

# Gulf 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.

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Responsibility	Name	Title	Email	Phone
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Reading Endorsement	Lori Price	Assistant Supt. for Instruction	<a href="mailto:lprice@gulf.k12.fl.us">lprice@gulf.k12.fl.us</a>	850.229.6940
Reading Curriculum	Lori Price	Assistant Supt. for Instruction	<a href="mailto:lprice@gulf.k12.fl.us">lprice@gulf.k12.fl.us</a>	850.229.6940
Professional Development	Lori Price	Assistant Supt. for Instruction	<a href="mailto:lprice@gulf.k12.fl.us">lprice@gulf.k12.fl.us</a>	850.229.6940
Assessment	Tracy Bowers	Director of Assessment	<a href="mailto:tbowers@gulf.k12.fl.us">tbowers@gulf.k12.fl.us</a>	850.229.6940
Data Element	Lori Price	Assistant Supt. for Instruction	<a href="mailto:lprice@gulf.k12.fl.us">lprice@gulf.k12.fl.us</a>	850.229.6940
Summer Reading Camp	Lori Price	Assistant Supt. for Instruction	<a href="mailto:lprice@gulf.k12.fl.us">lprice@gulf.k12.fl.us</a>	850.229.6940
3 <sup>rd</sup> Grade Promotion	Lori Price	Assistant Supt. for Instruction	<a href="mailto:lprice@gulf.k12.fl.us">lprice@gulf.k12.fl.us</a>	850.229.6940

## Plan Information

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

Upon approval of the Comprehensive Evidence-Based Reading Plan, the Assistant Superintendent for Instruction and the Reading Coach work collaboratively to inform principals of the details of the plan. During pre-planning, principals, with the help of the Reading Coach, present the plan to their respective faculties. They also present the plan at a School Advisory Council meeting. The Assistant Superintendent for Instruction shares the plan with the School Board and Superintendent as well as other district administrators.

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

**K-5**

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	Participate in age-appropriate conversations about topics with peers & adults in small and large groups; ask and answer questions as grade level appropriate; speaks audibly and express thoughts, feelings and ideas clearly; demonstrate grade level command of the conventions of standard English, grammar, and usage when speaking	Screener Progress monitoring Summative	Via Gulf Co. Kg. Screener; Harcourt Journeys; and SLP & teacher assessment and observation	Screener = at least three times annually Diagnostic = at least three times annually (more frequently if needed) Progress Monitoring = monthly for tier 1; bi-weekly for tier 2; weekly for tier 3 Summative = weekly
<i>Phonological awareness</i>	Recognition/production of rhyming words; understanding of blending syllables; knowledge of segmenting syllables; blending onset and rime; segmenting onset and rime	Screener Diagnostic Progress monitoring Summative	Via Gulf Co. Kg. Screener; Ready, i-Ready, and Harcourt Journeys	Screener = at least three times annually Diagnostic = at least three times annually (more frequently if needed) Progress Monitoring = monthly for tier 1; bi-weekly for tier 2; weekly for tier 3 Summative = weekly
<i>Phonics</i>	Recognize letters (upper and lowercase); decode one syllable & multisyllabic words; sound/spelling correspondence; decode CVC & CVCC words; decode words with inflectional endings	Screener Diagnostic Progress monitoring Summative	Via Gulf Co. Kg. Screener; Ready, i-Ready, and Harcourt Journeys	Screener = at least three times annually Diagnostic = at least three times annually (more frequently if needed) Progress Monitoring = monthly for tier 1; bi-weekly for tier 2; weekly for tier 3 Summative = weekly
<i>Fluency</i>	Recognizing grade level high frequency; oral reading fluency; ability to read with sufficient accuracy to support comprehension	Screener Diagnostic Progress monitoring Summative	Via Gulf Co. Kg. Screener; Ready, i-Ready, and Harcourt Journeys	Screener = at least three times annually Diagnostic = at least three times annually (more frequently if needed) Progress Monitoring = monthly for tier 1; bi-weekly for tier 2; weekly for tier 3 Summative = weekly
<i>Vocabulary</i>	Understand word meaning and relationships; prefixes, suffixes, & word	Diagnostic Progress monitoring	Ready, i-Ready, and	Screener = at least three times annually Diagnostic = at least three times

	roots; grade level specific general academic and domain specific vocabulary	Summative	Harcourt Journeys	annually (more frequently if needed) Progress Monitoring = monthly for tier 1; bi-weekly for tier 2; weekly for tier 3 Summative = weekly
<i>Comprehension</i>	Determine word meaning in context; determine main idea; analyze setting in literary texts; interpret authors' use of language; compare & contrast within informational text; answer questions about key ideas & details; make inferences based on text	Diagnostic Progress monitoring Summative	Ready, i-Ready, and Harcourt Journeys	Screener = at least three times annually Diagnostic = at least three times annually (more frequently if needed) Progress Monitoring = monthly for tier 1; bi-weekly for tier 2; weekly for tier 3 Summative = weekly

### 6-12

<b>Progress Monitoring Tool</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>
FAIR-FS (7-12 <sup>th</sup> grades)	Word recognition; vocabulary knowledge; reading comprehension; syntactic knowledge; oral reading fluency and response	Screener (as needed) Diagnostic Progress Monitoring	Computer-based; teacher administered	Three times annually
Write Score Reading Assessment (7-12 <sup>th</sup> grades)	Comprehension of Literary and Informational Texts using qualitative and quantitative measures on structure, purpose, and language complexity of standards that include: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Language & Conventions.	Progress Monitoring Summative	Computer-based and/or Paper-based	monthly for tier 1; bi-weekly for tier 2; weekly for tier 3
i-Ready (6 <sup>th</sup> grade)	Phonological awareness; phonics; vocabulary; comprehension; reading fluency	Screener Diagnostic Progress monitoring Summative	Computer-based	Diagnostic = three times annually Progress monitoring & summative = monthly for tier 1; bi-weekly for tier 2; weekly for tier 3

Curriculum-Based Measures	Phonological awareness; phonics; vocabulary; comprehension; reading fluency; oral language	Diagnostic Progress monitoring Summative	Computer-based; teacher administered	Diagnostic = three times annually Progress monitoring & summative = monthly for tier 1; bi-weekly for tier 2; weekly for tier 3
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**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>
<p>Scheduled, monthly MTSS problem solving and data analysis meetings</p> <p>Reading Coach, MTSS Team, Intervention Specialists</p> <p>Diagnostic = three times annually Progress monitoring &amp; summative = monthly for tier 1; bi-weekly for tier 2; weekly for tier 3</p>	<ul style="list-style-type: none"> <li>*Identify a problem with precision (eliminate exclusionary factors)</li> <li>*Identify goal for change</li> <li>*Identify deficiencies and create individualized implementation plan with contextual fit</li> <li>*Implement solution with integrity &amp; fidelity</li> <li>*Monitor impact of intervention and modify as needed</li> <li>*Make summative evaluative decisions</li> </ul>	<p>With the guidance of the Reading Coach, MTSS Coordinators, and principal, teachers are asked to take ownership of their student data by being a part of the disaggregation process and the problem-solving process. This allows teachers to identify potential issues with individual learners and trends within their own instruction. Teachers also take an active role in the MTSS process. The Reading Coach assists principals in identifying trends in teacher performance and developing professional development activities to address weaknesses.</p>	<p>When any stakeholder (principal, teacher, or parent) identifies an issue related to the Reading Plan or reading instruction, that concern is brought to the attention of the Reading Coach and/or the Assistant Superintendent for Instruction. The degree to which the plan is being implemented is then assessed. If additional professional development or instruction in plan implementation is needed it is provided. If it is determined that the plan itself is flawed in such a way that student needs are not met, the revision process is initiated.</p>	<p>Assistant Superintendent for Instruction &amp; Reading Coach</p>

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

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	Assistant Superintendent for Instructions ensures principals are trained on conducting effective walkthroughs. The Reading Coach teaches principals specific “look-fors” in effective reading instruction.	Principals discuss the practice of walkthroughs with teachers to inform the teachers of their purpose and to provide reassurance that the primary goal is to improve instruction rather than to evaluate the teacher.	Walkthroughs are an integral part of a principal’s responsibilities and are done continually. Walkthroughs for the specific purpose of observing reading instruction are done weekly and data is collected.	Data collected via principals’ reading walkthroughs is shared directly with the Reading Coach and/or Assistant Superintendent for Instruction. Principals and the Reading Coach provide teachers with frequent, meaningful, and actionable feedback.	*Weekly: Principals *At least monthly: Reading Coach *Quarterly: Assistant Superintendent for Instruction
Data chats	Reading Coach	The importance and power of data is communicated through assisting with data disaggregation and by providing guidance in utilizing the data to solve problems.	Monthly MTSS problem-solving and data analysis meetings and following each progress monitoring assessment	The Reading Coach shares data collected via progress monitoring instruments with the teacher and the principal. Reading Coach, MTSS Coordinators and teachers meet monthly to review data and adapt intervention plans. Student specific data is shared with parents at MTSS team meetings and at parent/teacher conferences.	Monthly & following each progress monitoring assessment: Principals and Reading Coach
Reading Leadership Team per 6A-6.053(3) F.A.C.	The Assistant Superintendent for Instruction informs principals of the need for and purpose of developing a Reading Leadership Team. The Reading Coach works in tandem with principals to ensure	The purpose is communicated through professional development provided by the Reading Coach working in collaboration with the principal.	The Reading Leadership Team meets monthly at a minimum and reviews all available data including progress monitoring report and grade distribution.	The principal and/or Reading Coach reports the findings of the Reading Leadership Team to the Assistant Superintendent for Instruction.	Quarterly: Assistant Superintendent

	that teams understand their role and remain functional.				
Monitoring of plan implementation	Assistant Superintendent for Instruction and Reading Coach	The Assistant Superintendent for Instruction and the Reading Coach work collaboratively to inform principals of the details of the plan. During pre-planning, principals, with the help of the Reading Coach, present the plan to their respective faculties.	Quarterly at a minimum	The Reading Coach initially shares data with the Assistant Superintendent for Instruction and then with principals	Quarterly at a minimum: Assistant Superintendent for Curriculum and Reading Coach
<b>Implementation and Progress-monitoring</b>					
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?		
<ul style="list-style-type: none"> <li>*Identify a problem with precision (eliminate exclusionary factors)</li> <li>*Identify goal for change</li> <li>*Identify deficiencies and create individualized implementation plan with contextual fit</li> <li>*Implement solution with integrity &amp; fidelity</li> <li>*Monitor impact of intervention and modify as needed</li> <li>*Make summative evaluative decisions</li> </ul>	<p>When any stakeholder (principal, teacher, or parent) identifies an issue related to the Reading Plan or reading instruction, that concern is brought to the attention of the Reading Coach and/or the Assistant Superintendent for Instruction. The degree to which the plan is being implemented is then assessed. If additional professional development or instruction in plan implementation is needed it is provided. If it is determined that the plan itself is flawed in such a way that student needs are not met, the revision process is initiated.</p>		<p>If student data reflects that the reading plan is not being implemented with fidelity or effectively, the plan is reassessed and problem-solving steps applied. If the problem lies in the content or structure of the plan itself, the plan undergoes revision. If the problems lies in implementation additional professional development is provided.</p>		

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

Requirement	How is it communicated to principals?	How is it monitored by principals?	How often is it reported to the district and in what format?	To whom is it reported at the district?	Who at the district level is responsible for following up if the professional development requirement isn't happening?
Training in multisensory reading intervention	Requirements for reading endorsement and training are conveyed to the principals by the Assistant Superintendent for Instruction in person at monthly administrative meetings.	Teachers attending trainings do so with the consent and encouragement of the principal	Professional development is reported to the district upon completion using the ePDC system.	Assistant Superintendent for Instruction	Assistant Superintendent for Instruction
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	The need to identify and address areas of weakness in instruction is addressed annually when principals are provided training on the appraisal system. It is reinforced by the Assistant Superintendent for Instruction in person at monthly administrative meetings.	When data reflects that a specific teacher is not showing adequate growth, the principal works with the teacher, Reading Coach, and Assistant Superintendent for Instruction to pinpoint the issues as specifically as possible. Once the issue is identified, professional development designed to address the issue is sought. If the professional	Reported as needed and documented from walkthrough notes, conference notes, observations records, and evaluations.	Assistant Superintendent for Instruction	Assistant Superintendent for Instruction

		development does not resolve the issues, the teacher may be reassigned, non-renewed, or given additional training.			
Identification of mentor teachers	The need to provide inexperienced teachers with strong mentors is addressed annually when principals are provided training on the appraisal system. It is reinforced by the Assistant Superintendent for Instruction in person at monthly administrative meetings.	Principals assign all newly hired teachers a mentor selected from experienced, veteran teachers with proven success in the classroom. Principals routinely conference with the new hire and the mentor to address issues and provide support as needed.	Principals discuss the progress of all new hires with the Assistant Superintendent of Instruction on a routine basis. These discussions include the efficacy of the mentor relationship.	Assistant Superintendent for Instruction	Assistant Superintendent for Instruction
Establishing of model classrooms within the school	Principals are aware that often the best resource for an inexperienced or struggling teacher can be found within the system.	Because the principal is aware of the teaching strategies each teacher employs and the level of success individual teachers have experienced, they are knowledgeable about what those teachers may be able to offer one with less	Principals discuss the progress of all new hires with the Assistant Superintendent of Instruction on a routine basis. These discussions include the benefit of peer observations.	Assistant Superintendent for Instruction	Assistant Superintendent for Instruction



		experience and facilitates peer observations routinely.			
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Importance of common planning, time for data disaggregation, small group PLCs, and professional development is reinforced frequently by the Assistant Superintendent for Instruction in person at monthly administrative meetings and individually through the principal's evaluation.	Principals develop schedules with the need to collaborate in mind. Elementary teachers have a common planning with other teachers of their grade level. High school teachers, to the extent possible, have a common planning with same subject area teachers. Additional time for lesson study, PLCs, and grade group or subject area meetings is provided before and after school.	Schedules are submitted at the onset of each school year and anytime the schedule is revised. Grade groups or subject area meetings include the principal. PLCs are monitored (and often lead by) the principals and/or the Reading Coach.	Assistant Superintendent for Instruction	Assistant Superintendent for Instruction

## 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	Requirements for reading instruction are conveyed to the principals by the Assistant Superintendent for Instruction in person at monthly administrative meetings, as well as by the Reading Coach.	Principals are tasked with developing an instructional schedule that utilizes a 90 minute reading block. The district selects an evidence-based reading curriculum and the principal ensures it is implemented with fidelity by utilizing walkthroughs, observations, and lesson plan reviews.	The Assistant Superintendent for Instruction evaluates and approves instructional schedules each semester. The Assistant Superintendent for Instruction also approves curriculum selection and periodically conducts classroom walkthroughs and lesson plan reviews to ensure implementation with fidelity.	Assistant Superintendent for Instruction	Quarterly
Small group differentiated instruction in order to meet individual student needs	Requirements for reading instruction are conveyed to the principals by the Assistant Superintendent for Instruction in person at monthly administrative meetings, as well as the Reading Coach.	Principal ensures it is implemented with fidelity by utilizing walkthroughs, observations, and lesson plan reviews.	Principals meet monthly with the Reading Coach who in turn meets with the Assistant Superintendent of Instruction at least quarterly.	Assistant Superintendent for Instruction and the MTSS Coordinator	Monthly to Reading Coach Quarterly to Assistant Superintendent for Instruction

## 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?

K-3 students with substantial reading deficiencies is a top priority as fundamental reading skills provide the foundation for all other learning. The Reading Coach places primary focus on that population. Interventions for those struggling primary students are scheduled prior to students at other grade levels.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	0
District expenditures on reading coaches assigned to elementary schools	\$65,057.55
District expenditures on reading coaches assigned to secondary schools	0
District expenditures on intervention teachers assigned to elementary schools	\$123,543.61
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	0
District expenditures on supplemental materials or interventions for secondary schools	0
District expenditures on professional development	0
District expenditures on helping teachers earn the reading endorsement	\$448.84
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	\$189,050.00
Amount of District Research-Based Reading Instruction Allocation	\$189,050.00

## Summer Reading Camp

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

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

FLDOE Portfolio; Harcourt Journeys; i-Ready

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

If yes, which grade levels? NA

## Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

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

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

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

The allocation of services provided by the reading coach is based on the number of students scoring Level 1 or 2 on the FSA or below grade level on diagnostic and progress monitoring assessments. In addition, priority services will be given to any school receiving a "C" or lower. In the absence of FSA and school grade data, services for SY20-21 will remain the same as SY19-20 unless data collected throughout the year reflects a need to make an adjustment. The district is home to only two elementary schools that are similar in composition and need.

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?

When the Assistant Superintendent for Instruction and the Reading Coach meet with principals to share the Comprehensive Evidence-Based Reading Plan, the role of the Reading Coach is also explained. Principals are made aware that the coach is under no circumstance allowed to perform administrative functions which would contradict their role as coach and mentor. The coach is highly instrumental in helping teachers utilize assessment data, but is not permitted to dedicate undue amount of time to the actual assessment process.

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

Assistant Superintendent for Instruction

### 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>
Upon approval of the Comprehensive Evidence-Based Reading Plan, the Assistant Superintendent for Instruction and the Reading Coach work collaboratively to inform principals of the details of the plan. At that time, the specific role and responsibilities of the Reading Coach is also conveyed.	Digital calendar	Assistant Superintendent for Instruction	Quarterly at a minimum	<ul style="list-style-type: none"> <li>*Identify a problem with precision (eliminate exclusionary factors)</li> <li>*Identify goal for change</li> <li>*Identify deficiencies and create individualized implementation plan with contextual fit</li> <li>*Implement solution with integrity &amp; fidelity</li> <li>*Monitor impact of intervention and modify as needed</li> <li>*Make summative evaluative decisions</li> </ul>

## Other Considerations

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

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

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

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

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

### Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided

- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum and K-12 intervention materials that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Kindergarten

**IF:**

*Student meets the following criteria at beginning of school year:  
Student scores is above the 40<sup>th</sup> percentile or higher on the Gulf District Kindergarten Screener  
Student scores is >496 on the FLKRS*

**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 it's used by the students served is supported by strong evidence, moderate evidence, or promising evidence.***

*Harcourt Journeys & Ready (strong evidence) is used as the core curriculum to provide a comprehensive ELA program as an instructional system for reading both literature and informational texts, acquiring foundational skills, and developing mastery of speaking, listening and writing. Classroom teachers supplement Harcourt Journeys with i-Ready (promising evidence), as well as a variety of other materials.*

[Evidenceforessa.org](http://evidenceforessa.org)

**Progress Monitoring**

**Assessment & Frequency**

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

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

*Harcourt Journeys Benchmark Assessments (end of unit)  
i-Ready (diagnostic three times year; progress monitoring monthly)*

*Student performance on assessments indicates consistent and adequate mastery of grade level standards*

*Student scored below grade level on progress monitoring prompting closer examination of individual data and potential referral to Tier 2*

***How is the effectiveness of Tier 1 instruction being monitored?***  
*All available student performance data are disaggregated and examined for specific skills which are a part of the curriculum but not adequately addressed by instruction. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely*

***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?***  
*\*Identify a problem with precision by purposeful observation of instruction and frequent review of lesson plans  
\*Identify goal for change  
\*Identify solution and create implementation plan with contextual fit  
\*Implement solution with integrity. Solution may include professional development and/or modeling*

	<p>feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine efficacy of Tier 1</p>	<p>*Monitor impact of solution and compare against goal *Make summative evaluative decisions</p>
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b> All available student performance data are disaggregated and examined for specific skills which are not adequately addressed by the curriculum. Teachers ensure curriculum is correlated to standards and indicate standard(s) being addressed in lesson plans.</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> *Identify a problem with precision by examining longitudinal data to identify weaknesses in curriculum *Identify goal for change *Identify solution and create implementation plan with contextual fit *Implement solution with integrity. Solution may require supplementing curriculum to more fully address a specific weakness and/or implementing different instructional strategies to teach specific portions of the curriculum more effectively *Monitor impact of solution and compare against goal *Make summative evaluative decisions</p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b> Students are able to access i-Ready curriculum at home. A device is provided by the district if needed. Students also receive a paper/pencil packet to reinforce skills. The packet includes a reading log and guidance for parents with suggestions for helping their child and providing simple multi-sensory activities using common household objects. Classroom teachers make personnel and frequent contact with students and parents to provide needed support.</p>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year: Student scores is between below the 40<sup>th</sup> percentile on the Gulf District Kindergarten Screener Student scores is between 438 and 496 on the FLKRS Student scores below grade level on first administration of i-Ready diagnostic assessment</p>			
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>			
<b>TIER 1 instruction and TIER 2 interventions</b>	<p>Interventions:</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</b>



				<i>addition to Tier 1 instruction</i>	
	<ul style="list-style-type: none"> <li>Analyze subtest results to determine area of need</li> <li>Administer additional diagnostic test (ERDA) as needed</li> <li>Develop and implement an individual progress monitoring plan</li> <li>Utilize monthly data review meetings to assess progress and evaluate appropriateness of interventions provided</li> <li>Provide Tier 2 interventions including additional instruction in small group setting (within the classroom with a teacher or paraprofessional)</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>GCSB Kindergarten Screener</li> <li>i-Ready</li> <li>Harcourt Journeys</li> <li>CPALMS Activities</li> <li>FCRR Literacy Student Center Activities</li> <li>Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>Paired and independent reading across various genres</li> <li>Ready</li> <li>Barton Reading Program</li> <li>Simon Sound It Out</li> <li>Sing, Spell, Read &amp; Write</li> <li>Multisensory materials and manipulatives</li> </ul>	<p>Screener and Diagnostic are administered 3 times annually. The iReady Diagnostic Schedule for 20-21:</p> <p>1st Diagnostic- Sept 8-Oct 9 2nd Diagnostic- November 30-January 29 3rd Diagnostic- April 5-May 21</p> <p>The iReady Progress Monitoring Schedule for 20-21:</p> <p>Tier 1: Monthly Tier 2: Bi-weekly Tier 3: Weekly</p> <p>Summative Assessments: Weekly</p>	<p>Tier 2 students may discontinue Tier 2 Interventions when the MTSS Data Analysis Team has determined that the student has mastered targeted deficiencies and shown consistent proficiency through classroom assessments, progress monitoring, and after the student has scored On or Above Grade Level Placement on the iReady Diagnostic Assessment.</p> <p>*See Diagnostic Grade Level Placement Chart</p> <p>Tier 1=On or above Grade level Tier 2=1 year below grade level Tier 3=2 or more years below grade level</p>	<p>Tier 2 students will continue to receive Tier 2 interventions in addition to Tier 1 instruction when the student does not demonstrate consistent proficiency through classroom assessments, progress monitoring, and the student continues to score below Grade Level Placement on the iReady Diagnostic Assessment.</p> <p>*See Diagnostic Grade Level Placement Chart</p> <p>Tier 1=On or above Grade level Tier 2=1 year below grade level Tier 3=2 or more years below grade level</p>	<p>Tier 2 students will receive Tier 3 interventions in addition to Tier 1 instruction and Tier 2 interventions when the MTSS Data Analysis Team has determined that the student continues to perform below grade level. Students scoring 2 or more years below grade level placement on classroom assessments, progress monitoring, and the iReady Diagnostic Assessment will receive Tier 3 interventions.</p> <p>*See Diagnostic Grade Level Placement Chart</p> <p>Tier 1=On or above Grade level Tier 2=1 year below grade level Tier 3=2 or more years below grade level</p>
<p>For Diagnostic #1 Tier 1 On Grade Level = Scale score at or above 362, Tier 2 = 100-361; For Diagnostic #2 &amp; 3 Tier 1 On Grade level = Scale score is at or above 396, Tier 2 = 100-395</p>					

	<b>Number of times a week intervention provided</b>	2	<b>Number of minutes per intervention session</b>	30
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p><i>Tier 2 student performance data are disaggregated and examined to determine effectiveness of Tier 2 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine efficacy of Tier 2. The MTSS problem solving team meets monthly with interventionists to identify and solve problems to improve effectiveness of interventions provided. In the event interventions are deemed ineffective, the MTSS teams notifies the principal if he/she were not present at the meeting.</i></p>			
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>• Harcourt Journeys-strong evidence</li> <li>• Ready</li> <li>• i-Ready-moderate evidence</li> <li>• CPALMS Activities-strong evidence</li> <li>• FCRR Literacy Student Center Activities-strong evidence</li> <li>• Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>• Paired and independent reading across various genres</li> <li>• Barton Reading Program</li> <li>• Simon Sound It Out</li> <li>• Sing, Spell, Read &amp; Write-limited evidence</li> <li>• Sound Reading Program</li> <li>• Multisensory materials and manipulatives</li> </ul> <p>evidenceforessa.org  <a href="https://www.ednc.org/an-overview-of-evidence-based-literacy-interventions-in-north-carolina/">https://www.ednc.org/an-overview-of-evidence-based-literacy-interventions-in-north-carolina/</a>  <a href="http://www.bestevidence.org/reading/begin_read/begin_read.htm">http://www.bestevidence.org/reading/begin_read/begin_read.htm</a>  <a href="https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy">https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy</a></p>			
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p><i>Students who receive Tier 2 interventions are given teacher assigned lessons that target specific identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.</i></p>			

<b>IF:</b>	<p><i>Student meets the following criteria at beginning of school year:</i></p> <p><i>Student scores is below the 25% on the Gulf District Kindergarten Screener</i></p> <p><i>Student scores is &lt;438 on the FLKRS</i></p> <p><i>Student scores below grade level on first administration of i-Ready diagnostic assessment</i></p>
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>
<b>TIER 1 instruction, TIER 2</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <b>additional time allotted is in addition to core instruction and tier 2 interventions</b></li> </ul>

	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	<ul style="list-style-type: none"> <li>Analyze subtest results to determine area of need</li> <li>Administer additional diagnostic test (ERDA) is needed</li> <li>Develop and implement an individual progress monitoring plan</li> <li>Utilize monthly data review meetings to assess progress and evaluate appropriateness of interventions provided</li> <li>Provide immediate intensive intervention including additional instruction in small groups and one-on-one</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>GCSB Kindergarten Screener</li> <li>i-Ready</li> <li>Harcourt Journeys</li> <li>Ready</li> <li>CPALMS Activities</li> <li>FCRR Literacy Student Center Activities</li> <li>Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>Paired and independent reading across various genres</li> <li>Barton Reading Program</li> <li>Simon Sound It Out</li> <li>Sing, Spell, Read &amp; Write</li> <li>Multisensory materials and manipulatives</li> </ul>	<p>Screener and Diagnostic are administered 3 times annually. The iReady Diagnostic Schedule for 20-21:</p> <p>1st Diagnostic- Sept 8-Oct 9  2nd Diagnostic- November 30-January 29  3rd Diagnostic- April 5-May 21</p> <p>The iReady Progress Monitoring Schedule for 20-21:</p> <p>Tier 1: Monthly  Tier 2: Bi-weekly  Tier 3: Weekly</p> <p>Summative Assessments: Weekly</p>	<p>Student assessment data indicates student has responded positively to Tier 3 level interventions and is performing 1 or less years below grade level proficiency on classroom assessments, progress monitoring, but does not yet meet Tier 1 criteria of grade level proficiency.</p>	<p>Student does not demonstrate a positive response to intervention and continues to score 2 or more years below grade level.</p>
<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>
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>Tier 3 student performance data are disaggregated and examined to determine effectiveness of Tier 3 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine efficacy of Tier 3. The MTSS problem solving team meets monthly with interventionists to identify and solve</p>			

*problems to improve effectiveness of interventions provided. In the event interventions are deemed ineffective, the MTSS teams notifies the principal if he/she were not present at the meeting.*

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

- Harcourt Journeys-strong evidence
- Ready
- i-Ready-moderate evidence
- CPALMS Activities-strong evidence
- FCRR Literacy Student Center Activities-strong evidence
- Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies
- Paired and independent reading across various genres
- Barton Reading Program
- Simon Sound It Out
- Sing, Spell, Read & Write-limited evidence
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***How are Tier 3 interventions modified for students who receive interventions through distance learning?***

*Students who receive Tier 3 interventions are given teacher assigned lessons that target specific identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.*

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 1-5**

**IF:**

Student meets the following criteria at beginning of school year:  
*Level 3 or above on FSA (repeating 3<sup>rd</sup> graders, 4<sup>th</sup> & 5<sup>th</sup> graders)*  
*Grade level performance on i-Ready benchmark assessment*  
*Grade level proficiency on Harcourt Journeys Grade Level Benchmark 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.***

*Harcourt Journeys (strong evidence) is used as the core curriculum to provide a comprehensive ELA program as an instructional system for reading both literature and informational texts, acquiring foundational skills, and developing mastery of speaking, listening and writing. Harcourt Journeys includes anchor text reading instruction with a 3-part approach: grasp big ideas, analyze short passages, independent close reading and leveled readers for guided reading and individualized practice. Classroom teachers supplement Harcourt Journeys with i-Ready (promising evidence), as well as, a variety of other materials.*

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**TIER 1**

**Progress Monitoring**

**Assessment & Frequency**

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

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

*Harcourt Journeys Benchmark Assessments (end of unit)  
i-Ready (diagnostic three times per year; progress monitoring monthly)*

*Student performance on assessments indicates consistent and adequate mastery of grade level standards*

*Student scored below grade level on progress monitoring prompting closer examination of individual data and potential referral to Tier 2*

***How is the effectiveness of Tier 1 instruction being monitored?***  
*All available student performance data are disaggregated and examined for grade level proficiency and specific skills which are a part of the curriculum but not adequately addressed by instruction. Principals and the*

***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?***  
*\*Identify a problem with precision by purposeful observation of instruction and frequent review of lesson plans*  
*\*Identify goal for change*  
*\*Identify solution and create implementation plan with contextual fit*

	<p><i>Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed.</i></p>	<p><i>*Implement solution with integrity. Solution may include professional development and/or modeling</i></p> <p><i>*Monitor impact of solution and compare against goal</i></p> <p><i>*Make summative evaluative decisions</i></p>
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b>  <i>All available student performance data are disaggregated and examined for grade level proficiency and specific skills which are not adequately addressed by the curriculum. Teachers ensure curriculum is correlated to standards and indicate standard(s) being addressed in lesson plans.</i></p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b>  <i>*Principals, Reading Coach and Assistant Superintended for Instruction review school and grade level performance on i-Ready diagnostic to identify and solve problems to improve effectiveness of Tier 1 curriculum</i></p> <p><i>*Identify a problem with precision by examining longitudinal data to identify weaknesses in curriculum</i></p> <p><i>*Identify goal for change</i></p> <p><i>*Identify solution and create implementation plan with contextual fit</i></p> <p><i>*Implement solution with integrity. Solution may require supplementing curriculum to more fully address a specific weakness and/or implementing different instructional strategies to teach specific portions of the curriculum more effectively</i></p> <p><i>*Monitor impact of solution and compare against goal</i></p> <p><i>*Make summative evaluative decisions</i></p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b>  <i>Students are able to access iReady curriculum at home. A device is provided by the district if needed. Students also receive a paper/pencil packet to reinforce skills. The packet includes a reading log and guidance for parents with suggestions for helping their child and providing simple multi-sensory activities using common household objects. Accelerated Reader and other supplementary programs are made available.</i></p> <p><i>Classroom teachers make personnel and frequent contact with students and parents to provide needed support.</i></p>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <p><i>Student scores Level 1 or 2 on FSA</i></p> <p><i>Student scores below grade level on i-Ready diagnostic assessment</i></p> <p><i>Below grade level proficiency on Harcourt Journeys Grade Level Benchmark assessment</i></p> <p><i>Teacher observations indicate deficiency</i></p>
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li><i>• are standards-aligned</i></li> <li><i>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li><i>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li><i>• are matched to the needs of the students</i></li> <li><i>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li><i>• occurs during time allotted in addition to core instruction</i></li> <li><i>• includes accommodations (IEP, ESOL or 504)</i></li> </ul>

	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	<ul style="list-style-type: none"> <li>Analyze subtest results to determine area of need</li> <li>Develop and implement an individual progress monitoring plan for students in grades K-3</li> <li>Utilize monthly data review meetings to assess progress and evaluate appropriateness of interventions provided</li> <li>Provide immediate intensive intervention</li> <li>Recommend Title I afterschool tutoring program</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>Harcourt Journeys</li> <li>Ready</li> <li>i-Ready</li> <li>CPALMS Activities</li> <li>FCRR Literacy Student Center Activities</li> <li>Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>Barton Reading Program</li> <li>Simon Sound It Out</li> <li>Sing, Spell, Read &amp; Write</li> <li>Sound Reading Program</li> <li>Scholastic Action</li> <li>Performance Coach</li> <li>Earobics</li> <li>Simon Sound It Out</li> <li>Six Minute Solution</li> <li>Quick Reads</li> <li>Workdmaker</li> <li>ReadWorks</li> <li>Multisensory materials and manipulatives</li> </ul>	<p>Screener and Diagnostic are administered 3 times annually. The iReady Diagnostic Schedule for 20-21:</p> <p>1st Diagnostic-Sept 8-Oct 9</p> <p>2nd Diagnostic-November 30-January 29</p> <p>3rd Diagnostic-April 5-May 21</p> <p>The iReady Progress Monitoring Schedule for 20-21:</p> <p>Tier 1: Monthly</p> <p>Tier 2: Bi-weekly</p> <p>Tier 3: Weekly</p> <p>Summative Assessments: Weekly</p>	<p>Tier 2 students may discontinue Tier 2 Interventions when the MTSS Data Analysis Team has determined that the student has mastered targeted deficiencies and shown consistent proficiency through classroom assessments, progress monitoring, and after the student has scored On or Above Grade Level Placement on the iReady Diagnostic Assessment. *See</p> <p>Tier 1=On or above Grade level</p> <p>Tier 2=1 year below grade level</p> <p>Tier 3=2 or more years below grade level</p>	<p>Tier 2 students will continue to receive Tier 2 interventions in addition to Tier 1 instruction when the student does not demonstrate consistent proficiency through classroom assessments, progress monitoring, and the student continues to score below Grade Level Placement on the iReady Diagnostic Assessment. *See Diagnostic Grade Level Placement Chart</p> <p>Tier 1=On or above Grade level</p> <p>Tier 2=1 year below grade level</p> <p>Tier 3=2 or more years below grade level</p>	<p>Tier 2 students will receive Tier 3 interventions in addition to Tier 1 instruction and Tier 2 interventions when the MTSS Data Analysis Team has determined that the student continues to perform below grade level. Students scoring 2 or more years below grade level placement on classroom assessments, progress monitoring, and the iReady Diagnostic Assessment will receive Tier 3 interventions. *See Diagnostic Grade Level Placement Chart</p> <p>Tier 1=On or above Grade level</p> <p>Tier 2=1 year below grade level</p>

				Tier 3=2 or more years below grade level
<p><b>1<sup>st</sup> Grade</b>-For Diagnostic #1 Tier 1 On Grade Level = Scale score at or above 434, Tier 2 = 347-433, Tier 3 = 100-346  For Diagnostic #2 &amp; 3 Tier 1 On Grade level = Scale score is at or above 458, Tier 2 = 434-457, Tier 3 = 100-433  <b>2<sup>nd</sup> Grade</b>-For Diagnostic #1 Tier 1 On Grade Level = Scale score at or above 489, Tier 2 = 419-488, Tier 3 = 100-418  For Diagnostic #2 &amp; 3 Tier 1 On Grade level = Scale score is at or above 513, Tier 2 = 489-512, Tier 3 = 100-488  <b>3<sup>rd</sup> Grade</b>-For Diagnostic #1 Tier 1 On Grade Level = Scale score at or above 511, Tier 2 = 474-510, Tier 3 = 100-473  For Diagnostic #2 &amp; 3 Tier 1 On Grade level = Scale score is at or above 545, Tier 2 = 511-544, Tier 3 = 100-510  <b>4<sup>th</sup> Grade</b>-For Diagnostic #1 Tier 1 On Grade Level = Scale score at or above 557, Tier 2 = 496-556, Tier 3 = 100-495  For Diagnostic #2 &amp; 3 Tier 1 On Grade level = Scale score is at or above 579, Tier 2 = 557-578, Tier 3 = 100-556  <b>5<sup>th</sup> Grade</b>-For Diagnostic #1 Tier 1 On Grade Level = Scale score at or above 581, Tier 2 = 542-580, Tier 3 = 100-541  For Diagnostic #2 &amp; 3 Tier 1 On Grade level = Scale score is at or above 609, Tier 2 = 581-608, Tier 3 = 100-580</p>				
<b>Number of times a week intervention provided</b>	2	<b>Number of minutes per intervention session</b>	30	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b>  <i>Tier 2 student performance data are disaggregated and examined to determine effectiveness of Tier 2 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine efficacy of Tier 2. The MTSS problem solving team meets monthly with interventionists to identify and solve problems to improve effectiveness of interventions provided. In the event interventions are deemed ineffective, the MTSS teams notifies the principal if he/she were not present at the meeting.</i></p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>• Harcourt Journeys-strong evidence</li> <li>• Ready</li> <li>• CPALMS Activities-strong evidence</li> <li>• FCRR Literacy Student Center Activities-strong evidence</li> <li>• Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>• Paired and independent reading across various genres</li> <li>• i-Ready-moderate evidence</li> <li>• Barton Reading Program</li> <li>• Simon Sound It Out</li> <li>• Sing, Spell, Read &amp; Write-limited evidence</li> <li>• Sound Reading Program</li> <li>• Scholastic Action</li> <li>• Performance Coach</li> <li>• Earobics-strong evidence</li> <li>• Simon Sound It Out</li> <li>• Six Minute Solution</li> <li>• Quick Reads</li> <li>• Workdmaker</li> <li>• ReadWorks</li> <li>• Multisensory materials and manipulatives</li> </ul> <p>evidenceforessa.org  <a href="https://www.ednc.org/an-overview-of-evidence-based-literacy-interventions-in-north-carolina/">https://www.ednc.org/an-overview-of-evidence-based-literacy-interventions-in-north-carolina/</a></p>				



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**How are Tier 2 interventions modified for students who receive interventions through distance learning?**  
 Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year:  <i>Student scores Level 1 on FSA</i>  <i>Student scores 2 or more years below grade level on i-Ready diagnostic assessment</i>  <i>Below grade level proficiency on Harcourt Journeys Grade Level Benchmark assessment</i>            AND Tier 2 interventions inadequate</p>		
<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b></p>			
<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b></p>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>		
	<p><b>TIER 3 Programs/Materials/Strategies &amp; Duration</b></p>	<p><b>TIER 3 Progress Monitoring</b></p>	
	<ul style="list-style-type: none"> <li>Analyze subtest results to determine area of need</li> <li>Develop and implement an individual progress monitoring plan for students in grade 3</li> <li>Utilize monthly data review meetings to assess progress and evaluate appropriateness of interventions provided</li> <li>Provide immediate intensive intervention</li> <li>If needed, administer DAR</li> <li>Recommend Title I afterschool tutoring program</li> <li>3<sup>rd</sup> grade students will participate in SRC</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>Harcourt Journeys</li> <li>Ready</li> <li>i-Ready</li> <li>CPALMS Activities</li> </ul>	<p>Assessment &amp; Frequency</p> <p>Screener and Diagnostic are administered 3 times annually.            The iReady Diagnostic Schedule for 20-21:            1st Diagnostic- Sept 8-Oct 9            2nd Diagnostic- November 30-January 29            3rd Diagnostic- April 5-May 21            The iReady Progress Monitoring Schedule for 20-21:            Tier 1: Monthly</p>	<p>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</p> <p>Student assessment data indicates student has responded positively to Tier 3 level interventions and is performing 1 or less years below grade level proficiency on classroom assessments, progress monitoring, but does not yet meet Tier 1 criteria of grade level proficiency</p>

	<ul style="list-style-type: none"> <li>FCRR Literacy Student Center Activities</li> <li>Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>Barton Reading Program</li> <li>Simon Sound It Out</li> <li>Sing, Spell, Read &amp; Write</li> <li>Sound Reading Program</li> <li>Scholastic Action</li> <li>Performance Coach</li> <li>Earobics</li> <li>Simon Sound It Out</li> <li>Six Minute Solution</li> <li>Quick Reads</li> <li>Workdmaker</li> <li>ReadWorks</li> <li>Multisensory materials and manipulatives</li> </ul>	Tier 2: Bi-weekly Tier 3: Weekly Summative Assessments: Weekly		
<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>				
<b>Number of times a week intervention provided</b>	<b>4</b>	<b>Number of minutes per intervention session</b>	<b>30</b>	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p><i>Tier 3 student performance data are disaggregated and examined to determine effectiveness of Tier 3 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine efficacy of Tier 3. The MTSS problem solving team meets monthly with interventionists to identify and solve problems to improve effectiveness of interventions provided. In the event interventions are deemed ineffective, the MTSS teams notifies the principal if he/she were not present at the meeting.</i></p>				
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- Six Minute Solution
- Quick Reads
- Workdmaker
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<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=Literacy>

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

*Students who receive Tier 3 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.*

## Curriculum, Instruction, and Assessment Decision Tree

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

**IF:**

Student meets the following criteria at beginning of school year:  
*Level 3 or above on FSA and/or APM*  
*Grade level performance on i-Ready benchmark assessment (6<sup>th</sup> grade)*  
*Grade level proficiency on Harcourt Journeys Grade Level Benchmark assessment (6<sup>th</sup> grade)*  
*Grade level proficiency on FAIR-FS (7<sup>th</sup> & 8<sup>th</sup> grade)*

**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.***

*6<sup>th</sup> grade (@ elem. sch.): Harcourt Journeys (strong evidence) is used as the core curriculum to provide a comprehensive ELA program as an instructional system for reading both literature and informational texts, acquiring foundational skills, and developing mastery of speaking, listening and writing. Harcourt Journeys includes anchor text reading instruction with a 3-part approach: grasp big ideas, analyze short passages, independent close reading and leveled readers for guided reading and individualized practice. Classroom teachers supplement Harcourt Journeys with i-Ready (promising evidence), as well as a variety of other materials.*

*7<sup>th</sup> & 8<sup>th</sup> grade: Reading Plus (strong evidence) is an adaptive literacy program that develops the fluency, comprehension, and motivation students need to be successful readers. It is proven to improve learning outcomes and to significantly improved reading achievement for diverse populations. Houghton Mifflin Harcourt Collections provides students comprehensive instruction to read, analyze, compare, and communicate their understanding of various literary and information texts that includes complex texts sets focused on having students read, analyze, compare, and communicate their understanding of various literary texts and instruction in listening, speaking, and writing.*

evidenceforessa.org

<https://www.ednc.org/an-overview-of-evidence-based-literacy-interventions-in-north-carolina/>

[http://www.bestevidence.org/reading/begin\\_read/begin\\_read.htm](http://www.bestevidence.org/reading/begin_read/begin_read.htm)

<https://www.readingplus.com/strong-evidence-to-support-essa/>

<https://www.readingplus.com/research-and-results/efficacy/>

**Progress Monitoring**

**Assessment & Frequency**

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

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

*Adaptive Progress Monitoring Tool (twice per year)*  
*6<sup>th</sup> grade:*  
*Harcourt Journeys Benchmark*

*Student scores at or above grade level on the APM*

*Student scored below grade level on the APM*

	<p>Assessments (end of unit) i-Ready (diagnostic three times per year; progress monitoring monthly) 7<sup>th</sup> &amp; 8<sup>th</sup> grade: FAIR-FS (three time per year) Write Score Reading Assessment (monthly) Curriculum-Based Measures including Reading Plus (weekly)</p>	<p>Student performance on assessments indicates consistent and adequate mastery of grade level standards</p>	<p>Student scored below grade level on progress monitoring prompting closer examination of individual data and potential referral to Tier 2</p>
	<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b> All available student performance data are disaggregated and examined for grade level proficiency and specific skills which are a part of the curriculum but not adequately addressed by instruction. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed.</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b> *Identify a problem with precision by purposeful observation of instruction and frequent review of lesson plans *Identify goal for change *Identify solution and create implementation plan with contextual fit *Implement solution with integrity. Solution may include professional development and/or modeling *Monitor impact of solution and compare against goal *Make summative evaluative decisions</p>	
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b> All available student performance data are disaggregated and examined for grade level proficiency and specific skills which are not adequately addressed by the curriculum. Teachers ensure curriculum is correlated to standards and indicate standard(s) being addressed in lesson plans.</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> *Principals, Reading Coach and Assistant Superintended for Instruction review school and grade level performance on i-Ready diagnostic to identify and solve problems to improve effectiveness of Tier 1 curriculum *Identify a problem with precision by examining longitudinal data to identify weaknesses in curriculum *Identify goal for change *Identify solution and create implementation plan with contextual fit *Implement solution with integrity. Solution may require supplementing curriculum to more fully address a specific weakness and/or implementing different instructional strategies to teach specific portions of the curriculum more effectively *Monitor impact of solution and compare against goal *Make summative evaluative decisions</p>	
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b> 6<sup>th</sup> grade: Students are able to access iReady curriculum at home. A device is provided by the district if needed. Students also receive a paper/pencil packet to reinforce skills. The packet includes a reading log and guidance for parents with suggestions for helping their child and providing simple multi-sensory activities using common household objects. Classroom teachers make personnel and frequent contact with students and parents to provide needed support. 7<sup>th</sup> &amp; 8<sup>th</sup> grade: Reading Plus provides virtual implementations to support students learning at home and is proven effective with distance learning. Using Google Classroom, students view recordings of their teachers delivering instruction and complete required assignments.</p>		

Classroom teachers make personnel and frequent contact with students and parents to provide needed support.

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year:  <i>Student scores Level 1 or 2 on FSA and/or APM</i>  <i>Student scores below grade level on i-Ready diagnostic assessment (6<sup>th</sup> grade)</i>  <i>Below grade level proficiency on Harcourt Journeys Grade Level Benchmark assessment (6<sup>th</sup> grade)</i>  <i>One-year below grade level on FAIR-FS</i>  <i>Teacher observations indicate deficiency</i></p>				
<p><b>THEN:</b></p>	<p><b>TIER 1 instruction and TIER 2 interventions</b></p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>TIER 1 instruction and TIER 2 interventions</b></p>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li><i>are standards-aligned</i></li> <li><i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li><i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li><i>are matched to the needs of the students</i></li> <li><i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li><i>occurs during time allotted in addition to core instruction</i></li> <li><i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>				
	<p><b>TIER 2 Programs/Materials/Strategies &amp; Duration</b></p>	<p><b>TIER 2 Progress Monitoring</b></p>			
	<ul style="list-style-type: none"> <li>Analyze subtest results to determine area of need</li> <li>Provide Tier 2 Interventions including a remedial reading course</li> <li>Progress Monitor using FAIR-FS and/or iReady</li> <li>Recommend Title I afterschool tutoring program for grade 6 students</li> <li>Recommend Title V before/after school tutoring/mentoring program for students in grades 7-8</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>Harcourt Journeys (6<sup>th</sup> grade)</li> <li>Reading Plus (7<sup>th</sup> &amp; 8<sup>th</sup> grade)</li> <li>Florida Collections (7<sup>th</sup> &amp; 8<sup>th</sup> grade)</li> <li>CPALMS Activities</li> </ul>	<p>Adaptive Progress Monitoring Tool (twice per year)</p> <p>6<sup>th</sup> grade: Screener and Diagnostic are administered 3 times annually. The iReady Diagnostic Schedule for 20-21: 1st Diagnostic-Sept 8-Oct 9</p>	<p>APM indicates student is at or near grade level</p> <p>6<sup>th</sup> grade: Tier 2 students may discontinue Tier 2 Interventions when the MTSS Data Analysis Team has determined that the student has mastered targeted deficiencies and shown consistent</p>	<p>APM indicates student is below grade level</p> <p>6<sup>th</sup> grade: Tier 2 students will continue to receive Tier 2 interventions in addition to Tier 1 instruction when the student does not demonstrate consistent proficiency through classroom assessments, progress monitoring, and the student continues to score below Grade Level</p>	<p>APM indicates that student is below grade level and demonstrating inadequate growth to close achievement gap</p> <p>6<sup>th</sup> grade: Tier 2 students will receive Tier 3 interventions in addition to Tier 1 instruction and Tier 2 interventions when the</p>

	<ul style="list-style-type: none"> <li>FCRR Literacy Student Center Activities (Struggling Readers)</li> <li>Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>Paired and independent reading across various genres</li> <li>Performance Coach</li> <li>Read Theory</li> <li>i-Ready (6<sup>th</sup> grade)</li> <li>Six Minute Solution</li> <li>ReadWorks</li> <li>Scholastic Action</li> <li>Sound</li> <li>Newsela</li> </ul>	<p>2nd Diagnostic- November 30-January 29</p> <p>3rd Diagnostic- April 5-May 21</p> <p>The iReady Progress Monitoring Schedule for 20-21:</p> <p>Tier 1: Monthly</p> <p>Tier 2: Bi-weekly</p> <p>Tier 3: Weekly</p> <p>Summative Assessments: Weekly</p>	<p>proficiency through classroom assessments, progress monitoring, and after the student has scored On or Above Grade Level</p> <p>Placement on the iReady Diagnostic Assessment. *See Diagnostic Grade Level Placement Chart</p> <p>Tier 1=On or above Grade level</p> <p>Tier 2=1 year below grade level</p> <p>Tier 3=2 or more years below grade level</p>	<p>Placement on the iReady Diagnostic Assessment. *See Diagnostic Grade Level Placement Chart</p> <p>Tier 1=On or above Grade level</p> <p>Tier 2=1 year below grade level</p> <p>Tier 3=2 or more years below grade level</p>	<p>MTSS Data Analysis Team has determined that the student continues to perform below grade level. Students scoring 2 or more years below grade level placement on classroom assessments, progress monitoring, and the iReady Diagnostic Assessment will receive Tier 3 interventions. *See Diagnostic Grade Level Placement Chart</p> <p>Tier 1=On or above Grade level</p> <p>Tier 2=1 year below grade level</p> <p>Tier 3=2 or more years below grade level</p>
<p><b>6<sup>th</sup> Grade</b>-For Diagnostic #1 Tier 1 On Grade Level = Scale score at or above 598, Tier 2 = 566-597, Tier 3 = 100-565  For Diagnostic #2 &amp; 3 Tier 1 On Grade level = Scale score is at or above 616, Tier 2 = 598-615, Tier 3 = 100-597</p>					
<p><b>Number of times a week intervention provided</b></p>		<p>2</p>	<p><b>Number of minutes per intervention session</b></p>		<p>30</p>
<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><i>Tier 2 student performance data are disaggregated and examined to determine effectiveness of Tier 2 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine efficacy of Tier 2. The MTSS problem solving team meets monthly with interventionists to identify and solve problems to improve effectiveness of interventions provided. In the event interventions are deemed ineffective, the MTSS teams notifies the principal if he/she were not present at the meeting.</i></p>					

	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>• Harcourt Journeys (6<sup>th</sup> grade)-strong evidence</li> <li>• Reading Plus (7<sup>th</sup> &amp; 8<sup>th</sup> grade) – strong evidence</li> <li>• Florida Collections (7<sup>th</sup> &amp; 8<sup>th</sup> grade)-promising evidence</li> <li>• CPALMS Activities-strong evidence</li> <li>• FCRR Literacy Student Center Activities (as appropriate)-strong evidence</li> <li>• Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>• Paired and independent reading across various genres</li> <li>• Performance Coach</li> <li>• Read Theory</li> <li>• i-Ready (6<sup>th</sup> grade)</li> <li>• Six Minute Solution</li> <li>• ReadWorks</li> <li>• Scholastic Action</li> <li>• Sound</li> <li>• Newsela</li> </ul> <p>evidenceforessa.org  <a href="https://www.ednc.org/an-overview-of-evidence-based-literacy-interventions-in-north-carolina/">https://www.ednc.org/an-overview-of-evidence-based-literacy-interventions-in-north-carolina/</a>  <a href="http://www.bestevidence.org/reading/begin_read/begin_read.htm">http://www.bestevidence.org/reading/begin_read/begin_read.htm</a>  <a href="https://ies.ed.gov/ncee/wwc/FWW/Results?filters=Literacy">https://ies.ed.gov/ncee/wwc/FWW/Results?filters=Literacy</a>  <a href="https://www.readingplus.com/strong-evidence-to-support-essa/">https://www.readingplus.com/strong-evidence-to-support-essa/</a>  <a href="https://www.readingplus.com/research-and-results/efficacy/">https://www.readingplus.com/research-and-results/efficacy/</a></p>
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b>  <i>Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.</i></p>

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:  <i>Student scores Level 1 on FSA</i>  <i>Student scores 2 or more years below grade level on i-Ready diagnostic assessment (6<sup>th</sup> grade)</i>  <i>Two or more years below grade level FAIR-FS (7<sup>th</sup> &amp; 8<sup>th</sup> grade)</i>  <i>Below grade level proficiency on Harcourt Journeys Grade Level Benchmark assessment (6<sup>th</sup> grade)</i>  <i>Below grade level proficiency on HMH Collections or Write Score Reading assessments (7<sup>th</sup> or 8<sup>th</sup> grade)</i>  AND Tier 2 interventions inadequate</p>
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>
<b>TIER 1 instruction, TIER 2</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <b>additional time allotted is in addition to core instruction and tier 2 interventions</b></li> </ul>



	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	<ul style="list-style-type: none"> <li>Analyze subtest results to determine area of need</li> <li>Progress Monitor using FAIR-FS and/or i-Ready</li> <li>Provide immediate intensive interventions</li> <li>Recommend Title I afterschool tutoring program for grade 6 students</li> <li>Recommend Title V before/after school tutoring/mentoring program for students in grades 7-8</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>Harcourt Journeys (6<sup>th</sup> grade)</li> <li>Reading Plus (7<sup>th</sup> &amp; 8<sup>th</sup> grade)</li> <li>Florida Collections (7<sup>th</sup> &amp; 8<sup>th</sup> grade)</li> <li>CPALMS Activities</li> <li>FCRR Literacy Student Center Activities (struggling readers)</li> <li>Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>Paired and independent reading across various genres</li> <li>Performance Coach</li> <li>Read Theory</li> <li>i-Ready (6<sup>th</sup> grade)</li> <li>Six Minute Solution</li> <li>ReadWorks</li> <li>Scholastic Action</li> <li>Sound</li> <li>Newsela</li> </ul>	<p>Adaptive Progress Monitoring Tool (twice per year)</p> <p>6<sup>th</sup> grade:            Screener and Diagnostic are administered 3 times annually.            The iReady Diagnostic Schedule for 20-21:            1st Diagnostic- Sept 8-Oct 9            2nd Diagnostic- November 30-January 29            3rd Diagnostic- April 5-May 21            The iReady Progress Monitoring Schedule for 20-21:            Tier 1: Monthly            Tier 2: Bi-weekly            Tier 3: Weekly            Summative Assessments:            Weekly</p>	<p>Student assessment data indicates student has responded positively to Tier 3 level interventions and is performing 1 or less years below grade level proficiency on classroom assessments, progress monitoring, but does not yet meet Tier 1 criteria of grade level proficiency</p>	<p>Student does not demonstrate a positive response to intervention and continues to score 2 or more years below grade level.</p>
<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>
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p><i>Tier 3 student performance data are disaggregated and examined to determine effectiveness of Tier 3 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to</i></p>			

determine efficacy of Tier 3. The MTSS problem solving team meets monthly with interventionists to identify and solve problems to improve effectiveness of interventions provided. In the event interventions are deemed ineffective, the MTSS teams notifies the principal if he/she were not present at the meeting.

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

- Harcourt Journeys (6<sup>th</sup> grade)-strong evidence
- Reading Plus (7<sup>th</sup> & 8<sup>th</sup> grade) – strong evidence
- Florida Collections (7<sup>th</sup> & 8<sup>th</sup> grade)-promising evidence
- CPALMS Activities-strong evidence
- FCRR Literacy Student Center Activities (as appropriate)-strong evidence
- Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies
- Paired and independent reading across various genres
- Performance Coach
- Read Theory
- i-Ready (6<sup>th</sup> grade)
- Six Minute Solution
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**How are Tier 3 interventions modified for students who receive interventions through distance learning?**

Students who receive Tier 3 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

## Curriculum, Instruction, and Assessment Decision Tree

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

**IF:**

Student meets the following criteria at beginning of school year:  
*Level 3 or above on FSA and/or APM*  
*Grade level proficiency on FAIR-FS*

**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.**

*Reading Plus (strong evidence) is an adaptive literacy program that develops the fluency, comprehension, and motivation students need to be successful readers. It is proven to improve learning outcomes and to significantly improved reading achievement for diverse populations. Houghton Mifflin Harcourt Collections provides students comprehensive instruction to read, analyze, compare, and communicate their understanding of various literary and information texts that includes complex texts sets focused on having students read, analyze, compare, and communicate their understanding of various literary texts and instruction in listening, speaking, and writing.*

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<https://www.readingplus.com/research-and-results/efficacy/>

**Progress Monitoring**

**Assessment & Frequency**

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

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

*FAIR-FS (three time per year)  
Read Theory Assessment (monthly)  
Curriculum-Based Measures including Reading Plus (weekly)*

*Student performance on assessments indicates consistent and adequate mastery of grade level standards*

*Student scored below grade level on progress monitoring prompting closer examination of individual data and potential referral to Tier 2*

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

*All available student performance data are disaggregated and examined for specific skills which are a part of the curriculum but not adequately addressed by instruction. Principals conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed.*

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

- \*Identify a problem with precision by purposeful observation of instruction and frequent review of lesson plans
- \*Identify goal for change
- \*Identify solution and create implementation plan with contextual fit
- \*Implement solution with integrity. Solution may include professional development and/or modeling
- \*Monitor impact of solution and compare against goal
- \*Make summative evaluative decisions

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

*All available student performance data are disaggregated and examined for specific skills which are not adequately addressed by the curriculum. Teachers ensure curriculum is correlated to standards and indicate standard(s) being addressed in lesson plans.*

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

- \*Principals, Reading Coach and Assistant Superintended for Instruction review school and grade level performance on i-Ready diagnostic to identify and solve problems to improve effectiveness of Tier 1 curriculum
- \*Identify a problem with precision by examining longitudinal data to identify weaknesses in curriculum
- \*Identify goal for change
- \*Identify solution and create implementation plan with contextual fit

	<p><i>*Implement solution with integrity. Solution may require supplementing curriculum to more fully address a specific weakness and/or implementing different instructional strategies to teach specific portions of the curriculum more effectively</i></p> <p><i>*Monitor impact of solution and compare against goal</i></p> <p><i>*Make summative evaluative decisions</i></p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b></p> <p><i>Reading Plus provides virtual implementations to support students learning at home and is proven effective with distance learning. Using Google Classroom, students view recordings of their teachers delivering instruction and complete required assignments.</i></p> <p><i>Classroom teachers make personnel and frequent contact with students and parents to provide needed support.</i></p>

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <p><i>Student scores Level 1 or 2 on FSA and/or APM</i></p> <p><i>One-year below grade level on FAIR-FS</i></p> <p><i>Teacher observations indicate deficiency</i></p>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• <i>are standards-aligned</i></li> <li>• <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>• <i>are matched to the needs of the students</i></li> <li>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>• <i>occurs during time allotted in addition to core instruction</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	<ul style="list-style-type: none"> <li>• Analyze subtest results to determine area of need</li> <li>• Provide Tier 2 Interventions including a remedial reading course</li> <li>• Progress Monitor using FAIR-FS</li> <li>• Recommend Title V before/after school tutoring/mentoring program</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Reading Plus</li> <li>• Florida Collections</li> </ul>	Adaptive Progress Monitoring Tool (twice per year)	APM indicates student is at or near grade level	APM indicates student is below grade level	APM indicates that student is below grade level and demonstrating inadequate growth to close achievement gap

- Performance Coach
- CPALMS Activities
- Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies
- Paired and independent reading across various genres
- Read Theory
- Six Minute Solution
- ReadWorks
- Scholastic Action
- Sound
- Newsela

**Number of times a week intervention provided**

2

**Number of minutes per intervention session**

15

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

*Tier 2 student performance data are disaggregated and examined to determine effectiveness of Tier 2 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine efficacy of Tier 2. The MTSS problem solving team meets monthly with interventionists to identify and solve problems to improve effectiveness of interventions provided. In the event interventions are deemed ineffective, the MTSS teams notifies the principal if he/she were not present at the meeting.*

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

- Reading Plus – strong evidence
- Florida Collections -promising evidence
- CPALMS Activities-strong evidence
- FCRR Literacy Student Center Activities (as appropriate)-strong evidence
- Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies
- Paired and independent reading across various genres
- Performance Coach
- Read Theory
- Six Minute Solution
- ReadWorks
- Scholastic Action
- Sound
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**How are Tier 2 interventions modified for students who receive interventions through distance learning?**  
 Students who receive Tier 2 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

**IF:** Student meets the following criteria at beginning of school year:  
*Student scores Level 1 on FSA*  
*Two or more years below grade level FAIR-FS*  
*Below grade level proficiency on HMH Collections or Write Score Reading assessments*  
 AND Tier 2 interventions inadequate

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

<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	<ul style="list-style-type: none"> <li>Analyze subtest results to determine area of need</li> <li>Progress Monitor using FAIR-FS</li> <li>Provide immediate intensive interventions</li> <li>Recommend Title V before/after school tutoring/mentoring program</li> </ul> Materials: <ul style="list-style-type: none"> <li>Reading Plus</li> <li>Florida Collections</li> <li>CPALMS Activities</li> <li>FCRR Literacy Student Center Activities</li> <li>Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies</li> <li>Performance Coach</li> <li>Read Theory</li> <li>Six Minute Solution</li> <li>ReadWorks</li> <li>Scholastic Action</li> <li>Sound</li> <li>Newsela</li> </ul>	Adaptive Progress Monitoring Tool (twice per year)	Student assessment data indicates student has responded positively to Tier 3 level interventions and is performing 1 or less years below grade level proficiency on classroom assessments, progress monitoring, but does not yet meet Tier 1 criteria of grade level proficiency	Student does not demonstrate a positive response to intervention and continues to score 2 or more years below grade level.

**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**

**15**

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

*Tier 3 student performance data are disaggregated and examined to determine effectiveness of Tier 3 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. All diagnostic and progress monitoring data are evaluated to determine efficacy of Tier 3. The MTSS problem solving team meets monthly with interventionists to identify and solve problems to improve effectiveness of interventions provided. In the event interventions are deemed ineffective, the MTSS teams notifies the principal if he/she were not present at the meeting.*

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

- Reading Plus - strong evidence
- Florida Collections - promising evidence
- CPALMS Activities- strong evidence
- FCRR Literacy Student Center Activities (as appropriate)-strong evidence
- Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies
- Paired and independent reading across various genres
- Performance Coach
- Read Theory
- Six Minute Solution
- ReadWorks
- Scholastic Action
- Sound
- Newsela

[http://www.bestevidence.org/reading/begin\\_read/begin\\_read.htm](http://www.bestevidence.org/reading/begin_read/begin_read.htm)

<https://www.readingplus.com/strong-evidence-to-support-essa/>

<https://www.readingplus.com/research-and-results/efficacy/>

<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=Literacy>

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

*Students who receive Tier 3 interventions are given teacher assigned lessons that target specific skills identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.*