

Dixie County 2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan Template

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	Tracy Lee	Coordinator of Curriculum	tracylee@dixie.k12.fl.us	352-541-6338
Responsibility	Name	Title	Email	Phone
Elementary ELA	Tracy Lee	Coordinator of Curriculum	tracylee@dixie.k12.fl.us	352-541-6338
	Buddy Schofield	Director of Elementary & Secondary Education	buddyschofield@dixie.k12.fl.us	352-541-6337
	Alexa Mills	Director of ESE & Student Services	alexamills@dixie.k12.fl.us	352-541-6335
Secondary ELA	Tracy Lee	Coordinator of Curriculum	tracylee@dixie.k12.fl.us	352-541-6338
	Buddy Schofield	Director of Elementary & Secondary Education	buddyschofield@dixie.k12.fl.us	352-541-6337
	Alexa Mills	Director of ESE & Student Services	alexamills@dixie.k12.fl.us	352-541-6335
Reading Endorsement	Buddy Schofield	Director of Elementary and Secondary Ed.	buddyschofield@dixie.k12.fl.us	352-541-6337
	Tracy Lee	Coordinator of Curriculum	tracylee@dixie.k12.fl.us	352-541-6338
Reading Curriculum	Tracy Lee	Coordinator of Curriculum	tracylee@dixie.k12.fl.us	352-541-6338
	Alexa Mills	Director of ESE & Student Services	alexamills@dixie.k12.fl.us	352-541-6335
Professional Development	Buddy Schofield	Director of Elementary and Secondary Ed.	buddyschofield@dixie.k12.fl.us	352-541-6337
	Tracy Lee	Coordinator of Curriculum	tracylee@dixie.k12.fl.us	352-541-6338

Assessment	Karen Ganus	MIS Coordinator	karenganus@dixie.k12.fl.us	352-541-6339
	Tracy Lee	Coordinator of Curriculum	tracylee@dixie.k12.fl.us	352-541-6338
Data Element	Karen Ganus	MIS Coordinator	karenganus@dixie.k12.fl.us	352-541-6339
Summer Reading Camp	Tracy Lee	Coordinator of Curriculum	tracylee@dixie.k12.fl.us	352-541-6338
	Alexa Mills	Director of ESE & Student Services	alexamills@dixie.k12.fl.us	352-541-6335
3 rd Grade Promotion	Karen Ganus	MIS Coordinator	karenganus@dixie.k12.fl.us	352-541-6339
	Tracy Lee	Coordinator of Curriculum	tracylee@dixie.k12.fl.us	352-541-6338
	Alexa Mills	Director of ESE & Student Services	alexamills@dixie.k12.fl.us	352-541-6335

Plan Information

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

The district communicates the contents of its Comprehensive Evidence-Based Reading Plan to stakeholders in a variety of ways.

- principal meetings between the superintendent, directors and administrators
- administrators are responsible for disseminating the information to their staff
- the school board approves the plan
- the reading plan is posted on the district website for the public, including parents, to view

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

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	FLKRS CELF	Screener Screener	Electronically Paper based	FLKRS at the start of K CELF given as needed based on the determination of the PST team during the RTI process.
<i>Phonological awareness</i>	i-Ready ESGI	Initial diagnostic Ongoing progress monitoring Summative assessment Screener Progress Monitoring Formative assessment	Electronically Electronically	3 x's per year Monthly
<i>Phonics</i>	i-Ready ESGI	Initial diagnostic Ongoing progress monitoring Summative assessment Screener Progress Monitoring Formative assessment	Electronically Electronically	3 x's per year Monthly
<i>Fluency</i>	Fluency assessments (to be determined) i-Ready	Screener Progress monitoring Initial diagnostic Ongoing progress monitoring Summative assessment	Electronically and paper based Electronically	3 x's per year and monthly for progress monitoring 3 x's per year

<i>Vocabulary</i>	i-Ready	Initial diagnostic Ongoing progress monitoring Summative assessment	Electronically	3 x's per year
<i>Comprehension</i>	i-Ready	Initial diagnostic Ongoing progress monitoring Summative assessment	Electronically	3 x's per year

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Grades 6-8: - i-Ready diagnostic assessments	Determines student proficiency on ELA standards. Also determines individual learning path for students.	Initial diagnostic Ongoing progress monitoring Summative assessment	Electronically	3 x's per year
Grades 6-8: -i-Ready standards mastery assessments	Determines student proficiency on specifically assigned ELA standards.	Formative & Summative assessments Ongoing progress monitoring	Electronically	Every 4-6 weeks
Grades 6-8: DAR (for tier 3 students)	Assess student strengths and weaknesses in 9 key areas of reading and provides diagnostic information to plan reading instruction.	Diagnostic	Paper-based	1-2 times per year
Grades 9-10 Tier 1 kids: Commonlit assessments (tier 1)	Determines student proficiency on ELA standards.	Initial diagnostic Ongoing progress monitoring Summative assessment	Electronically	3 x's per year
Grades 9-12 tier 2/3 kids: STAR Reading (tier 2/3)	Determines students' ATOS levels, ZPD and proficiency on ELA standards.	Initial diagnostic Ongoing progress monitoring	Electronically	3 x's per year
Grades 9-12 Tier 2/3 kids Teengagement Assessment Accelerator	Monitors student progress on ELA reading standards.	Progress monitoring	Paper based	Monthly

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

Data Analysis and Decision-making				
<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>
<p>At the school level data is reviewed by principals, coaches and teachers 3 x's per year. It is examined for achievement and growth (at the school level, grade level, classroom level and student level), as well as to determine student intervention needs. Schools review RTI data on a monthly basis.</p> <p>At the district level data is reviewed 3 x's per year by the superintendent, district directors and coordinator of curriculum. It is examined for overall achievement and growth (at the school level, grade level, classroom level and student level), as well as to determine school needs.</p>	<p>Data is reviewed, evaluated and discussed among reading leadership team who determines if interventions, materials and/or strategies need to be changed/adapted based on the data, or whether the teacher could benefit from PD or coaching support.</p>	<p>The district reading team meets to share and discuss data at school and classroom level. They meet with schools to discuss findings and/or issues on an as needed basis. There is also a Fall and Spring data meeting with the superintendent, the district reading team and principals where concerns can be addressed.</p>	<p>Concerns are communicated via principal meetings with the superintendent and directors.</p>	<p>Tracy Lee, Coordinator of Curriculum</p> <p>Alexa Mills Director of ESE and Student Services</p>

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

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	School principal	Methods may vary at each school: Monday memos Staff Meetings Email notifications Verbally	Principals do walkthroughs and complete walkthrough forms weekly.	Principals ensure teachers receive a copy of walkthrough forms within 1-2 days of the occurrence. Some give a hard copy, others submit to teachers via a google form.	Principals and teachers review the data 3 times per year during the IPDP process, more often if needed. District leaders review walkthrough data quarterly.
Data chats	Reading Coach and/or principal	Face-to-face meetings	3 x's per year for primary progress monitoring tools, monthly for RTI progress monitoring.	Data is shared with principal, reading coach, teacher. Teachers and coaches also have data chats with students after progress monitoring takes place.	Monthly data reviews by teachers and RTI team. Data is reviewed 3 x's per year for primary progress monitoring tool.
Reading Leadership Team per 6A-6.053(3) F.A.C.	Principal and reading coach	Staff meetings, emails, verbally	Monthly meetings	Data is shared with principal monthly by reading coach after RTI meetings.	Data is reviewed monthly by reading leadership team (reading department, reading coach)
Monitoring of plan implementation	Reading Coach and principal	Face-to-face PLC meetings with reading department, reading coach and/or principal	3 x's per year after progress monitoring	Shared by reading coach and/or principal with members of the reading department during PLC meetings.	3 x's per year by reading coach and principal

Implementation and Progress-monitoring

<p>What problem-solving steps are in place for making decisions based on data?</p>	<p>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?</p>	<p>How will district leadership provide plan implementation oversight, support and follow-up?</p>
<p>Data is reviewed on a regular basis (how often varies based on frequency of assessments). Principal and reading coach evaluate data for patterns of regression and/or progression. They discuss, dig deeper into data as needed, then evaluate interventions, materials and strategies to see what is working and what is not, making changes as needed.</p>	<p>Reading coach and principal are primarily responsible for plan implementation in a systematic and explicit manner, based on data to meet the needs of students. They express their concerns to the district, departments and/or individual teachers on an as needed basis, typically via face-to-face meetings, and work together to evaluate interventions, materials and strategies to see what is working and what is not, making changes and including coaching or PD as needed.</p>	<p>District leadership will discuss plan implementation at principal's meetings throughout the year. If concerns are indicated on either part, support will be provided.</p>

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?
<p>Training in multisensory reading intervention</p>	<p>Via principal's meetings</p>	<p>Via inservice rosters</p>	<p>Reported as trainings take place, via Skyward TRACK professional development system.</p>	<p>Nicole Chesser, Certification Specialist Buddy Schofield, Director of Elementary and Secondary Education</p>	<p>Buddy Schofield Tracy Lee</p>
<p>Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth</p>	<p>Via principal's meetings</p>	<p>Via inservice rosters</p>	<p>Reported as trainings take place, via Skyward TRACK professional development system.</p>	<p>Nicole Chesser, Certification Specialist Buddy Schofield, Director of Elementary and Secondary Education</p>	<p>Buddy Schofield Tracy Lee</p>

Identification of mentor teachers	Via principal's meetings	Mentors/mentee log meetings and submit logs to principals.	At the beginning of the school year when mentors are assigned; meetings are logged and log sheets are turned in quarterly.	Buddy Schofield Tracy Lee	Buddy Schofield Tracy Lee
Establishing of model classrooms within the school	Via principal's meetings	The principal will designate model c/rooms based on data. The reading coach will visit designated model c/rooms with teachers on an as needed basis. These visits will be recorded in a log.	Model c/room designations will be reported at the beginning of the year; logs noting model c/room visits will be submitted quarterly.	Buddy Schofield Tracy Lee	Buddy Schofield Tracy Lee
Provide teachers w/time weekly to meet together for PD including lesson study and PLCs	Via principal's meetings	Attendees will sign log indicating attendance.	Logs will be submitted quarterly.	Tracy Lee	Buddy Schofield Tracy Lee

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	Via principal's meetings	Via classroom walkthroughs and lesson plans.	Via principal's meeting discussions, copies of walkthrough forms.	Alexa Mills Tracy Lee	Quarterly
Small group differentiated instruction in order to meet individual student needs	Via principal's meetings	Via classroom walkthroughs and lesson plans	Via principal's meeting discussions, walkthrough forms.	Alexa Mills Tracy Lee	Quarterly

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?

- Pay elementary reading coach salaries; coaches will place emphasis on grades K-3 teachers
- Purchase of ESGI to progress monitor various aspects of phonemic awareness, phonics and fluency in PreK-2
- Purchase supplemental materials or interventions for elementary schools w/focus on K-3.
- Summer Reading Camp
- Training in multisensory reading intervention
- Helping teachers earn reading endorsement

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	11,400
District expenditures on reading coaches assigned to elementary schools	110,000
District expenditures on reading coaches assigned to secondary schools	55,000
District expenditures on intervention teachers assigned to elementary schools	
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	5,000
District expenditures on supplemental materials or interventions for secondary schools	3,000
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	1,776
District expenditures on helping teachers earn the reading endorsement	5,000
District expenditures on summer reading camps	10,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	201,176
Amount of District Research-Based Reading Instruction Allocation	201,176

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?

Curriculum Associates Florida Ready books <https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-Ready-meets-ESSA-Federal-Funding-Requirements.aspx>

Curriculum Associates CARS & STARS <https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/cars-stars-efficacy-study-educational-research-institute-of-america-2010.pdf>

Study Island (Reading) <https://www.edmentum.com/sites/edmentum.com/files/resource/media/Study%20Island%20Quasi-Exp%20Executive%20Summary%20Web.pdf#:~:text=Study%20Island%20is%20an%20evidence,is%20therefore%20appropriate%20in%20classrooms.>

Quick Reads strong evidence <https://www.savvas.com/index.cfm?locator=PS3zYd>

Read Naturally moderate evidence <https://www.readnaturally.com/knowledgebase/q-and-a/48>

Measuring Up by Mastery Education <https://masteryeducation.com/oh-research/>

Learning A-Z <https://www.learninga-z.com/site/resources/research-and-efficacy/readingaz-literacy-title1?product=4171>

i-Ready promising evidence <https://www.curriculumassociates.com/products/i-ready/meets-essa-evidence-based-requirements>

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

If yes, which grade levels? It is possible that we will serve students in grades K – 3 in Summer Reading Camp in June 2021, if funding is available and data reflects the need for that later on in the school year.

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)

We place reading coaches at all of our schools.

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?

We adhere to the Just Read Florida Coaching Model. We share this at principal meetings and discuss the importance of following the JRF Coaching Model, emphasizing that principals and coaches adhere to it closely and not be asked to perform administrative functions that will confuse their role for teachers.

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

Alexa Mills, Director of ESE and Student Services, and Tracy Lee, Coordinator of Curriculum, monitor whether the JRF Coaching Model is adhered to. Coaches may go to them with concerns that requirements are not being followed at any time.

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.				
<ul style="list-style-type: none"> • Provide professional development on the following: <ul style="list-style-type: none"> ○ 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>
Via Principal meetings and the 20-21 District Reading Plan, where the JRF Coaching Model is reviewed	They will have a log that must be filled out, initialed and submitted	Tracy Lee, Coordinator of Curriculum and District Reading Contact	Data is reviewed on a monthly basis.	Coaching log data will be shared monthly at principal's meetings. Concerns will be noted about use of their time, if

and principals are given a copy for their reference.	monthly to Tracy Lee, Coordinator of Curriculum and District Reading Contact.			necessary. Principals will be reminded about the JRF Coaching Model in our 20-21 District Reading Plan and the importance of following the model will be emphasized. If the problem continues a director will address it w/principal.
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Other Considerations

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

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

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

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K - 5

IF:

Student meets the following criteria at beginning of school year:

- Green on FLKRS
- Green on i-Ready
- 50th percentile or higher on letter naming/letter sound fluency or ORF
- Level 3 – 5 on most recent FSA Reading assessment

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.

TIER 1

- HMH Journeys - strong evidence <https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>
- Curriculum Associates Ready Florida - promising evidence <https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-Ready-meets-ESSA-Federal-Funding-Requirements.aspx>
- Saxon Phonics (K-2) – strong evidence <https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>
- Study Island – moderate evidence <https://www.edmentum.com/resources/research#StudyIsland>
- IXL – moderate evidence <https://www.ixl.com/ESSA/>
- Accelerated Reader – strong evidence <https://doc.renlearn.com/KMNet/R61323.pdf>
- Moby Max – strong evidence <https://www.mobymax.com/research-highlights#:~:text=In%20the%20first%20quarter%20of,fixing%20learning%20gaps%20with%20MobyMax.>
- i-Ready – promising evidence <https://www.curriculumassociates.com/products/i-ready/meets-essa-evidence-based-requirements>
- Reading Eggs – <https://www.edmentum.com/resources/research#ReadingEggs>
- Fast Phonics N/A
- Phonics First N/A

Progress Monitoring		
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that would prompt addition of Tier 2 interventions
i-Ready (K-5) 3 x's per year ESGI (K-2) Monthly skills checks FLKRS (K) first 30 days of school ORF/LNF/LSF Program monthly	Green Green Green 50 th percentile or higher	Yellow Yellow Yellow 25 th – 49 th percentile
<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>We evaluate end of year data (if available) to determine effectiveness of Tier 1 instruction. We also evaluate growth between i-Ready diagnostic 1 and 2 (and later 2 and 3) on the grade level, as well as the classroom level, then reflect and consider whether Tier 1 instruction was effective or whether coaching should take place and alternate instructional methods or strategies should be considered.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>If 50% or more of students are not showing sufficient growth between diagnostic 1 and 2 then we should reflect and consider that Tier 1 instruction may not be effective, thereby prompting us to consider coaching and/or alternate instructional methods/strategies/curriculum.</p>	
<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Instruction at Old Town and Anderson Elementary Schools will be modified for students who receive instruction through distance learning by providing students with Chromebooks for home use, then assigning instruction through Google Classroom. Live instruction and/or prerecorded instructional videos are viable options that can be utilized via Google Classroom, in addition to specific assignments and online instruction. Teachers will review progress and provide support virtually through additional online or virtual lessons as needed. Teachers will communicate regularly through emails, phone calls, or virtual meets.</p> <p>Kindercub Charter School plans to modify instruction through distance learning by providing instructional packets via Class DoJo, assigning i-Ready practice and making documented phone calls as needed.</p>		

IF: Student meets the following criteria at beginning of school year:

Yellow on FLKRS
 Yellow on i-Ready
 Score 25th – 49th percentile on LNF/LSF/ORF
 Level 2 on most recent FSA Reading Assessment
 The School Based Problem Solving Team meets to review all available student data and determine if there is sufficient data evidence to indicate the student needs intervention and what level of intervention (Tier 2 or Tier 3).

THE N: TIER 1 instruction and TIER 2 interventions

- Interventions:*
- are standards-aligned
 - address gaps and reduce barriers to students' ability to meet Tier 1 expectations
 - provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
 - are matched to the needs of the students
 - provide multiple opportunities to practice the targeted skill(s) and receive feedback
 - occurs during time allotted in addition to core instruction
 - includes accommodations (IEP, ESOL or 504)

TIER 1 instruction and TIER 2 interventions	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
	Additional small group personalized instruction utilizing i-Ready tailored instruction based on student performance data	Skills based assessment matching intervention focus skill every 3-4 weeks	50 th percentile or higher on LNF/LSF/ORF, green on i-Ready diagnostic, ESGI assessments, consistently score above 60 th percentile on PM assessments	25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score between 40- 60% on PM assessment	Below 25 th percentile on LNF/LSF/ORF, red on i-Ready diagnostic or ESGI assessments, or consistently score below 40% on PM assessments
Curriculum Associates Phonics for Reading	Skills based assessment matching intervention focus skill every 3-4 weeks	50 th percentile or higher on LNF/LSF/ORF, green on i-Ready diagnostic, ESGI assessments,	25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score	Below 25 th percentile on LNF/LSF/ORF, red on i-Ready diagnostic or ESGI assessments, or consistently	

			consistently score above 60 th percentile on PM assessments	between 40- 60% on PM assessment	score below 40% on PM assessments
	Phonics 1 st	Skills based assessment matching intervention focus skill every 3-4 weeks	50 th percentile or higher on LNF/LSF/ORF, green on i-Ready diagnostic, ESGI assessments, consistently score above 60 th percentile on PM assessments	25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score between 40- 60% on PM assessment	Below 25 th percentile on LNF/LSF/ORF, red on i-Ready diagnostic or ESGI assessments, or consistently score below 40% on PM assessments
	Commonlit (grades 3 -5)	Skills based assessment matching intervention focus skill every 3-4 weeks	50 th percentile or higher on LNF/LSF/ORF, green on i-Ready diagnostic, ESGI assessments, consistently score above 60 th percentile on PM assessments	25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score between 40- 60% on PM assessment	Below 25 th percentile on LNF/LSF/ORF, red on i-Ready diagnostic or ESGI assessments, or consistently score below 40% on PM assessments
	FCRR Notebooks (grades K-5)	Skills based assessment matching intervention focus skill every 3-4 weeks	50 th percentile or higher on LNF/LSF/ORF, green on i-Ready diagnostic, ESGI assessments, consistently score above 60 th percentile on PM assessments	25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score between 40- 60% on PM assessment	Below 25 th percentile on LNF/LSF/ORF, red on i-Ready diagnostic or ESGI assessments, or consistently score below 40% on PM assessments
	Saxon Phonics Intervention Materials	Skills based assessment matching intervention focus skill	50 th percentile or higher on LNF/LSF/ORF, green on i-Ready diagnostic,	25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments,	Below 25 th percentile on LNF/LSF/ORF, red on i-Ready diagnostic or ESGI

		every 3-4 weeks	ESGI assessments, consistently score above 60 th percentile on PM assessments	consistently score between 40- 60% on PM assessment	assessments, or consistently score below 40% on PM assessments
	Readworks comprehension passages	Skills based assessment matching intervention focus skill every 3-4 weeks	50 th percentile or higher on LNF/LSF/ORF, green on i-Ready diagnostic, ESGI assessments, consistently score above 60 th percentile on PM assessments	25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score between 40- 60% on PM assessment	Below 25 th percentile on LNF/LSF/ORF, red on i-Ready diagnostic or ESGI assessments, or consistently score below 40% on PM assessments
	Read Naturally	Skills based assessment matching intervention focus skill every 3-4 weeks	50 th percentile or higher on LNF/LSF/ORF, green on i-Ready diagnostic, ESGI assessments, consistently score above 60 th percentile on PM assessments	25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score between 40- 60% on PM assessment	Below 25 th percentile on LNF/LSF/ORF, red on i-Ready diagnostic or ESGI assessments, or consistently score below 40% on PM assessments
	Strategies to be used with Readworks, Commonlit, etc. Strategies to be used: Prior Knowledge Summarization Classroom discussion Collaborative learning Jigsaw method Reciprocal teaching Close Read: highlighting/underlining Concept mapping Questioning Direct instruction Scaffolding Small group learning	Skills based assessment matching intervention focus skill every 3-4 weeks	50 th percentile or higher on LNF/LSF/ORF, green on i-Ready diagnostic, ESGI assessments, consistently score above 60 th percentile on PM assessments	25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score between 40- 60% on PM assessment	Below 25 th percentile on LNF/LSF/ORF, red on i-Ready diagnostic or ESGI assessments, or consistently score below 40% on PM assessments
	Number of times a week intervention provided	3-5	Number of minutes per intervention session	20 -30	

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

Evaluate growth between i-Ready diagnostic 1 and 2 (or 2 and 3) on grade level, as well as classroom level for Tier 2 students, then the Problem Solving Team reflects and considers the following before making a determination:

Has principal done walkthroughs during intervention time?

Was intervention taught with fidelity?

Was attendance a factor?

Was the intervention successful for other Tier 2 students?

Is the Tier 2 intervention appropriate for the educational needs of the learner?

Has the reading coach coached the teacher? Is there a need for additional PD?

The Problem Solving Team (PST) then determines how to proceed.

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

i-Ready – moderate evidence <https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx>

Phonics for Reading - <https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/phonics-for-reading-research-summary.pdf>

Phonics 1st – N/A

Commonlit - <https://support.commonlit.org/hc/en-us/articles/360038344993-Is-CommonLit-research-based->

Saxon Phonics Intervention – strong evidence <https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>

Readworks - <https://about.readworks.org/the-research.html>

Read Naturally – moderate evidence <https://www.readnaturally.com/knowledgebase/q-and-a/48>

Learning Strategies - Intervention strategies were specifically selected based on evidence indicating they have the potential to accelerate or the potential to considerably accelerate student achievement. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

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

Instruction at OTES and AES is modified for students who receive tier 2 intervention through distance learning by giving additional instruction virtually via Google Meets and/or additional assignments customized to meet their instructional deficiency levels. Teachers will review progress and provide support virtually through additional online or virtual lessons as needed. Teachers will communicate regularly through emails, phone calls, or virtual meets. Kindercub Charter School plans to modify instruction through distance learning by providing instructional packets via Class DoJo, assigning i-Ready practice and making documented phone calls as needed.

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Red on FLKRS Red on i-Ready Below 25th percentile on LNF/LSF/ORF Level 1 on most recent FSA Reading Assessment The school based Problem Solving Team meets to review all available student data and determine if there is sufficient data evidence to indicate the student needs intervention and what level of intervention (Tier 2 or Tier 3).</p>
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THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
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TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	Additional Intensive Reading Instruction in small group setting utilizing i-Ready tailored instruction based on student performance data	Skills based assessment matching intervention focus skill every 2-4 weeks	Consistently score between 25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score 40 th – 60 th percentile on PM assessments	Consistently score below 25 th percentile on LNF/LSF/ORF, red on i-Ready diagnostic or ESGI assessments, scores consistently below 40 th percentile on PM assessments
	Curriculum Associates Phonics for Reading	Skills based assessment matching intervention focus skill every 2-4 weeks	Consistently score between 25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score 40 th – 60 th percentile on PM assessments	Consistently score below 25 th percentile on LNF/LSF/ORF, red on i-Ready diagnostic or ESGI assessments, scores consistently below 40 th percentile on PM assessments
Phonics First	Skills based assessment matching intervention focus skill every 2-4 weeks	Consistently score between 25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score 40 th – 60 th	Consistently score below 25 th percentile on LNF/LSF/ORF, red on i-Ready diagnostic or ESGI assessments, scores	

		percentile on PM assessments	consistently below 40 th percentile on PM assessments
Commonlit (grades 3-5)	Skills based assessment matching intervention focus skill every 2-4 weeks	Consistently score between 25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score 40 th – 60 th percentile on PM assessments	Consistently score below 25 th percentile on LNF/LSF/ORF, low red on i-Ready diagnostic or ESGI assessments, or scores consistently remain below 40 th percentile on PM assessments
FCRR Notebooks	Skills based assessment matching intervention focus skill every 2-4 weeks	Consistently score between 25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score 40 th – 60 th percentile on PM assessments	Consistently score below 25 th percentile on LNF/LSF/ORF, low red on i-Ready diagnostic or ESGI assessments, or scores consistently remain below 40 th percentile on PM assessments
Saxon Phonics Intervention Materials	Skills based assessment matching intervention focus skill every 2-4 weeks	Consistently score between 25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score 40 th – 60 th percentile on PM assessments	Consistently score below 25 th percentile on LNF/LSF/ORF, low red on i-Ready diagnostic or ESGI assessments, or scores consistently remain below 40 th percentile on PM assessments
Readworks Comprehension Passages	Skills based assessment matching intervention focus skill every 2-4 weeks	Consistently score between 25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score 40 th – 60 th percentile on PM assessments	Consistently score below 25 th percentile on LNF/LSF/ORF, low red on i-Ready diagnostic or ESGI assessments, or scores consistently remain below 40 th percentile on PM assessments
Read Naturally	Skills based assessment	Consistently score between 25 th – 49 th	Consistently score below 25 th

	matching intervention focus skill every 2-4 weeks	percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score 40 th – 60 th percentile on PM assessments	percentile on LNF/LSF/ORF, low red on i-Ready diagnostic or ESGI assessments, or scores consistently remain below 40 th percentile on PM assessments
Strategies to be used with Readworks, Commonlit, etc. Strategies to be used: Prior Knowledge Summarization Classroom discussion Collaborative learning Jigsaw method Reciprocal teaching Close Read: highlighting/underlining Concept mapping Questioning Direct instruction Scaffolding Small group learning	Skills based assessment matching intervention focus skill every 2-4 weeks	Consistently score between 25 th – 49 th percentile on LNF/LSF/ORF, yellow on i-Ready diagnostic or ESGI assessments, consistently score 40 th – 60 th percentile on PM assessments	Consistently score below 25 th percentile on LNF/LSF/ORF, low red on i-Ready diagnostic or ESGI assessments, or scores consistently remain below 40 th percentile on PM assessments
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	30-50
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?			
<p>We evaluate growth between i-Ready diagnostic 1 and 2 (or 2 and 3) on the grade level, as well as the classroom level for Tier 3 students, then the Problem Solving Team (PST) reflects and considers issues such as the following before making a determination:</p> <p>Was intervention taught with fidelity? Has principal done walkthroughs during intervention time? Was attendance a factor? Was intervention successful for other tier 3 students? Is the Tier 3 intervention appropriate for the educational needs of the learner? Has reading coach coached the teacher? The Problem Solving Team (PST) then determines how to proceed.</p>			
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.			
i-Ready – moderate evidence https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx Phonics for Reading - https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/phonics-for-reading-research-summary.pdf Phonics 1 st – N/A			

Commonlit - <https://support.commonlit.org/hc/en-us/articles/360038344993-Is-CommonLit-research-based->

Saxon Phonics – strong evidence <https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>

Readworks - <https://about.readworks.org/the-research.html>

Read Naturally – moderate evidence <https://www.readnaturally.com/knowledgebase/q-and-a/48>

Learning Strategies - Intervention strategies were specifically selected based on evidence indicating they have the potential to accelerate or the potential to considerably accelerate student achievement. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

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

Instruction at OTES and AES is modified for students who receive tier 3 intervention through distance learning by giving additional instruction virtually via Google Meets and/or additional assignments customized to meet their instructional deficiency levels. Teachers will review progress and provide support virtually through additional online or virtual lessons as needed. Teachers will communicate regularly through emails, phone calls, or virtual meets. Kindercub Charter School plans to modify instruction through distance learning by providing instructional packets via Class DoJo, assigning i-Ready practice and making documented phone calls as needed.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8

IF:

Student meets the following criteria at beginning of school year:

Prior year FSA ELA score of Level 3 or higher and/or Level 3 or higher on i-Ready Diagnostic as determined by chart

THEN:

TIER 1 Only

TIER 1

Initial instruction:

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

Core Curriculum

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

HMH Collections - demonstrates a rationale <https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>

Commonlit – <https://support.commonlit.org/hc/en-us/articles/360038344993-Is-CommonLit-research-based->

IXL - moderate evidence <https://www.ixl.com/ESSA/>

i-Ready -promising evidence <https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx>

Curriculum Associates Ready Florida – promising evidence

<https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-Ready-meets-ESSA-Federal-Funding-Requirements.aspx>

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria that would prompt addition of Tier 2 interventions

i-Ready Diagnostic - 3 x's per year
i-Ready Standards Mastery - monthly
Other standards based assessments – monthly

Level 2 or above on i-Ready Standards Mastery and 70% or above on standards based assessment

Level 1 on i-Ready Standards Mastery and 65% or below on standards based assessment

	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>Through progress monitoring data and class walkthroughs</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>Review data to determine and identify areas of needed improvement. Lead team will review data for instructional fidelity. Coaching, PD, and alternate instructional methods/strategies/curriculum may be considered if data demonstrates the need for it.</p>
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Instruction is modified for students who receive instruction through distance learning by providing students with a Chromebook for home use, then giving assignments through Canvas. Live instruction and/or prerecorded instructional videos are viable options that can be utilized via Google Meets and linked with students via Canvas as well. Teachers will review progress and provide support virtually through calls, virtual meets, or additional online assigned lessons, as necessary.</p>	

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Level 1 or 2 on FSA ELA and/or Level 1 or 2 on i-Ready Diagnostic as determined by chart. The school based Problem Solving Team meets to review all available student data and determine if there is sufficient data evidence to indicate the student needs intervention and what level of intervention (Tier 2 or Tier 3).</p>			
THEN:	<p>TIER 1 instruction and TIER 2 interventions</p>			
<p>TIER 1 instruction and TIER 2 interventions</p>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 			
	<p>TIER 2 Programs/Materials/Strategies & Duration</p>	<p>TIER 2 Progress Monitoring</p>		
	<p>Assessment & Frequency</p>	<p>Performance Criteria to discontinue Tier 2 intervention</p>	<p>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</p>	<p>Performance Criteria that would prompt addition of Tier 3 interventions</p>
<p>Small group personalized instruction utilizing i-Ready tailored instructional tools and lessons based on student performance data</p>	<p>i-Ready standards mastery assessment and standards</p>	<p>Successful performance (level 3 or above) on i-Ready progress monitoring or</p>	<p>Level 2 on i-Ready progress monitoring or consistently scoring 40-60% on</p>	<p>Level 1 on i-Ready progress monitoring or consistently scoring below</p>

		based assessment monthly	70% or above on standards based assessment	standards based assessment	40% on standards based assessment
	<p>Strategies to be used:</p> <ul style="list-style-type: none"> Prior Knowledge Summarization Classroom discussion Collaborative learning Jigsaw method Reciprocal teaching Close Read: highlighting/underlining Concept mapping Questioning Direct instruction Scaffolding Small group learning 	<p>i-Ready Progress Monitoring 3 x's per year, i-Ready standards mastery assessment and standards based assessment monthly</p>	<p>Successful performance (level 3 or above) on i-Ready progress monitoring or 70% or above on standards based assessment</p>	<p>Level 2 on i-Ready progress monitoring or consistently scoring 40-60% on standards based assessment</p>	<p>Level 1 on i-Ready progress monitoring or consistently scoring below 40% on standards based assessment</p>
	Number of times a week intervention provided	2x	Number of minutes per intervention session	20-30	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>Review data to determine and identify areas of needed improvement. Monthly data chats will be conducted with departments and lead team will continually review progress monitoring data and consider whether there was instructional fidelity. Coaching, PD, and alternate instructional methods/strategies/curriculum may be considered if data demonstrates the need for it.</p>					
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>i-Ready – promising evidence https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx</p> <p>Learning Strategies – Strategies for intervention were specifically selected based on Hattie’s Visible Learning research and are supported by strong evidence indicating they have the potential to accelerate or the potential to considerably accelerate student achievement. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</p>					
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Instruction is modified for students who receive instruction through distance learning by providing students with a chromebook for home use, then giving assignments through Canvas. Live instruction and/or prerecorded instructional videos are viable options that can be utilized via Google Meets and linked with students via Canvas as well. Teachers will review progress and provide support virtually through calls, virtual meets, or additional online assigned lessons, as necessary.</p>					

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Level 1 on FSA ELA and/or Level 1 or 2 on i-Ready Diagnostic as determined by chart. The school based Problem Solving Team meets to review all available student data and determine if there is sufficient data evidence to indicate the student needs intervention and what level of intervention (Tier 2 or Tier 3).</p>			
THEN:	<p align="center">TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</p>			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<p align="center">TIER 3 Programs/Materials/Strategies & Duration</p>	<p align="center">TIER 3 Progress Monitoring</p>		
		<p align="center">Assessment & Frequency</p>	<p align="center">Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</p>	<p align="center">Performance Criteria that would prompt changes to Tier 3 interventions</p>
	<p>Additional intensive reading instruction in small group setting utilizing i-Ready tailored instructional tools and lessons based on student performance data</p>	<p>Standards based assessments and i-Ready tools monthly</p>	<p>Level 2 on i-Ready progress monitoring or consistently scoring 40-60% on standards based assessment</p>	<p>Level 1 on i-Ready progress monitoring or consistently scoring below 40% on standards based assessment</p>
	<p>Strategies to be used: Prior Knowledge Summarization Classroom discussion Collaborative learning Jigsaw method Reciprocal teaching Close Read: highlighting/underlining Concept mapping Questioning Direct instruction Scaffolding Small group learning</p>	<p>Standards based assessments and i-Ready tools monthly</p>	<p>Level 2 on i-Ready progress monitoring or consistently scoring 40-60% on standards based assessment</p>	<p>Level 1 on i-Ready progress monitoring or consistently scoring below 40% on standards based assessment</p>
	<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p>			
<p>Number of times a week intervention provided</p>	<p align="center">5x</p>	<p>Number of minutes per intervention session</p>	<p align="center">50 minutes</p>	

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

Review data to determine and identify areas of needed improvement. Monthly data chats will be conducted with departments and lead team will continually review progress monitoring data and consider whether there was instructional fidelity. Coaching, PD, and alternate instructional methods/strategies/curriculum may be considered if data demonstrates the need for it.

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

i-Ready – promising evidence <https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx>

Learning Strategies – Strategies for intervention were specifically selected based on Hattie’s Visible Learning research and are supported by strong evidence indicating they have the potential to accelerate or the potential to considerably accelerate student achievement. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

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

Instruction is modified for students who receive instruction through distance learning by providing students with a Chromebook for home use, then giving assignments through Canvas. Live instruction and/or prerecorded instructional videos are viable options that can be utilized via Google Meets and linked with students via Canvas as well. Teachers will review progress and provide support virtually through calls, virtual meets, or additional online assigned lessons, as necessary.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9 - 12

IF:

Student meets the following criteria at beginning of school year:
 Student received a level 3 or higher on the 2019 FSA ELA assessment or was on grade level according to the I-Ready assessment results provided by the feeder middle school for the 2019-2020 school year.

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.

Tier 1 students will receive instruction based on the curriculum provided by CollegeBoard for Pre-AP English 1 and English II courses. CollegeBoard courses contain the following content and focus skills in all units: close reading, evidence-based writing, vocabulary in context, precise language, and collaborative communication. <https://apcentral.collegeboard.org/about-ap/start-grow-ap/start-ap/how-your-school-can-offer-ap/pre-ap>

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria that would prompt addition of Tier 2 interventions

- 1) Pre AP Benchmark Assessments/ 3 times per year
- 2) CommonLit Benchmark Assessments/ 3 times per year
- 3) STAR Assessment/ 3 times per year

- 1) Student will score at least 60% accuracy on assessment
- 2) Student will score at least 60% accuracy on assessment
- 3) Students will read no more than one year below grade level on assessment

- 1) Student scores 59% or below accuracy on any assessment
- 2) Student scores 59% or below accuracy on any assessment
- 3) Student scores more than one year below grade level on any assessment

	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <p>The effectiveness of instruction is monitored via daily instructional observations by reading coach and weekly instructional observations by admin. Instructional strategies used and student data are monitored through weekly department planning meetings and data sessions.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <p>Weekly department meetings are required to review Tier 1 instruction and problem solving. Meetings are attended by ELA team, literacy coach and/or admin.</p>
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <p>Curriculum used in Tier 1 setting is chosen by ELA department. Professional Development is required to ensure curriculum is presented properly. Curriculum is then monitored via lesson plans, observations and through analysis of progress monitoring data.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <p>Weekly department meetings are held to discuss Tier 1 curriculum used, data results from assessments, and provide opportunities to problem solve. Meetings are attended by ELA team, literacy coach and/or admin.</p>
<p><i>How is instruction modified for students who receive instruction through distance learning?</i></p> <p>Instruction is modified for students who receive instruction through distance learning by providing students with a Chromebook for home use, then giving assignments through Canvas, which is used by all classroom teachers. Pre AP, Commonlit, and STAR assessment links are embedded through Canvas, which ensures all students receive the same information/ instruction and assessment opportunities. Live instruction and/or prerecorded instructional videos are viable options that can be utilized via Google Meets and linked with students via Canvas as well. Teachers will review progress and provide support virtually through calls, virtual meets, or additional online assigned lessons, as necessary.</p>		

IF: Student meets the following criteria at beginning of school year:
 Student received a level 1 or 2 on the 2019 FSA ELA assessment or was 2-3 years below grade level according to the I-Ready assessment results provided by the feeder middle school for the 2019-2020 school year.
 The school based Problem Solving Team meets to review all available student data and determine if there is sufficient data evidence to indicate the student needs intervention and what level of intervention (Tier 2 or Tier 3).

THEN: TIER 1 instruction and TIER 2 interventions

TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • 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
	Small group personalized instruction utilizing data from various instructional programs listed below on an as needed basis	Grade level comprehension assessment	Student consistently scores 90% accuracy or above	Student consistently scores between 50% and 89%	Student consistently scores 49% or below
National Geographic Edge (Level B 9th grade and Level C 10th grade)	Grade level comprehension assessment	Student consistently scores 90% accuracy or above	Student consistently scores between 50% and 89%	Student consistently scores 49% or below	
CommonLit	Grade level comprehension assessment	Student consistently scores 90% accuracy or above	Student consistently scores between 50% and 89%	Student consistently scores 49% or below	

	Teengagement	Teengagement Assessment Accelerator monthly	Student consistently scores 90% accuracy or above	Student consistently scores between 50% and 89%	Student consistently scores 49% or below
	USA Test Prep	Teengagement Assessment Accelerator monthly	Student consistently scores 90% accuracy or above	Student consistently scores between 50% and 89%	Student consistently scores 49% or below
	Achieve 3000 2 x's per week/30 minutes	Built in lexile adjustment monthly based on individual data and lexile levelset 3 times per year	Student scores grade level equivalent lexile and is considered to attain mastery on standards	Student provides growth on level set assessment and approaches mastery on standards assessed	Students performance declines on levelset assessment or the monthly lexile adjustment
	Membean vocabulary instruction 2 x's per week/30 minutes	Built in vocabulary instructional adjustment based on individual student data	N/A: program is only used for vocabulary intervention	N/A: program is only used for vocabulary intervention	N/A: program is only used for vocabulary intervention
	Strategies: Graphic organizers Focused note-taking Text annotation AVID critical reading strategies Academic Discussions Close reading strategies Writing to learn strategies Text-Based Writing Explicit Instruction with Modeling Independent reading w/ scaffolded tasks Gradual release model with metacognition strategies Differentiated instruction Small group learning Questioning Summarizing Learning Focused strategies One-to-one instruction with paraprofessional	Grade level comprehension assessment	Student consistently scores 90% accuracy or above	Student consistently scores between 50% and 89%	Student consistently scores 49% or below

<i>Number of times a week intervention provided</i>	5 times per week	<i>Number of minutes per intervention session</i>	50 minutes per day
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>Review data to determine and identify areas needing improvement. Weekly department meetings to review Tier 2 curriculum and instruction, data results from assessments and/or provide opportunities to problem solve. Meetings are attended by reading team, literacy coach and/or admin. All tier 2 intervention classes are monitored daily by literacy coach observations and weekly admin observations. Coaching, PD, and alternate instructional methods/strategies/curriculum may be considered if data demonstrates the need for it.</p>			
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>National Geographic Edge N/A Achieve 3000 - strong evidence https://www.achieve3000.com/about/press-room/press-releases/strong-evidence-largest-effect-student-success/ Commonlit - https://support.commonlit.org/hc/en-us/articles/360038344993-Is-CommonLit-research-based- USA Test Prep – moderate evidence https://www.usatestprep.com/blog/usatestprep-efficacy/Learning-Strategies-intervention-strategies-were-specifically-selected-based-on-Hattie’s-Visible-Learning-research-and-are-supported-by-strong-evidence-indicating-they-have-the-potential-to-accelerate-or-the-potential-to-considerably-accelerate-student-achievement.-https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</p>			
<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p> <p>Instruction is modified for students who receive instruction through distance learning by providing students with a Chromebook for home use, then giving assignments through Canvas, which is used by all classroom teachers. Curriculum and online supplemental program resources such as Achieve3000 or Membean are embedded through Canvas, which ensures all students receive the same information/instruction and assessment opportunities. Live instruction and/or prerecorded instructional videos are viable options that can be utilized via Google Meets and linked with students via Canvas as well for additional tier 2 intervention. Teachers will review progress and provide support virtually through calls, virtual meets, or additional online assigned lessons, as necessary.</p>			

IF: Student meets the following criteria at beginning of school year:
 Student received a level 1 on the 2019 FSA ELA assessment or was 4 or more years below grade level according to the I-Ready assessment results provided by the feeder middle school for the 2019-2020 school year.

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

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional time allotted is in addition to core instruction and tier 2 interventions*

<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
	<i>Assessment & 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>
ALL PROGRAMS IN TIER 3 INTERVENTIONS ARE PRESENTED IN A SMALL GROUP SETTING OR A ONE-ON-ONE SETTING. CLASS SIZE IS 8 STUDENTS OR LESS AND AN ADDITIONAL READING CERTIFIED TEACHER IS PRESENT.	Weekly assessment provided by teacher assessing the skill/standard presented/ reviewed for the week through programs utilized	Continuance with Tier 2 services will be based on the results of all assessments used	Student is showing no progress on assessments
National Geographic Edge (Level B 9th grade and Level C 10th grade)	Grade level comprehension assessment	Student consistently scores 65% accuracy or above	Student consistently scores below 25%
CommonLit	Grade level comprehension assessment	Student consistently scores 65% accuracy or above	Student consistently scores below 25%
Teengagement	Teengagement Assessment Accelerator monthly	Student consistently scores 65% accuracy or above	Student consistently scores below 25%
USA Test Prep	Teengagement Assessment Accelerator monthly	Student consistently scores 65% accuracy or above	Student consistently scores below 25%

Achieve 3000 2 times per week for 30 minutes	Built in lexile adjustment monthly based on individual data and lexile levelset 3 times per year	Students performance shows increase on levelset assessment to grade level equivalent lexile and exhibits mastery on standards taught and assessed	Students performance declines on levelset assessment or the monthly lexile adjustment
Membean vocabulary instruction 2 days per week for 30 minutes	Built in vocabulary instructional adjustment based on individual student data	N/A: program is only used for vocabulary intervention	N/A: program is only used for vocabulary intervention
Strategies: Graphic organizers Focused note-taking Text annotation AVID critical reading strategies Academic Discussions Close reading strategies Writing to learn strategies Text-Based Writing Explicit Instruction with Modeling Independent reading w/ scaffolded tasks Gradual release model with metacognition strategies Differentiated instruction Small group learning Questioning Summarizing Learning Focused strategies One-to-one instruction with paraprofessional	Grade level comprehension assessment	Student consistently scores 65% accuracy or above	Student consistently scores below 25%
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 times per week	Number of minutes per intervention session	50 minutes per day
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?			
Review data to determine and identify areas needing improvement. Weekly department meetings to review Tier 3 curriculum and instruction, data results from assessments and/or provide opportunities to problem solve. Meetings are attended by reading team, literacy coach and/or admin. All tier 2 intervention classes are monitored daily by literacy coach observations and weekly admin			

observations. Coaching, PD, and alternate instructional methods/strategies/curriculum may be considered if data demonstrates the need for it.

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

National Geographic Edge N/A

Achieve 3000 - strong evidence <https://www.achieve3000.com/about/press-room/press-releases/strong-evidence-largest-effect-student-success/>

Commonlit - <https://support.commonlit.org/hc/en-us/articles/360038344993-Is-CommonLit-research-based->

USA Test Prep – moderate evidence [https://www.usatestprep.com/blog/usatestprep-efficacy/Learning-Strategies - Intervention strategies were specifically selected based on Hattie’s Visible Learning research and are supported by strong evidence indicating they have the potential to accelerate or the potential to considerably accelerate student achievement. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/](https://www.usatestprep.com/blog/usatestprep-efficacy/Learning-Strategies-Intervention-strategies-were-specifically-selected-based-on-Hattie's-Visible-Learning-research-and-are-supported-by-strong-evidence-indicating-they-have-the-potential-to-accelerate-or-the-potential-to-considerably-accelerate-student-achievement.-https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/)

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