

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

### Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education'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   | Carrie Fuller | Director of Instructional Services           | <a href="mailto:Carrie.fuller@desotoschools.com">Carrie.fuller@desotoschools.com</a>       | 863-494-4222 x1310 |
|                                 | Kristie Joens | Associate Director of Instructional Services | <a href="mailto:Kristie.joens@desotoschools.com">Kristie.joens@desotoschools.com</a>       | 863-494-4222 x1306 |
| Responsibility                  | Name          | Title  | Email  | Phone              |
| Elementary ELA                  | Carrie Fuller | Director of Instructional Services           | <a href="mailto:Carrie.fuller@desotoschools.com">Carrie.fuller@desotoschools.com</a>       | 863-494-4222 x1310 |
|                                 | Kristie Joens | Associate Director of Instructional Services | <a href="mailto:Kristie.joens@desotoschools.com">Kristie.joens@desotoschools.com</a>       | 863-494-4222 x1306 |
| Secondary ELA                   | Carrie Fuller | Director of Instructional Services           | <a href="mailto:Carrie.fuller@desotoschools.com">Carrie.fuller@desotoschools.com</a>       | 863-494-4222 x1310 |
|                                 | Kristie Joens | Associate Director of Instructional Services | <a href="mailto:Kristie.joens@desotoschools.com">Kristie.joens@desotoschools.com</a>       | 863-494-4222 x1306 |
| Reading Endorsement             | Ray Klejmont  | Director of HR                               | <a href="mailto:Raymond.klejmont@desotoschools.com">Raymond.klejmont@desotoschools.com</a> | 863-494-4222 x1002 |
| Reading Curriculum              | Carrie Fuller | Director of Instructional Services           | <a href="mailto:Carrie.fuller@desotoschools.com">Carrie.fuller@desotoschools.com</a>       | 863-494-4222 x1310 |
|                                 | Kristie Joens | Associate Director of Instructional Services | <a href="mailto:Kristie.joens@desotoschools.com">Kristie.joens@desotoschools.com</a>       | 863-494-4222 x1306 |
| Professional Development        | Kristie Joens | Associate Director of Instructional Services | <a href="mailto:Kristie.joens@desotoschools.com">Kristie.joens@desotoschools.com</a>       | 863-494-4222 x1306 |
| Assessment                      | Dan Dubbert   | Assessment Coordinator                       | <a href="mailto:Dan.dubbert@desotoschools.com">Dan.dubbert@desotoschools.com</a>           | 863-494-4222 x1309 |
| Data Element                    | Carrie Fuller | Director of Instructional Services           | <a href="mailto:Carrie.fuller@desotoschools.com">Carrie.fuller@desotoschools.com</a>       | 863-494-4222 x1310 |
|                                 | Kristie Joens | Associate Director of Instructional Services | <a href="mailto:Kristie.joens@desotoschools.com">Kristie.joens@desotoschools.com</a>       | 863-494-4222 x1306 |
| Summer Reading Camp             | Carrie Fuller | Director of Instructional Services           | <a href="mailto:Carrie.fuller@desotoschools.com">Carrie.fuller@desotoschools.com</a>       | 863-494-4222 x1310 |
|                                 | Kristie Joens | Associate Director of Instructional Services | <a href="mailto:Kristie.joens@desotoschools.com">Kristie.joens@desotoschools.com</a>       | 863-494-4222 x1306 |
| 3 <sup>rd</sup> Grade Promotion | Carrie Fuller | Director of Instructional Services           | <a href="mailto:Carrie.fuller@desotoschools.com">Carrie.fuller@desotoschools.com</a>       | 863-494-4222 x1310 |
|                                 | Kristie Joens | Associate Director of Instructional Services | <a href="mailto:Kristie.joens@desotoschools.com">Kristie.joens@desotoschools.com</a>       | 863-494-4222 x1306 |

## Plan Information

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

This district will communicate the Comprehensive Evidence- Based Reading Plan in the following ways:

- Having the approved plan submitted and approved by our district school board
- Posting it to our Instructional Services website that is under the School district website
- Sharing approved document with principals
- Sharing approved document with each school's Parent SAC Committee
- Principals will share plan with teachers at their school site during grade level/subject area meetings

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

**K-5**

| <b>Component of Reading</b>   | <b>What data is being collected?</b> | <b>Assessment type<br/>(e.g., screener, diagnostic, progress monitoring/formative, summative)</b> | <b>How is the data being collected?</b> | <b>How often is the data being collected?</b>                    |
|-------------------------------|--------------------------------------|---|---|--|
| <i>Oral language</i>          | ACCESS (ESOL)                        | Progress Monitoring   | Orally/ paper-pencil                    | Yearly   |
| <i>Phonological awareness</i> | FLKRS                                | Screener  | Computer-based                          | Beginning of the year  |
|                               | Renaissance STAR<br>Early Literacy   | Progress monitoring<br>Diagnostic   | Computer based                          | 8 times a year (Aug, Sept, Oct, Nov/Dec, Jan, Feb, Mar/Apr, May) |
|                               | EL Education                         | Screener  | Orally/ paper-pencil                    | Beginning of the year  |
|                               | ACCESS (ESOL)                        | Progress Monitoring   | Orally/ paper-pencil                    | Yearly   |
| <i>Phonics</i>                | Renaissance STAR<br>Early Literacy   | Progress monitoring<br>Diagnostic   | Computer based                          | 8 times a year (Aug, Sept, Oct, Nov/Dec, Jan, Feb, Mar/Apr, May) |
|                               | EL Education                         | Screener  | Orally/ paper-pencil                    | Beginning of the year  |
|                               | Words Their Way Spelling Inventory   | Screener  | Orally/ paper/pencil                    | Quarterly (depending on school schedule)                         |
| <i>Fluency</i>                | Renaissance STAR<br>Early Literacy   | Progress monitoring<br>Diagnostic   | Computer based                          | 8 times a year (Aug, Sept, Oct, Nov/Dec, Jan, Feb, Mar/Apr, May) |
|                               | DRA                                  | Diagnostic, progress monitoring   | Orally/ pencil- paper                   | 3 times each year (Aug, Jan, May)                                |
|                               | FAIR Fluency Passages                | Progress monitoring   | Orally                                  | Quarterly  |
| <i>Vocabulary</i>             | Renaissance STAR<br>Early Literacy   | Progress monitoring<br>Diagnostic   | Computer based                          | 8 times a year (Aug, Sept, Oct, Nov/Dec, Jan, Feb, Mar/Apr, May) |

|                      |                                    |                                   |                      |  |
|----------------------|------------------------------------|-----------------------------------|----------------------|--|
|                      | Common Lit                         | Progress Monitoring               | Computer-based       | 3xs each year (fall, winter, spring)                             |
|                      | ACCESS (ESOL)                      | Progress Monitoring               | Orally/ paper-pencil | Yearly   |
| <i>Comprehension</i> | Renaissance STAR<br>Early Literacy | Progress monitoring<br>Diagnostic | Computer based       | 8 times a year (Aug, Sept, Oct, Nov/Dec, Jan, Feb, Mar/Apr, May) |
|                      | Common Lit                         | Progress Monitoring               | Computer-based       | 3xs each year (fall, winter, spring)                             |
|                      | ACCESS (ESOL)                      | Progress Monitoring               | Orally/ paper-pencil | Yearly   |

**6-12**

| <b>Progress Monitoring Tool</b> | <b>What data is being collected?</b>       | <b>Assessment type</b><br>(e.g., screener, diagnostic, progress monitoring/formative, summative) | <b>How is the data being collected?</b> | <b>How often is the data being collected?</b> |
|---------------------------------|--|--|---|---|
| Renaissance STAR                | Reading Comprehension, Fluency, Vocabulary | Diagnostic   | Computer-based                          | 5 times a year (Aug, Oct, Jan, Mar/Apr, May)  |
| Common Lit                      | Reading Comprehension, Vocabulary, Writing | Formative  | Computer-based                          | 3xs each year (fall, winter, spring)          |
|                                 |  |  |   |   |
|                                 |  |  |   |   |
|                                 |  |  |   |   |

**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 implementation oversight, support and follow-up?</i> |
| The data is reviewed after each diagnostic assessment by the administrative team and then discussed with each grade level or subject area. Academic coaches are involved with this discussion as well. | The problem-solving steps include: problem identification, problem analysis, plan implementation, and plan evaluation. Collaboration team reviews and implements plans. | Data is collected at each school and then presented to each member as a school, grade level/ subject and then provided to each individual classroom teacher. This is to ensure that classroom decisions can be made to impact each student. | It is addressed to administration. Administration takes the information and creates a plan of action that will serve to monitor the data and to ensure that the plan is being met. If lesson plans or observations show lack of implementation meetings will be scheduled to determine and discuss barriers to implement a solution to correct the concern. | Instructional Services Staff-Carrie Fuller and Kristie Joens, Instructional Coaches and Administration              |

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

| <b>Practice</b>                               | <b>Who ensures that the practice 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 | Each school principal and assistant principal                           | The purpose of reading walkthroughs are communicated on a weekly basis during planning time and monthly during faculty/staff meeting. Each month is dedicated to a specific academic look-for (i.e., | Walkthroughs are done bi-weekly for each teacher with feedback provided after each visit. | The results of walkthroughs are communicated to faculty in-person, via email, and written form. Staff receive a poll at the beginning of each year to share their preferred method of receiving feedback. School data results are shared with faculty by the principal monthly. Additionally, the information is shared with the schools' SAC committee. | Administration review weekly and shared with staff after each diagnostic. |

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|  |  | questioning, student collaboration, formative assessments, etc.).   |  |  |  |
| Data chats                                     | School Administration  | The purpose of data chats is communicated to staff before each assessment is given. Faculty are provided a template to help monitor student data. | It is collected and discussed 5-8 times a year individually (depending on grade level and subject), it is reviewed as a grade level/ subject and at the school level after each diagnostic assessment. Monthly school wide data is collected and reviewed. | Faculty are scheduled data chats after each progress monitoring benchmark assessment, a minimum of 4 times per school year.  | It is reviewed after each diagnostic by administration |
| Reading Leadership Team per 6A-6.053(3) F.A.C. | The team consists of representatives from multiple setting including homes, school, and community. Staff member represented will include administration, dean, teachers and instructional coaches. | The purpose is communicated bi-weekly during grade level/ subject meetings.   | Monthly  | Data is shared during the meeting. This includes classroom and grade level/ subject trends. The Grade Level Chair/ Department Head shares this information with their team before the faculty meeting takes place. | It is reviewed after each diagnostic by administration |
| Monitoring of plan implementation              | School Administration and district coaches   | The plan is communicated through monthly School meetings and weekly/ daily emails   | Bi- weekly   | The results of plan implementation are shared with the leadership team bi-weekly. The school is also informed on a monthly basis.  | Monthly by administration                              |
| Other:<br>(Specify)                            |  |   |  |  |  |

| Implementation 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 systematic and explicit manner, based on data to meet the needs of students?   | How will district leadership provide plan implementation oversight, support and follow-up?   |
| The data is reviewed before any decisions are made. The data is used to drive instruction in the classroom. Data from the previous/current school year (lowest 25%, retainees, intervention, etc). is used to set school-wide and individual progress goals. Based upon the data, we are able to compare scores to help guide toward content mastery. | Concerns are addressed with the leadership team and later with the faculty. This information includes classroom and grade level trends. If it is determined that a classroom has needs, a plan is implemented to provide coaching and other teacher leader strategies. | Coaches will be utilized to support, administration will work with teachers on creating a plan and then follow up with observational walkthroughs. |

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

| Requirement                                   | How is it communicated to principals?  | How is it monitored by principals?   | How often is it reported to the district and in what format?  | To whom is it reported at the district? | Who at the district level is responsible for following up if the professional development requirement isn't happening? |
|---|--|--|---|---|--|
| Training in multisensory reading intervention | An email is sent directly to principals explaining the training. They are often asked which teachers would benefit from certain trainings, so those teachers can be given first priority for trainings. It is also discussed in biweekly principal's meetings with the superintendent. | It is monitored by reviewing weekly lesson plans and during classroom walkthroughs. Principals also attend weekly planning sessions where it is discussed. | It is reported to the district office through emails, when requested. Additionally, it is discussed and reported on at biweekly principal's meetings. | Carrie Fuller and Kristie Joens         | Carrie Fuller and Kristie Joens  |
| Differentiated professional development with  | During quarterly data chats, Instructional   | It is monitored by reviewing weekly lesson plans and   | It is reported to the district office through emails, when  | Carrie Fuller and Kristie Joens         | Carrie Fuller and Kristie Joens  |

|   |   |   |  |  |   |
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| <p>intensity increased for those teachers whose progress monitoring data is not showing adequate growth</p> | <p>Services and the principals discuss the teachers' data and determine what their needs are. In some cases, a Teacher improvement Plan is developed including professional development needs. This will be used by the principal when they meet with the teacher. In other cases, a TIP is not necessary. In these cases, an academic coach will be assigned to the teacher to help them with their areas of need. They will meet with them daily or weekly to assist them in their classroom.</p> | <p>during classroom walkthroughs. The principal will visit the teacher's classroom more frequently to ensure the teacher is working toward improvement. Principals also attend weekly planning sessions where it is discussed. If a teacher is on a TIP, they meet with them frequently to get an update on their progress. If an academic coach is working with a teacher, the principal will meet with the academic coach weekly to discuss progress and if there are additional needs.</p> | <p>requested. Additionally, it is discussed and reported on at biweekly principal's meetings. If an academic coach is working with a teacher, progress is reported on the Coaches Log that is housed on our Google Drive. Additionally, it is reported to the district in our weekly department meeting.</p> |  |   |
| <p>Identification of mentor teachers</p>  | <p>At the beginning of each year, a discussion is had with each principal to identify strong teachers that would be good mentor teachers in each grade level or subject area. Together with Instructional</p>   | <p>It is monitored by reviewing weekly lesson plans and during classroom walkthroughs. The principal will visit the new teachers' classroom more frequently to ensure the teacher is successful. Principals also</p>  | <p>It is reported to the district office through emails, when requested. Additionally, it is discussed and reported on at biweekly principal's meetings. If the mentor coach is working with a teacher, progress is</p>  | <p>Carrie Fuller and Kristie Joens</p> | <p>Carrie Fuller, Kristie Joens and mentor coach Mary Pete Martin</p> |



|  |   |   |  |                                 |                                 |
|--|---|---|--|---------------------------------|---------------------------------|
|  | Services, mentor teachers are identified. Our district also has a Mentor coach that assists our new teachers. All three work together to ensure our new teachers have a productive first-third year.  | attend weekly planning sessions where it is discussed. Principals will also meet with our mentor coach weekly to discuss progress and needs.  | reported on the Coaches Log that is housed on our Google Drive. Additionally, it is reported to the district in our weekly department meeting.   |                                 |                                 |
| Establishing of model classrooms within the school | At the beginning of each year, a discussion is had with each principal to identify strong teachers that would be good model classrooms in each grade level or subject area. Together with Instructional Services, model classrooms are identified. Our Mentor coach and Academic coaches assists our new and struggling teachers daily. They will work with the principal to arrange times that these teachers can visit the models classrooms. | It is monitored by reviewing weekly lesson plans and during classroom walkthroughs. The principal will visit the teachers' classroom more frequently to ensure the teacher is continuing to be successful. Principals also attend weekly planning sessions where it is discussed. Principals will also meet with our district coaches weekly to discuss progress and needs. | It is reported to the district office through emails, when requested. Additionally, it is discussed and reported on at biweekly principal's meetings. If the district coaches are working with a teacher, progress is reported on the Coaches Log that is housed on our Google Drive. Additionally, it is reported to the district in our weekly department meeting. | Carrie Fuller and Kristie Joens | Carrie Fuller and Kristie Joens |
| Providing teachers with time weekly to meet        | Since our move last year to a virtual   | Administrative staff have been assigned   | District staff are also involved in these  | Carrie Fuller and Kristie Joens | Carrie Fuller and Kristie Joens |

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|--|--|--|---|--|--|
| <p>together for professional development including lesson study and PLCs</p> | <p>environment, our teachers have been meeting weekly as a district grade level/ subject area team. During this summer, Instructional Services met with the principals and decided that this process will continue for 2020-2021 school year. Administrative staff have been assigned a grade level or subject area to facilitate these meetings. We worked the student schedule so that all grade levels and subject areas across the district have the same planning time.</p> | <p>a grade level or subject area to facilitate these meetings.</p> | <p>meets, so we will have first-hand knowledge of what is taking place and the needs each group have. Additionally, it will be reported to the district in our weekly department meeting.</p> |  |  |
|--|--|--|---|--|--|

## Instruction

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 instruction utilizing an evidence-based sequence of reading instruction | During the summer and throughout the year, discussions are had with administration on what each grade level should be utilizing for whole group instruction. Trainings are held for both teachers and administration on what evidence-based material should be used and how it looks in the classrooms. Additionally, statute changes and updates are shared with administration at time of release and discussed at bi-weekly meetings held at the district level. | It is monitored by reviewing weekly lesson plans and during classroom walkthroughs. Principals also attend weekly planning sessions where it is discussed. | Progress is reported weekly by academic coaches in our department meeting. Principals will report progress in their biweekly meetings with the superintendent. Specifics are also reported in the quarterly data chats. | Carrie Fuller and Kristie Joens         | Progress is reported weekly by academic coaches in our Instructional Services department meeting. Principals will report progress in their biweekly meetings with the superintendent. Specifics are also reported in the quarterly data chats. |
| Small group differentiated instruction in order to meet individual student needs    | During the summer and throughout the year, discussions are had with administration on what each grade level should be   | It is monitored by reviewing weekly lesson plans and during classroom walkthroughs. Principals also attend weekly planning                                 | Progress is reported weekly by academic coaches in our department meeting. Principals will report progress in their biweekly meetings with the  | Carrie Fuller and Kristie Joens         | Progress is reported weekly by academic coaches in our Instructional Services department meeting. Principals will report progress in their   |

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|--|---|--|---|--|--|
|  | <p>utilizing for small group instruction. Trainings are held for both teachers and administration on what evidence-based materials should be used and how it looks in the classrooms. Additionally, statute changes and updates are shared with administration at time of release and discussed at bi-weekly meetings held at the district level.</p> | <p>sessions where it is discussed.</p> | <p>superintendent. Specifics are also reported in the quarterly data chats.</p> |  | <p>biweekly meetings with the superintendent. Specifics are also reported in the quarterly data chats.</p> |
|--|---|--|---|--|--|

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

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

The district is focusing on our K-2 students and curriculum. We have purchases supplemental curriculum form EL Education for our K-2 teachers. This curriculum has strong evidence as outlined by Ed Reports.org. Specific trainings are being held for Orton Gillingham for our K-2 teachers. Teachers and paraprofessionals are being trained and used the Barton Reading and Spelling program in their classrooms, for all students at their level. Additionally, we have a specific coach dedicated to our K-2 teachers and students. She will work with the teachers and students to ensure all students are receiving research-based, effective instruction.

| Reading Allocation Budget Item  | Amount      |
|---|-------------|
| Estimated proportional share distributed to district charter  | \$0.00      |
| District expenditures on reading coaches assigned to elementary schools                                     | \$29,550.33 |
| District expenditures on reading coaches assigned to secondary schools                                      | \$27,025.53 |
| 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                     | \$100,000   |
| District expenditures on supplemental materials or interventions for secondary schools                      | \$30,000    |
| District expenditures on professional development   | \$40,000    |
| District expenditures on helping teachers earn the reading endorsement                                      | \$10,000    |
| District expenditures on summer reading camps   | \$30,000    |
| District expenditures on additional hour for school on the list of 300 lowest performing elementary schools | \$20,000    |
| Flexible Categorical Spending   | \$20,446.14 |
| Sum of Expenditures   | \$307,022   |
| Amount of District Research-Based Reading Instruction Allocation  | \$307,022   |

## 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?

The students will work in Renaissance FLOW, Common Lit, Barton Phonics, and other classroom activities throughout summer school. Teachers will plan together and submit lesson plans daily. All instruction is linked to FSA standards. At the end of the camp, third grade students will take the Renaissance STAR test, to ensure achievement in the necessary third grade standards. The district will use the scale score determined by Just Read FL to determine proficiency.

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

If yes, which grade levels? Grades K-5

## 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 looked at each schools' data (state testing, benchmark testing, and other local tests) to determine the schools with the most need. The schools are ranked and the coaches' time is divided so that the school or grade level with the most need receive the most attention.

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?

This has been communicated to all staff members through various communication methods. Emails are sent to each group outlining the role and assignment duties for our academic coaches. Principals and district staff have monthly meetings and this topic is discussed as needed. During the year, this topic might need to be addressed at various school sites. These are taken care of on a case-by- case basis and then reiterated in group meetings as well.

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

Carrie Fuller, Director of Instructional Services

### 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:

**Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.**

- Provide professional development on the following:
  - the major reading components, as needed, based on an analysis of student performance data
  - administration and analysis of instructional assessments
  - providing differentiated instruction and intensive intervention
- Model effective instructional strategies for teachers
- Facilitate study groups
- Train teachers in data analysis and using data to differentiate instruction
- Coach and mentor colleagues
- Provide daily support to classroom teachers
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity
- Help to increase instructional density to meet the needs of all students
- Help lead and support reading leadership teams at their school(s)
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms

| <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>   |
|--|---|--|--|--|
| <p>This has been communicated to all staff members through various communication methods. Emails are sent to each group outlining the role and assignment duties for our academic coaches. Principals and district staff have monthly meetings and this topic is discussed as needed. During the year, this topic might need to be addressed at various school sites. These are taken care of on a case-by-case basis and then reiterated in group meetings as well.</p> | <p>Coaches fill out a daily log in a district provided Google Sheet. This is a live document that is done by all coaches in our district. They are asked to state the date, time, teacher name, topics discussed or activities done, and follow up given.</p> | <p>Carrie Fuller and Kristie Joens monitor this Google Sheet to ensure coaches are working with all grade levels. We can also sort the document to see which teachers are frequently provided assistance. This information is provided to administration when necessary.</p> | <p>This data is reviewed biweekly by district personnel and quarterly by school level administration, as needed.</p> | <p>Data is analyzed to determine teaching practices and individual student needs. Then, instructional decisions are made based on student growth. Data is used to determine school-wide professional development (PD), PD needed for individual teachers and to analyze resources being used in the classroom. The problem-solving steps include: problem identification, problem analysis, plan implementation, and plan evaluation. Collaboration team reviews and implements plans.</p> |

## 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.

This is done by our Student Information Department.

### 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.

We do not have charter schools.

### 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.

We have a plan, but it is not complete by the June 30, 2020 deadline. We will forward to the Just Read office once complete.

### 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:  
K-Readiness Star Early Literacy assessment scaled score is 497-529.

**THEN:** **TIER 1 Only**

*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 reading program (Harcourt Journeys)- strong EdReports.org
- EL Education- supplemental material- strong EdReports.org
- Renaissance FLOW computer assisted instructional program- strong <https://www.renaissance.com/resources/research/>
- Waterford computer assisted instruction, K-2- strong evidence- What Works Clearing House
- Barton Reading and Spelling System- strong <https://bartonreading.com/the-barton-system-is/#eve>
- FL State Standards – K
- Unique Learning System- ELA supplemental curriculum for special needs students- strong <https://www.n2y.com/research-and-results/>
- TeachTown- ELA program for ESE self-contained students- moderate <http://web.teachtown.com/research/>

**Progress Monitoring**

**Assessment & Frequency**

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

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

STAR Early Literacy  
8 times a year (Aug, Sept, Oct,  
Nov/Dec, Jan, Feb, Mar/Apr, May)

K-Readiness Star Early  
Literacy assessment scaled  
score is 497-529.

K-Readiness Star Early  
Literacy assessment scaled  
score is 438-496.

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

Classroom Walkthroughs by various members of school staff (district admin, school-based admin, academic caches, and

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

Reading instruction and/or materials will be modified based on student data for students who have not responded to a specific reading instruction delivered with fidelity. Academic coaches and

**TIER 1**

|  |  |   |
|--|--|---|
|  | <p>district mentor coach). Additionally, school-based admin and academic coaches attend weekly planning sessions where Tier 1 instruction is developed and discussed.</p>  | <p>administration will work directly with classrooms that need to modify their instructional delivery.</p>  |
|  | <p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b><br/>Classroom Walkthroughs by various members of school staff (district admin, school-based admin, academic coaches, and district mentor coach) are done to ensure the curriculum is being used effectively. Additionally, school-based admin and academic coaches attend weekly planning sessions where curriculum use and delivery is developed and discussed.</p>      | <p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b><br/><br/>During weekly walkthroughs and/or planning sessions changes might be made to curriculum use if the results are not effective. Student data is reviewed several times a quarter and adjustments might need to be made if data does not support the current use of curriculum. The district has several supplemental options for curriculum and depending on the area of need a curriculum change or addition will be selected.</p> |
|  | <p><b>How is instruction modified for students who receive instruction through distance learning?</b><br/><br/>The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, language skills, literature and comprehension, phonics, and spelling.</p> |   |

|  |   |                                   |  |   |  |
|--|---|-----------------------------------|--|---|--|
| <b>IF:</b>   | <p>Student meets the following criteria at beginning of school year:<br/>K-Readiness Star Early Literacy assessment scaled score is 438-496.</p>  |                                   |  |   |  |
| <b>THEN:</b>                                       | <b>TIER 1 instruction and TIER 2 interventions</b>  |                                   |  |   |  |
| <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 time allotted 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>Core reading program (Harcourt Journeys)</li> <li>EL Education- supplemental material</li> <li>Renaissance FLOW computer assisted instructional program</li> <li>Waterford computer assisted instruction, K-2</li> </ul>   | STAR Early Literacy- 8 times a year (Aug, Sept, Oct, Nov/Dec, Jan, Feb, Mar/Apr, May) | K-Readiness Star Early Literacy assessment scaled score is 497-529. | K-Readiness Star Early Literacy assessment scaled score is 438-496. | K-Readiness Star Early Literacy assessment scaled score is 437 and below. |  |
|  |   |   |   |   |   |  |
|  | <i>Number of times a week intervention provided</i>   | 3   | <i>Number of minutes per intervention session</i>                   | 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>The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 25<sup>th</sup> percentile and below are placed into Tier 2. Teachers are provided a list of their students who fall below the 25<sup>th</sup> percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 2 students. District Coaches monitor the effectiveness of Tier 2 interventions.</p> |   |   |   |   |  |
|  | <p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.</p>                       |   |   |   |   |  |

**How are Tier 2 interventions modified for students who receive interventions through distance learning?**

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, language skills, literature and comprehension, phonics, and spelling. Students receiving Tier 2 interventions will have opportunities for teacher led small group virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer-based assignments. The students will be participating in weekly STAR Reading Progress Monitoring assessments.

|                                   |   |
|-----------------------------------|---|
| <b>IF:</b>                        | Student meets the following criteria at beginning of school year:<br>K-Readiness Star Early Literacy assessment scaled score is 437 and below.  |
| <b>THEN:</b>                      | <b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>   |
| <b>TIER 1 instruction, TIER 2</b> | <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 allotted is in addition to core instruction and tier 2 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>• Core reading program (Harcourt Journeys)</li> <li>• EL Education- supplemental material</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Waterford computer assisted instruction, K-2</li> </ul>  | STAR Early Literacy- 8 times a year (Aug, Sept, Oct, Nov/Dec, Jan, Feb, Mar/Apr, May) | For movement to Tier 2- K-Readiness Star Early Literacy assessment scaled score is 438-496.<br><br>For movement back to Tier 1- K-Readiness Star Early Literacy assessment scaled score is 497-529. | If students continue to perform below level SS 437, the student would continue to be in Tier 3. Changes will be made to intensive interventions as needed based on STAR EL scores mentioned above. |
| <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 times a week intervention provided</i></b>   | <b><i>5</i></b>   | <b><i>Number of minutes per intervention session</i></b>  | <b><i>30</i></b>   |
| <b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</i></b><br>The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 10 <sup>th</sup> percentile and below are placed into Tier 3. Teachers are provided a list of their students who fall below the 10 <sup>th</sup> percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 3 students. District Coaches monitor the effectiveness of Tier 3 interventions. Those students who do not show adequate growth will be presented to the Problem Solving Team to analyze the data to see if possibly the student warrants a referral for ESE.                     |   |   |  |
| <b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b><br>Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.  |   |   |  |
| <b><i>How are Tier 3 interventions modified for students who receive interventions through distance learning?</i></b><br>The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, language skills, literature and comprehension, phonics, and spelling. Students receiving Tier 3 interventions will have opportunities for small group or private teacher led virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer-based assignments. The students will be participating in weekly individualized targeted assessments based on their identified deficient. |   |   |  |

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Grades 1-2

**IF:**

Student meets the following criteria at beginning of school year:  
**Star Early Literacy** assessment scaled score is 497-529 or **Renaissance STAR** combined score is at or above grade level.

**THEN:**

**TIER 1 Only**

*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 reading program (Harcourt Journeys)- strong EdReports.org
- EL Education- supplemental material- strong EdReports.org
- Renaissance FLOW computer assisted instructional program- strong <https://www.renaissance.com/resources/research/>
- CommonLit- formative assessments- moderate <https://www.commonlit.org/en/research>
- Waterford computer assisted instruction, K-2- strong- What Works Clearing House
- Barton Reading and Spelling System- strong <https://bartonreading.com/the-barton-system-is/#eve>
- FL State Standards – K-2
- Unique Learning System- ELA supplemental curriculum for special needs students- strong <https://www.n2y.com/research-and-results/>
- TeachTown- ELA program for ESE self-contained students- moderate <http://web.teachtown.com/research/>

**Progress Monitoring**

**Assessment & Frequency**

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

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

STAR Early Literacy or Renaissance STAR  
 8 times a year (Aug, Sept, Oct, Nov/Dec, Jan, Feb, Mar/Apr, May)

Star Early Literacy assessment scaled score is 497-529.  
 Or  
 Renaissance STAR combined score is at or above grade level.

Star Early Literacy assessment scaled score is 438-496.  
 Or  
 Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level.

**TIER 1**

|  |  |   |  |
|--|--|---|--|
|  |  |   | Below 25 percentile requires Tier 2 intervention |
|  | <p><b>How is the effectiveness of Tier 1 instruction being monitored?</b></p> <p>Classroom Walkthroughs by various members of school staff (district admin, school-based admin, academic caches, and district mentor coach). Additionally, school-based admin and academic coaches attend weekly planning sessions where Tier 1 instruction is developed and discussed.</p>  | <p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <p>Reading instruction and/or materials will be modified based on student data for students who have not responded to a specific reading instruction delivered with fidelity. Academic coaches and administration will work directly with classrooms that need to modify their instructional delivery.</p>  |  |
|  | <p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b></p> <p>Classroom Walkthroughs by various members of school staff (district admin, school-based admin, academic caches, and district mentor coach) are done to ensure the curriculum is being used effectively. Additionally, school-based admin and academic coaches attend weekly planning sessions where curriculum use and delivery is developed and discussed.</p>  | <p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b></p> <p>During weekly walkthroughs and/or planning sessions changes might be made to curriculum use if the results are not effective. Student data is reviewed several times a quarter and adjustments might need to be made if data does not support the current use of curriculum. The district has several supplemental options for curriculum and depending on the area of need a curriculum change or addition will be selected.</p> |  |
|  | <p><b>How is instruction modified for students who receive instruction through distance learning?</b></p> <p>The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, language skills, literature and comprehension, phonics, and spelling.</p> |   |  |

|                                      |  |
|--------------------------------------|--|
| <b>IF:</b>                           | <p>Student meets the following criteria at beginning of school year:<br/> <b>Star Early Literacy</b> assessment scaled score is 438-496 or <b>Renaissance STAR</b> scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires Tier 2 intervention</p>   |
| <b>THEN:</b>                         | <b>TIER 1 instruction and TIER 2 interventions</b>   |
| <b>TIER 1 instruction and TIER 2</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> </ul> |

- occurs during time allotted in addition to core instruction
- includes accommodations (IEP, ESOL or 504)

| TIER 2 Programs/Materials/Strategies & Duration  | TIER 2 Progress Monitoring  |  |  |  |
|--|---|--|--|--|
|  | Assessment & Frequency  | Performance Criteria to discontinue Tier 2 intervention  | Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction   | Performance Criteria that would prompt addition of Tier 3 interventions  |
| <ul style="list-style-type: none"> <li>• Core reading program (Harcourt Journeys)</li> <li>• EL Education- supplemental material</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• Waterford computer assisted instruction, K-2</li> <li>• Barton System- Reading and Spelling- reading intervention</li> <li>• Orton Gillingham</li> </ul> | STAR Early Literacy and Renaissance STAR-8 times a year (Aug, Sept, Oct, Nov/Dec, Jan, Feb, Mar/Apr, May)<br><br>Additionally, Tier 2 will be tested biweekly throughout the year | Star Early Literacy assessment scaled score is 497-529.<br>Or<br>Renaissance STAR combined score is at or above grade level. | Star Early Literacy assessment scaled score is 438-496.<br>Or<br>Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level.<br>Below 25 percentile requires continued Tier 2 intervention | K-Readiness Star Early Literacy assessment scaled score is 437 and below.<br>Or<br>Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level.<br>Below 10 percentile requires Tier 3 intervention and these students will be identified as having a substantial reading deficiency. |
| <b>Number of times a week intervention provided</b>  | 3   | <b>Number of minutes per intervention session</b>  | 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>The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 25<sup>th</sup> percentile and below are placed into Tier 2. Teachers are provided a list of their students who fall below the 25<sup>th</sup> percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 2 students. District Coaches monitor the effectiveness of Tier 2 interventions.</p>   |
|  | <p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.</p>   |
|  | <p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, literature and comprehension, vocabulary and spelling. Students receiving Tier 2 interventions will have opportunities for teacher led small group virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer-based assignments. The students will be participating in weekly STAR Reading Progress Monitoring assessments.</p> |

|   |   |   |  |  |
|---|---|---|--|--|
| <b>IF:</b>  | Student meets the following criteria at beginning of school year:<br>K-Readiness Star Early Literacy assessment scaled score is 437 and below.  |   |  |  |
| <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> | <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 allotted is in addition to core instruction and tier 2 interventions</i></li> </ul> |   |  |  |
|   | <b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>  | <b>TIER 3 Progress Monitoring</b>   |  |  |
|   |   | <b>Assessment &amp; Frequency</b>   | <b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>                                     | <b>Performance Criteria that would prompt changes to Tier 3 interventions</b>  |
|   | <ul style="list-style-type: none"> <li>Core reading program (Harcourt Journeys)- strong EdReports.org</li> <li>EL Education- supplemental material- strong EdReports.org</li> <li>Renaissance FLOW computer assisted instructional program- strong</li> </ul>   | STAR Early Literacy and Renaissance STAR- 8 times a year (Aug, Sept, Oct, Nov/Dec, Jan, Feb, Mar/Apr, | For movement to Tier 2- Star Early Literacy assessment scaled score is 438-496.<br>Or Renaissance STAR scores in any one or more of the five reading | If students continue to perform below level SS 437 on the Star Early Literacy assessment or below the 10 <sup>th</sup> |



|   |   |  |  |   |
|---|---|--|--|---|
|   | <p><a href="https://www.renaissance.com/resources/research/">https://www.renaissance.com/resources/research/</a></p> <ul style="list-style-type: none"> <li>Waterford computer assisted instruction, K-2- strong- What Works Clearing House</li> <li>Barton System- Reading and Spelling- reading intervention- strong<br/><a href="https://bartonreading.com/the-barton-system-is/#eve">https://bartonreading.com/the-barton-system-is/#eve</a></li> <li>Orton Gillingham- strong<br/><a href="https://www.dyslexia-reading-well.com/support-files/orton_gillingham_literature_review.pdf">https://www.dyslexia-reading-well.com/support-files/orton_gillingham_literature_review.pdf</a> &amp;<br/><a href="http://www.nessy.com/us/files/2014/06/Orton-Gillingham_Report-Final-Version.pdf">http://www.nessy.com/us/files/2014/06/Orton-Gillingham_Report-Final-Version.pdf</a></li> </ul> | <p>May)<br/>Additionally, Tier 3 will be tested weekly throughout the year</p> | <p>skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires continued Tier 2 intervention</p> <p>For movement back to Tier 1 Star Early Literacy assessment scaled score is 497-529.<br/>Or<br/>Renaissance STAR combined score is at or above grade level.</p> | <p>percentile on the Renaissance STAR, the student would continue to be in Tier 3. Changes will be made to intensive interventions as needed based on STAR EL or Renaissance STAR scores mentioned above.</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>  |   |  |  |   |
| <p><b>Number of times a week intervention provided</b></p>  | <p><b>5</b></p>   | <p><b>Number of minutes per intervention session</b></p>                       | <p><b>30</b></p>   |   |
| <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>The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 10<sup>th</sup> percentile and below are placed into Tier 3. Teachers are provided a list of their students who fall below the 10<sup>th</sup> percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 3 students. District Coaches monitor the effectiveness of Tier 3 interventions. Those students who do not show adequate growth will be presented to the Problem Solving Team to analyze the data to see if possibly the student warrants a referral for ESE.</p>        |   |  |  |   |
| <p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.</p>   |   |  |  |   |
| <p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, literature and comprehension, vocabulary and spelling. Students receiving Tier 3 interventions will have opportunities for small group or private teacher led virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer-based assignments. The students will be participating in weekly individualized targeted assessments based on their identified deficient.</p> |   |  |  |   |

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Grades 3-5

**IF:**

Student meets the following criteria at beginning of school year:  
**Renaissance STAR** combined score is at or above grade level.

**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 reading program (Harcourt Journeys)- strong EdReports.org
- Wit & Wisdom- supplemental material- strong EdReports.org
- Renaissance FLOW computer assisted instructional program- strong <https://www.renaissance.com/resources/research/>
- CommonLit- formative assessments- moderate <https://www.commonlit.org/en/research>
- Barton Reading and Spelling System- strong <https://bartonreading.com/the-barton-system-is/#eve>
- FL State Standards – K-5
- Unique Learning System- ELA supplemental curriculum for special needs students- strong <https://www.n2y.com/research-and-results/>
- TeachTown- ELA program for ESE self-contained students- moderate <http://web.teachtown.com/research/>

**Progress Monitoring**

**Assessment & Frequency**

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

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

Renaissance STAR  
8 times a year (Aug, Sept, Oct,  
Nov/Dec, Jan, Feb, Mar/Apr, May)

Renaissance STAR  
combined score is at or  
above grade level.

Renaissance STAR scores in  
any one or more of the five  
reading skill areas fall below  
the cut score at the  
appropriate grade level.  
Below 25 percentile requires  
Tier 2 intervention

FSA ELA  
Spring each year

Previous year FSA ELA  
achievement level is a 3 or  
higher

|  |  |   |   |
|--|--|---|---|
|  |  |   | Previous year FSA ELA achievement level is a 1 or 2 |
|  | <p><b>How is the effectiveness of Tier 1 instruction being monitored?</b><br/>Classroom Walkthroughs by various members of school staff (district admin, school-based admin, academic caches, and district mentor coach). Additionally, school-based admin and academic coaches attend weekly planning sessions where Tier 1 instruction is developed and discussed.</p>   | <p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <p>Reading instruction and/or materials will be modified based on student data for students who have not responded to a specific reading instruction delivered with fidelity. Academic coaches and administration will work directly with classrooms that need to modify their instructional delivery.</p>  |   |
|  | <p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b><br/>Classroom Walkthroughs by various members of school staff (district admin, school-based admin, academic caches, and district mentor coach) are done to ensure the curriculum is being used effectively. Additionally, school-based admin and academic coaches attend weekly planning sessions where curriculum use and delivery is developed and discussed.</p>     | <p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b></p> <p>During weekly walkthroughs and/or planning sessions changes might be made to curriculum use if the results are not effective. Student data is reviewed several times a quarter and adjustments might need to be made if data does not support the current use of curriculum. The district has several supplemental options for curriculum and depending on the area of need a curriculum change or addition will be selected.</p> |   |
|  | <p><b>How is instruction modified for students who receive instruction through distance learning?</b></p> <p>The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, language skills, literature and comprehension, phonics, and spelling.</p> |   |   |

|  |  |
|--|--|
| <b>IF:</b>   | <p>Student meets the following criteria at beginning of school year:<br/><b>Renaissance STAR</b> scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires Tier 2 intervention</p>   |
| <b>THEN:</b>                                       | <b>TIER 1 instruction and TIER 2 interventions</b>   |
| <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 time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</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>• Core reading program (Harcourt Journeys)</li> <li>• Wit &amp; Wisdom- supplemental material</li> <li>• Renaissance FLOW computer assisted instructional program</li> <li>• CommonLit- formative assessments</li> <li>• Barton System- Reading and Spelling- reading intervention</li> <li>• Orton Gillingham</li> </ul>  | <p>Renaissance STAR- 8 times a year (Aug, Sept, Oct, Nov/Dec, Jan, Feb, Mar/Apr, May)</p> <p>Additionally, Tier 2 will be tested biweekly throughout the year</p> | <p>Renaissance STAR combined score is at or above grade level.</p> | <p>Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires continued Tier 2 intervention</p> | <p>Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 10 percentile requires Tier 3 intervention and these students will be identified as having a substantial reading deficiency.</p> |
|   |   |  |   |   |
| <b>Number of times a week intervention provided</b>   | 3   | <b>Number of minutes per intervention session</b>                  | 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>The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 25<sup>th</sup> percentile and below are placed into Tier 2. Teachers are provided a list of their students who fall below the 25<sup>th</sup> percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 2 students. District Coaches monitor the effectiveness of Tier 2 interventions.</p> |   |  |   |   |
| <p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.</p>                       |   |  |   |   |

**How are Tier 2 interventions modified for students who receive interventions through distance learning?**  
 The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, literature and comprehension, vocabulary and spelling. Students receiving Tier 2 interventions will have opportunities for teacher led small group virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer-based assignments. The students will be participating in weekly STAR Reading Progress Monitoring assessments.

**IF:** Student meets the following criteria at beginning of school year:  
 K-Readiness Star Early Literacy assessment scaled score is 437 and below.

**THEN:** **TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

|  |  |  |  |  |
|--|--|--|--|--|
| <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 allotted is in addition to core instruction and tier 2 interventions</i></li> </ul> |  |  |  |
|  | <b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>   |  | <b>TIER 3 Progress Monitoring</b>  |  |
|  |  |  | <b>Assessment &amp; Frequency</b>  | <b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>   |
| <ul style="list-style-type: none"> <li>Core reading program (Harcourt Journeys)- strong EdReports.org</li> <li>Wit &amp; Wisdom- supplemental material- strong EdReports.org</li> <li>Renaissance FLOW computer assisted instructional program- strong <a href="https://www.renaissance.com/resources/research/">https://www.renaissance.com/resources/research/</a></li> <li>CommonLit- formative assessments- moderate <a href="https://www.commonlit.org/en/research">https://www.commonlit.org/en/research</a></li> <li>Barton System- Reading and Spelling- reading intervention- strong <a href="https://bartonreading.com/the-barton-system-is/#eve">https://bartonreading.com/the-barton-system-is/#eve</a></li> <li>Orton Gillingham- strong <a href="https://www.dyslexia-reading-well.com/support-files/orton_gillingham_literature_review.pdf">https://www.dyslexia-reading-well.com/support-files/orton_gillingham_literature_review.pdf</a> &amp;</li> </ul> |  | Renaissance STAR- 8 times a year (Aug, Sept, Oct, Nov/Dec, Jan, Feb, Mar/Apr, May)<br>Additionally, Tier 3 will be tested weekly throughout the year | Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires continued Tier 2 intervention<br><br>For movement back to Tier 1, Renaissance STAR combined score is at or above grade level. | If students continue to perform below the 10 <sup>th</sup> percentile on the Renaissance STAR, the student would continue to be in Tier 3. Changes will be made to intensive interventions as needed based on Renaissance STAR scores mentioned above. |

[http://www.nessy.com/us/files/2014/06/Orton-Gillingham\\_Report-Final-Version.pdf](http://www.nessy.com/us/files/2014/06/Orton-Gillingham_Report-Final-Version.pdf)

**All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.**

**Number of times a week intervention provided**

**5**

**Number of minutes per intervention session**

**30**

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

The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 10<sup>th</sup> percentile and below are placed into Tier 3. Teachers are provided a list of their students who fall below the 10<sup>th</sup> percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 3 students. District Coaches monitor the effectiveness of Tier 3 interventions. Those students who do not show adequate growth will be presented to the Problem Solving Team to analyze the data to see if possibly the student warrants a referral for ESE.

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

Each program, material, or strategy is research-based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, literature and comprehension, vocabulary and spelling. Students receiving Tier 3 interventions will have opportunities for small group or private teacher led virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer based assignments. The students will be participating in weekly individualized targeted assessments based on their identified deficient.

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Grades 6-8

**IF:**

Student meets the following criteria at beginning of school year:  
**Renaissance STAR** combined score is at or above grade level.

**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 reading program (HMH *Collections*)- strong EdReports.org
- Wit & Wisdom- supplemental material (grade 6)- strong EdReports.org
- Renaissance FLOW computer assisted instructional program- strong <https://www.renaissance.com/resources/research/>
- Common LIT- formative assessments- moderate <https://www.commonlit.org/en/research>
- APEX- tutorials and accelerated program- strong <https://www.apexlearning.com/resources/white-papers>
- FL State Standards – 6-8
- Unique Learning System- ELA supplemental curriculum for special needs students- strong <https://www.n2y.com/research-and-results/>

**Progress Monitoring**

**Assessment & Frequency**

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

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

Renaissance STAR-  
5 times a year (Aug, Oct, Jan,  
Mar/Apr, May)

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FSA ELA  
Spring each year

Renaissance STAR  
combined score is at or  
above grade level.

---

Previous year FSA ELA  
achievement level is a 3 or  
higher

Renaissance STAR scores in  
any one or more of the five  
reading skill areas fall below  
the cut score at the  
appropriate grade level.  
Below 25 percentile requires  
Tier 2 intervention

---

Previous year FSA ELA  
achievement level is a 1 or 2

|  |   |  |
|--|---|--|
|  | <p><b>How is the effectiveness of Tier 1 instruction being monitored?</b><br/>Classroom Walkthroughs by various members of school staff (district admin, school based admin, academic caches, and district mentor coach). Additionally, school-based admin and academic coaches attend weekly planning sessions where Tier 1 instruction is developed and discussed.</p>  | <p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b><br/>Reading instruction and/or materials will be modified based on student data for students who have not responded to a specific reading instruction delivered with fidelity. Academic coaches and administration will work directly with classrooms that need to modify their instructional delivery.</p>  |
|  | <p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b><br/>Classroom Walkthroughs by various members of school staff (district admin, school based admin, academic caches, and district mentor coach) are done to ensure the curriculum is being used effectively. Additionally, school-based admin and academic coaches attend weekly planning sessions where curriculum use and delivery is developed and discussed.</p>  | <p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b><br/>During weekly walkthroughs and/or planning sessions changes might be made to curriculum use if the results are not effective. Student data is reviewed several times a quarter and adjustments might need to be made if data does not support the current use of curriculum. The district has several supplemental options for curriculum and depending on the area of need a curriculum change or addition will be selected.</p> |
|  | <p><b>How is instruction modified for students who receive instruction through distance learning?</b><br/>The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, language skills, literature and comprehension, phonics, and spelling.</p> |  |

|  |   |                                   |
|--|---|-----------------------------------|
| <b>IF:</b>   | <p>Student meets the following criteria at beginning of school year:<br/><b>Renaissance STAR</b> scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires Tier 2 intervention</p>  |                                   |
| <b>THEN:</b>                                       | <b>TIER 1 instruction and TIER 2 interventions</b>  |                                   |
| <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 time allotted in addition to core instruction</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul> |                                   |
|  |   | <b>TIER 2 Progress Monitoring</b> |



| <b>TIER 2 Programs/Materials/Strategies &amp; Duration</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>• Core reading program (HMH Collections)</li> <li>• Wit &amp; Wisdom- supplemental material (grade 6)</li> <li>• CommonLit- formative assessments</li> <li>• APEX- tutorials and accelerated program</li> <li>• Fast Forward- ELL intervention</li> <li>• Barton System- Reading and Spelling- reading intervention</li> <li>• Orton Gillingham</li> </ul>   | Renaissance STAR- 5 times a year (Aug, Oct, Jan, Mar/Apr, May) | Renaissance STAR combined score is at or above grade level.    | Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires continued Tier 2 intervention | Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 10 percentile requires Tier 3 intervention and these students will be identified as having a substantial reading deficiency. |
|   |  |  |  |  |
| <b>Number of times a week intervention provided</b>   | 3  | <b>Number of minutes per intervention session</b>              | 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>The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 25<sup>th</sup> percentile and below are placed into Tier 2. Teachers are provided a list of their students who fall below the 25<sup>th</sup> percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 2 students. District Coaches monitor the effectiveness of Tier 2 interventions.</p> |  |  |  |  |
| <p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.</p>                       |  |  |  |  |

**How are Tier 2 interventions modified for students who receive interventions through distance learning?**  
 The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in literature and comprehension and vocabulary.  
 Students receiving Tier 2 interventions will have opportunities for teacher led small group virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer based assignments. The students will be participating in weekly STAR Reading Progress Monitoring assessments.

**IF:** Student meets the following criteria at beginning of school year:  
 K-Readiness Star Early Literacy assessment scaled score is 437 and below.

**THEN:** **TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

|  |  |  |  |  |
|--|--|--|--|--|
| <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 allotted is in addition to core instruction and tier 2 interventions</i></li> </ul> |  |  |  |
|  | <b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>   |  | <b>TIER 3 Progress Monitoring</b>  |  |
|  |  |  | <b>Assessment &amp; Frequency</b>  | <b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>   |
| <ul style="list-style-type: none"> <li>Core reading program (HMH Collections)- strong EdReports.org</li> <li>Wit &amp; Wisdom- supplemental material (grade 6)- strong EdReports.org</li> <li>Common LIT- formative assessments- moderate <a href="https://www.commonlit.org/en/research">https://www.commonlit.org/en/research</a></li> <li>APEX- tutorials and accelerated program- strong <a href="https://www.apexlearning.com/resources/white-papers">https://www.apexlearning.com/resources/white-papers</a></li> <li>Fast Forward- ELL intervention- strong What Works Clearing House &amp; <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2361096/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2361096/</a></li> <li>Barton System- Reading and Spelling- reading intervention- strong <a href="https://bartonreading.com/the-barton-system-is/#eve">https://bartonreading.com/the-barton-system-is/#eve</a></li> </ul> |  | Renaissance STAR- 5 times a year (Aug, Oct, Jan, Mar/Apr, May) | Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires continued Tier 2 intervention<br><br>For movement back to Tier 1, Renaissance STAR combined score is at or above grade level. | If students continue to perform below the 10 <sup>th</sup> percentile on the Renaissance STAR, the student would continue to be in Tier 3. Changes will be made to intensive interventions as needed based on Renaissance STAR scores mentioned above. |

|  |  |  |                  |  |
|--|--|--|------------------|--|
|  | <ul style="list-style-type: none"> <li>Orton Gillingham- strong <a href="https://www.dyslexia-reading-well.com/support-files/orton_gillingham_literature_review.pdf">https://www.dyslexia-reading-well.com/support-files/orton_gillingham_literature_review.pdf</a> &amp; <a href="http://www.nessy.com/us/files/2014/06/Orton-Gillingham_Report-Final-Version.pdf">http://www.nessy.com/us/files/2014/06/Orton-Gillingham_Report-Final-Version.pdf</a></li> </ul> |  |                  |  |
| <p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>   |  |  |                  |  |
| <p><b>Number of times a week intervention provided</b></p>   | <p><b>5</b></p>  | <p><b>Number of minutes per intervention session</b></p> | <p><b>30</b></p> |  |
| <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>The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 10<sup>th</sup> percentile and below are placed into Tier 3. Teachers are provided a list of their students who fall below the 10<sup>th</sup> percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 3 students. District Coaches monitor the effectiveness of Tier 3 interventions. Those students who do not show adequate growth will be presented to the Problem Solving Team to analyze the data to see if possibly the student warrants a referral for ESE.</p> |  |  |                  |  |
| <p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.</p>  |  |  |                  |  |
| <p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in literature and comprehension and vocabulary.</p> <p>Students receiving Tier 3 interventions will have opportunities for small group or private teacher led virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer based assignments. The students will be participating in weekly individualized targeted assessments based on their identified deficient.</p>          |  |  |                  |  |

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Grades 9-12

**IF:** Student meets the following criteria at beginning of school year:  
**Renaissance STAR** combined score is at or above grade level.

**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 reading program (HMH Collections)- strong EdReports.org
- Renaissance FLOW computer assisted instructional program- strong <https://www.renaissance.com/resources/research/>
- Wit & Wisdom- supplementary material- strong EdReports.org
- Common LIT- formative assessments- moderate <https://www.commonlit.org/en/research>
- Achieve 3000- strong- What Works Clearing House
- APEX- tutorials and accelerated program- strong <https://www.apexlearning.com/resources/white-papers>
- FL State Standards – 9-12

**Progress Monitoring**

**Assessment & Frequency**

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

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

Renaissance STAR-  
5 times a year (Aug, Oct, Jan,  
Mar/Apr, May)

FSA ELA  
Spring each year

Renaissance STAR  
combined score is at or  
above grade level.

Previous year FSA ELA  
achievement level is a 3 or  
higher

Renaissance STAR scores in  
any one or more of the five  
reading skill areas fall below  
the cut score at the  
appropriate grade level.  
Below 25 percentile requires  
Tier 2 intervention

Previous year FSA ELA  
achievement level is a 1 or 2

|  |   |  |
|--|---|--|
|  | <p><b>How is the effectiveness of Tier 1 instruction being monitored?</b><br/>Classroom Walkthroughs by various members of school staff (district admin, school-based admin, academic caches, and district mentor coach). Additionally, school-based admin and academic coaches attend weekly planning sessions where Tier 1 instruction is developed and discussed.</p>  | <p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b><br/>Reading instruction and/or materials will be modified based on student data for students who have not responded to a specific reading instruction delivered with fidelity. Academic coaches and administration will work directly with classrooms that need to modify their instructional delivery.</p>  |
|  | <p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b><br/>Classroom Walkthroughs by various members of school staff (district admin, school-based admin, academic caches, and district mentor coach) are done to ensure the curriculum is being used effectively. Additionally, school-based admin and academic coaches attend weekly planning sessions where curriculum use and delivery is developed and discussed.</p>  | <p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b><br/>During weekly walkthroughs and/or planning sessions changes might be made to curriculum use if the results are not effective. Student data is reviewed several times a quarter and adjustments might need to be made if data does not support the current use of curriculum. The district has several supplemental options for curriculum and depending on the area of need a curriculum change or addition will be selected.</p> |
|  | <p><b>How is instruction modified for students who receive instruction through distance learning?</b><br/>The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in handwriting, language skills, literature and comprehension, phonics, and spelling.</p> |  |

|  |   |                                   |
|--|---|-----------------------------------|
| <b>IF:</b>   | <p>Student meets the following criteria at beginning of school year:<br/><b>Renaissance STAR</b> scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires Tier 2 intervention</p>  |                                   |
| <b>THEN:</b>                                       | <b>TIER 1 instruction and TIER 2 interventions</b>  |                                   |
| <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 time allotted in addition to core instruction</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul> |                                   |
|  |   | <b>TIER 2 Progress Monitoring</b> |

| <b>TIER 2 Programs/Materials/Strategies &amp; Duration</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>• Core reading program (HMH Collections)</li> <li>• CommonLit- formative assessments</li> <li>• APEX- tutorials- interventions</li> <li>• Fast Forward- ELL intervention</li> <li>• Barton System- Reading and Spelling- reading intervention</li> <li>• Orton Gillingham</li> <li>• NY Times Upfront magazines</li> <li>• <i>Be A Better Reader</i> series</li> <li>• <i>The Reader's Handbook</i></li> <li>• <i>Impact</i></li> <li>• <i>ReadXL</i> workbooks</li> </ul>   | Renaissance STAR- 5 times a year (Aug, Oct, Jan, Mar/Apr, May) | Renaissance STAR combined score is at or above grade level.    | Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires continued Tier 2 intervention | Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 10 percentile requires Tier 3 intervention and these students will be identified as having a substantial reading deficiency. |
|   |  |  |  |  |
| <b>Number of times a week intervention provided</b>   | 3  | <b>Number of minutes per intervention session</b>              | 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>The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 25<sup>th</sup> percentile and below are placed into Tier 2. Teachers are provided a list of their students who fall below the 25<sup>th</sup> percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 2 students. District Coaches monitor the effectiveness of Tier 2 interventions.</p> |  |  |  |  |
| <p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Each program, material, or strategy is research- based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.</p>                       |  |  |  |  |

**How are Tier 2 interventions modified for students who receive interventions through distance learning?**  
 The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in literature and comprehension and vocabulary.  
 Students receiving Tier 2 interventions will have opportunities for teacher led small group virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer based assignments. The students will be participating in weekly STAR Reading Progress Monitoring assessments.

**IF:** Student meets the following criteria at beginning of school year:  
 K-Readiness Star Early Literacy assessment scaled score is 437 and below.

**THEN:** **TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

|  |  |  |  |  |
|--|--|--|--|--|
| <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 allotted is in addition to core instruction and tier 2 interventions</i></li> </ul> |  |  |  |
|  | <b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>   |  | <b>TIER 3 Progress Monitoring</b>  |  |
|  |  |  | <b>Assessment &amp; Frequency</b>  | <b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>   |
| <ul style="list-style-type: none"> <li>Core reading program (HMH Collections)- strong EdReports.org</li> <li>Wit &amp; Wisdom- supplemental material (grade 6)- strong EdReports.org</li> <li>Common LIT- formative assessments- moderate <a href="https://www.commonlit.org/en/research">https://www.commonlit.org/en/research</a></li> <li>APEX- tutorials and accelerated program- strong <a href="https://www.apexlearning.com/resources/white-papers">https://www.apexlearning.com/resources/white-papers</a></li> <li>Fast Forward- ELL intervention- strong What Works Clearing House &amp; <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2361096/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2361096/</a></li> <li>Barton System- Reading and Spelling- reading intervention- strong <a href="https://bartonreading.com/the-barton-system-is/#eve">https://bartonreading.com/the-barton-system-is/#eve</a></li> </ul> |  | Renaissance STAR- 5 times a year (Aug, Oct, Jan, Mar/Apr, May) | Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. Below 25 percentile requires continued Tier 2 intervention<br><br>For movement back to Tier 1, Renaissance STAR combined score is at or above grade level. | If students continue to perform below the 10 <sup>th</sup> percentile on the Renaissance STAR, the student would continue to be in Tier 3. Changes will be made to intensive interventions as needed based on Renaissance STAR scores mentioned above. |

|  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>Orton Gillingham- strong <a href="https://www.dyslexia-reading-well.com/support-files/orton_gillingham_literature_review.pdf">https://www.dyslexia-reading-well.com/support-files/orton_gillingham_literature_review.pdf</a> &amp; <a href="http://www.nessy.com/us/files/2014/06/Orton-Gillingham_Report-Final-Version.pdf">http://www.nessy.com/us/files/2014/06/Orton-Gillingham_Report-Final-Version.pdf</a></li> </ul> |  |  |  |
|--|--|--|--|

**All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.**

|   |          |   |           |
|---|----------|---|-----------|
| <b>Number of times a week intervention provided</b> | <b>5</b> | <b>Number of minutes per intervention session</b> | <b>30</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?**

The procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 10<sup>th</sup> percentile and below are placed into Tier 3. Teachers are provided a list of their students who fall below the 10<sup>th</sup> percentile and below by the District Coaches. District Coaches assist and support development of the planning piece for Tier 3 students. District Coaches monitor the effectiveness of Tier 3 interventions. Those students who do not show adequate growth will be presented to the Problem Solving Team to analyze the data to see if possibly the student warrants a referral for ESE.

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

Each program, material, or strategy is research-based. Before any new product is brought into the district, the LEA researches it on several websites, such as what Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each new product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.

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

The LEA has a district virtual program that provides instruction to students who prefer distance learning. Instruction is modified to a complete virtual platform. Students are instructed by certified teachers. They will be instructed in literature and comprehension and vocabulary. Students receiving Tier 3 interventions will have opportunities for small group or private teacher led virtual meetings to address specific deficient based on benchmark reading data. These students will also have additional opportunities to reinforce skills via computer-based assignments. The students will be participating in weekly individualized targeted assessments based on their identified deficient.