

## Palm Beach 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	Diana Fedderman	Assistant Superintendent of Teaching and Learning	<a href="mailto:diana.fedderman@palmbeachschools.org">diana.fedderman@palmbeachschools.org</a>	561-357-5989
Responsibility	Name	Title	Email	Phone
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Secondary ELA	Tara Smith	Secondary Literacy Program Planner	<a href="mailto:tara.smith@palmbeachschools.org">tara.smith@palmbeachschools.org</a>	561-434-7352
Reading Endorsement	Gail Sherman	6-12 Reading Intervention Program Planner	<a href="mailto:gail.sherman@palmbeachschools.org">gail.sherman@palmbeachschools.org</a>	561-434-5880
Reading Intervention	Mary Ann Colbert	Manager K-12 Reading Interventions, Elementary Social Studies, and Community Partnerships	<a href="mailto:maryann.colbert@palmbeachschools.org">maryann.colbert@palmbeachschools.org</a>	561-434-8854
Professional Development	Jen Kuras	Director of Professional Development	<a href="mailto:jenifer.kuras@palmbeachschools.org">jenifer.kuras@palmbeachschools.org</a>	561-649-6839
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Data Element	Paul Houchens	Director Department of Research Evaluation & State Assessment	<a href="mailto:paul.houchens@palmbeachschools.org">paul.houchens@palmbeachschools.org</a>	561-434-8780
Summer Reading Camp	Mary Ann Colbert	Manager K-12 Reading Interventions, Elementary Social Studies, and Community Partnerships	<a href="mailto:maryann.colbert@palmbeachschools.org">maryann.colbert@palmbeachschools.org</a>	561-434-8854
3 <sup>rd</sup> Grade Promotion	Vivian Holcombe	Elementary Literacy Program Planner	<a href="mailto:vivian.holcombe@palmbeachschools.org">vivian.holcombe@palmbeachschools.org</a>	561-434-8015

### Plan Information

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

The contents of the School District of Palm Beach County's Comprehensive Evidence-based Reading Plan will be communicated to all stakeholders through our District website.

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**

<b>Component of Reading</b>	<b>What data is being collected?</b>	<b>Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)</b>	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
<i>Oral language</i>	English Language Development (ELLs with Beginning English proficiency level)	Formative	Imagine Learning Platform	(Grades K-5) Benchmark assessment give 3 times a year, and data collected throughout daily usage
<i>Phonological awareness</i>	The Fountas and Pinnell Benchmark Assessment System	Formative	SDPBC Education Data Warehouse	(Grade k) 3 times a year
	Florida Kindergarten Readiness Screener (FLKRS)	Screener	Renaissance Place/STAR Early Literacy	(Grade K) 1 <sup>st</sup> 30 days of school.
	English Language Development (ELLs with Beginning English proficiency level)	Formative	Imagine Learning Platform	(Grades K-5) Benchmark assessment given 3 times a year, and data collected throughout daily usage
	iReady Adaptive Technology	Diagnostic	iReady Platform	(Grades K-5) 3 times a year
	IStation Espanol	Formative	IStation Platform	Grades K-5 Dual Language Monthly
<i>Phonics</i>	The Fountas and Pinnell Benchmark Assessment System	Formative	SDPBC Education Data Warehouse	(Grades K-3) 3 times a year (Grades 4-5) twice a year
	English Language Development (ELLs with Beginning English proficiency level)	Formative	Imagine Learning Platform	(Grades K-5) Benchmark assessment given 3 times a year, and data collected throughout daily usage
	iReady Adaptive Technology	Diagnostic	iReady Platform/Performance Matters	(Grades K-5) 3 times a year
	IStation Espanol	Formative	IStation Platform	Grades K-5 Dual Language Monthly
<i>Fluency</i>	The Fountas and Pinnell Benchmark Assessment System	Formative	SDPBC Education Data Warehouse	(Grades K-3) 3 times a year (Grades 4-5) twice a year
	IStation Espanol	Formative	IStation Platform	Grades K-5 Dual Language
<i>Vocabulary</i>	iReady Adaptive Technology	Diagnostic	iReady Platform	(Grades K-5) 3 times a year
	IStation Espanol	Formative	IStation Platform	Grades K-5 Dual Language Monthly
	District Created Florida Standards Quizzes	Formative	Performance Matters	(Grades 2-5) Every 4-6 weeks

	SDPBC District Winter Diagnostics	Diagnostic	Performance Matters	(Grades 3-5) 1 time/mid-year
	Florida Standards Assessment (FSA) English Language Arts	Summative	Performance Matters	(Grades 3-5) 1 time/end of year
	English Language Development (ELLs with Beginning English proficiency level)	Formative	Imagine Learning Platform	(Grades K-5) Benchmark assessment given 3 times a year, and data collected throughout daily usage
<i>Comprehension</i>	Part 2 of the Fountas and Pinnell Benchmark Assessment System	Formative	SDPBC Education Data Warehouse	(Grades K-5) 3 times a year (Grades 4-5) 2 times a year
	iReady Adaptive Technology	Diagnostic	iReady Platform	(Grades K-5) 3 times a year
	IStation Espanol	Formative	IStation Platform	Grades K-5 Dual Language Monthly
	District Created Florida Standards Quizzes (FSQ)	Formative	Performance Matters	(Grades 2-5) every 4-6 weeks
	District Created Unit Standards Assessments (USAs)	Formative	Performance Matters	(Grades 2-5) every 4-6 weeks
	SDPBC District Winter Diagnostics	Diagnostic	Performance Matters	(Grades 3-5) 1 time/mid-year
	English Language Development (ELLs with Beginning English proficiency level)	Formative	Imagine Learning Platform	(Grade K-5) Benchmark assessment given 3 times a year, and data collected throughout daily usage
	Florida Standards Assessment (FSA) English Language Arts	Summative	Performance Matters	(Grades 3-5) 1 time/end of year

**6-12**

<b>Progress Monitoring Tool</b>	<b>What data is being collected?</b>	<b>Assessment type</b> (e.g., screener, diagnostic, progress monitoring/formative, summative)	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
Reading Plus InSight Benchmark Assessment	Proficiency index scores reflective of grade-level literacy growth	Screener/ Progress Monitoring	Reading Plus Online Assessment Platform	(Grades 6-12) 3 times per year (i.e., beginning, middle, and end of year)
SDPBC English Language Arts Florida Standards Quizzes (FSQ)	Proficiency scores reflective of grade-level Language Arts Florida Standards (LAFS) mastery	Formative	SDPBC Performance Matters/Unify Platform	(Grades 6-10) 6 times per year (i.e., once per instructional unit)
SDPBC English Language Arts Unit Standard Assessments (USA)	Proficiency scores reflective of grade-level LAFS mastery	Formative	SDPBC Performance Matters/Unify Platform	(Grades 6-10) 6 times per year (i.e., once per instructional unit)
SDPBC Performance Assessments (PBPA)	Proficiency scores reflective of grade-level LAFS mastery for writing	Formative	SDPBC Educational Data Warehouse	(Grades 6-10) 4 times per year
SDPBC Winter FSA Diagnostic English Language Arts	Proficiency scores reflective of grade-level LAFS mastery	Diagnostic	SDPBC Performance Matters/Unify	(Grades 6-10) 1 time per year in January
Florida Standards Assessment English Language Arts Reading	Proficiency scores reflective of grade-level LAFS mastery	Summative	Florida Statewide Assessments System/ SDPBC Educational Data Warehouse	(Grades 6-10) 1 time per year
Florida Standards Assessment English Language Arts Writing	Proficiency scores reflective of grade-level LAFS mastery	Summative	Florida Statewide Assessments System/ SDPBC Educational Data Warehouse	(Grades 6-10) 1 time per year

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

<b>Data Analysis and Decision-making</b>				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
<p>For Elementary, District and Regional staff monitor student performance on assessments each trimester to provide guidance to Regions and schools on areas of need to ensure that classroom instruction is aligned to grade-level LAFS.</p> <p>For Middle School and High School, district and regional staff monitor student performance with mid-year assessments to provide guidance to regions and schools on areas of need to ensure that classroom instruction is aligned to grade-level LAFS.</p>	<p>Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for Tier 2 and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are</p>	<p>School-based administrators are responsible for collecting and reviewing students' progress towards end of year goals for each grade level.</p> <p>The Instructional and Regional Superintendents (principal supervisors) are responsible for meeting with their principals to ensure that schools are collecting and reviewing student data and are making progress towards their school improvement plan goals and district strategic plan goals.</p> <p>Academic Cabinet monitors schools' progress by reviewing data bimonthly throughout the year</p>	<p>The school-based administrators are continually monitoring the strategic plan. The Regional and Instructional Superintendents lead Instructional Rounds in schools to support the alignment with the District Strategic Plan and the Comprehensive Evidenced Reading Plan. In alignment with the goals of the district's Strategic Action Plan, at both the elementary and secondary levels, district, regional and school leaders will work in concert. At school sites, the K-12 Comprehensive Reading Plan and School Improvement Plan will be used to guide observations made through the instructional rounds process, review student data, and to create action plans that address areas of need. The school's Leadership Team (that may include, but is not limited to, the reading coach, the Single School Culture Coordinator, administrators, and teachers) will align assessment, instruction and professional development needs. In addition, the Division of Teaching and Learning provides a district scope and sequence to support schools with pacing to ensure that all standards are addressed. We will be providing a new scope and sequence along with new module standards-based lessons</p>	<p>Regional and Instructional Superintendents and District staff</p>

<p>For high schools, assessments are administered and monitored three times per year (start of the year, mid-year, and end of year) to monitor literacy growth of all students.</p> <p>At elementary, middle, and high school level, the District provides two LAFS-based assessments per instructional unit in ELA classes (six total units throughout the year, roughly six weeks each in length) that can be used to monitor student progress toward mastery of the LAFS. The District also mandates a LAFS-based diagnostic assessment in January to assist in monitoring student progress toward mastery of the LAFS. Data from these assessments inform</p>	<p>responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress</p>		<p>for reading teachers in grades 3-5. Regional and Instructional Superintendents will support school level administration to elevate instructional leadership, monitor progress toward school and district goals, and monitor instructional alignment to grade-level LAFS.</p>	
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principals, their supervisors, and district personnel on students' progress towards the district's goals.				
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School Level Leadership 6A-6.053(8) F.A.C.

<b>Practice</b>	<b>Who ensures that the practice is informed by a specific purpose?</b>	<b>How is the purpose communicated?</b>	<b>How often is the data being collected?</b>	<b>How is the data being shared and by whom?</b>	<b>How often is the data being reviewed and by whom?</b>
Weekly reading walkthroughs by administrators	Principal and/or designees	The purpose is communicated through Professional Learning Communities (PLC) with teachers	Data is collected weekly at a minimum.	The principal and School Leadership Team share the data including in PLCs.	The principal including the School Leadership team reviews the data with teachers weekly.
Data chats	Principal and/or designees	The purpose is communicated through PLCs and one to one meetings with teachers	Data is collected at a minimum monthly.	The principal or designees shares the data minimally 3 times a year, but most often monthly.	The principal or designees reviews the data monthly at minimum.
Reading Leadership Team per 6A-6.053(3) F.A.C.	Principal and/or designee	The Principal and/or designee creates a Reading Leadership Team annually by sharing the purpose at faculty following up in PLCs, and selecting key people from each grade level.	The data is collected monthly at each meeting.	The principal shares the data at faculty meetings and PLCs.	The data is being reviewed monthly by the Principal and designee.

Monitoring of plan implementation	Principal, APs, and Regional or Instructional Superintendent	The purpose is communicated in PLCs and faculty meetings.	The data is being collected monthly.	The principal and/or designee share data in the form of feedback to teachers.	The data is being reviewed monthly by the principal and designee.
Other: (Specify)					
<b>Implementation and Progress-monitoring</b>					
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?		How will district leadership provide plan implementation oversight, support and follow-up?		
In PLCs, grade level data is analyzed for patterns and trends to adjust, reteach opportunities to improve overall student data. The next step is the using the MTSS process in School-based Team analyzes individual student data to support students who are performing below grade level. More specific issues that involve students' not making adequate progress will go for more data analysis in the School Based Support Team to ensure all students' needs are met.	Principal and/or designee meets with teachers in PLCs and attends School Based Team meetings to problem-solve next steps.		The Regional or Instructional Superintendent attends PLCs and School Based Team meetings to monitor implementation and oversight. The District Teaching and Learning teams support schools with curriculum needs, assessments, interventions, differentiated instruction, and the MTSS process.		



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

Requirement	How is it communicated to principals?	How is it monitored by principals?	How often is it reported to the district and in what format?	To whom is it reported at the district?	Who at the district level is responsible for following up if the professional development requirement isn't happening?
Training in multisensory reading intervention	The Reading Intervention Handbook outlines the guidelines and multisensory interventions. The Reading intervention Team, the Multicultural Department, and the ESE Department provide a schedule of professional development on multisensory reading interventions. This information is shared with principals through a District Bulletins and webinar each year.	Principals monitor training through professional agendas and leave forms for training.	The attendance is reported to the through our District eLearning Management System at the end of each training.	The attendance is reported to our District Professional Development Team at the end of each session.	The Regional and Instructional Superintendents follow up with principals about their implementation and employ the Reading Intervention Team, the Multicultural Department, and the ESE Department to offer professional development and support
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Principals examine data in our Performance Matters District platform to determine	Regional and Instructional Superintendents alongside principals monitor teacher progress through	The observational and student data are reported monthly to the Regional or Instructional if not more meetings to	Regional and Instructional Superintendents and principals meet monthly to share and discuss the data.	Teaching and Learning and the Department of Professional Development provide professional development by request of the principals.

	teachers who need specific training.	walkthroughs.	discuss the progress of teachers and need of more support.		
Identification of mentor teachers	Principals are notified via a District Bulletin about the guidelines and procedures for mentor teachers from the Office of Recruitment and Retention.	Principals hold monthly meetings with mentors and mentees.	Principals or designees report the minutes monthly to the Professional Development Team	The data is reported to the Department of Professional Development and the Office of Recruitment and Retention.	The Office of Recruitment and Retention and the Professional development Department offer schools support in the identification and guidance around mentor teachers.
Establishing of model classrooms within the school	Principals are informed through monthly Principal Leadership Academies and Regional Portfolio Meetings.	Principals monitor the classrooms through walkthroughs and instructional rounds with teachers, District Leaders, and Regional or Instructional Superintendents.	Principals report the observational and student data to Regional or Instructional Superintendents during their monthly meetings.	Regional and Instructional Superintendents and principals meet monthly to share and discuss the data.	The principal works with Teaching and Learning and the Professional Development Department for additional support as needed.
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Principals are informed about PLCs through a District Bulletin	Single School Culture Coordinator (SSCC) or PLC/grade level leaders turn in PLC meeting minutes weekly to Principal.	Principals report and discuss the PLC minutes monthly with their Instructional or Regional Superintendent who also attend PLCs.	Regional or Instructional Superintendents received information and data about PLCs from principals.	The principal works with the Professional Development Department for additional support as needed.

## 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	Information is communicated to principals through District Bulletins, Regional Portfolio meetings, and Principal Leadership Academies throughout the year.	Principals monitoring the planning, data, and reflection during Professional Learning Community (PLC) meetings and/or common planning meetings, and observe the instruction during classroom walks and instructional rounds.	Principals include whole group instruction in their School Improvement Plans and meet monthly with their Instructional or Regional Superintendent who also attend PLCs and conduct classroom walks and instructional rounds.	Regional or Instructional Superintendents	The data is being reviewed monthly by Regional or Instructional Superintendents and the principal and designee.
Small group differentiated instruction in order to meet individual student needs	Information is communicated to principals through District Bulletins, Regional Portfolio meetings, and Principal Leadership Academies throughout the year.	Principals monitoring the planning, data, and reflection during Professional Learning Community (PLC) meetings and/or common planning meetings, and observe the instruction during classroom walks and instructional rounds.	Principals include small group differentiated instruction in their School Improvement Plans and report and discuss it monthly with their Instructional or Regional Superintendent who attend also PLCs and conduct classroom walks and instructional rounds.	Regional or Instructional Superintendents	The data is being reviewed monthly by Regional or Instructional Superintendents and the principal and designee.

**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?

We plan to use the funds to impact student achievement by paying for salaries and benefits for 1 reading intervention manager. This position will provide intervention support to elementary and secondary school level administrators. They will also coordinate professional development services for schools based upon need and ensure that schools have appropriate reading intervention materials and support for implementation. Funds will also be used for 9.5 elementary literacy specialists, 1 elementary resource teacher, and 2 elementary reading interventionists to implement professional development and coaching to support pedagogy and curriculum/intervention implementation at the teacher and school level. Additional funds will be used for supplemental materials for elementary schools in an effort to improve literacy instruction. We will also use the Summer Camp allocation to pay for our Third Grade Summer Reading Camp program to provide additional reading support to our third grade students who did not score a Level 2 or higher on the FSA ELA.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$1,200,000.00
District expenditures on reading coaches assigned to elementary schools	\$0.00
District expenditures on reading coaches assigned to secondary schools	\$164,054.00
District expenditures on intervention teachers assigned to elementary schools	\$0.00
District expenditures on intervention teachers assigned to secondary schools	\$0.00
District expenditures on supplemental materials or interventions for elementary schools	\$573,788.00
District expenditures on supplemental materials or interventions for secondary schools	\$0.00
District expenditures on professional development	\$1,711,942.00
District expenditures on helping teachers earn the reading endorsement	\$0.00
District expenditures on summer reading camps	\$1,500,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$3,674,794.00
Flexible Categorical Spending	\$0.00
<b>Total</b>	<b>\$8,824, 578.00</b>

**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: Florida Summer School (includes the following components and pieces)  
 Comprehension: Exploring Reading (Whole Group & Small Group) Read Aloud Vocabulary: Building Vocabulary Practicing for Success: Stanford Achievement Test: Reading

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)

The district level coaching staff will provide targeted level of support based upon the greatest needs demonstrated by FSA ELA data, as well as, current district data that is collected throughout the year. The Department of Teaching and Learning works closely with the Regional Superintendents to determine which schools need targeted support within their portfolio. Together they support these schools. Schools identified with the most need (based on student achievement data) will receive priority scheduling and more support than schools with less need (based on student achievement data). As available and appropriate, literacy coaches will provide training and coaching to schools identified with less need (based on student achievement data).

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?

Prior to entering the school scheduled for targeted level coaching support, a meeting with the school's principal, leadership team, coach, and a district administrator is conducted. In this initial meeting, the role of the coach is reviewed to ensure that coaches are not asked to perform administrative functions that will confuse their roles for teachers.

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

District administration from the Department of Curriculum and Instruction and Reading Intervention are assigned to monitor whether coaches are performing their intended roles in schools. Coaches may report any concerns that they have to these administrators if these requirements are not followed.

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

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

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

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

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

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

<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
A meeting with the school's principal, leadership team, coach, and a district administrator is conducted. In this meeting, the role of the coach is reviewed in depth.	Coaches submit weekly and monthly documentation of their time and tasks within a school. Coaches are provided protocol tools that aid in their documentation. In addition, coaches maintain logs documenting their time spent in classrooms coaching teachers; professional development provided to teachers; lessons they have modeled; and their work with students in whole and small group instruction. Additionally,	Program Planners, who are administrators at the district, review the coach's calendar and logs of coaching activities as a means of determining effectiveness of coaching provided. District staff also conduct support visits to schools and maintain logs	Data is reviewed weekly during leadership team meetings.	The Literacy coaches conduct daily classroom visits, analyze student data, model lessons for teachers, and provide continuous feedback to teachers and develop plans for improvement. The Literacy coaches monitor the effectiveness of their coaching by measuring the impact that their teachers' instructional practices have on students' academic growth. The Literacy coaches work

	<p>district staff requires coaches to submit implementation plans after each monthly professional learning session. These action plans outline how coaches put into practice content of the district-provided professional learning.</p>	<p>documenting their observations and determining how effectively coaches are implementing district initiatives and to offer individual support to coaches when the need arises. Site visits to schools include conversations between district staff, coaches and teachers, to collaboratively determine next action steps, which will further promote effective literacy practices throughout the school. Professional learning.</p>		<p>with individual teachers and collaborative teams of teachers through the analyses of student work, lesson design, modeling of instruction and providing professional development based on the school's needs.</p>
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Other Considerations

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

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

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

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

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

### Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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



## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** Kindergarten

**IF:**

Student meets the following criteria at beginning of school year:

- *FLKRS: 25% or higher (scale score 455 and above)*
- *iReady: 25<sup>th</sup> percentile on national norms or above*
- *School District of Palm Beach County Literacy Benchmark Assessment System: Early Literacy Behaviors 4 and above and/or reading continuous text level A 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.** Based on ESSA categories (every student succeeds act) refer to ESSA document for help on completing. Use it as a guide for identifying evidence based core curriculum. Includes definitions

Core Instruction (Tier 1) consists of a Balanced Literacy framework which is supported by strong evidence. These components vary by school and may include, but are not limited to:

- Whole Group instructional support through District-created Modules of Instruction (K-5), [CKLA \(K-3\)](#) (Moderate Evidence), [iReady Lessons](#) (Promising Evidence), [Fountas & Pinnell Phonics Lessons](#) (Strong Evidence), FUNdations Standard Lessons (Moderate Evidence), [Words Their Way](#) (Strong Evidence), [Benchmark](#) (Strong Evidence), and [Estrellita](#) (Moderate Evidence).
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<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b></p> <ul style="list-style-type: none"> <li>District and school leaders work in concert to implement the instructional rounds process to evaluate effectiveness of instruction</li> <li>District and school leaders monitor student data (i.e., group comparisons, % of students in need of intervention)</li> <li>Walkthroughs by administration</li> <li>Teacher evaluations</li> </ul>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <ul style="list-style-type: none"> <li>Professional development</li> <li>PLC/Common Planning Meetings for standards-based planning</li> <li>Data chats to monitor effectiveness of standards-based instruction</li> </ul>													
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	<ul style="list-style-type: none"> <li>District and school leaders work in concert to implement instructional rounds process to evaluate effectiveness of curriculum</li> </ul>	<ul style="list-style-type: none"> <li>PLC/Common Planning meetings looking for alignment between standards and curriculum.</li> </ul>
<p><b>How is instruction modified for students who receive instruction through distance learning?</b></p> <ul style="list-style-type: none"> <li>Whole group and small group synchronous and asynchronous lessons are provided through Google Classroom, Google Meets, television, and paper packets.</li> </ul>		

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>FLKRS: 11%-24% (scale score 405-454)</li> <li>iReady: 12<sup>th</sup>-24<sup>th</sup>% on national norms</li> <li>School District of Palm Beach County Literacy Benchmark Assessment System: Early Literacy Assessment score of 1-3 and/or not yet reading continuous text levels.</li> </ul>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<i>Interventions:</i> <ul style="list-style-type: none"> <li>are standards-aligned</li> <li>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>provide systematic, explicit, and interactive small group instruction targeting foundational/barriers skills</li> <li>are matched to the needs of the students</li> <li>provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>occurs during time allotted in addition to core instruction</li> <li>includes accommodations (IEP, ESOL or 504)</li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	<ul style="list-style-type: none"> <li>Florida Center for Reading Research</li> </ul>	Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)	Student has a positive response to intervention and is now indicating Tier 1 is sufficient	Student has a positive response to intervention based on individual progress monitoring data	Student has a poor response to intervention based on individual progress

<ul style="list-style-type: none"> <li>FUNdations Double Dose/Estrellita</li> </ul>	Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)	based on individual progress monitoring data and/or SDPBC Literacy Benchmark Assessment and iReady Diagnostic assessment criteria for that time of year (see chart above).	and/or performance criteria indicates a continuation of Tier 2 based on SDPBC Literacy Benchmark Assessment and iReady Diagnostic assessment criteria for that time of year (see chart above). <b>**NOTE:</b> If questionable response to intervention team may need to reevaluate target/deficiency and/or intervention.	monitoring and/or performance criteria indicates a Tier 3 intervention is needed based on individual progress monitoring data and/or SDPBC Literacy Benchmark Assessment and iReady Diagnostic assessment criteria for that time of year (see chart above). <b>**NOTE:</b> If questionable response to intervention team may need to reevaluate target/deficiency and/or intervention.
<ul style="list-style-type: none"> <li>iReady Tools for Instruction/iStation Espanol Teacher Directed Lessons</li> </ul>	Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)			
<ul style="list-style-type: none"> <li>Leveled Literacy Intervention (LLI) Orange System/Soluciones</li> </ul>	LLI Reading Records administered once every six days; Soluciones Reading Record biweekly			
<i>Number of times a week intervention provided</i>	5	<i>Number of minutes per intervention session</i>	30	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <ul style="list-style-type: none"> <li>Walkthroughs by administration</li> <li>Data chats</li> <li>Professional development/coaching</li> <li>Meeting with Problem Solving/School Based Team to conduct data analysis, evaluate the effectiveness of Tier 2 instruction through small group data comparisons, determine students' response to intervention, and modify intervention plans as needed</li> </ul>				

	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention: <a href="#">Strong Evidence</a></li> <li>• Florida Center for Reading Research: <a href="#">Strong Evidence for identified strategies</a></li> <li>• FUNdations – <a href="#">Moderate Evidence</a></li> <li>• IReady – <a href="#">Promising Evidence</a></li> <li>• IStation – <a href="#">Strong Evidence</a></li> <li>• Soluciones - <a href="#">Moderate Evidence</a></li> </ul>
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p><i>Small group and/or one-to-one intervention may continue in the following ways;</i></p> <ul style="list-style-type: none"> <li>• <i>Small group in online streaming platforms (i.e., GoogleMeet)</i></li> <li>• <i>Online collaborative environment (i.e., Google classroom)</i></li> <li>• <i>Online collaborative document (Google docs, Teams)</i></li> <li>• <i>Conference calls</i></li> </ul> <p><i>However, the intervention may need to be provided through the use of a strategy in lieu of a program (i.e., LLI, FUNdations, etc.) due to teachers/students having limited program materials available with them for blended learning. When transitioning from the use of an intervention program or system to an intervention instructional strategy, it will be important to ensure that the strategy selected addresses the same skills and strategies as the face-to-face program and are aligned to students’ targeted needs. For example, Leveled Literacy Intervention (LLI) is a face-to-face intervention system that addresses a skill subset (i.e., multiple skills taught in an integrated way, such as, phonics, text processing, fluency, and comprehension). These same areas of reading deficiency can be addressed using an instructional strategy more appropriate for blended learning, such as Shared Reading. This may result in time adjustments for supplemental intervention.</i></p>

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>• FLKRS: Below 10% (Scale Score: 0 - 404)</li> <li>• iReady: 11<sup>th</sup> Percentile or below</li> <li>• School District of Palm Beach County Literacy Benchmark Assessment System: Early Literacy Behavior Assessment score 0 and/or not yet reading at a continuous text level.</li> </ul>
<p><b>THEN:</b></p>	<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b></p>
<p><b>TIER 1 instruction,</b></p>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <b>additional time allotted is in addition to core instruction and tier 2 interventions</b></li> </ul>

<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
Florida Center for Reading Research	Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)	Student has a positive response to intervention based on individual progress monitoring data and/or performance criteria indicates a continuation of Tier 2 intervention based on SPDBC Literacy Benchmark Assessment and iReady Diagnostic assessment criteria for that time of year.	Student has a poor response to intervention based on individual progress monitoring data and/or performance criteria indicates a change in Tier 3 interventions is needed based on SDPBC Literacy Benchmark Assessment and iReady Diagnostic assessment criteria for that time of year (see chart above). **NOTE: If questionable response to intervention team may need to reevaluate target/deficiency and/or intervention.
iStation Espanol Teacher Directed Lessons	Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)		
Leveled Literacy Intervention Orange System/Soluciones	LLI Reading Records administered once every six days; Soluciones Reading Record biweekly		
<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
<b>Number of times a week intervention provided</b>	<b>5</b>	<b>Number of minutes per intervention session</b>	Time is determined by the program/strategy
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b> <ul style="list-style-type: none"> <li>• Walkthroughs by administration</li> <li>• Data chats</li> <li>• Professional development/coaching</li> </ul>			

	<ul style="list-style-type: none"> <li>Meeting with Problem Solving/School Based Team to conduct data analysis, evaluate the effectiveness of Tier 2 instruction through small group data comparisons, determine students' response to intervention, and modify intervention plans as needed</li> </ul>
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>Leveled Literacy Intervention: <a href="#">Strong Evidence</a></li> <li>Florida Center for Reading Research: <a href="#">Strong Evidence for identified strategies</a></li> <li>Soluciones - <a href="#">Moderate Evidence</a></li> <li>IStation – <a href="#">Strong Evidence</a></li> </ul>
	<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b>  <i>Small group and/or one-to-one intervention may continue in the following ways;</i></p> <ul style="list-style-type: none"> <li>Small group in online streaming platforms (i.e., Google Meet)</li> <li>Online collaborative environment (i.e., Google classroom)</li> <li>Online collaborative document (Google docs, Teams)</li> <li>Conference calls</li> </ul> <p><i>However, the intervention may need to be provided through the use of a strategy in lieu of a program (i.e., LLI, FUNdations, etc.) due to teachers/students having limited program materials available with them for blended learning. When transitioning from the use of an intervention program or system to an intervention instructional strategy, it will be important to ensure that the strategy selected addresses the same skills and strategies as the face-to-face program and are aligned to students' targeted needs. For example, Leveled Literacy Intervention (LLI) is a face-to-face intervention system that addresses a skill subset (i.e., multiple skills taught in an integrated way, such as, phonics, text processing, fluency, and comprehension). These same areas of reading deficiency can be addressed using an instructional strategy more appropriate for blended learning, such as Shared Reading. This may result in time adjustments for intensive intervention.</i></p>

<p align="center"><b>Curriculum, Instruction, and Assessment Decision Tree</b></p>	
<p><b>Grade Level(s): First, Second, and Third Grade</b></p>	
<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year:  <i>Most Recent iReady Diagnostic or School District of Palm Beach County Literacy Benchmark Assessment System data show that the student is on grade level:  iReady: 1<sup>st</sup>-3<sup>rd</sup> Grade – 25<sup>th</sup> Percentile and above (based on national norms)  SDPBC Literacy Benchmark Assessment System:</i></p> <ul style="list-style-type: none"> <li><i>1<sup>st</sup> Grade: Reading Record Level D or above</i></li> <li><i>2<sup>nd</sup> Grade: Reading Record Level I or above</i></li> <li><i>3<sup>rd</sup> Grade: Reading Record Level L or above</i></li> </ul>

THEN:	TIER 1 Only									
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> <li>• <i>is standards-aligned</i></li> <li>• <i>builds background and content knowledge, motivation</i></li> <li>• <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>• <i>incorporates writing in response to reading</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>• <i>incorporates the principles of Universal Design for Learning</i></li> <li>• <i>includes Specially Designed Instruction for students with disabilities</i></li> </ul>									
	<b>Core Curriculum</b>									
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>									
	<p>Core Instruction (Tier 1) consists of a Balanced Literacy framework which is supported by strong evidence. These components vary by school and may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Whole Group instructional support through District-created Modules of Instruction (K-5), <a href="#">CKLA (K-3)</a> (Moderate Evidence), <a href="#">iReady Lessons</a> (Promising Evidence), <a href="#">Fountas &amp; Pinnell Phonics Lessons</a> (Strong Evidence), <a href="#">Words Their Way</a> (Strong Evidence), <a href="#">Benchmark</a> (Strong Evidence), and <a href="#">Estrellita</a> (Moderate Evidence).</li> <li>• Small Group differentiated instruction which includes <a href="#">guided reading</a> (Strong Evidence), <a href="#">small group shared reading (Strong Evidence)</a>, <a href="#">skill/strategy</a> (Strong Evidence for Direct Instruction in vocabulary, oral language, phonological awareness, phonics and fluency)</li> <li>• <a href="#">iReady Adaptive Technology</a> (Promising Evidence) and <a href="#">Istation Español Adaptive Technology</a> (Strong Evidence).</li> </ul>									
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	<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b></p> <ul style="list-style-type: none"> <li>District and school leaders working concert to implement the instructional round process</li> <li>District and school leaders monitor student data (i.e., group comparisons, % of</li> </ul>		<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <ul style="list-style-type: none"> <li>Professional development</li> <li>PLC/Common Planning Meetings for standards-based planning</li> <li>Data chats to monitor effectiveness of standards-based instruction</li> </ul>												

	<p>students in need of intervention)</p> <ul style="list-style-type: none"> <li>• Walkthroughs by administration</li> <li>• Teacher evaluations</li> </ul>	
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b></p> <ul style="list-style-type: none"> <li>• District and school leaders monitor student data (i.e., group comparisons, % of students in need of intervention)</li> <li>• District and school leaders work in concert to implement instructional rounds process to evaluate effectiveness of curriculum</li> </ul>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b></p> <ul style="list-style-type: none"> <li>• Use student data (i.e., FLKRS, SDPBC Literacy Assessment, iReady Diagnostic assessment, and other formative assessments) to identify trends in curricular strengths and weaknesses and create a plan to address curricular gaps.</li> <li>• PLC/Common Planning meetings to look for alignment between standards and curriculum.</li> </ul>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b></p> <ul style="list-style-type: none"> <li>• Whole group and small group synchronous and asynchronous lessons are provided through Google Classroom, Google Meets, television, and paper packets.</li> </ul>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:  iReady: 1<sup>st</sup>-3<sup>rd</sup> Grade – 12<sup>th</sup> - 24<sup>th</sup> Percentile (based on national norms)  SDPBC Literacy Benchmark Assessment System:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Grade: Reading Record Level C</li> <li>• 2<sup>nd</sup> Grade: Reading Record Level G-H</li> <li>• 3<sup>rd</sup> Grade: Reading Record Level G-K</li> </ul>	
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>	
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barriers skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>	
		<b>TIER 2 Progress Monitoring</b>

<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
<ul style="list-style-type: none"> <li>Florida Center for Reading Research (FCRR)</li> </ul>	Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)	Student has a positive response to intervention and is now indicating Tier 1 is sufficient based on individual progress monitoring data and/or SDPBC Literacy Benchmark Assessment and iReady Diagnostic assessment criteria for that time of year (see chart above).	Student has a positive response to intervention based on individual progress monitoring data and/or performance criteria indicates a continuation of Tier 2 based on SDPBC Literacy Benchmark Assessment and iReady Diagnostic assessment criteria for that time of year (see chart above). <b>**NOTE:</b> If questionable response to intervention team may need to reevaluate target/deficiency and/or intervention.	Student has a poor response to intervention based on individual progress monitoring and/or performance criteria indicates a Tier 3 intervention is needed based on individual progress monitoring data and/or SDPBC Literacy Benchmark Assessment and iReady Diagnostic assessment criteria for that time of year (see chart above). <b>**NOTE:</b> If questionable response to intervention team may need to reevaluate target/deficiency and/or intervention.
<ul style="list-style-type: none"> <li>FUNDations Double Dose/Estrellita</li> </ul>	Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)			
<ul style="list-style-type: none"> <li>IReady Tools for Instruction/ IStation Espanol Teacher Directed Lessons</li> </ul>	Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)			
<ul style="list-style-type: none"> <li>S.P.I.R.E. Reading</li> </ul>	Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)			
<ul style="list-style-type: none"> <li>Leveled Literacy Intervention            1<sup>st</sup> Grade: Orange or Green System            2<sup>nd</sup> Grade: Green or Blue System            3<sup>rd</sup> Grade: Green, Blue or Red System</li> <li>Soluciones</li> </ul>	Orange, Green, Blue Systems: LLI Reading Records administered once every six days  Red System: LLI Reading records administered			

		once every 8 days (45 min) or 12 days (30 min)			
		Soluciones Reading Record biweekly			
	<ul style="list-style-type: none"> <li>Great Leaps</li> </ul>	Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)			
<b>Number of times a week intervention provided</b>		5	<b>Number of minutes per intervention session</b>		30
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <ul style="list-style-type: none"> <li>Walkthroughs by administration</li> <li>Data chats</li> <li>Professional development</li> <li>Meeting with Problem Solving/School Based Team to conduct data analysis, evaluate the effectiveness of Tier 2 instruction through small group data comparisons, determine students' response to intervention, and modify intervention plans as needed</li> </ul>					
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>Leveled Literacy Intervention: <a href="#">Strong Evidence</a></li> <li>Great Leaps: <a href="#">Promising Evidence</a></li> <li>Florida Center for Reading Research: <a href="#">Strong Evidence for identified strategies</a></li> <li>FUNdations – Moderate Evidence</li> <li>SPIRE (Grade 3-8) – <a href="#">Strong Evidence</a></li> <li>IReady – <a href="#">Promising Evidence</a></li> <li>IStation – <a href="#">Strong Evidence</a></li> <li>Soluciones - <a href="#">Moderate Evidence</a></li> <li>Estrellita-<a href="#">Moderate Evidence</a></li> </ul>					

	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b>  <i>Small group and/or one-to-one intervention may continue in the following ways.</i></p> <ul style="list-style-type: none"> <li>• <i>Small group in online streaming platforms (i.e., Google Meet)</i></li> <li>• <i>Online collaborative environment (i.e., Google classroom)</i></li> <li>• <i>Online collaborative document (Google docs, Teams)</i></li> <li>• <i>Conference calls</i></li> </ul> <p><i>However, the intervention may need to be provided through the use of a strategy in lieu of a program (i.e., LLI, FUNdations, etc.) due to teachers/students having limited program materials available with them for blended learning. When transitioning from the use of an intervention program or system to an intervention instructional strategy, it will be important to ensure that the strategy selected addresses the same skills and strategies as the face-to-face program and are aligned to students' targeted needs. For example, Leveled Literacy Intervention (LLI) is a face-to-face intervention system that addresses a skill subset (i.e., multiple skills taught in an integrated way, such as, phonics, text processing, fluency, and comprehension). These same areas of reading deficiency can be addressed using an instructional strategy more appropriate for blended learning, such as Shared Reading. This may result in time adjustments for supplemental intervention.</i></p>
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<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:  iReady: 1<sup>st</sup>-3<sup>rd</sup> Grade – 11<sup>th</sup> Percentile or below (based on national norms)  SDPBC Literacy Benchmark Assessment System:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Grade: Reading Record Level B or below</li> <li>• 2<sup>nd</sup> Grade: Reading Record Level F or below</li> <li>• 3<sup>rd</sup> Grade: Reading Record Level F or below</li> </ul>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional <b>time allotted is in addition</b> to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	<ul style="list-style-type: none"> <li>• Florida Center for Reading Research (FCRR)</li> </ul>	<p>Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)</p>	<p>Student has a positive response to intervention based on individual progress monitoring data and/or performance criteria</p>	<p>Student has a poor response to intervention based on individual progress monitoring data and/or performance</p>

S.P.I.R.E. Reading	Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)	indicates a continuation of Tier 2 intervention based on SPDBC Literacy Benchmark Assessment and iReady Diagnostic assessment criteria for that time of year.	criteria indicates a change in Tier 3 interventions is needed based on SDPBC Literacy Benchmark Assessment and iReady Diagnostic assessment criteria for that time of year (see chart above). **NOTE: If questionable response to intervention team may need to reevaluate target/ deficiency and/or intervention.
<ul style="list-style-type: none"> <li>Estrellita</li> </ul>	Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)		
<ul style="list-style-type: none"> <li>IStation Espanol Teacher Directed Lessons</li> </ul>	Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)		
<ul style="list-style-type: none"> <li>Leveled Literacy Intervention 1<sup>st</sup> Grade: Orange or Green System 2<sup>nd</sup> Grade: Green or Blue System 3<sup>rd</sup> Grade: Green, Blue or Red System</li> <li>Soluciones</li> </ul>	<p>Orange, Green, Blue Systems: LLI Reading Records administered once every six days</p> <p>Red System: LLI Reading records administered once every 8 days (45 min) or 12 days (30 min)</p> <p>Soluciones Reading Record biweekly</p>		
<ul style="list-style-type: none"> <li>Great Leaps</li> </ul>	Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)		

Wilson Reading System (3 <sup>rd</sup> Grade ONLY)	Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)		
<ul style="list-style-type: none"> <li><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></li> </ul>			
<b>Number of times a week intervention provided - 5</b>			
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <ul style="list-style-type: none"> <li>Walkthroughs by administration</li> <li>Data chats</li> <li>Professional development</li> </ul> <p>Meeting with Problem Solving/School Based Team to conduct data analysis, evaluate the effectiveness of Tier 2 instruction through small group data comparisons, determine students' response to intervention, and modify intervention plans as needed</p>		<b>Number of minutes per intervention session</b>	Time is determined by the program/strategy
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>Leveled Literacy Intervention: <a href="#">Strong Evidence</a></li> <li>Wilson Reading System: <a href="#">Strong Evidence</a> (3<sup>rd</sup> Grade Only)</li> <li>Great Leaps: <a href="#">Promising Evidence</a></li> <li>Florida Center for Reading Research: <a href="#">Strong Evidence for identified strategies</a></li> <li>SPIRE (Grade 3-8) – <a href="#">Strong Evidence</a></li> <li>IReady – <a href="#">Promising Evidence</a></li> <li>IStation – <a href="#">Strong Evidence</a></li> <li>Soluciones - <a href="#">Moderate Evidence</a></li> <li>Estrellita - <a href="#">Moderate Evidence</a></li> </ul>			
<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Small group and/or one-to-one intervention may continue in the following ways.</p> <ul style="list-style-type: none"> <li>Small group in online streaming platforms (i.e., Google Meet)</li> <li>Online collaborative environment (i.e., Google classroom)</li> <li>Online collaborative document (Google docs, Teams)</li> <li>Conference calls</li> </ul> <p>However, the intervention may need to be provided through the use of a strategy in lieu of a program (i.e., LLI, Wilson Reading System, etc.) due to teachers/students having limited program materials available with them for</p>			

*blended learning. When transitioning from the use of an intervention program or system to an intervention instructional strategy, it will be important to ensure that the strategy selected addresses the same skills and strategies as the face-to-face program and are aligned to students' targeted needs. For example, Leveled Literacy Intervention (LLI) is a face-to-face intervention system that addresses a skill subset (i.e., multiple skills taught in an integrated way, such as, phonics, text processing, fluency, and comprehension). These same areas of reading deficiency can be addressed using an instructional strategy more appropriate for blended learning, such as Shared Reading. This may result in time adjustments for intensive intervention.*

**Curriculum, Instruction, and Assessment Decision Tree**

**Grade Level(s): Fourth and Fifth**

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <p><i>Grade 4-</i></p> <ul style="list-style-type: none"> <li><i>iReady: 25<sup>th</sup> percentile on national norms or above</i></li> <li><i>School District of Palm Beach County Literacy Benchmark Assessment System: reading continuous text at level O independent or above</i></li> </ul> <p><i>Grade 5-</i></p> <ul style="list-style-type: none"> <li><i>iReady: 25<sup>th</sup> percentile on national norms or above</i></li> <li><i>School District of Palm Beach County Literacy Benchmark Assessment System: reading continuous text at level R independent or above</i></li> </ul>
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<b>THEN:</b>	<b>TIER 1 Only</b>
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<b>TIER 1</b>	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> <li><i>is standards-aligned</i></li> <li><i>builds background and content knowledge, motivation</i></li> <li><i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li><i>incorporates writing in response to reading</i></li> <li><i>includes accommodations (IEP, ESOL or 504)</i></li> <li><i>incorporates the principles of Universal Design for Learning</i></li> <li><i>includes Specially Designed Instruction for students with disabilities</i></li> </ul>
	<i>Core Curriculum</i>
	<b><i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i></b>
	<p>Core Instruction (Tier 1) consists of a Balanced Literacy framework which is supported by strong evidence. These components vary by school and may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Whole Group instructional support through District-created Modules of Instruction (K-5), <a href="#">EL Education</a> (Strong Evidence) (4-5), <a href="#">iReady Lessons</a> (Promising</li> </ul>



Evidence), [Fountas & Pinnell Phonics Lessons](#) (Strong Evidence), [Words Their Way](#) (Strong Evidence), [Benchmark](#) (Strong Evidence), and [Estrellita](#) (Moderate Evidence).

- Small Group differentiated instruction which includes [guided reading](#) (Strong Evidence), [small group shared reading \(Strong Evidence\)](#), [skill/strategy](#) (Strong Evidence for Direct Instruction in vocabulary, oral language, phonological awareness, phonics and fluency)
- [iReady Adaptive Technology](#) (Promising Evidence) and [Istation Español Adaptive Technology](#) (Strong Evidence).

**Progress Monitoring**

**Assessment & Frequency**

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

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

- School District of Palm Beach County Literacy Benchmark Assessment System (3 times/year)
- iReady Diagnostic assessment (3 times/year)
- School District of Palm Beach County Winter Diagnostic Assessment (1 time/year)
- School District of Palm Beach County LAFS Assessments

Grade 4-

<b>End of 1<sup>st</sup></b> OR	<b>iReady:</b> 25 <sup>th</sup> Percentile or above <b>Reading Record:</b> O/P Independent or above
<b>End of 2<sup>nd</sup></b> OR	<b>iReady:</b> 25 <sup>th</sup> Percentile or above <b>Reading Record:</b> Q Independent or above
<b>End of 3<sup>rd</sup></b> OR	<b>iReady:</b> 25 <sup>th</sup> Percentile or above <b>Reading Record:</b> R Independent or above

Grade 5-

<b>End of 1<sup>st</sup></b>	<b>iReady:</b> 25 <sup>th</sup> Percentile or above OR <b>Reading Record:</b> R/S Independent or above
<b>End of 2<sup>nd</sup></b>	<b>iReady:</b> 25 <sup>th</sup> Percentile or above OR <b>Reading Record:</b> S/T Independent or above

Grade 4-

<b>End of 1<sup>st</sup></b>	<b>iReady:</b> 12 <sup>th</sup> -24 <sup>th</sup> Percentile OR <b>Reading Record:</b> L-N Independent
<b>End of 2<sup>nd</sup></b>	<b>iReady:</b> 12 <sup>th</sup> -24 <sup>th</sup> Percentile OR <b>Reading Record:</b> M-P Independent
<b>End of 3<sup>rd</sup></b>	<b>iReady:</b> 12 <sup>th</sup> -24 <sup>th</sup> Percentile OR <b>Reading Record:</b> O-Q Independent

Grade 5-

<b>End of 1<sup>st</sup></b>	<b>iReady:</b> 12 <sup>th</sup> -24 <sup>th</sup> Percentile OR <b>Reading Record:</b> P/Q Independent
<b>End of 2<sup>nd</sup></b>	<b>iReady:</b> 12 <sup>th</sup> -24 <sup>th</sup> Percentile OR <b>Reading Record:</b> Q/R Independent
<b>End of 3<sup>rd</sup></b>	<b>iReady:</b> 12 <sup>th</sup> -24 <sup>th</sup> Percentile OR

		<table border="1"> <tr> <td data-bbox="737 197 833 359">End of 3<sup>rd</sup></td> <td data-bbox="833 197 1081 359"> <b>iReady:</b> 25<sup>th</sup> Percentile or above  OR  <b>Reading Record:</b> T/U Independent or above </td> </tr> </table>	End of 3 <sup>rd</sup>	<b>iReady:</b> 25 <sup>th</sup> Percentile or above OR <b>Reading Record:</b> T/U Independent or above	<table border="1"> <tr> <td data-bbox="1081 197 1219 285"></td> <td data-bbox="1219 197 1515 285"> <b>Reading Record:</b> R/S Independent </td> </tr> </table>		<b>Reading Record:</b> R/S Independent
End of 3 <sup>rd</sup>	<b>iReady:</b> 25 <sup>th</sup> Percentile or above OR <b>Reading Record:</b> T/U Independent or above						
	<b>Reading Record:</b> R/S Independent						
	<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b></p> <ul style="list-style-type: none"> <li>• District and school leaders work in concert to implement the instructional rounds process and evaluate effectiveness of Tier 1 instruction</li> <li>• District and school leaders monitor student data (i.e., group comparisons, % of students in need of intervention)</li> <li>• Walkthroughs by administration</li> <li>• Teacher evaluations</li> </ul>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• PLC/Common Planning Meetings for standards-based planning</li> <li>• Data chats to monitor effectiveness of standards-based instruction</li> </ul>					
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b></p> <ul style="list-style-type: none"> <li>• District and school leaders monitor student data (i.e., group comparisons, % of students in need of intervention)</li> <li>• District and school leaders work in concert to implement the instructional rounds process and evaluate effectiveness of Tier 1 curriculum</li> </ul>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b></p> <ul style="list-style-type: none"> <li>• Use student data (i.e., LAFS District Assessments, SDPBC Literacy Assessment, iReady Diagnostic assessment, SDPBC LAFS Diagnostics and other formative assessments) to identify trends in curricular strengths and weaknesses and create a plan to address curricular gaps.</li> <li>• PLC/Common planning meetings focus on evaluating the alignment between standards and curriculum</li> </ul>					
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b></p> <ul style="list-style-type: none"> <li>• Whole group and small group synchronous and asynchronous lessons are provided through Google Classroom, Google Meets, television, and paper packets.</li> </ul>						

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <p>Grade 4-</p> <ul style="list-style-type: none"> <li>iReady: 12<sup>th</sup>-24<sup>th</sup>% on national norms</li> <li>School District of Palm Beach County Literacy Benchmark Assessment System: reading continuous text at levels L-N independently.</li> </ul> <p>Grade 5-</p> <ul style="list-style-type: none"> <li>iReady: 12<sup>th</sup>-24<sup>th</sup>% on national norms</li> <li>School District of Palm Beach County Literacy Benchmark Assessment System: reading continuous text at levels P-Q independently.</li> </ul>
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<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
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<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>are standards-aligned</li> <li>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>are matched to the needs of the students</li> <li>provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>occurs during time allotted in addition to core instruction</li> <li>includes accommodations (IEP, ESOL or 504)</li> </ul>					
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>		<b>TIER 2 Progress Monitoring</b>			
			<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	<ul style="list-style-type: none"> <li>Florida Center for Reading Research</li> </ul>		Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)	Student has a positive response to intervention and is now indicating Tier 1 is sufficient based on individual progress monitoring data and/or SDPBC Literacy Benchmark Assessment	Student has a positive response to intervention based on individual progress monitoring data and/or performance criteria indicates a continuation of Tier 2 based on SDPBC Literacy Benchmark Assessment and iReady Diagnostic	Student has a poor response to intervention based on individual progress monitoring and/or performance criteria indicates a Tier 3 intervention is needed based on individual
<ul style="list-style-type: none"> <li>Wilson Just Words</li> </ul>		Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)				
<ul style="list-style-type: none"> <li>S.P.I.R.E Reading</li> </ul>		Biweekly Curriculum Based				

		Measures (FastBridge, Acadience or Easy CBM)	and iReady Diagnostic assessment criteria for that time of year (see chart above).	assessment criteria for that time of year (see chart above). **NOTE: If questionable response to intervention team may need to reevaluate target/deficiency and/or intervention.	progress monitoring data and/or SDPBC Literacy Benchmark Assessment and iReady Diagnostic assessment criteria for that time of year (see chart above). **NOTE: If questionable response to intervention team may need to reevaluate target/deficiency and/or intervention.
	<ul style="list-style-type: none"> <li>iReady Tools for Instruction/iStation Espanol Teacher Directed Lessons</li> </ul>	Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)			
	<ul style="list-style-type: none"> <li>Leveled Literacy Intervention Green, Blue, Red, Gold, or Purple System/Soluciones</li> </ul>	<p>LLI Green, and Blue Systems: LLI Reading Records administered once every six days</p> <p>LLI Red, Gold, and Purple Systems: LLI Reading Records administered once every eight days (45 min.) or 12 days (30 min.)</p> <p>Soluciones Reading Record biweekly</p>			
	<ul style="list-style-type: none"> <li>Great Leaps</li> </ul>	Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)			
<b>Number of times a week intervention provided</b>		5	<b>Number of minutes per intervention session</b>		30
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <ul style="list-style-type: none"> <li>Walkthroughs by administration</li> <li>Data chats</li> <li>Professional development/coaching</li> <li>Meeting with Problem Solving/School Based Team to conduct data analysis, evaluate the effectiveness of Tier 2 instruction through small group data comparisons, determine students' response to intervention, and modify intervention plans as needed</li> </ul>					

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

- Leveled Literacy Intervention: [Strong Evidence](#)
- Wilson Just Words: [Strong Evidence](#)
- Great Leaps: [Promising Evidence](#)
- Florida Center for Reading Research: [Strong Evidence for identified strategies](#)
- SPIRE (Grade 3-8) – [Strong Evidence](#)
- IReady – [Promising Evidence](#)
- IStation – [Strong Evidence](#)
- Soluciones - [Moderate Evidence](#)

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

*Small group and/or one-to-one intervention may continue in the following ways;*

- *Small group in online streaming platforms (i.e., GoogleMeet)*
- *Online collaborative environment (i.e., Google classroom)*
- *Online collaborative document (Google docs, Teams)*
- *Conference calls*

*However, the intervention may need to be provided through the use of a strategy in lieu of a program (i.e., LLI, FUNdations, etc.) due to teachers/students having limited program materials available with them for blended learning. When transitioning from the use of an intervention program or system to an intervention instructional strategy, it will be important to ensure that the strategy selected addresses the same skills and strategies as the face-to-face program and are aligned to students' targeted needs. For example, Leveled Literacy Intervention (LLI) is a face-to-face intervention system that addresses a skill subset (i.e., multiple skills taught in an integrated way, such as, phonics, text processing, fluency, and comprehension). These same areas of reading deficiency can be addressed using an instructional strategy more appropriate for blended learning, such as Shared Reading. This may result in time adjustments for supplemental intervention.*

**IF:**

Student meets the following criteria at beginning of school year:

Grade 4-

- iReady: 11<sup>th</sup> Percentile or below
- School District of Palm Beach County Literacy Benchmark Assessment System: reading at a continuous text level K or below.

Grade 5-

- iReady: 11<sup>th</sup> Percentile or below
- School District of Palm Beach County Literacy Benchmark Assessment System: reading at a continuous text level O or below.

THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	Florida Center for Reading Research	Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)	Student has a positive response to intervention based on individual progress monitoring data and/or performance criteria indicates a continuation of Tier 2 intervention based on SPDBC Literacy Benchmark Assessment and iReady Diagnostic assessment criteria for that time of year.	Student has a poor response to intervention based on individual progress monitoring data and/or performance criteria indicates a change in Tier 3 interventions is needed based on SDPBC Literacy Benchmark Assessment and iReady Diagnostic assessment criteria for that time of year (see chart above). <b>**NOTE:</b> If questionable response to intervention team may need to reevaluate target/deficiency and/or intervention.
	Wilson Reading System	Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)		
	S.P.I.R.E Reading	Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)		
	iStation Espanol Teacher Directed Lessons	Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)		
	Leveled Literacy Intervention Green, Blue, Red, Gold, or Purple System/Soluciones	LLI Green, and Blue Systems: LLI Reading Records administered		

		once every six days		
		LLI Red, Gold, and Purple Systems: LLI Reading Records administered once every eight days (45 min.) or 12 days (30 min.)		
		Soluciones Reading Record biweekly		
Great Leaps		Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)		
<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>				
<b>Number of times a week intervention provided</b>	<b>5</b>	<b>Number of minutes per intervention session</b>	Time is determined by the program/strategy	
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>				
<ul style="list-style-type: none"> <li>• Walkthroughs by administration</li> <li>• Data chats</li> <li>• Professional development/coaching</li> <li>• Meeting with Problem Solving/School Based Team to conduct data analysis, evaluate the effectiveness of Tier 2 instruction through small group data comparisons, determine students' response to intervention, and modify intervention plans as needed</li> </ul>				
<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>				
<ul style="list-style-type: none"> <li>• Leveled Literacy Intervention: <a href="#">Strong Evidence</a></li> <li>• Wilson Reading System: <a href="#">Strong Evidence</a></li> <li>• Great Leaps: <a href="#">Promising Evidence</a></li> <li>• Florida Center for Reading Research: <a href="#">Strong Evidence for identified strategies</a></li> <li>• SPIRE (Grade 3-8) – <a href="#">Strong Evidence</a></li> </ul>				

	<ul style="list-style-type: none"> <li>• IStation – <a href="#">Strong Evidence</a></li> <li>• Soluciones - <a href="#">Moderate Evidence</a></li> </ul>
	<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Small group and/or one-to-one intervention may continue in the following ways;</p> <ul style="list-style-type: none"> <li>• Small group in online streaming platforms (i.e., Google Meet)</li> <li>• Online collaborative environment (i.e., Google classroom)</li> <li>• Online collaborative document (Google docs, Teams)</li> <li>• Conference calls</li> </ul> <p>However, the intervention may need to be provided through the use of a strategy in lieu of a program (i.e., LLI, Wilson, S.P.I.R.E Reading, etc.) due to teachers/students having limited program materials available with them for blended learning. When transitioning from the use of an intervention program or system to an intervention instructional strategy, it will be important to ensure that the strategy selected addresses the same skills and strategies as the face-to-face program and are aligned to students’ targeted needs. For example, Leveled Literacy Intervention (LLI) is a face-to-face intervention system that addresses a skill subset (i.e., multiple skills taught in an integrated way, such as, phonics, text processing, fluency, and comprehension). These same areas of reading deficiency can be addressed using an instructional strategy more appropriate for blended learning, such as Shared Reading. This may result in time adjustments for intensive intervention.</p>

<b>Curriculum, Instruction, and Assessment Decision Tree</b>	
<b>Grade Level(s): 6-12</b>	
<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>• A level 3, 4 or, 5 on the student’s FY19 English Language Arts Florida Standards Assessment (FSA)</li> </ul>
<b>THEN:</b>	<b>TIER 1 Only</b>
<b>TIER 1</b>	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> <li>• is standards-aligned</li> <li>• builds background and content knowledge, motivation</li> <li>• provides print rich, systematic, scaffolded, and differentiated instruction</li> <li>• incorporates writing in response to reading</li> <li>• includes accommodations (IEP, ESOL or 504)</li> <li>• incorporates the principles of Universal Design for Learning</li> <li>• includes specially designed instruction for students with disabilities</li> </ul>



<b>Core Curriculum</b>		
<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>		
<p>SDPBC's core curriculum includes six units of study utilizing <i>Houghton, Mifflin, Harcourt (HMH) Florida Collections</i> instructional materials in addition to ancillary materials/texts that build background and infuse statutory mandates. The core curriculum is framed around different components of Balanced Literacy, Multi-Tiered System of Supports (MTSS), and the Focused Instructional Model (FIM), each of which are supported by strong evidence. Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. <i>Tier 1 core curriculum services (time and focus) may differ by school.</i></p> <p><i>Core curriculum:</i></p> <ul style="list-style-type: none"> <li>● <i>is aligned to the Language Arts Florida Standards</i></li> <li>● <i>addresses reading comprehension, vocabulary, text-based writing, speaking and listening, and language</i></li> <li>● <i>consists of print-rich, on grade-level, culturally relevant and high-interest texts</i></li> <li>● <i>provides whole group and explicit, systematic, scaffolded differentiated instruction</i></li> <li>● <i>allows multiple opportunities for practice and application of standards-based instruction, literacy skills and strategies with meaningful texts/contexts</i></li> <li>● <i>incorporates writing in response to reading</i></li> <li>● <i>promotes gradual release of information through the sequence of modeled instruction, guided practice, and independent practice</i></li> <li>● <i>embeds ongoing formative assessments at varying points of instruction</i></li> <li>● <i>uses a variety of progress monitoring tools such as curriculum-based measures</i></li> <li>● <i>utilizes Tier 1 interventions and strategies for all students</i></li> <li>● <i>includes resources for accommodations and scaffolds (i.e., ESOL, 504, IEP)</i></li> <li>● <i>includes resources for students with disabilities (i.e., Access Points Curriculum)</i></li> <li>● <i>provides multiple means of engagement, representation, and action/expression (i.e., UDL)</i></li> </ul>		
<b>Progress Monitoring</b>		
<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria that would prompt addition of Tier 2 interventions</b>
<ul style="list-style-type: none"> <li>● Florida Standards Assessment English Language Arts - administered annually</li> <li>● Reading Plus InSight Benchmark Assessment - ongoing progress</li> </ul>	<ul style="list-style-type: none"> <li>● FY19 ELA FSA Score of 3, 4, or 5</li> </ul>	<ul style="list-style-type: none"> <li>● Predicted level 1 or 2 on SDPBC Secondary English Language Arts Diagnostic</li> <li>● Below proficiency scores on SDPBC Secondary</li> </ul>

	<p>monitoring administered 3 times per year (beginning, middle, end)</p> <ul style="list-style-type: none"> <li>● SDPBC Secondary English Language Arts Diagnostic -administered annually (Grades 6-10)</li> <li>● SDPBC Secondary English Language Arts Formative Assessment System: Florida Standard Quizzes and Unit Standard Assessment - each assessment is administered 6 times per year/once per unit of instruction (Grades 6-10)</li> </ul>		<p>English Language Arts Formative Assessments: Florida Standard Quizzes and Unit Standard Assessment</p>
	<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <ul style="list-style-type: none"> <li>● School Improvement Planning and Instructional Reviews by Principals, School leadership Teams, Regional or Instructional Superintendents, and District Leadership</li> <li>● SDPBC Classroom Teacher Evaluation System - Focused Instructional Model</li> <li>● System-wide data-based problem-solving by Principals, School Leadership Teams, Regional or Instructional Superintendents, and District Leadership teams</li> <li>● Data analysis/chats by school and district leadership teams</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b></p> <ul style="list-style-type: none"> <li>● Identifying, promoting, and training school administrators and Reading Leadership Teams in evidence-based instructional practices for all students</li> <li>● Identifying, promoting, and training teacher mentors at school sites</li> <li>● Establishing model classrooms at school sites</li> <li>● Implementing collaborative problem solving through PS/SBT to develop, implement, and monitor Tier I instructional practice/interventions</li> <li>● Analyzing student data from district formative and statewide summative assessments to identify gaps and supports needed to sustain effective Tier 1 instructional practices at the school/classroom level</li> <li>● Promoting systematic planning through Lesson Study Groups and/or Professional Learning Communities to assess effectiveness of Tier I instruction/interventions</li> <li>● Providing professional development that supports the use of an evidence-based problem-solving process with fidelity and assists educators with assessing the effectiveness and fidelity of implementation of Tier I instruction/interventions</li> <li>● Providing instructional coaching for Tier I interventions</li> <li>● Utilizing “decision rules”/student response to instruction/intervention for instructional decision making (i.e., positive, questionable, poor based on rate of student performance)</li> </ul>	
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <ul style="list-style-type: none"> <li>● School Improvement Planning</li> <li>● Curriculum review and program evaluation by school and district leadership teams</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <ul style="list-style-type: none"> <li>● Training school administrators and Reading Leadership Teams in Tier 1 core curriculum resources</li> <li>● Analyzing student data from district formative and statewide summative assessments to identify gaps and supports necessary for sustaining effective Tier 1 core curriculum</li> </ul>	

	<ul style="list-style-type: none"> <li>● System-wide data-based problem-solving by school and district leadership teams.</li> <li>● Data analysis/chats by school and district leadership teams.</li> </ul>	<ul style="list-style-type: none"> <li>● Promoting systematic planning through Lesson Study Groups and/or Professional Learning Communities to assess effectiveness of Tier I curriculum</li> <li>● Providing professional development that supports the use of an evidence-based problem-solving process with fidelity and assists educators with assessing the effectiveness and fidelity of implementation of Tier I curriculum</li> <li>● Providing instructional coaching for implementation of Tier 1 core curriculum</li> </ul>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b></p> <ul style="list-style-type: none"> <li>● <i>Providing blended instruction through both synchronous and asynchronous formats</i></li> <li>● <i>Providing whole group and differentiated reading instruction via Google Classroom and Google Meet</i></li> <li>● <i>Teacher-student communication (e.g., phone calls, Google Meet, email, etc.)</i></li> <li>● <i>Foundational content addressed and/or missed during FY20 distance learning in FY21 core curriculum</i></li> <li>● <i>Utilizing educational technology tools that promote student engagement and collaboration</i></li> </ul>	

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>• A score of 2 or below on the FSA</li> </ul>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<i>Interventions:</i> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>				
	<b>TIER 2 Programs/ Materials/ Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
<ul style="list-style-type: none"> <li>• Reading Plus Adaptive Literacy Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Plus InSight Benchmark Assessment Ongoing progress monitoring administered 3 times per year (beginning, middle, end)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Plus InSight Benchmark Assessment - At or above grade level performance score</li> <li>• Student has a positive response to intervention and is now indicating Tier 1 is sufficient based on individual progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Plus InSight Benchmark Assessment - 1 year below grade level performance score</li> <li>• Student has a positive or questionable response to intervention based on individual progress monitoring data **NOTE: If</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Plus InSight Benchmark Assessment - 2 years below grade level performance score</li> <li>• Student has a questionable or poor response to intervention based on individual progress monitoring **NOTE: If</li> </ul>	

				questionable response to intervention team may need to reevaluate target/ deficiency and/or intervention.	questionable response to intervention team may need to reevaluate target/ deficiency and/or intervention.
	<ul style="list-style-type: none"> <li>● Blended Learning/ Rotational Model: Newsela</li> </ul>	<ul style="list-style-type: none"> <li>● SDPBC Secondary English Language Arts Diagnostic - administered annually (Grades 6-10)</li> <li>● SDPBC Secondary English Language Arts Formative Assessment System: Florida Standards Quizzes and Uniform Standards Assessment - each assessment is administered 6 times per year/once per unit of instruction (Grades 6-10)</li> <li>● Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)</li> </ul>	<ul style="list-style-type: none"> <li>● Predicted level 3 on SDPBC Secondary English Language Arts Diagnostic</li> <li>● Above proficiency scores on SDPBC Secondary English Language Arts Formative Assessments: Florida Standards Quizzes and Uniform Standards Assessment</li> <li>● Student has a positive response to intervention and is now indicating Tier 1 is sufficient based on individual progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>● Predicted level 2 on SDPBC Secondary English Language Arts Diagnostic</li> <li>● Below proficiency scores on SDPBC Secondary English Language Arts Formative Assessments : Florida Standards Quizzes and Uniform Standards Assessment</li> <li>● Student has a positive or questionable response to intervention based on individual progress monitoring data **NOTE: If questionable response to</li> </ul>	<ul style="list-style-type: none"> <li>● Predicted level 1 on SDPBC Secondary English Language Arts Diagnostic</li> <li>● Below proficiency scores on SDPBC Secondary English Language Arts Formative Assessments: Florida Standards Quizzes and Uniform Standards Assessment</li> <li>● Student has a questionable or poor response to intervention based on individual progress monitoring data **NOTE: If questionable response to intervention</li> </ul>

				intervention team may need to reevaluate target/ deficiency and/or intervention.	team may need to reevaluate target/ deficiency and/or intervention.
Just Words	<ul style="list-style-type: none"> <li>• Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)</li> </ul>	<ul style="list-style-type: none"> <li>• Student has a positive response to intervention and is now indicating Tier 1 is sufficient based on individual progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>• Student has a positive or questionable response to intervention based on individual progress monitoring data **NOTE: If questionable response to intervention team may need to reevaluate target/ deficiency and/or intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has a questionable or poor response to intervention based on individual progress monitoring **NOTE: If questionable response to intervention team may need to reevaluate target/ deficiency and/or intervention.</li> </ul>	
HD Word	<ul style="list-style-type: none"> <li>• Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)</li> </ul>	<ul style="list-style-type: none"> <li>• Student has a positive response to intervention and is now indicating Tier 1 is sufficient based on individual progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>• Student has a positive or questionable response to intervention based on individual progress monitoring data **NOTE: If questionable response to intervention team may need to reevaluate target/ deficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Student has a questionable or poor response to intervention based on individual progress monitoring **NOTE: If questionable response to intervention team may need to reevaluate target/ deficiency</li> </ul>	

				and/or intervention.	and/or intervention.
Achieve3000	<ul style="list-style-type: none"> <li>Biweekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)</li> </ul>	<ul style="list-style-type: none"> <li>Student has a positive response to intervention and is now indicating Tier 1 is sufficient based on individual progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>Student has a positive or questionable response to intervention based on individual progress monitoring data **NOTE: If questionable response to intervention team may need to reevaluate target/ deficiency and/or intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Student has a questionable or poor response to intervention based on individual progress monitoring **NOTE: If questionable response to intervention team may need to reevaluate target/ deficiency and/or intervention.</li> </ul>	
<b><i>Number of times a week intervention provided</i></b>		5	<b><i>Number of minutes per intervention session</i></b>		20 - 25
<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></b></p> <ul style="list-style-type: none"> <li>Walkthroughs by administration</li> <li>Data chats</li> <li>Professional development/coaching</li> <li>Meeting with School Based Team to conduct data analysis, determine students' response to intervention, and modify intervention plans as needed</li> </ul>					
<p><b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b></p> <p>Strong ESSA Rating: Reading Plus is a web-based literacy program for grades 3-12+. It includes a valid and reliable assessment and is designed to strengthen reading comprehension, vocabulary, efficiency, and motivation. The program combines personalized practice and adaptive instruction, and offers students choice and control over their program experience. Reading Plus is designed to develop critical reading skills needed for deep, meaningful understanding of complex texts.</p>					

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

- *Providing blended instruction through both synchronous and asynchronous formats*
- *Providing whole group and differentiated reading instruction via Google Classroom, and Google Meet*
- *Teacher-student communication (e.g., phone calls, Google Meet, email, etc.)*
- *Foundational content addressed and/or missed during FY20 distance learning in FY21 core curriculum*
- *Utilizing educational technology tools that promote student engagement and collaboration*



<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>A score of 1 on the FSA</i>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional <b>time allotted is in addition</b> to core instruction and tier 2 interventions</i></li> </ul>			
	<i><b>TIER 3 Programs/Materials /Strategies &amp; Duration</b></i>	<i><b>TIER 3 Progress Monitoring</b></i>		
	<ul style="list-style-type: none"> <li>Blended Learning/ Rotational Model: Newsela</li> </ul>	<ul style="list-style-type: none"> <li>SDPBC Secondary English Language Arts Formative Assessment System: Florida Standards Quizzes and Uniform Standards Assessment - each assessment is administered 6 times per year/once per unit of instruction (Grades 6-10)</li> <li>Reading Plus Insight Benchmark Assessment Ongoing progress</li> </ul>	<ul style="list-style-type: none"> <li>Predicted level 2 on SDPBC Secondary English Language Arts Diagnostic</li> <li>Below proficiency scores on SDPBC Secondary English Language Arts Formative Assessments: Florida Standards Quizzes and Uniform Standards Assessment</li> <li>Reading Plus InSight Benchmark Assessment - At or above grade level performance score</li> <li>Student has a positive response to intervention and is</li> </ul>	<ul style="list-style-type: none"> <li>Predicted level 1 on SDPBC Secondary English Language Arts Diagnostic</li> <li>Below proficiency scores on SDPBC Secondary English Language Arts Formative Assessments: Florida Standards Quizzes and Uniform Standards Assessment</li> <li>Reading Plus InSight Benchmark Assessment - 2 years below grade level performance score</li> </ul>

		<p>monitoring administered 3 times per year (beginning, middle, end)</p> <ul style="list-style-type: none"> <li>• Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)</li> </ul>	<p>now indicating Tier 2 is sufficient based on individual progress monitoring data.</p>	<ul style="list-style-type: none"> <li>• Student has a questionable or poor response to intervention based on individual progress monitoring data **NOTE: If a questionable response to intervention team may need to reevaluate target/deficiency and/or intervention.</li> </ul>
	HD Word	<ul style="list-style-type: none"> <li>• Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Student has a positive response to intervention and is now indicating Tier 2 is sufficient based on individual progress monitoring data.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has a questionable or poor response to intervention based on individual progress monitoring data **NOTE: If a questionable response to intervention team may need to reevaluate target/deficiency and/or intervention.</li> </ul>
	S.P.I.R.E Reading	<ul style="list-style-type: none"> <li>• Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)</li> </ul>	<ul style="list-style-type: none"> <li>• Student has a positive response to intervention and is now indicating Tier 2 is sufficient based on individual progress monitoring data.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has a questionable or poor response to intervention based on individual progress monitoring data **NOTE: If a questionable response to intervention team</li> </ul>

				may need to reevaluate target/ deficiency and/or intervention.
Wilson Reading System	<ul style="list-style-type: none"> <li>Weekly Curriculum Based Measures (FastBridge, Acadience or Easy CBM)</li> </ul>	<ul style="list-style-type: none"> <li>Student has a positive response to intervention and is now indicating Tier 2 is sufficient based on individual progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>Student has a questionable or poor response to intervention based on individual progress monitoring data **NOTE: If a questionable response to intervention team may need to reevaluate target/ deficiency and/or intervention.</li> </ul>	
<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>				
<b>Number of times a week intervention provided</b>	5	<b>Number of minutes per intervention session</b>	40 - 50	
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>				
<ul style="list-style-type: none"> <li>Walkthroughs by administration</li> <li>Data chats</li> <li>Professional development/coaching</li> <li>Meeting with School Based Team to conduct data analysis, determine students' response to intervention, and modify intervention plans as needed</li> </ul>				
<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>				
<p>Strong ESSA Rating: Reading Plus is a web-based literacy program for grades 3-12+. It includes a valid and reliable assessment and is designed to strengthen reading comprehension, vocabulary, efficiency, and motivation. The program combines personalized practice and adaptive instruction, and offers students choice and control over their program experience. Reading Plus is designed to develop critical reading skills needed for deep, meaningful understanding of complex texts. Wilson Reading System is</p>				

categorized as [Strong Evidence](#) as evidenced by ESSA guidelines. SPIRE (Grade 3-8) is categorized as [Strong Evidence](#) as evidenced by ESSA guidelines.

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

- *Providing blended instruction through both synchronous and asynchronous formats*
- *Providing whole group and differentiated reading instruction via Google Classroom and Google Meet*
- *Teacher-student communication (e.g., phone calls, Google Meet, email, etc.)*
- *Foundational content addressed and/or missed during FY20 distance learning in FY21 core curriculum*
- *Utilizing educational technology tools that promote student engagement and collaboration*