

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

Contact Information

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

	Name	Title	Email	Phone
Main District Reading Contact	Courtney Oliver	Assistant Principal	cloliver@somersetjefferson.org	850-997-3555 Ext 203
Responsibility	Name	Title	Email	Phone
Elementary ELA	Courtney Oliver	Assistant Principal	cloliver@somersetjefferson.org	850-997-3555 Ext 203
Secondary ELA	Andre Gainey	Vice Principal	againey@somersetjefferson.org	850-997-355
Reading Endorsement	Courtney Oliver	Assistant Principal	cloliver@somersetjefferson.org	850-997-3555
Reading Curriculum	Nicole Roddenberry	Literacy Coach	nroddenberry@somersetjefferson.org	850-997-3555
Professional Development	Shirrie Barany	ESE Director and Student Support Programs	sbarany@somersetjefferson.org	850-997-3555
Assessment	Courtney Oliver	Assessment Coordinator	cloliver@somersetjefferson.org	850-997-3555
Data Element	Courtney Oliver	MIS	cloliver@somersetjefferson.org	850-997-3555
Summer Reading Camp	Nicole Roddenberry	Literacy Coach	nroddenberry@somersetjefferson.org	850-997-3555
3 rd Grade Promotion	Courtney Oliver	Assistant Principal	cloliver@somersetjefferson.org	850-997-3555

Plan Information

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

Literacy team meetings include participants representing stakeholders invested in improving the student achievement outcomes. The following departments are represented on the Literacy team: ESE, ESOL, Curriculum, Staff Development, Lead teachers, and the plan will be presented to the School Advisory Committee. Once approved the Reading Plan is shared with the School Advisory Committee (SAC) team. It is published for parents and families to view on the school website. Additionally, the Reading Plan is included in the Problem-Solving Team (PST) MTSS/RtI Procedural Guide and discussed during pre-planning week through professional development opportunities. The literacy team references and communicates the Reading plan during data chats and staff meetings.

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>	Students ability to communicate expressively and receptively	Diagnostic/Progress Monitoring	iReady / SRA	iReady 3 times a year, SRA monthly
<i>Phonological awareness</i>	Students ability to distinguish sounds and phonemes of spoken words	Diagnostic/Progress Monitoring	iReady / SRA	iReady 3 times a year, SRA monthly
<i>Phonics</i>	Students ability to accurately decode written words	Diagnostic/Progress Monitoring	iReady / SRA	iReady 3 times a year, SRA monthly
<i>Fluency</i>	Students ability to read with prosody.	Diagnostic/Progress Monitoring	iReady / SRA	iReady 3 times a year, SRA monthly
<i>Vocabulary</i>	Students understanding of grade level word knowledge and word strategies	Diagnostic/Progress Monitoring	iReady / SRA / Wonders	iReady 3 times a year, SRA monthly, Wonders bi-weekly
<i>Comprehension</i>	Understanding of grade level informational and literary text	Diagnostic/Progress Monitoring	iReady / SRA / Wonders	iReady 3 times a year, SRA monthly, Wonders bi-weekly

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
IReady	Reading skills, Writing skills, Speaking and Listening skills, and Grammar skills	Diagnostic/ Progress Monitoring	Digitally, iReady	3 times a year
IReady Ready & Toolbox	Reading standard mastery	Progress Monitoring	Paper based & digital via Ready Florida	Bi-Monthly
Coach Digital Assessments	Reading standard mastery	Progress Monitoring	Ladders to Success	Bi-Monthly
Study Sync	Reading skills, Writing skills, Speaking and Listening skills, and Grammar skills	Formative assessments	Study Sync Unit Assessments	Monthly after end of each unit

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>
The data is reviewed monthly By Reading Leadership Team and Teachers.	Educational System Review (ESR) steps <ol style="list-style-type: none"> 1. Refine academic goals based on the current student achievement levels. 2. Identify high probability barriers. Collect data to develop baseline for learning objective, instructional rigor, engagement, and content. 3. Monitoring expectations, modeling expectations, and coaching. 4. Progress monitoring academic goals. 5. Team analysis and adjustments made according to data trends. 		Concerns are communicated during Leadership meetings and teacher data-chats. Professional Development opportunities are designed to address any instructional design challenges, instructional delivery challenges, and implementation of classroom engagement strategies.	Principal, Cory Oliver Vice Principal, Andre Gainey Assistant Principal, Courtney Oliver Literacy Coach, Nicole Roddenberry ESE Director, Shirrie Barany

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

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	Principal Cory Oliver, Vice Principal Andre Gainey, Assistant Principal Courtney Oliver, Literacy Coach Nicole Roddenberry	Pre-Planning Professional Development training is provided to all instructional staff regarding the professional expectations. Grade Level and Department meetings are scheduled monthly to reinforce professional expectations.	Monthly walkthrough data is collected.	During teacher data-chats administrators share summary data to grade level and departments to facilitate analysis and the problem-solving process.	The data is reviewed monthly by the Literacy team: Principal Cory Oliver, Vice Principal Andre Gainey, Assistant Principal Courtney Oliver, Literacy Coach Nicole Roddenberry The school Leadership Team reviews the data monthly.
Data chats	Principal Cory Oliver, Vice Principal Andre Gainey, Assistant Principal Courtney Oliver, Literacy Coach Nicole Roddenberry	Pre-Planning Professional Development training is provided to all instructional staff regarding the professional expectations. Grade Level and Department meetings are scheduled monthly to reinforce	Monthly walkthrough data is collected.	The data is shared once a month during the Leadership Meetings that occur each Monday. During teacher data-chats administrators share summary data to grade level and departments to facilitate analysis and the problem-solving process.	The data is reviewed monthly by the Literacy team: Principal Cory Oliver, Vice Principal Andre Gainey, Assistant Principal Courtney Oliver, Literacy Coach Nicole Roddenberry

		professional expectations. Instructional Staff attend professional development prior to the opening of schools.			
Reading Leadership Team per 6A-6.053(3) F.A.C.	Principal Cory Oliver, Vice Principal Andre Gainey, Assistant Principal Courtney Oliver, Literacy Coach Nicole Roddenberry	The Reading Leadership Team meets during June to review current student achievement data and conduct the Educational System Review.	The Reading Leadership Team meets once a month during the scheduled Leadership meetings that occur every Monday.	The data is shared once a month during the Leadership Meetings that occur each Monday. During teacher data-chats administrators share summary data to grade level and departments to facilitate analysis and the problem-solving process.	The data is reviewed monthly by the Literacy team: Principal Cory Oliver, Vice Principal Andre Gainey, Assistant Principal Courtney Oliver, Literacy Coach Nicole Roddenberry
Monitoring of plan implementation	Principal Cory Oliver, Vice Principal Andre Gainey, Assistant Principal Courtney Oliver, Literacy Coach Nicole Roddenberry	Pre-Planning Professional Development training is provided to all instructional staff regarding the professional expectations. Grade Level and Department meetings are scheduled monthly to reinforce professional expectations.	The Reading Leadership Team meets once a month during the scheduled Leadership meetings that occur every Monday.	The data is shared once a month during the Leadership Meetings that occur each Monday. During teacher data-chats administrators share summary data to grade level and departments to facilitate analysis and the problem-solving process.	The data is reviewed monthly by the Literacy team: Principal Cory Oliver, Vice Principal Andre Gainey, Assistant Principal Courtney Oliver, Literacy Coach Nicole Roddenberry
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?
The problem- solving steps implemented by the Reading Leadership team are as follows: 1. Define the problem or goal 2. Analyze the problem and relevant data 3. Implement an Intervention plan 4. Evaluate the intervention for effectiveness	The Reading Leadership Team Review data that includes student performance and teacher evaluations monthly. Any concerns are addressed with the teachers and any needed professional development, instructional coaching, and modeling of data use is provided.	The school-based team holds regular scheduled Leadership meetings with the Literacy Team in making sure the plan is implemented with fidelity.

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	The literacy team works with FDLRS and PS/Rtl to identify training opportunities for teachers. The discretionary projects and literacy team communicates training opportunities to the school's leadership team.	Principals collect the sign-in sheets and attendance records for the reading intervention trainings. Principal and literacy coach review walk-through data and observations to ensure PD content is applied with fidelity.	School leadership shares data and training with the district quarterly at school board meetings or upon request from the school district superintendent.	Superintendent Arbulu	Courtney Oliver
Differentiated professional development with intensity	Leadership Meetings include	Walk-through data and assessment	NA	NA	NA

increased for those teachers whose progress monitoring data is not showing adequate growth	all progress monitoring data analysis to identify challenge areas.	data is reviewed monthly.			
Identification of mentor teachers	VAM data is reviewed each year to identify Highly Effective educators employed by Jefferson Somerset K-12.	Mentor teachers assist with the New Teacher Academy in conjunction with the Panhandle Area Education Consortium (PAEC).	The ePDC portal captures all professional development participation by new and mentor teachers in the District.	Superintendent Arbulu	Superintendent Arbulu
Establishing of model classrooms within the school	The Literacy Coach and ESE Director work collaboratively to align classroom design and student learning priorities.	Reading walkthrough data is collected monthly.	NA	NA	NA
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	The Literacy team creates a monthly meeting calendar in order to ensure that instructional staff have adequate time for all professional development opportunities.	Agenda and minutes are collected monthly following all grade level and department meetings.	NA	NA	NA

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	It communicated to the principals by submission of weekly lesson plans.	It is monitored by Classroom walkthroughs, feedback from literacy coach, Weekly lesson plans, and teacher data chats.	It is reported to the district during monthly School Board Meetings.	Charter District and Superintendent	Three times annually
Small group differentiated instruction in order to meet individual student needs	It communicated to the principals by submission of weekly lesson plans and Teacher Data Binders (live document)	It is monitored by Classroom walkthroughs, feedback from literacy coach, Weekly lesson plans, and teacher data chats.	It is reported to the district during monthly School Board Meetings.	Charter District and Superintendent	Three times annually

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 receive an additional 60 minutes of reading instruction in addition to the 90 minute reading block. Teachers in grades K-3 are encouraged to complete their Reading Endorsement with the opportunity to receive reimbursement funds for all successfully completed course work. The Literacy Coach and Administration team provide frequent professional development targeted at Early Literacy Skills. Jefferson Somerset partners with North Florida University to infuse the ELLM curriculum and coaching cycle for the Pre K and Kindergarten programs.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	
District expenditures on reading coaches assigned to elementary schools	29,000
District expenditures on reading coaches assigned to secondary schools	29,000
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	8,000
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	18,000
District expenditures on reading coaches assigned to secondary schools	18,000
District expenditures on professional development	10,000
District expenditures on helping teachers earn the reading endorsement	10,000
District expenditures on summer reading camps	10,000 (COVID)
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	10,000
Flexible Categorical Spending	
Sum of Expenditures	142,000
Amount of District Research-Based Reading Instruction Allocation	

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?

SRA reading intervention materials are being utilized for the Summer Reading Camp. Due to the Novel Coronavirus (COVID-19) the instructional delivery model being used is Distance Learning through virtual lessons on the ZOOM platform. Students were identified as requiring reading intervention based on the Winter iReady Diagnostic data collection.

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

If yes, which grade levels? __ Grades 2-5 _____

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

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

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

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

Jefferson Somerset Elementary school data was analyzed monthly during the 2019-2020 school year. Students were identified as performing 1-year below grade level and 2 or more years below grade level received targeted intervention throughout the school year. Diagnostic data was analyzed during the Fall AP 1 iReady and Winter AP 2 iReady administration. Intervention groups were adjusted every 6-8 weeks depending on the data analysis. This year due to the lack of FSA ELA test administration the iReady progress monitoring and teacher recommended retention list was used to identify students that were in need of a summer reading program.

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?

Our Literacy Coach has a set schedule for all duties including, modeling best practices for teachers, providing intervention support for students, analyzing student data trends, preparing for Literacy Team and Leadership team meetings, and assembling instructional materials.

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

The Literacy Coach reports to the Assistant Principal on a weekly basis to discuss the upcoming weekly schedule for support or adjustments. The Literacy Coach has access to the Human Resource manager on campus at all times.

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

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

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

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

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.				
<ul style="list-style-type: none"> • Provide professional development on the following: <ul style="list-style-type: none"> ○ the major reading components, as needed, based on an analysis of student performance data ○ administration and analysis of instructional assessments ○ providing differentiated instruction and intensive intervention • Model effective instructional strategies for teachers • Facilitate study groups • Train teachers in data analysis and using data to differentiate instruction • Coach and mentor colleagues • Provide daily support to classroom teachers • Work with teachers to ensure that evidence-based reading programs are implemented with fidelity • Help to increase instructional density to meet the needs of all students • Help lead and support reading leadership teams at their school(s) • Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies • Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms 				

<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
It is communicated to the principals by classroom walkthroughs, evaluations, weekly leadership and Department meetings.	The coach keeps a binder with all logs that provide the times and instructional practices that take place daily.	The Charter District collaborates with Discretionary projects such as FDLRS, MTSS-RTI to identify any professional development needs for the Literacy Coach to effectively implement the reading plan.	The data is reviewed Monthly and Quarterly. The Reading leadership team also analyzes growth targets to identify and determine if the achievement gaps are closing.	Based on the results of the data, the team determines the effectiveness of the instruction and interventions. If data is not meeting projected targets, the team conducts a needs assessment to revise interventions and determine what, if any, training opportunities may be needed to support the school's literacy goals.

Other Considerations

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

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

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

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K-5

IF: Student meets the following criteria at beginning of school year:
Students are performing within the expected grade level range (scale score) on the initial diagnostic assessment (iReady).

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.

K-5 Wonders – Promising Evidence <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/essa-evidence-for-wonders.pdf>

Unique Learning Systems – ELA supplemental curriculum for special needs students – Strong Evidence <https://www.n2y.com/research-and-results>

Imagine for ELLs – Promising Evidence https://www.imaginelearning.com/sites/institutional/files/2017-12/Executive%20Summary%20A%20Study%20of%20the%20Effectiveness%20of%20Imagine%20Learning%20on%20Student%20Reading%20Achievement_0.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 – Three Assessment Periods (Beginning, Middle, End of year)
iReady Growth Checks - Quarterly

iReady Cut Scores
K > 346
1 > 362
2 > 434
3 > 491, and retained students
4 > 514, and FSA Level 2-5
5 > 557, and FSA Level 2-5

Students who are not making adequate progress as measured by the diagnostic assessments or progress monitoring may be referred to the MTSS/PST to consider addition of Tier 2 Interventions.
Retained students will be in one class in order to assure targeted support. They will follow the same decision tree as other 3rd grade students (knowing that most will be receiving Tier 2 support).

How is the effectiveness of Tier 1 instruction being monitored?

Review of data at monthly teacher-administration data chats, classroom observations, and teacher evaluation

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

The charter district will provide professional development opportunities in instructional strategies and training specific to the instructional curriculum that is being delivered.

TIER 1

	<p>How is the effectiveness of Tier 1 curriculum being monitored? Review of student performance data from curriculum-based assessments and iReady diagnostic.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Selection of curriculum is determined based on research and target student audience. To improve effectiveness of Tier 1 curriculum, the school reviews data, makes revisions to the instructional plan, and determines any additional resources that may be needed to ensure effectiveness.</p>
	<p>How is instruction modified for students who receive instruction through distance learning? Instruction is modified for distance learning by providing students with access to additional resources, such as instructional packets or PDFs. The students utilize a single sign-on portal where all instructional programs and tools are housed for easy access. Additionally, the students will have individualized touchpoints via e-mail, video message, phone call, or teleconferences with their teachers to focus on specific skills instruction.</p>	

IF:	<p>Student meets the following criteria at beginning of school year: Fall placement: Student did not respond to or retain core instruction from previous year and data falls in the Tier 2 range according to iReady scale scores. Winter placement: Student is not responding to core instruction from 1st semester, or is making gains, but is still not caught up to grade-level. In addition to core instruction, student will receive differentiated/targeted support in small group instruction from the core teacher in center time as well as during the additional hour of instructional time (lowest 300).</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 1 instruction and TIER 2 interventions	<i>TIER 2 Programs/Materials/Strategies & Duration</i>	<i>TIER 2 Progress Monitoring</i>			
	<i>Assessment & Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>	
	SRA Reading Mastery Signature Series 45-60 minutes 2x Weekly	Fluency, (every 5 lessons) Curriculum-Based (every 20 lessons)	iReady Scale Scores K > 346 1 > 362 2 > 434 3 > 491 4 > 514 5 > 557	iReady Scale Scores K ≤ 346, 1 ≤ 362 2 ≤ 434 3 ≤ 491 4 ≤ 514 5 ≤ 557	Students who are not making adequate progress as measured by iReady diagnostic assessments or progress monitoring may be referred to the MTSS/PST to

				consider addition of Tier 3 interventions.
	Number of times a week intervention provided	2	Number of minutes per intervention session	45-60
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>Data chats conducted monthly between administration and teachers will include analysis of data of Tier 1 and Tier 2 performance. The data will be reviewed comparatively to identify trends in growth, closing an achievement gap, and determining what, if any, other barrier may be impeding the effectiveness of the program.</p>			
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>SRA Reading Mastery – Potentially Positive https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/418#</p>			
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>SRA Reading Mastery Signature Edition offers supplementary activities and PDFs to provide support through distance learning. Teachers will be able to deliver instruction via e-mail, video message, phone call, or teleconferences with their teachers to focus on specific skills instruction and measuring progress.</p>				

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Fall placement: Student did not respond to or retain core instruction from previous year and data and is significantly below grade level necessitating Tier 3 interventions.</p> <p>Winter placement: Student is responded to core instruction and/or Tier 2 interventions from 1st semester, or is making gains, but is not caught up to within 1 grade-level of their current grade. In addition to core instruction and Tier 2, in-class interventions, students will receive Tier 3 interventions via small group instruction with a reading interventionist.</p>			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	Ready LAFS 30-45 minutes 2-3x weekly	iReady Teacher Toolbox, Weekly	iReady Scale Scores K ≤ 346 1 ≤ 362 2 ≤ 434 3 ≤ 491	iReady Scale Scores K ≤ 300 1 ≤ 346 2 ≤ 362 3 ≤ 434

			4 ≤ 514 5 ≤ 557	4 ≤ 491 5 ≤ 514
	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	2-3	Number of minutes per intervention session	30-45
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>Data chats conducted monthly between administration and teachers will include analysis of data of Tier 1, Tier 2, and Tier 3 performance. The data will be reviewed comparatively to identify trends in growth, closing an achievement gap, and determining what, if any, other barrier may be impeding the effectiveness of the program. Professional development and training of program implementation will be provided to ensure fidelity.</p>			
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Ready LAFS – Promising Evidence https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspx</p>			
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Students receiving distance learning instruction will be provided with the Ready materials for home use in addition to having intervention instruction as scheduled via e-mail, video message, phone call, or teleconferences with their teachers to focus on instructional delivery and measuring progress.</p>				

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-12

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Grades 6-8 Students are performing within the expected grade level range (scale score) on the initial diagnostic assessment (iReady), and students achieved FSA Level 3 or higher on previous year's FSA ELA assessment.</p> <p>Grades 9-12 Student earned FSA Level 3 or higher on previous year's FSA ELA assessment, or student has met concordant score for SAT/ACT.</p>
THEN:	TIER 1 Only
TIER 1	<p><i>Initial instruction:</i></p> <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> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i>

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.

Study Sync – Promising Evidence

Results of a 2015 study showed that after controlling for performance on a beginning of year assessment, 7th graders in classes that used StudySync scored significantly better on a district-created end-of-year assessment than students in classes that did not use the program. On average, the students in this Oklahoma school district in classes that used StudySync scored 7% higher on the end-of-year assessment than their counterparts. Based on the quasi-experimental design and statistically significant positive findings we believe that this study meets the criteria for ESSA Tier 3, or “Promising” evidence.

In two districts in northern California, 7th- and 8th-grade students’ average Smarter Balanced Summative Assessment (SBAC) ELA scores increased by 24 points from the year before adopting StudySync (2015-2016) to the first year of StudySync implementation (2016-2017). Additionally, the average score for the 8th grade 2016-2017 cohort increased from “Standard Nearly Met” in 2015-2016 to “Standard Met” in 2016-2017. Based on the positive findings of this correlational study, we believe it meets the criteria for ESSA Tier 3, or “Promising” evidence.

Results of a 2019 study revealed positive outcomes for StudySync users in a Wisconsin high school on the ACT Aspire, ACT, and STAR assessments. Specifically, 9th graders using StudySync performed significantly better on the Reading and Composite portions of the ACT Aspire than the published norm comparisons. Similarly, nearly two-thirds of 10th graders met ACT Aspire growth benchmarks for English and Composite after using StudySync for one school year. About three-fourths of 11th graders exhibited average or above average growth on the ACT during the year they used StudySync based on their prior year ACT Aspire results. Additionally, higher percentages of 9th and 10th graders met the STAR Assessment’s spring benchmarks while using StudySync than in the two years prior to adopting StudySync. Finally, during the year in which StudySync was implemented 10th graders, on average, exceeded their expected growth score on the STAR Assessment by more than two and a half times (42 units expected vs. 119 units actual growth). Based on the use of norm comparisons and the presence of positive findings we believe that this study meets the criteria for ESSA Tier 3, or “Promising” evidence.

A 2015 quasi-experimental study of StudySync use in one Kansas district revealed that high school students enrolled in classes that used StudySync performed statistically significantly better on the English and reading portions of the ACT Aspire assessment compared to similar students in the same school district enrolled in classes that did not use StudySync. On the reading portion, students in classes that used StudySync averaged scores that placed them one ACT Readiness Level above similar students enrolled in classes that did not use StudySync (Interpretive Guide for ACT Aspire, 2015). Based on the quasi-experimental design and statistically significant positive findings we believe that this study meets the criteria for ESSA Tier 3, or “Promising” evidence.

Progress Monitoring

<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
Grades 6-8 iReady Diagnostic – Three Assessment Periods (Beginning, Middle, End of year) iReady Growth Checks – Quarterly Grades 9-12 FSA ELA Spring, Summer, and Fall administrations Grades 6-12 Bi-weekly standards-based assessments	<u>Grades 6-8</u> FSA ELA Score 3-5 <u>and</u> iReady Scale Scores 6 > 581 7 > 598 8 > 609 <u>Grades 9-12</u> FSA ELA Score 3-5	Students who are not making adequate progress as measured by the diagnostic assessments or progress monitoring may be referred to the MTSS/PST to consider addition of Tier 2 Interventions.

	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>Review of data at monthly teacher-administration data chats, classroom observations, and teacher evaluation</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>The charter district will provide professional development opportunities in instructional strategies and training specific to the instructional curriculum that is being delivered.</p>
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>Review of student performance data from curriculum-based assessments and iReady diagnostic.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>Selection of curriculum is determined based on research and target student audience. To improve effectiveness of Tier 1 curriculum, the school reviews data, makes revisions to the instructional plan, and determines any additional resources that may be needed to ensure effectiveness.</p>
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Instruction is modified for distance learning by providing students with access to additional resources, such as instructional packets or PDFs. The students utilize a single sign-on portal where all instructional programs and tools are housed for easy access. Additionally, the students will have individualized touchpoints via e-mail, video message, phone call, or teleconferences with their teachers to focus on specific skills instruction.</p>	

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Most recent student FSA ELA achievement level is 1 or 2</p> <p>Student is not responding to core instruction from 1st semester, or is making gains, but is still not caught up to grade-level. In addition to core instruction student will receive additional instruction through differentiated/targeted support in small group instruction from the core teacher as well as 90 minutes additional reading instruction through Intensive Reading course.</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"> • <i>are standards-aligned</i> • <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> • <i>occurs during time allotted in addition to core instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i> 			
	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
<p><u>6-12</u> Intensive Reading Course 50 minutes, Daily</p>	<p><u>6-12</u> StudySync</p>	<p>iReady Scale Scores 9 – SS > 620</p>	<p>iReady Scale Scores 9 – SS ≤ 620</p>	<p>Students who are not making adequate progress as</p>

<p>StudySync, 20-30 minutes, Daily (Repeated Readings) iReady (diagnostic purposes for 9-12) <u>6-8</u> iReady 20-30 minutes, 2-3x Weekly Ready Florida 20-30 minutes, 2-3x Weekly <u>9-12</u> Performance Coach 20-30 minutes, Daily</p>	<p>Biweekly Standards-Based Assessments <u>6-8</u> Ready Florida Weekly Lesson Assessments iReady Biweekly Standards Mastery <u>9-12</u> Performance Coach Monthly Assessments</p>	<p>10 – SS > 640 11 – SS > 652 12 – SS > 660 FSA ELA ACH 3-5 <u>9-12</u> Concordant score for SAT/ACT</p>	<p>10 – SS ≤ 640 11 – SS ≤ 652 12 – SS ≤ 660 FSA ELA ACH 1-2 <u>9-12</u> Did not earn concordant score for SAT/ACT</p>	<p>measured by the diagnostic assessments or progress monitoring may be referred to the MTSS team to consider addition of Tier 3 Interventions</p>
<p>Number of times a week intervention provided</p>	<p>5</p>	<p>Number of minutes per intervention session</p>	<p>50</p>	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>Data chats conducted monthly between administration and teachers will include analysis of data of Tier 1 and Tier 2 performance. The data will be reviewed comparatively to identify trends in growth, closing an achievement gap, and determining what, if any, other barrier may be impeding the effectiveness of the program.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>StudySync – Promising Evidence</p> <p>Results of a 2015 study showed that after controlling for performance on a beginning of year assessment, 7th graders in classes that used StudySync scored significantly better on a district-created end-of-year assessment than students in classes that did not use the program. On average, the students in this Oklahoma school district in classes that used StudySync scored 7% higher on the end-of-year assessment than their counterparts. Based on the quasi-experimental design and statistically significant positive findings we believe that this study meets the criteria for ESSA Tier 3, or “Promising” evidence.</p> <p>In two districts in northern California, 7th- and 8th-grade students’ average Smarter Balanced Summative Assessment (SBAC) ELA scores increased by 24 points from the year before adopting StudySync (2015-2016) to the first year of StudySync implementation (2016-2017). Additionally, the average score for the 8th grade 2016-2017 cohort increased from “Standard Nearly Met” in 2015-2016 to “Standard Met” in 2016-2017. Based on the positive findings of this correlational study, we believe it meets the criteria for ESSA Tier 3, or “Promising” evidence.</p> <p>Results of a 2019 study revealed positive outcomes for StudySync users in a Wisconsin high school on the ACT Aspire, ACT, and STAR assessments. Specifically, 9th graders using StudySync performed significantly better on the Reading and Composite portions of the ACT Aspire than the published norm comparisons. Similarly, nearly two-thirds of 10th graders met ACT Aspire growth benchmarks for English and Composite after using StudySync for one school year. About three-fourths of 11th graders exhibited average or above average growth on the ACT during the year they used StudySync based on their prior year ACT Aspire results. Additionally, higher percentages of 9th and 10th graders met the STAR Assessment’s spring benchmarks while using StudySync than in the two years prior to adopting StudySync. Finally, during the year in which StudySync was implemented 10th graders, on average, exceeded their expected growth score on the STAR Assessment by more than two and a half times (42 units expected vs. 119 units actual growth). Based on the use of norm comparisons and the presence of positive findings we believe that this study meets the criteria for ESSA Tier 3, or “Promising” evidence.</p> <p>A 2015 quasi-experimental study of StudySync use in one Kansas district revealed that high school students enrolled in classes that used StudySync performed statistically significantly better on the English and reading portions of the ACT Aspire assessment compared to similar students in the same school district enrolled in classes that did not use StudySync. On the</p>				

	<p>reading portion, students in classes that used StudySync averaged scores that placed them one ACT Readiness Level above similar students enrolled in classes that did not use StudySync (Interpretive Guide for ACT Aspire, 2015). Based on the quasi-experimental design and statistically significant positive findings we believe that this study meets the criteria for ESSA Tier 3, or “Promising” evidence.</p> <p>Ready LAFS – Promising Evidence https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspx</p> <p>Repeated Readings - https://ies.ed.gov/ncee/wwc/Intervention/759</p>
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>StudySync, Ready Florida, and Coach Digital offer supplementary activities and PDFs to provide support through distance learning. Teachers will be able to deliver instruction via e-mail, video message, phone call, or teleconferences with their teachers to focus on specific skills instruction and measuring progress.</p>

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Fall placement: Student did not respond to or retain core instruction from previous year and data and is significantly below grade level necessitating Tier 3 interventions.</p> <p>Winter placement: Student is responded to core instruction and/or Tier 2 interventions from 1st semester, or is making gains, but is not caught up to within 1 grade-level of their current grade. In addition to core instruction and Tier 2, in-class interventions, students will receive Tier 3 interventions via small group instruction with a reading interventionist.</p>
------------	--

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

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions additional time allotted is in addition to core instruction and tier 2 interventions 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	<p><u>6-12</u> Intensive reading class with small group of 2-3 students with interventionist, targeted instruction Self-Regulated Strategy Development Ladders for Success</p> <p><u>6-8</u> Ready Florida Teacher Toolbox</p>	<p><u>6-8</u> Ready Florida Standards Mastery, Weekly</p> <p><u>9-12</u> Coach Digital Weekly Standards-Based Assessments</p>	<p>iReady Scale Scores 9 – SS ≤ 620 10 – SS ≤ 640 11 – SS ≤ 652 12 – SS ≤ 660</p> <p>OR</p> <p>FSA ELA ACH 1-2</p>	<p>Students who are not making adequate progress as measured by the diagnostic assessments or progress monitoring may be referred to the MTSS team to reconsider Tier 3 Intervention strategies and/or referral to ESE Director.</p>
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	2-3	Number of minutes per intervention session	20-30
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>Data chats conducted monthly between administration and teachers will include analysis of data of Tier 1, Tier 2, and Tier 3 performance. The data will be reviewed comparatively to identify trends in growth, closing an achievement gap, and determining what, if any, other barrier may be impeding the effectiveness of the program. Professional development and training of program implementation will be provided to ensure fidelity.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Ready Florida – Promising Evidence https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspx</p> <p>Self Regulated Strategy Development – Potentially Positive Evidence https://ies.ed.gov/ncee/wwc/Intervention/1292</p> <p>Repeated Reading – Potentially Positive Evidence https://ies.ed.gov/ncee/wwc/Intervention/759</p>			
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Students receiving distance learning instruction will be provided with the materials for home use in addition to having intervention instruction as scheduled via e-mail, video message, phone call, or teleconferences with their teachers to focus on instructional delivery and measuring progress.</p>			