's mission is to help students develop their academic achievement, character, and social-emotional well-being to their fullest potential. The department works with families, communities, and partners to ensure that all students can reach their goals from early learning through college, career, and citizenship. The department also recognizes that effort, work habits, and behaviors are important components of developing successful, ethical, and lifelong learners. HIDOE Literacy Team Vision All students in Hawai‘i will read, write, speak, and listen proficiently in service of all academic and personal needs across life. HI DOE HMTSS-R By the end of the HMTSS-R Training Series you should have: • Increased understanding of equity-informed and evidence-based literacy instruction. • Improved structures, processes, and procedures to support implementation of evidence-based literacy instruction K-12.  CLICK ON THIS SCREENSHOT FOR A LINK TO THE PDF	folders CLSD Grantees complete literacy action plan annually and submit to OCID Literacy leadership team should include all key stakeholders

Back to top

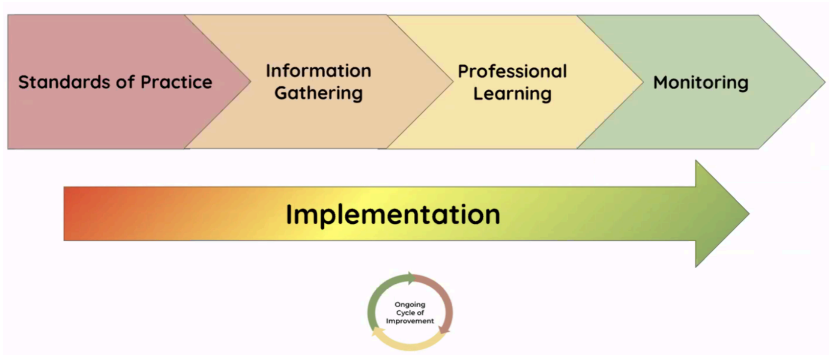
	• Core Reading Instruction- EVERYONE gets access • Data- evaluating system data • Professional Development and coaching- how we can develop our proficiency of our teachers and leaders • HMTSS-R School Leadership-strong leadership team to steer the ship • Mutual Support Involving Families and School-better engage our families that are responsive to their needs to develop their child's needs Training Series Session Format: 1. Session Topic Presentation 2. Work time with team 3. Review Next Steps 4. Questions and Answer Support time	
Literacy Leadership	Alisa Bender: [resource link] 	

Back to top

National Center on Improving Literacy (Boston) Dr. Lisa Bates	**Understanding the Why** School leaders: (link to pdf) ● Directly impact student achievement ● Promote equitable outcomes ● Build strong literacy teams ● Are instructional leaders **What Do You Need to Know? (Graphic linked here) (pdf)** ● Essential Reading Skills ● How to support teachers with implementing evidence-based literacy practices ● How to valuate, prioritize, plan and implement an effective reading model **What do you need to do:** ● Recognize features of effective instructional delivery ● Make evidence-based literacy instruction a school wide priority ● Collect information and provide feedback on the content and delivery of literacy instruction Who should be on the team - key stakeholders (Admin, multilingual, SPED, etc.) Should have structures and clear processes in place to guide decision making	

Back to top

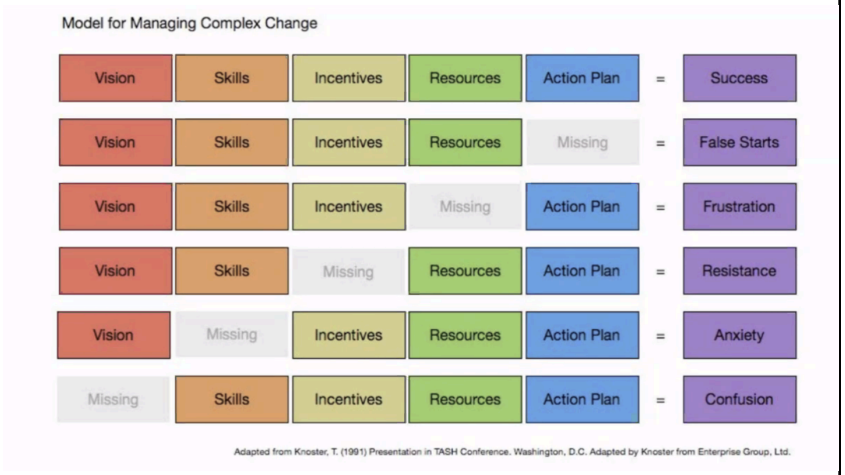
What is Implementation - are we actually doing the work?



HMTSS-R Literacy Leadership Team Actions

- Convene a **Literacy Leadership Team**
  - Complex Area/Charter School Commision/OHE Team
  - School Teams
- Engage in **HMTSS-R** and **Structured Literacy** trainings
- Conduct literacy **screenings** and implement **Tiers I-III** instruction
- Conduct **transition planning** for kindergarten, middle, and high school students
- Hold monthly **Literacy Leadership Team** meetings about implementation progress and student data

Back to top



What is YOUR Capacity?

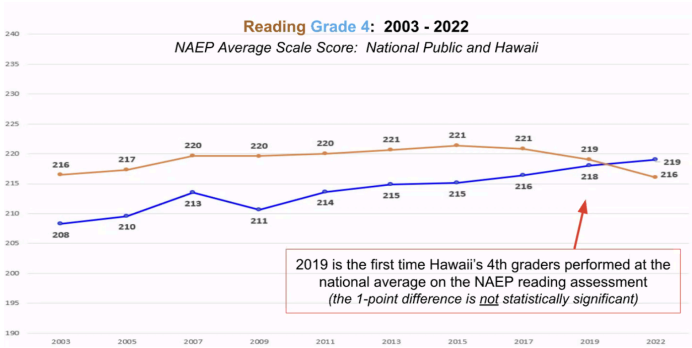
1. Thin content in nice packaging
2. Emotions over evidence
3. Time management
4. Workaholic Cultures
5. Initiatives we can't control

When should you de-implement?

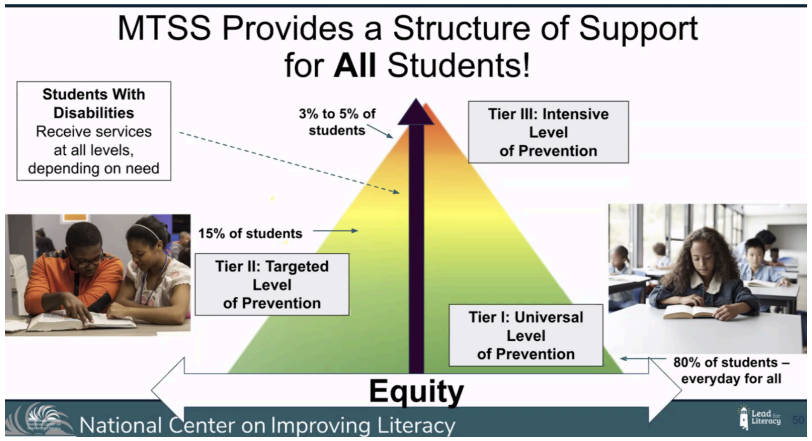
- When interventions lack effectiveness or are harmful
- When more effective or efficient intervention becomes available
- When the health or social issue of concerns dissipates

Partial De-Implementation Replacement ????

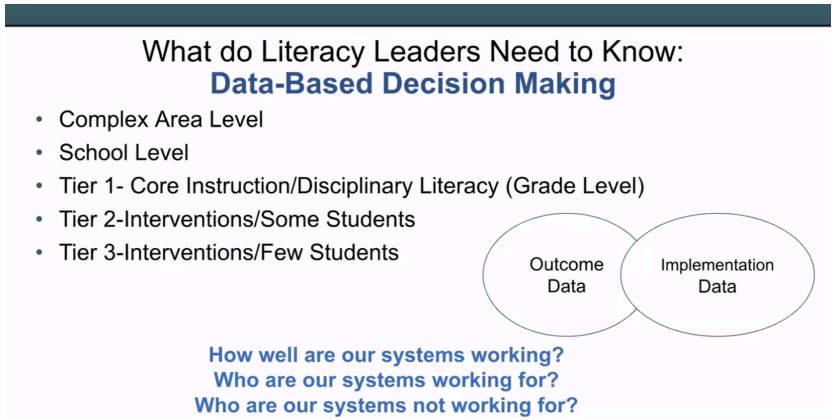
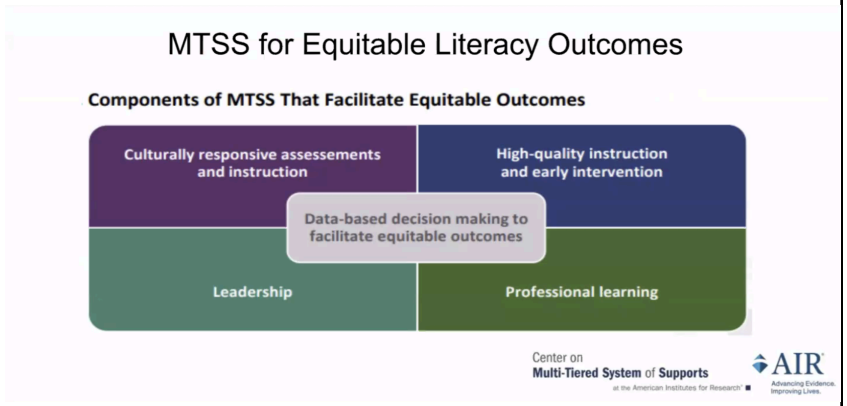
Back to top

Understanding the WHY Padesky	Literacy is a civil right (Tracy Weeden) Website: The Reading League (video) **Understand they Why… (see data slides)** - What is the state of current literacy outcomes? - Are most students proficient readers?  Hawaii NAEP Score Reports: Reading Grade 4 2022 Reading Grade 8 2022 We have an equity problem ELA 23-24 Grade 3 Proficiency- 49% Universal Screener Data Winter Grade 1: 47% proficient in Grade 1 KEA Data Fall- 29% readiness Team Time: - Are you where you want to be as a complex area/school with instruction? - State 52%	

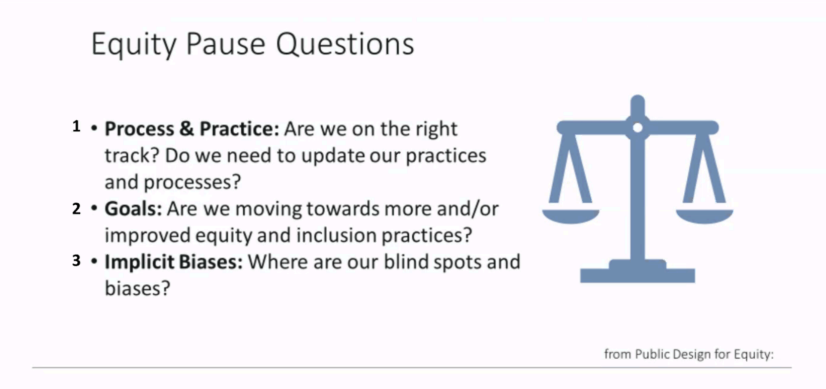
Back to top

	- Who is the literacy instruction working well for? - Who is the literacy instruction not working for?	
Building Knowledge	 	

[Back to top](#)

		
Considerations for Equity Practices (Tiffany Yango-Au)		

[Back to top](#)



Team Time: Vision
What is the work you are trying to implement and **why** is the work important to you and others you work with?

KKP EL Statement of Success:

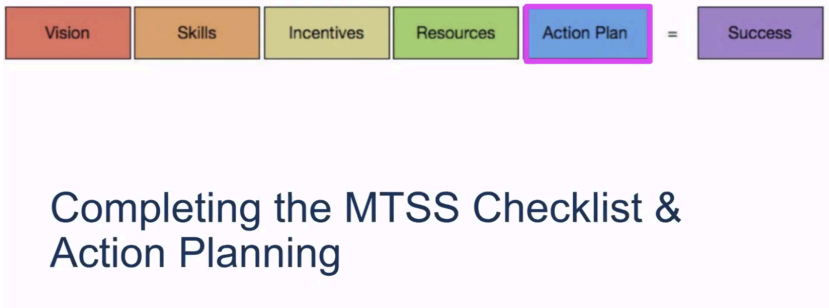
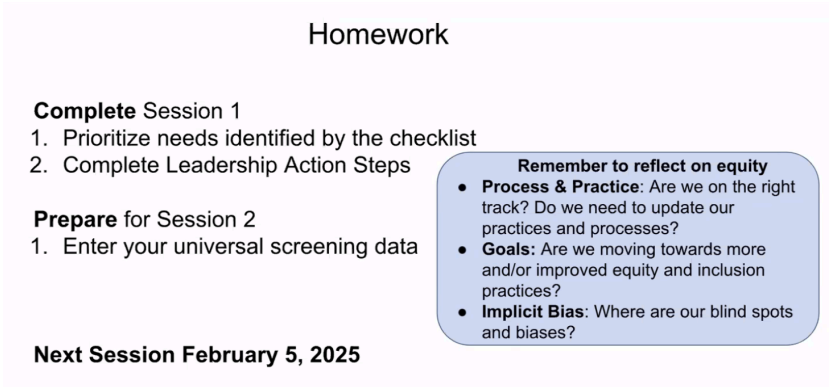
Honoring Traditions & Embracing Indigenous Wisdom for a Sustainable Future

Multilingual Learners will thrive in learning environments by:

- Communicating & Collaborating effectively in both their native language(s) and English
- Leveraging their assets to excel academically, socially, emotionally, and culturally
- Embracing cultural identities

To deepen students' connection & engagement in the KKP community and beyond.

Back to top

		
Engage in a Continuous Improvement Model to Solidify MTSS-R Training	[CSI Model for MTSS-R] Your Road Map Action Plan… Identify Strengths and Needs Element 1:MTSS-R School Leadership	Adding Total Score in the HMTSS-R Action Plan for Literacy Leadership (Yellow box)
Next Session:RTF-I		

Back to top