

# St. Lucie 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	Mandy Rowland	Elementary ELA Curriculum Developer	<a href="mailto:Mandy.Rowland@stlucieschools.org">Mandy.Rowland@stlucieschools.org</a>	(772) 429-3948
Responsibility	Name	Title	Email	Phone
Elementary ELA	Kimberly Jay	Director of Elementary Curriculum	<a href="mailto:Kimberly.Jay@stlucieschools.org">Kimberly.Jay@stlucieschools.org</a>	(772) 429-7546
Secondary ELA	Megan Green	Director of Secondary Curriculum	<a href="mailto:Megan.Green@stlucieschools.org">Megan.Green@stlucieschools.org</a>	(772) 429-3943
Reading Endorsement	Denise Rodriguez	Director of Talent Development	<a href="mailto:Denise.Rodriguez@stlucieschools.org">Denise.Rodriguez@stlucieschools.org</a>	(772) 429-7524
Reading Curriculum	Mandy Rowland Nancy Mejias Elizabeth Fisher Dorthea Oatts Kimberlee Cooper	Curriculum Developers	<a href="mailto:Mandy.Rowland@stlucieschools.org">Mandy.Rowland@stlucieschools.org</a> <a href="mailto:Nancy.Mejias@stlucieschools.org">Nancy.Mejias@stlucieschools.org</a> <a href="mailto:Elizabeth.Fisher@stlucieschools.org">Elizabeth.Fisher@stlucieschools.org</a> <a href="mailto:Dorthea.Oatts@stlucieschools.org">Dorthea.Oatts@stlucieschools.org</a> <a href="mailto:Kimberlee.Cooper@stlucieschools.org">Kimberlee.Cooper@stlucieschools.org</a>	(772) 429-3948 (772) 429-3949 (772) 429-7703 (772) 429-3942 (772) 429-4624
Professional Development	Denise Rodriguez	Director of Talent Development	<a href="mailto:Denise.Rodriguez@stlucieschools.org">Denise.Rodriguez@stlucieschools.org</a>	(772) 429-7524
Assessment	Darrell Canamas	Executive Director of Assessment and Accountability	<a href="mailto:Darrell.Canamas@stlucieschools.org">Darrell.Canamas@stlucieschools.org</a>	(772) 429-5538
Data Element	Heather Clark	Director of Student Services	<a href="mailto:Heather.clark@stlucieschools.org">Heather.clark@stlucieschools.org</a>	(772)-429-4521
Summer Reading Camp	Kimberly Jay	Director of Elementary Curriculum	<a href="mailto:Kimberly.Jay@stlucieschools.org">Kimberly.Jay@stlucieschools.org</a>	(772) 429-7546
3 <sup>rd</sup> Grade Promotion	Kimberly Jay	Director of Elementary Curriculum	<a href="mailto:Kimberly.Jay@stlucieschools.org">Kimberly.Jay@stlucieschools.org</a>	(772) 429-7546

## Plan Information

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

SLPS intends to publish the Reading Plan on the District Website and within the SLPS Internal Online Learning Management Systems Landing Pages (Canvas). It will be accessible to all stakeholders such as Administrators, Coaches, Teachers, Parents, Data Specialists, School Counselors, and Community Partners. The Reading Plan is also part of the Professional Development Plan for the 2020-2021 School year.

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</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>
<i>Oral language</i>	Kindergarten FLKRS	Screener	STAR	Once per year
<i>Phonological awareness</i>	iReady	Diagnostic & Progress Monitoring	iReady Reports Performance Matters	Three times per year
<i>Phonics</i>	iReady	Diagnostic & Progress Monitoring	iReady Reports Performance Matters	Three times per year
<i>Fluency</i>	Benchmark Assessment System (specific schools only)	Diagnostic	Excel Documentation	Three times per year
<i>Vocabulary</i>	iReady	Diagnostic & Progress Monitoring	iReady Reports Performance Matters	Three times per year
<i>Comprehension</i>	K-5 iReady 2-5 Unit Assessments	Diagnostic & Progress Monitoring Formative Assessment	iReady Reports Performance Matters	Three times per year Once per unit of study

**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>
iReady Diagnostic	Comprehension, Vocabulary	Diagnostic & Progress Monitoring	iReady Reports Performance Matters	Three times per year
iReady Growth Monitoring	Comprehension, Vocabulary	Diagnostic & Progress Monitoring	iReady Reports Performance Matters	Months without a diagnostic assessment
Achieve3000	Fluency, Vocabulary, Comprehension, Interpretation	Diagnostic & Progress Monitoring	LevelSet Assessment Lexile Monitoring	Three times per year and weekly trend data
Reading Plus	Vocabulary, Fluency, Comprehension, Interpretation	Diagnostic & Progress Monitoring	Excel Documentation	Weekly trend data and three times per year summative
Unit Assessments	Vocabulary, Comprehension, Interpretation	Progress Monitoring, Formative Assessment	Performance Matters	Eight to nine times per year (once per unit of study)

**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>
District-level leadership meets weekly to review data. After each Unit Assessment or iReady Diagnostic, data is reviewed by both the district-level leadership teams, school-based teams, as well as Curriculum, School Improvement, and Talent Development. Unit Assessments are administered based on a district-wide calendar based on the scope and sequence and the iReady diagnostics take place in the Fall, Winter, and Spring.	Trends in the data are identified at either a district-wide lens, school-wide lens, or grade level lens. This occurs within each school year but also trends are analyzed across years. After trends are identified, both strengths and weakness, next steps are determined as well as who will be the point person(s) for support (e.g., professional development for teachers and/or coaches, coaching cycle support, collaborative learning and planning support, district support at the school-level).	Data is reviewed at school and teacher levels from each Unit Assessment via Performance Matters by district-level leadership, Curriculum, School Improvement, and Talent Development. Executive Directors work closely with the Curriculum Department as well as school leaders to discuss trends, concerns, and accolades. During monthly Principal/Assistant Principal and Literacy Coach Meetings, data review is a standing agenda item.	Executive Directors are the point of contact if there are concerns with Reading Plan implementation. During weekly district-leadership meetings, Executive Directors review data with Curriculum, School Improvement, and Talent Development to bring back any concerns to their school leaders.	The Curriculum, School Improvement, and Talent Development teams are responsible for providing plan implementation, over-sight, support, and follow-up.

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	Executive Directors	July/August Leadership Professional Development	Weekly	The Principal will share the data with the executive director.	The data will be reviewed monthly with district-level leadership.
Data chats	Executive Directors Principals	July/August Leadership Professional Development & Monthly Principal Meetings	After Unit Assessments based on Scope and Sequence (approximately every 3 weeks) and after the three iReady Diagnostics	The Principal will share the data with the executive director.	The data will be reviewed monthly with district-level leadership.
Reading Leadership Team per 6A-6.053(3) F.A.C.	Executive Directors Principals	July/August Leadership Professional Development	Beginning of the year  Changes reported as they are made	Survey Executive Directors	Beginning of the school year  As needed based on data  Executive Directors
Monitoring of plan implementation	Executive Directors Principals	July/August Leadership Professional Development & Monthly Principal Meetings	Monthly (at minimum)	Executive Directors meet with principals at a minimum of once per month. During these meetings, Executive Directors will monitor the implementation of the Reading Plan and Principals can share any concerns they have with meeting the intent of the Reading Plan.	The data will be reviewed as needed at weekly district leadership meetings.
Other:(Specify)					

**Implementation and Progress-monitoring**

<p>What problem-solving steps are in place for making decisions based on data?</p>	<p>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?</p>	<p>How will district leadership provide plan implementation oversight, support and follow-up?</p>
<p>The data is reviewed to determine root cause analysis when adequate progress is not being made. Factors to look at include but are not limited to teacher attendance, student attendance, implementation of instruction with fidelity, and needs for professional development.</p>	<p>Executive Directors will meet with the principals of identified schools that need support with plan implementation.</p>	<p>Executive Directors, based on root cause determination, will meet with the District Leadership Team to create a plan of action to include progress monitoring and follow up. Through these weekly district leadership meetings, updates will be provided to determine next steps.</p>

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?
<p>Training in multisensory reading intervention</p> <p><i>Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of s. <a href="#">1012.585(3)(f)</a>.</i></p>	<ul style="list-style-type: none"> <li>-Master PD Plan</li> <li>-Summer Leadership Kickoff</li> <li>-Monthly Principal Meetings</li> <li>-Principal Communicator (weekly newsletter)</li> <li>-Office of Teaching &amp; Learning Newsletter</li> </ul>	<p>Partnering with the SLPS Talent Development Coordinator and our Certification Specialist, principals will receive reports based on teachers whose certificate renewal is upcoming.</p>	<p>A quarterly report will be pulled to determine how many teachers have completed this requirement.</p>	<p>Ronald Barr, the SLPS Certification Specialist as well as Didi Campbell, the SLPS Coordinator of Talent Development.</p>	<p>Ronald Barr, the SLPS Certification Specialist as well as Didi Campbell, the SLPS Coordinator of Talent Development.</p>
<p>Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth</p>	<p>-District Leadership Team (most often Executive Directors will communicate with Principals)</p>	<p>Monitored by classroom walkthroughs (informal observations) as well as data chats to determine if the progress monitoring data is showing adequate student growth</p>	<p>Data is analyzed at weekly District Leadership Meetings to determine if the progress monitoring data is showing adequate student growth. If growth is not taking place, Executive Directors will continue to work with Principals in conjunction with the Curriculum, School Improvement, and Talent Development teams to support teachers and students.</p>	<p>-District Leadership Team (Executive Directors, Chief Academic Officer, ESE Director, Curriculum Directors, Deputy Superintendent, Superintendent, Talent Development Director, Executive Director of Assessment and Accountability, School Improvement Coordinator)</p>	<p>Executive Directors for individual schools</p>
<p>Identification of mentor teachers</p>	<p>The school leadership team</p>	<p>Each school assigns a NEST (New</p>	<p>Mentor logs are collected by the NEST</p>	<p>Sally VanDereet (Talent Development)</p>	<p>Didi Campbell (Coordinator of Quality Instruction)</p>

	is trained yearly to match new teachers and mentors	Educator Support and Training) Administrator. This Principal or AP is the contact for District training and communication.	Administrator and the end of semester and electronically sent to the District at the end of the year.		Denise Rodriguez (Director of Talent Development)
Establishing of model classrooms within the school	Each school will select model classrooms for teachers on their campus to showcase best practices in reading instruction. All coaches have been trained using the <i>Get Better Faster</i> coaching model. Principals have received an overview of this training during their principal meetings.	Principal will coordinate with Assistant Principals, school-based coaches and/lead teachers.	In progress to determine.	In progress to determine.	Executive Directors for individual schools
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	As part of the Administrative Handbook that is updated yearly, Principals informed to create a schedule for planning and professional development.	Principal are required to create Collaborative Learning and Planning (CLP) schedule for their school and a member of the leadership team is required to attend this weekly meeting.	Principals are required to submit their schedule for CLP's at the beginning of each school year to their assigned Executive Director. If changes are made throughout the year, the revised schedule is re-submitted.	Executive Directors for individual schools	Executive Directors for individual schools

## 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	Requirements are outlined in a K-5 Literacy Routine that highlights the components of literacy and where those components should take place within the Reading Block. The plan is reviewed annually in the Principal and AP meetings.	<p>Principal walkthroughs (formal and informal observations)</p> <p>Collaborative Learning and Planning is attended by Principals.</p> <p>Schools with literacy coaches will also share information with Principals on an as needed basis</p> <p>Principals can monitor teacher lesson plans for whole group instruction.</p> <p>Executive Directors and District Curriculum Staff also support schools with classroom observations.</p>	Principals will report to their Executive Directors during their scheduled school visits. Executive Directors will then reach out to the Curriculum, School Renewal, or Talent Development teams for support as needed.	-Executive Directors -District Level Directors	Weekly District Leadership Meetings
Small group differentiated instruction in order to meet individual student needs	Requirements are outlined in a K-5 Literacy Routine that highlights the components of literacy and where those components	<p>Principal walkthroughs (formal and informal observations)</p> <p>During data chats, principals are</p>	Principals will report to their Executive Directors during their scheduled school visits. Executive Directors will then reach out to the Curriculum, School Renewal, or	-Executive Directors -District Level Directors	Weekly District Leadership Meetings



	<p>should take place within the Reading Block. The plan is reviewed annually in the Principal and AP meetings.</p>	<p>monitoring the movement of students in fluid and flexible groupings based on student data.</p> <p>Schools with literacy coaches will also share information with Principals on an as needed basis.</p> <p>Principals can monitor individual teacher lesson plans for small group instruction.</p> <p>Executive Directors and District Curriculum Staff also support schools with classroom observations.</p>	<p>Talent Development teams for support as needed.</p>		
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## 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?

- Summer Camp is for 3<sup>rd</sup> grade students who did not pass the FSA and is also offered to students with Good Cause Exemptions (any student who scored a Level 1).
- Elementary Reading Coach trainings and professional development will have a K-3 focus. Coaches are required to fill out and submit their coaching logs. These logs will be reviewed to be sure that they are focusing on K-3.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$174,404
District expenditures on reading coaches assigned to elementary schools	\$501,635.69
District expenditures on reading coaches assigned to secondary schools	NA
District expenditures on intervention teachers assigned to elementary schools	NA
District expenditures on intervention teachers assigned to secondary schools	\$360,709.22
District expenditures on supplemental materials or interventions for elementary schools	NA
District expenditures on supplemental materials or interventions for secondary schools	NA
District expenditures on reading coaches assigned to elementary schools	NA
District expenditures on reading coaches assigned to secondary schools	NA
District expenditures on professional development	NA
District expenditures on helping teachers earn the reading endorsement	NA
District expenditures on summer reading camps	\$482,454.12
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$296,455.95
Flexible Categorical Spending	\$20,011.02
Sum of Expenditures	\$1,833,670
Amount of District Research-Based Reading Instruction Allocation	\$1,833,670

## 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?

Scholastic Comprehension Club

[http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension\\_Clubs\\_research\\_final.pdf](http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension_Clubs_research_final.pdf)

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)

N/A: Designated school funds are used for site-based coaches.

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?

N/A: Designated school funds are used for site-based coaches.

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

N/A: Designated school funds are used for site-based coaches.

## 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>
-Principal Meetings -Attachment on the Communicator (Weekly Newsletter) -Job Description for Reading Coaches	-Microsoft Outlook Calendars -Task Logs	-Principals monitor their coaches and then share any needs with Executive Directors who are at the district level	Check-ins occur at the school sites between the principal and coach throughout the coaching cycle and based on assessment data	-When data shows the need, root cause analysis is used to determine the next steps and levels of support (e.g., professional development, coaching cycle). Data is analyzed again to determine effectiveness. -Curriculum Team, School Improvement Team, and the Talent Development Team supports with Reading Coach Trainings on the Coaching Cycle PD as needed and as per request from the Principal/Executive Directors

**Other Considerations**

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

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

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

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

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

### Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

# Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): K-5**

**IF:**

Student meets the following criteria at beginning of school year:

- Grades 4-5 FSA Scores are Level 3 or Above (*Grade 5 for this year from 2 years ago*)
- Kindergarten FLKRS scaled score of 438-496 or 497-529
- Grades K-5 iReady data is above the 43<sup>rd</sup> percentile
- Grades 2-5 Unit Assessment data is above 60%

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

**Core Curriculum**

***Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.***

-Reading Horizons K-2 Phonics  
-ELA Scope and Sequence for Reading with Integrated Literacy Units and Text Sets

**ESSA:**

- Journeys: Strong  
<https://www.evidenceforessa.org/programs/reading/journeys>
- Reading Horizons: No Evidence Yet  
[https://www.readinghorizons.com/Media/Default/Documents/Resources/rh\\_essa.pdf](https://www.readinghorizons.com/Media/Default/Documents/Resources/rh_essa.pdf)  
\*\*\*Will re-evaluate next year for evidence based curriculum.

**Progress Monitoring**

**Assessment & Frequency**

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

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

-iReady Diagnostic 3 times per year  
-iReady Growth Monitoring once/month  
  
-Unit Assessments approximately every 3 weeks (Grades 2-5)

-Above the 43<sup>rd</sup> percentile  
-Sufficient progress towards the student goal (stretch and typical)  
  
-Above the 60<sup>th</sup> percent

-Below the 43<sup>rd</sup> percentile  
-Not making progress toward the student goal (stretch and typical)  
  
-Below the 60<sup>th</sup> percent

***How is the effectiveness of Tier 1 instruction being monitored?***

-Principal Walkthroughs

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

-District-wide Collaborative Learning and Planning protocols that take place at school sites.

	<p>-School-based Data Chats -Weekly District Data Meetings</p>	<p>-Weekly District Data Review</p>
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b> -SLPS uses <i>EdReports</i> to evaluate the effectiveness of the curriculum for standards alignment and intent of the standards. Based on that report, Journeys fell into the yellow category. Due to this information, ReadWorks, NewsELA, Commonlit, GetEPIC! Books for Kids, and other text-based resources have been added to the curriculum used. The texts were selected based on standards alignment. In addition, Standards Toolboxes have been developed for teachers with sample higher order thinking questions, scaffolding questions, and sample classroom activities. Professional Development on High Yield strategies have been provided to teachers as well. <a href="http://www.edreports.org">www.edreports.org</a> -Based on Unit Assessment Data Review, additional texts and resources are provided to teachers for strategic instruction.</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b> -District-wide Collaborative Learning and Planning protocols that take place at school sites. -Weekly District Data Review</p>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b> Students access Canvas, our Learning Management System, to receive instruction that aligns with scope and sequence. Teachers are expected to meet with groups of students or individually as needed via Microsoft Teams.</p>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>• Grades 4-5 FSA Scores are Level 1 or 2 (<i>Grade 5 for this year from 2 years ago</i>)</li> <li>• Kindergarten FLKRS scaled score below 437</li> <li>• Grades K-5 iReady data is below the 43<sup>rd</sup> percentile</li> <li>• Grades 2-5 Unit Assessment data is below 60%</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>• <i>are standards-aligned</i></li> <li>• <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>• <i>are matched to the needs of the students</i></li> <li>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>• <i>occurs during time allotted in addition to core instruction</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>
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<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>
Reading Horizons	iReady Growth Monitoring	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 in addition to Tier 2 Intervention.
Leveled Literacy Intervention				
iReady Instructional PDFs from the Instructional Grouping Profiles/Diagnostic				
Journeys Toolkit				
Quick Reads				
Wilson Foundations Grades K-3 Wilson Just Words (Grades 4-5)				
SRA Corrective Reading				
Imagine Learning English				
Visualizing and Verbalizing				



	Earobics (paper-based materials only)  Florida Center of Reading Research Student Center Activities			performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.	
	<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> <p>The Problem Solving Team meets to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root cause if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed. Tier 3 may also be added.</p>					
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Programs/Materials/Strategies are selected based upon a district approved list.</p> <p><b>ESSA:</b></p> <ul style="list-style-type: none"> <li>Journeys Toolkit: Strong <a href="#">ESSA LINK</a></li> <li>Quick Reads: Strong <a href="https://www.evidenceforessa.org/programs/reading/quickreads-struggling-readers">https://www.evidenceforessa.org/programs/reading/quickreads-struggling-readers</a></li> <li>Leveled Literacy Intervention: Strong <a href="https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli">https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli</a></li> <li>Imagine: Promising <a href="https://www.evidenceforessa.org/programs/reading/imagine-language-literacy">https://www.evidenceforessa.org/programs/reading/imagine-language-literacy</a></li> <li>Reading Horizons: No Evidence Yet <a href="https://www.readinghorizons.com/Media/Default/Documents/Resources/rh_essa.pdf">https://www.readinghorizons.com/Media/Default/Documents/Resources/rh_essa.pdf</a> *SLPS will monitor the effectiveness of this resource closely until strong, moderate, or promising evidence is released.</li> <li>iReady: Promising <a href="https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf">https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf</a></li> <li>Wilson Reading System (Foundations:) Strong <a href="https://www.evidenceforessa.org/programs/reading/wilson-reading-systemr">https://www.evidenceforessa.org/programs/reading/wilson-reading-systemr</a> &amp; <a href="https://www.wilsonlanguage.com/wp-content/uploads/2015/04/FCRR_Foundations_Report.pdf">https://www.wilsonlanguage.com/wp-content/uploads/2015/04/FCRR_Foundations_Report.pdf</a></li> </ul> <p><b>What Works Clearinghouse:</b></p> <ul style="list-style-type: none"> <li>Earobics: alphabets=strong; fluency=moderate <a href="https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/158">https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/158</a> &amp; <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_earobics_011309.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_earobics_011309.pdf</a></li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Visualizing and Verbalizing <a href="http://sosaschool.com/files/FCRRVV.pdf">http://sosaschool.com/files/FCRRVV.pdf</a></li> </ul>					

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

Teachers will meet with students in small groups via Microsoft TEAMS to deliver instruction, supplemental evidence/research-based strategies may also be utilized during this time to address students identified area of need.

The recommended frequency of the Tier 2 Reading Horizons intervention is 15-minute sessions 3 times per week.

The recommended frequency of the Tier 2 ELA i-Ready intervention is 30-minute sessions 3 times per week.

<b>IF:</b>	<p><b>Student meets the following criteria at beginning of school year:</b>          Students were provided Tier 1, 2, and 3 intensive interventions at the end of the prior school year or if a large gap is determined based on the beginning of the year assessments, students will be provided Tier 1, 2, and 3 Interventions.</p> <ul style="list-style-type: none"> <li>• Grades 4-5 FSA Scores are Level 1.1 (<i>Grade 5 for this year from 2 years ago</i>)</li> <li>• Kindergarten FLKRS scaled score below 400</li> <li>• Grades K-5 iReady data is below the 20<sup>th</sup> percentile</li> <li>• Grades 2-5 Unit Assessment data is below 30%</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>	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>			
	<p style="text-align: center;"><b>TIER 3 Programs/Materials/Strategies &amp; Duration</b></p>	<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>
	Reading Horizons	EasyCBM	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3.	A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.
	Leveled Literacy Intervention A triangulation of data including class performance, intervention progress, and EasyCBM progress.			
	iReady Instructional PDFs from the Instructional Grouping Profiles/Diagnostic			
	Journeys Toolkit			
	Quick Reads			
	Wilson Foundations Grades K-3 Wilson Just Words (Grades 4-5)			
	SRA Corrective Reading			
Imagine Learning English				
Visualizing and Verbalizing				

	Earobics (paper-based materials only)			
	Florida Center of Reading Research Student Center Activities			
	<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>	3-5 in addition to Tier 1 and Tier 2	<b>Number of minutes per intervention session</b>	15-20 in addition to Tier 1 and Tier 2
<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> <p>Teams meet to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root cause if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed.</p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Programs/Materials/Strategies are selected based upon a district approved list.</p> <p><b>ESSA:</b></p> <ul style="list-style-type: none"> <li>• Journeys Toolkit: Strong <a href="https://www.evidencefoessa.org/programs/reading/journeys">https://www.evidencefoessa.org/programs/reading/journeys</a></li> <li>• Quick Reads: Strong <a href="https://www.evidencefoessa.org/programs/reading/quickreads-whole-class">https://www.evidencefoessa.org/programs/reading/quickreads-whole-class</a></li> <li>• Leveled Literacy Intervention: Strong <a href="https://www.evidencefoessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli">https://www.evidencefoessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli</a></li> <li>• Imagine: Promising <a href="https://www.evidencefoessa.org/programs/reading/imagine-language-literacy">https://www.evidencefoessa.org/programs/reading/imagine-language-literacy</a></li> <li>• Reading Horizons: No Evidence Yet <a href="https://www.readinghorizons.com/Media/Default/Documents/Resources/rh_essa.pdf">https://www.readinghorizons.com/Media/Default/Documents/Resources/rh_essa.pdf</a> *SLPS will monitor the effectiveness of this resource closely until strong, moderate, or promising evidence is released.</li> <li>• iReady: Promising <a href="https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf">https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf</a></li> </ul> <p><b>What Works Clearinghouse:</b></p> <ul style="list-style-type: none"> <li>• Earobics: Moderate <a href="https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/158">https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/158</a></li> <li>• Leveled Literacy Intervention: Promising <a href="https://ies.ed.gov/ncee/wwc/Intervention/1287">https://ies.ed.gov/ncee/wwc/Intervention/1287</a></li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Visualizing and Verbalizing <a href="http://sosaschool.com/files/FCRRVV.pdf">http://sosaschool.com/files/FCRRVV.pdf</a></li> <li>• Wilson Foundations <a href="https://www.wilsonlanguage.com/wp-content/uploads/2015/04/FCRR_Fundations_Report.pdf">https://www.wilsonlanguage.com/wp-content/uploads/2015/04/FCRR_Fundations_Report.pdf</a></li> </ul>				

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

Teachers will meet with students in small groups via Microsoft TEAMS to deliver instruction, supplemental evidence/research-based strategies may also be utilized during this time to address students identified area of need.

The recommended frequency of the Tier 3 Reading Horizons intervention is 15-minute sessions 5 times per week.

The recommended frequency of the Tier 2 ELA i- Ready intervention is 30-minute sessions 5 times per week.

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 6-8**

**IF:**

Student meets the following criteria at beginning of school year:

- Grades 6-8 last available FSA Scores are Level 3 or above
- iReady data is above the 43<sup>rd</sup> percentile
- Reading Plus, Grades 6-8 previous FSA Achievement Level: Satisfactory, Proficient, or Mastery
- Unit Assessment data is above 60%

Tiers 2 and 3 will have this course in addition to their intervention course

**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.*

**ESSA or WWC Evidence:**

**HMH Collections: Demonstrates a Rational** <https://www.hmhco.com/programs/collections/research-and-results>

**iReady: Promising** iReady meets ESSA evidence base requirements. More than one-million K-8 students across the state receiving personalized instruction showed substantial gains.

<https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf>

**Reading Plus: Strong Evidence** Reading Plus has been shown to significantly improve reading achievement for diverse populations of students in grades 3-12. It has been validated across a wide range of districts and schools, approaches to intervention, and major student subpopulations. <https://www.readingplus.com/strong-evidence-to-support-essa/>

**Common Lit and NewsELA support the teachers in achieving:** Differentiation; Explicit Instruction; Sequential and Systematic Instruction <http://www.fldoe.org/academics/standards/just-read-fl/reading-intervention.stml>

**Progress Monitoring**

**Assessment & Frequency**

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

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

-Reading Plus Benchmarks 3 times per year

Reading Plus: **Grade 6** previous FSA Achievement, Satisfactory 6.7, Proficiency 8.9, Mastery 10.0

-Reading Plus: **Grade 6** previous FSA Achievement, Below Satisfactory 5.4

	<p>-iReady Diagnostic 3 times per year -iReady Growth Monitoring once/month</p> <p>Unit Assessments approximately every 3 weeks</p>	<p>Reading Plus: <b>Grade 7</b> previous FSA Achievement, Satisfactory 8.0, Proficient 9.3, Mastery 10.7 Reading Plus: <b>Grade 8</b> previous FSA Achievement, Satisfactory 8.0, Proficient 8.5, Mastery 10.5</p> <p>-Above the 43<sup>rd</sup> percentile -Sufficient progress towards the student goal (stretch and typical)</p> <p>-Above the 60<sup>th</sup> percent</p>	<p><b>Grade 7</b>, Below Satisfactory 6.1, <b>Grade 8</b>, Below Satisfactory 5.1</p> <p>-Below 43<sup>rd</sup> percentile -Not making progress toward the student goal (stretch and typical)</p> <p>-Below the 60<sup>th</sup> percent</p>
	<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <p>-Principal Walkthroughs -School-based Data Chats -Weekly District Data Meetings</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b></p> <p>-District-wide Collaborative Learning and Planning protocols that take place at school sites. -Weekly District Data Review</p>	
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>-SLPS uses <i>EdReports</i> to evaluate the effectiveness of the curriculum for standards alignment and intent of the standards. Based on that report, Collections fell into the yellow category. Due to this information, iReady, NewsELA, Commonlit, Reading Plus, and other text-based resources have been added to the curriculum used. The texts were selected based on standards alignment. In addition, Standards Toolboxes have been developed for teachers with sample higher order thinking questions, scaffolding questions, and sample classroom activities. Professional Development on High</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <p>-District-wide Collaborative Learning and Planning protocols that take place at school sites. -Weekly District Data Review</p>	

Yield strategies have been provided to teachers as well.

[www.edreports.org](http://www.edreports.org)

-Based on Unit Assessment Data Review, additional texts and resources are provided to teachers for strategic instruction.

***How is instruction modified for students who receive instruction through distance learning?***

Students access Canvas, our Learning Management System, to receive instruction that aligns with scope and sequence. Teachers are expected to meet with groups of students or individually as needed via Microsoft Teams.



<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>• Grades 6-8 last available FSA Scores are Level 1 or 2</li> <li>• iReady data is below the 43<sup>rd</sup> percentile</li> <li>• Reading Plus, Grade 6-8, last year FSA achievement levels: satisfactory, proficient or mastery</li> <li>• Unit Assessment data is below 60%</li> <li>• Tier 2 will have this course in addition to their ELA course</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>						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ffff00; padding: 5px;">Research/Intensive Reading Course (Differentiation; Explicit Instruction; Sequential and systematic instruction) Unit Assessments</td> <td rowspan="3" style="background-color: #ffff00; text-align: center; vertical-align: middle;">IReady Growth Monitoring /Monthly</td> <td rowspan="3" style="background-color: #ffff00; text-align: center; vertical-align: middle;">A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.</td> <td rowspan="3" style="background-color: #ffff00; text-align: center; vertical-align: middle;">A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a</td> <td rowspan="3" style="background-color: #ffff00; text-align: center; vertical-align: middle;">A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 in addition to Tier 2 Intervention.</td> </tr> <tr> <td style="background-color: #ffff00; padding: 5px;">Reading Plus</td> </tr> <tr> <td style="background-color: #ffff00; padding: 5px;">iReady</td> </tr> </table>	Research/Intensive Reading Course (Differentiation; Explicit Instruction; Sequential and systematic instruction) Unit Assessments	IReady Growth Monitoring /Monthly	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 in addition to Tier 2 Intervention.	Reading Plus	iReady			
Research/Intensive Reading Course (Differentiation; Explicit Instruction; Sequential and systematic instruction) Unit Assessments	IReady Growth Monitoring /Monthly	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.					A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 in addition to Tier 2 Intervention.			
Reading Plus											
iReady											

			change in intervention or interventionist can be determined at this time.	
	<p><b>Number of times a week intervention provided</b></p> <p>Middle Schools in SLPS are on a 47 min and 90 min block schedule. Students attend every day for 90 minutes or every day for 45 minutes. The 90 min block has 45 min. Reading and 45 min. Language Arts.</p>	*5	<p><b>Number of minutes per intervention session</b></p> <p>Middle Schools in SLPS are on a 47 min/90 min. routine schedule. Students attend every day for 47 minutes or 90 mins. with 45 min Reading and 45 min Language Arts.</p>	*47-90
	<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> <p>Teams meet to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root causes if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed. Tier 3 may also be added.</p>			
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p><b>ESSA or WWC Evidence:</b></p> <p><b>IReady: Promising</b> iReady meets ESSA evidence base requirements. More than one-million K-8 students across the state receiving personalized instruction showed substantial gains.  <a href="https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf">https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf</a></p> <p><b>Reading Plus: Strong Evidence</b> Reading Plus has been shown to significantly improve reading achievement for diverse populations of students in grades 3-12. It has been validated across a wide range of districts and schools, approaches to intervention, and major student subpopulations. <a href="https://www.readingplus.com/strong-evidence-to-support-essa/">https://www.readingplus.com/strong-evidence-to-support-essa/</a></p> <p><b>Common Lit and NewsELA support the teachers in achieving:</b> Differentiation; Explicit Instruction; Sequential and Systematic Instruction <a href="http://www.fldoe.org/academics/standards/just-read-fl/reading-intervention.stml">http://www.fldoe.org/academics/standards/just-read-fl/reading-intervention.stml</a></p>			
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Teachers will meet with students in small groups via Microsoft TEAMS to deliver instruction, supplemental evidence/research-based strategies may also be utilized during this time to address students' identified area(s) of need.</p>				

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:          Students were provided Tier 1, 2 and 3 intensive intervention at the end of the prior school year or if a large gap is determined based on the beginning of the year assessments, students will be provided Tier 1, 2, and 3 interventions</p> <ul style="list-style-type: none"> <li>• Grades 6-8 last available FSA Scores are Levels: 1.1, 1.3, 2</li> <li>• Unit Assessments below 30<sup>th</sup> percentile</li> <li>• Reading Plus, Grade 6-8, last year FSA achievement below satisfactory, inadequate</li> <li>• IReady scores below 20<sup>th</sup> percentile</li> </ul> <p>Tier 3 will have this course in addition to their ELA course</p>
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<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>
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<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 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>
	Intensive Reading Course		iReady Growth Monitoring	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3.	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.
	Read 180 or Reading Plus, iReady Wilson Reading, Language Live! System 44 Language!, Plugged-In				
	<b><i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i></b>				
<b><i>Number of times a week intervention provided</i></b>		*5	<b><i>Number of minutes per intervention session</i></b>		
			*47-90		

		Middle Schools in SLPS are on a 47 min/90 min. routine schedule. Students attend every day for 47 minutes or 90 mins. with 45 min Reading and 45 min Language Arts.	
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***What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?***

Teams meet to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root causes if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed. Tier 3 may also be added.

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

***ESSA or WWC Evidence:***

***IReady: Promising*** iReady meets ESSA evidence base requirements. More than one-million K-8 students across the state receiving personalized instruction showed substantial gains.

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***Common Lit and NewsELA support the teachers in achieving:*** Differentiation; Explicit Instruction; Sequential and Systematic Instruction <http://www.fldoe.org/academics/standards/just-read-fl/readingintervention.stml>

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

Teachers will meet with students in small groups via Microsoft TEAMS to deliver instruction, supplemental evidence/research-based strategies may also be utilized during this time to address students' identified area(s) of need.

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 9-12**

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>• Last-available FSA Scores Levels 1-5 in consideration with:                             <ul style="list-style-type: none"> <li>○ Previous grade PSAT/SAT/ACT Scores that are in the higher yellow (within a year’s growth) or green range (meets benchmark) for Evidence-based Reading</li> <li>○ Unit Assessments above the 50<sup>th</sup> percent</li> <li>○ 8<sup>th</sup> grade iReady Scores (grade 9 only) meeting benchmark (above 43<sup>rd</sup> percentile)</li> <li>○ Achieve 3000 LevelSet above 50<sup>th</sup> percent</li> </ul> </li> <li>• Tiers 2 and 3 will have this English 1, 2, 3, or 4 course in addition to their intervention course</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>• <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>	
	<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><b>ESSA or WWC Evidence:</b>  <b>HMH Collections: Demonstrates a Rational</b> <a href="https://www.hmhco.com/programs/collections/research-and-results">https://www.hmhco.com/programs/collections/research-and-results</a>  <b>Achieve3000: Strong Evidence</b> Achieve3000 offers digital, supplemental literacy programs for grades 2-12 and includes differentiated content to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills. <a href="https://www.achieve3000.com/about/press-room/press-releases/strong-evidence-largest-effect-student-success/">https://www.achieve3000.com/about/press-room/press-releases/strong-evidence-largest-effect-student-success/</a>  <b>Reading Plus: Strong Evidence</b> Reading Plus has been shown to significantly improve reading achievement for diverse populations of students in grades 3-12. It has been validated across a wide range of districts and schools, approaches to intervention, and major student subpopulations. <a href="https://www.readingplus.com/strong-evidence-to-support-essa/">https://www.readingplus.com/strong-evidence-to-support-essa/</a>  <b>Common Lit and NewsELA support the teachers in achieving:</b> Differentiation; Explicit Instruction; Sequential and Systematic Instruction <a href="http://www.fldoe.org/academics/standards/just-read-fl/reading-intervention.stml">http://www.fldoe.org/academics/standards/just-read-fl/reading-intervention.stml</a></p>	
	<i>Progress Monitoring</i>	
	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>
Achieve 3000 (grades 9-10)	LevelSet Assessment Results above the 50 <sup>h</sup> percent	LevelSet Assessment Results below the 50 <sup>th</sup> percent

<p>Three times per year (Diagnostic and two Summatives) Lexile monitoring is integrated for adaptive response throughout the program</p>	<p>Lexile Monitoring at <i>Meets</i> or <i>Exceeds</i></p>	<p>Lexile Monitoring Results at <i>Approaches</i> or <i>Falls Far Below</i></p>
<p>Unit Assessments approximately every 3 weeks (grades 9-10)</p>	<p>Above the 50<sup>th</sup> percent</p>	<p>Below the 50<sup>th</sup> percent</p>
<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b> -Principal Walkthroughs -School-based Data Chats -Weekly District Data Meetings</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b> -District-wide Collaborative Learning and Planning protocols that take place at school sites. -Weekly District Data Review</p>	
<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b> -SLPS uses <i>EdReports</i> to evaluate the effectiveness of the curriculum for standards alignment and intent of the standards. Based on that report, Collections in grades 9 and 11 were green and grades 10 and 12 are yellow. Due to this information, NewsELA, Commonlit, Readin, Achieve 3000 (in grades 9-10) other text-based resources have been added to the curriculum used. The texts were selected based on standards alignment. In addition, Standards Toolboxes have been developed for teachers with sample higher order thinking questions, scaffolding questions, and sample classroom activities. Professional Development on High Yield strategies have been provided to teachers as well. <a href="http://www.edreports.org">www.edreports.org</a> -Based on Unit Assessment Data Review, additional texts and resources are provided to teachers for strategic instruction</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b> -District-wide Collaborative Learning and Planning protocols that take place at school sites. -Weekly District Data Review</p>	
<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b> Students access Canvas, our Learning Management System, to receive instruction that aligns with scope and sequence. Teachers are expected to meet with groups of students or individually as needed via Microsoft Teams</p>		

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>• Last-available FSA Scores are Levels: 1.2, 1.3, 2 in consideration with: <ul style="list-style-type: none"> <li>o Previous grade PSAT/SAT/ACT Scores that are in the red (more than one year behind) or low yellow (within a year’s growth) for Evidence-based Reading</li> <li>o Unit Assessments below the 60<sup>th</sup> percent</li> <li>o 8th grade iReady Scores (grade 9 only) below the 43<sup>rd</sup> percentile</li> <li>o Achieve 3000 LevelSet below 50<sup>th</sup> percent</li> </ul> </li> </ul> <p>Tier 2 will have this course in addition to their ELA course</p>
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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/S 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>
	Research/Intensive Reading Course (Differentiation; Explicit Instruction; Sequential and systematic instruction) Unit Assessments	Every three weeks	<p>A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.</p>	<p>A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend data under 20% will continue Tier 2 interventions.</p>	<p>A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend data more than 20% may be moved to Tier 3 interventions.</p>
	Reading Plus	Weekly data for trend review			
Achieve 3000					
Common Lit/NewsELA					

	<p><b>Number of times a week intervention provided</b></p> <p>High Schools in SPLS are on a block schedule. Students attend every other day for 90 minutes or every day for 45 minutes depending on which period is the school's skinny.</p>	*5	<p><b>Number of minutes per intervention session</b></p> <p>High Schools in SPLS are on a block schedule. Students attend every other day for 90 minutes or every day for 45 minutes depending on which period is the school's skinny.</p>
			*45-90
	<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> <p>Teams meet to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root causes if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed. Tier 3 may also be added.</p>		
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p><b>ESSA or WWC Evidence:</b></p> <p><b><u>Achieve3000: Strong Evidence</u></b> Achieve3000 offers digital, supplemental literacy programs for grades 2-12 and includes differentiated content to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills.  <a href="https://www.achieve3000.com/about/press-room/press-releases/strong-evidence-largest-effect-student-success/">https://www.achieve3000.com/about/press-room/press-releases/strong-evidence-largest-effect-student-success/</a></p> <p><b><u>Reading Plus: Strong Evidence</u></b> Reading Plus has been shown to significantly improve reading achievement for diverse populations of students in grades 3-12. It has been validated across a wide range of districts and schools, approaches to intervention, and major student subpopulations. <a href="https://www.readingplus.com/strong-evidence-to-support-essa/">https://www.readingplus.com/strong-evidence-to-support-essa/</a></p> <p><b><u>Common Lit and NewsELA support the teachers in achieving:</u></b> Differentiation; Explicit Instruction; Sequential and Systematic Instruction <a href="http://www.fldoe.org/academics/standards/just-read-fl/reading-intervention.stml">http://www.fldoe.org/academics/standards/just-read-fl/reading-intervention.stml</a></p>			
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Teachers will meet with students in small groups via Microsoft TEAMS to deliver instruction, supplemental evidence/research-based strategies may also be utilized during this time to address students' identified area(s) of need.</p>			



<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>• Last-available FSA Scores are Levels: 1.1, 1.3, 2 in consideration with: <ul style="list-style-type: none"> <li>o Previous grade PSAT/SAT/ACT Scores that are in the low red (more than one year behind) for Evidence-based Reading</li> <li>o Unit Assessments below the 30<sup>th</sup> percent</li> <li>o 8th grade iReady Scores (grade 9 only) below the 20th percentile</li> <li>o Achieve 3000 LevelSet below 30th percent</li> </ul> </li> </ul> <p>Tier 3 will have this course in addition to their ELA course</p>			
<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 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>
	Research/Intensive Reading Course (Differentiation; Explicit Instruction; Sequential and systematic instruction) Unit Assessments	Every three weeks	<p>A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 3 intervention.</p>	<p><i>A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend date more than 20% will receive a review of interventions to determine efficacy.</i></p>
	Reading Plus	Weekly data for trend review		
	Achieve 3000			
	Common Lit/NewsELA			
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
<p><b>Number of times a week intervention provided</b>  High Schools in SPLS are on a block schedule. Students attend every other day for 90 minutes or every day for 45 minutes depending on which period is the school's skinny.</p>	*5	<p><b>Number of minutes per intervention session</b>  High Schools in SPLS are on a block schedule. Students attend every other day for 90 minutes or every day for 45 minutes depending on which period is the school's skinny.</p>	*45-90	

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?**

Teams meet to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root causes if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed. Tier 3 may also be added.

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

**ESSA or WWC Evidence:**

**Achieve3000: Strong Evidence** Achieve3000 offers digital, supplemental literacy programs for grades 2-12 and includes differentiated content to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills. <https://www.achieve3000.com/about/press-room/press-releases/strong-evidence-largest-effect-student-success/>

**Reading Plus: Strong Evidence** Reading Plus has been shown to significantly improve reading achievement for diverse populations of students in grades 3-12. It has been validated across a wide range of districts and schools, approaches to intervention, and major student subpopulations.

<https://www.readingplus.com/strong-evidence-to-support-essa/>

**Common Lit and NewsELA support the teachers in achieving:** Differentiation; Explicit Instruction; Sequential and Systematic Instruction <http://www.fldoe.org/academics/standards/just-read-fl/reading-intervention.stml>

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

Teachers will meet with students in small groups via Microsoft TEAMS to deliver instruction, supplemental evidence/research-based strategies may also be utilized during this time to address students' identified area(s) of need.