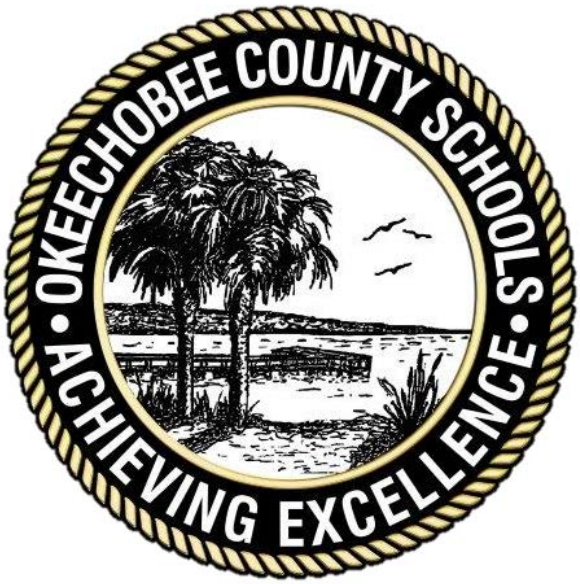
The Okeechobee County School District



K-12 Comprehensive Reading Plan

2020-21

Okeechobee 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	Dr. Pat McCoy	Assistant Superintendent	mccoyp@okee.k12.fl.us	863-462-5000
Responsibility	**Name**	**Title**	**Email**	**Phone**
Elementary ELA	Dr. Pat McCoy	Assistant Superintendent	mccoyp@okee.k12.fl.us	863-462-5000
Secondary ELA	Dr. Pat McCoy	Assistant Superintendent	mccoyp@okee.k12.fl.us	863-462-5000
Reading Endorsement	Andrea Canaday	Coordinator Staff Development	andrea.canaday@okee.k12.fl.us	863-462-5000
Reading Curriculum	Dr. Pat McCoy	Assistant Superintendent	mccoyp@okee.k12.fl.us	863-462-5000
Professional Development	Andrea Canaday	Coordinator, Staff Development	andrea.canaday@okee.k12.fl.us	863-462-5000
Assessment	Britani Stanley	Coordinator, Assessment and Accountability	britani.stanley@okee.k12.fl.us	863-462-5000
Data Element	Andrea Canaday	Coordinator, Staff Development	andrea.canaday@okee.k12.fl.us	863-462-5000
Summer Reading Camp	Dr. Pat McCoy	Assistant Superintendent	mccoyp@okee.k12.fl.us	863-462-5000
3rd Grade Promotion	Dr. Pat McCoy	Assistant Superintendent	mccoyp@okee.k12.fl.us	863-462-5000

Plan Information

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

The K12 Comprehensive Reading Plan will be communicated by:

- Presented to the Okeechobee County School Board (July 2020)
- Posted on the District Website http://www.okee.k12.fl.us/
- Presented to the District Advisory Council (August 2020)
- Reviewed with District administrators and instructional coaches (July 2020)
- Posted in the District ELA Teacher Toolkit

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

District-Level Leadership 6A-6.053(7) F.A.C.

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	K-1: Letter names, letter sounds, sight words, phoneme segmentation 2-3: Word reading fluency, passage reading fluency, comprehension 4-5: Passage reading fluency, comprehension	*easyCBM*, *iReady Diagnostic*	Teacher observed/assessed, Computer-based assessment	*easyCBM* Twice each quarter *iReady Diagnostic*: Three times a year- fall, winter, & spring
Phonological awareness	K-1: Rhyme recognition, phoneme identity and isolations, phoneme blending and segmentation, phoneme addition and substitution, phoneme deletion.	*iReady Diagnostic*	Computer-based assessment	*iReady Diagnostic*: Three times a year- fall, winter, & spring
Phonics	K-4: Letter recognition, consonant sounds, short and long vowels, decoding one and two-syllable words, inflectional endings; prefixes and suffixes, digraphs and diphthongs, vowel patterns, decoding longer words.	*easyCBM*, *iReady Diagnostic*	Teacher observed/assessed, Computer-based assessment	*easyCBM* Twice each quarter *iReady Diagnostic*: Three times a year- fall, winter, & spring
Fluency	2-3: Word reading fluency, passage reading fluency, comprehension 4-5: Passage reading fluency, comprehension	*easyCBM*	Teacher observed/assessed	*easyCBM*: Twice each quarter
Vocabulary	K-5: Academic and domain-specific vocabulary, word relationships, word learning strategies, use of reference materials, prefixes, suffixes, and word roots.	*iReady Diagnostic*	Computer-based assessment	*iReady Diagnostic*: Three times a year- fall, winter, & spring
Comprehension	K-5: Informational Text: author's purpose, categorize and classify, cause and effect, drawing conclusions/making inferences, fact and opinion, main idea and details,	*easyCBM, iReady Diagnostic*	Teacher observed/assessed, Computer-based assessment	*easyCBM*: Twice each quarter *iReady Diagnostic*: Three times a year- fall, winter, & spring

	message, summarizing/retelling, text structure, determining word meaning, compare and contrast across different texts and media, analysis of close reading of a text, citing textual evidence. Literary Text: point of view and purpose, cause and effect, drawing conclusions/making inferences, figurative language, story elements, summarizing/retelling, theme/mood, analyzing character, compare and contrast across different texts and media.			

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?
6-12: *NWEA Map Growth*	Comprehension and skills for identifying key ideas and details, language, craft, and structure of literary and informational texts; Vocabulary acquisition and use	Diagnostic	Computer-based assessment	*NWEA Map Growth*: Three times a year-fall, winter, spring
6-12: *Exact Path*	Comprehension strategies: predicting, questioning, constructing mental images representing text content, seeking clarification, responding to the text based on prior knowledge, summarizing, and interpreting	Progress monitoring	Computer-based assessment	*Exact Path*: Daily through individualized student activity
6-8: *easyCBM*	Passage reading fluency, comprehension	Progress monitoring	Teacher observed/assessed	In accordance with individualized MTSS plans

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
Diagnostic data (Tier 1) is reviewed at the district and school level three times a year- fall, winter, and spring. Individual student progress monitoring (Tier 2) data is reviewed bi-weekly by grade or content level teams. Individual progress monitoring (Tier 3) is monitored weekly by the school-based problem solving team.	1. Evaluation of screening data: a) Are we sufficiently delivering Tier 1 instruction? b) Is the Tier 1 instruction supporting our students equitably? c) Who needs Tier 2 and 3 support? 2. Tier 2- 3: a) Identify problem b) select evidenced based intervention c)plan intervention engagement time d) deliver intervention e) monitor progress	District level leadership hold data reviews with school level administrators three time a year- fall, winter, spring. Principals provide leadership and commitment to MTSS at all three tiers. Administrators lead implementation, participate on the SPS team (School Problem Solving Team). Administrators also review universal screening data to ensure Tier 1 instruction is meeting the needs of a minimum of 80 to 85 percent of the school population. Site administrators monitor integrity of instruction at both the core and intervention levels. PLCs (department and/or grade-level teams) serve a critical role in problem solving at Tiers 1 and 2. PLCs provide a collaborative learning environment to support effective differentiated instruction and classroom management strategies at all tiers. Progress monitoring data is accessible to leaders	The Superintendent communicates directly with school principals during routine data chats. The assistant superintendent of instructional services, the coordinator of assessment and accountability, school principals, and instructional coaches monitor the pacing of instruction, implementation of assessments, and dissemination of progress monitoring data. These leaders communicate with one another to ensure fidelity to the plan. Concerns about implementation may be addressed by the Superintendent, or district level administrators during bi-monthly district leadership and principal meetings. Principals and coaches may address concerns at the school site during daily interactions with teachers and weekly during grade level/department level team meetings.	Dr. Pat McCoy, assistant superintendent for instructional services; Britani Stanley, coordinator of assessment and accountability; Lonnie Steiert, director of student services; Heather Siler-Dobbs, director of grants and special programs; Wendy Coker, director of exceptional student education;

		and teachers through *Performance Matters* and *Branching Minds*.		

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	School leadership team meets to determine walk-through focus each week.	Principals communicate the walk-through focus in weekly bulletin.	Weekly	Observation data is collected in True North Logic and/or using the Instructional Practice Guide. Observation notes and feedback are presented to teachers within seven days.	Quarterly reviews of school observation data are conducted by the coordinator of assessment and accountability.
Data chats	School leadership teams	Data chat templates are provided for teachers to complete prior to data chat. Data from diagnostic assessment and progress monitoring is shared.	Three times each year	Data is shared from teachers to leadership and from leadership to teachers during data chats. Data is shared from teachers to parents four times a year through Academic Parent Teacher Teams (APTT) in grades K-5.	Data chat processes are reviewed three items a year by the school leadership team.
Reading Leadership Team per 6A-6.053(3) F.A.C.	School-based instructional coach	Meeting agendas	Quarterly	Progress monitoring reports are shared by the school instructional coach.	Data is reviewed quarterly by the Reading Leadership team made up of administrators, teachers, coaches, and parents.
Monitoring of plan implementation	The school leadership team meets three times each year to review data and evaluate the health of the tier 1 reading plan.	Leadership teams ask these guiding questions about core instruction in reading: 1) Are all students working with	Three times each year	The K-12 reading plan is reviewed by the school advisory committee three times each year along with the school improvement plan.	The K-12 reading plan is reviewed by the school advisory committee three times each year along with the school improvement plan.

		grade-level materials and standards? 2) Are teachers well-supported in implementing adopted programs and items from the approved supplemental list? 3) Is content for students appropriately paced? 4) Does the movement through material attend to the developmental readiness of the student? 5) Is there evidence of differentiated instruction? Is small-group, leveled instruction provided multiple days each week?			
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?
Okeechobee County School uses the MTSS problem solving process:	Principals monitor the fidelity of the plans implementation in multiple ways and avenues to	District level leadership hold data reviews with school level administrators three time a year- fall, winter, spring. The

The four steps of the problem solving process are as follows: 1. Step I: Problem Identification – What exactly is the problem or discrepancy between the current situation and the goal? 2. Step II: Problem Analysis – Why is the problem occurring? 3. Step III: Intervention Design and Implementation – What exactly are we going to do about it? 4. Step IV: Response to Instruction/Intervention – Is the plan working?	provide feedback: 1) Classroom observation and feedback 2) Grade/department level MTSS meetings 3) Data Chats	assistant superintendent of instructional services, the coordinator of assessment and accountability, school principals, and instructional coaches monitor the pacing of instruction, implementation of assessments, and dissemination of progress monitoring data. These leaders communicate with one another to ensure fidelity to the plan. Concerns about implementation may be addressed by the Superintendent, or district level administrators during bi-monthly district leadership and principal meetings. Principals and coaches may address concerns at the school site during daily interactions with teachers and weekly during grade level/department level team meetings.

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	Multisensory reading intervention training is provided by FDLRS and communicated to principals and teachers via the district professional development calendar.	In-service records	Reporting is on-going In-service records	Coordinator of staff development	Coordinator of staff development
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Differentiated professional development (PD) opportunities are communicated	In-service records	Reporting is on-going In-service records	Coordinator of staff development	Coordinator of staff development

	through the district professional development calendar. The district monitors observation indicators for cluster needs and principals request topics based on classroom observation. These topics are added to the PD calendar throughout the year.				
Identification of mentor teachers	Mentor teachers are selected from a pool of teachers who have completed clinical educator training. Principals receive a list of eligible teachers at the beginning of each school year.	In-service records	Initial reporting occurs in August and additional mentor assignments are reported throughout the year for midyear hires. In-service records	Coordinator of staff development	Coordinator of staff development
Establishing of model classrooms within the school	Model classrooms are identified by principals using teacher performance criteria.	Direct observation	Model classroom are identified at the beginning of each school year and reported to the coordinator of staff development.	Coordinator of staff development	Coordinator of staff development

Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	All teachers are provided with daily planning time by contract.	Contract	Contract	Contract	Superintendent

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	Student Progression Plan, MTSS Handbook, Core curriculum adopted by the district	Classroom observation, MTSS fidelity checks	Master schedules, District core text adoption process	Assistant superintendent of instructional services	Yearly
Small group differentiated instruction in order to meet individual student needs	Student Progression Plan, MTSS Handbook	Classroom observation, MTSS fidelity checks	District instructional rounds	Assistant superintendent of instructional services	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?

OCSD prioritized the extended day instruction for Seminole Elementary, one of Florida's Lowest 300 Schools.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	0
District expenditures on reading coaches assigned to elementary schools	0
District expenditures on reading coaches assigned to secondary schools	0
District expenditures on intervention teachers assigned to elementary schools	259109.67
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	0
District expenditures on supplemental materials or interventions for secondary schools	0
District expenditures on reading coaches assigned to elementary schools	0
District expenditures on reading coaches assigned to secondary schools	0
District expenditures on professional development	0
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	121989.33
Flexible Categorical Spending	0
Sum of Expenditures	381099.00
Amount of District Research-Based Reading Instruction Allocation	381099.00

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?

Teacher Created Materials Focused Reading and paired reading texts

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

If yes, which grade levels? _____

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)

Okeechobee County School uses the MTSS problem solving process:

The four steps of the problem solving process are as follows:
1. Step I: Problem Identification – What exactly is the problem or discrepancy between the current situation and the goal?
2. Step II: Problem Analysis – Why is the problem occurring?
3. Step III: Intervention Design and Implementation – What exactly are we going to do about it?
4. Step IV: Response to Instruction/Intervention – Is the plan working?

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

Principals and coaches have been trained in the Just Read Florida! Coaching Model! and have been given a sample coaching schedule to use for planning. Coaches are required to complete a coaching log and the log is reviewed by principals quarterly.

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

Dr. Pat McCoy, assistant superintendent for instructional services

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

Is your district using the Just Read, Florida! coaching model? Yes ☒ No ☐
If you checked no, please complete and submit the Alternative Coaching Model document.
If you checked yes, please fill out the following chart:

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

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

How are these requirements being communicated to principals?	*How are coaches recording their time and tasks?*	*Who at the district level is monitoring this?*	*How often is the data being reviewed?*	*What problem-solving steps are in place for making decisions based on the data?*
These requirements are being communicated through the dissemination of the K-12 Reading Plan and district fidelity checks. Principals and coaches have been trained in the Just Read Florida! Coaching Model! and have been given a sample coaching schedule to use for planning. Coaches are required to complete a coaching log and the log is reviewed by principals quarterly.	District developed coaches log	Assistant superintendent for instructional services	Quarterly	Okeechobee County School uses the MTSS problem solving process: The four steps of the problem solving process are as follows: 1. Step I: Problem Identification – What exactly is the problem or discrepancy between the current situation and the goal? 2. Step II: Problem Analysis – Why is the problem occurring? 3. Step III: Intervention Design and Implementation – What exactly are we going to do about it? 4. Step IV: Response to Instruction/Intervention – Is the plan working?

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):

IF:	Student meets the following criteria at beginning of school year: K-3: Student's overall scale score is on grade level or one grade level below on the iReady diagnostic assessment (green & yellow) or FLKRS scale score is 497-529. 4-12: Student's scale score is equivalent to a High FSA level 2 or FSA level 3 and above on NWEA ***See table in Addendum A***
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.
	K-5 ReadyGEN: Pearson conducted a one year summative field test of its ReadyGEN English language arts program. This study was conducted in first and fourth grade classrooms during the 2015-2016 school year. This study indicates that ReadyGEN is effective at significantly increasing student reading achievement. Results by ReadyGEN subgroups also showed significant learning gains across different types of students including females, males, Limited English Proficiency students and non-LEP students, Special Education and non-Special Education students, and students of various ethnicities. ReadyGEN teachers reported that students learned important English Language Arts skills over the course of the study but only half were satisfied with student progress. Student attitude results were mixed in that fourth grade students academic attitude increased with first graders decreased. In sum, scientific research indicates that the ReadyGEN program is an effective and useful program for both teachers and students. EdReports.org summarized The ReadyGen instructional materials for Kindergarten and Grades 1-2 meet expectations for alignment. The materials include texts that are worthy of students' time and attention and provide many opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Students have opportunities to build skills in reading, writing, speaking and listening, and they integrate language work throughout. Texts include a balance of genres and are appropriately rigorous and complex for intermediate students. Most tasks and questions are grounded in evidence. Materials address foundational skills where appropriate to support students' building their reading abilities to comprehend increasingly complex texts over the course of the school year. Vocabulary is addressed in each module, though academic vocabulary is not built across multiple texts. The materials meet use and design expectations, including teacher tools to plan and differentiate instruction, as well as incorporate useful technology applications. The ReadyGen instructional materials for Grades 3, 4, 5, and 6 meet expectations for alignment. The materials include texts that are worthy of students' time and attention and provide many opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Students have opportunities to build skills in reading, writing, speaking and listening, and they integrate language work throughout. Texts include a balance of genres and are appropriately rigorous and complex for intermediate students. Most tasks and questions are grounded in evidence. Materials address foundational skills where appropriate to support students' building their reading abilities to comprehend increasingly complex texts over the course of the school year. Vocabulary is addressed in each module, though academic vocabulary is not built across multiple texts. The materials meet use and design expectations, including teacher tools to plan and differentiate instruction, as well as incorporate useful technology applications. **Strong Evidence**

6-12 Collections: The Houghton Mifflin Harcourt® Collections program for Grades 6 through 12 is a comprehensive English language arts program. The program is anchored on a set of rich, engaging, and complex literary and informational texts, and is designed to develop students' abilities to analyze complex texts, cite from sources, reason, and communicate orally and in writing. Developed around rigorous state standards and expectations, the program challenges and supports all students to become critical and close readers. The program develops students' writing across varied genres with models of effective texts and ample opportunities for writing about texts. With a blend of print and digital resources and online tools, the program delivers 21st-century learning. Educational Research Institute of America (ERIA) conducted a full school year study to test the effectiveness of the HMH Collections (2017). This study was conducted with students in Grades 7 to 10 during the 2016–2017 school year. Pretest and posttest assessments were developed to assess the program objectives and the Common Core State Standards. Study results indicate that Collections is effective at improving the ability of Grade 7 to 10 students to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. In addition, the results showed that students in Collections classrooms made statistically significant gains in all grades tested over the course of the full year. **Strong Evidence**

Progress Monitoring

Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient***	***Performance Criteria that would prompt addition of Tier 2 interventions***
Universal Screening: 3 times per year (beginning, middle, end) for all students at elementary; 2 - 3 times per year for all students at secondary Elementary: iReady Secondary: NWEA	On progress monitoring assessments students: K-5: Student's overall scale score is on grade level or one grade level below on the iReady diagnostic assessment (green & yellow) 6-12: Student's scale score is equivalent to a High FSA level 2 or FSA level 3 and above on NWEA	K-2: 3-5: Student's overall scale score is two grade levels below on the iReady diagnostic assessment (light red) 4-12: Student's scale score is equivalent to Low FSA level 2 or High FSA level 1 on iReady or NWEA

How is the effectiveness of Tier 1 instruction being monitored?
Principals provide leadership and commitment to MTSS at all three tiers. Administrators lead implementation, participate on the SPS team (School Problem Solving Team), provide relevant and focused professional development linked to MTSS, and incorporate MTSS into their school improvement plans. Administrators also review universal screening data to ensure Tier 1 instruction is meeting the needs of a minimum of 80 to 85 percent of the school population. Site administrators develop the master schedule to include blocks of time for intervention/enrichment.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
Site administrators monitor integrity of instruction at both the core and intervention levels and consider the following:
1. Monitoring core instruction:
● Are all students working with grade-level materials and standards?
● Are teachers well-supported in implementing adopted programs and items from the approved supplemental list?
● Is content for students appropriately paced?
● Does the movement through material attend to the developmental readiness of the student?
● Is there evidence of differentiated instruction?
● Is small-group, leveled instruction provided multiple days each week?
2. Monitoring intervention integrity:
● Is the intervention plan implemented with integrity?
● Administrator signs off on integrity of instruction and intervention across tiers.
Intervention plan goals are being achieved at the desired rate
3. Establishing feedback system regarding instructional integrity:
a. Make quality instruction a part of the annual goals for all teachers.

		b. Acknowledge staff members who are delivering quality instruction and support those who are not to raise their level of performance. Each teacher is given specific feedback regarding impact of instruction/intervention on student learning
	How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of the tier 1 curriculum is monitored at the district level by reviewing teacher observation data, diagnostic data three times a year and evaluation of end of year state assessment data.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Okeechobee County School uses the MTSS problem solving process: The four steps of the problem solving process are as follows: 1. Step I: Problem Identification – What exactly is the problem or discrepancy between the current situation and the goal? 2. Step II: Problem Analysis – Why is the problem occurring? 3. Step III: Intervention Design and Implementation – What exactly are we going to do about it? 4. Step IV: Response to Instruction/Intervention – Is the plan working?
	How is instruction modified for students who receive instruction through distance learning? Students will have two options for distance learning: 1) Okeechobee Virtual School; full time online instruction completed at home. 2) Okeechobee Transitional Distance Learning model; full time online instruction/live streamed lessons completed at home.	

IF:	Student meets the following criteria at beginning of school year: K-3: Student's overall scale score is two grade levels below on the iReady diagnostic assessment (light red) or FLKRS scale score is 438-496. 4-12: Student's scale score is equivalent to Low FSA level 2 or High FSA level 1 on iReady or NWEA ***See table in Addendum A***				
THEN:	**TIER 1 instruction and TIER 2 interventions**				
TIER 1 instruction and TIER 2 interventions	*Interventions:* • *are standards-aligned* • *address gaps and reduce barriers to students' ability to meet Tier 1 expectations* • *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills* • *are matched to the needs of the students* • *provide multiple opportunities to practice the targeted skill(s) and receive feedback* • *occurs during time allotted in addition to core instruction* • *includes accommodations (IEP, ESOL or 504)*				
	TIER 2 Programs/Materials/Strategies & Duration	***TIER 2 Progress Monitoring***			
		Assessment & Frequency	***Performance Criteria to discontinue Tier 2 intervention***	***Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that would prompt addition of Tier 3 interventions***
	iReady	Diagnostic-three time a year	K-5: Student's overall scale score is on	K-5: Student's overall scale score is two grade levels	K-2: 3-5: Student's overall scale

			grade level or one grade level below on the iReady diagnostic assessment (green & yellow)	below on the iReady diagnostic assessment (light red)	score is three grade levels below or more on the iReady diagnostic assessment (dark red)
	Exact Path NWEA (assessment)	Diagnostic-three times per year	6-12: Student's scale score is equivalent to a FSA level 3 or above or High FSA level 2 on NWEA	6-12: Student's scale score is equivalent to Low FSA level 2 or High FSA level 1 on NWEA	6-12: Student's scale score is equivalent to Middle or Low FSA level 1 on NWEA
	Targeted interventions in addition to core instruction. Focused support: Small group problem solving with materials, strategies, and duration identified on each student's tier 2 MTSS plan. Branching Minds platform will be used to create and monitor individual MTSS goals.	Progress monitoring occurs bi-weekly or as appropriate to targeted skill area: *easyCBM*,	**Sufficient Growth at Tier 2 and 3:** If the trend line is above the goal line, then the intervention is working. If the student's growth is above the minimum desired growth, then the team can consider the possibility of moving the student down in tier. A general guideline to consider is that a student should demonstrate 3 consecutive data points above the goal line and have other sources of data documenting that the originally identified	**Uncertain Growth at Tier 2 and 3:** If the trend line is below the goal line and performance on grade level standards is not improving, then a change in the intervention plan is required. When determining a change is needed, schools return to problem identification to determine if the problem was identified accurately. Problem Analysis is also revisited to determine if the original hypothesis about the student's problem is accurate. Modifiable factors can be examined to determine if a modification can be made to better support the identified	**Insufficient Growth at Tier 2:** If Tier 2 supports are determined to be inadequate and the student's growth is below the goal line, he or she may require more intensive supports at Tier 3. For this to occur, the MTSS team must be certain that prior interventions have been aligned with student needs and implemented with sufficiency and integrity. Branching Minds captures this information.

			problem is solved before Tier 2 supports are discontinued (Good, Simmons, Kame'enui, Kaminski & Wallin, 2002). If the student achieves the intervention goal but classroom performance is not commensurate with measured skill level, it is expected that the MTSS team engage in individual problem solving to identify possible explanations.	problem. When the team decides to change the intervention plan, an intervention line indicating a phase change should be placed on the graph. A new phase of intervention begins and 8 data points are needed to determine the effectiveness of the new intervention plan. It is critical that teams understand that the goal of data review is to take charge of closing the student achievement gap by making meaningful changes to the instructional plan, and not simply to move students through the process. Some identified problems can be solved with a minor adjustment at Tier 2, so teams should consider both the intensity of the problem and the current rate of improvement when examining graphs.	
	Number of times a week intervention provided	3	***Number of minutes per intervention session***		20

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 Fidelity Type	Guiding Questions:	How?	By Whom?
Prevention Fidelity (Tier 1, Core Instruction, and Positive Behavior Intervention Supports	1) Are all students working with grade-level materials and standards? 2) Are teachers well-supported in implementing adopted programs and supplemental materials? Is content for students appropriately paced? 3) Is there evidence of differentiated instruction? 4) Is small-group, level instruction provided?	1) Direct Observation 2) Documented Self-Reporting 3) Universal Screening Data 4) Behavioral Data	Principals Assistant Principals Instructional Coaches
Intervention Fidelity (Tier2 & Tier 3, Small Group & Individual)	1) Is the intervention plan implemented with integrity? 2) Assistant Principal signs off on integrity of instruction and intervention across tiers. 3) Has progress monitoring occurred accurately & in a timely manner?	1) Direct Observation documented within Branching Minds 2) Fidelity check within Branching Minds Platform (time & integrity) 3) Documented Self-Reporting 4) Behavior Rating Scales	Assistant Principals Teachers Instructional Coaches

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

iReady: Many rigorous research studies meeting ESSA Level 2 (Moderate) evidence standards demonstrated positive and statistically significant gains for students receiving i-Ready Instruction above that of their control group counterparts in both reading and mathematics on internal and external outcome measures. Summaries of iReady Instruction efficacy research may be found : https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact **Strong Evidence**

Exact Path: This paper presents the results of a year-long study of Edmentum Exact Path from a nationwide field test during the 2016–17 school year. Results indicate that use of Edmentum Exact Path is positively associated with student achievement outcomes in math, reading, and language arts. Statistically significant effects were found linking the amount of time spent on Exact Path and end-of-year diagnostic scores. **Promising Evidence**

Curriculum-Based Measures (CBM) in Reading (CBM-R; Deno, 1985) can be given frequently, take little time to administer, are sensitive to reading growth, and are well correlated with reading comprehension tests. CBM-R uses the number of words read correctly (WRC) to paint a picture of a student's overall reading proficiency. https://doi.org/10.1177%2F001440298505200303 and https://doi.org/10.1177%2F073724770302800302 **Strong Evidence**

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

It should be acknowledged that most schools cannot offer intensive-intervention services such as Tier 2 reading groups during distance learning. Instead, intervention attempts centering on home learning will be modest in scope — equivalent to Tier 1/classroom support. The steps below sketch out a general process that the MTSS team will follow to find learners struggling with home-centered instruction and provide and document RTI/MTSS support plans.

The MTSS Team contacts all teachers and requests that instructors send them names of any students who are substantially underperforming or failing to participate in online instruction. The tier level team will schedule parent

	problem-solving conferences. The team lead schedules a phone call or video conference with parent(s) of at-risk students. During this call, parent(s) and staff identify what blocker(s) appear to prevent student success and develop a brief written intervention plan to address these blockers. These home-based RTI/MTSS plans become part of the overall intervention record of at-risk students in the Branching Minds platform. Writing a Home-based Academic Support Plan from www.interventioncentral.org

IF:	Student meets the following criteria at beginning of school year: K-3: Student's overall scale score is three grade levels below or more on the iReady diagnostic assessment (dark red) or FLKRS scale score is 437 or below. 4-12: Student's scale score is equivalent to Middle and Low FSA level 1 on NWEA ***See table in Addendum A***			
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • *additional **time allotted is in addition** to core instruction and tier 2 interventions*			
	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	Diagnostic-three time a year	K-5: Student's overall scale score is two grade levels below on the iReady diagnostic assessment (light red)	K-2: 3-5: Student's overall scale score is three grade levels below or more on the iReady diagnostic assessment (dark red)
	Exact Path NWEA (assessment)	Diagnostic-three times per year	6-12: Student's scale score is equivalent to Low FSA level 2 or High FSA level 1 on NWEA	4-12: Student's scale score is equivalent to Middle or Low FSA level 1 on NWEA
	Targeted interventions in addition to core instruction. Focused support: Small group problem solving with materials, strategies, and duration identified on each student's tier 2 MTSS plan. Branching Minds platform will be used to create and monitor individual MTSS goals.	Progress monitoring occurs weekly: *easyCBM*,	**Sufficient Growth at Tier 2 and 3:** If the trend line is above the goal line, then the intervention is working. If the student's growth is above the minimum desired growth, then the team can consider the possibility of	**Insufficient Growth at Tier 3**: If Tier 3 supports are determined to be inadequate and the student's growth is below the goal line, the problem solving team should work

			moving the student down in tier. A general guideline to consider is that a student should demonstrate 3 consecutive data points above the goal line and have other sources of data documenting that the originally identified problem is solved before Tier 2 supports are discontinued (Good, Simmons, Kame'enui, Kaminski & Wallin, 2002). If the student achieves the intervention goal but classroom performance is not commensurate with measured skill level, it is expected that the MTSS team engage in individual problem solving to identify possible explanations. If the trend line is near the goal line and the student's performance on grade level standards is improving, then the intervention is considered effective and should be continued. If the trend line is near the goal line and the student's performance on grade level standards is not improving, it would be necessary to reconsider the hypothesis about why the problem is occurring.	to re-evaluate the plan and adjust one or more of the following: focus on a different and/or more foundational skill change the intervention change time of the intervention change the interventionist increase frequency

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	***5***	***Number of minutes per intervention session***	***20***

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 Fidelity Type	Guiding Questions:	How?	By Whom?
Prevention Fidelity (Tier 1, Core Instruction, and Positive Behavior Intervention Supports	1) Are all students working with grade-level materials and standards? 2) Are teachers well-supported in implementing adopted	1) Direct Observation 2) Documented Self-Reporting 3) Universal Screening Data 4) Behavioral Data	Principals Assistant Principals Instructional Coaches

	programs and supplemental materials? Is content for students appropriately paced? 3) Is there evidence of differentiated instruction? 4) Is small-group, level instruction provided?		
Intervention Fidelity (Tier2 & Tier 3, Small Group & Individual)	1) Is the intervention plan implemented with integrity? 2) Assistant Principal signs off on integrity of instruction and intervention across tiers. 3) Has progress monitoring occurred accurately & in a timely manner?	1) Direct Observation documented within Branching Minds 2) Fidelity check within Branching Minds Platform (time & integrity) 3) Documented Self-Reporting 4) Behavior Rating Scales	Assistant Principals Teachers Instructional Coaches

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

iReady: Many rigorous research studies meeting ESSA Level 2 (Moderate) evidence standards demonstrated positive and statistically significant gains for students receiving i-Ready Instruction above that of their control group counterparts in both reading and mathematics on internal and external outcome measures. Summaries of iReady Instruction efficacy research may be found : https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact **Strong Evidence**

Exact Path: This paper presents the results of a year-long study of Edmentum Exact Path from a nationwide field test during the 2016–17 school year. Results indicate that use of Edmentum Exact Path is positively associated with student achievement outcomes in math, reading, and language arts. Statistically significant effects were found linking the amount of time spent on Exact Path and end-of-year diagnostic scores. **Strong Evidence**

Curriculum-Based Measures (CBM) in Reading (CBM-R; Deno, 1985) can be given frequently, take little time to administer, are sensitive to reading growth, and are well correlated with reading comprehension tests. CBM-R uses the number of words read correctly (WRC) to paint a picture of a student's overall reading proficiency. **Strong Evidence**

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

It should be acknowledged that most schools cannot offer intensive-intervention services such as Tier 2 reading groups during distance learning. Instead, intervention attempts centering on home learning will be modest in scope — equivalent to Tier 1/classroom support. The steps below sketch out a general process that the MTSS team will follow to find learners struggling with home-centered instruction and provide and document RTI/MTSS support plans.

The MTSS Team contacts all teachers and requests that instructors send them names of any students who are substantially underperforming or failing to participate in online instruction. The tier level team will schedule parent problem-solving conferences. The team lead schedules a phone call or video conference with parent(s) of at-risk students. During this call, parent(s) and staff identify what blocker(s) appear to prevent student success and develop a brief written intervention plan to address these blockers. These home-based RTI/MTSS plans become part of the overall intervention record of at-risk students in the Branching Minds platform.

Writing a Home-based Academic Support Plan from www.interventioncentral.org

Addendum A: MTSS Tiered Intervention Performance Scales

MTSS Tier Placement: iReady Scale Score Chart

FALL													
Assessment		Tier 3 (3 + Below)		Tier 2 (2 Below)		Tier 1 (One Below)		(Early)		(Mid)		(Late +)	
		Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile	Scale Score	Percentile
ELA	Grade K	< 319	*<12*	319 - 332	*12-25*	333 - 361	*26-67*	362 - 395	*68-92*	396 - 423	*93-98*	424 +	*99+*
	Grade 1	< 357	*<12*	357 - 376	*12-25*	377 - 433	*26-75*	434 - 457	*76-87*	458 - 479	*88-94*	480 +	*95+*
	Grade 2	< 397	*<10*	397 - 418	*10-18*	419 - 488	*19-65*	489 - 512	*66-82*	513 - 536	*83-94*	537 +	*94+*
	Grade 3	< 419	*<7*	419 - 473	*7-25*	474 - 510	*26-53*	511 - 544	*54-80*	545 - 560	*81-89*	561 +	*90+*
	Grade 4	< 474	*<15*	474 - 495	*15-25*	496 - 556	*26-71*	557 - 578	*72-85*	579 - 602	*86-95*	603 +	*95+*
	Grade 5	< 496	*<15*	496 - 541	*15-38*	542 - 580	*39-68*	581 - 608	*69-86*	609 - 629	*87-94*	630 +	*95+*
Math	Grade K	< 322	*<12*	322 - 332	*12-25*	333 - 361	*26-76*	362 - 372	*77-88*	373 - 411	*89-99*	412 +	*99+*
	Grade 1	< 347	*<12*	347 - 360	*12-25*	361 - 401	*26-83*	402 - 412	*84-92*	413 - 454	*93-99*	455 +	*99+*
	Grade 2	< 373	*<12*	373 - 386	*12-22*	387 - 427	*23-81*	428 - 440	*82-91*	441 - 496	*92-99*	506 +	*99+*
	Grade 3	< 386	*<8*	387 - 412	*8-26*	413 - 448	*27-76*	449 - 463	*77-93*	464 - 506	*94-99*	507 +	*99+*
	Grade 4	< 413	*<12*	413 - 433	*12-26*	434 - 464	*27-68*	465 - 481	*69-88*	482 - 516	*89-99*	517 +	*99+*
	Grade 5	< 434	*<14*	434 - 449	*14-24*	450 - 479	*25-64*	480 - 497	*65-86*	498 - 526	*87-99*	527 +	*99+*

The table above outlines the tier placement for grades kindergarten through five students and is based on grade placement and pecentile ranking on the iReady diagnostic assessment. The scale scores in the table that are used for tier placement identify grade level placement; therefore, they do not change throughout the school year since the student remains in the same grade. If a student's scale score does not improve from diagnostic 1 to diagnostic 2 then the interventions should be evaluated not the tier placement of that student. The colors and tier placements for each grade do NOT coorelate with the tables and information provided on the iReady platform. This is especially true for grades K-2 since iReady does not identify students that are two or three grades below grade level. The diagnostic assessment performance as well as additional sources of data (past tier performance, benchmark data, formative assessments, etc.) should be utilized when making decisions regarding tier placement.

MTSS Tier Placment: FSA Learning Gains Scale Score Chart

Assessment		Tier 3		Tier 2		Tier 1			
		Low Level 1	Mid Level 1	High Level 1	Low Level 2	High Level 2	Level 3	Level 4	Level 5
ELA	Grade 3	240 - 254	255 - 269	270 - 284	285 - 292	293 - 299	300-314	315-329	330-360
	Grade 4	251 - 266	267 - 281	282 - 296	297 - 303	304 - 310	311-324	325-339	340-372
	Grade 5	257 - 272	273 - 288	289 - 303	304 - 312	313 - 320	321-335	336-351	352-385
	Grade 6	259 - 275	276 - 292	293 - 308	309 - 317	318 - 325	326-338	339-355	356-391
	Grade 7	267 - 283	284 - 300	301 - 317	318 - 325	326 - 332	333-345	346-359	360-397
	Grade 8	274 - 289	290 - 305	306 - 321	322 - 329	330 - 336	337-351	352-365	366-403
	Grade 9	276 - 293	294 - 310	311 - 327	328 - 335	336 - 342	343-354	355-369	370-407
	Grade 10	284 - 300	301 - 317	318 - 333	334 - 341	342 - 349	350-361	362-377	378-412
Math	Grade 3	240 - 254	255 - 269	270 - 284	285 - 290	291 - 296	297-310	311-326	327-360
	Grade 4	251 - 266	267 - 282	283 - 298	299 - 304	305 - 309	310-324	325-339	340-376
	Grade 5	256 - 272	273 - 289	290 - 305	306 - 312	313 - 319	320-333	334-349	350-388
	Grade 6	260 - 276	277 - 293	294 - 309	310 - 317	318 - 324	325-338	339-355	356-390
	Grade 7	269 - 284	285 - 300	301 - 315	316 - 322	323 - 329	330-345	346-359	360-391
	Grade 8	273 - 289	290 - 305	306 - 321	322 - 329	330 - 336	337-352	353-364	365-393
FSA EOC	Algebra 1	425 - 445	446 - 466	467 - 486	487 - 491	492 - 496	497-517	518-531	532-575
	Geometry	425 - 445	446 - 465	466 - 485	486 - 492	493 - 498	499-520	521-532	533-575

MTSS Tier Placement: FLKRS Scale Score Chart

Assessment		Tier 3	Tier 2	Tier 1
ELA FLKRS Assessment	Grade K	437 or below	438-496	497 or above

MTSS Tier Placement: NWEA RIT Score Chart

FALL

Assessment		Tier 3		Tier 2		Tier 1			
		Low Level 1	Mid Level 1	High Level 1	Low Level 2	High Level 2	Level 3	Level 4	Level 5
ELA	Grade 6	100 - 176	177 - 188	189 - 200	201 - 206	207 - 211	212 - 219	220 - 231	232 - 350
	Grade 7	100 - 177	178 - 193	194 - 204	205 - 210	211 - 214	215 - 223	224 - 232	233 - 350
	Grade 8	100 - 178	179 - 194	195 - 206	207 - 211	212 - 216	217 - 226	227 - 234	235 - 350
Math	Grade 6	100 - 182	183 - 193	194 - 203	204 - 209	210 - 213	214 - 222	223 - 235	236 - 350
	Grade 7	100 - 185	186 - 197	198 - 207	208 - 212	213 - 217	218 - 228	229 - 238	239 - 350
	Grade 8	100 - 189	190 - 199	200 - 209	210 - 214	215 - 219	220 - 230	231 - 241	242 - 350

WINTER

Assessment		Tier 3		Tier 2		Tier 1			
		Low Level 1	Mid Level 1	High Level 1	Low Level 2	High Level 2	Level 3	Level 4	Level 5
ELA	Grade 6	100 - 182	183 - 193	194 - 204	205 - 209	210 - 215	216 - 222	223 - 232	233 - 350
	Grade 7	100 - 182	183 - 197	198 - 207	208 - 213	214 - 217	218 - 225	226 - 233	234 - 350
	Grade 8	100 - 184	185 - 198	199 - 209	210 - 214	215 - 218	219 - 227	228 - 235	236 - 350
Math	Grade 6	100 - 187	188 - 198	199 208	209 - 214	215 - 218	219 - 227	228 - 239	240 - 350
	Grade 7	100 - 189	190 - 201	202 - 211	212 - 216	217 - 221	222 - 232	233 - 242	243 - 350
	Grade 8	100 - 192	193 - 202	203 - 212	213 - 217	218 - 222	223 - 233	234 - 243	244 - 350

SPRING

Assessment		Tier 3		Tier 2		Tier 1			
		Low Level 1	Mid Level 1	High Level 1	Low Level 2	High Level 2	Level 3	Level 4	Level 5
ELA	Grade 6	100 - 185	186 - 196	197 - 206	207 - 211	212 - 216	217 - 223	224 - 233	234 - 350
	Grade 7	100 - 185	186 - 199	200 - 209	210 - 214	215 - 218	219 - 226	227 - 234	235 - 350
	Grade 8	100 - 186	187 - 200	201 - 210	211 - 215	216 - 219	220 - 228	229 - 236	237 - 350
Math	Grade 6	100 - 190	191 - 201	202 - 211	212 - 217	218 - 221	222 - 230	231 - 242	243 - 350
	Grade 7	100 - 191	192 - 203	204 - 213	214 - 218	219 - 223	224 - 234	235 - 244	245 - 350
	Grade 8	100 - 194	195 - 204	205 - 214	215 - 219	220 - 224	225 - 235	236 - 245	246 - 350

The table above outlines the tier placement for grades six through eight students and is based on the FSA score predictor from the NWEA platform. Since the RIT scores are used as a predictor for FSA performance the score after each assessment throughout the school year adjusts in order to accurately predict how each student will perform on the FSA assessment at the end of the year. The tier placement and scores coorelate with the tables and information provided on the NWEA platform. The diagnostic assessment performance as well as additional sources of data (past tier performance, benchmark data, formative assessments, etc.) should be utilized when making decisions regarding tier placement.

Okeechobee2020-2021 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2020-2021 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

1. **District name:** Okeechobee
2. **Contact name for schools covered on this plan:** Dr. Pat McCoy
3. **Contact phone number:** 863-462-5000
4. **Contact email:** mccoyp@okee.k12.fl.us
5. **Schools covered by this plan:** Seminole Elementary

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

1. **School start time:** 8:00 am
2. **School dismissal time:** 3:15 pm
3. **Total number of instructional minutes per day:** 435
4. **Minutes per day of reading instruction (must be at least 150):** 150

Section 3. Instructional Design

1. **Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

   Level 4 and 5 students will receive differentiated instruction based on their need identified from the iReady diagnostic assessment. Enrichment activities and acceleration opportunities will also be implemented to ensure student continue to grow. Model Eliciting Activity (MEA) STEM lessons are used during the extra hour of instruction as well as, project-based learning modules.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   The school principal was notified of the requirement to have effective or highly-effective teachers provide the extended hour of instruction. All of the instructional staff who teach the additional block were checked against the IPC portion of the evaluation ratings.

3. **The intensive reading instruction delivered in this additional hour shall include evidence-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how it has been proven to accelerate progress of students exhibiting a reading deficiency.**

   Seminole Elementary will be focusing on explicit instruction in phonics and phonemic awareness during the additional hour of instruction.
   According to Chall (1996), "systematic and early instruction in phonics leads to better rea ding: better accuracy of word recognition, decoding, spelling, and oral and silent reading comprehension." The most effective type of instruction, especially for children at risk for reading difficulties, is explicit (direct) instruction (Adams, 1990; Chall, 1996; Honig, 199 5; Evans and Carr, 1985; Stahl and Miller, 1989; Anderson et al, 1985.). Implicit instruct ion relies on readers "discovering" clues about sound-
   spelling relationships. Good readers can do this; poor readers aren't likely to. Good reade rs can generalize their knowledge of sound-
   spelling relationships and syllable patterns to read new words in which these and other so und- spellings and patterns occur. Poor readers must rely on explicit instruction.
   Although explicit instruction has proved more effective than implicit instruction, the key element in the success of explicit phonics instruction is the provision of multiple opportu nities to read decodable words (that is, words containing previously taught sound-spellings) in context (Stahl, Osborn, and Pearson, 1992; Juel and Roper-
   Schneider, 1985; Adams, 1990) and ample modeling of the application of these skills to r eal reading. In fact, students who receive phonics instruction achieve best in both decodi ng and comprehension if the text they read contains high percentages of decodable words. In addition, by around second or third grade, children who've been taught with explicit p honics instruction generally surpass the reading abilities of their peers who've been taught with implicit phonics instruction (Chall, 1996). Seminole purchased BLAST! Phonics program for the 2018-19 SY. Seminole is also using Ready strategies from the iReady Toolkit differentiated instruction. The Scaffolding handbook from ReadyGEN is also used to provide additional strategies for remedial instruction.

4. **The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

   All students K-5 complete the iReady diagnostic screening three times per year. Students are systematically grouped according to his/her performance in each reading subcategory of the diagnostic exam. Small group instruction is delivered to each group according to the student's needs. Standards Mastery exams are given at the end of each group of lessons related to a standard, and remediation occurs based on student need.

5. **The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

   Explicit instruction in phonics and phonemic awareness will be the focus of instruction during the additional hour. The following materials will be used for instruction Words Their Way (Pearson), Language Power (Teacher Created Materials), and Sing, Spell, Read, and Write.
   Most poor readers have a strategy imbalance. They tend to overrely on one reading strat egy, such as the use of context clues, to the exclusion of other strategies that might be more appropriate (Sulzby, 1985). To become skilled fluent readers, children need to ha ve a repertoire of strategies to figure out unfamiliar words (Cunningham, 1990). These strategies include using a knowledge of sound-
   spelling relationships, using context clues, and using structural clues and syllabication s trategies. Younger and less skilled readers rely more on context than other, often more effective, strategies (Stanovich, 1980). This is partly due to their inability to use sound-spelling relationships to decode words. Stronger readers don't need to rely on context cl ues because they can quickly and accurately decode words by sounding them out.
   Unfortunately, children who get off to a slow start in reading rarely catch up to their pe ers and seldom develop into strong readers (Stanovich, 1986; Juel, 1988). Those who e xperience difficulties decoding early on tend to read less and thereby grow less in terms of word recognition skills and vocabulary.
   A longitudinal study conducted by Juel (1988), revealed an 88% probability that a child who is a poor reader at the end of first grade would still be a poor reader at the end of f ourth grade. Stanovich (1986) refers to this as the "Matthew Effect" in which the "rich get richer" (children who are successful decoders early on read more and therefore impr ove in reading), and the "poor get poorer" (children who have difficulties decoding bec ome increasingly distanced from the good decoders in terms of reading ability).

6. **The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

   The District has provided authentic text in social studies and science as anchor text for the core reading program- ReadyGen. Student practice new reading skills though content aligned with the ELA standards. Students write everyday as a part of the ReadyGEN program. In addition, Top Score Writing is used as a supplement to the ReadyGEN curriculum material in the additional hour of instruction.