Gilchrist 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	Krista Perryman	Director of Elementary Education	perrymank@mygcsd.org	352-463-3200

Responsibility	Name	Title	Email	Phone
Elementary ELA	Krista Perryman	Director of Elementary Education	perrymank@mygcsd.org	352-463-3200
Secondary ELA	Linda Gartin	Director of Secondary Education	gartinl@mygcsd.org	352-463-3200
Reading Endorsement	Billie Jo Bible	Director of Human Resources	bibleb@mygcsd.org	352-463-3200
Reading Curriculum	Krista Perryman	Director of Elementary Education	perrymank@mygcsd.org	352-463-3200
Professional Development	Krista Perryman	Director of Elementary Education	perrymank@mygcsd.org	352-463-3200
Assessment	Darby Allen	Assistant Superintendent	allend@mygcsd.org	352-463-3200
Data Element	Evelyn Barratt	Director of MIS	barratte@mygcsd.org	352-463-3200
Summer Reading Camp	Krista Perryman	Director of Elementary Education	perrymank@mygcsd.org	352-463-3200
3rd Grade Promotion	Krista Perryman	Director of Elementary Education	perrymank@mygcsd.org	352-463-3200

Plan Information

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

> Every year, we hold a three day Summer Instructional Leadership work session where we bring all school level administrators together with the whole district instructional team. The K-12 Reading Plan will be reviewed in great detail at that time. This will be both the method for communicating the contents as well as helping school level administrators know their responsibilities within the plan. During this time, we will also determine the exact method of dissemination for coaches, teachers, and families. However, coaches will definitely receive training on the content of the plan before teachers return to school. Adjustments will be made after these two meetings if needed based on feedback from administrators and coaches. Teachers will receive the information during pre-planning at each school. Families will be given the information and the link to the document during Open House or within the first month of school.

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?
Oral language	Teachers observe students for possible signs of an oral language deficiency. Students will be identified by teacher observation and/or FLKRS results (kg only) for further evaluation. Those students identified as having a possible concern will have a formal language screener conducted. During the language screener, data will be collected indicating whether the child may or may not have limited language development.	Formative – teacher observation If the formative observation provides any reason for concern, then the student will be given a language screener and/or referred to a language therapist for a formal language screener.	Teachers observe students in kindergarten and first grade for possible signs of an oral language deficit during regular classroom interaction. Screener is completed by a language therapist on a one-on-one basis.	Continuously (as needed)
Phonological awareness	i-Ready grade level placement scale in conjunction with an overall scale score that combines all scores into one numeric measure.	Diagnostic	Diagnostic is administered to all students in a "testing atmosphere."	August/September December/January May
Phonics	i-Ready grade level placement scale in conjunction with an overall scale score that combines all scores into one numeric measure.	Diagnostic	Diagnostic is administered to all students in a "testing atmosphere."	August/September December/January May
Fluency	Words per minute on grade level text	Formative	Teachers assess each student individually to determine fluency.	August/September December/January May
Vocabulary	i-Ready grade level placement scale in conjunction with an overall scale score that combines all scores into one numeric measure.	Diagnostic	Diagnostic is administered to all students in a "testing atmosphere."	August/September December/January May
Comprehension	i-Ready grade level placement scale in conjunction with an overall scale score that combines all scores into one numeric measure.	Diagnostic	Diagnostic is administered to all students in a "testing atmosphere."	August/September December/January May

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
iReady Diagnostic	i-Ready overall scale score which includes a grade level placement for each of the following domains: phonological awareness, phonics, high frequency words, vocabulary, comprehension of literature, and comprehension of informational text	Diagnostic/Progress Monitoring	Online assessment	3 times per year (August/January/May)
Achieve3000	Lexile Scores	Progress Monitoring	Online assessment	3 times per year (August/January/May)

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*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?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
The district has Instructional Team Meetings monthly including school level administrators and district level administrators. All data is reviewed during these Instructional Team Meetings as soon as it is available, but not less than monthly. Plans are made at the Instructional Team Meetings to review data formally with individual teachers or teams of teachers as needed.	Define the problem (in terms of a measurable goal). Analyze the problem and all relevant data attempting to determine why the goal is not being attained. Explore options. Determine and implement an intervention plan and when/how the plan will be evaluated for effectiveness. Evaluate the plan for effectiveness.	The district runs data down to the building and classroom level and also requires administrators to report on all data at this level. During the Instructional Team Meeting, the district and school-level administrators will share any unusual findings if they haven't already been discovered.	The district level administrative team meets with individual principals to ensure that the K-12 Plan is being implemented in an explicit manner. If it is found that it is not being implemented, this would be an individual conversation with a principal. The principal would be expected to meet with the teacher/grade level of concern to correct the problem and develop a plan to evaluate the effectiveness of this implementation.	District Instructional Team (Assistant Superintendent, Director or Secondary Education and the Director of Elementary Education)

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	Principal	Faculty Meetings and/or Grade Level Meetings	Collected weekly, compiled monthly	Faculty Meetings and/or Grade Level Meetings Principal/Administrators Instructional Team Meetings	Monthly Principals/Administrators District Instructional Team
Data chats	Principal	Faculty Meetings and/or Grade Level Meetings	Progress Monitoring Data (three times per year) Classroom level data – three times per year after each quarter	Faculty Meetings and/or Grade Level Meetings Principal/Administrators Teachers Instructional Team Meetings	Monthly by Principal/Administrators and the District Instructional Team
Reading Leadership Team per 6A-6.053(3) F.A.C.	Reading Coaches	Faculty Meetings and/or Grade Level Meetings	Every other month	Faculty Meetings and/or Grade Level Meetings Principal/Administrators Instructional Team Meetings	Every other month Principal/Administrators District Instructional Team
Monitoring of plan implementation	Principal and Reading Coach	Faculty Meetings and/or Grade Level Meetings	Monthly	Coach/Admin meetings Reading Coaches and/or Administrators Instructional Team Meetings	Monthly Principal/Administrators Reading Coach District Instructional Team
Other: (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?
Define the problem (in terms of a measurable goal). Analyze the problem and all relevant data attempting to determine why the goal is not being attained. Explore options. Determine and implement an intervention plan and when/how the plan will be evaluated for	The district level administrative team meets with individual principals to ensure that the K-12 Plan is being implemented in an explicit manner. If it is found that it is not being implemented, this would be an individual conversation with a principal with the expectation that the principal meets with the teacher/grade level of concern to	Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report includes the implementation of the K-12 reading plan. If a problem is determined by the District Instructional Team or the Principal, the district team will work directly with the

effectiveness. Evaluate the plan for effectiveness.

This process takes place when evaluating the implementation of the reading plan as well as interventions. | correct the problem. During the conversation, a course of action would be determined as well as a follow up method to evaluate the results. | principal to identify and solve the problem. The district will also require the school to report back once the problem has been corrected OR within a month to report on the progress made thus far. |

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	Summer Instructional Leadership Meetings	Monthly meetings with Reading Coach and participation in the trainings when possible	Monthly Instructional Team Report	District Instructional Team and other principals	Assistant Superintendent, Director of Secondary Education, and/or Director of Elementary Education
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Summer Instructional Leadership Meetings	Monthly meetings with Reading Coach and participation in the trainings when possible	Monthly Instructional Team Report	District Instructional Team and other principals	Assistant Superintendent, Director of Secondary Education, and/or Director of Elementary Education
Identification of mentor teachers	Summer Instructional Leadership Meetings	Monthly meetings or activities with mentor teachers and/or mentees	Monthly Instructional Team Report	District Instructional Team and other principals	Assistant Superintendent, Director of Secondary Education, and/or Director of Elementary Education
Establishing of model classrooms within the school	Summer Instructional Leadership Meetings	Weekly reading walkthroughs. classroom observations, and reported data	Monthly Instructional Team Report	District Instructional Team and other principals	Assistant Superintendent, Director of Secondary Education, and/or Director of Elementary Education
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Summer Instructional Leadership Meetings	Monthly through calendar development	Monthly Instructional Team Report	District Instructional Team and other principals	Assistant Superintendent, Director of Secondary Education, and/or Director of Elementary Education

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	Summer Instructional Team Meetings	Weekly reading walkthroughs and classroom observations	Master Schedule including reading schedules and Monthly Instructional Team Reports	Assistant Superintendent and Director of Elementary Education	August and January
Small group differentiated instruction in order to meet individual student needs	Summer Instructional Team Meetings	Weekly reading walkthroughs and classroom observations	Master Schedule including reading schedules and Monthly Instructional Team Reports	Assistant Superintendent and Director of Elementary Education	August and January

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?

Because our Research-Based Reading Instruction Allocation will not cover the personnel (not to mention materials and professional development) needed to fully implement the expectations of the K-12 Reading Plan, we use other funds to supplement the allocation to fully fund our reading program district wide. This includes the use of General funds and Title funds. Because we only have four schools, we hire a qualified reading coach at all four schools along with certified reading teachers. In addition, we hire K-2 interventionists at each elementary school.

*To help fund our reading program, we provide the following staff in addition to regular classroom teachers (already provided by the general budget):

Reading Coach – one at each school (two middle/high schools and two elementary schools)

Reading Teachers – three at each middle/high school

Interventionists – one at each elementary school

Support Facilitators – one at each school

We also provide (outside the reading allocation) intervention programs and materials to all grades, professional development, help for teachers trying to earn their endorsement, and we fund 3rd grade reading camp. This summer, we are also funding camp for upcoming 5th graders.
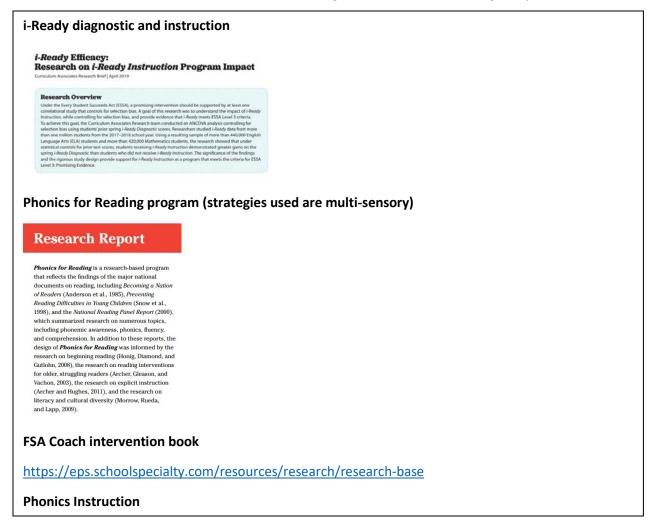
We have purchased iready supplemental materials and utilize the progress monitoring to identify early literacy deficiencies in K-3. We also use i-ready for Tier 2 and Tier 3 interventions in K-3.

Reading Allocation Budget Item	Amount
*please see the notes above in reference to the funding of our reading program	
Estimated proportional share distributed to district charter	
District expenditures on reading coaches assigned to elementary schools	$63,339
District expenditures on reading coaches assigned to secondary schools	$79,539
District expenditures on intervention teachers assigned to elementary schools	*
District expenditures on intervention teachers assigned to secondary schools (**we call these reading teachers, but they provide interventions**)	$19,769*
District expenditures on supplemental materials or interventions for elementary schools	$37,000
District expenditures on supplemental materials or interventions for secondary schools	*
District expenditures on professional development	*
District expenditures on helping teachers earn the reading endorsement	*
District expenditures on summer reading camps	$30,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	n/a
Flexible Categorical Spending	
Sum of Expenditures	$229,647
Amount of District Research-Based Reading Instruction Allocation	$229,647

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?

i-Ready diagnostic and instruction

i-Ready Efficacy:
Research on *i-Ready Instruction* Program Impact
Curriculum Associates Research Brief | April 2019

Research Overview
Under the Every Student Succeeds Act (ESSA), a promising intervention should be supported by at least one correlational study that controls for selection bias. A goal of this research was to understand the impact of *i-Ready Instruction*, while controlling for selection bias, and provide evidence that *i-Ready* meets ESSA Level 3 criteria. To achieve this goal, the Curriculum Associates Research team conducted an ANCOVA analysis controlling for selection bias using students' prior spring *i-Ready Diagnostic* scores. Researchers studied *i-Ready* data from more than one million students from the 2017–2018 school year. Using a resulting sample of more than 440,000 English Language Arts (ELA) students and more than 420,000 Mathematics students, the research showed that under statistical controls for prior test scores, students receiving *i-Ready Instruction* demonstrated greater gains on the spring *i-Ready Diagnostic* than students who did not receive *i-Ready Instruction*. The significance of the findings and the rigorous study design provide support for *i-Ready Instruction* as a program that meets the criteria for ESSA Level 3: Promising Evidence.

Phonics for Reading program (strategies used are multi-sensory)

Research Report

Phonics for Reading is a research-based program that reflects the findings of the major national documents on reading, including *Becoming a Nation of Readers* (Anderson et al., 1985), *Preventing Reading Difficulties in Young Children* (Snow et al., 1998), and the *National Reading Panel Report* (2000), which summarized research on numerous topics, including phonemic awareness, phonics, fluency, and comprehension. In addition to these reports, the design of *Phonics for Reading* was informed by the research on beginning reading (Honig, Diamond, and Gutlohn, 2008), the research on reading interventions for older, struggling readers (Archer, Gleason, and Vachon, 2003), the research on explicit instruction (Archer and Hughes, 2011), and the research on literacy and cultural diversity (Morrow, Rueda, and Lapp, 2009).

FSA Coach intervention book

https://eps.schoolspecialty.com/resources/research/research-base

Phonics Instruction

Will students in grades other than 3 be served also? Yes ⊠ No ☐
If yes, which grade levels? 4th graders entering 5th grade (or possibly being retained in 4th)

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).

Our performance data from the 2019 FSA Assessment follows:

Reading Performance Data – 2019 FSA			
School	Proficiency (3 or above)	Learning Gains	Learning Gains of the Lowest 25%
THS	64%	57%	47%
BHS	63%	58%	49%
BES	71%	71%	59%
TES	72%	73%	63%

The data within this chart clearly indicates that the two high schools have the greatest need. However, we also know that ensuring K-3 students are proficient readers is a priority. Therefore, we have placed a reading coach at all four schools. Please see the budget information for who was paid with the reading allocation vs other funding within the district.

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?

Principals and district staff will be informed during our upcoming Summer Leadership Team Meetings. Coaches will be informed during our Back to School Coaches meeting before teachers return. Teachers will be informed during pre-planning at a school-wide faculty meeting where the K-12 Reading Plan will be reviewed with all.

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

The District Leadership Team is monitoring this; coaches can talk to school-level administration and/or district-level administration if these requirements are not being followed.

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:
  - o the major reading components, as needed, based on an analysis of student performance data
  - o administration and analysis of instructional assessments
  - o 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

How are these requirements being communicated to principals?	How are coaches recording their time and tasks?	Who at the district level is monitoring this?	How often is the data being reviewed?	What problem-solving steps are in place for making decisions based on the data?
Summer Instructional Leadership Meetings	Monthly time logs/lesson plans	Director of Elementary Education	Monthly	Identify the problem and identify barriers to a positive outcome. Then problem solve to create a feasible solution to the problem. Coaches and/or Principals will be required to report back to the District Instructional Team if a plan of action is put into place for changes.

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

GRADES K-3

	Curriculum, Instruction, and Assessment Decision Tree
**Grade Level(s):** Kindergarten to 3rd Grade

IF:	Student meets the following criteria at beginning of school year: • Kg only – FLKRS – Transitional Readers (675-774) and Probable Readers (775-900) • K-3 – i-Ready placement of "on or above grade level" • Stanford 10 – at or above the 40th percentile If the student meets all the criteria, he/she will automatically be considered Tier 1 only UNLESS the teacher recommends otherwise based on classroom assessments and observations. If a student meets 1/3, 2/3, or 1/2 criteria, the problem-solving team will use teacher observation and classroom performance to determine if Tier 1 is an appropriate placement.
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.*** Houghton Mifflin Harcourt – Journeys McGraw Hill - Open Court Phonics - i-Ready Diagnostic and Instruction Ready Reading (LAFS workbook) i-Ready: In fall 2018 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Using i-Ready Diagnostic data from more than one million students who took the i-Ready Diagnostic in the 2017–2018 academic year, our Research team found that students using i-Ready Instruction experienced greater learning gains than students who did not use the program. These results indicate that i-Ready Instruction is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. Furthermore, because this study yielded favorable results controlling for selection bias for Grades 1–8, it provides evidence that **i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence**, with favorable effects. Systematic and explicit phonics instruction has an effect size of 0.7 according to Hattie, which means it does have a positive effect.

Journeys: One study evaluated Journeys in grades K-2. The study found statistically significant positive effects on ITBS scales averaging an effect size of +0.14, compared to control groups. This qualified Journeys for the ESSA "Strong" category.

ESSA defines four categories of research evidence for an effective program. Under ESSA, a Level 3 program should be supported by at least one correlational study that controls for selection bias. The results of this study satisfy ESSA's Level 3 requirements by demonstrating that Ready schools outperform schools without Ready with statistical significance and while controlling for selection bias.

Progress Monitoring		
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
i-Ready diagnostic – three times per year	Student scores at or above grade level on the diagnostic.	Student scores below grade level or begins to show evidence of struggling on daily lessons within the online instructional piece or in the classroom. Then, a child would be referred to the child study team for consideration of Tier 2 interventions in addition to Tier 1.
Classroom assessments weekly or bi-weekly	Student continues to perform on average or higher (A, B, or C).	D or F on classroom assessments
How is the effectiveness of Tier 1 instruction being monitored? Instruction will be monitored through the reading walkthroughs as well as regular teacher observation data completed by administrators.	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* Administrators will share and analyze their walkthrough/observation data at the school level and also at the district level. This process will help to identify problems. The school and district level instructional teams will help to solve problems to improve effectiveness. This includes assigning administrators or reading coaches to assist teachers in need of instructional improvement.	
How is the effectiveness of Tier 1 curriculum being monitored? Tier 1 is believed to be effective if 75% to 80% of students are successful at reaching the on grade level thresholds on progress monitoring. It is monitored through the analysis of data when diagnostic scores and/or classroom data are available.	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* Diagnostic data is analyzed by domain (phonological awareness, phonics, vocabulary, comprehension, and fluency) to determine if our Tier 1 instruction is weak in any specific area. Classroom level data is analyzed to determine Tier 1 effectiveness. Reading Coaches help to solve problems related to curriculum effectiveness by working with individual teachers or teams to supplement the core instructional materials.	

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How is instruction modified for students who receive instruction through distance learning?

In case of School Closures: Teachers preparing for distance learning are instructed to attempt to replicate what would happen in the classroom to the extent possible to encourage instruction on the standard that "matches" what would happen in traditional school. Most modifications include more online learning.

For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Gilchrist's MyDistrict Virtual School. The MyDistrict teachers are employed by NEFEC, and the K-12 curriculum is utilized for courses offered in grades K-5.

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IF:	Student meets the following criteria at beginning of school year: • FLKRS (Kg only) – Late Emergent Readers (488-674) • i-Ready – up to one grade level below (yellow) • Stanford 10 – 30th- 39th percentile If the student meets 1/3 or 2/3 (or ½ for non-kg), the student will be referred to the problem solving team to make an appropriate placement for the student. Classroom observation and performance may play a role in the problem solving process.
THEN:	**TIER 1 instruction and TIER 2 interventions**

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<td rowspan="2">TIER 1 instruction and TIER 2 interventions</td>
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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)*

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TIER 2 Programs/Materials/Strategies & Duration

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<td>Assessment & Frequency</td>
<td>Performance Criteria to discontinue Tier 2 intervention</td>
<td>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</td>
<td>Performance Criteria that would prompt addition of Tier 3 interventions</td>
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i-Ready diagnostic and instructional pathway (for remediation purposes)	i-Ready percentage of lessons passed – monthly PLUS diagnostic three times per year	Student diagnostic score on or above grade level OR classroom data and teacher observation heavily supports the change	Student diagnostic score remains one level below the current grade level or the student's classroom data does not support moving away from Tier 2	Student diagnostic score is more than one grade level below (red) or the student's classroom data and teacher observation indicates the need for more intensive interventions
COMPREHENSION: Re-Teach or Pre-Teach Houghton Mifflin Harcourt Journeys Intervention materials in small group (Hatties = 0.47)	Cold comprehension checks – monthly average	70% or higher on cold comps PLUS student diagnostic score on or above grade level OR classroom data and teacher observation heavily supports the change	Less than 70% on cold comps and student diagnostic score remains one level below the current grade level or the student's classroom data does not support moving away from Tier 2	Student diagnostic score is more than one grade level below (red) or the student's classroom data and teacher observation indicates the need for more intensive interventions
PHONICS (Hatties = 0.7): Re-Teach or Pre-Teach McGraw Hill Open Court phonics intervention materials in small group (Hatties = 0.47)	Phonics assessments – monthly average	70% or higher on assessment PLUS student diagnostic score on or above grade level OR classroom data and teacher observation heavily supports the change	Less than 70% on assessment and student diagnostic score remains one level below the current grade level or the student's classroom data does not support moving away from Tier 2	Student diagnostic score is more than one grade level below (red) or the student's classroom data and teacher observation indicates the need for more intensive interventions
FCRR activities in small group	Monthly assessment on phonics or skills	70% or higher on assessment PLUS student diagnostic score on or above grade	Less than 70% on assessment and student diagnostic score remains one level below the current grade	Student diagnostic score is more than one grade level below (red) or

			level OR classroom data and teacher observation heavily supports the change	level or the student's classroom data does not support moving away from Tier 2	the student's classroom data and teacher observation indicates the need for more intensive interventions
Phonics for Reading – phonics instruction (Hatties = 0.7)	Monthly "lesson" check	70% or higher on assessment PLUS student diagnostic score on or above grade level OR classroom data and teacher observation heavily supports the change	Less than 70% on assessment and student diagnostic score remains one level below the current grade level or the student's classroom data does not support moving away from Tier 2	Student diagnostic score is more than one grade level below (red) or the student's classroom data and teacher observation indicates the need for more intensive interventions	

Number of times a week intervention provided	2-3	***Number of minutes per intervention session***	15-30

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

Data analysis of intervention data is a continuous process for the MTSS team (Guidance, Reading Coach, administrator, teachers). Analysis of Tier 2 interventions take place monthly. Tier 2 interventions are observed for fidelity and alignment with standards through weekly reading walkthroughs, classroom observations, and anecdotal data collected by reading coaches and teachers.

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

In fall 2018 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Using i-Ready Diagnostic data from more than one million students who took the i-Ready Diagnostic in the 2017–2018 academic year, our Research team found that students using i-Ready Instruction experienced greater learning gains than students who did not use the program. These results indicate that i-Ready Instruction is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. Furthermore, because this study yielded favorable results controlling for selection bias for Grades 1–8, it provides evidence that **i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence**, with favorable effects.

	Small group instruction and the explicit teaching of phonics have each proven to have an effect size greater than the average effect of 0.4 according to Hattie's Research.
	How are Tier 2 interventions modified for students who receive interventions through distance learning? In case of School Closures: Teachers preparing for distance learning are instructed to attempt to replicate what would happen in the classroom to the extent possible to encourage instruction on the standard that "matches" what would happen in traditional school. Most modifications include more online learning. This includes providing Tier 2 interventions primarily through the i-Ready platform. For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Gilchrist's MyDistrict Virtual School. The MyDistrict teachers are employed by NEFEC, and the K-12 curriculum is utilized for courses offered in grades K-5.

IF:	Student meets the following criteria at beginning of school year: • FLKRS (KG ONLY) – Early Emergent Readers (300-487) • I-Ready – more than one grade level below current grade level (red) • Stanford 10 below the 30th percentile If the student meets 1/3 or 2/3 (or ½ for non-kg), the student will be referred to the problem solving team to make an appropriate placement for the student. Classroom observation and performance may play a role in the problem solving process.
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

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*
Really Great Reading (Phonics program – Hatties = 0.7)	Lesson assessment every ten days	Student diagnostic score is no more than one grade level below the current grade level and intervention assessment scores are 70% or higher	Student shows no growth in diagnostic score and/or intervention assessment scores are consistently below 70%
COMPREHENSION: Re-Teach or Pre-Teach Houghton Mifflin Harcourt Journeys Intervention materials in small group (Hatties = 0.47)	Lesson assessment every ten days	Student diagnostic score is no more than one grade level below the current grade level and	Student shows no growth in diagnostic score and/or intervention assessment scores

(left vertical label: TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions)

			intervention assessment scores are 70% or higher	are consistently below 70%
	PHONICS (Hatties = 0.7): Re-Teach or Pre-Teach McGraw Hill Open Court phonics intervention materials in small group (Hatties = 0.47)	Lesson assessment every ten days	Student diagnostic score is no more than one grade level below the current grade level and intervention assessment scores are 70% or higher	Student shows no growth in diagnostic score and/or intervention assessment scores are consistently below 70%
	FCRR activities in small group	Lesson assessment every ten days	Student diagnostic score is no more than one grade level below the current grade level and intervention assessment scores are 70% or higher	Student shows no growth in diagnostic score and/or intervention assessment scores are consistently below 70%
	Phonics for Reading – phonics instruction (Hatties = 0.7)	Lesson assessment every ten days	Student diagnostic score is no more than one grade level below the current grade level and intervention assessment scores are 70% or higher	Student shows no growth in diagnostic score and/or intervention assessment scores are consistently below 70%
	Hearbuilder	Lesson assessment every ten days	Student diagnostic score is no more than one grade level below the current grade level and intervention assessment scores are 70% or higher	Student shows no growth in diagnostic score and/or intervention assessment scores are consistently below 70%

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	2-5	*Number of minutes per intervention session*	15-30

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Data analysis of intervention data is a continuous process for the MTSS team (Guidance, Reading Coach, administrator, teachers). Analysis of Tier 3 interventions take place monthly even though data is collected every ten days in the intervention. Tier 3 interventions are observed for fidelity and alignment with standards through weekly reading walkthroughs, classroom observations, and anecdotal data collected by reading coaches and teachers.

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

In fall 2018 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Using i-Ready Diagnostic data from more than one million students who took the i-Ready Diagnostic in the 2017–2018 academic year, our Research team found that students using i-Ready Instruction experienced greater learning

gains than students who did not use the program. These results indicate that i-Ready Instruction is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. Furthermore, because this study yielded favorable results controlling for selection bias for Grades 1–8, it provides evidence that **i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence**, with favorable effects.

Small group instruction and the explicit teaching of phonics have each proven to have an effect size greater than the average effect of 0.4 according to Hattie's Research.

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

In case of School Closures: Teachers preparing for distance learning are instructed to attempt to replicate what would happen in the classroom to the extent possible to encourage instruction on the standard that "matches" what would happen in traditional school. Most modifications include more online learning. This includes providing Tier 2 interventions primarily through the i-Ready platform. For Tier 3 interventions, teachers (including reading coaches, classroom teachers, interventionists, and support facilitators) would contact parents/students one-on-one or in small groups to provide intervention via zoom, Microsoft Teams, or another video conferencing platform.

For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Gilchrist's MyDistrict Virtual School. The MyDistrict teachers are employed by NEFEC, and the K-12 curriculum is utilized for courses offered in grades K-5.

Grades 4-5

Curriculum, Instruction, and Assessment Decision Tree
Grade Level(s): 4th and 5th
IF: Student meets the following criteria at beginning of school year: • i-Ready placement of "on or above grade level" • FSA Level 3, 4, or 5 Students who meet one, but not the other will be referred to the problem-solving team. The team will use teacher observation and classroom performance to determine if Tier 1 is an appropriate placement. Students who score at exactly Level 3 will be considered carefully. In the absence of FSA scores, the i-Ready placement along with classroom performance data will be considered.
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.

Houghton Mifflin Harcourt – Journeys
McGraw Hill - Open Court Phonics -
i-Ready Diagnostic and Instruction
Ready LAFS workbook

In fall 2018 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Using i-Ready Diagnostic data from more than one million students who took the i-Ready Diagnostic in the 2017–2018 academic year, our Research team found that students using i-Ready Instruction experienced greater learning gains than students who did not use the program. These results indicate that i-Ready Instruction is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. Furthermore, because this study yielded favorable results controlling for selection bias for Grades 1–8, it provides evidence that **i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence**, with favorable effects.

Systematic and explicit phonics instruction has an effect size of 0.7 according to Hattie, which means it does have a positive effect.

Journeys: One study evaluated Journeys in grades K-2. The study found statistically significant positive effects on ITBS scales averaging an effect size of +0.14, compared to control groups. This qualified Journeys for the ESSA "Strong" category. Although Journeys has not been studied 3-5, we have found it to be weak in many areas. The program was developed during the conversion of Florida to common core like standards. We know the program is not ideal, which is why our coaches and teachers have created supplemental standards-based materials to supplement it. Unfortunately, this is our state adopted, core program.

ESSA defines four categories of research evidence for an effective program. Under ESSA, a Level 3 program should be supported by at least one correlational study that controls for selection bias. The results of this study satisfy ESSA's Level 3 requirements by demonstrating that Ready schools outperform schools without Ready with statistical significance and while controlling for selection bias.

Progress Monitoring		
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
i-Ready diagnostic – three times per year	Student scores at or above grade level on the diagnostic.	Student scores below grade level or begins to show evidence of struggling on daily lessons within the online instructional piece or in the classroom. Then, a child would be referred to the child study team for consideration of Tier

		2 interventions in addition to Tier 1.
Classroom assessments weekly or bi-weekly	Student continues to perform on average or higher (A, B, or C).	D or F on classroom assessments

How is the effectiveness of Tier 1 instruction being monitored? Instruction will be monitored through the reading walkthroughs as well as regular teacher observation data completed by administrators.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** Administrators will share and analyze their walkthrough/observation data at the school level and also at the district level. This process will help to identify problems. The school and district level instructional teams will help to solve problems to improve effectiveness. This includes assigning administrators or reading coaches to assist teachers in need of instructional improvement.
How is the effectiveness of Tier 1 curriculum being monitored? Tier 1 is believed to be effective if 75% to 80% of students are successful at reaching the on grade level thresholds on progress monitoring. It is monitored through the analysis of data when diagnostic scores and/or classroom data are available.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Diagnostic data is analyzed by domain (phonological awareness, phonics, vocabulary, comprehension, and fluency) to determine if our Tier 1 instruction is weak in any specific area. Classroom level data is analyzed to determine Tier 1 effectiveness. Reading Coaches help to solve problems related to curriculum effectiveness by working with individual teachers or teams to supplement the core instructional materials.

How is instruction modified for students who receive instruction through distance learning?

In case of School Closures: Teachers preparing for distance learning are instructed to attempt to replicate what would happen in the classroom to the extent possible to encourage instruction on the standard that "matches" what would happen in traditional school. Most modifications include more online learning.

For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Gilchrist's MyDistrict Virtual School. The MyDistrict teachers are employed by NEFEC, and the K-12 curriculum is utilized for courses offered in grades K-5.

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

<table>
<tr><td>IF:</td><td>Student meets the following criteria at beginning of school year:
• FSA level 2 and level 3 students in need of additional support
• i-Ready – up to one grade level below (yellow)

If the student meets one of the criteria, but not the other, the student will be referred to the problem solving team to make an appropriate placement for the student. Classroom observation and performance may play a role in the problem solving process.</td></tr>
<tr><td>THEN:</td><td>TIER 1 instruction and TIER 2 interventions</td></tr>
</table>

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 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*
i-Ready diagnostic and instructional pathway (for remediation purposes)	i-Ready percentage of lessons passed – monthly PLUS diagnostic three times per year	Student diagnostic score on or above grade level OR classroom data and teacher observation heavily supports the change	Student diagnostic score remains one level below the current grade level or the student's classroom data does not support moving away from Tier 2	Student diagnostic score is more than one grade level below (red) or the student's classroom data and teacher observation indicates the need for more intensive interventions
COMPREHENSION: Re-Teach or Pre-Teach Houghton Mifflin Harcourt Journeys Intervention materials in small group (Hatties = 0.47)	Cold comprehension checks – monthly average	70% or higher on cold comps PLUS student diagnostic score on or above grade level OR classroom data and teacher	Less than 70% on cold comps and student diagnostic score remains one level below the current grade level or the student's classroom data	Student diagnostic score is more than one grade level below (red) or the student's classroom data and

		observation heavily supports the change	does not support moving away from Tier 2	teacher observation indicates the need for more intensive interventions
Phonics for Reading – phonics instruction (Hatties = 0.7)	Monthly "lesson" check	70% or higher on assessment PLUS student diagnostic score on or above grade level OR classroom data and teacher observation heavily supports the change	Less than 70% on assessment and student diagnostic score remains one level below the current grade level or the student's classroom data does not support moving away from Tier 2	Student diagnostic score is more than one grade level below (red) or the student's classroom data and teacher observation indicates the need for more intensive interventions

Number of times a week intervention provided	2-3	*Number of minutes per intervention session*	15-30

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

Data analysis of intervention data is a continuous process for the MTSS team (Guidance, Reading Coach, administrator, teachers). Analysis of Tier 2 interventions take place monthly. Tier 2 interventions are observed for fidelity and alignment with standards through weekly reading walkthroughs, classroom observations, and anecdotal data collected by reading coaches and teachers.

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

In fall 2018 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Using i-Ready Diagnostic data from more than one million students who took the i-Ready Diagnostic in the 2017–2018 academic year, our Research team found that students using i-Ready Instruction experienced greater learning gains than students who did not use the program. These results indicate that i-Ready Instruction is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. Furthermore, because this study yielded favorable results controlling for selection bias for Grades 1–8, it provides evidence that **i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence**, with favorable effects.

Small group instruction and the explicit teaching of phonics have each proven to have an effect size greater than the average effect of 0.4 according to Hattie's Research.

	How are Tier 2 interventions modified for students who receive interventions through distance learning? In case of School Closures: Teachers preparing for distance learning are instructed to attempt to replicate what would happen in the classroom to the extent possible to encourage instruction on the standard that "matches" what would happen in traditional school. Most modifications include more online learning. This includes providing Tier 2 interventions primarily through the i-Ready platform. For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Gilchrist's MyDistrict Virtual School. The MyDistrict teachers are employed by NEFEC, and the K-12 curriculum is utilized for courses offered in grades K-5.

IF:	Student meets the following criteria at beginning of school year: • FSA score of level 1 • I-Ready – more than one grade level below current grade level (red) If the student meets one of the criteria, but not the other, the student will be referred to the problem solving team to make an appropriate placement for the student. Classroom observation and performance may play a role in the problem solving process.
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

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*
COMPREHENSION: Re-Teach or Pre-Teach Houghton Mifflin Harcourt Journeys Intervention materials in small group (Hatties = 0.47)	Lesson assessment every ten days	Student diagnostic score is no more than one grade level below the current grade level and intervention assessment scores are 70% or higher	Student shows no growth in diagnostic score and/or intervention assessment scores are consistently below 70%
Phonics for Reading – phonics instruction (Hatties = 0.7)	Lesson assessment every ten days	Student diagnostic score is no more than one grade level below the current grade level and intervention assessment scores are 70% or higher	Student shows no growth in diagnostic score and/or intervention assessment scores are consistently below 70%

Vertical label (left column): TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Small group instruction using i-Ready LAFS workbooks, Toolbox, or other supporting i-Ready materials	Lesson assessment every ten days	Student diagnostic score is no more than one grade level below the current grade level and intervention assessment scores are 70% or higher	Student shows no growth in diagnostic score and/or intervention assessment scores are consistently below 70%

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	2-5	*Number of minutes per intervention session*	15-30

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

Data analysis of intervention data is a continuous process for the MTSS team (Guidance, Reading Coach, administrator, teachers). Analysis of Tier 3 interventions take place monthly even though data is collected every ten days in the intervention. Tier 3 interventions are observed for fidelity and alignment with standards through weekly reading walkthroughs, classroom observations, and anecdotal data collected by reading coaches and teachers.

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

In fall 2018 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Using i-Ready Diagnostic data from more than one million students who took the i-Ready Diagnostic in the 2017–2018 academic year, our Research team found that students using i-Ready Instruction experienced greater learning gains than students who did not use the program. These results indicate that i-Ready Instruction is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. Furthermore, because this study yielded favorable results controlling for selection bias for Grades 1–8, it provides evidence that **i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence**, with favorable effects.

Small group instruction and the explicit teaching of phonics have each proven to have an effect size greater than the average effect of 0.4 according to Hattie's Research.

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

In case of School Closures: Teachers preparing for distance learning are instructed to attempt to replicate what would happen in the classroom to the extent possible to encourage instruction on the standard that "matches" what would happen in traditional school. Most modifications include more online learning. This includes providing Tier 2 interventions primarily through the i-Ready platform. For Tier 3 interventions, teachers (including reading coaches, classroom teachers, interventionists, and support facilitators) would contact parents/students one-on-one or in small groups to provide intervention via zoom, Microsoft Teams, or another video conferencing platform.

For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Gilchrist's MyDistrict Virtual School. The MyDistrict teachers are employed by NEFEC, and the K-12 curriculum is utilized for courses offered in grades K-5.

GRADES 6-8

Grade Level(s): 6-8	
IF:	Student meets the following criteria at beginning of school year: Level 3 or higher on 2019 ELA FSA
THEN:	**TIER 1 Only**

<table>
<tr>
<td rowspan="10">TIER 1</td>
<td colspan="3">Students meeting the criteria for Tier 1 only instruction will be enrolled in a middle school reading course: 6th grade - M/J Reading 1 (1008010); 7th grade - M/J Reading 2 (1008040); 8th grade - M/J Reading 3 (1008070)

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

</td>
</tr>
<tr><td colspan="3">Core Curriculum</td></tr>
<tr><td colspan="3">Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</td></tr>
<tr><td colspan="3">Core Curriculum = HMH Collections - Demonstrates a rationale.
According to HMH, "Collections is built around the most conclusive research on effective ELA instruction for Grades 6 through 12—including how to support students in reading complex texts and writing effectively across genres—and around best practices for meeting the needs of all learners through differentiation, ongoing assessment, and 21st-century technological tools."</td></tr>
<tr><td colspan="3">Progress Monitoring</td></tr>
<tr>
<td>Assessment & Frequency</td>
<td>Performance Criteria that indicates Tier 1 is sufficient</td>
<td>Performance Criteria to that would prompt addition of Tier 2 interventions</td>
</tr>
<tr>
<td>iReady Diagnostic administered 3 times per year (August, January, May)</td>
<td>

Student is on grade level or one grade level below
Student has low growth and high performance
Student has high growth and low performance
Student has high growth and high performance

</td>
<td>

Student is two or more grade levels below
Student has low growth AND low performance

</td>
</tr>
<tr>
<td>How is the effectiveness of Tier 1 instruction being monitored?
Instruction will be monitored through the reading walkthroughs as well as regular teacher</td>
<td colspan="2">What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
Administrators will share and analyze their walkthrough/observation data at the school level and also at the district level. This process will help to identify problems. The school and district level instructional teams will help to solve</td>
</tr>
</table>

	observation data completed by administrators.	problems to improve effectiveness. This includes assigning administrators or reading coaches to assist teachers in need of instructional improvement.
	How is the effectiveness of Tier 1 curriculum being monitored? Tier 1 is believed to be effective if 75% to 80% of students are successful at reaching the on grade level thresholds on progress monitoring. It is monitored through the analysis of data when diagnostic scores and/or classroom data are available.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Diagnostic data is analyzed by domain (vocabulary, comprehension, and fluency) to determine if our Tier 1 instruction is weak in any specific area. Classroom level data is analyzed to determine Tier 1 effectiveness. Reading Coaches help to solve problems related to curriculum effectiveness by working with individual teachers or teams to supplement the core instructional materials.
	How is instruction modified for students who receive instruction through distance learning? Students requesting a virtual learning option will be enrolled in courses through Gilchrist's MyDistrict Virtual School. The MyDistrict teachers are employed by NEFEC, and the FLVS curriculum is utilized for courses offered in grades 6-12. In case of School Closures: Teachers preparing for distance learning are instructed to attempt to replicate what would happen in the classroom to the extent possible to encourage instruction on the standard that "matches" what would happen in traditional school. Most modifications include more online learning.	

IF:	Student meets the following criteria at beginning of school year: Level 1 or Level 2 on 2019 ELA FSA				
THEN:	**TIER 1 instruction and TIER 2 interventions**				
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 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*
• Students meeting criteria for Tier 1 instruction and Tier 2 interventions	• Monthly iReady growth	Student will remain enrolled in an intensive	Student will remain enrolled in an intensive reading	Student fails to meet iReady growth target

will be enrolled in an intensive reading course – M/J Intensive Reading (1000010). • iReady Reading/Ready LAFS/small group instruction (including reciprocal teaching strategies, previewing strategies, and re-teaching strategies)	monitoring assessment	reading class and receive tier 2 interventions until the student achieves level 3 or higher on ELA FSA	class and receive tier 2 interventions until the student achieves level 3 or higher on ELA FSA	for two consecutive months

Number of times a week intervention provided	2	*Number of minutes per intervention session*	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?

Monthly MTSS meetings attended by school admin, guidance counselors and teachers.

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

*In fall 2018 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Using i-Ready Diagnostic data from more than one million students who took the i-Ready Diagnostic in the 2017–2018 academic year, our Research team found that students using i-Ready Instruction experienced greater learning gains than students who did not use the program. These results indicate that i-Ready Instruction is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. Furthermore, because this study yielded favorable results controlling for selection bias for Grades 1–8, it provides evidence that **i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence**, with favorable effects.*

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Students requesting a virtual learning option will be enrolled in courses through Gilchrist's MyDistrict Virtual School. The MyDistrict teachers are employed by NEFEC, and the FLVS curriculum is utilized for courses offered in grades 6-12. Students enrolled in the MyDistrict Virtual Program still participate in all iReady progress monitoring assessments and state assessments at their zoned brick and mortar school. Progress monitoring results will be provided to MyDistrict Virtual ELA teachers to assist them in providing effective interventions in the online environment. In addition, iReady differentiated online instruction is available to all students enrolled in Gilchrist Virtual School.

In case of School Closures: Teachers preparing for distance learning are instructed to attempt to replicate what would happen in the classroom to the extent possible to encourage instruction on the standard that "matches" what would happen in traditional school. Most modifications include more online learning.

IF:	Student meets the following criteria at beginning of school year: *Level 1 on 2019 ELA FSA*
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

Students meeting the criteria for Tier 1 instruction, Tier 2 interventions, and Tier 3 intensive interventions will be enrolled in *M/J Critical Thinking, Problem Solving, and Learning Strategies* (1700100) taught by their reading teacher.

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*

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*
Florida Support Coach books/small group instruction (including reciprocal teaching strategies, previewing strategies, and re-teaching strategies)	• Weekly targeted iReady lessons • Monthly iReady growth monitoring assessment	Students will continue receiving tier 3 interventions until they achieve a level 3 or higher on ELA FSA	• Student develops a pattern of failing iReady lessons • Students fails to meet iReady growth target

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	3	*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?

Monthly MTSS meetings attended by school admin, guidance counselors, and teachers.

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

In fall 2018 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Using i-Ready Diagnostic data from more than one million students who took the i-Ready Diagnostic in the 2017–2018 academic

Left vertical heading: **TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions**

*year, our Research team found that students using i-Ready Instruction experienced greater learning gains than students who did not use the program. These results indicate that i-Ready Instruction is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. Furthermore, because this study yielded favorable results controlling for selection bias for Grades 1–8, it provides evidence that **i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence**, with favorable effects.*

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

Students requesting a virtual learning option will be enrolled in courses through Gilchrist's MyDistrict Virtual School. The MyDistrict teachers are employed by NEFEC, and the FLVS curriculum is utilized for courses offered in grades 6-12. Students enrolled in the MyDistrict Virtual Program still participate in all iReady progress monitoring assessments and state assessments at their zoned brick and mortar school. Progress monitoring results will be provided to MyDistrict Virtual ELA teachers to assist them in providing effective interventions in the online environment. In addition, iReady online instruction is available to all students enrolled in Gilchrist Virtual School.

In case of School Closures: Teachers preparing for distance learning are instructed to attempt to replicate what would happen in the classroom to the extent possible to encourage instruction on the standard that "matches" what would happen in traditional school. Most modifications include more online learning.

Grades 9-12

Grade Level(s): 9-12	
IF:	Student meets the following criteria at beginning of school year: Level 3 or higher on 2019 ELA FSA
THEN:	**TIER 1 Only**
TIER 1	9th grade students meeting the criteria for Tier 1 only instruction will be enrolled in the following course: *Reading 1* (1008300) *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*

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Grades 9-12

Grade Level(s): 9-12

IF:	Student meets the following criteria at beginning of school year: Level 3 or higher on 2019 ELA FSA
THEN:	**TIER 1 Only**

TIER 1

9th grade students meeting the criteria for Tier 1 only instruction will be enrolled in the following course: *Reading 1* (1008300)
Initial instruction:
- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

Core Curriculum

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

Core Curriculum = Holt McDougal Literature and Achieve3000. Achieve3000 is supported by strong evidence. *A study involving suburban and urban districts across the U.S. compared students who used Achieve3000 and those who did not. The study found significant positive effects for the combined sample of sixth graders (effect size =+0.22) and ninth graders (effect size = +0.44) for a weighted average of +0.29 on Total Reading Scores. **This qualifies Achieve3000 for the ESSA "Strong" category**.*

Progress Monitoring		
Assessment & Frequency	**Performance Criteria that indicates Tier 1 is sufficient**	**Performance Criteria to that would prompt addition of Tier 2 interventions**
Achieve3000 Level Set/3 times per year (August, January, May)	• Student's Lexile score approaches, meets, or exceeds grade level Lexile score based on Achieve3000 College and Career Readiness Lexile Chart	• Student's Lexile score "falls far below" on grade level Lexile score based on Achieve3000 College and Career Readiness Lexile Chart
How is the effectiveness of Tier 1 instruction being monitored? • Achieve3000 Reports • Classroom Observations by school admin and Reading Coaches	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** • School level literacy team meetings • Monthly instructional team meetings with school admin, coaches & district personnel to analyze iReady data, classroom observation data, and to develop action plans	
How is the effectiveness of Tier 1 curriculum being monitored? • Achieve3000 Reports • Classroom Observations by school admin and Reading Coaches	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** • School level literacy team meetings • Monthly instructional team meetings with school admin, coaches & district personnel to analyze iReady data, classroom observation data, and to develop action plans	

How is instruction modified for students who receive instruction through distance learning?

Students requesting a virtual learning option will be enrolled in courses through Gilchrist's MyDistrict Virtual School. The MyDistrict teachers are employed by NEFEC, and the FLVS curriculum is utilized for courses offered in grades 6-12.

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IF:	Student meets the following criteria at beginning of school year: Level 2 on 2019 ELA FSA or Level 2 on 10th-grade ELA FSA
THEN:	**TIER 1 instruction and TIER 2 interventions**
TIER 1 instruction and TIER 2 interventions	**Students meeting criteria for Tier 1 instruction and Tier 2 interventions will be enrolled in *Intensive Reading* (1000410).** *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 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 instruction (including reciprocal teaching strategies, previewing strategies, and re-teaching strategies)	• Embedded Achieve-3000 Lesson Assessments / weekly	Student will remain enrolled in an Intensive Reading course and will continue receiving Tier 2 interventions until student passes the ELA FSA	Student will remain enrolled in an Intensive Reading course and will continue receiving Tier 2 interventions until student passes the ELA FSA	Student's Lexile score does not improve.

Number of times a week intervention provided	2	***Number of minutes per intervention session***	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?

Monthly MTSS meetings attended by school admin, guidance counselors and teachers.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
A study involving suburban and urban districts across the U.S. compared students who used Achieve3000 and those who did not. The study found significant positive effects for the combined sample of sixth graders (effect size =+0.22) and ninth graders (effect size = +0.44) for a weighted average of +0.29 on Total Reading Scores. ***This qualifies Achieve3000 for the ESSA "Strong" category.***

==***How are Tier 2 interventions modified for students who receive interventions through distance learning?***==
Students requesting a virtual learning option will be enrolled in courses through Gilchrist's MyDistrict Virtual School. The MyDistrict teachers are employed by NEFEC, and the FLVS curriculum is utilized for courses offered in grades 6-12. Students enrolled in the MyDistrict Virtual Program still participate in all iReady progress monitoring assessments and state assessments at their zoned brick and mortar school. Progress monitoring results will be provided to MyDistrict Virtual ELA teachers to assist them in providing effective interventions in the online environment. In addition, iReady differentiated online instruction is available to all students enrolled in Gilchrist Virtual School.

In case of School Closures: Teachers preparing for distance learning are instructed to attempt to replicate what would happen in the classroom to the extent possible to encourage instruction on the standard that "matches" what would happen in traditional school. Most modifications include more online learning.

IF:	Student meets the following criteria at beginning of school year: *Level 1 on 2019 ELA FSA or Level 1 on 10th-Grade ELA FSA*
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Students meeting the criteria for Tier 1 instruction, Tier 2 interventions, and Tier 3 intensive interventions will be enrolled in *Intensive Reading (1000410)* with Read180.
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*

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*
Read180/targeted small group instruction (including reciprocal teaching strategies, previewing strategies, and re-teaching strategies)	• Read180 Reading Inventory • Read180 formative assessments/weekly	Students will continue receiving tier 3 interventions until they achieve a level 3 or higher on ELA FSA	• Read180 formative assessments indicate student is not making progress

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	3	*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?
Monthly MTSS meetings attended by school admin, guidance counselors, and teachers.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
*Five studies of READ 180 met inclusion standards. Two of these had statistically significant positive effects in comparison to control groups, **qualifying READ 180 for the ESSA "Strong" category**. These were studies in Western Massachusetts (effect size =+0.18) and Milwaukee (effect size =+0.14).*

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