

# Glades County 20-2021 Glades 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	Janet Harris	Director of Academic Services	<a href="mailto:Janet.harris@glades-schools.org">Janet.harris@glades-schools.org</a>	863-946-2083
Responsibility	Name	Title	Email	Phone
Elementary ELA	Jennifer Cosby	Supervisor of Federal Programs	<a href="mailto:Jennifer.cosby@glades-schools.org">Jennifer.cosby@glades-schools.org</a>	863-946-2083
Secondary ELA	Jennifer Cosby	Supervisor of Federal Programs	<a href="mailto:Jennifer.cosby@glades-schools.org">Jennifer.cosby@glades-schools.org</a>	863-946-2083
Reading Endorsement	Janet Harris	Director of Academic Services	<a href="mailto:Janet.harris@glades-schools.org">Janet.harris@glades-schools.org</a>	863-946-2083
Reading Curriculum	Janet Harris	Director of Academic Services	<a href="mailto:Janet.harris@glades-schools.org">Janet.harris@glades-schools.org</a>	863-946-2083
Professional Development	Janet Harris	Director of Academic Services	<a href="mailto:Janet.harris@glades-schools.org">Janet.harris@glades-schools.org</a>	863-946-2083
Assessment	Janet Harris	Director of Academic Services	<a href="mailto:Janet.harris@glades-schools.org">Janet.harris@glades-schools.org</a>	863-946-2083
Data Element	Janet Harris	Director of Academic Services	<a href="mailto:Janet.harris@glades-schools.org">Janet.harris@glades-schools.org</a>	863-946-2083
Summer Reading Camp	Janet Harris	Director of Academic Services	<a href="mailto:Janet.harris@glades-schools.org">Janet.harris@glades-schools.org</a>	863-946-2083
3 <sup>rd</sup> Grade Promotion	Janet Harris	Director of Academic Services	<a href="mailto:Janet.harris@glades-schools.org">Janet.harris@glades-schools.org</a>	863-946-2083

## Plan Information

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

The LEA will utilize a variety of activities to disseminate information about the Comprehensive Evidence-Based Reading Plan to all stakeholders. They include, but are not limited to, school and district advisory councils/committees, including SAC; district staff meetings (monthly), School Board Meetings, principal meetings, school faculty and grade level meetings; parent conferences, open house, district website and individual school websites, and parent and family engagement plan. Translators/translations will be made available upon request for parents/guardians whose language is other than English so that important information can be communicated in the home language.

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

**K-5**

<b>Component of Reading</b>	<b>What data is being collected?</b>	<b>Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)</b>	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
<i>Oral language</i>	Literacy First (K-5) STAR Early Literature (K-2) Saxon Phonics Wilson Phonics Waterford Early Learning i-Ready	Diagnostic, progress monitoring Diagnostic	Reports are printed	Quarterly 3 times a year or quarterly
<i>Phonological awareness</i>	Literacy First (K-5) STAR Early Literature (K-2) Saxon Phonics Wilson Phonics Waterford Early Learning i-Ready Core Reading Curriculum	Diagnostic, progress monitoring Diagnostic	Reports are printed	quarterly
<i>Phonics</i>	Literacy First (K-5) STAR Early Literature (K-2) Saxon Phonics Wilson Phonics Waterford Early Learning i-Ready Core Reading Curriculum	Diagnostic, progress monitoring Diagnostic	Reports are printed	quarterly
<i>Fluency</i>	Literacy First (K-5) STAR Assessment (2-5) I-Ready Saxon Phonics Wilson Phonics Core Reading Curriculum	Diagnostic, progress monitoring Diagnostic	Reports are printed	quarterly
<i>Vocabulary</i>	Flocabulary/Nearpod (4-5) i-Ready	Diagnostic, progress monitoring Diagnostic	Reports are printed	quarterly

	STAR Assessment (3-5) Literacy First (K-5) Ready Books (2-5) FSA (4-5) Measuring Up (3-5) Core Reading Curriculum Achieve3000			
<i>Comprehension</i>	i-Ready STAR Assessment (2-5) STAR Early Literature (K-2) Literacy First (K-5) FSA (4-5) Measuring Up (3-5) Ready Books (2-5) Core Reading Curriculum Achieve3000	Diagnostic, progress monitoring Diagnostic	Reports are printed	quarterly

### 6-12

<b>Progress Monitoring Tool</b>	<b>What data is being collected?</b>	<b>Assessment type</b> (e.g., screener, diagnostic, progress monitoring/formative, summative)	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
i-Ready	Profile, instructional usage time, Standards Mastery Assessments, instructional grouping profile	Diagnostic; progress monitoring	Reports are printed and reviewed for student mastery of standards.	Diagnostic will be collected 3 times per year; Standards Mastery is given after each standard has been taught.
Star	Growth rate, Grade equivalent, Instructional Reading level, estimated oral reading fluency, grade placement, scale score	Screening, Diagnostic, progress monitoring	Reports are printed and reviewed for student growth and mastery of state standards.	Diagnostic and screening data will be collected 3 times per year.
Achieve 3000	Diagnostic – Lexile level, comprehension (standards based)	Screener, progress monitoring, diagnostic	Reports are printed and reviewed for student growth and mastery of state standards.	Students graph data with teacher monitoring twice a week.

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

<b>Data Analysis and Decision-making</b>				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
The data is being viewed bi-weekly by teachers and school administration and quarterly by district administration.	Teachers will meet with grade level teams, school administration, ESE support staff or remedial reading teachers to discuss data and plan for instruction.	The district will share building and classroom level data findings during monthly school level administrator meetings.	The Director of Academic Services and/or Supervisor of Federal Programs will meet with school level administration to discuss implementation and concerns based on data.	The Director of Academic Services and/or Supervisor of Federal Programs

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

<b>Practice</b>	<b>Who ensures that the practice is informed by a specific purpose?</b>	<b>How is the purpose communicated?</b>	<b>How often is the data being collected?</b>	<b>How is the data being shared and by whom?</b>	<b>How often is the data being reviewed and by whom?</b>
<b>Weekly reading walkthroughs by administrators</b>	School Administration and/or Reading Coach	Professional Learning Community (PLC) meetings	As observed during walkthroughs	School Administration will share in a grade level meeting, PLC, or one-on-one with the teacher.	Data is reviewed by teachers, school administration, and/or Reading Coach monthly.
<b>Data chats</b>	School Administration, teachers, or Reading Coach	School Administration facilitates the purpose for the data chats through emails, meetings, or PLCs.	Data is collected based on the District Assessment calendar.	School Administration will share in a grade level meeting, PLC, custom reports in EDIS, or one-on-one with the teacher.	Data is reviewed by teachers, school administration, and/or Reading Coach monthly.
<b>Reading Leadership Team per 6A-6.053(3) F.A.C.</b>	School Administration	Through an agenda.	Data is being collected at a minimum of twice year.	Leadership team members work to share the data using with power point, data wall, or custom reports in EDIS.	Members review data as collected.
<b>Monitoring of plan implementation</b>	Director of Academic Services, Supervisor of Federal Programs, or	The purpose is communicated through PLCs,	Data is being collected at a minimum of twice year.	Data will be shared using power point, data wall, or custom reports in EDIS.	Data is reviewed as collected.

	School Administration	email, or meetings.			
<b>Other: (Specify)</b>					
<b>Implementation and Progress-monitoring</b>					
<b>What problem-solving steps are in place for making decisions based on data?</b>	<b>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?</b>			<b>How will district leadership provide plan implementation oversight, support and follow-up?</b>	
<ol style="list-style-type: none"> <li>1. Analyze assessment data for validity and reliability.</li> <li>2. Walkthroughs for instructional fidelity checks.</li> <li>3. Monitor student progress to ensure student is making growth toward learning goals.</li> <li>4. Adjust instruction to ensure student is making growth toward learning goals.</li> <li>5. If student does not continue to make growth, the student will be referred to the child study team.</li> </ol>	School level administration will discuss implementation and concerns based on data with appropriate school instructional staff.			The Director of Academic Services and/or Supervisor of Federal Programs will meet with school level administration to discuss implementation and concerns based on data.	

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

<b>Requirement</b>	<b>How is it communicated to principals?</b>	<b>How is it monitored by principals?</b>	<b>How often is it reported to the district and in what format?</b>	<b>To whom is it reported at the district?</b>	<b>Who at the district level is responsible for following up if the professional development requirement isn't happening?</b>
<b>Training in multisensory reading intervention</b>	Principals send emails and post flyers of PD offered through FDLRS and SEDNET.	Principals collect certificates of completion.	FDLRS and SEDNET report to the district upon completion of the course by sending a certificate.	Director of Academic Services	Director of Academic Services
<b>Differentiated professional development with intensity</b>	Principals send emails and post	Principals collect certificates of	Certificates of completion and	Director of Academic Services	Director of Academic Services

<b>increased for those teachers whose progress monitoring data is not showing adequate growth</b>	flyers of PD offered through FDLRS, SEDNET, Heartland Educational Consortium, SimpleK12, Literacy Solutions, NEFEC.	completion and classroom walkthroughs for implementation of Professional Development.	follow-up documentation.		
<b>Identification of mentor teachers</b>	List of teachers with Clinical Educator Training.	Principals document successful completion of mentoring program.	Annual completion of documentation.	Director of Human Resources	Director of Human Resources
<b>Establishing of model classrooms within the school</b>	Through monthly leadership meeting.	Complete a reflection of the model classroom observation and submit to Principal or designee.	Submitted to the district quarterly listing teachers who have completed a model classroom observation.	Director of Academic Services/ Supervisor of Federal Programs	Director of Academic Services/ Supervisor of Federal Programs
<b>Providing teachers with time weekly to meet together for professional development including lesson study and PLCs</b>	Through the master schedule and school calendar.	Minutes from PLCs and lesson study, lesson plans	Submitted to the district quarterly in the PD spreadsheet.	Director of Academic Services/ Supervisor of Federal Programs	Director of Academic Services/ Supervisor of Federal Programs

## Instruction

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

<b>Requirement</b>	<b>How is it communicated to principals?</b>	<b>How is it monitored by principals?</b>	<b>How is it reported to the district?</b>	<b>To whom is it reported at the district?</b>	<b>How often is it reported to the district?</b>
<b>Whole group instruction utilizing an evidence-based sequence of reading instruction</b>	Master Schedule, lesson plans, Professional Learning Communities	Review of lessons plans and classroom walk-throughs	During the district administrator meetings.	Director of Academic Services, Superintendent	monthly
<b>Small group differentiated</b>	Lesson plan or daily	Review of lessons	During the district	Director of	monthly

<b>instruction in order to meet individual student needs</b>	log documenting the students they are meeting with and lessons students are completing.	plans and classroom walk-throughs	administrator meetings.	Academic Services, Superintendent	
--	---	-----------------------------------	-------------------------	-----------------------------------	--

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

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

The district prioritizes K-3 students by using its Research-Based Reading Instruction Allocation funds to hire remedial reading teachers.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$26,850.00
District expenditures on reading coaches assigned to elementary schools	\$0
District expenditures on reading coaches assigned to secondary schools	\$0
District expenditures on intervention teachers assigned to elementary schools	\$86,636
District expenditures on intervention teachers assigned to secondary schools	\$51,066
District expenditures on supplemental materials or interventions for elementary schools	\$0
District expenditures on supplemental materials or interventions for secondary schools	\$258
District expenditures on reading coaches assigned to elementary schools	\$0
District expenditures on reading coaches assigned to secondary schools	\$0
District expenditures on professional development	\$0
District expenditures on helping teachers earn the reading endorsement	\$0
District expenditures on summer reading camps	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$0
Flexible Categorical Spending	\$0
Sum of Expenditures	\$164,810
Amount of District Research-Based Reading Instruction Allocation	\$186,988

## 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?

Teachers will utilize unit assessments from the reading series along with i-Ready progress monitoring to track student progress. Teachers will also maintain student portfolios of mastery of Grade 3 ELA standards.

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

If yes, which grade levels? \_\_K-5\_\_\_\_\_

## Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

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



- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

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

What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

Each school will be responsible for disaggregating the data of their students to determine which students will be provided additional remediation services. Based on student data, schools with a high percentage of low performing students will receive support utilizing Reading Allocation funds to hire intervention teachers.

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

The Director of Academic Services and/or Supervisor of Federal Programs will meet with administration to discuss this position's job description.

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

The Director of Academic Services, Supervisor of Federal Programs and school level administrators will monitor and address any concerns.

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

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

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

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

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

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

<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
Principals are given the job description of the Coach. It is also discussed during district meetings and through emails.	With a google form.	Director of Academic Services and/or Supervisor of Federal Programs	Monthly	Meetings will be held with the Coach, School Administration and the District to problem solve and make changes based on the data and discussions during those meetings.

## 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:  
**Performing above the 25<sup>th</sup> percentile on the Star 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.*

**Reading Street**

*Supported by promising evidence as cited in Pearson's Evidence of Effectiveness*

[https://assets.pearsonglobalschools.com/asset\\_mgr/current/201620/ReaBro120183RS201Efficacy\\_V4.pdf](https://assets.pearsonglobalschools.com/asset_mgr/current/201620/ReaBro120183RS201Efficacy_V4.pdf)

**Progress Monitoring**

**Assessment & Frequency**

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

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

Star assessment 3 times a year

Performing at or above the 40<sup>th</sup> percentile rank

Students performing below the 25<sup>th</sup> percentile rank.

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

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

*Assessment used to monitor mastery of standards.*

*PLC's to review data based on assessments or classroom walk-throughs.*

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

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

*Curriculum will be monitored during bi-weekly PLC meetings to determine if lessons aligned with state standards, if assessment questions assessed the depth and meaning of the standard. Student test scores will also be looked at to determine student mastery of the lesson.*

*PLC's to review data based on assessments or classroom walk-throughs.*

**TIER 1**

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

Passages could have been read to the students, students were given extended time, Google Meets, modeling instruction digitally, providing Google Chats, video instruction / Live lessons. Teachers record lessons and post to Google Classroom for students to view as needed.

<b>IF:</b>	Student meets the following criteria at beginning of school year: <b>Performing between the 25th and 10th percentile on the Star and/or Star Early Literacy Assessment</b>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<i>Interventions:</i> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	Core Reading	Weekly Core Curriculum reading assessment	Achieving 70% or higher on classroom assessments	Student consistently making growth toward achieving 70% on classroom assessments.	Student consistently not making growth toward achieving 70% on classroom assessments.
	Small group differentiated instruction	Weekly Core Curriculum reading assessment	Achieving 70% or higher on classroom assessments	Student consistently making growth toward achieving 70% on classroom assessments.	Student consistently not making growth toward achieving 70% on classroom assessments.
District approved supplemental reading materials	Weekly Core Curriculum reading assessment	Achieving 70% or higher on classroom assessments	Student consistently making growth toward achieving	Student consistently not making growth toward	

			70% on classroom assessments.	achieving 70% on classroom assessments.
<b>Number of times a week intervention provided</b>	2	<b>Number of minutes per intervention session</b>	15	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Checking weekly lesson plans, data analysis using iReady/Star reports. Student growth.</p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Nearpod: Moderate Evidence  <a href="https://s3.amazonaws.com/news.nearpod.com/pdf/Spotlight+Hendry+County+Research+Results.pdf">https://s3.amazonaws.com/news.nearpod.com/pdf/Spotlight+Hendry+County+Research+Results.pdf</a>  iReady: Moderate Evidence (meets standards with rigorous expectations)  <a href="https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf">https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf</a>  Saxon: Strong Evidence <a href="https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_SaxonPhonics_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&amp;X-Amz-Algorithm=AWS4-HMAC-SHA256&amp;X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200629%2Fus-east-1%2Fs3%2Faws4_request&amp;X-Amz-Date=20200629T163211Z&amp;X-Amz-SignedHeaders=host&amp;X-Amz-Expires=3600&amp;X-Amz-Signature=6c25d69b54f93385ce30cecc5bf80f720f4456e15840b20f2d21b79fdf9c12c6">https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_SaxonPhonics_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&amp;X-Amz-Algorithm=AWS4-HMAC-SHA256&amp;X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200629%2Fus-east-1%2Fs3%2Faws4_request&amp;X-Amz-Date=20200629T163211Z&amp;X-Amz-SignedHeaders=host&amp;X-Amz-Expires=3600&amp;X-Amz-Signature=6c25d69b54f93385ce30cecc5bf80f720f4456e15840b20f2d21b79fdf9c12c6</a>  Renaissance: Moderate Evidence  <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf</a>  SRA: Strong Evidence  <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_corrective_reading_091410.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_corrective_reading_091410.pdf</a>  Waterford Early Learning: Promising Evidence  <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Waterford_ECE_073007.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Waterford_ECE_073007.pdf</a></p>				
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Providing interventions through District approved programs. Small group google meets, google chat and/or video lessons. Teachers record lessons and post to a student's Google Classroom for instructional support.</p>				

<b>IF:</b>	Student meets the following criteria at beginning of school year: <b>Performing below the 10th Percentile on the Star Assessment.</b>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	-Provide daily Immediate Intensive Intervention (iii) outside of the 90 minute reading block in small groups of no more than 5 students for at least 30 minutes per day.	Weekly Core Curriculum Reading assessments	Student consistently making growth toward achieving 70% on classroom assessments.	Student consistently not making growth toward achieving 70% on classroom assessments.
	Supplemental Software Nearpod, iReady. Renaissance	Weekly successful completion of assigned lessons	Student consistently making growth toward achieving 70% on classroom assessments.	Student consistently not making growth toward achieving 70% on classroom assessments.
	Supplemental Curriculum Saxon, Ready, SRA	We Core Curriculum reading/ SRA assessments	Student consistently making growth toward achieving 70% on classroom assessments.	Student consistently not making growth toward achieving 70% on classroom assessments.
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of times a week intervention provided</b>	<b>4</b>	<b>Number of minutes per intervention session</b>	<b>30</b>
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>  Checking weekly lesson plans, data analysis using iReady/Star reports. Student growth.			
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>  Nearpod: Promising: <a href="https://s3.amazonaws.com/news.nearpod.com/pdf/Spotlight+Hendry+County+Research+Results.pdf">https://s3.amazonaws.com/news.nearpod.com/pdf/Spotlight+Hendry+County+Research+Results.pdf</a>			

	<p>iReady: Promising Evidence (meets standards with rigorous expectations)  <a href="https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf">https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf</a></p> <p>Saxon Phonics and Spelling: Strong Evidence <a href="https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_SaxonPhonics_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&amp;X-Amz-Algorithm=AWS4-HMAC-SHA256&amp;X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200629%2Fus-east-1%2Fs3%2Faws4_request&amp;X-Amz-Date=20200629T163211Z&amp;X-Amz-SignedHeaders=host&amp;X-Amz-Expires=3600&amp;X-Amz-Signature=6c25d69b54f93385ce30cecc5bf80f720f4456e15840b20f2d21b79fdf9c12c6">https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_SaxonPhonics_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&amp;X-Amz-Algorithm=AWS4-HMAC-SHA256&amp;X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200629%2Fus-east-1%2Fs3%2Faws4_request&amp;X-Amz-Date=20200629T163211Z&amp;X-Amz-SignedHeaders=host&amp;X-Amz-Expires=3600&amp;X-Amz-Signature=6c25d69b54f93385ce30cecc5bf80f720f4456e15840b20f2d21b79fdf9c12c6</a></p> <p>Renaissance: Moderate Evidence  <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf</a></p> <p>SRA: Strong Evidence  <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_corrective_reading_091410.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_corrective_reading_091410.pdf</a></p>
	<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Providing intervention through District approved programs. One-on-one google meets, google chat and/or video lessons with a reading endorsed teacher. Teacher recorded lessons and posted them to a student's Google Classroom for instructional support.</p>

<b>Curriculum, Instruction, and Assessment Decision Tree</b>	
<b>Grade Level(s): 6-8</b>	
<b>IF:</b>	Student meets the following criteria at beginning of school year: <b>On or above level FSA and/or Star diagnostic scoring above the 25<sup>th</sup> percentile rank.</b>
<b>THEN:</b>	<b>TIER 1 Only</b>
<b>TIER 1</b>	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> <li>• <i>is standards-aligned</i></li> <li>• <i>builds background and content knowledge, motivation</i></li> <li>• <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>• <i>incorporates writing in response to reading</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>• <i>incorporates the principles of Universal Design for Learning</i></li> <li>• <i>includes specially designed instruction for students with disabilities</i></li> </ul>
	<b>Core Curriculum</b>
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>

**HMH Collections**

**Promising Evidence:** [https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235\\_ESSA\\_2019\\_NTL\\_Evidence-Overviews\\_Revision\\_Collections\\_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFILXFP4CBPDA%2F20200629%2Fus-east-1%2Fs3%2Faws4\\_request&X-Amz-Date=20200629T174403Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=d551a83befc3d63261dea14571f135f5a430385fcc20e262abd8b0ed94cd81ae](https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_Collections_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFILXFP4CBPDA%2F20200629%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200629T174403Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=d551a83befc3d63261dea14571f135f5a430385fcc20e262abd8b0ed94cd81ae)

**Progress Monitoring**

<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria to that would prompt addition of Tier 2 interventions</b>
iReady diagnostic minimum of 2 times per year. Standards Mastery bi-weekly; Star diagnostic minimum of 2 times per year. Achieve 3000 diagnostic 3 times per year.	Students scoring on or above grade level based on each programs cut scores.	Students scoring 1 grade level below current grade.
<b>How is the effectiveness of Tier 1 instruction being monitored?</b> Lesson plans, classroom walk throughs, data chats, iReady/Star/Achieve 3000 reports.	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b>  Checking weekly lesson plans, data analysis using iReady/Star/Achieve 3000 reports. Student growth.	
<b>How is the effectiveness of Tier 1 curriculum being monitored?</b>  <i>Curriculum will be monitored during bi-weekly PLC meetings to determine if lessons aligned with state standards, if assessment questions assessed the depth and meaning of the standard. Student test scores will also be looked at to determine student mastery of the lesson.</i>	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b>  Checking weekly lesson plans, data analysis using iReady/Star/Achieve 3000 reports. Student growth.	
<b>How is instruction modified for students who receive instruction through distance learning?</b>  Using Google Meets, Zoom, modeling instruction digitally, providing Google Chats, video instruction / Live lessons. Assigning remedial instruction through district approved programs.		



<b>IF:</b>	Student meets the following criteria at beginning of school year: <b>Students testing 1 year below grade level on FSA and/or Performing between the 25th and 10th percentile on the Star assessment.</b>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<i>Interventions:</i> <ul style="list-style-type: none"> <li><i>are standards-aligned</i></li> <li><i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li><i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li><i>are matched to the needs of the students</i></li> <li><i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li><i>occurs during time allotted in addition to core instruction</i></li> <li><i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	iReady instructional path	Minimum of 2 times per year Diagnostic/ student growth	Students who made growth (1 grade level or more) using iReady growth monitoring check/ Star diagnostic	Students do not show growth using iReady growth monitoring check/ Star diagnostic	Students who score 2 or more grade levels below grade level, regressed or have not shown growth on diagnostic 2 of iReady or Star assessments.
	Achieve 3000	Minimum of 2 times per year Diagnostic/ student growth	Students who made growth (1 grade level or more) using Achieve 3000 performance report/ Star diagnostic	Students do not show growth using Achieve 3000 performance report/ Star diagnostic	Students who score 2 or more levels below grade level, regressed or have not shown growth on diagnostic 2 of Achieve 3000 or Star assessments.
NearPod	Weekly Reading Assessment	Achieving 70% or higher on classroom assessments	Student consistently making growth toward achieving	Student consistently not making growth toward	

			70% on classroom assessments	achieving 70% on classroom assessments.
Renaissance	Minimum of 2 times per year Diagnostic/ student growth	Students who made growth (1 grade level or more) using Star diagnostic	Students do not show growth using Star diagnostic	Students who score 2 or more grade levels below grade level, regressed or have not shown growth on diagnostic 2 Star assessments.
SRA	Weekly Reading Assessment	Achieving 70% or higher on classroom assessments	Student consistently making growth toward achieving 70% on classroom assessments	Student consistently not making growth toward achieving 70% on classroom assessments.
<b>Number of times a week intervention provided</b>		2-3	<b>Number of minutes per intervention session</b>	
			15-20	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Checking weekly lesson plans, data analysis using iReady/Star/Achieve 3000 reports. Student growth.</p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Nearpod: Moderate Evidence  <a href="https://s3.amazonaws.com/news.nearpod.com/pdf/Spotlight+Hendry+County+Research+Results.pdf">https://s3.amazonaws.com/news.nearpod.com/pdf/Spotlight+Hendry+County+Research+Results.pdf</a></p> <p>iReady: Moderate Evidence (meets standards with rigorous expectations)  <a href="https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf">https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf</a></p> <p>Renaissance: Moderate Evidence  <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf</a></p> <p>SRA: Strong Evidence  <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_corrective_reading_091410.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_corrective_reading_091410.pdf</a></p> <p>Achieve 3000: Strong Evidence <a href="https://ies.ed.gov/ncee/wwc/Intervention/1284">https://ies.ed.gov/ncee/wwc/Intervention/1284</a>;  <a href="https://www.evidenceforessa.org/programs/reading/achieve3000-secondary">https://www.evidenceforessa.org/programs/reading/achieve3000-secondary</a></p>				

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

Google Meets, Zoom breakout sessions, modeling instruction digitally, providing Google Chats, video instruction / Live lessons. Assigning remedial instruction through approved programs. Provide 1 to 5 live sessions for students who meet tier 2 interventions criteria.

<b>IF:</b>	Student meets the following criteria at beginning of school year: <b>Students 2 years below grade level on FSA or Performing below the 10th Percentile on the Star Assessment.</b>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	iReady Learning Path	iReady/Star diagnostic minimum 2 times per year	Students who made growth (1grade level or more) using iReady growth monitoring check/ Star Diagnostic	Students who are working below grade level, regressed or have not shown growth on diagnostic 2 of iReady or Star or growth monitoring check on iReady or Star. Initiate tier 2 MTSS process for student.
	SRA	Baseline, assessment at the completion of each unit	Students who meet scale score growth criteria	Students wo are unsuccessful/do not meet scale score growth criteria. Initiate tier 2 MTSS process for students.
Achieve 3000	Achieve 3000/Star diagnostic minimum 2 times per year	Students who made growth (1 grade level or more) using Achieve 3000 performance report/ Star Diagnostic	Students who are working below grade level, regressed or have not shown growth on diagnostic 2 of Achieve 3000	

				performance report or Star. Initiate tier 2 MTSS process for student.	
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>				
	<b>Number of times a week intervention provided</b>	<b>3-4</b>	<b>Number of minutes per intervention session</b>	<b>20</b>	
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>				
	Checking weekly lesson plans, data analysis using iReady/Star/Achieve 3000 reports. Student growth.				
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>				
<p>iReady: Promising Evidence (meets standards with rigorous expectations)  <a href="https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf">https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf</a></p> <p>Renaissance: Moderate Evidence  <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf</a></p> <p>SRA: Strong Evidence  <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_corrective_reading_091410.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_corrective_reading_091410.pdf</a></p> <p>Achieve 3000: Strong Evidence <a href="https://www.evidenceforessa.org/programs/reading/achieve3000-secondary">https://www.evidenceforessa.org/programs/reading/achieve3000-secondary</a></p> <p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Google Meets, Zoom Break out rooms, modeling instruction digitally, providing Google Chats, video instruction / Live lessons. Assigning remedial instruction through approved programs. Provide 2 to 5 one-on-one or small group sessions for students who meet the criteria for tier 3 interventions.</p>					

## Curriculum, Instruction, and Assessment Decision Tree

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

**IF:**

Student meets the following criteria at beginning of school year:

**On or above level FSA and/or Star diagnostic scoring above the 25<sup>th</sup> percentile rank.**

**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.*

*HMH Collections*

*Promising Evidence:* [https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235\\_ESSA\\_2019\\_NTL\\_Evidence-Overviews\\_Revision\\_Collections\\_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXFP4CBPDA%2F20200629%2Fus-east-1%2Fs3%2Faws4\\_request&X-Amz-Date=20200629T174403Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=d551a83befc3d63261dea14571f135f5a430385fcc20e262abd8b0ed94cd81ae](https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_Collections_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXFP4CBPDA%2F20200629%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200629T174403Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=d551a83befc3d63261dea14571f135f5a430385fcc20e262abd8b0ed94cd81ae)

*Progress Monitoring*

**Assessment & Frequency**

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

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

Star diagnostic minimum of 2 times per year. Achieve 3000 diagnostic 3 times per year.

Students scoring on or above grade level based on each programs cut scores.

Students scoring 1 grade level below current grade.

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

Lesson plans, classroom walk throughs, data chats, Achieve 3000 progress report/Star reports.

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

Checking weekly lesson plans, data analysis using Star/Achieve 3000 reports. Student growth.

**TIER 1**

	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b></p> <p><i>Curriculum will be monitored during bi-weekly PLC meetings to determine if lessons aligned with state standards, if assessment questions assessed the depth and meaning of the standard. Student test scores will also be looked at to determine student mastery of the lesson.</i></p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b></p> <p>Checking weekly lesson plans, data analysis using Star/Achieve 3000 reports. Student growth.</p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b></p> <p>Using Google Meets, Zoom, modeling instruction digitally, providing Google Chats, video instruction / Live lessons. Assigning remedial instruction through district approved programs.</p>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:  <b>Students testing 1 year below grade level on FSA and/or Performing between the 25th and 10th percentile on the Star assessment.</b></p>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	Achieve 3000	3 times a year Diagnostic/ student growth	Students who made growth (1 grade level or more) using Achieve 3000 performance report/ Star diagnostic	Students do not show growth using Achieve 3000 performance report/ Star diagnostic	Students who score 2 or more levels below grade level, regressed or have not shown growth on diagnostic 2 of Achieve

				3000 or Star assessments.
NearPod	Weekly Reading Assessment	Achieving 70% or higher on classroom assessments	Student consistently making growth toward achieving 70% on classroom assessments	Student consistently not making growth toward achieving 70% on classroom assessments.
Renaissance	3 times a year Diagnostic/student growth	Students who made growth (1 grade level or more) using Star diagnostic	Students do not show growth using Star diagnostic	Student consistently not making growth toward achieving 70% on classroom assessments.
<i>Number of times a week intervention provided</i>		2-3	<i>Number of minutes per intervention session</i>	
			20	
<p><b><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></b></p> <p>Checking weekly lesson plans, data analysis using Star/Achieve 3000 reports. Student growth.</p>				
<p><b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b></p> <p>Nearpod: Moderate Evidence  <a href="https://s3.amazonaws.com/news.nearpod.com/pdf/Spotlight+Hendry+County+Research+Results.pdf">https://s3.amazonaws.com/news.nearpod.com/pdf/Spotlight+Hendry+County+Research+Results.pdf</a></p> <p>Renaissance: Moderate Evidence  <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_acceleratedreader_061416.pdf</a></p> <p>Achieve 3000: Strong Evidence <a href="https://www.evidenceforessa.org/programs/reading/achieve3000-secondary">https://www.evidenceforessa.org/programs/reading/achieve3000-secondary</a></p>				
<p><b><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></b></p> <p>Google Meets, Zoom breakout sessions, modeling instruction digitally, providing Google Chats, video instruction / Live lessons. Assigning remedial instruction through approved programs. Provide 1 to 5 live sessions for students who meet tier 2 interventions criteria.</p>				

**IF:** Student meets the following criteria at beginning of school year:  
Students 2 years below grade level on FSA or Performing below the 10th Percentile on the Star Assessment.

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

**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 &amp; Duration</i>	<i>TIER 3 Progress Monitoring</i>		
	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
Achieve 3000	Achieve 3000/Star diagnostic minimum 2 times per year	Students who made growth (1 grade level or more) using Achieve 3000 performance report/ Star Diagnostic	Students who are working below grade level, regressed or have not shown growth on diagnostic 2 of Achieve 3000 performance report or Star. Initiate tier 2 MTSS process for student.

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

<b>Number of times a week intervention provided</b>	<b>3-4</b>	<b>Number of minutes per intervention session</b>	<b>20</b>
---	------------	---	-----------

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

Checking weekly lesson plans, data analysis using Star/Achieve 3000 reports. Student growth.

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

Achieve 3000: Strong evidence: ESSA Rating is strong for Middle and High School  
<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

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

Google Meets, Zoom Break out rooms, modeling instruction digitally, providing Google Chats, video instruction / Live lessons. Assigning remedial instruction through approved programs. Provide 2 to 5 one-on-one or small group sessions for students who meet the criteria for tier 3 interventions.