

## Clay County 2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan

### Contact Informaon

The district contact(s) should be the person(s) ulmaàtely responsible for the plan and its implementaon and will be Florida Department of Educaon' s (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

	Name	Title	Email	Phone
Main District Reading Contact	Bianca Montoro	Elementary Curriculum Specialist	<a href="mailto:bianca.montoro@myoneclay.net">bianca.montoro@myoneclay.net</a>	(904) 336-6965
Responsibility	Name	Title	Email	Phone
Elementary ELA	Heather Teto	Chief of Elementary Schools	<a href="mailto:heather.teto@myoneclay.net">heather.teto@myoneclay.net</a>	(904) 336-6906
	Melanie Sanders	ESE Director	<a href="mailto:melanie.sanders@myoneclay.net">melanie.sanders@myoneclay.net</a>	(904) 336-6866
Secondary ELA	Roger Dailey	Chief of Secondary Schools	<a href="mailto:roger.dailey@myoneclay.net">roger.dailey@myoneclay.net</a>	(904 )336-6904
	Melanie Sanders	ESE Director	<a href="mailto:melanie.sanders@myoneclay.net">melanie.sanders@myoneclay.net</a>	(904) 336-6866
Reading Endorsement	Bianca Montoro	Elementary Curriculum Specialist	<a href="mailto:bianca.montoro@myoneclay.net">bianca.montoro@myoneclay.net</a>	(904) 336-6965
	Jenie Shepard	Supervisor of Professional Development	<a href="mailto:jennifer.shepard@myoneclay.net">jennifer.shepard@myoneclay.net</a>	(904) 336-6966
Reading Curriculum	Bianca Montoro	Elementary Curriculum Specialist	<a href="mailto:bianca.montoro@myoneclay.net">bianca.montoro@myoneclay.net</a>	(904) 336-6965
	Amber Rockwell	K-6 Reading-ELA Specialist	<a href="mailto:amber.rockwell@myoneclay.net">amber.rockwell@myoneclay.net</a>	(904) 336-6565
	Rebecca Billiot	7-12 Reading-ELA Specialist	<a href="mailto:rebecca.billiot@myoneclay.net">rebecca.billiot@myoneclay.net</a>	(904 ) 336-6589
Professional Development	Jenie Shepard	Supervisor of Professional Development	<a href="mailto:jennifer.shepard@myoneclay.net">jennifer.shepard@myoneclay.net</a>	(904) 336-6966
Assessment	Steve Amburgey	Director of Assessment, Accountability and School Support	<a href="mailto:steven.amburgey@myoneclay.net">steven.amburgey@myoneclay.net</a>	(904) 336-9639
Data Element	Steve Amburgey	Director of Assessment, Accountability and School Support	<a href="mailto:steven.amburgey@myoneclay.net">steven.amburgey@myoneclay.net</a>	(904) 336-9639
Summer Reading Camp	Bianca Montoro	Elementary Curriculum Specialist	<a href="mailto:bianca.montoro@myoneclay.net">bianca.montoro@myoneclay.net</a>	(904) 336-6965
3 <sup>rd</sup> Grade Promoon	Heather Teto	Chief of Elementary Schools	<a href="mailto:heather.teto@myoneclay.net">heather.teto@myoneclay.net</a>	(904) 336-6906

## Plan Informaon

*How is the district communicang the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders?*

A whole systems approach will be implemented to develop the internal and external capacity of all stakeholders by building their knowledge and skill level with Evidence-Based Reading Instrucon` (EBRI) and the evidence-based programs and praces (EBP`s) embedded in the 2020-2021 Comprehensive Evidence-Based Reading Plan. District leaders, directors, specialists, and coaches will provide on-going guidance and support to school level leaders to ensure the connuous` flow of informaon` through leadership debriefing sessions and weekly leadership newsle. ers in conjuncon` with district-school level leadership conferences. On-going workshops and professional development sessions along with training, coaching, and mentoring with the goal of assing principals, teachers, and other school level personnel with building knowledge of effectv` e content-area-specific reading strategies, evidence-based reading strategies and other pernen` t content embedded in the Comprehensive Evidence-Based Reading Plan will be used to communicate the contents of the reading plan. During the sessions, internal stakeholders will have the opportunity to engage in hands-on training and professional development to engage in cric` al thinking, communicaon` and collaboraon` with their colleagues to create reading lessons using the core programs; supplemental programs and materials; reading strategies and instruconal` praces; and intervenons` according to the grade-specific decision-making trees. These hands-on training opportunies` will provide internal stakeholders authenc` learning` opportunies` focused on the content of the district's Comprehensive Evidence-Based Reading Plan. District leaders, directors, specialists, and coaches will assist school level reading leadership teams with establishing professional learning communies` (PLCs) to improve the knowledge and skills of educators through collaborav` e study and professional dialogue focused on improving literacy learning outcomes aimed at closing reading achievement gaps. To build external stakeholder capacity, informaon` on the 2020-2021 Comprehensive Evidence-Based Reading inia` v` e will be included in parent and community newsle. ers as well as posted on the district's social media sites and the district's school webpages. School level family informaon` nights and stakeholder assemblies will provide addional` opportunies` for communicang` the c` ontents of the 2020-2021 Comprehensive Evidence-Based Reading Plan with students and their families. District leaders, directors, specialists, and coaches will work to gain the support of community stakeholders by a` ending community coalion` meengs and` by engaging in community partnership forums to build awareness and support for the 2020-2021 Comprehensive Evidence-Based Reading Plan making sure to have media coverage of such events to further highlight and bring awareness to the district's reading inia` v` e. The district will uliz` e stakeholder surveys and focus groups to further communicate, engage, and receive feedback on the contents of its Comprehensive Evidence-Based Reading Plan.

**Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementaon as required by 6A-6.053(1)(a)  
F.A.C. District-Level Leadership 6A-6.053(7) F.A.C.**

**K-5**

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnos, progress monitoring/formav e, summav e)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	<ul style="list-style-type: none"> <li>Florida Kindergarten Readiness Screener (FLKRS) Renaissance's Star Early Literacy®</li> </ul>	<ul style="list-style-type: none"> <li>Screener <a href="http://www.fldoe.org/core/fileparse.php/18494/urlt/FLKRS-TDS-BP.pdf">http://www.fldoe.org/core/fileparse.php/18494/urlt/FLKRS-TDS-BP.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Computer Based (CBT) (state)</li> </ul>	<ul style="list-style-type: none"> <li>within the first 30 days of each school year to kindergarten scholars</li> </ul>
<i>Phonological awareness</i>	<ul style="list-style-type: none"> <li>iReady K-5: Overall reading growth in addition to the following domain: phonological awareness</li> <li>Florida Kindergarten Readiness Screener (FLKRS) Renaissance's Star Early Literacy®</li> <li>K-2 Foundational Skills Assessment: On-going and overall growth in phonological awareness</li> <li>Phonological Awareness Skills Test (PAST): a student's level of phonological awareness (i.e., syllable, onset-rime, or phoneme) and their degree of proficiency (i.e., mulse nsory, knowledge or automac)</li> </ul>	<ul style="list-style-type: none"> <li>Diagnosc-Pr ogress Monitoring (scale score, norm referenced percentle , lexile level, grade level equivalent)</li> <li>Screener</li> <li>Progress Monitoring <a href="https://docs.google.com/document/d/1sHbt8-IMPwxAKvrFv4x1xLGu2R9-tbDukpWiqQxtlc/edit?ts=5f245393">https://docs.google.com/document/d/1sHbt8-IMPwxAKvrFv4x1xLGu2R9-tbDukpWiqQxtlc/edit?ts=5f245393</a></li> <li>Diagnosc <a href="https://www.thepas_est.com/">https://www.thepas_est.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>Computer Based (CBT) (district)</li> <li>Computer Based (CBT) (state)</li> <li>Paper Based (PBT) (district)</li> <li>Paper Based (PBT) (district)</li> </ul>	<ul style="list-style-type: none"> <li>3x per school year: Beginning, Mid, End Year</li> <li>within the first 30 days of each school year to kindergarten scholars</li> <li>3x per school year: Beginning, Mid, End Year (aligned with Tier 2 and Tier 3 progress monitoring for grades K-2)</li> <li>The PAST is administered based on individual student nonresponse to core curriculum and instrucon or as a whole class screener for grades K-2</li> </ul>
<i>Phonics</i>	<ul style="list-style-type: none"> <li>iReady K-5: Overall reading growth in addition to the following domain: phonics</li> <li>Florida Kindergarten Readiness Screener (FLKRS) Renaissance's Star Early Literacy®</li> <li>K-2 Foundational Skills Assessment: On-going and overall growth in phonics</li> <li>SIPPS Mastery Tests: data determining whether the teaching pace is appropriate for the group and whether individuals need extra prace with phonics (Embedded within the SIPPS curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>Diagnosc-Pr ogress Monitoring (scale score, norm referenced percentle , lexile level, grade level equivalent)</li> <li>Screener</li> <li>Progress Monitoring</li> <li>Formav e</li> </ul>	<ul style="list-style-type: none"> <li>Computer Based (CBT) (district)</li> <li>Computer Based (CBT) (state)</li> <li>Paper Based (PBT) (district)</li> <li>Paper Based (PBT) (district)</li> </ul>	<ul style="list-style-type: none"> <li>3x per school year: Beginning, Mid, End Year</li> <li>within the first 30 days of each school year to kindergarten scholars</li> <li>3x per school year: Beginning, Mid, End Year (aligned with Tier II and Tier III progress monitoring for grades K-2)</li> <li>SIPPS Mastery Tests are administered following the compleon of 10 lessons</li> </ul>

<p><i>Fluency</i></p>	<ul style="list-style-type: none"> <li>• iReady K-5: Overall reading growth in addition to the following domain: fluency</li> <li>• K-2 Foundational Skills Assessment: On-going and overall growth in fluency</li> <li>• Achieve3000 LevelSet (3-5): Lexile measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic-Progress Monitoring (scale score, norm referenced percentile, lexile level, grade level equivalent)</li> <li>• Progress Monitoring</li> <li>• Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Based (CBT) (district)</li> <li>• Paper Based (PBT) (district)</li> <li>• Computer Based (CBT) (district)</li> </ul>	<ul style="list-style-type: none"> <li>• 3x per school year: Beginning, Mid, End Year</li> <li>• 3x per school year: Beginning, Mid, End Year</li> <li>• 3x per school year: Beginning, Mid, End Year</li> </ul>
<p><i>Vocabulary</i></p>	<ul style="list-style-type: none"> <li>• iReady K-5: Overall reading growth in addition to the following domain: vocabulary</li> <li>• Florida Kindergarten Readiness Screener (FLKRS) Renaissance's Star Early Literacy®</li> <li>• Achieve3000 LevelSet (3-5): Lexile measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic-Progress Monitoring (scale score, norm referenced percentile, lexile level, grade level equivalent)</li> <li>• Screener</li> <li>• Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Based (CBT) (district)</li> <li>• Computer Based (CBT) (state)</li> <li>• Computer Based (CBT) (district)</li> </ul>	<ul style="list-style-type: none"> <li>• 3x per school year: Beginning, Mid, End Year</li> <li>• within the first 30 days of each school year to kindergarten scholars</li> <li>• 3x per school year: Beginning, Mid, End Year</li> </ul>
<p><i>Comprehension</i></p>	<ul style="list-style-type: none"> <li>• iReady K-5: Overall reading growth in addition to the following domain: comprehension</li> <li>• Florida Kindergarten Readiness Screener (FLKRS) Renaissance's Star Early Literacy®</li> <li>• Achieve3000 LevelSet (3-5): Lexile measurement</li> <li>• Florida Standards Assessment-English Language Arts (FSA-ELA): Grades 3–5 participate in FSA ELA assessments: Educators gain and progress (student achievement)</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic-Progress Monitoring (scale score, norm referenced percentile, lexile level, grade level equivalent)</li> <li>• Screener</li> <li>• Progress Monitoring</li> <li>• Statewide, Standardized Assessment, Summative</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Based (CBT)</li> <li>• Computer Based (CBT)</li> <li>• Computer Based (CBT)</li> <li>• Paper Based (PBT)/Computer Based (CBT) (state)</li> </ul>	<ul style="list-style-type: none"> <li>• 3x per school year: Beginning, Mid, End Year</li> <li>• within the first 30 days of each school year to kindergarten scholars</li> <li>• 3x per school year: Beginning, Mid, End Year</li> <li>• Annually</li> </ul>

**6-12**

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
iReady Diagnostic (6-8 Reading)	Overall reading growth in addition to the following domains: phonemic awareness, phonics, high frequency words, vocabulary, comprehension (literature and informational)	Diagnostic-Progress Monitoring (scale score, norm referenced percentile, lexile level, grade level equivalent)	Computer Based (CBT) (district)	3x per school year: Beginning, Mid, End Year
Achieve3000 LevelSet (6-12)	Lexile measurement	Progress Monitoring	Computer Based (CBT)(district)	3x per school year: Beginning, Mid, End Year
FSA Smart Arcles (6-10) (Embedded within the Achieve3000 Curriculum)	Monitor students' progress in meeting state and district learning standards	Progress Monitoring	Computer Based (CBT) (district)	3x per school year: Beginning, Mid, End Year
HMH Collections (7-12): -Selection Tests -Unit Tests -Writing Performance Assessment (Embedded in the ELA-Secondary Curriculum)	Monitor students' progress in meeting state and district learning standards	Formative, Progress Monitoring, and Summative	Paper Based (PBT)/Computer Based (CBT) (district)	HMH Collections Assessments will be administered by teachers per the 7-12 ELA Pacing Guide/Curriculum Map
Performance Masters Assessments (7-12)	Monitor students' progress in meeting state and district learning standards	Progress Monitoring	Computer Based (CBT) (district)	3x per school year: Beginning, Mid, End Year
Florida Standards Assessment-English Language Arts (FSA-ELA): Grades 6–10 participate in FSA ELA assessments, Grades 11-12 ELA Retake assessment	Educational gains and progress (student achievement)	Statewide, Standardized Assessment, Summative	Paper Based (PBT)/Computer Based (CBT) (state)	Annually

**K-12 Data Analysis and Decision-making as required by 6A-6.053(1)(b) F.A.C.**

<b>Data Analysis and Decision-making</b>				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementaon oversight, support and follow-up?</i>
Monthly-Teachers, School and District Level Leaders Quarterly-Teachers, School and District Level Leaders Beginning, Mid, and End of the School Year- Teachers, School and District Level Leaders *Students will review their personal performance and/or growth data monthly and quarterly through teacher-student data conferences.	<p><b>Four-Step Problem Solving Process</b></p> <ul style="list-style-type: none"> <li>• Define the problem or goal</li> <li>• Analyze the problem and relevant data</li> <li>• Implement an intervenon plan</li> <li>• Evaluate the intervenon for effecv eness</li> </ul> <p><b>Clay County Reading Decision Trees</b>  <b>Student Progression Plan</b>  <b>Mul-Tier ed System of Supports</b></p>	On-going review of student performance and growth data as reported by state level accountability systems (FSA-ELA, FLKRS) -On-going review of student performance and growth data provided by district adopted evidence-based program (iReady, Achieve3000) -District and School Level Leadership Data Meengs (data analysis, data conversaons) -School Level Leadership and Teacher Data Meengs (data analysis, data conversaons) -Professional Learning Communes (PLCs)- District-School Level Leadership and teachers (data analysis, data conversaons, data-driven instrucon)- MTSS Meengs	District level leaders will conference with individual school level leaders and teachers to provide the addional support and training needed to explicitly implement the K-12 Reading Plan	Roger Dailey Heather Teto Melanie Sanders Rebecca Billiot Amber Rockwell Bianca Montoro Jenie Shepard Steve Amburgey

**School Level Leadership 6A-6.053(8) F.A.C.**

<b>Pracce</b>	<b>Who ensures that the pracce is informed by a specific purpose?</b>	<b>How is the purpose communicated?</b>	<b>How often is the data being collected?</b>	<b>How is the data being shared and by whom?</b>	<b>How often is the data being reviewed and by whom?</b>
Weekly reading walkthroughs by administrators	District Leadership, School Based Leadership	Principals' Meengs, Superintendent's Weekly Briefing, Monthly school based Leadership Meengs, MTSS Meengs, Grade Level Meengs	Monthly	Admin shares with their staff during scheduled grade level and faculty meengs. Admin will also share the observaonal data with district level administrators when needing addional support.	Monthly by District Leadership
Data chats	District Leadership and School Based Leadership	Principals' Meengs, Superin tendent's Weekly Briefing, Monthly school based Leadership Meengs, MT SS Meengs, Grade Level Meengs	Quarterly	Admin shares with their staff during scheduled grade level and faculty meengs. Admin will also share the observaonal data with district level administrators when needing addional support.	Quarterly by District Leadership, School Based Leadership

Reading Leadership Team per 6A-6.053(3) F.A.C.	District Leadership and School Based Leadership	Principals' Meengs, Superintendent's Weekly Briefing, Monthly school based Leadership Meengs, MTSS Meengs, Grade Level Meengs	Monthly	Admin shares with their staff during scheduled grade level and faculty meengs. Admin will also share the observaonal data with district level administrators when needing additional support.	Monthly
Monitoring of plan implementaon	District Leadership and School Based Leadership	Principals' Meengs, Superintendent's Weekly Briefing, Monthly school based Leadership Meengs, MTSS Meengs, Grade Level Meengs	Monthly	Admin shares with their staff during scheduled grade level and faculty meengs. Admin will also share the observaonal data with district level administrators when needing additional support.	Monthly
Other: (Specify)					

**Implementaon and Progress-monitoring**

What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systemac and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementaon oversight, support and follow-up?
<p>Data-Based Problem Solving and Decision-Making (DBPSDM) (MTSS) based on a 4-step process of defining, analyzing, implemenng , and evaluang curriculum; programs; praces; assessments, and intervenons.</p> <p>Additionally , schools are supported throughout the year with examinaon of in-program data to idenf y students not responding to intervenon or who have met targets requiring a change in support (MTSS Problem Solving).</p> <p>If it is determined that the plan is not being implemented in a systemac and explicit manner, based on data to meet the needs of students, then the District Reading Leadership Team will meet to discuss such concerns using data to drive the conversaon.</p>	<p>Members of the Top-Down Communicaon: District Reading Leadership will communicate with school level leadership and/or the School Reading Leadership Team via Google Meets, phone conferences, or face-to-face meengs. School level leadership and/or the School Reading Leadership Team will conference with individual teachers and/or department heads to address implementaon and MTSS concerns.</p> <p>Bottom-Up Communicaon: On-going stakeholder concerns regarding the effecv e implementaon of the plan can be addressed to the District Reading Leadership Team via email, phone conferences, Google Meets, face-to-face meengs, and surveys.</p>	<p>The District Reading Leadership Team will make determinaons regarding the implementaon of the 2020-2021 Comprehensive Evidence-Based Reading Plan and to gauge buy-in from stakeholders through principal walkthroughs, teacher/student/parent surveys, formal/informal observaons, principal-t eacher conferences, district walkthroughs, and district leader-principal conferences. The District Reading Leadership Team will engage in connuous data collecon to ensure the plan is being implemented with fidelity; if the plan is servicing the targeted populaon of students; if there are challenges or needs unidenfied during the preparaon stage; if teachers are engaging in reflecv e outcome data analysis and conversaons; if teachers are being provided on-going professional development and support; if on-going professional development and support are effecv e; and if regular stakeholder and community communicaons regarding the reading plan are being conducted. Informal and formal assessment and evaluaon will be used to determine the specific reading instruconal needs and intervenons for all students in grade K-12 (screening, diagnosc, pr ogress monitoring, local assessment data, and statewide assessments). If data collecon indicates an area of concern, then the District Reading Leadership Team along with school-based Reading Leadership Team(s) will engage in Data-Based Problem/MTSS Solving and Decision-Making to provide the necessary support to correct the idenfied issue to ensure the successful implementaon of the Comprehensive Evidence-Based Reading Plan. To increase stakeholder engagement, the District Reading Leadership Team will support principals and teachers through connuous training and professional development opportunies combined with connuous feedback for follow-up measures.</p>

**Professional Development per 6A-6.053(4) F.A.C.**

<b>Requirement</b>	<b>How is it communicated to principals?</b>	<b>How is it monitored by principals?</b>	<b>How often is it reported to the district and in what format?</b>	<b>To whom is it reported at the district?</b>	<b>Who at the district level is responsible for following up if the professional development requirement isn't happening?</b>
Training in multisensory reading intervention	Superintendent Weekly Briefing	Classroom walkthroughs and formal observations	2x a year at LEAD meetings	Roger Dailey and Heather Teto	Roger Dailey, Heather Teto and Jenie Shepard
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Superintendent Weekly Briefing	Classroom walkthroughs and formal observations	2x a year at LEAD meetings	Roger Dailey and Heather Teto	Roger Dailey, Heather Teto and Jenie Shepard
Identification of mentor teachers	Superintendent Weekly Briefing and Summer Leadership	Classroom walkthroughs and formal observations	2x a year at LEAD meetings	Jenie Shepard	Roger Dailey, Heather Teto and Jenie Shepard
Establishing of model classrooms within the school	Superintendent Weekly Briefing and Summer Leadership	Classroom walkthroughs and formal observations	2x a year at LEAD meetings	Jenie Shepard	Roger Dailey, Heather Teto and Jenie Shepard
Providing teachers with meetings weekly to meet together for professional development including lesson study and PLCs	Superintendent Weekly Briefing and Summer Leadership	School based administrators and PLCs, Lesson Studies, PD Plan, School Improvement Plan	Monthly at Districtwide School Based Leadership Meetings (Principal Meetings and Assistant Principal Meetings)	Jenie Shepard	Roger Dailey, Heather Teto and Jenie Shepard



## Instrucon

K-5 Uninterrupted 90 minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
Whole group instrucon ulizing an evidence-based sequence of reading instrucon (comprehensive core reading program) Florida’s Formula for Success, 6+4+ii+iii	Master Schedule Review Meengs, Student Progression Plan	School Based Leaders conduct classroom walkthroughs; review of school master schedules	Master Schedule Review Meengs	State Reporting Annually through state reporting surveys	State Reporting Annually through state reporting surveys
Small group differena ted instrucon in order to meet individual student needs	Summer Leadership, LEAD meengs, Districtwide School Based Leadership Meengs, Student Progression Plan	Weekly reading walk throughs conducted by administrators, formal observaons, quarterly data chats	Districtwide School Based Leadership Meengs (Principal Meengs and Assistant Principal Meengs); Master Schedule	State Reporting Annually through state reporting surveys	State Reporting Annually through state reporting surveys

Budget per 6A-6.053(2) F.A.C.

How is the district prioritizing K-3 students with substanal reading deficiencies in the use of its Research-Based Reading Instrucon Allocaon funds?

(Professional Development combined with Reading Endorsed/Reading Certified Teachers and Reading Coaches) To address the learning needs of all students, the district promotes standards-aligned instruction that builds background and content knowledge by providing teachers with professional development opportunities that grow their capacity to provide students multisensory, print rich, systematic, scaffolded, and differentiated instruction to improve student learning of the English Language Arts Florida Standards (LAFS) (Tier 1). The district utilizes student screening, diagnostic, progress monitoring, and achievement data along with input from teachers and parents to prioritize K-3 students with substantial reading deficiencies to provide them with standards-aligned interventions while addressing gaps and reducing any barrier impeding their ability to meet Tier 1 expectations (Tier 2). Immediate, intensive intervenon (Tier 3) will be delivered systematically and explicitly by a reading certified or reading endorsed teacher using evidence-based programs and practices (EBRs) through interactive small group instruction aimed at targeting foundational/barrier skills. Reading coaches will be assigned to district schools with the greatest need based on student performance data to support and provide initial and ongoing professional development to K-3 teachers.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$57,000.00
District expenditures on reading coaches assigned to elementary schools	\$662,088.24
District expenditures on reading coaches assigned to secondary schools	\$466,710.00
District expenditures on intervention teachers assigned to elementary schools	\$0.00
District expenditures on intervention teachers assigned to secondary schools	\$0.00
District expenditures on supplemental materials or interventions for elementary schools	\$241,679.94
District expenditures on supplemental materials or interventions for secondary schools	\$160,292.82
<del>District expenditures on reading coaches assigned to elementary schools</del>	
<del>District expenditures on reading coaches assigned to secondary schools</del>	
District expenditures on professional development	\$25,000.00
District expenditures on helping teachers earn the reading endorsement	\$50,000.00
District expenditures on summer reading camps	\$70,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$0.00
Flexible Categorical Spending	\$0.00
Sum of Expenditures	\$1,732,771.00
Amount of District Research-Based Reading Instruction Allocation (based on FEFP 4th calculation 5/22/20)	\$1,732,771.00

## Summer Reading Camp

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. An addendum will be sent out the last week of August 2020 requesting specific information.

What evidence-based instructional materials are being used for Summer Reading Camp?

Evidence-Based Reading Instruction (EBRI) will be based on assessment results from i-Ready® from the 2020-2021 school year. Summer Reading Camp instruction will be systematic, sequenced, direct, and explicit based on learners' strengths and weaknesses in the four key component areas of reading: alphabets (phonemic awareness, phonics, decoding), fluency (the ability to read accurately, at an appropriate rate, and with prosody), vocabulary, and comprehension. Evidence-based programs (EBPs) i-Ready® and SIPPS combined with small, flexible groups and individual instruction using authentic literature selected for research-and standards-aligned reading, writing, speaking and listening instruction targeting learner's observed and assessed needs in specific aspects of literacy development will be used for the Summer Reading Camp. Evidence-based instruction and materials will be continuously monitored during the summer reading program, by teachers and students, to gauge their effectiveness. Summer Reading Camp teachers will collaborate with families in promoting literacy.

Will students in grades other than 3 be served also? Yes  No

If yes, which grade levels? Grades 1 & 2

## Reading Allocation Literacy Coaches

Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:

Coaches must meet the following criteria:

- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills
- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information.

What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.?

(Please attach any rubrics or related artifacts)

The district engaged in a four-step problem-solving process consisting of problem identification, problem analysis, data collection, and evaluation. Members of the District Reading Leadership Team meet to accurately identify reading problems experienced by students attending Clay County District Schools in K-12 grades. The District Reading Leadership Team's vision is for all students to leave grade 2 having mastered learning to read through the development of oral language, phonological awareness, phonics and fluency so that they can successfully transition into third grade and beyond ready to read to learn through the development of vocabulary and comprehension. The District Reading Leadership Team engaged in problem analysis to target the highest population of students located in the district with literacy learning gaps as well as to gain a clear understanding of why students are not successfully learning to read through the development of oral language, phonological awareness, phonics and fluency. The District Reading Leadership Team analyzed data from 2019-2020 Florida Kindergarten Readiness Screener (FLKRS) and the 2018-2019 Florida Standards Assessment-English Language Arts (FSA-ELA) to determine which schools have the greatest need based on student performance scores in order to provide evidence-based interventions along with allocation of reading coaches. Throughout the 2020-2021 school year, the District Reading Leadership Team will meet to evaluate the effectiveness of the evidence-based interventions as well as the effectiveness of the instructional efforts of the allocated coaches based on the targeted population students' response.

How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

The roles and responsibilities of reading/literacy coaches have been clearly communicated to principals, coaches, teachers, and district staff through email and face-to-face communication by the District Reading Leadership Team. The roles and responsibilities of reading and/or literacy coaches are clearly outlined in the district's coach model aligning with the Just Read, Florida! reading/literacy coach model which describes in detail their roles and responsibilities in generating improvement in reading and literacy instruction and student achievement at the school and district level. Additionally, district reading/literacy coaches are guided by their instructional contract which limits them from performing administrative duties afforded by an administrative contract.

Who is monitoring whether that is adhered to? Whom do coaches go to with concerns if these requirements are not followed?

Human Resources, District Administration including Chief of Elementary Education (Heather Teto) and Chief of Academic Services (Roger Dailey)

**Coaching Model per 6A-6.053(6)(b) F.A.C.**

Is your district using the Just Read, Florida! coaching model? Yes  No

If you checked no, please complete and submit the Alternative Coaching Model document.

If you checked yes, please fill out the following chart:

<b>Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.</b>				
<ul style="list-style-type: none"> <li>● Provide professional development on the following:                             <ul style="list-style-type: none"> <li>○ the major reading components, as needed, based on an analysis of student performance data</li> <li>○ administration and analysis of instructional assessments</li> <li>○ providing differentiated instruction and intensive intervention</li> </ul> </li> <li>● Model effective instructional strategies for teachers</li> <li>● Facilitate study groups</li> <li>● Train teachers in data analysis and using data to differentiate instruction</li> <li>● Coach and mentor colleagues</li> <li>● Provide daily support to classroom teachers</li> <li>● Work with teachers to ensure that evidence-based reading programs are implemented with fidelity</li> <li>● Help to increase instructional density to meet the needs of all students</li> <li>● Help lead and support reading leadership teams at their school(s)</li> <li>● Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies</li> <li>● Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms</li> </ul>				
<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
Superintendent Weekly Briefing, Summer Leadership, Specialists and Coaches	Coaching Log and Calendar	Roger Dailey and Heather Teto	Monthly	Roger Dailey and Heather Teto will have conversations with School Based Leaders

## Other Considerations

### Reading Intervention Data Element per 6A-6.053(7)(e)

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System.

These data elements include:

- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

### Charter schools per 6A-6.053(5)

Charter schools must utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a., and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

### Instructional Continuity Plan

Given that it is important to plan ahead for any contingency, please attach your Instructional Continuity Plan for 2020-2021 if you wish to have it reviewed by Just Read, Florida! We will offer feedback and suggest resources.

### Curriculum/Instruction/ Assessment Decision Trees per 6A-6.053(9)(c)

Use the following decision tree template to address ALL district students. What follows is one tree that can be copied as needed. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided
- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum and K-12 intervention materials that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Kindergarten

**IF:**

Student meets the following criteria at beginning of school year:

- ***i-Ready Diagnostics #1 ≥333 (incoming kindergarteners)***
- ***FLKRS 456-500 (incoming kindergarteners)***

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

**Core Curriculum**

***Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.***

- Core Curriculum: English Language Arts Standards Instruction using Making Meaning  
([https://www.collaborativeclassroom.org/wp-content/uploads/2018/01/mm3e\\_introduction.pdf](https://www.collaborativeclassroom.org/wp-content/uploads/2018/01/mm3e_introduction.pdf))  
(<https://www.collaborativeclassroom.org/resources/evidence-base-making-meaning-reader/>)
- Core Curriculum Supplement: Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS)  
(Core supplement program to a complete literacy program:  
<https://www.collaborativeclassroom.org/wp-content/uploads/2018/05/SIPPS-Research-and-Evidence-Base.pdf>)
- CPALMS (core supplement lessons) <https://www.cpalms.org/Public/>
- FCRR Student Center Activities <https://www.fcrr.org/student-center-activities/kindergarten-and-first-grade>
- Evidence Based Teaching Practices [https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_Evidence-based\\_teaching\\_practices.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf)

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates  
Tier 1 is sufficient**

**Performance Criteria to that would  
prompt addition of Tier 2 interventions**

- i-Ready Diagnostics 3x per year

i-Ready Diagnostics #1 ≥333

i-Ready Diagnostics #1 310-323

	<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b>  The effectiveness of Tier 1 instruction will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● progress monitoring/formative, summative assessments/Statewide, Standardized Assessment;</li> <li>● student work products (e.g., exit tickets, checking for understanding (CFUs));</li> <li>● teacher logs (e.g., anecdotal notes, running records and notes from individual reading conferences);</li> <li>● teacher data discussions (e.g., grade level meetings, PLCs, common planning);</li> <li>● principals provide leadership and commitment to MTSS at all three levels; and</li> <li>● weekly reading walkthroughs conducted by principals and content administrators.</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of instruction;</li> <li>● ensure the instructional program is synonymous with the core reading/ELA curriculum;</li> <li>● allocate resources to ensure the teaching staff receives sufficient and ongoing professional development to deliver the Tier 1 core instructional program in the way it was designed;</li> <li>● evaluate effectiveness of instruction programs for target groups (e.g., K-3 students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals and instructional programs.</li> </ul> <p>Teachers providing Tier 1 instruction will receive embedded support, coaching and training from Reading/ELA Specialists and Coaches to improve the effectiveness of Tier 1 instruction.</p>
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b>  The effectiveness of Tier 1 curriculum will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● Assessment Data: screeners, progress monitoring/formative, summative assessments/Statewide, Standardized Assessment: i-Ready, FLKRS</li> <li>● Curriculum-based Measures (CBMs)</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of the core curriculum;</li> <li>● ensure the core reading/ELA curriculum is aligned with state standards; and/or</li> <li>● evaluate effectiveness of curriculum programs for target groups (e.g., K-3 students with substantial reading deficiencies, English language learner or Title I students).</li> </ul>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b>  Students will have scheduled synchronous (live video instruction) class meetings and digital resources and assignments, replicating the standard school day bell schedule virtually. Students will participate in live whole group, small group, and individualized instruction where they interact with their teacher and peers. Some assignments will be modified to be completed digitally. Teachers will utilize Google Classroom to provide instructional resources and the curriculum content will be the same as the brick and mortar classroom, including online assessments and progress monitoring.</p>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year (equivalent of one year behind):</p> <ul style="list-style-type: none"> <li>● <i>i-Ready Diagnostics #1 310-323 (incoming kindergarteners)</i></li> <li>● <i>FLKRS &lt;455 (incoming kindergarteners)</i></li> </ul> <p>(It is recommended that the DRA2, DAR, and/or the K-2 Foundational Skills Assessment be administered to Tier 2 students for a second stage of screening to more accurately predict which students are truly at risk for poor learning outcomes and to provide progress monitoring to confirm a student's at-risk status:  <a href="https://docs.google.com/document/d/1sHbtI8-IMpwxAKvrFv4xIxlGu2R9-tbDukpWiqOxtIc/edit?ts=5f245393">https://docs.google.com/document/d/1sHbtI8-IMpwxAKvrFv4xIxlGu2R9-tbDukpWiqOxtIc/edit?ts=5f245393</a>.)</p>
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<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
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<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>● <i>are standards-aligned</i></li> <li>● <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>● <i>are matched to the needs of the students</i></li> <li>● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>● <i>occurs during the allocated in addition to core instruction</i></li> <li>● <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>
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<i>TIER 2 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 2 Progress Monitoring</i>			
	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>
<ul style="list-style-type: none"> <li>● SIPPS (Systematic, Explicit Instruction in Phonological Awareness, Phonics and Sight Words) alternate lessons</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> </ul>	SIPPS Mastery Tests are administered following the completion of 10 lessons to measure phonics and sight word recognition 2x per month	Student is meeting grade-level expectation in targeted area 80-100%	Student is making progress with support 60-79%	Student is not making adequate progress in targeted area <60%
<ul style="list-style-type: none"> <li>● LLI (Leveled Literacy Intervention) <a href="https://www.fountasandpinnell.com/intervention/">https://www.fountasandpinnell.com/intervention/</a></li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> </ul>	every other lesson the student is assessed on oral language, phonics and fluency	Student is meeting grade-level	Student is making progress with support 60-79%	Student is not making adequate progress in



	<ul style="list-style-type: none"> <li>● Small group: 3-5 students</li> <li>● Direct, Explicit, Systematic Instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing</li> </ul>	2x per month	expectation in targeted area 80-100%	targeted area <60%
	<b>Number of sessions a week intervention provided</b>	3-4	<b>Number of minutes per intervention session</b>	20-30
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers providing Tier II intervention will collaborate with individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>● review the progress of students receiving supplemental instruction;</li> <li>● identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>● confirm or disconfirm screening data;</li> <li>● evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>● analyze progress monitoring data;</li> <li>● evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals, instruction and intervention programs.</li> </ul>			
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>● SIPPS provides systematic instruction in phonological awareness, phonics, and sight words which has a moderate effect size of .54 (Fisher, Frey, &amp; Hattie, 2016). SIPPS: Strong based on at least one well designed and well implemented experimental study (<a href="https://www.collaborativeclassroom.org/wp-content/uploads/2017/11/Evidence%20of%20Effectiveness.pdf">https://www.collaborativeclassroom.org/wp-content/uploads/2017/11/Evidence%20of%20Effectiveness.pdf</a>)</li> <li>● Leveled Literacy Intervention (LLI) has a strong evidence ESSA level for grades K-2 focused on oral language, phonics, fluency, vocabulary, and comprehension (<a href="https://www.evidenceforssa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli/">https://www.evidenceforssa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli/</a>).</li> <li>● Small group instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/Practice_Guide/20074011.pdf#page=27">https://ies.ed.gov/ncee/wwc/Docs/Practice_Guide/20074011.pdf#page=27</a>)</li> </ul>			
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Students will continue to receive Tier 2 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 2 interventions in the distance learning environment will continue by the teacher throughout the school year based on the student's response to Tier 2 intervention.</p>				

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year (equivalent of two years behind):</p> <ul style="list-style-type: none"> <li>● <b><i>i-Ready Diagnostics #1 ≤309 (incoming kindergarteners)</i></b></li> <li>● <b><i>Students retained in 2019-2020 school year</i></b></li> </ul> <p>(It is recommended to administer the Phonological Awareness Skills Test (PAST) assessment to determine a student’s level of phonological awareness (i.e., syllable, onset-rime, or phoneme) and their degree of proficiency (i.e., multisensory, knowledge or automatic) to support i-Ready Diagnostics data and determine appropriate Tier 3 intervention: <a href="https://www.thepasest.com/">https://www.thepasest.com/</a>.)</p>			
<p><b>THEN:</b></p>	<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b></p>			
<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b></p>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>● extended time</li> <li>● targeted instruction based on student need</li> <li>● small group or one-on-one instruction</li> <li>● accommodations (IEP, ESOL, or 504)</li> <li>● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>● <b><i>additional time allocated is in addition to core instruction and Tier 2 interventions</i></b></li> </ul>			
	<p><b><i>TIER 3 Programs/Materials/Strategies &amp; Duration</i></b></p>	<p><b><i>TIER 3 Progress Monitoring</i></b></p>		
	<ul style="list-style-type: none"> <li>● i-Ready Teacher Toolbox for Instruction: games, tapping sounds, shared reading (<a href="#">Ready Teacher Toolbox</a>)</li> <li>● Duration: <i>based on individual student’s needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systematic Instruction</li> </ul>	<p>every multisensory lesson: intervention for phonological awareness, phonemic awareness, and oral language 1-2x per week</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>
	<ul style="list-style-type: none"> <li>● LLI (Leveled Literacy Instruction) <a href="https://www.fountasandpinnell.com/intervention/">https://www.fountasandpinnell.com/intervention/</a></li> <li>● Duration: <i>based on individual student’s needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systematic Instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing</li> </ul>	<p>every lesson the student is assessed on oral language, phonics and fluency 1-2x per week</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>

	<ul style="list-style-type: none"> <li>● Reading Mastery</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systematic Instruction</li> </ul>	every 10 lessons the student will be assessed on their specific reading deficiency to track progress 1-2x per week	Student is approaching grade-level proficiency in targeted area 60-80% or higher	Student is not showing progress in targeted area < 60%
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of sessions a week intervention provided</b>	<b>3-5</b>	<b>Number of minutes per intervention session</b>	<b>30-45</b>
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers providing Tier 3 intervention will collaborate with at least three individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>● identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>● confirm or disconfirm screening data;</li> <li>● evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>● analyze progress monitoring data;</li> <li>● evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students);</li> <li>● determine the adequacy of student progress and the need to revise goals, instruction and intervention programs; and/or</li> <li>● engage in additional data-based decision-making to determine a student's non responsiveness to intervention.</li> </ul>			
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>● i-Ready has a promising evidence ESSA level for grades 1-8 making it an effective intervention and an effective system for accelerating student growth and progress toward reading proficiency (<a href="http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf">http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf</a>).</li> <li>● Leveled Literacy Intervention (LLI) has a strong evidence ESSA level for grades K-2 focused on oral language, phonics, fluency, vocabulary, and comprehension (<a href="https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli">https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli</a>).</li> <li>● Reading Mastery has been found to have positive effects on student achievement for students in grades K-6 who struggle with reading especially English Language Learners (<a href="https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/417">https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/417</a>).</li> <li>● Small group instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/PracceGuide/20074011.pdf#page=27">https://ies.ed.gov/ncee/wwc/Docs/PracceGuide/20074011.pdf#page=27</a>)</li> </ul>			
	<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Students will continue to receive Tier 3 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 3 interventions in the distance learning environment will continue by the teacher and the Response to Intervention and Student Service Team (SST) throughout the school year based on the student's response to Tier 3 intervention.</p>			

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** First Grade

**IF:**

Student meets the following criteria at beginning of school year:

- **-i-Ready Diagnostc #1 ≥387 (incoming first graders)**

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

**Core Curriculum**

*Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.*

- English Language Arts Standards Instruction using Making Meaning ([https://www.collaborativeclassroom.org/wp-content/uploads/2018/01/mm3e\\_introduction.pdf](https://www.collaborativeclassroom.org/wp-content/uploads/2018/01/mm3e_introduction.pdf)) (<https://www.collaborativeclassroom.org/resources/evidence-base-making-meaning-reader/>)
- Core supplement: Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (Core supplement program to a complete literacy program: <https://www.collaborativeclassroom.org/wp-content/uploads/2018/05/SIPPS-Research-and-Evidence-Base.pdf>)
- FCRR Student Center Activities <https://www.fcrr.org/student-center-activities/kindergarten-and-first-grade>
- CPALMS (core supplement lessons) <https://www.cpalms.org/Public/>
- Evidence Based Teaching Practices [https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_Evidence-based\\_teaching\\_practices.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf)

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

- i-Ready Diagnostc 3x per year

i-Ready Diagnostc #1 ≥387

i-Ready Diagnostc #1 350-386

	<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b>  The effectiveness of Tier 1 instruction will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● progress monitoring/formative, summative assessments/Statewide, Standardized Assessment;</li> <li>● student work products (e.g., exit tickets, checking for understanding (CFUs));</li> <li>● teacher logs (e.g. anecdotal notes, running records and notes from individual reading conferences);</li> <li>● teacher data discussions (e.g., grade level meetings, PLCs, common planning);</li> <li>● principals provide leadership and commitment to MTSS at all three levels; and</li> <li>● weekly reading walkthroughs conducted by principals and content administrators.</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of instruction;</li> <li>● ensure the instructional program is synonymous with the core reading/ELA curriculum;</li> <li>● allocate resources to ensure the teaching staff receives sufficient and ongoing professional development to deliver the Tier 1 core instructional program in the way it was designed;</li> <li>● evaluate effectiveness of instruction programs for target groups (e.g., K-3 students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals and instructional programs.</li> </ul> <p>Teachers providing Tier 1 instruction will receive embedded support, coaching and training from Reading/ELA Specialists and Coaches to improve the effectiveness of Tier 1 instruction.</p>
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b>  The effectiveness of Tier 1 curriculum will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● Assessment Data: progress monitoring/formative, summative assessments/Statewide, Standardized Assessment: i-Ready</li> <li>● Curriculum-based Measures (CBMs)</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of the core curriculum;</li> <li>● ensure the core reading/ELA curriculum is aligned with state standards; and/or</li> <li>● evaluate effectiveness of curriculum programs for target groups (e.g., K-3 students with substantial reading deficiencies, English language learner or Title I students).</li> </ul>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b>  Students will have scheduled synchronous (live video instruction) class meetings and digital resources and assignments, replicating the standard school day bell schedule virtually. Students will participate in live whole group, small group, and individualized instruction where they interact with their teacher and peers. Some assignments will be modified to be completed digitally. Teachers will utilize Google Classroom to provide instructional resources and the curriculum content will be the same as the brick and mortar classroom, including online assessments and progress monitoring.</p>	

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year (equivalent of one year behind):</p> <ul style="list-style-type: none"> <li>● <b><i>i-Ready Diagnostc #1 350-386 (incoming first graders)</i></b></li> </ul> <p>(It is recommended that the DRA2, DAR, and/or the K-2 Foundaonal Skills Assessment be administered to Tier 2 students for a second stage of screening to more accurately predict which students are truly at risk for poor learning outcomes and to provide progress monitoring to confirm a student’s at-risk status:  <a href="hp_s://docs.google.com/document/d/1sHbt18-IMpwxAKvrFv4xixLGu2R9-tbDukpWiqQxtlc/edit?ts=5f245393.">hp_s://docs.google.com/document/d/1sHbt18-IMpwxAKvrFv4xixLGu2R9-tbDukpWiqQxtlc/edit?ts=5f245393.</a>)</p>				
<p><b>THEN:</b></p>	<p><b>TIER 1 instrucon and TIER 2 intervenons</b></p>				
<p><b>TIER 1 instrucon and TIER 2 intervenons</b></p>	<p><i>Intervenons:</i></p> <ul style="list-style-type: none"> <li>● <i>are standards-aligned</i></li> <li>● <i>address gaps and reduce barriers to students’ ability to meet Tier 1 expectaons</i></li> <li>● <i>provide systemac, explicit, and interacve small group instrucon targeng foundaonal/barrie r skills</i></li> <li>● <i>are matched to the needs of the students</i></li> <li>● <i>provide mulple opportunie s to pracc e the targeted skill(s) and receive feedback</i></li> <li>● <i>occurs during me allo ed in addion to core instrucon</i></li> <li>● <i>includes accommodaons (IEP, ESOL or 504)</i></li> </ul>				
<p><b>TIER 2 Programs/Materials/Strategies &amp; Duraon</b></p>		<p><b>TIER 2 Progress Monitoring</b></p>			
		<p><b>Assessment &amp; Frequency</b></p>	<p><b>Performance Criteria to disconnue Tier 2 intervenon</b></p>	<p><b>Performance Criteria indicang connuaon of Tier 2 intervenons in addion to Tier 1 instrucon</b></p>	<p><b>Performance Criteria that would prompt addion of Tier 3 intervenons</b></p>
<ul style="list-style-type: none"> <li>● SIPPS (Explicit, Systemac Instrucon in Phonological Awareness, Phonics and Sight Words) alternate lessons</li> <li>● Small group: 3-5 students</li> <li>● Duraon: <i>based on individual student’s needs</i> and response to intervenon (8–15 weeks)</li> </ul>		<p>SIPPS Mastery Tests are administered following the compleon of 10 lessons to measure phonics and sight word recognion 2x per month</p>	<p>Student is meeng grade-level expectaon in targeted area 80-100%</p>	<p>Student is making progress with support 60-79%</p>	<p>Student is not making adequate progress in targeted area &lt;60%</p>
<ul style="list-style-type: none"> <li>● LLI (Leveled Literacy Intervenon) <a href="hp_s://www.fountasandpinnell.com/intervenon/">hp_s://www.fountasandpinnell.com/intervenon/</a></li> <li>● Duraon: <i>based on individual student’s needs</i> and response to intervenon (8–15 weeks)</li> <li>● Small group: 3-5 students</li> <li>● Direct, Explicit, Systemac Instrucon in phonological awareness, phonics, fluency, vocabulary, reading</li> </ul>		<p>every other lesson the student is assessed on oral language, phonics and fluency 2x per month</p>	<p>Student is meeng grade-level expectaon in targeted area 80-100%</p>	<p>Student is making progress with support 60-79%</p>	<p>Student is not making adequate progress in targeted area &lt;60%</p>

	comprehension, oral language skills, and writing			
	<b>Number of sessions a week intervention provided</b>	3-4	<b>Number of minutes per intervention session</b>	20-30
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers providing Tier 2 intervention will collaborate with individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>● review the progress of students receiving supplemental instruction;</li> <li>● identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>● confirm or disconfirm screening data;</li> <li>● evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>● analyze progress monitoring data;</li> <li>● evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals, instruction and intervention programs.</li> </ul>			
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>● SIPPS provides systematic instruction in phonological awareness, phonics, and sight words which has a moderate effect size of .54 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>● Leveled Literacy Intervention (LLI) has a strong evidence ESSA level for grades K-2 focused on oral language, phonics, fluency, vocabulary, and comprehension (<a href="https://www.evidenceforssa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli">https://www.evidenceforssa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli</a>).</li> <li>● Small group instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/Pracce_Guide/20074011.pdf#page=27">https://ies.ed.gov/ncee/wwc/Docs/Pracce_Guide/20074011.pdf#page=27</a>)</li> </ul>			
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Students will continue to receive Tier 2 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 2 interventions in the distance learning environment will continue by the teacher throughout the school year based on the student's response to Tier 2 intervention.</p>				

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year (equivalent of two years behind):</p> <ul style="list-style-type: none"> <li>● <b><i>i-Ready Diagnost</i> #1 ≤349 (incoming first graders)</b></li> <li>● <b><i>Students retained in 2019-2020 school year</i></b></li> </ul> <p>(It is recommended to administer the Phonological Awareness Skills Test (PAST) assessment to determine a student’s level of phonological awareness (i.e., syllable, onset-rime, or phoneme) and their degree of proficiency (i.e., mulse nsory, knowledge or automac) to support i-Ready Diagnost data and determine appropriate Tier 3 intervenon: <a href="http://www.thepas_est.com/">hp s://www.thepas_est.com/.</a>)</p>			
<p><b>THEN:</b></p>	<p><b>TIER 1 instrucon, TIER 2 intervenons, and TIER 3 intensive intervenons</b></p>			
<p><b>TIER 1 instrucon, TIER 2 intervenons, and TIER 3 Intensive Intervenons</b></p>	<p>Immediate, intensive intervenon:</p> <ul style="list-style-type: none"> <li>● extended me</li> <li>● targeted instrucon based on student need</li> <li>● small group or one-on-one instrucon</li> <li>● accommodaons (IEP, ESOL, or 504)</li> <li>● more frequent progress monitoring than TIER 1 instrucon and TIER 2 intervenons</li> <li>● <b><i>additional me allo ed is in addion to core instrucon and er 2 intervenons</i></b></li> </ul>			
	<p><b><i>TIER 3 Programs/Materials/Strategies &amp; Duraon</i></b></p>	<p><b><i>TIER 3 Progress Monitoring</i></b></p>		
	<ul style="list-style-type: none"> <li>● i-Ready Teacher Toolbox for Instrucon: games, tapping sounds, shared reading (<a href="#">Ready Teacher Toolbox</a>)</li> <li>● Duraon: <i>based on individual student’s needs</i> and response to intervenon (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systemac Instrucon</li> </ul>	<p>every mulse nsory lesson: intervenon for phonological awareness, phonemic awareness, and oral language 1-2x per week</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>
	<ul style="list-style-type: none"> <li>● LLI (Leveled Literacy Instrucon) <a href="http://www.fountasandpinnell.com/intervenon/">hp s://www.fountasandpinnell.com/intervenon/</a></li> <li>● Duraon: <i>based on individual student’s needs</i> and response to intervenon (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systemac Instrucon</li> </ul>	<p>every lesson the student is assessed on oral language, phonics and fluency 1-2x per week</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>
	<ul style="list-style-type: none"> <li>● Reading Mastery</li> <li>● Duraon: <i>based on individual student’s needs</i> and response to intervenon (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systemac Instrucon in phonological</li> </ul>	<p>every 10 lessons the student will be assessed on their specific reading deficiency to track progress</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>



	awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing	1-2x per week			
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>				
	<b>Number of times a week intervention provided</b>	<b>3-5</b>	<b>Number of minutes per intervention session</b>	<b>30-45</b>	
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers providing Tier 3 intervention will collaborate with at least three individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>• identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>• confirm or disconfirm screening data;</li> <li>• evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>• analyze progress monitoring data;</li> <li>• evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students);</li> <li>• determine the adequacy of student progress and the need to revise goals, instruction and intervention programs; and/or</li> <li>• engage in additional data-based decision-making to determine a student's non responsiveness to intervention.</li> </ul>				
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>• i-Ready has a promising evidence ESSA level for grades 1-8 making it an effective intervention and an effective system for accelerating student growth and progress toward reading proficiency (<a href="http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf">http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf</a>).</li> <li>• Leveled Literacy Intervention (LLI) has a strong evidence ESSA level for grades K-2 focused on oral language, phonics, fluency, vocabulary, and comprehension (<a href="https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli">https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli</a>).</li> <li>• Reading Mastery has been found to have positive effects on student achievement for students in grades K-6 who struggle with reading especially English Language Learners (<a href="https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/417">https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/417</a>).</li> <li>• Small group instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/PracceGuide/20074011.pdf#page=27">https://ies.ed.gov/ncee/wwc/Docs/PracceGuide/20074011.pdf#page=27</a>)</li> </ul>				
	<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Students will continue to receive Tier 3 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 3 interventions in the distance learning environment will continue by the teacher and the Response to Intervention and Student Service Team (SST) throughout the school year based on the student's response to Tier 3 intervention.</p>				

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Second Grade

**IF:**

Student meets the following criteria at beginning of school year:

- ***i-Ready Diagnostc #1 ≥436 (incoming second graders)***

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

**Core Curriculum**

*Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.*

- English Language Arts Standards Instruction *Ready Florida LAFS*  
(ESSA Level 3: Promising Evidence <https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf>)
- Core supplement: Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS)  
(Core supplement program to a complete literacy program:  
<https://www.collaborativeclassroom.org/wp-content/uploads/2018/05/SIPPS-Research-and-Evidence-Base.pdf>)
- FCRR Student Center Activities <https://www.fcrr.org/student-center-activities/second-and-third-grade>
- CPALMS (core supplement lessons) <https://www.cpalms.org/Public/>
- Evidence Based Teaching Practices [https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_Evidence-based\\_teaching\\_practices.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf)

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

- i-Ready Diagnostc 3x per year

-i-Ready Diagnostc #1 ≥436

i-Ready Diagnostc #1 396-435

	<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b>  The effectiveness of Tier 1 instruction will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● progress monitoring/formative, summative assessments/Statewide, Standardized Assessment;</li> <li>● student work products (e.g., exit tickets, checking for understanding (CFUs));</li> <li>● teacher logs (e.g., anecdotal notes, running records and notes from individual reading conferences);</li> <li>● teacher data discussions (e.g., grade level meetings, PLCs, common planning);</li> <li>● principals provide leadership and commitment to MTSS at all three levels; and</li> <li>● weekly reading walkthroughs conducted by principals and content administrators.</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of instruction;</li> <li>● ensure the instructional program is synonymous with the core reading/ELA curriculum;</li> <li>● allocate resources to ensure the teaching staff receives sufficient and ongoing professional development to deliver the Tier 1 core instructional program in the way it was designed;</li> <li>● evaluate effectiveness of instruction programs for target groups (e.g., K-3 students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals and instructional programs.</li> </ul> <p>Teachers providing Tier 1 instruction will receive embedded support, coaching and training from Reading/ELA Specialists and Coaches to improve the effectiveness of Tier 1 instruction.</p>
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b>  The effectiveness of Tier 1 curriculum will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● Assessment Data: progress monitoring/formative, summative assessments/Statewide, Standardized Assessment: i-Ready</li> <li>● Curriculum-based Measures (CBMs)</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of the core curriculum;</li> <li>● ensure the core reading/ELA curriculum is aligned with state standards; and/or</li> <li>● evaluate effectiveness of curriculum programs for target groups (e.g., K-3 students with substantial reading deficiencies, English language learner or Title I students).</li> </ul>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b>  Students will have scheduled synchronous (live video instruction) class meetings and digital resources and assignments, replicating the standard school day bell schedule virtually. Students will participate in live whole group, small group, and individualized instruction where they interact with their teacher and peers. Some assignments will be modified to be completed digitally. Teachers will utilize Google Classroom to provide instructional resources and the curriculum content will be the same as the brick and mortar classroom, including online assessments and progress monitoring.</p>	

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year (equivalent of one year behind):</p> <ul style="list-style-type: none"> <li>● <b><i>i-Ready Diagnostc #1 396-435 (incoming second graders)</i></b></li> </ul> <p>(It is recommended that the DRA2, DAR, and/or the K-2 Foundaonal Skills Assessment be administered to Tier 2 students for a second stage of screening to more accurately predict which students are truly at risk for poor learning outcomes and to provide progress monitoring to confirm a student’s at-risk status:  <a href="http://docs.google.com/document/d/1sHbt18-IMpwxAKvrFv4xIxLGu2R9-tbDukpWiqOxtlc/edit?ts=5f245393">hp_s://docs.google.com/document/d/1sHbt18-IMpwxAKvrFv4xIxLGu2R9-tbDukpWiqOxtlc/edit?ts=5f245393.</a>)</p>				
<p><b>THEN:</b></p>	<p><b>TIER 1 instrucon and TIER 2 intervenons</b></p>				
<p><b>TIER 1 instrucon and TIER 2 intervenons</b></p>	<p><i>Intervenons:</i></p> <ul style="list-style-type: none"> <li>● <i>are standards-aligned</i></li> <li>● <i>address gaps and reduce barriers to students’ ability to meet Tier 1 expectaons</i></li> <li>● <i>provide systemac, explicit, and interacve small group instrucon targeng foundaonal/barrie r skills</i></li> <li>● <i>are matched to the needs of the students</i></li> <li>● <i>provide mulple opportunie s to pracc e the targeted skill(s) and receive feedback</i></li> <li>● <i>occurs during me allo ed in addion to core instrucon</i></li> <li>● <i>includes accommodaons (IEP, ESOL or 504)</i></li> </ul>				
<p><b>TIER 2 Programs/Materials/Strategies &amp; Duraon</b></p>		<p><b>TIER 2 Progress Monitoring</b></p>			
<ul style="list-style-type: none"> <li>● SIPPS (Explicit, Systemac Instrucon in Phonological Awareness, Phonics and Sight Words) alternate lessons</li> <li>● Duraon: <i>based on individual student’s needs</i> and response to intervenon (8–15 weeks)</li> <li>● Small group: 3-5 students</li> </ul>		<p>SIPPS Mastery Tests are administered following the compleon of 10 lessons to measure phonics and sight word recognion 2x per month</p>	<p>Student is meeng grade-level expectaon in targeted area 80-100%</p>	<p>Student is making progress with support 60-79%</p>	<p>Student is not making adequate progress in targeted area &lt;60%</p>
<ul style="list-style-type: none"> <li>● LLI (Leveled Literacy Intervenon) <a href="http://www.fountasandpinnell.com/intervenon/">hp_s://www.fountasandpinnell.com/intervenon/</a></li> <li>● Duraon: <i>based on individual student’s needs</i> and response to intervenon (8–15 weeks)</li> <li>● Small group: 3-5 students</li> <li>● Direct, Explicit, Systemac Instrucon in phonological</li> </ul>		<p>every other lesson the student is assessed on oral language, phonics and fluency 2x per month</p>	<p>Student is meeng grade-level expectaon in targeted area 80-100%</p>	<p>Student is making progress with support 60-79%</p>	<p>Student is not making adequate progress in targeted area &lt;60%</p>

	awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing			
	<b>Number of sessions a week intervention provided</b>	3-4	<b>Number of minutes per intervention session</b>	20-30
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers providing Tier 2 intervention will collaborate with individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>• review the progress of students receiving supplemental instruction;</li> <li>• identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>• confirm or disconfirm screening data;</li> <li>• evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>• analyze progress monitoring data;</li> <li>• evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>• determine the adequacy of student progress and the need to revise goals, instruction and intervention programs.</li> </ul>			
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>• SIPPS provides systematic instruction in phonological awareness, phonics, and sight words which has a moderate effect size of .54 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>• Leveled Literacy Intervention (LLI) has a strong evidence ESSA level for grades K-2 focused on oral language, phonics, fluency, vocabulary, and comprehension (<a href="https://www.evidenceforssa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli">https://www.evidenceforssa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli</a>).</li> <li>• Small group instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/Pracce_Guide/20074011.pdf#page=27">https://ies.ed.gov/ncee/wwc/Docs/Pracce_Guide/20074011.pdf#page=27</a>)</li> </ul>			
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Students will continue to receive Tier 2 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 2 interventions in the distance learning environment will continue by the teacher throughout the school year based on the student's response to Tier 2 intervention.</p>				

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year (equivalent of two years behind):</p> <ul style="list-style-type: none"> <li>● <b><i>i-Ready Diagnostics #1 ≤395 (incoming second graders)</i></b></li> <li>● <b><i>Students retained in 2019-2020 school year</i></b></li> </ul> <p>(It is recommended to administer the Phonological Awareness Skills Test (PAST) assessment to determine a student’s level of phonological awareness (i.e., syllable, onset-rime, or phoneme) and their degree of proficiency (i.e., multisensory, knowledge or automatic) to support i-Ready Diagnostics data and determine appropriate Tier III interventions: <a href="http://www.thepastest.com/">http://www.thepastest.com/</a>.)</p>		
<p><b>THEN:</b></p>	<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b></p>		
<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b></p>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>● extended time</li> <li>● targeted instruction based on student need</li> <li>● small group or one-on-one instruction</li> <li>● accommodations (IEP, ESOL, or 504)</li> <li>● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>● <b><i>additional time allocated in addition to core instruction and Tier 2 interventions</i></b></li> </ul>		
<p><b><i>TIER 3 Programs/Materials/Strategies &amp; Duration</i></b></p>	<p><b><i>TIER 3 Progress Monitoring</i></b></p>		
<ul style="list-style-type: none"> <li>● i-Ready Teacher Toolbox for Instruction: games, tapping sounds, shared reading (<a href="#">Ready Teacher Toolbox</a>)</li> <li>● Duration: <i>based on individual student’s needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systematic Instruction</li> </ul>	<p>every multisensory lesson: intervention for phonological awareness, phonemic awareness, and oral language 1-2x per week</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>
<ul style="list-style-type: none"> <li>● LLI (Leveled Literacy Instruction) <a href="http://www.fountasandpinnell.com/intervention/">http://www.fountasandpinnell.com/intervention/</a></li> <li>● Duration: <i>based on individual student’s needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systematic Instruction</li> </ul>	<p>every lesson the student is assessed on oral language, phonics and fluency 1-2x per week</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>
<ul style="list-style-type: none"> <li>● Reading Mastery</li> <li>● Duration: <i>based on individual student’s needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systematic Instruction in phonological</li> </ul>	<p>every 10 lessons the student will be assessed on their specific reading deficiency to track progress</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>

	awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing	1-2x per week			
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>				
	<b>Number of times a week intervention provided</b>	<b>3-5</b>	<b>Number of minutes per intervention session</b>	<b>30-45</b>	
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers providing Tier 3 intervention will collaborate with at least three individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>• identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>• confirm or disconfirm screening data;</li> <li>• evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>• analyze progress monitoring data;</li> <li>• evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students);</li> <li>• determine the adequacy of student progress and the need to revise goals, instruction and intervention programs; and/or</li> <li>• engage in additional data-based decision-making to determine a student's non-responsiveness to intervention.</li> </ul>				
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>• i-Ready has a promising evidence ESSA level for grades 1-8 making it an effective intervention and an effective system for accelerating student growth and progress toward reading proficiency (<a href="http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf">http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf</a>).</li> <li>• Leveled Literacy Intervention (LLI) has a strong evidence ESSA level for grades K-2 focused on oral language, phonics, fluency, vocabulary, and comprehension (<a href="https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli">https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli</a>).</li> <li>• Reading Mastery has been found to have positive effects on student achievement for students in grades K-6 who struggle with reading especially English Language Learners (<a href="https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/417">https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/417</a>).</li> <li>• Small group instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/PracceGuide/20074011.pdf#page=27">https://ies.ed.gov/ncee/wwc/Docs/PracceGuide/20074011.pdf#page=27</a>)</li> </ul>				
	<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Students will continue to receive Tier 3 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 3 interventions in the distance learning environment will continue by the teacher and the Response to Intervention and Student Service Team (SST) throughout the school year based on the student's response to Tier 3 intervention.</p>				

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Third Grade

**IF:**

Student meets the following criteria at beginning of school year:

- ***i-Ready Diagnostc #1 ≥483 (incoming third graders)***

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

**Core Curriculum**

*Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.*

- English Language Arts Standards Instruction using *Ready Florida LAFS* (ESSA Level 3: Promising Evidence <https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf>)
- FCRR Student Center Activities <https://www.fcrr.org/student-center-activities/second-and-third-grade>
- CPALMS (core supplement lessons) <https://www.cpalms.org/Public/>
- Evidence Based Teaching Practices [https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_Evidence-based\\_teaching\\_practices.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf)

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

- i-Ready Diagnostc 3x per year
- Achieve3000 3x per year

i-Ready Diagnostc #1 ≥483  
Achieve3000 Level Set ≥520L

i-Ready Diagnostc #1 421-482  
Achieve3000 Level Set 270-515L



	<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b>  The effectiveness of Tier 1 instruction will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● progress monitoring/formative, summative assessments/Statewide, Standardized Assessment;</li> <li>● student work products (e.g., exit tickets, checking for understanding (CFUs));</li> <li>● teacher logs (e.g. anecdotal notes, running records and notes from individual reading conferences);</li> <li>● teacher data discussions (e.g., grade level meetings, PLCs, common planning); a</li> <li>● principals provide leadership and commitment to MTSS at all three levels; and</li> <li>● weekly reading walkthroughs conducted by principals and content administrators.</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of instruction;</li> <li>● ensure the instructional program is synonymous with the core reading/ELA curriculum;</li> <li>● allocate resources to ensure the teaching staff receives sufficient and ongoing professional development to deliver the Tier 1 core instructional program in the way it was designed;</li> <li>● evaluate effectiveness of instruction programs for target groups (e.g., K-3 students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals and instructional programs.</li> </ul> <p>Teachers providing Tier 1 instruction will receive embedded support, coaching and training from Reading/ELA Specialists and Coaches to improve the effectiveness of Tier 1 instruction.</p>
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b>  The effectiveness of Tier 1 curriculum will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● Assessment Data: progress monitoring/formative, summative assessments/Statewide, Standardized Assessment: i-Ready, Achieve3000, FSA-ELA</li> <li>● Curriculum-based Measures (CBMs)</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of the core curriculum;</li> <li>● ensure the core reading/ELA curriculum is aligned with state standards; and/or</li> <li>● evaluate effectiveness of curriculum programs for target groups (e.g., K-3 students with substantial reading deficiencies, English language learner or Title I students).</li> </ul>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b>  Students will have scheduled synchronous (live video instruction) class meetings and digital resources and assignments, replicating the standard school day bell schedule virtually. Students will participate in live whole group, small group, and individualized instruction where they interact with their teacher and peers. Some assignments will be modified to be completed digitally. Teachers will utilize Google Classroom to provide instructional resources and the curriculum content will be the same as the brick and mortar classroom, including online assessments and progress monitoring.</p>	

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year (equivalent of one year behind):</p> <ul style="list-style-type: none"> <li>● <b><i>i-Ready Diagnostc #1 421-482 (incoming third graders)</i></b></li> </ul> <p>It is recommended that the DRA2 or DAR be administered to Tier 2 students to identify areas in which struggling readers need help and to demonstrate to students what they already know and the next steps they need for improvement.</p>				
<p><b>THEN:</b></p>	<p><b>TIER 1 instruction and TIER 2 interventions</b></p>				
<p><b>TIER 1 instruction and TIER 2 interventions</b></p>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>● <i>are standards-aligned</i></li> <li>● <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>● <i>are matched to the needs of the students</i></li> <li>● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>● <i>occurs during the allocated in addition to core instruction</i></li> <li>● <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>				
	<p><b>TIER 2 Programs/Materials/Strategies &amp; Duration</b></p>	<p><b>TIER 2 Progress Monitoring</b></p>			
	<ul style="list-style-type: none"> <li>● SIPPS (Explicit, Systematic Instruction in Phonological Awareness, Phonics and Sight Words) alternate lessons</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> </ul>	<p>SIPPS Mastery Tests are administered following the completion of 10 lessons to measure phonics and sight word recognition 2x per month</p>	<p>Student is meeting grade-level expectation in targeted area 80-100%</p>	<p>Student is making progress with support 60-79%</p>	<p>Student is not making adequate progress in targeted area &lt;60%</p>
	<ul style="list-style-type: none"> <li>● LLI (Leveled Literacy Intervention) <a href="https://www.fountasandpinnell.com/intervention/">https://www.fountasandpinnell.com/intervention/</a></li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> <li>● Direct, Explicit, Systematic Instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing</li> </ul>	<p>every other lesson the student is assessed on oral language, phonics and fluency 2x per month</p>	<p>Student is meeting grade-level expectation in targeted area 80-100%</p>	<p>Student is making progress with support 60-79%</p>	<p>Student is not making adequate progress in targeted area &lt;60%</p>

	<b>Number of sessions a week intervention provided</b>	3-4	<b>Number of minutes per intervention session</b>	20-30
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers providing Tier II intervention will collaborate with individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>● review the progress of students receiving supplemental instruction;</li> <li>● identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>● confirm or disconfirm screening data;</li> <li>● evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>● analyze progress monitoring data;</li> <li>● evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals, instruction and intervention programs.</li> </ul>			
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>● SIPPS provides systematic instruction in phonological awareness, phonics, and sight words which has a moderate effect size of .54 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>● Leveled Literacy Intervention (LLI) has a strong evidence ESSA level for grades K-2 focused on oral language, phonics, fluency, vocabulary, and comprehension (<a href="https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli">https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli</a>).</li> <li>● Small group instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/Pracce_Guide/20074011.pdf#page=27">https://ies.ed.gov/ncee/wwc/Docs/Pracce_Guide/20074011.pdf#page=27</a>)</li> </ul>			
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Students will continue to receive Tier 2 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 2 interventions in the distance learning environment will continue by the teacher throughout the school year based on the student's response to Tier 2 intervention.</p>			

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year (equivalent of two years behind):</p> <ul style="list-style-type: none"> <li>● <b><i>i-Ready Diagnosti#1 ≤421 (inc oming third graders)</i></b></li> <li>● <b><i>Students retained in 2019-2020 school year</i></b></li> </ul> <p>(It is recommended to administer the Phonological Awareness Skills Test (PAST) assessment to determine a student’s level of phonological awareness (i.e., syllable, onset-rime, or phoneme) and their degree of proficiency (i.e., mulse nsory, knowledge or automac) to support i-Ready Diagnosti data and determine appropriate Tier 3 intervenon: <a href="http://www.thepas est.com/">hp s://www.thepas est.com/.</a>)</p>			
<p><b>THEN:</b></p>	<p><b>TIER 1 instrucon, TIER 2 in tervenons, and TIER 3 intensive intervenons</b></p>			
<p><b>TIER 1 instrucon, TIER 2 intervenons, and TIER 3 Intensive Intervenons</b></p>	<p>Immediate, intensive intervenon:</p> <ul style="list-style-type: none"> <li>● extended me</li> <li>● targeted instrucon based on student need</li> <li>● small group or one-on-one instrucon</li> <li>● accommodaons (IEP, ESOL, or 504)</li> <li>● more frequent progress monitoring than TIER 1 instrucon and TIER 2 intervenons</li> <li>● <b><i>addional me allo ed is in addion to core instrucon and er 2 intervenons</i></b></li> </ul>			
<p><b><i>TIER 3 Programs/Materials/Strategies &amp; Duraon</i></b></p>	<p><b><i>TIER 3 Progress Monitoring</i></b></p>			
<ul style="list-style-type: none"> <li>● LLI (Leveled Literacy Instrucon) <a href="http://www.fountasandpinnell.com/intervenon/">hp s://www.fountasandpinnell.com/intervenon/</a></li> <li>● Duraon: <i>based on individual student’s needs</i> and response to intervenon (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Explicit, Systemac Instrucon in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and wriing</li> </ul>	<p><b><i>Assessment &amp; Frequency</i></b></p> <p>every other lesson the student is assessed on fluency and comprehension 1-2x per week</p>	<p><b><i>Performance Criteria to remove Tier 3 and connue Tier 2 intervenons in addion t o Tier 1 instrucon</i></b></p> <p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p><b><i>Performance Criteria that would prompt changes to Tier 3 intervenons</i></b></p> <p>Student is not showing progress in targeted area &lt; 60%</p>	
<ul style="list-style-type: none"> <li>● PHONICS for Reading</li> <li>● Duraon: <i>based on individual student’s needs</i> and response to intervenon (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Explicit, Systemac Instrucon</li> </ul>	<p>every lesson the student is assessed on phonics and fluency (decoding) 1-2x per week</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>	
<ul style="list-style-type: none"> <li>● i-Ready Teacher Toolbox for Instrucon: games, tapping sounds, shared reading (<a href="#">Ready Teacher Toolbox</a>)</li> <li>● Duraon: <i>based on individual student’s needs</i> and response to intervenon (20+ weeks)</li> </ul>	<p>every mulse nsory lesson: intervenon for phonological awareness, phonemic</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>	

	<ul style="list-style-type: none"> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systematic Instruction</li> </ul>	awareness, and oral language 1-2x per week			
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>				
	<b>Number of sessions a week intervention provided</b>	<b>3-5</b>	<b>Number of minutes per intervention session</b>	<b>30-45</b>	
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>				
	<p>Teachers providing Tier 3 intervention will collaborate with at least three individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>● identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>● confirm or disconfirm screening data;</li> <li>● evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>● analyze progress monitoring data;</li> <li>● evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students);</li> <li>● determine the adequacy of student progress and the need to revise goals, instruction and intervention programs; and/or</li> <li>● engage in additional data-based decision-making to determine a student's non responsiveness to intervention.</li> </ul>				
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b> <ul style="list-style-type: none"> <li>● Leveled Literacy Intervention (LLI) has a strong evidence ESSA level for grades K-2 focused on oral language, phonics, fluency, vocabulary, and comprehension (<a href="https://www.evidencefor ESSA.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli">https://www.evidencefor ESSA.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli</a>).</li> <li>● PHONICS for Reading is a "systematic, research-based intervention program that accelerates instruction for struggling readers in Grades 3–12 by equipping them with the tools necessary to decode with confidence" (<a href="https://www.curriculumassociates.com/products/additional-products/phonics-for-reading">https://www.curriculumassociates.com/products/additional-products/phonics-for-reading</a>). Explicit phonics instruction has a moderate effect size of .54 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>● i-Ready has a promising evidence ESSA level for grades 1-8 making it an effective intervention and an effective system for accelerating student growth and progress toward reading proficiency (<a href="https://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf">https://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf</a>).</li> <li>● Small group instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/PracceGuide_20074011.pdf#page=27">https://ies.ed.gov/ncee/wwc/Docs/PracceGuide_20074011.pdf#page=27</a>)</li> </ul>				
<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b> <p>Students will continue to receive Tier 3 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 3 interventions in the distance learning environment will continue by the teacher and the Response to Intervention and Student Service Team (SST) throughout the school year based on the student's response to Tier 3 intervention.</p>					

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Fourth Grade

**IF:**

Student meets the following criteria at beginning of school year:

- ***i-Ready Diagnostc #1 ≥516 (incoming fourth graders)***

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

**Core Curriculum**

*Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.*

- English Language Arts Standards Instruction using *Ready Florida LAFS* (ESSA Level 3: Promising Evidence <https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf>)
- FCRR Student Center Activities <https://www.fcrr.org/student-center-activities/fourth-and-fifth-grade>
- CPALMS (core supplement lessons) <https://www.cpalms.org/Public/>
- Evidence Based Teaching Practices [https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_Evidence-based\\_teaching\\_practices.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf)

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

- i-Ready Diagnostc 3x per year
- Achieve3000 Level Set

i-Ready Diagnostc #1 ≥516

Achieve3000 Level Set ≥740L

i-Ready Diagnostc #1 458-515

Achieve3000 Level Set 390-735L

	<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b>  The effectiveness of Tier 1 instruction will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● progress monitoring/formative, summative assessments/Statewide, Standardized Assessment;</li> <li>● student work products (e.g., exit tickets, checking for understanding (CFUs));</li> <li>● teacher logs (e.g. anecdotal notes, running records and notes from individual reading conferences);</li> <li>● teacher data discussions (e.g., grade level meetings, PLCs, common planning);</li> <li>● principals provide leadership and commitment to MTSS at all three levels; and</li> <li>● weekly reading walkthroughs conducted by principals and content administrators.</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of instruction;</li> <li>● ensure the instructional program is synonymous with the core reading/ELA curriculum;</li> <li>● allocate resources to ensure the teaching staff receives sufficient and ongoing professional development to deliver the Tier 1 core instructional program in the way it was designed;</li> <li>● evaluate effectiveness of instruction programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals and instructional programs.</li> </ul> <p>Teachers providing Tier 1 instruction will receive embedded support, coaching and training from Reading/ELA Specialists and Coaches to improve the effectiveness of Tier 1 instruction.</p>
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b>  The effectiveness of Tier 1 curriculum will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● Assessment Data: progress monitoring/formative, summative assessments/Statewide, Standardized Assessment: i-Ready, Achieve3000, FSA-ELA</li> <li>● Curriculum-based Measures (CBMs)</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of the core curriculum;</li> <li>● ensure the core reading/ELA curriculum is aligned with state standards; and/or</li> <li>● evaluate effectiveness of curriculum programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students).</li> </ul>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b>  Students will have scheduled synchronous (live video instruction) class meetings and digital resources and assignments, replicating the standard school day bell schedule virtually. Students will participate in live whole group, small group, and individualized instruction where they interact with their teacher and peers. Some assignments will be modified to be completed digitally. Teachers will utilize Google Classroom to provide instructional resources and the curriculum content will be the same as the brick and mortar classroom, including online assessments and progress monitoring.</p>	

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year (equivalent of one year behind):</p> <ul style="list-style-type: none"> <li>● <b><i>i-Ready Diagnostc #1 458-515 (incoming fourth graders)</i></b></li> </ul> <p>It is recommended that the DRA2 or DAR be administered to Tier 2 students to identify areas in which struggling readers need help and to demonstrate to students what they already know and the next steps they need for improvement.</p>				
<p><b>THEN:</b></p>	<p><b>TIER 1 instruction and TIER 2 interventions</b></p>				
<p><b>TIER 1 instruction and TIER 2 interventions</b></p>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>● are standards-aligned</li> <li>● address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>● provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>● are matched to the needs of the students</li> <li>● provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>● occurs during allocated in addition to core instruction</li> <li>● includes accommodations (IEP, ESOL or 504)</li> </ul>				
	<p><b>TIER 2 Programs/Materials/Strategies &amp; Duration</b></p>	<p><b>TIER 2 Progress Monitoring</b></p>			
	<ul style="list-style-type: none"> <li>● SIPPS (Explicit, Systematic Instruction in Phonological Awareness, Phonics and Sight Words) alternate lessons</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> </ul>	<p>SIPPS Mastery Tests are administered following the completion of 10 lessons to measure phonics and sight word recognition 2x per month</p>	<p>Student is meeting grade-level expectation in targeted area 80-100%</p>	<p>Student is making progress with support 60-79%</p>	<p>Student is not making adequate progress in targeted area &lt;60%</p>
	<ul style="list-style-type: none"> <li>● LLI (Leveled Literacy Intervention) <a href="https://www.fountasandpinnell.com/intervention/">https://www.fountasandpinnell.com/intervention/</a></li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> <li>● Direct, Explicit, Systematic Instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing</li> </ul>	<p>every other lesson the student is assessed on oral language, phonics and fluency 2x per month</p>	<p>Student is meeting grade-level expectation in targeted area 80-100%</p>	<p>Student is making progress with support 60-79%</p>	<p>Student is not making adequate progress in targeted area &lt;60%</p>



	<b>Number of sessions a week intervention provided</b>	3-4	<b>Number of minutes per intervention session</b>	20-30
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers providing Tier 2 intervention will collaborate with individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>● review the progress of students receiving supplemental instruction;</li> <li>● identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>● confirm or disconfirm screening data;</li> <li>● evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>● analyze progress monitoring data;</li> <li>● evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals, instruction and intervention programs.</li> </ul>			
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>● SIPPS provides systematic instruction in phonological awareness, phonics, and sight words which has a moderate effect size of .54 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>● Leveled Literacy Intervention (LLI) has a strong evidence ESSA level for grades K-2 focused on oral language, phonics, fluency, vocabulary, and comprehension (<a href="https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli">https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli</a>).</li> <li>● Small group instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/Pracce_Guide/20074011.pdf#page=27">https://ies.ed.gov/ncee/wwc/Docs/Pracce_Guide/20074011.pdf#page=27</a>)</li> </ul>			
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Students will continue to receive Tier 2 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 2 interventions in the distance learning environment will continue by the teacher throughout the school year based on the student's response to Tier 2 intervention.</p>			

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year (equivalent of two years behind):</p> <ul style="list-style-type: none"> <li>● <b><i>i-Ready Diagnostc #1 ≤457 (incoming fourth graders)</i></b></li> <li>● <b><i>Students retained in 2019-2020 school year</i></b></li> </ul> <p>(It is recommended to administer the Phonological Awareness Skills Test (PAST) assessment to determine a student’s level of phonological awareness (i.e., syllable, onset-rime, or phoneme) and their degree of proficiency (i.e., mulse nsory, knowledge or automac) to support i-Ready Diagnostc data and determine appropriate Tier 3 intervenon: <a href="http://www.thepas_est.com/">hp s://www.thepas_est.com/.</a>)</p>			
<p><b>THEN:</b></p>	<p><b>TIER 1 instrucon, TIER 2 in tervenons, and TIER 3 intensive intervenons</b></p>			
<p><b>TIER 1 instrucon, TIER 2 intervenons, and TIER 3 Intensive Intervenons</b></p>	<p>Immediate, intensive intervenon:</p> <ul style="list-style-type: none"> <li>● extended me</li> <li>● targeted instrucon based on student need</li> <li>● small group or one-on-one instrucon</li> <li>● accommodaons (IEP, ESOL, or 504)</li> <li>● more frequent progress monitoring than TIER 1 instrucon and TIER 2 intervenons</li> <li>● <b><i>addional me allo ed is in addion to core instrucon and er 2 intervenons</i></b></li> </ul>			
	<p><b><i>TIER 3 Programs/Materials/Strategies &amp; Duraon</i></b></p>	<p><b><i>TIER 3 Progress Monitoring</i></b></p>		
	<ul style="list-style-type: none"> <li>● LLI (Leveled Literacy Instrucon) <a href="http://www.fountasandpinnell.com/intervenon/">hp s://www.fountasandpinnell.com/intervenon/</a></li> <li>● Duraon: <i>based on individual student’s needs</i> and response to intervenon (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Explicit, Systemac Instrucon in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and wring</li> </ul>	<p>every other lesson the student is assessed on fluency and comprehension 1-2x per week</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>
	<ul style="list-style-type: none"> <li>● PHONICS for Reading</li> <li>● Duraon: <i>based on individual student’s needs</i> and response to intervenon (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Explicit, Systemac Instrucon</li> </ul>	<p>every lesson the student is assessed on phonics and fluency (decoding) 1-2x per week</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>
	<ul style="list-style-type: none"> <li>● i-Ready Teacher Toolbox for Instrucon (<a href="#">Ready Teacher Toolbox</a>)</li> <li>● Duraon: <i>based on individual student’s needs</i> and response to intervenon (20+ weeks)</li> </ul>	<p>every 10 lessons the student will be assessed on their specific reading</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>

	<ul style="list-style-type: none"> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systematic Instruction</li> </ul>	deficiency to track progress 1-2x per week			
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>				
	<b>Number of sessions a week intervention provided</b>	<b>3-5</b>	<b>Number of minutes per intervention session</b>	<b>30-45</b>	
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>				
	<p>Teachers providing Tier 3 intervention will collaborate with at least three individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>● identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>● confirm or disconfirm screening data;</li> <li>● evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>● analyze progress monitoring data;</li> <li>● evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students);</li> <li>● determine the adequacy of student progress and the need to revise goals, instruction and intervention programs; and/or</li> <li>● engage in additional data-based decision-making to determine a student's non responsiveness to intervention.</li> </ul>				
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>				
	<ul style="list-style-type: none"> <li>● Leveled Literacy Intervention (LLI) has a strong evidence ESSA level for grades K-2 focused on oral language, phonics, fluency, vocabulary, and comprehension (<a href="https://www.evidencefor ESSA.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli">https://www.evidencefor ESSA.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli</a>).</li> <li>● PHONICS for Reading is a "systematic, research-based intervention program that accelerates instruction for struggling readers in Grades 3–12 by equipping them with the tools necessary to decode with confidence" (<a href="https://www.curriculumassociates.com/products/additional-products/phonics-for-reading">https://www.curriculumassociates.com/products/additional-products/phonics-for-reading</a>). Explicit phonics instruction has a moderate effect size of .54 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>● i-Ready has a promising evidence ESSA level for grades 1-8 making it an effective intervention and an effective system for accelerating student growth and progress toward reading proficiency (<a href="https://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf">https://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf</a>).</li> <li>● Small group instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/PracceGuide_20074011.pdf#page=27">https://ies.ed.gov/ncee/wwc/Docs/PracceGuide_20074011.pdf#page=27</a>)</li> </ul>				
<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b>					
<p>Students will continue to receive Tier 3 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 3 interventions in the distance learning environment will continue by the teacher and the Response to Intervention and Student Service Team (SST) throughout the school year based on the student's response to Tier 3 intervention.</p>					

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Fifth Grade

**IF:**

Student meets the following criteria at beginning of school year:

- ***i-Ready Diagnostc #1 ≥540 (incoming fifth graders)***

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

**Core Curriculum**

*Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.*

- English Language Arts Standards Instruction using *Ready Florida LAFS* (ESSA Level 3: Promising Evidence <https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf>)
- FCRR Student Center Activities <https://www.fcrr.org/student-center-activities/fourth-and-fifth-grade>
- CPALMS (core supplement lessons) <https://www.cpalms.org/Public/>
- Evidence Based Teaching Practices [https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_Evidence-based\\_teaching\\_practices.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf)

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

- i-Ready Diagnostc 3x per year
- Achieve3000 Level Set

i-Ready Diagnostc #1 ≥540  
Achieve3000 Level Set ≥830L

i-Ready Diagnostc #1 483-539  
Achieve3000 Level Set 505-825L

	<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b>  The effectiveness of Tier 1 instruction will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● progress monitoring/formative, summative assessments/Statewide, Standardized Assessment;</li> <li>● student work products (e.g., exit tickets, checking for understanding (CFUs));</li> <li>● teacher logs (e.g., anecdotal notes, running records and notes from individual reading conferences);</li> <li>● teacher data discussions (e.g., grade level meetings, PLCs, common planning);</li> <li>● principals provide leadership and commitment to MTSS at all three levels; and</li> <li>● weekly reading walkthroughs conducted by principals and content administrators.</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of instruction;</li> <li>● ensure the instructional program is synonymous with the core reading/ELA curriculum;</li> <li>● allocate resources to ensure the teaching staff receives sufficient and ongoing professional development to deliver the Tier 1 core instructional program in the way it was designed;</li> <li>● evaluate effectiveness of instruction programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals and instructional programs.</li> </ul> <p>Teachers providing Tier 1 instruction will receive embedded support, coaching and training from Reading/ELA Specialists and Coaches to improve the effectiveness of Tier 1 instruction.</p>
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b>  The effectiveness of Tier 1 curriculum will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● Assessment Data: progress monitoring/formative, summative assessments/Statewide, Standardized Assessment: i-Ready, Achieve3000, FSA-ELA</li> <li>● Curriculum-based Measures (CBMs)</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of the core curriculum;</li> <li>● ensure the core reading/ELA curriculum is aligned with state standards; and/or</li> <li>● evaluate effectiveness of curriculum programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students).</li> </ul>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b>  Students will have scheduled synchronous (live video instruction) class meetings and digital resources and assignments, replicating the standard school day bell schedule virtually. Students will participate in live whole group, small group, and individualized instruction where they interact with their teacher and peers. Some assignments will be modified to be completed digitally. Teachers will utilize Google Classroom to provide instructional resources and the curriculum content will be the same as the brick and mortar classroom, including online assessments and progress monitoring.</p>	

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year (equivalent of one year behind):</p> <ul style="list-style-type: none"> <li>● <b><i>i-Ready Diagnost #1 483-539 (incoming first graders)</i></b></li> </ul> <p>It is recommended that the DRA2 or DAR be administered to Tier 2 students to identify areas in which struggling readers need help and to demonstrate to students what they already know and the next steps they need for improvement.</p>				
<p><b>THEN:</b></p>	<p><b>TIER 1 instruction and TIER 2 interventions</b></p>				
<p><b>TIER 1 instruction and TIER 2 interventions</b></p>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>● are standards-aligned</li> <li>● address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>● provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>● are matched to the needs of the students</li> <li>● provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>● occurs during allocated in addition to core instruction</li> <li>● includes accommodations (IEP, ESOL or 504)</li> </ul>				
<p><b>TIER 2 Programs/Materials/Strategies &amp; Duration</b></p>		<p><b>TIER 2 Progress Monitoring</b></p>			
<ul style="list-style-type: none"> <li>● SIPPS (Explicit, Systematic Instruction in Phonological Awareness, Phonics and Sight Words) alternate lessons</li> <li>● Duration: based on individual student's needs and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> </ul>		<p>SIPPS Mastery Tests are administered following the completion of 10 lessons to measure phonics and sight word recognition 2x per month</p>	<p>Student is meeting grade-level expectation in targeted area 80-100%</p>	<p>Student is making progress with support 60-79%</p>	<p>Student is not making adequate progress in targeted area &lt;60%</p>
<ul style="list-style-type: none"> <li>● LLI (Leveled Literacy Intervention) <a href="https://www.fountasandpinnell.com/intervention/">https://www.fountasandpinnell.com/intervention/</a></li> <li>● Duration: based on individual student's needs and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> <li>● Direct, Explicit, Systematic Instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing</li> </ul>		<p>every other lesson the student is assessed on oral language, phonics and fluency 2x per month</p>	<p>Student is meeting grade-level expectation in targeted area 80-100%</p>	<p>Student is making progress with support 60-79%</p>	<p>Student is not making adequate progress in targeted area &lt;60%</p>

	<b>Number of sessions a week intervention provided</b>	3-4	<b>Number of minutes per intervention session</b>	20-30
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers providing Tier II intervention will collaborate with individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>● review the progress of students receiving supplemental instruction;</li> <li>● identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>● confirm or disconfirm screening data;</li> <li>● evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>● analyze progress monitoring data;</li> <li>● evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals, instruction and intervention programs.</li> </ul>			
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>● SIPPS provides systematic instruction in phonological awareness, phonics, and sight words which has a moderate effect size of .54 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>● Leveled Literacy Intervention (LLI) has a strong evidence ESSA level for grades K-2 focused on oral language, phonics, fluency, vocabulary, and comprehension (<a href="https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli">https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli</a>).</li> <li>● Small group instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/Pracce_Guide/20074011.pdf#page=27">https://ies.ed.gov/ncee/wwc/Docs/Pracce_Guide/20074011.pdf#page=27</a>)</li> </ul>			
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Students will continue to receive Tier 2 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 2 interventions in the distance learning environment will continue by the teacher throughout the school year based on the student's response to Tier 2 intervention.</p>			

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year (equivalent of two years behind):</p> <ul style="list-style-type: none"> <li>● <b><i>i-Ready Diagnosti#1 ≤482 (incoming first graders)</i></b></li> <li>● <b><i>Students retained in 2019-2020 school year</i></b></li> </ul> <p>(It is recommended to administer the Phonological Awareness Skills Test (PAST) assessment to determine a student’s level of phonological awareness (i.e., syllable, onset-rime, or phoneme) and their degree of proficiency (i.e., multisensory, knowledge or automatic) to support i-Ready Diagnosti data and determine appropriate Tier 3 intervention: <a href="http://www.thepas.org/">http://www.thepas.org/</a>.)</p>			
<p><b>THEN:</b></p>	<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b></p>			
<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b></p>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>● extended time</li> <li>● targeted instruction based on student need</li> <li>● small group or one-on-one instruction</li> <li>● accommodations (IEP, ESOL, or 504)</li> <li>● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>● <b><i>additional time allocated is in addition to core instruction and other interventions</i></b></li> </ul>			
	<p><b><i>TIER 3 Programs/Materials/Strategies &amp; Duration</i></b></p>	<p><b><i>TIER 3 Progress Monitoring</i></b></p>		
	<ul style="list-style-type: none"> <li>● LLI (Leveled Literacy Instruction) <a href="http://www.fountasandpinnell.com/intervention/">http://www.fountasandpinnell.com/intervention/</a></li> <li>● Duration: <i>based on individual student’s needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Explicit, Systematic Instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing</li> </ul>	<p>every other lesson the student is assessed on fluency and comprehension 1-2x per week</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>
	<ul style="list-style-type: none"> <li>● PHONICS for Reading</li> <li>● Duration: <i>based on individual student’s needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Explicit, Systematic Instruction</li> </ul>	<p>every lesson the student is assessed on phonics and fluency (decoding) 1-2x per week</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>
	<ul style="list-style-type: none"> <li>● i-Ready Teacher Toolbox for Instruction (<a href="#">Ready Teacher Toolbox</a>)</li> <li>● Duration: <i>based on individual student’s needs</i> and response to intervention (20+ weeks)</li> </ul>	<p>every 10 lessons the student will be assessed on their specific reading</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>



	<ul style="list-style-type: none"> <li>Individualized or Small group: 1-3 students</li> <li>Explicit, Systematic Instruction</li> </ul>	deficiency to track progress 1-2x per week		
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of sessions a week intervention provided</b>	<b>3-5</b>	<b>Number of minutes per intervention session</b>	<b>30-45</b>
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers providing Tier 3 intervention will collaborate with at least three individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>confirm or disconfirm screening data;</li> <li>evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>analyze progress monitoring data;</li> <li>evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students);</li> <li>determine the adequacy of student progress and the need to revise goals, instruction and intervention programs; and/or</li> <li>engage in additional data-based decision-making to determine a student's non responsiveness to intervention.</li> </ul>			
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>Leveled Literacy Intervention (LLI) has a strong evidence ESSA level for grades K-2 focused on oral language, phonics, fluency, vocabulary, and comprehension (<a href="https://www.evidencefor ESSA.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli">https://www.evidencefor ESSA.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli</a>).</li> <li>PHONICS for Reading is a "systematic, research-based intervention program that accelerates instruction for struggling readers in Grades 3–12 by equipping them with the tools necessary to decode with confidence" (<a href="https://www.curriculumassociates.com/products/additional-products/phonics-for-reading">https://www.curriculumassociates.com/products/additional-products/phonics-for-reading</a>). Explicit phonics instruction has a moderate effect size of .54 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>i-Ready has a promising evidence ESSA level for grades 1-8 making it an effective intervention and an effective system for accelerating student growth and progress toward reading proficiency (<a href="https://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf">https://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf</a>).</li> <li>Small group instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/PracceGuide/20074011.pdf#page=27">https://ies.ed.gov/ncee/wwc/Docs/PracceGuide/20074011.pdf#page=27</a>)</li> </ul>			
	<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Students will continue to receive Tier 3 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 3 interventions in the distance learning environment will continue by the teacher and the Response to Intervention and Student Service Team (SST) throughout the school year based on the student's response to Tier 3 intervention.</p>			

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Sixth Grade

**IF:**

Student meets the following criteria at beginning of school year:

- ***i-Ready Diagnostc #1 ≥554 (incoming sixth graders)***

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

**Core Curriculum**

***Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.***

- English Language Arts Standards Instruction using *Ready Florida LAFS* (ESSA Level 3: Promising Evidence <https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf>)
- CPALMS (core supplement lessons) <https://www.cpalms.org/Public/>
- Evidence Based Teaching Practices [https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_Evidence-based\\_teaching\\_practices.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf)

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

- i-Ready Diagnostc 3x per year
- Achieve 3000 Level Set 3x per year

i-Ready Diagnostc #1 ≥554  
Achieve3000 Level Set ≥925L

i-Ready Diagnostc #1 495-553  
Achieve 3000 Level Set 560-920L

***How is the effectiveness of Tier 1 instruction being monitored?***

The effectiveness of Tier 1 instruction will be measured through on-going data collection:

- progress monitoring/formative, summative assessments/Statewide,

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

District and school leaders will:

- review data;

	<p>Standardized Assessment;</p> <ul style="list-style-type: none"> <li>● student work products (e.g., exit tickets, checking for understanding (CFUs);</li> <li>● teacher logs (e.g. anecdotal notes, running records and notes from individual reading conferences);</li> <li>● teacher data discussions (e.g., grade level meetings, PLCs, common planning);</li> <li>● principals provide leadership and commitment to MTSS at all three levels; and</li> <li>● weekly reading walkthroughs conducted by principals and content administrators.</li> </ul>	<ul style="list-style-type: none"> <li>● evaluate effectiveness of instruction;</li> <li>● ensure the instructional program is synonymous with the core reading/ELA curriculum;</li> <li>● allocate resources to ensure the teaching staff receives sufficient and ongoing professional development to deliver the Tier 1 core instructional program in the way it was designed;</li> <li>● evaluate effectiveness of instructional programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals and instructional programs.</li> </ul> <p>Teachers providing Tier 1 instruction will receive embedded support, coaching and training from Reading/ELA Specialists and Coaches to improve the effectiveness of Tier 1 instruction.</p>
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b>  The effectiveness of Tier 1 curriculum will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● Assessment Data: progress monitoring/formative, summative assessments/Statewide, Standardized Assessment: i-Ready, Achieve3000, FSA-ELA</li> <li>● Curriculum-based Measures (CBMs)</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of the core curriculum;</li> <li>● ensure the core reading/ELA curriculum is aligned with state standards; and/or</li> <li>● evaluate effectiveness of curriculum programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students).</li> </ul>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b>  Students will have scheduled synchronous (live video instruction) class meetings and digital resources and assignments, replicating the standard school day bell schedule virtually. Students will participate in live whole group, small group, and individualized instruction where they interact with their teacher and peers. Some assignments will be modified to be completed digitally. Teachers will utilize Google Classroom to provide instructional resources and the curriculum content will be the same as the brick and mortar classroom, including online assessments and progress monitoring.</p>	

**IF:** Student meets the following criteria at beginning of school year (equivalent of one year behind):

- ***i-Ready Diagnostc #1 495-553 (incoming sixth graders)***

It is recommended that the DRA2 or DAR be administered to Tier 2 students to identify areas in which struggling readers need help and to demonstrate to students what they already know and the next steps they need for improvement.

**THEN:** **TIER 1 instruction and TIER 2 interventions**

<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>● <i>are standards-aligned</i></li> <li>● <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>● <i>are matched to the needs of the students</i></li> <li>● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>● <i>occurs during the allocated in addition to core instruction</i></li> <li>● <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>					
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>		<b>TIER 2 Progress Monitoring</b>			
			<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	<ul style="list-style-type: none"> <li>● SIPPS (Explicit, Systematic Instruction in Phonological Awareness, Phonics and Sight Words) alternate lessons</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> </ul>		SIPPS Mastery Tests are administered following the completion of 10 lessons to measure phonics and sight word recognition 2x per month	Student is meeting grade-level expectation in targeted area 80-100%	Student is making progress with support 60-79%	Student is not making adequate progress in targeted area <60%
<ul style="list-style-type: none"> <li>● LLI (Leveled Literacy Intervention) <a href="https://www.fountasandpinnell.com/intervention/">https://www.fountasandpinnell.com/intervention/</a></li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> <li>● Direct, Explicit, Systematic instruction in phonological</li> </ul>		every other lesson the student is assessed on oral language, phonics and fluency 2x per month	Student is meeting grade-level expectation in targeted area 80-100%	Student is making progress with support 60-79%	Student is not making adequate progress in targeted area <60%	

	awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing				
	<ul style="list-style-type: none"> <li>CommonLit: Direct, explicit, systematic instruction in vocabulary and comprehension (<a href="https://www.commonlit.org/">https://www.commonlit.org/</a>)</li> <li>Duraon: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>Small group: 3-5 students</li> </ul>	CommonLit formative assessments progress monitoring	Student is meeting grade-level expectation in targeted area 80-100%	Student is making progress with support 65-79%	Student is not making adequate progress in targeted area <65%
	<b>Number of sessions a week intervention provided</b>	3-4	<b>Number of minutes per intervention session</b>	20-30	
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers providing Tier II intervention will collaborate with individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>review the progress of students receiving supplemental instruction;</li> <li>identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>confirm or disconfirm screening data;</li> <li>evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>analyze progress monitoring data;</li> <li>evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>determine the adequacy of student progress and the need to revise goals, instruction and intervention programs.</li> </ul>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>SIPPS provides systematic instruction in phonological awareness, phonics, and sight words which has a moderate effect size of .54 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>Leveled Literacy Intervention (LLI) has a strong evidence ESSA level for grades K-2 focused on oral language, phonics, fluency, vocabulary, and comprehension (<a href="https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli">https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli</a>).</li> <li>Systematic, direct-explicit instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/PracceGuide/adlit_pg_082608.pdf#page=22">https://ies.ed.gov/ncee/wwc/Docs/PracceGuide/adlit_pg_082608.pdf#page=22</a>)</li> </ul>					
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Students will continue to receive Tier 2 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 2 interventions in the distance learning environment will continue by the teacher throughout the school year based on the student's response to Tier 2 intervention.</p>					

<b>IF:</b>	Student meets the following criteria at beginning of school year (equivalent of two years behind): <ul style="list-style-type: none"> <li>● <b><i>i-Ready Diagnostc #1 ≤494 (incoming sixth graders)</i></b></li> <li>● <b><i>Students retained in 2019-2020 school year</i></b></li> </ul>			
<b>THEN:</b>	<b>TIER 1 instrucon, TIER 2 in tervenons, and TIER 3 intensive intervenons</b>			
<b>TIER 1 instrucon, TIER 2 intervenons, and TIER 3 Intensive Intervenons</b>	Immediate, intensive intervenon: <ul style="list-style-type: none"> <li>● extended me</li> <li>● targeted instrucon based on student need</li> <li>● small group or one-on-one instrucon</li> <li>● accommodaons (IEP, ESOL, or 504)</li> <li>● more frequent progress monitoring than TIER 1 instrucon and TIER 2 intervenons</li> <li>● <b><i>addional me allo ed is in addion to core instrucon and er 2 intervenons</i></b></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duraon</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and connue Tier 2 intervenons in addion t o Tier 1 instrucon</b>	<b>Performance Criteria that would prompt changes to Tier 3 intervenons</b>
	<ul style="list-style-type: none"> <li>● LLI (Leveled Literacy Instrucon) <a href="https://www.fountasandpinnell.com/intervenon/">hp s://www.fountasandpinnell.com/intervenon/</a></li> <li>● Duraon: <i>based on individual student's needs</i> and response to intervenon (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systemac instrucon in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and wring</li> </ul>	every other lesson the student is assessed on fluency and comprehension 1-2x per week	Student is approaching grade-level proficiency in targeted area 60-80% or higher	Student is not showing progress in targeted area < 60%
	<ul style="list-style-type: none"> <li>● PHONICS for Reading</li> <li>● Duraon: <i>based on individual student's needs</i> and response to intervenon (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systemac instrucon</li> </ul>	every lesson the student is assessed on phonics and fluency (decoding) 1-2x per week	Student is approaching grade-level proficiency in targeted area 60-80% or higher	Student is not showing progress in targeted area < 60%
<ul style="list-style-type: none"> <li>● i-Ready Teacher Toolbox for Instrucon (<a href="#">Ready Teacher Toolbox</a>)</li> <li>● Duraon: <i>based on individual student's needs</i> and response to intervenon (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systemac instrucon</li> </ul>	every 10 lessons the student will be assessed on their specific reading deficiency to track progress 1-2x per week	Student is approaching grade-level proficiency in targeted area 60-80% or higher	Student is not showing progress in targeted area < 60%	
<b>All Tier 3 Intervenons must be provided by a teacher who is cerfied in reading or has the reading endorsement.</b>				

	<i>Number of mes a week intervenon provided</i>	<i>3-5</i>	<i>Number of minutes per intervenon session</i>	<i>30-45</i>
	<p><b><i>What procedures are in place to identif y and solve problems to improve effeciveness of Tier 3 intervenon, including alignment with core curriculum and instrucon?</i></b></p> <p>Teachers providing Tier 3 intervenon will collaborate with at least three individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervenon Team Facilitator (ITF), school/district instruconal leader) to:</p> <ul style="list-style-type: none"> <li>● identif y students who are not making progress and need additional assessment, instrucon and intervenon;</li> <li>● confirm or disconfirm screening data;</li> <li>● evaluate effecv eness of intervenons and instrucon provided through the Mul-Tier ed System of Support (MTSS);</li> <li>● analyze progress monitoring data;</li> <li>● evaluate effecv eness of intervenon programs for target groups (e.g., students with substanal reading deficiencies, English language learner or Title I students);</li> <li>● determine the adequacy of student progress and the need to revise goals, instrucon and intervenon programs; and/or</li> <li>● engage in additional data-based decision-making to determine a student’s non responsiveness to intervenon.</li> </ul>			
	<p><b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b></p> <ul style="list-style-type: none"> <li>● Leveled Literacy Intervenon (LLI) has a strong evidence ESSA level for grades K-2 focused on oral language, phonics, fluency, vocabulary, and comprehension (<a href="https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervenon-lli">https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervenon-lli</a>).</li> <li>● PHONICS for Reading is a “systematic, r esearch-based intervenon program that accelerates instrucon for struggling readers in Grades 3–12 by equipping them with the tools necessary to decode with confidence”( <a href="https://www.curriculumassociates.com/products/additional-pr oducts/phonics-for-reading">hp ://www.curriculumassociates.com/products/additional-pr oducts/phonics-for-reading</a> ). Explicit phonics instrucon has a moderate effect size of .54 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>● i-Ready has a promising evidence ESSA level for grades 1-8 making it an effecv e intervenon and an effecv e system for accelerang student growth and progress toward reading proficiency (<a href="http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf">hp: //www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf</a>).</li> <li>● Systemac, explicit instrucon: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/Pracce_Guide/adlit_pg_082608.pdf#page=22">https://ies.ed.gov/ncee/wwc/Docs/Pracce_Guide/adlit_pg_082608.pdf#page=22</a>)</li> </ul>			
	<p><b><i>How are Tier 3 intervenons modified for students who receive intervenons through distance learning?</i></b></p> <p>Students will connue to receive Tier 3 intervenons from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 3 intervenons in the distance learning environment will connue by the teacher and the Response to Intervenon and Student Service Team (SST) throughout the school year based on the student’s response to Tier 3 intervenon.</p>			

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Seventh and Eighth

**IF:**

Student meets the following criteria at beginning of school year:

- **Performance score of 3 or higher on the 2019 FSA or 970L or higher on Levelset (incoming 7th graders)**
- **Performance score of 3 or higher on 2019 FSA or 1010L or higher on Levelset (incoming 8th graders)**

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

**Core Curriculum**

*Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.*

- *HMH Collections with reading, writing and speaking and listening tasks aligned to Language Arts Florida Standards embedded in District Curriculum Guides: Demonstrates a Rationale through efficacy studies conducted by third parties (<https://www.hmhco.com/research/collecons-research-foundations>)*
- *CommonLit: (<https://support.commonlit.org/hc/en-us/articles/360038344993-Is-CommonLit-research-based>)*
- *CPALMS (core supplement lessons) <https://www.cpalms.org/Public/>*
- *Evidence Based Teaching Practices [https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_Evidence-based\\_teaching\\_practices.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf)*

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria that would prompt addition of Tier 2 interventions**

- *Achieve3000 LevelSet 3x per year*
- *Quarterly standards-based common assessments administered through Performance Matters platform*
- *Quarterly Performance Tasks (writing)*

Student scores in the “meets” or “exceeds” Lexile range for his or her grade level  
7th Grade Range: 970L-Above  
8th Grade Range: 1010L-Above

Student scores in the “approaches” Lexile range for his or her grade level  
7th Grade Range: 965L-Below  
8th Grade Range: 1005L- Below



	<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b>  The effectiveness of Tier 1 instruction will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>• progress monitoring/formative, summative assessments/Statewide, Standardized Assessment;</li> <li>• student work products (e.g., exit tickets, checking for understanding (CFUs));</li> <li>• teacher logs (e.g. anecdotal notes, running records and notes from individual reading conferences);</li> <li>• teacher data discussions (e.g., grade level meetings, PLCs, common planning); and</li> <li>• principals provide leadership and commitment to MTSS at all three levels; and</li> <li>• weekly reading walkthroughs conducted by principals and content administrators.</li> </ul>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>• review data;</li> <li>• evaluate effectiveness of instruction;</li> <li>• ensure the instructional program is synonymous with the core reading/ELA curriculum;</li> <li>• allocate resources to ensure the teaching staff receives sufficient and ongoing professional development to deliver the Tier 1 core instructional program in the way it was designed;</li> <li>• evaluate effectiveness of instruction programs for target groups (e.g, students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>• determine the adequacy of student progress and the need to revise goals and instructional programs.</li> </ul> <p>Teachers providing Tier 1 instruction will receive embedded support, coaching and training from Reading/ELA Specialists and Coaches to improve the effectiveness of Tier 1 instruction.</p>
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b>  The effectiveness of Tier 1 curriculum will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>• <i>Principals and teachers will monitor students' monthly student Lexile adjustments and LevelSet results</i></li> <li>• <i>Principals and teachers will monitor students' expected Lexile growth vs. actual Lexile growth</i></li> <li>• <i>Principals will monitor Achieve3000 FSA Goal Tracker</i></li> <li>• <i>Daily/weekly standards-based formative assessments</i></li> <li>• <i>Quarterly standards-based common assessments</i></li> </ul>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>• review data;</li> <li>• evaluate effectiveness of the core curriculum;</li> <li>• ensure the core reading/ELA curriculum is aligned with state standards; and/or</li> <li>• evaluate effectiveness of curriculum programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students).</li> </ul>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b>  Students will have scheduled synchronous (live video instruction) class meetings and digital resources and assignments, replicating the standard school day bell schedule virtually. Students will participate in live whole group, small group, and individualized instruction where they interact with their teacher and peers. Some assignments will be modified to be completed digitally. Teachers will utilize Google Classroom to provide instructional resources and the curriculum content will be the same as the brick and mortar classroom, including online assessments and progress monitoring.</p> <ul style="list-style-type: none"> <li>• <i>Students will be able to access HMH Collections materials and Achieve3000 through the myoneclay portal.</i></li> <li>• <i>Standards-based assignments, tasks and instruction will be delivered via Google Classroom and Google Meet.</i></li> </ul>	

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year (equivalent of one year behind):</p> <ul style="list-style-type: none"> <li>● <b>Performance score of 2 or 3 on the 2019 FSA or 630L to 965L on Levelset (incoming 7th graders)</b></li> <li>● <b>Performance score of 2 or 3 on the 2019 FSA or 665L to 1005L on Levelset (incoming 8th graders)</b></li> </ul> <p>It is recommended that the DRA2 or DAR be administered to Tier 2 students to identify areas in which struggling readers need help and to demonstrate to students what they already know and the next steps they need for improvement.</p>				
<p><b>THEN:</b></p>	<p><b>TIER 1 instruction and TIER 2 interventions</b></p>				
<p><b>TIER 1 instruction and TIER 2 interventions</b></p>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>● are standards-aligned</li> <li>● address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>● provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>● are matched to the needs of the students</li> <li>● provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>● occurs during the allocated in addition to core instruction</li> <li>● includes accommodations (IEP, ESOL or 504)</li> </ul>				
<p><b>TIER 2 Programs/Materials/Strategies &amp; Duration</b></p>		<p><b>TIER 2 Progress Monitoring</b></p>			
		<p><b>Assessment &amp; Frequency</b></p>	<p><b>Performance Criteria to discontinue Tier 2 intervention</b></p>	<p><b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b></p>	<p><b>Performance Criteria that would prompt addition of Tier 3 interventions</b></p>
<ul style="list-style-type: none"> <li>● Achieve3000: Teacher directed strategy lessons and stretch articles (grade-level text) with direct/explicit comprehension and vocabulary instruction</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> </ul>		<p>Achieve3000 Score and/or Formative Assessment 2x per month</p>	<p>Student is meeting grade-level expectation in targeted area 75 - 100%</p>	<p>Student is making progress with support 63 - 74%</p>	<p>Student is not making adequate progress in targeted area &lt; 63%</p>
<ul style="list-style-type: none"> <li>● Achieve3000: Direct, explicit, systematic instruction in morphology (word mapping) and context clues to determine the meaning of unknown words context</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> </ul>		<p>Achieve3000 Academic vocabulary standards-based progress monitoring 2x per month</p>	<p>Student is meeting grade-level expectation in targeted area 80 - 100%</p>	<p>Student is making progress with support 65 - 79%</p>	<p>Student is not making adequate progress in targeted area &lt; 65%</p>
<ul style="list-style-type: none"> <li>● CommonLit: Direct, explicit, systematic instruction in vocabulary and comprehension (<a href="https://www.commonlit.org/">https://www.commonlit.org/</a>)</li> <li>● Duration: <i>based on individual student's needs</i> and</li> </ul>		<p>CommonLit formative assessments</p>	<p>Student is meeting grade-level</p>	<p>Student is making progress with support</p>	<p>Student is not making adequate</p>

	<ul style="list-style-type: none"> <li>response to intervenon (8–15 weeks)</li> <li>Small group: 3-5 students</li> </ul>	progress monitoring	expectaon in targeted area 80-100%	65-79%	progress in targeted area <65%
	<b>Number of mes a week intervenon provided</b>	3-4	<b>Number of minutes per intervenon session</b>	20-30	
	<p><b>What procedures are in place to identif y and solve problems to improve effecveness of Tier 2 intervenon, including alignment with core curriculum and instrucon?</b></p> <p>Teachers providing Tier II intervenon will collaborate with individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervenon Team Facilitator (ITF), school/district instruconal leader) to:</p> <ul style="list-style-type: none"> <li>review the progress of students receiving supplemental instrucon;</li> <li>identf y students who are not making progress and need additional assessment, instrucon and intervenon;</li> <li>confirm or disconfirm screening data;</li> <li>evaluate effecv eness of intervenons and instrucon provided through the Mul-Tier ed System of Support (MTSS);</li> <li>analyze progress monitoring data;</li> <li>evaluate effecv eness of intervenon programs for target groups (e.g., students with substanal reading deficiencies, English language learner or Title I students); and/or</li> <li>determine the adequacy of student progress and the need to revise goals, instrucon and intervenon programs.</li> </ul>				
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>i-Ready has a promising evidence ESSA level for grades 1-8 making it an effecv e intervenon and an effecv e system for accelerang student growth and progress toward reading proficiency (<a href="http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf">hp: //www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf</a>).</li> <li>Achieve3000 has a strong evidence ESSA level for grades 6-12 using digital, supplemental literacy with differenated content aimed at building fluency, vocabulary, comprehension and wriing across content areas focused on enhancing college and career level cric al thinking skills (<a href="https://www.evidencefoessa.org/programs/reading/achieve3000-secondary">https://www.evidencefoessa.org/programs/reading/achieve3000-secondary</a>).</li> <li>Direct instrucon is an evidence-based pracce (EBP) that has a moderate effect size of .59 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>Teaching strategies is an evidence-based pracce (EBP) that has a moderate effect size of .62 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>Systemac, direct-explicit instrucon: strong evidence (<a href="hp_s://ies.ed.gov/ncee/wwc/Docs/PracceGuide/adlit_pg_082608.pdf#page=22">hp_s://ies.ed.gov/ncee/wwc/Docs/PracceGuide/adlit_pg_082608.pdf#page=22</a>)</li> </ul>				
<p><b>How are Tier 2 intervenons modified for students who receive intervenons through distance learning?</b></p> <p>Students will connue to receive Tier 2 intervenons from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 2 intervenons in the distance learning environment will connue by the teacher throughout the school year based on the student’s response to Tier 2 intervenon.</p>					

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year (equivalent of two years behind):</p> <ul style="list-style-type: none"> <li>● <i>Performance score of 1 on 2019 FSA or 625L or below on Levelset (incoming 7th graders)</i></li> <li>● <i>Performance score of 1 on 2019 FSA or 660L or below on Levelset (incoming 8th graders)</i></li> </ul>			
<p><b>THEN:</b></p>	<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b></p>			
<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b></p>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>● extended time</li> <li>● targeted instruction based on student need</li> <li>● small group or one-on-one instruction</li> <li>● accommodations (IEP, ESOL, or 504)</li> <li>● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>● <i>additional time allocated is in addition to core instruction and other interventions</i></li> </ul>			
	<p><i>TIER 3 Programs/Materials/Strategies &amp; Duration</i></p>	<p><i>TIER 3 Progress Monitoring</i></p>		
		<p><i>Assessment &amp; Frequency</i></p>	<p><i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i></p>	<p><i>Performance Criteria that would prompt changes to Tier 3 interventions</i></p>
	<ul style="list-style-type: none"> <li>● i-Ready Teacher Toolbox for Instruction (<a href="#">Ready Teacher Toolbox</a>)</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systematic Instruction</li> </ul>	<p>Formative Assessment 1-2x per week</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>
	<ul style="list-style-type: none"> <li>● i-Ready Tools to Scaffold Comprehension (<a href="#">Ready Teacher Toolbox</a>)</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> <li>● Direct, Explicit, Systematic Instruction</li> </ul>	<p>Formative Assessment 1-2x per week</p>	<p>Student is approaching grade-level proficiency in targeted area 60-80% or higher</p>	<p>Student is not showing progress in targeted area &lt; 60%</p>
<ul style="list-style-type: none"> <li>● Achieve3000: Teacher directed Achieve3000 strategy lessons and stretch articles (grade-level text) with direct/explicit comprehension and vocabulary instruction</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> </ul>	<p>Achieve3000 Activity 1-2x per week</p>	<p>Student is approaching grade-level scoring 63-75% or higher on</p>	<p>Student is not showing progress in targeted area &lt; 63%</p>	
<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>				

	<i>Number of mes a week intervenon provided</i>	<i>3-5</i>	<i>Number of minutes per intervenon session</i>	<i>30-45</i>
	<p><b><i>What procedures are in place to identif y and solve problems to improve effecveness of Tier 3 intervenon, including alignment with core curriculum and instrucon?</i></b></p> <p>Teachers providing Tier 3 intervenon will collaborate with at least three individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervenon Team Facilitator (ITF), school/district instruconal leader) to:</p> <ul style="list-style-type: none"> <li>● identif y students who are not making progress and need additional assessment, instrucon and intervenon;</li> <li>● confirm or disconfirm screening data;</li> <li>● evaluate effecv eness of intervenons and instrucon provided through the Mul-Tier ed System of Support (MTSS);</li> <li>● analyze progress monitoring data;</li> <li>● evaluate effecv eness of intervenon programs for target groups (e.g., students with substanal reading deficiencies, English language learner or Title I students);</li> <li>● determine the adequacy of student progress and the need to revise goals, instrucon and intervenon programs; and/or</li> <li>● engage in additional data-based decision-making to determine a student’s non responsiveness to intervenon.</li> </ul>			
	<p><b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b></p> <ul style="list-style-type: none"> <li>● i-Ready has a promising evidence ESSA level for grades 1-8 making it an effecv e intervenon and an effecv e system for accelerating student growth and progress toward reading proficiency (<a href="http://www.ectacl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf">hp: //www.ectacl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf</a>).</li> <li>● Achieve3000 has a strong evidence ESSA level for grades 6-12 using digital, supplemental literacy with differena ted content aimed at building fluency, vocabulary, comprehension and wring across content areas focused on enhancing college and career level cric al thinking skills (<a href="https://www.evidenceforessa.org/programs/reading/achieve3000-secondary">https://www.evidenceforessa.org/programs/reading/achieve3000-secondary</a>).</li> <li>● Direct instrucon is an evidence-based pracce (EBP) that has a moderate effect size of .59 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>● Teaching strategies is an evidence-based pracce (EBP) that has a moderate effect size of .62 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>● Systemac, explicit instrucon: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/PracceGuide_adlit_pg_082608.pdf#page=22">https://ies.ed.gov/ncee/wwc/Docs/PracceGuide_adlit_pg_082608.pdf#page=22</a>)</li> </ul>			
	<p><b><i>How are Tier 3 intervenons modified for students who receive intervenons through distance learning?</i></b></p> <p>Students will connue to receive Tier 3 intervenons from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 3 intervenons in the distance learning environment will connue by the teacher and the Response to Intervenon and Student Service Team (SST) throughout the school year based on the student’s response to Tier 3 intervenon.</p>			

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Ninth and Tenth

**IF:**

Student meets the following criteria at beginning of school year:

- **Performance score of 3 or higher on 2019 FSA or 1050L or higher on LevelSet (incoming 9th graders)**
- **Performance score of 3 or higher on 2019 FSA or 1080L or higher on LevelSet (incoming 10th graders)**

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

**Core Curriculum**

*Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.*

**English Language Arts Standards Instruction using:**

- *HMH Collections with reading, writing and speaking and listening tasks aligned to Language Arts Florida Standards embedded in District Curriculum Guides: Demonstrates a Rationale through efficacy studies conducted by third parties*  
(<https://www.hmhco.com/research/collecons-research-foundations>)
- *CommonLit: (<https://support.commonlit.org/hc/en-us/articles/360038344993-Is-CommonLitresearch-based>)*
- *CPALMS (core supplement lessons)<https://www.cpalms.org/Public/>*
- *Evidence Based Teaching Practices [https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_Evidence-based\\_teaching\\_practices.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf)*

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

- *Achieve3000 LevelSet 3 times per year*
- *Quarterly standards-based common assessments administered through Performance Matters platform*
- *Weekly formative assessments*

Student scores in the “meets’ or “exceeds” Lexile range for his or her grade level  
9th Grade Range: 1050L-Above  
10th Grade Range: 1080L-Above

Student scores in the “approaches” Lexile range for his or her grade level  
9th Grade Range: 1045L-Below

			10th Grade Range: 1075L-Below
	<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b>  The effectiveness of Tier 1 instruction will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● progress monitoring/formative, summative assessments/Statewide, Standardized Assessment;</li> <li>● student work products (e.g., exit tickets, checking for understanding (CFUs));</li> <li>● teacher logs (e.g., anecdotal notes, running records and notes from individual reading conferences);</li> <li>● teacher data discussions (e.g., grade level meetings, PLCs, common planning);</li> <li>● principals provide leadership and commitment to MTSS at all three levels; and</li> <li>● weekly reading walkthroughs conducted by principals and content administrators.</li> </ul>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of instruction;</li> <li>● ensure the instructional program is synonymous with the core reading/ELA curriculum;</li> <li>● allocate resources to ensure the teaching staff receives sufficient and ongoing professional development to deliver the Tier 1 core instructional program in the way it was designed;</li> <li>● evaluate effectiveness of instruction programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals and instructional programs.</li> </ul> <p>Teachers providing Tier 1 instruction will receive embedded support, coaching and training from Reading/ELA Specialists and Coaches to improve the effectiveness of Tier 1 instruction.</p>	
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b>  The effectiveness of Tier 1 curriculum will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>● <i>Principals and teachers will monitor students' monthly student Lexile adjustments and LevelSet results</i></li> <li>● <i>Principals and teachers will monitor students' expected Lexile growth vs. actual Lexile growth</i></li> <li>● <i>Principals will monitor Achieve3000 FSA Goal Tracker</i></li> <li>● <i>Daily/weekly standards-based formative assessments</i></li> <li>● <i>Quarterly standards-based common assessments</i></li> </ul>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b>  District and school leaders will:</p> <ul style="list-style-type: none"> <li>● review data;</li> <li>● evaluate effectiveness of the core curriculum;</li> <li>● ensure the core reading/ELA curriculum is aligned with state standards; and/or</li> <li>● evaluate effectiveness of curriculum programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students).</li> </ul>	
<p><b>How is instruction modified for students who receive instruction through distance learning?</b>  Students will have scheduled synchronous (live video instruction) class meetings and digital resources and assignments, replicating the standard school day bell schedule virtually. Students will participate in live whole group, small group, and individualized instruction where they interact with their teacher and peers. Some assignments will be modified to be completed digitally. Teachers will utilize Google Classroom to provide instructional resources and the curriculum content will be the same as the brick and mortar classroom, including online assessments and progress monitoring.</p> <ul style="list-style-type: none"> <li>● <i>Students will be able to access HMH Collections materials and Achieve3000 through the myoneclay portal.</i></li> <li>● <i>Standards-based assignments, tasks, and instruction will be delivered via Google Classroom and Google Meet.</i></li> </ul>			

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year (equivalent of one year behind):</p> <ul style="list-style-type: none"> <li>● <b>Performance score of 2 or 3 on 2019 FSA or 1045L- 780L on LevelSet (incoming 9th graders)</b></li> <li>● <b>Performance score of 2 or 3 on 2019 FSA or 1075L-835L on LevelSet (incoming 10th graders)</b></li> </ul> <p>It is recommended that the DAR be administered to Tier 2 students to identify areas in which struggling readers need help and to demonstrate to students what they already know and the next steps they need for improvement.</p>
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<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
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<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>● <i>are standards-aligned</i></li> <li>● <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>● <i>are matched to the needs of the students</i></li> <li>● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>● <i>occurs during the allocated in addition to core instruction</i></li> <li>● <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>
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	<i>TIER 2 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 2 Progress Monitoring</i>			
		<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>
	<ul style="list-style-type: none"> <li>● Achieve3000: Teacher directed Achieve3000 strategy lessons and stretch articles (grade-level text) with direct/explicit comprehension and vocabulary instruction</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> </ul>	<p>Achieve3000 Acvity Score and/or Formative Assessment 2x per month</p>	<p>Student is meeting grade-level expectation in targeted area 75-100%</p>	<p>Student is making progress with support 63-74%</p>	<p>Student is not making adequate progress in targeted area &lt;63%</p>
<ul style="list-style-type: none"> <li>● Achieve3000: Direct/explicit instruction in morphology (word mapping) and context clues to determine the meaning of unknown words context</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> </ul>	<p>Achieve3000 Acvies vocabulary standards-based progress monitoring 2x per month</p>	<p>Student is meeting grade-level expectation in targeted area 80-100%</p>	<p>Student is making progress with support 65-79%</p>	<p>Student is not making adequate progress in targeted area &lt;65%</p>	



	<ul style="list-style-type: none"> <li>● CommonLit: Direct/explicit instruction in vocabulary and comprehension (<a href="https://www.commonlit.org/">https://www.commonlit.org/</a>)</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> </ul>	CommonLit formative assessments progress monitoring	Student is meeting grade-level expectation in targeted area 80-100%	Student is making progress with support 65-79%	Student is not making adequate progress in targeted area <65%
	<b>Number of sessions a week intervention provided</b>	3-4	<b>Number of minutes per intervention session</b>	20-30	
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers providing Tier II intervention will collaborate with individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>● review the progress of students receiving supplemental instruction;</li> <li>● identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>● confirm or disconfirm screening data;</li> <li>● evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>● analyze progress monitoring data;</li> <li>● evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals, instruction and intervention programs.</li> </ul>				
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>● Achieve3000 has a strong evidence ESSA level for grades 6-12 using digital, supplemental literacy with differentiated content aimed at building fluency, vocabulary, comprehension and writing across content areas focused on enhancing college and career level critical thinking skills (<a href="https://www.evidenceforssa.org/programs/reading/achieve3000-secondary">https://www.evidenceforssa.org/programs/reading/achieve3000-secondary</a>).</li> <li>● Direct instruction is an evidence-based practice (EBP) that has a moderate effect size of .59 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>● Teaching strategies is an evidence-based practice (EBP) that has a moderate effect size of .62 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>● Systematic, direct-explicit instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22</a>)</li> </ul>				
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Students will continue to receive Tier 2 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 2 interventions in the distance learning environment will continue by the teacher throughout the school year based on the student's response to Tier 2 intervention.</p>					

<b>IF:</b>	Student meets the following criteria at beginning of school year (equivalent of two years behind): <ul style="list-style-type: none"> <li>● <i>Performance score of 1 on 2019 FSA or 775L or below on LevelSet (incoming 9th graders)</i></li> <li>● <i>Performance score of 1 on 2019 FSA or 830L or below on LevelSet (incoming 10th graders)</i></li> </ul>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>● extended time</li> <li>● targeted instruction based on student need</li> <li>● small group or one-on-one instruction</li> <li>● accommodations (IEP, ESOL, or 504)</li> <li>● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>● <i>additional time allocated in addition to core instruction and other interventions</i></li> </ul>			
	<i>TIER 3 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	<ul style="list-style-type: none"> <li>● Achieve3000: Teacher directed Achieve3000 strategy lessons and stretch articles (grade-level text) with direct/explicit comprehension and vocabulary instruction,</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> </ul>	Achieve3000 Activity 1-2x per week	Student is scoring 63-75% or higher on Achieve activities	Student is not showing progress in targeted area <63%
	<ul style="list-style-type: none"> <li>● Achieve3000: Direct/explicit instruction in comprehension strategies</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> </ul>	Achieve3000 Activity 1-2x per week	Student is scoring 63-75% or higher on Achieve activities	Student is not showing progress in targeted area <63%
	<ul style="list-style-type: none"> <li>● Achieve3000: Direct/explicit instruction in morphology (word mapping) and context clues to determine the meaning of unknown words (teach in context)</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> </ul>	Achieve3000 Activity vocabulary standards-based progress monitoring 1-2x per week	Student is demonstrating progress in targeted area 65-79% or higher	Student is not showing progress in targeted area <65%
<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>				
<b>Number of minutes a week intervention provided</b>	<b>3-5</b>	<b>Number of minutes per intervention session</b>	<b>30-45</b>	

***What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?***

Teachers providing Tier 3 intervention will collaborate with at least three individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:

- identify students who are not making progress and need additional assessment, instruction and intervention;
- confirm or disconfirm screening data;
- evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);
- analyze progress monitoring data;
- evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students);
- determine the adequacy of student progress and the need to revise goals, instruction and intervention programs; and/or
- engage in additional data-based decision-making to determine a student's non responsiveness to intervention.

***Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.***

- Achieve3000 has a strong evidence ESSA level for grades 6-12 using digital, supplemental literacy with differentiated content aimed at building fluency, vocabulary, comprehension and writing across content areas focused on enhancing college and career level critical thinking skills (<https://www.evidenceforssa.org/programs/reading/achieve3000-secondary>).
- Direct instruction is an evidence-based practice (EBP) that has a moderate effect size of .59 (Fisher, Frey, & Hattie, 2016).
- Teaching strategies is an evidence-based practice (EBP) that has a moderate effect size of .62 (Fisher, Frey, & Hattie, 2016).
- Systematic, explicit instruction: strong evidence ([https://ies.ed.gov/ncee/wwc/Docs/PracceGuide/adlit\\_pg\\_082608.pdf#page=22](https://ies.ed.gov/ncee/wwc/Docs/PracceGuide/adlit_pg_082608.pdf#page=22))

***How are Tier 3 interventions modified for students who receive interventions through distance learning?***

Students will continue to receive Tier 3 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 3 interventions in the distance learning environment will continue by the teacher and the Response to Intervention and Student Service Team (SST) throughout the school year based on the student's response to Tier 3 intervention.

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Eleventh and Twelfth Grade

**IF:**

Student meets the following criteria at beginning of school year:

- **Performance score of a 3 or higher on 2019 FSA or 1185L or higher on LevelSet (incoming 11th graders)**
- **Performance score of a 3 or higher on 2019 FSA or 1185L or higher on LevelSet (incoming 12th graders)**

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

**Core Curriculum**

***Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.***

**English Language Arts Standards Instruction using:**

- *HMH Collections with reading, writing and speaking and listening tasks aligned to Language Arts Florida Standards embedded in District Curriculum Guides: Demonstrates a Rationale through efficacy studies conducted by third parties (<https://www.hmhco.com/research/collecons-research-foundations>)*
- *CommonLit: (<https://support.commonlit.org/hc/en-us/articles/360038344993-Is-CommonLitresearch-based>)*
- *CPALMS (core supplement lessons) <https://www.cpalms.org/Public/>*
- *Evidence Based Teaching Practices [https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL\\_SE\\_Evidence-based\\_teaching\\_practices.pdf](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf)*

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

- *Achieve3000 LevelSet 3x per year*
- *Quarterly standards-based common assessments administered through Performance Matters platform*
- *Weekly formative assessments*

Student scores in the “meets’ or “exceeds” Lexile range for his or her grade level

Student scores in the “approaches” Lexile range for his or her grade level

		11/12th Grade Range: 1185L-Above	11/12th Grade Range: 1180L-Below
	<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b> The effectiveness of Tier 1 instruction will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>• progress monitoring/formative, summative assessments/Statewide, Standardized Assessment;</li> <li>• student work products (e.g., exit tickets, checking for understanding (CFUs);</li> <li>• teacher logs (e.g. anecdotal notes, running records and notes from individual reading conferences);</li> <li>• teacher data discussions (e.g., grade level meetings, PLCs, common planning);</li> <li>• principals provide leadership and commitment to MTSS at all three levels; and</li> <li>• weekly reading walkthroughs conducted by principals and content administrators.</li> </ul>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> District and school leaders will:</p> <ul style="list-style-type: none"> <li>• review data;</li> <li>• evaluate effectiveness of instruction;</li> <li>• ensure the instructional program is synonymous with the core reading/ELA curriculum;</li> <li>• allocate resources to ensure the teaching staff receives sufficient and ongoing professional development to deliver the Tier 1 core instructional program in the way it was designed;</li> <li>• evaluate effectiveness of instruction programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>• determine the adequacy of student progress and the need to revise goals and instructional programs.</li> </ul> <p>Teachers providing Tier 1 instruction will receive embedded support, coaching and training from Reading/ELA Specialists and Coaches to improve the effectiveness of Tier 1 instruction.</p>	
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b> The effectiveness of Tier 1 curriculum will be measured through on-going data collection:</p> <ul style="list-style-type: none"> <li>• Principals and teachers will monitor students' monthly student Lexile adjustments and LevelSet results</li> <li>• Principals and teachers will monitor students' expected Lexile growth vs. actual Lexile growth</li> <li>• Principals will monitor Achieve3000 FSA Goal Tracker</li> <li>• Daily/weekly standards-based formative assessments</li> <li>• Quarterly standards-based common assessments</li> </ul>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> District and school leaders will:</p> <ul style="list-style-type: none"> <li>• review data;</li> <li>• evaluate effectiveness of the core curriculum;</li> <li>• ensure the core reading/ELA curriculum is aligned with state standards; and/or</li> <li>• evaluate effectiveness of curriculum programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students).</li> </ul>	
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b> Students will have scheduled synchronous (live video instruction) class meetings and digital resources and assignments, replicating the standard school day bell schedule virtually. Students will participate in live whole group, small group, and individualized instruction where they interact with their teacher and peers. Some assignments will be modified to be completed digitally. Teachers will utilize Google Classroom to provide instructional resources and the curriculum content will be the same as the brick and mortar classroom, including online assessments and progress monitoring.</p> <ul style="list-style-type: none"> <li>• Students will be able to access HMH Collections materials and Achieve3000 through the myoneclay portal.</li> <li>• Standards-based assignments, tasks, and instruction will be delivered via Google Classroom and Google Meet.</li> </ul>		

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year (equivalent of one year behind):</p> <ul style="list-style-type: none"> <li>● <b>Performance score of a 2 or 3 on 2019 FSA or 995L-1180L on LevelSet (incoming 11th graders)</b></li> <li>● <b>Performance score of a 2 or 3 on 2019 FSA or 995L-1180L on LevelSet (incoming 12th graders)</b></li> </ul> <p>It is recommended that the DAR be administered to Tier 2 students to identify areas in which struggling readers need help and to demonstrate to students what they already know and the next steps they need for improvement.</p>
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<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
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<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>● are standards-aligned</li> <li>● address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>● provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>● are matched to the needs of the students</li> <li>● provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>● occurs during the allocated in addition to core instruction</li> <li>● includes accommodations (IEP, ESOL or 504)</li> </ul>
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	<i>TIER 2 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 2 Progress Monitoring</i>			
		<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>
	<ul style="list-style-type: none"> <li>● Achieve3000: Direct/explicit instruction in comprehension strategies: i.e. the Kaplan Method for Reading Comprehension, annotation, Note &amp; Note strategies, inferencing, summarizing, synthesizing and other fix-up strategies</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> </ul>	<p>Achieve3000 Acvity 2x per month</p>	<p>Student is meeting grade-level expectation in targeted area 75-100%</p>	<p>Student is making progress with support 63-74%</p>	<p>Student is not making adequate progress in targeted area &lt;63%</p>
<ul style="list-style-type: none"> <li>● Achieve3000: Direct/explicit instruction in morphology (word mapping) and context clues to determine the meaning of unknown words context</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> </ul>	<p>Achieve3000 Acvies vocabulary standards-based progress monitoring 2x per month</p>	<p>Student is meeting grade-level expectation in targeted area 80-100%</p>	<p>Student is making progress with support 65-79%</p>	<p>Student is not making adequate progress in targeted area &lt;65%</p>	

	<ul style="list-style-type: none"> <li>● CommonLit: Direct/explicit instruction in vocabulary and comprehension (<a href="https://www.commonlit.org/">https://www.commonlit.org/</a>)</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (8–15 weeks)</li> <li>● Small group: 3-5 students</li> </ul>	CommonLit formative assessments progress monitoring	Student is meeting grade-level expectation in targeted area 80-100%	Student is making progress with support 65-79%	Student is not making adequate progress in targeted area <65%
	<b>Number of sessions a week intervention provided</b>	3-4	<b>Number of minutes per intervention session</b>	20-30	
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers providing Tier 2 intervention will collaborate with individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:</p> <ul style="list-style-type: none"> <li>● review the progress of students receiving supplemental instruction;</li> <li>● identify students who are not making progress and need additional assessment, instruction and intervention;</li> <li>● confirm or disconfirm screening data;</li> <li>● evaluate effectiveness of interventions and instruction provided through the Multi-Tiered System of Support (MTSS);</li> <li>● analyze progress monitoring data;</li> <li>● evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students); and/or</li> <li>● determine the adequacy of student progress and the need to revise goals, instruction and intervention programs.</li> </ul>				
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>● Achieve3000 has a strong evidence ESSA level for grades 6-12 using digital, supplemental literacy with differentiated content aimed at building fluency, vocabulary, comprehension and writing across content areas focused on enhancing college and career level critical thinking skills (<a href="https://www.evidenceforessa.org/programs/reading/achieve3000-secondary">https://www.evidenceforessa.org/programs/reading/achieve3000-secondary</a>).</li> <li>● Direct instruction is an evidence-based practice (EBP) that has a moderate effect size of .59 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>● Teaching strategies is an evidence-based practice (EBP) that has a moderate effect size of .62 (Fisher, Frey, &amp; Hattie, 2016).</li> <li>● Systematic, direct-explicit instruction: strong evidence (<a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22</a>)</li> </ul>				
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Students will continue to receive Tier 2 interventions from the assigned teacher via Google Classroom using embedded digital tools and supports. Monitoring of implemented Tier 2 interventions in the distance learning environment will continue by the teacher throughout the school year based on the student's response to Tier 2 intervention.</p>					

<b>IF:</b>	Student meets the following criteria at beginning of school year (equivalent of two years behind): <ul style="list-style-type: none"> <li>● <i>Performance score of a 1 or 2 on 2019 FSA or 1180L or below on LevelSet (incoming 11th graders)</i></li> <li>● <i>Performance score of a 1 or 2 on 2019 FSA or 1180L or below on LevelSet (incoming 12th graders)</i></li> </ul>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>● extended time</li> <li>● targeted instruction based on student need</li> <li>● small group or one-on-one instruction</li> <li>● accommodations (IEP, ESOL, or 504)</li> <li>● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>● <i>additional time allocated in addition to core instruction and other interventions</i></li> </ul>			
	<i>TIER 3 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	<ul style="list-style-type: none"> <li>● Achieve3000: Teacher directed Achieve3000 strategy lessons and stretch articles (grade-level text) with direct/explicit comprehension and vocabulary instruction</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> </ul>	Achieve3000 Activity Score and/or Formative Assessment 1-2x per week	Student is scoring 63-75% or higher on Achieve activities	Student is not showing progress in targeted area <63%
	<ul style="list-style-type: none"> <li>● Achieve3000: Direct/explicit instruction in comprehension strategies</li> <li>● Duration: <i>based on individual student's needs</i> and response to intervention (20+ weeks)</li> <li>● Individualized or Small group: 1-3 students</li> </ul>	Achieve3000 Activity Score and/or Formative Assessment 1-2x per week	Student is scoring 63-75% or higher on Achieve activities	Student is not showing progress in targeted area <63%
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	<b><i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i></b>			
<b><i>Number of sessions a week intervention provided</i></b>	<b><i>3-5</i></b>	<b><i>Number of minutes per intervention session</i></b>	<b><i>30-45</i></b>	



***What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?***

Teachers providing Tier 3 intervention will collaborate with at least three individuals (e.g., district/school reading coach, district reading/ELA specialists, district/school Intervention Team Facilitator (ITF), school/district instructional leader) to:

- identify students who are not making progress and need additional assessment, instruction and intervention;
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- evaluate effectiveness of intervention programs for target groups (e.g., students with substantial reading deficiencies, English language learner or Title I students);
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***How are Tier 3 interventions modified for students who receive interventions through distance learning?***

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