

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

Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education's (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

	Name	Title	Email	Phone
Main District Reading Contact	Michelle Barash	Supervisor of Elementary Programs & ELA K-12	barash_m@hcsb.k12.fl.us	352-797-7000 ext. 433
Responsibility	Name	Title	Email	Phone
Elementary ELA	Michelle Barash	Supervisor of Elementary Programs & ELA K-12	barash_m@hcsb.k12.fl.us	352-797-7000 ext. 433
Secondary ELA	Michelle Barash	Supervisor of Elementary Programs & ELA K-12	barash_m@hcsb.k12.fl.us	352-797-7000 ext. 433
Reading Endorsement	Paula Clark	Supervisor of Professional Development	clark_p@hcsb.k12.fl.us	352-797-7000 ext. 437
Reading Curriculum	Michelle Barash	Supervisor of Elementary Programs & ELA K-12	barash_m@hcsb.k12.fl.us	352-797-7000 ext. 433
Professional Development	Paula Clark	Supervisor of Professional Development	clark_p@hcsb.k12.fl.us	352-797-7000 ext. 437
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Data Element	Donna Reilly	Coordinator of Student Data Quality/Reporting	reilly_d@hcsb.k12.fl.us	352-797-7000 ext. 103
Summer Reading Camp	Michelle Barash	Supervisor of Elementary Programs & ELA K-12	barash_m@hcsb.k12.fl.us	352-797-7000 ext. 433
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3 rd Grade Promotion	Michelle Barash	Supervisor of Elementary Programs & ELA K-12	barash_m@hcsb.k12.fl.us	352-797-7000 ext. 433

Plan Information

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

July 22-23, 2020-All district administrators will receive information at the Academic Leadership Conference. Then the site-based administrators will communicate this information with their staff.

The information will also be presented at a School Board workshop. (date TBD)

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>	Mondo Publishing Oral Language Assessment	Screener/progress monitoring	Teacher administered	Once for every student (K and as needed 1-5); 2 additional times as needed
<i>Phonological awareness</i>	iReady	Diagnostic	Computer-based assessment	3 times a year
<i>Phonics</i>	iReady	Diagnostic	Computer-based assessment	3 times a year
<i>Fluency</i>	ORT	Screener/progress monitoring	Teacher administered	Once for every student; Monthly as needed
<i>Vocabulary</i>	iReady	Diagnostic	Computer-based assessment	3 times a year
<i>Comprehension</i>	iReady	Diagnostic	Computer-based assessment	3 times a year

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
6-8 Fluency	ORT	Screener/progress monitoring	Teacher administered	Once for every student in Tier 2/3; Monthly as needed
6-8 iReady	Phonological awareness, phonics, Vocabulary, Comprehension	Diagnostic	Computer-based assessment	3 times a year
9-12 Fluency	ORT	Screener/progress monitoring	Teacher administered	Once for every student in Tier 2/3; Monthly as needed
9-12 Level Set	Lexile scores	Screener	Computer-based assessment	2 times a year for students in Tier 2/3;

				mid-year for below basic students
9-12 FAIR-FS	Word Recognition, Vocabulary Knowledge, Reading Comprehension, Syntactic Knowledge	Diagnostic	Computer-based assessment	3 times a year for Tier 2/3 students (even students who have earned concordant scores)

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

Data Analysis and Decision-making				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
Data is reviewed annually, quarterly and monthly by district leadership, reading coaches and site-based administrators.	iReady mid-year and end-of-year data review and action planning. Debrief sessions after site-based walkthroughs.	District level data chats with each school administrator. Weekly 6-12 reading data, by school, by teacher is shared with each principal (iReady & Achieve 3000).	District leadership has a conversation with the principal and we increase the number of site-based walkthroughs.	Gina Michalicka; Assistant Superintendent of Teaching and Learning Michelle Barash; Supervisor of Elementary Programs & ELA K-12

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	Gina Michalicka; Assistant Superintendent of Teaching and Learning Michelle Barash; Supervisor of Elementary Programs & ELA K-12	During principal meetings & district walkthroughs & through district trainings on model literacy lessons.	Weekly	Administrator will share with the leadership team at each school. Will also be shared out at the beginning of each site-based walkthrough and during informal walkthroughs.	At site-based level-reviewed weekly At district-level-reviewed at monthly principal meetings, data chats & formal and informal walkthroughs

Data chats	Gina Michalicka; Assistant Superintendent of Teaching and Learning Michelle Barash; Supervisor of Elementary Programs & ELA K-12	During principal meetings & district walkthroughs	Quarterly; tiered by needs	Administrators come to district office to meet with district team (Assistant Superintendent, Supervisors, Assessment, Coaches)	Quarterly; tiered by needs
Reading Leadership Team per 6A- 6.053(3) F.A.C.	School administrator	Committee meetings	Monthly	Monthly meetings & Staff meetings	Monthly by the committee
Monitoring of plan implementation	School administrator	Leadership SBLT	Monthly	Monthly meetings	Monthly by the SBLT
Other: (Specify)					
Implementation and Progress-monitoring					
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?		How will district leadership provide plan implementation oversight, support and follow-up?		
Identification of the problem by using data, developing an action plan to include reflection, revision and implementation. Follow through with consistent data review to monitor progress.	Meetings with principals, data chats, and formal walkthrough debriefs		Meetings with principals, data chats, and walkthrough debriefs, as well as informal walkthroughs and the support of a district reading coach.		

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	Academic Services Leadership Conference & Principal meetings	Sign in sheets and administrators participating in the trainings	Attendance is monitored through Frontline as trainings occur	Paula Clark; Supervisor of Professional Development	Paula Clark; Supervisor of Professional Development Gina Michalicka; Assistant Superintendent of Teaching and Learning Michelle Barash; Supervisor of Elementary Programs & ELA K-12
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Walkthrough debriefs & district level data chats	Walkthroughs and teacher data chats	As needed through data chats & walkthroughs	Gina Michalicka; Assistant Superintendent of Teaching and Learning Michelle Barash; Supervisor of Elementary Programs & ELA K-12	Paula Clark; Supervisor of Professional Development Gina Michalicka; Assistant Superintendent of Teaching and Learning Michelle Barash; Supervisor of Elementary Programs & ELA K-12
Identification of mentor teachers	Academic Services Leadership Conference & Principal meetings	Meetings with mentors	Once a year through a survey	Michelle Barash; Supervisor of Elementary Programs & ELA K-12	Michelle Barash; Supervisor of Elementary Programs & ELA K-12
Establishing of model classrooms within the school	Academic Services Leadership Conference & Principal meetings	Administrators observations and informal walkthroughs	Once a year through a survey	Michelle Barash; Supervisor of Elementary Programs & ELA K-12	Michelle Barash; Supervisor of Elementary Programs & ELA K-12
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Academic Services Leadership Conference & Principal meetings	Active participation of the administrators in the weekly PLCs and sign-in sheets	Agendas and sign-in sheets will be available in the PLC room in a binder or in electronic form in the Hernando Instructional Leaders Catalog (HILC)	Gina Michalicka; Assistant Superintendent of Teaching and Learning Michelle Barash; Supervisor of Elementary Programs & ELA K-12	Gina Michalicka; Assistant Superintendent of Teaching and Learning Michelle Barash; Supervisor of Elementary Programs & ELA K-12

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	Academic Services Leadership Conference & Principal meetings	By administrators' observations and formal and informal walkthroughs	Formal and Informal walkthroughs & data chats	Michelle Barash; Supervisor of Elementary Programs & ELA K-12 District Reading Coaches	Monthly
Small group differentiated instruction in order to meet individual student needs	Academic Services Leadership Conference & Principal meetings	By administrators' observations and formal and informal walkthroughs	Formal and Informal walkthroughs & data chats	Michelle Barash; Supervisor of Elementary Programs & ELA K-12 District Reading Coaches	Monthly

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?

Elementary district coaches provide focus on K-3 classrooms with modeling of best practices, PD, data chats, and facilitates planning. District wide all K-3 teachers are going through the two years of LETRS (Language Essentials for Teachers of Reading and Spelling) PD which will lead to the Reading Endorsement upon completing year two. We currently have one cohort in year two and one cohort that started year one. LETRS PD was paid with a combination of Reading Allocation dollars and ESSER Grant funds for a total this year of \$305,521.00. Heggerty Phonimic Awareness materials were purchased through grant dollars for K-2 teachers (\$32,000). One district coach is in the Early Literacy Cadre Train the Trainer (FCRR/ELC) and will be providing PD for K-3 teachers as needed. All district elementary coaches are taking part in the Early Language Project (FCRR/ELC) in both the language and vocabulary components and will be working with and providing PD to PreK-3 teachers throughout the year. Orton-Gillingham Souday System curriculum was purchased with grant funds for K-3 teachers for use during MTSS (\$600,000.00).

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	20,600.00
District expenditures on reading coaches assigned to elementary schools	300,000.00
District expenditures on reading coaches assigned to secondary schools	200,000.00
District expenditures on intervention teachers assigned to elementary schools	0
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	90,000.00
District expenditures on reading coaches assigned to elementary schools	N/A
District expenditures on reading coaches assigned to secondary schools	N/A
District expenditures on professional development	160,000.00
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	65,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	212,027.00
Sum of Expenditures	1,047,627.00
Amount of District Research-Based Reading Instruction Allocation	1,047,627.00

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?

McGraw-Hill SRA Early Interventions in Reading, iReady Instructional paths, iReady Tools for Instruction

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

If yes, which grade levels? 2nd and 4th grades and other grades as funding allows

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)

Support is tiered based on previous FSA data and grade level diagnostic baseline data (iReady). Tiers may be adjusted based on progress monitoring data throughout the year.

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?

Yes, through Academic Services Leadership Conference, monthly principal meetings and monthly reading coach meetings.

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

Michelle Barash, Supervisor of Elementary Programs & K-12 ELA

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>
Academic Services Leadership Conference & Principal meetings	Time and Effort Logs	Michelle Barash, Magen Schlechter (Title 1 Coaches)	Monthly	Conference with coach and site-based administrator as needed

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): ELEMENTARY

IF: Student meets the following criteria at beginning of school year:
 Kindergarten only: FLKRS score above 500
 1st grade: iReady above 380
 2nd grade: iReady above 426
 3rd grade: iReady above 473
 4th grade: iReady above 505
 5th grade: iReady above 530

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 Street; N/A. [Supplemented with Curriculum Associates Ready LAFS; strong evidence](#) and [Heggerty](#) (PreK-2); According to the Florida Center for Reading Research, Heggerty Phonemic Awareness consists of strategies in phonemic awareness instruction consistent with findings from the Report of the National Reading Panel (2000). No research studies have been conducted to examine the effectiveness of Heggerty as a reading intervention.

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions																					
iReady (3 times a year) FLKRS (K only, fall) Oral Language Screener (once a year and progress monitor as needed) Standards Mastery (3 standards per quarter)	iReady diagnostic scale scores <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>Winter</td> <td>353</td> <td>407</td> <td>459</td> <td>494</td> <td>522</td> <td>543</td> </tr> <tr> <td>Spring</td> <td>378</td> <td>423</td> <td>477</td> <td>507</td> <td>530</td> <td>551</td> </tr> </tbody> </table> Kindergarten FLKRS scale score above 500		K	1	2	3	4	5	Winter	353	407	459	494	522	543	Spring	378	423	477	507	530	551	Earning a iReady diagnostic scale score lower than the benchmark listed in the chart Kindergarten only: FLKRS score below 500, but above 437
	K	1	2	3	4	5																	
Winter	353	407	459	494	522	543																	
Spring	378	423	477	507	530	551																	

	<p>How is the effectiveness of Tier 1 instruction being monitored? Informal and Formal Walkthrough and data reviews</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Formal and Informal walkthroughs, professional development, coaching support, data chats</p>
	<p>How is the effectiveness of Tier 1 curriculum being monitored? Progress monitoring data</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Student Work Analysis Protocol, collaborative planning, PLC</p>
	<p>How is instruction modified for students who receive instruction through distance learning? 3 days of teacher-led virtual instruction and 2 days of independent teacher-assigned lessons</p>	

IF:	<p>Student meets the following criteria at beginning of school year: Kindergarten only: FLKRS score below 500, but above 437 1st grade: iReady below 380, but above 358 2nd grade: iReady below 426, but above 410 3rd grade: iReady below 473, but above 451 4th grade: iReady below 505, but above 473 5th grade: iReady below 530, but above 497</p>					
THEN:	TIER 1 instruction and TIER 2 interventions					
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 					
	TIER 2 Programs/Materials/Strategies & Duration		TIER 2 Progress Monitoring			
			Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	iReady Tools for Instruction		Monthly iReady Growth monitoring	3-4 monthly progress monitoring	3-4 monthly progress monitoring points showing marginal progress; iReady diagnostic data continues to show performance at	3-4 monthly progress monitoring points significantly below mastery; iReady diagnostic
Heggerty		Monthly Program embedded assessment	points showing at or above mastery; iReady diagnostic data shows student			
JRF! Empowering Teachers		Monthly				

		iReady progress monitoring	is on grade level.	one grade level below.	data continues to show performance of two or more grade levels below.
	iReady LAFs books	Monthly iReady progress monitoring			
	iReady Instructional Path	Monthly iReady progress monitoring			
Number of times a week intervention provided					
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?	2 or more times weekly	Number of minutes per intervention session	20 or more	
	MTSS Problem Solving Team meeting and data reviews				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Curriculum Associates (iReady Tools for Instruction, Ready LAFS books, iReady Instructional Path)-strong evidence</p> <p>Heggerty (PreK-2); According to the Florida Center for Reading Research, Heggerty Phonemic Awareness consists of strategies in phonemic awareness instruction consistent with findings from the Report of the National Reading Panel (2000). No research studies have been conducted to examine the effectiveness of Heggerty as a reading intervention; JRF! Empowering Teachers-strong evidence</p>					
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>They will be scheduled for small group sessions (4-6), in addition to tier 1 instruction.</p>					

IF:	Student meets the following criteria at beginning of school year: Kindergarten only: FLKRS score below 437 1 st grade: iReady below 358 2 nd grade: iReady below 410 3 rd grade: iReady below 451 4 th grade: iReady below 473 5 th grade: iReady below 497			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and Tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	Barton	Weekly Program embedded assessment	On the next diagnostic assessment, if performance is above the 15 percentile, consideration for removing tier 3 supports would take place in a MTSS problem solving team meeting.	Little to no progress is evident in the weekly progress monitoring data and diagnostic assessment.
	Early Intervention in Reading	Weekly Program embedded assessment		
	Heggerty Phonemic Awareness	Weekly Program embedded assessment		
	Orton-Gillingham Souday System	Weekly Program embedded assessment		
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
	Number of times a week intervention provided	2 or more	Number of minutes per intervention session	20 or more
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? MTSS Problem Solving Team meeting and data reviews			
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Barton-strong evidence Heggerty Phonemic Awareness-strong evidence Orton-Gillingham Souday System-strong evidence Early Intervention in Reading —potentially positive effects for alphabetic and comprehension as determined by What Works Clearinghouse				

How are Tier 3 interventions modified for students who receive interventions through distance learning?
 They will be scheduled for individual sessions or small group sessions (3-fewer), in addition to Tier 1 and Tier 2 instruction.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): MIDDLE SCHOOL

IF: Student meets the following criteria at beginning of school year:
 FSA achievement level 3, 4, or 5
 and/or
 6th grade: iReady above 544
 7th grade: iReady above 560
 8th grade: iReady above 575

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.

Pearson Literature; promising evidence ([WWC](#))

Pre-AP English 1, College Board Resources published as model lessons by Advanced Placement, College Board. Areas of focus: Reading closely complex literary and informational text, valuing and incorporating textual evidence in writing and speaking, and noticing language choices. AP Literature and Composition, Bedford, Freeman and Worth Publishing Group - Literature and Composition, Carol Jago (2011). College Board--aligned to Florida Standards per research report Common Core State Standards Alignment Research Report 2011-2018 by Beth Hart, Elaine Carman, Danielle Luisier and Natasha Vasavada retrieved <http://secure-media.collegeboard.org/digitalServices/pdf/research/RR2011-8.pdf>

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

iReady Diagnostic (3 times a year)
 Standards Mastery (2 Florida standards which align with the district curriculum map are assessed per quarter)

iReady diagnostic scale scores

	6	7	8
Winter	554	571	584
Spring	561	577	590

Earning an iReady diagnostic scale score lower than the benchmark listed in the chart

	<p>How is the effectiveness of Tier 1 instruction being monitored? Informal and Formal Walkthrough and data reviews</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Formal and Informal walkthroughs, professional development, coaching support, data chats</p>
	<p>How is the effectiveness of Tier 1 curriculum being monitored? Progress Monitoring Data</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Student Work Analysis Protocol, collaborative planning, PLC</p>
	<p>How is instruction modified for students who receive instruction through distance learning? 3 days of teacher-led virtual instruction and 2 days of independent teacher-assigned lessons</p>	

IF:	<p>Student meets the following criteria at beginning of school year: 6th grade: iReady below 544, but above 512 7th grade: iReady below 560, but above 527 8th grade: iReady below 575, but above 542</p>				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	iReady Ready LAFs books	Bi-monthly iReady independent assessment	3-4 monthly progress monitoring points showing at or above mastery;	3-4 monthly progress monitoring points showing marginal progress; iReady diagnostic data continues to show performance at	3-4 monthly progress monitoring points significantly below mastery; iReady diagnostic
iReady Instructional Path	Weekly cumulative pass rate (75% or higher) on iReady instructional path quizzes	iReady diagnostic data shows student			

			is on grade level.	one grade level below.	data continues to show performance of two or more grade levels below.
	Number of times a week intervention provided	4 or more (daily class)	Number of minutes per intervention session		20 or more
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? MTSS Problem Solving Team meeting and data reviews				
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Curriculum Associates (iReady Instructional Path and Ready LAFS books); strong evidence				
How are Tier 2 interventions modified for students who receive interventions through distance learning? They will be scheduled for small group sessions (4-6), in addition to tier 1 instruction.					

IF:	Previous score of Level 1 or Level 2 on FSA ELA. and/or Student meets the following criteria at beginning of school year: 6 th grade: iReady below 512 7 th grade: iReady below 527 8 th grade: iReady below 542			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	iReady Teacher Toolbox	Weekly iReady program embedded assessments	On the next diagnostic assessment, if	Little to no progress is evident in the

	Small group differentiated instruction based on deficit areas	Weekly iReady program embedded assessments	performance is above the 15 percentile, consideration for removing tier 3 supports would take place in a MTSS problem solving team meeting.	weekly progress monitoring data and diagnostic assessment.
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
	Number of times a week intervention provided	2 or more	Number of minutes per intervention session	20 mins or more
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? MTSS Problem Solving Team meeting and data reviews			
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Curriculum Associates (iReady Instructional Path and Ready LAFS books); strong evidence			
	How are Tier 3 interventions modified for students who receive interventions through distance learning? They will be scheduled for individual sessions or small group sessions (3-fewer), in addition to tier 1 and tier 2 instruction.			

Curriculum, Instruction, and Assessment Decision Tree	
Grade Level(s): HIGH SCHOOL	
IF:	Student meets the following criteria at beginning of school year: Level 3 and above on FSA ELA 9 th grade – above 1045 Lexile level 10 th grade – above 1075 Lexile level 11 th grade – above 1180 Lexile level 12 th grade – above 1180 Lexile level
THEN:	TIER 1 Only
TIER 1	<i>Initial instruction:</i> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i>

	<ul style="list-style-type: none"> incorporates the principles of Universal Design for Learning includes specially designed instruction for students with disabilities 		
	Core Curriculum		
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>		
	HMH Collections ; Strong evidence Commonlit		
	Progress Monitoring		
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
	Common 9 week exams	Passing grades (59.5 or higher) each nine weeks	Failing grades (below 59.5) and/or level 1 or 2 on FSA ELA
	How is the effectiveness of Tier 1 instruction being monitored? Informal and Formal Walkthrough and data reviews	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Formal and Informal walkthroughs, professional development, coaching support, data chats	
	How is the effectiveness of Tier 1 curriculum being monitored? Progress Monitoring Data	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Student Work Analysis Protocol, collaborative planning, PLC	
	How is instruction modified for students who receive instruction through distance learning? 3 days of teacher-led virtual instruction and 2 days of independent teacher-assigned lessons		

IF:	Previous Level 1 or Level 2 FSA ELA and/or Student meets the following criteria at beginning of school year: 9 th grade Lexile score: 780-1045 10 th grade Lexile score: 835-1075 11 th & 12 th grade Lexile score: 955-1180
THEN:	TIER 1 instruction and TIER 2 interventions
TIER 1 instruction and TIER 2 interventions	Interventions: <ul style="list-style-type: none"> are standards-aligned address gaps and reduce barriers to students' ability to meet Tier 1 expectations provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills are matched to the needs of the students provide multiple opportunities to practice the targeted skill(s) and receive feedback occurs during time allotted in addition to core instruction includes accommodations (IEP, ESOL or 504)

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
Achieve 3000	Monthly Achieve 3000 program embedded assessments	9 th grade 1050 Lexile score; 10 th through 12 th grade 1080 Lexile score and Performance on state assessment of level 3 or above or a concordant score	9 th grade Lexile score below 1050; 10 th through 12 th grade Lexile score below 1080 and Performance on state assessment of level 2 or below	9 th grade Lexile score 775 and below; 10 th grade Lexile score 830 and below; 11 th grade & 12 th grade Lexile score 950 and below and Continued below grade level performance & MTSS Problem Solving Team meeting
Number of times a week intervention provided	4 or more (daily class)	Number of minutes per intervention session	20 mins or more	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? MTSS Problem Solving Team meeting and data reviews				
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Achieve 3000, strong evidence (Evidence of ESSA)				
How are Tier 2 interventions modified for students who receive interventions through distance learning? They will be scheduled for small group sessions (4-6), in addition to tier 1 instruction.				

IF:	Previous Level 1 or Level 2 FSA ELA score and/or Student meets the following criteria at beginning of school year: 9 th grade Lexile score: 775 & below 10 th grade Lexile score: 830 & below 11 th & 12 th grade Lexile score: 950 & below			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	Achieve 3000	Weekly Achieve 3000 program embedded assessments	9 th grade above 775 Lexile score; 10 th grade above 830 Lexile score; 11 th and 12 th grade above 950 Lexile score and Performance on state assessment of level 3 or above or a concordant score	Continued performance below: 775 Lexile score (9 th), 830 Lexile score (10 th), 950 Lexile score (11 th and 12 th) & MTSS Problem Solving Team meeting
	<i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i>			
	Number of times a week intervention provided	2 or more	Number of minutes per intervention session	20 mins or more
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? MTSS Problem Solving Team meeting and data reviews			
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Achieve 3000, strong evidence (Evidence of ESSA)			
	How are Tier 3 interventions modified for students who receive interventions through distance learning? They will be scheduled for individual sessions or small group sessions (3-fewer), in addition to tier 1 and tier 2 instruction.			