

Orange 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	David Gorham	Director, Elementary Curriculum and Instruction	David.Gorham@ocps.net	407-317-3200 ext 2004089
Responsibility	Name	Title	Email	Phone
Elementary ELA	Michelle Platzer	Senior Administrator, Elementary ELA	Michelle.Platzer@ocps.net	407-317-3200 ext 2002532
Secondary ELA	Mandy Butterfield	Senior Administrator, Secondary Literacy	Mandy.butterfield@ocps.net	407-317-3200 ext 2004142
Reading Endorsement	Michelle Platzer	Senior Administrator, Elementary ELA	Michelle.Platzer@ocps.net	407-317-3200 ext 2002532
Reading Curriculum	Michelle Platzer (K-5) Mandy Butterfield (6-12)	Senior Administrator, Secondary Literacy	Michelle.Platzer@ocps.net Mandy.Butterfield@ocps.net	407-317-3200 ext 2002532 2004142
Professional Development	Glenna Wyatt	Director, Professional Learning Department	Glenna.Wyatt@ocps.net	407-317-3200 ext
Assessment	Jennifer Sasser	Associate Superintendent, Research, Accountability and Grants	Jennifer.Sasser@ocps.net	407-317-3200 ext
Data Element	Alysia Leonard	Senior Instructional Process Specialist	Alysia.Leonard@ocps.net	407-317-3200 ext 2002280
Summer Reading Camp	Charles Lindlau	Executive Area Director	Charles.Lindlau@ocps.net	407-317-3200 ext
3 rd Grade Promotion	Karla Owens	Director, Student Services, K-6	Karla.Owens@ocps.net	407-317-3200 ext

Plan Information

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

An overview video tutorial will be posted and shared with various stakeholders through the OCPS website. The overview will also be linked within each course detail page for K-12 ELA and Reading. The plan will also be posted within the FLDOE Just Read, Florida! website in addition to the OCPS website. The plan will also be accessible within our instructional materials website for K-12 ELA and Reading. Specific information will also be included in our district's Deputy Superintendent Newsletter that is distributed to administrators and instructional staff.

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>	ACCESS for ELLS	Summative	Statewide Assessment	Annually
	IDEA Proficiency Test	Screener	One on One-Oral	At identification and re-eval
<i>Phonological awareness</i>	i-Ready	Diagnostic and Progress Monitoring	Online Assessment	The Diagnostic is administered three times per year, Growth monitoring is administered 2 times per year (some students)
	Heggerty (K-2)	Diagnostic and Progress Monitoring	One on One-Oral	Three times per year
<i>Phonics</i>	i-Ready	Diagnostic and Progress Monitoring	Online Assessment	The Diagnostic is administered three times per year, Growth monitoring is administered 2 times per year (some students)
	Phonics Assessments (District Created)	Progress Monitoring/formative	One-on-one oral and Paper based assessments	Approximately every three weeks
<i>Fluency</i>	Literably (Corrective Programs schools, grades K-2)	Diagnostic and Progress Monitoring	Online Assessment	Three times per year
<i>Vocabulary</i>	i-Ready	Diagnostic and Progress Monitoring	Online Assessment	The Diagnostic is administered three times per year, Growth monitoring is administered 2 times per year (some students)
<i>Comprehension</i>	i-Ready	Diagnostic and Progress Monitoring	Online Assessment	The Diagnostic is administered three

				times per year, Growth monitoring is administered 2 times per year (some students)
	Standards Based Unit Assessments (District Created)	Progress Monitoring/formative	Paper based assessments (can be scanned in Unify for grades 3-5)	Approximately every three weeks (after each unit)

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?
i-Ready (6-8)	Grade-level proficiency, by domain: <ul style="list-style-type: none"> Phonological Awareness(PA) Phonics(PH) High-Frequency Words(HFW) Vocabulary(VOC) Comprehension: Literature(LIT) Comprehension: Informational Text(INFO) Time on task Lessons passed	Diagnostics & progress monitoring	Online via the program	Diagnostic is administered 3 times per year, Growth monitoring 2 times per year for some students. Daily/Weekly progress monitoring
Reading Plus (9-10)	Grade-level proficiency, by skill <ul style="list-style-type: none"> Comprehension Fluency Reading Level Gains Pass Rate for Reading Lessons Time on task	Diagnostics & progress monitoring	Online via the program	Diagnostic is administered 3 times per year Daily/Weekly progress monitoring
System 44 (9-10, LY1)	Grade-level proficiency, by skill <ul style="list-style-type: none"> Phonological Awareness(PA) Phonics(PH) High-Frequency Words (HFW) Comprehension 	Diagnostics & progress monitoring/formative	Online via the program	Diagnostic is administered 3 times per year on phonics and reading comprehension Daily/Weekly progress monitoring

	<ul style="list-style-type: none"> • Fluency Reading Level Gains 			
Culminating Tasks	Proficiency on standards	Progress monitoring/formative	Online via Unify, paper-based assessments available for 6 th grade that can be inputted into Unify	After each unit, approximately every 2 weeks
PMA's for 9/10	Proficiency on standards	Progress monitoring/formative	Online via Unify	Three times a year, once per quarter 1, 2 & 3

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>
Quarterly, at minimum, by district-level administrators, including learning communities	Meetings are held by learning communities to review progress monitoring data and problem-solve.	We utilize our online data platform, Unify, to collect and share data. We also hold data meetings by learning community regarding i-Ready data.	Learning community leadership teams meet with the school-based leadership teams to ensure implementation. If implementation is not happening, learning communities contact the curriculum and instruction department.	Curriculum and Instruction in conjunction with the Learning Community Leadership Teams, Corrective Programs & School Transformation Office

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	Learning Community Leadership Teams, Corrective Programs & School Transformation Office	Leadership meetings between school leadership and district-level leadership	Weekly, at minimum. Each learning community establishes their data collection methods and timeline.	Through principal and leadership meetings by the learning communities and school leadership teams.	Quarterly, at minimum. Each learning community establishes their data collection methods and timeline.
Data chats	Learning Community Leadership Teams, Corrective Programs & School Transformation Office	Leadership meetings between school leadership and district-level leadership	Quarterly, at minimum. Each learning community establishes their data collection methods and timeline.	Through principal and leadership meetings by the learning communities and school leadership teams	Quarterly, at minimum. Each learning community establishes their data collection methods and timeline.
Reading Leadership Team per 6A-6.053(3) F.A.C.	Learning Community Leadership Teams, Corrective Programs & School Transformation Office	Leadership meetings between school leadership and district-level leadership	Quarterly, at minimum. Each learning community establishes their data collection methods and timeline.	Through principal and leadership meetings by the learning communities and school leadership teams	Quarterly, at minimum. Each learning community establishes their data collection methods and timeline.
Monitoring of plan implementation	Learning Community Leadership Teams, Corrective Programs & School Transformation Office	Leadership meetings between school leadership and district-level leadership	Quarterly, at minimum. Each learning community establishes their data collection methods and timeline.	Through principal and leadership meetings by the learning communities and school leadership teams	Quarterly, at minimum. Each learning community establishes their data collection methods and timeline.
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?
Learning communities establish their decision-making practices. Other departments such as STO and CP utilize calibrated walkthrough forms to set goals and action plans for the schools.	Learning community leadership teams meet with the school-based leadership teams to ensure implementation. If implementation is not happening, learning communities contact the curriculum and instruction department for further support.	District-level meetings occur with the high school division as well as with learning communities on a regular basis. The district also holds various meetings and professional development for school-based administrators to help ensure implementation.

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	Deputy Superintendent Newsletters, Learning Community Principal Meetings	Completion certificates are generated via Canvas	Reports are generated yearly.	School-level leadership & learning communities	Learning Community Leadership Teams
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Deputy Superintendent Newsletters, Learning Community Principal Meetings	Walkthroughs conducted by principals and leadership teams Student data by teacher is also collected via Unify.	Evaluation data is submitted via iObservation. Frequency is dependent on teacher contract status/level. Reports can be generated as needed via Unify.	School-level leadership & learning communities	Learning Community Leadership Teams, Corrective Programs & School Transformation Office
Identification of mentor teachers	Deputy Superintendent Newsletter; Lead mentors	Access to teachers who are trained in Clinical Educator; Categorical Supplement	In the beginning of the year through the Categorical Supplement and any time there are	Professional Learning Department	Glenna Wyatt, Director of Professional Learning Department

			changes; a report can be generated on the supplement type		
Establishing of model classrooms within the school	Learning Community Principal Meetings	Walkthroughs conducted by principals and leadership teams	Walkthrough forms are collected from targeted schools quarterly, at minimum at the discretion of the learning community	Learning Community Leadership Teams	Learning Community Leadership Teams
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Deputy Superintendent Newsletters, Learning Community Principal Meetings	Each principal and learning community establishes its own monitoring systems	Principals share data through the regularly scheduled learning community meetings.	Learning Community Leadership Teams	Learning Community Leadership Teams

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	90-minute Reading Block Guidance Document	Walkthroughs conducted by principals and leadership teams, evidence from common planning and lesson plans	Data generated from walkthrough forms and tools.	Learning Community Leadership Teams	Monthly
Small group differentiated instruction in order to meet individual student needs	90-minute Reading Block Guidance Document	Walkthroughs conducted by principals and leadership teams, evidence from common planning and lesson plans	Data generated from walkthrough forms and tools.	Learning Community Leadership Teams	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?

The district is providing additional professional development opportunities for teachers of grades K-2 in partnership with the University of Central Florida. Additional resources have been purchased for VPK-2 including Heggerty and professional learning to support implementation. SIPPS will also be purchased for all elementary schools. Endorsement opportunities are prioritized for teachers of intensive reading interventions and grade 3.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$663,723
District expenditures on reading coaches assigned to elementary schools	\$1,409,537.41
District expenditures on reading coaches assigned to secondary schools	\$1,613,257.07
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	\$413,383.69
District expenditures on supplemental materials or interventions for secondary schools	\$473,129.83
District expenditures on professional development	\$0
District expenditures on helping teachers earn the reading endorsement	\$0
District expenditures on summer reading camps	\$1,303,363
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$3,325,507
Flexible Categorical Spending	\$0
Sum of Expenditures	\$9,201,901
Amount of District Research-Based Reading Instruction Allocation	\$9,201,901

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?

Camps will utilize i-Ready, Reading Plus, Reading A-Z and district created curriculum materials, based on data and needs of the students.

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

If yes, which grade levels? Grades 4 and 5. All students in grades K-2 were also provided summer enrichment packets and recorded lessons as an additional supplement.

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

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

- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information. What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

The following indicators are used to determine schools with the greatest need: student achievement, leadership, supportive environment and professional capacity. There are additional factors within each of these indicators that are scaled from high risk to low risk. Once the Risk Factor Analysis is completed, schools are identified for additional support from the School Transformation Office, Corrective Programs or increased district-level support. An overview sheet is attached.

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?

All instructional coaches for the district are required to complete the Facilitative Coaching Series through the Professional Learning Department. Within this series, coaches and aspiring coaches learn how to lead teacher teams. Our district also offers an extended coaching opportunity upon application called the Advanced Coaching Academy. This series further defines the role of the coach, and the coaching cycle. Content-specific coach and instructional leader meetings are held multiple times per year for ELA and Reading for elementary and secondary. During these meetings, we focus on the role of the literacy coach. A Deputy Superintendent Memo will also be released with the statute language associated with the role of literacy coaches, including the minimum requirements.

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

Monitoring is conducted by school-level and learning community leadership teams. Concerns can be addressed to the Professional Learning Department or the respective content area within Curriculum and Digital Learning.

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>
Deputy Superintendent Newsletters, Learning Community Principal Meetings	Schools designate their preferred method of recording time and tasks	Learning Community Leadership Team	Quarterly, at minimum	Learning Community Leadership Teams establish their problem-solving steps for their respective schools

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:
18-19 FSA ELA Level 3 or above and/or i-Ready BOY score of early, mid, or above grade level

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.

The district adopted material for K-5 ELA is HMH Journeys. These materials were part of the state’s adoption list during the previous adoption time period. The use of HMH Journeys meets ESSA strong evidence criteria. Additionally, district-created, standards-aligned curriculum materials are also available for use. District curriculum materials utilize strategies and practices that Hattie’s research has found to have a high effect size.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

i-Ready Diagnostics
3 times per year

Student scores early, mid, or above grade level

Student scores one grade level below, plus teacher observation/recommendation

Standards Based Unit Assessments (district created)
Approximately every 3 weeks, at the end of each unit of instruction

Student meets 70% mastery average across multiple assessments

Student does not meet 70% mastery average across multiple assessments, plus teacher observation/recommendation

How is the effectiveness of Tier 1 instruction being monitored?

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

Tier 1 effectiveness is monitored through both classroom observation by school and district leadership and analysis of i-Ready

Meetings are held at schools regularly and quarterly with the district-level and school-based administrators. Data from walkthroughs, i-Ready, and Unify are used. PLCs and problem solving teams meet to identify problems and solutions.

	and Standards Based Unit Assessment data.	
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>Curriculum is aligned to the State standards. Curriculum is vetted by separate groups and feedback is solicited from teachers, coaches, and administrators. School-based and district-level leadership monitor effectiveness through classroom walkthroughs and data analysis.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>Schools hold regular PLC and common planning meetings. Coaches and administrators receive professional development around effective common planning structures and facilitation to assist in this process. Teams meet to plan and discuss instruction, tasks, assessments, and differentiation. Teams also look at student performance data and determine needed changes to instruction and differentiation needs. District teams analyze data, feedback, and observations to revise district curriculum resource materials.</p>
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction. These resources will be accessed by students using LaunchPad and Canvas, or through printed materials. The Curriculum and Digital Learning department supports several resources that allow educators and students to conduct distance learning.</p>	

IF:	Student meets the following criteria at beginning of school year: Student scores one grade level below, plus teacher observation/recommendation; student received Tier 2 interventions in the previous year and the problem solving team determine that interventions should continue				
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	Performance Criteria that would prompt addition of Tier 3 interventions

	i-Ready Reading Toolbox lessons i-Ready meets ESSA Promising Evidence criteria	i-Ready: Diagnostics 3 times per year Growth Monitoring 2 times per year	Student scores early, mid, or above grade level, plus teacher observation/recommendation	Student scores one grade level below, plus teacher observation/recommendation	Student scores 2 or more grade levels below, plus teacher observation/recommendation
	Learning A-Z Learning A-Z meets ESSA Strong Evidence criteria	i-Ready: Diagnostics 3 times per year Growth Monitoring 2 times per year	Student scores early, mid, or above grade level, plus teacher observation/recommendation	Student scores one grade level below, plus teacher observation/recommendation	Student scores 2 or more grade levels below, plus teacher observation/recommendation
	SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) SIPPS meets ESSA Promising Evidence criteria	SIPPS Mastery Tests (every 5-10 lessons, depending on the level)	80% or greater on Mastery Tests on grade-level equivalent SIPPS levels	80% or greater on Mastery Tests on below grade-level SIPPS levels	Unable to pass SIPPS Mastery Tests after targeted instructional reteaching opportunities are provided, plus teacher observation/recommendation
	Schools may select other evidence-based interventions and strategies that the problem solving team has determined fit the student's individual specific area of need.	i-Ready: Diagnostics 3 times per year Growth Monitoring 2 times per year, plus biweekly assessment of particular area of focus	Student scores early, mid, or above grade level, plus meeting targeted growth on focus skills assessments, plus teacher observation/recommendation	Student scores one grade level below, plus lack of meeting targeted growth on focus skills assessments, plus teacher observation/recommendation	Student does not make adequate progress towards scoring on or one year below level, plus lack of targeted growth on skills assessments, plus teacher observation/recommendation
Number of times a week intervention provided		3-5	Number of minutes per intervention session		10-20

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

Tier 2 effectiveness is monitored through both classroom observation by school and district leadership and analysis of i-Ready and assessment data. Meetings are held at schools regularly and quarterly with the district-level and school based administrators. Data from walkthroughs, iReady, and other assessments are used. PLCs and problem solving teams meet to identify problems and solutions as well as continuity between the core instruction and the intervention. Parents are included in meetings and discussions about student response to interventions.

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

Purchased intervention programs and implementation of instructional strategies must be evidence based and show strong, moderate, or promising evidence of success. OCPS will be holding an RFP to compile a list of intervention programs that meet these guidelines from which schools may choose to purchase.

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

Canvas and Big Blue Button allow teachers to continue with instruction outside of the face-to-face modality. Communication, lesson creation, lesson delivery, student monitoring, and feedback are all possible through our Learning Management System. PLCs will also meet virtually to complete the problem solving process.

<p>IF:</p>	<p>Student meets the following criteria at beginning of school year:</p> <p>Student scores two grade levels below, plus teacher observation/recommendation; student received tier 3 interventions in the previous year and the problem solving team determines that interventions should continue, or the student received Tier 2 interventions previously and the Problem Solving Team determines that Tier 3 interventions are needed</p>		
<p>THEN:</p>	<p>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</p>		
<p>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</p>	<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> 		
	<p><i>TIER 3 Programs/Materials/Strategies & Duration</i></p>	<p><i>TIER 3 Progress Monitoring</i></p>	
	<p>Heggerty Phonemic Awareness</p> <p>Heggerty meets ESSA Promising Evidence criteria</p>	<p><i>Assessment & Frequency</i></p> <p>i-Ready: Diagnostics 3 times per year, Growth Monitoring 2 times per year, Passage rate on assigned phonemic awareness lessons completed weekly</p> <p>Heggerty: Screener (2nd and above), BOY, MOY, EOY</p>	<p><i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i></p> <p>i-Ready: Student scores one grade level below, student consistently is making targeted growth on lessons passed in the domain</p> <p>Heggerty: Score of 75% or above on all skills on the assessment</p> <p>Plus teacher observation/recommendation</p>

	Assessments 4 times per year		Plus teacher observation/recommendation
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) SIPPS meets ESSA Promising Evidence criteria	SIPPS Mastery Tests (every 5-10 lessons, depending on the level)	80% or greater on Mastery Tests on below grade-level SIPPS levels without multi-sensory components of SIPPS, plus teacher observation/recommendation	Unable to pass SIPPS Mastery Tests after reteaching and an intensification of the multi-sensory components of SIPPS, plus teacher observation/recommendation
Schools may select other evidence-based interventions and strategies that the problem solving team has determined fit the student's individual specific area of need.	i-Ready: Diagnostics 3 times per year Growth Monitoring 2 times per year, plus weekly or biweekly assessment of particular area of focus	Student scores one grade level below, plus meeting targeted growth on focus skills assessments, plus teacher observation/recommendation	Student does not make adequate progress towards scoring on level or one year below level, plus lack targeted growth on skills assessments, plus teacher observation/recommendation
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	4-5	Number of minutes per intervention session	15-30
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?			
Tier 3 effectiveness is monitored through both classroom observation by school and district leadership and analysis of i-Ready and assessment data. Meetings are held at schools regularly and quarterly with the district-level and school based administrators. Data from walkthroughs, iReady, and other assessments are used. PLCs and problem solving teams meet to identify problems and solutions as well as continuity between the core instruction and the intervention. Parents are included in meetings and discussions about student response to interventions.			

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

Purchased intervention programs and implementation of instructional strategies must be research based and show strong, moderate, or promising evidence of success. OCPS will be holding an RFP to compile a list of intervention programs that meet these guidelines from which schools may choose to purchase.

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

Canvas and Big Blue Button allow teachers to continue with instruction outside of the face-to-face modality. Communication, lesson creation, lesson delivery, student monitoring, and feedback are all possible through our Learning Management System. PLCs will also meet virtually to complete the problem solving process.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8

IF: Student meets the following criteria at beginning of school year:
18-19 FSA ELA Level 3 or above

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.

The district adopted material for 6-8 ELA is SpringBoard. These materials were part of the state’s adoption list during the previous adoption time period. SpringBoard is supported by Promising Evidence, per ESSA evidence criteria. Additionally, district-created, standards-aligned curriculum materials are also available for use. District curriculum materials utilize strategies and practices that Hattie’s research has found to have a high effect size.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

i-Ready Diagnostics given 3 times a year

Student scores early, mid, or above grade level

Student scores one grade level below, plus teacher observation/recommendation

Culminating Tasks: District-created Standards Based Unit Assessments given approximately every 3 weeks, at the end of each unit of instruction

Student meets 70% mastery average across multiple assessments

Student does not meet 70% mastery average across multiple assessments, plus teacher observation/recommendation

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 effectiveness is monitored by culminating tasks, iReady data, classroom observations and evaluations conducted by school and district personnel.

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

Problem solving discussions occur in regularly scheduled PLC meetings that analyze and plan differentiation based on daily progress of the students and more formal data available from standards based assessments and iReady. Data from administrator and district classroom walks will also provide insight to improving effectiveness of Tier 1 instruction.

	<p>How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of Tier 1 curriculum is monitored by the progress of the students on district created culminating tasks that are grade-level and standards-based. In addition, curriculum is vetted by separate groups of district curriculum leaders and teachers. Teachers also provide feedback on the effectiveness of the curriculum using a feedback form.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Based on data from state assessments, PMAs, and Culminating tasks adjustments are made to curriculum to better align to specific areas of deficiency. Teachers provide comprehensive unit feedback as well as specific feedback on curriculum after utilizing lessons within their instruction.</p>
	<p>How is instruction modified for students who receive instruction through distance learning? During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction. These resources will be accessed by students using LaunchPad and Canvas, or through printed materials. The Curriculum and Digital Learning department supports several resources that allow educators and students to conduct distance learning.</p>	

IF:	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> • <i>Student scores one grade level or more below based on iReady diagnostic</i> • <i>mid to low level 2 on prior FSA</i> <ul style="list-style-type: none"> ○ <i>Grade 6- 309-325</i> ○ <i>Grade 7- 318-332</i> ○ <i>Grade 8- 322-336</i> • <i>student received interventions in the previous year</i> • <i>the problem solving team determines that interventions should continue</i> • <i>teacher observation/recommendation based on formal and informal assessments</i> 	
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 Progress Monitoring

	TIER 2 Programs/Materials/Strategies & Duration	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
	i-Ready	Diagnostics, 3 times per year Growth Monitoring, 2 times per year Lessons, passed weekly	Student scores early, mid, or above grade level Teacher observation and/or recommendation based on informal and formal assessments Positive response to instruction	Progress monitoring using in class assessments, standards-based assessments, and iReady show reading improvements and the problem solving team agrees that interventions are effective but need to continue	Progress monitoring using in class assessments, standard based assessments, and iReady show no reading improvement and the problem solving team agrees that the interventions are not frequent and intensive enough and need to continue.
	Rotational Model within Intensive Reading course	Direct instruction from the teacher 2-3 times a week. Informal assessment based on the teacher led lesson.	Teacher uses informal and formal assessments from the iReady LAFS books and iReady lessons determines the student has made reading gains and is on grade level.	Progress monitoring using in class assessments, standards based assessments, and iReady show reading improvements and the problem solving team agrees that interventions are effective but need to continue	Progress monitoring using informal assessments, standard based assessments, and iReady show no reading improvement and the problem solving team agrees that the interventions are not frequent and intensive enough and need to continue with increased frequency and intensity.
	Schools may select other evidence-based interventions and strategies that the problem solving team has determined fit the student's individual	Diagnostics 3 times per year Growth Monitoring 2 times per year, plus biweekly assessment of	Student scores early, mid, or above grade level, plus meeting targeted growth on focus skills assessments, plus teacher observation/recommendation	Student scores one grade level below, plus lack of meeting targeted growth on focus skills assessments, plus teacher observation/recommendation	Student does not make adequate progress towards scoring on or one year below level, plus lack of targeted growth on skills assessments, plus teacher observation/recommendation

	specific area of need.	particular area of focus	Student meets 70% mastery average across multiple assessments.		
	Number of times a week intervention provided	2-3 times a week	Number of minutes per intervention session <i>*provided in teacher led instruction</i>	35-45 minutes	
	<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? Problem Solving/MTSS team meetings evaluate the student’s progress in Tier 2. Regularly scheduled PLC meeting address the effectiveness of the intervention as well as the alignment of the core curriculum.</p>				
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Purchased intervention programs and implementation of instructional strategies must be evidence based and show strong, moderate, or promising evidence of success. OCPS will be holding an RFP to compile a list of intervention programs that meet these guidelines from which schools may choose to purchase. i-Ready is supported by promising evidence.</p>				
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning? During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Tier 2 interventions through Big Blue Button Intervention sessions, online intervention sessions, and phone sessions.</p>					

IF:	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> • <i>Student scores one grade level below based on iReady diagnostic</i> • <i>low level 2 or 1 on prior FSA</i> <ul style="list-style-type: none"> ○ <i>Grade 6- 309-325</i> ○ <i>Grade 7- 318-332</i> ○ <i>Grade 8- 322-336</i> • <i>student received interventions in the previous year</i> • <i>the problem solving team determines that interventions should continue</i> • <i>teacher observation/recommendation based on formal and informal assessments</i>
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • <i>extended time</i> • <i>targeted instruction based on student need</i> • <i>small group or one-on-one instruction</i> • <i>accommodations (IEP, ESOL, or 504)</i> • <i>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</i> • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i>

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	<p>Diagnostics 3 times per year</p> <p>Growth Monitoring 2 times per year</p> <p>Passage rate on lessons completed each week.</p>	Student has made reading gains and is no longer 2 or more years behind their peers.	Student is participating in daily Tier 3 intervention but is showing no growth
	Rotational Model within Intensive Reading course	<p>Direct instruction from the teacher daily. Informal assessment based on the teacher led lesson.</p> <p>Formal assessments given from the LAFS books.</p>	Teacher uses informal and formal assessments from the iReady LAFS books and iReady lessons determines the student has made reading gains and is less than 2 grade levels below their peers.	Student is participating in daily Tier 3 intervention but is showing no growth.
	Small Group Pull Out Interventions	Formative assessment during small group instruction. 2-3 times a week.	Student has made reading gains and is no longer 2 or more years behind their peers.	Student is participating in small group pull out intervention but is showing no growth
	Schools may select other evidence-based interventions and strategies that the problem solving team has determined fit the student's individual specific area of need.	<p>Diagnostics 3 times per year</p> <p>Growth Monitoring 2 times per year, plus weekly or biweekly assessment of particular area of focus</p>	Student scores one grade level below, plus meeting targeted growth on focus skills assessments, plus teacher observation/recommendation	Student does not make adequate progress towards scoring on level or one year below level, plus lack targeted growth on skills assessments, plus teacher observation/recommendation

	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 Tier 3 intervention should take place daily for 15-20 minutes depending on the fidelity of the program or strategy that is being utilized.	5 days a week	Number of minutes per intervention session 15-20 minutes depending on the fidelity of the program or strategy that is being utilized.	15-20 minutes
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? Problem Solving/MTSS team meetings evaluate the student's progress in Tier 3. Regularly scheduled PLC meetings address the effectiveness of the intervention as well as the alignment of the core curriculum.			
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Purchased intervention programs and implementation of instructional strategies must be research based and show strong, moderate, or promising evidence of success. OCPS will be holding an RFP to compile a list of intervention programs that meet these guidelines from which schools may choose to purchase. i-Ready is supported by promising evidence.			
How are Tier 3 interventions modified for students who receive interventions through distance learning? During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Tier 3 interventions through Big Blue Button Intervention sessions, online intervention sessions, and phone sessions.				

Curriculum, Instruction, and Assessment Decision Tree	
Grade Level(s): 9-12	
IF:	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> • 18-19 FSA level 3 or above • Concordant score achieved for graduation • Student proficiency level is on or above grade level on Reading Plus Insight Assessment (if applicable)
THEN:	TIER 1 Only
TIER 1	Initial instruction: <ul style="list-style-type: none"> • 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.

The district adopted material for 9-12 ELA is HMH Collections. These materials were part of the state’s adoption list during the previous adoption time period. HMH Collections has been rated as Demonstrates a Rationale, per ESSA evidence criteria. Additionally, district-created, standards-aligned curriculum materials are also available for use. District curriculum materials utilize strategies and practices that Hattie’s research has found to have a high effect size.

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
PMA (9/10)	Students score in the green (L3), blue (L4), or black(L5) performance bands which signifies a 61% to 100% proficiency across multiple assessments.	Students score in the yellow (L2) or red (L1) performance bands which signify Levels 1-2 or teacher observations and recommendation.
Culminating Tasks: District-created Standards Based Unit Assessments given approximately every 2-3 weeks, at the end of each unit of instruction	Students score in the green (meets) or blue (exceeds) performance bands signifies a 65% to 100% proficiency across multiple assessments.	Students score in the yellow (developing) or red (not yet) which signifies 65% or below proficiency, plus teacher observations & recommendations.
<p>How is the effectiveness of Tier 1 instruction being monitored? Tier 1 effectiveness is monitored by culminating tasks, PMA data, classroom observations and evaluations conducted by school and district personnel.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Problem solving discussions occur in regularly scheduled PLC meetings that analyze and plan differentiation based on daily progress of the students and more formal data available from standards based assessments. Data from administrator and district classroom walks will also provide insight to improving effectiveness of Tier 1 instruction.</p>	
<p>How is the effectiveness of Tier 1 curriculum being monitored? Curriculum is aligned to the state standards and its effectiveness is measured by student performance of informal assessments, PMAs, and culminating tasks. In addition, curriculum is vetted by separate groups of district curriculum leaders and teachers. Teachers also provide feedback on the effectiveness of the curriculum</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Based on data from state assessments, PMAs, and Culminating tasks adjustments are made to curriculum to better align to specific areas of deficiency. Teachers provide comprehensive unit feedback as well as specific feedback on curriculum after utilizing lessons within their instruction.</p>	

	using a feedback form throughout the year as well at the end of the year.	
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i> During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Florida Standards and can be used to continue instruction. These resources will be accessed by students using LaunchPad and Canvas, or through printed materials. The Curriculum and Digital Learning department supports several resources that allow educators and students to conduct distance learning.</p>	

<p>IF:</p>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> • <i>mid to low level 2 on prior FSA</i> • <i>Student proficiency level displays a deficiency of one to two years below their grade level on Reading Plus Insight Assessment, if applicable</i> • <i>student received interventions in the previous year</i> • <i>the problem solving team determines that interventions should continue</i> • <i>teacher observation/recommendation based on formal and informal assessments</i> 				
<p>THEN:</p>	<p>TIER 1 instruction and TIER 2 interventions</p>				
<p>TIER 1 instruction and TIER 2 interventions</p>	<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> 				
	<p>TIER 2 Programs/Materials/Strategies & Duration</p>	<p>TIER 2 Progress Monitoring</p>			
		<p>Assessment & Frequency</p>	<p>Performance Criteria to discontinue Tier 2 intervention</p>	<p>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</p>	<p>Performance Criteria that would prompt addition of Tier 3 interventions</p>
	<p>Reading Plus</p>	<p>Benchmark Assessment three times a year</p>	<p>Student scores on or above grade level</p>	<p>Progress monitoring using in class assessments, standards based assessments, and</p>	<p>Progress monitoring using informal assessments, standard based</p>

		<p>Weekly progress on Reading Plus lessons passed with good comprehension.</p>	<p>Student scores above 80% accuracy across multiple lessons</p> <p>Teacher observation/recommendation based on informal and formal assessments.</p>	<p>Reading Plus show accuracy improvements and the problem solving team agrees that interventions are effective but need to continue.</p>	<p>assessments, and Reading Plus showing no reading improvement and the problem solving team agrees that the interventions are not frequent and intensive enough and need to continue.</p>
	<p>Rotational Model within the following courses: Intensive Reading Applied Communications 1 Applied Communications 2</p>	<p>Direct instruction from the teacher 2- 3 times a week. Informal assessment based on the teacher-led lesson.</p>	<p>Teacher uses informal and formal assessments from Reading Plus and Reading Plus lessons determine if the student has made reading gains and is on grade level.</p> <p>Student successfully masters grade-level text assignments independently with at least 70% accuracy on a consistent basis.</p>	<p>Progress monitoring using in class assessments, standards based assessments, and Reading Plus show reading improvements and the problem solving team agrees that interventions are effective but need to continue.</p>	<p>Progress monitoring using informal assessments, standard based assessments, and Reading Plus showing no reading improvement and the problem solving team agrees that the interventions are not frequent and intensive enough and need to continue.</p>
	<p>Schools may select other evidence-based interventions and strategies that the problem solving team has determined fit the student's individual specific area of need.</p>	<p>Diagnostics 3 times per year</p> <p>Growth Monitoring 2 times per year, plus biweekly assessment of particular area of focus</p>	<p>Student scores early, mid, or above grade level, plus meeting targeted growth on focus skills assessments, plus teacher observation/recommendation</p>	<p>Student scores one grade level below, plus lack of meeting targeted growth on focus skills assessments, plus teacher observation/recommendation</p>	<p>Student does not make adequate progress towards scoring on or one year below level, plus lack of targeted growth on skills assessments, plus teacher</p>

			<p>Students score in the green (meets) or blue (exceeds) performance bands signifies a 65 to 100% proficiency across multiple assessments</p>	<p>observation/recommendation</p>
	<p>Number of times a week intervention provided</p>	<p>2-3 times a week</p>	<p>Number of minutes per intervention session *provided in teacher led instruction</p>	<p>35-45 minutes</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>Problem Solving/MTSS team meetings evaluate the student’s progress in Tier 2. Regularly scheduled PLC meetings address the effectiveness of the intervention as well as the alignment of the core curriculum.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Purchased intervention programs and implementation of instructional strategies must be evidence based and show strong, moderate, or promising evidence of success. OCPS will be holding an RFP to compile a list of intervention programs that meet these guidelines from which schools may choose to purchase. Reading Plus is supported by strong evidence.</p>				
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Tier 2 interventions through Big Blue Button Intervention sessions, online intervention sessions, and phone sessions.</p>				

<p>IF:</p>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> • <i>Level 1 or low level 2 on prior FSA ELA</i> • <i>Student proficiency level displays a deficiency of two or more years below their grade level on Reading Plus Insight Assessment (if applicable)</i> • <i>student received interventions in the previous year</i> • <i>the problem solving team determines that interventions should continue</i> 			
<p>THEN:</p>	<p>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</p>			
<p>TIER 1 instruction, TIER 2 intervention and TIER 3 Intensive Interventions</p>	<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> 			
	<p>TIER 3 Programs/Materials/Strategies & Duration</p>	<p>TIER 3 Progress Monitoring</p>		
		<p>Assessment & Frequency</p>	<p>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</p>	<p>Performance Criteria that would prompt changes to Tier 3 interventions</p>
	<p>Rotational Model within the following courses: Intensive Reading Applied Communications 1 Applied Communications 2</p>	<p>Direct instruction from the teacher 2- 3 times a week. Informal assessment based on the teacher-led lesson.</p>	<p>Teachers use informal and formal assessments from Reading Plus in addition to district curriculum resource materials to determine if the student has made reading gains and is no more than 2 grade levels below their peers.</p>	<p>Student is participating in daily Tier 3 intervention but is showing no growth</p>
<p>Pull out intervention groups</p>	<p>Formative assessment during small group instruction. 2-3 times a week.</p>	<p>Teacher uses informal and formal assessments from Reading Plus and skill specific Reading Plus lessons to determine if the student has made reading gains and is no more than 2 grade levels below their peers.</p>	<p>Student is participating in daily Tier 3 intervention but is showing no growth</p>	

<p>Schools may select other evidence-based interventions and strategies that the problem solving team has determined fit the student’s individual specific area of need.</p>	<p>3 times per year Growth Monitoring 2 times per year, plus biweekly assessment of particular area of focus</p>	<p>Student scores one grade level below, plus meeting targeted growth on focus skills assessments, plus teacher observation or recommendation</p>	<p>Student does not make adequate progress towards scoring on level or one year below level, plus lack targeted growth on skills assessments, plus teacher observation or recommendation</p>
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All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

<p><i>Number of times a week intervention provided</i></p> <p><i>Tier 3 intervention should take place daily for 15-20 minutes depending on the fidelity of the program or strategy that is being utilized.</i></p>	<p><i>5 days a week</i></p>	<p><i>Number of minutes per intervention session</i></p> <p><i>15-20 minutes depending on the fidelity of the program or strategy that is being utilized.</i></p>	<p><i>15-20 minutes</i></p>
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What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

Problem Solving/MTSS team meetings evaluate the student’s progress in Tier 3. Regularly scheduled PLC meeting address the effectiveness of the intervention as well as the alignment of the core curriculum.

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

Purchased intervention programs and implementation of instructional strategies must be research based and show strong, moderate, or promising evidence of success. OCPS will be holding an RFP to compile a list of intervention programs that meet these guidelines from which schools may choose to purchase. Reading Plus is supported by strong evidence.

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

During a long term school closure, Orange County Public Schools will continue to provide online and/or print content and resources that are aligned to the Tier 3 interventions through Big Blue Button Intervention sessions, online intervention sessions, and phone sessions.