Taylor 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	Sharon Hathcock	Director of Instruction	sharon.hathcock@taylor.k12.fl.us	850-838-2500
Responsibility	**Name**	**Title**	Email	**Phone**
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Summer Reading Camp	Sharon Hathcock	Director of Instruction	sharon.hathcock@taylor,k12.fl.us	850-838-2500
3rd Grade Promotion	Sabrina Lytle James Bray	TCES principal SS principal	sabrina.lytle@taylor.k12.fl.us james.bray@taylor.k12.fl.us	850-838-2530 352-498-3303

Plan Information

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

The Taylor County School District works collaboratively to develop its district reading plan and share it with all stakeholders in the following manner:

District Level: Submitted to the school board for review and approval

- After approved the plan will be placed on the district website for use by all interested stakeholders
- District leadership will provide an overview of the reading plan to the school level administrative team

School Level: School leadership and instructional coaches will be responsible for sharing the reading plan with all

- instructional personnel at the school site.
- Instructional coaches will be responsible for ensuring day to day fidelity of reading plan implementation

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

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

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	Early Literacy STAR (FLKRS) Sentence level and paragraph level comprehension ELS Early Literacy STAR Oral Language Proficiency Dyslexia Screening	Screener (Kindergarten) Diagnostic Progress monitoring - Tier 2 Progress monitoring – Tier 3 Outcome (all students) (Tier 2 and 3 students) I-Ready, Grades 1-4 I-Ready, Grades K-2	Initial ELS in Fall (online) When a student is identified as needing intervention or urgent intervention in Fall (individually) Individual assessment Online assessment Online assessment Individually	Once Once 3 times a year Monthly End of year End of year
Phonological awareness	Scaled score/Percentile Rank	I-Ready Diagnostic I-Ready Progress Monitoring FSA	Online Assessment EOY State Testing	3 times per year End of Year
Phonics	Scaled score/Percentile Rank	I-Ready Diagnostic I-Ready Progress Monitoring FSA	Online Assessment EOY State Testing	3 times per year End of Year
Fluency	Scaled score/Percentile Rank	I-Ready Diagnostic I-Ready Progress Monitoring FSA	Online Assessment EOY State Testing	3 times per year End of Year
Vocabulary	Scaled score/Percentile Rank	I-Ready Diagnostic I-Ready Progress Monitoring FSA	Online Assessment EOY State Testing	3 times per year End of Year
Comprehension	Scaled score/Percentile Rank	I-Ready Diagnostic I-Ready Progress Monitoring FSA	Online Assessment EOY State Testing	3 times per year End of Year

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
6-8 I-Ready	Scaled score/Percentile Rank	I-Ready Diagnostic I-Ready Progress Monitoring FSA USA Test Prep Formative Assessments	Online Assessment EOY State Testing	3 times per year End of Year
9-12 USA Test Prep	Scaled score/Percentile Rank	USA Test Prep Formative Assessments FSA	Online Assessment EOY State Testing	3 times per year End of Year
BrightFish	ELA grades 9-12	Screening, diagnostic	The data is collected through progress reports prepared by BrightFish.	Weekly

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
All reading data is reviewed at least 4 times by the district team and at the school level collaboratively by the administrators, instructional coaches, and teachers.	Grade level decision tress outline the decision-making process. School level teams analyze student data to determine the differentiated supports necessary for each student.	The district leadership team analyzes school level data by grade level and strand to determine both areas of strength and need. The district team schedules three site level visits each year after the three progress monitoring assessments and a full data review after state assessment results are received.	School level leaders and instructional coaches are responsible for reviewing data by grade level, reading strand, and at the teacher level. Instructional coaches are allocated at every grade level to provide oversight of the implementation of the reading plan and the provision of sufficient academic supports to meet student needs.	The Director of Instruction and the Curriculum and Technology Coordinator work collaboratively to provide plan implementation oversight, support and follow-up

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

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	Superintendent Director of Personnel	Administrative Protocol	As completed in I-Observation	District review with school-based leadership	Ongoing Formally: 3 times per year
Data chats	Director of Instruction School Level Principals	School Improvement Visit Protocol and Schedule	Minimum of 3 times per year	District review with school-based leadership Written summary shared school-wide	Ongoing Formally: 3 times per year
Reading Leadership Team per 6A-6.053(3) F.A.C.	Director of Instruction Curriculum and Technology Coordinator	Meeting protocol and agendas	Monthly	District meets with instructional coaches who have the responsibility of sharing with all school level stakeholders.	Monthly
Monitoring of plan	Director of Instruction Curriculum and	Meeting protocol and agendas	Monthly	District meets with instructional coaches who	Monthly

implementation	Technology Coordinator			have the responsibility of on-going monitoring of school-level plan implementation	
Implementation and Progress-monitoring					
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?			How will district leadership provide plan implementation oversight, support and follow-up?	
The district has in place a 4step continuous improvement model. (Plan-Do-Act-Check) April/May: Annual Evaluation June: Comprehensive Needs Assessment July/August: Development of the improvement plan October: School Improvement Round 1 January: School Improvement Round 2 April: School Improvement Round 3 A school improvement round includes: Data review and analysis Data chats at the teacher, school, and district level Intervention planning and adjustments Next steps	Quarterly site visits are planned at each school site to enable district and school leadership to review and discuss all school level data, intervention outcome data, and systematically monitor progress, or lack of it.			Then district will develop and communicate the plan with all school level administrators. The district will develop and implement the annual School Improvement Rounds and annual evaluation and comprehensive needs assessment protocols.	

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	-Opportunities are shared with all school sites. -Instructional coaches are funded at every grade level to complete	-Principals have access to training records, participation and follow-up via the PAEC ePDC system. -Principals are responsible for	-The district can pull professional development reports as needed from the ePDC system. -School sites are required to submit a school level	-The Director of Instruction maintains a record of all school level professional development plans submitted. -All school professional development plans will	Director of Personnel Director of Instruction

	statutorily required multi-sensory training.	monitoring school-based instructional coaches and all training.	professional development plan and calendar at the beginning of each school year.	be maintained in a shared One Drive file for the District Leadership Team	
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	-Site based administration and instructional coaches are responsible for providing intentional, differentiated support and PD for those teachers whose progress monitoring data is not showing adequate growth	-Principals and instructional coaches are responsible for identifying and supporting Tier 2 and Tier 3 teachers. -Principals are responsible for monitoring school-based instructional coaches and all training.	-Principals are responsible for identifying Tier 2 and Tier 3 teachers at their school site. -Principals formally mark this designation in the I-Observation system. -This is a topic of discussion at each of the three School Improvement Rounds	Director of Personnel	Director of Personnel Director of Instruction
Identification of mentor teachers	The Director of Personnel notifies all school level administration on the processes used to secure mentors for teachers at their school sites.	-Principals are responsible for on-going monitoring at their school site.	-New teacher data is reported quarterly to the district by PAEC. -Quarterly district site visits	District Leadership Team	Director of Personnel
Establishing of model classrooms within the school	School administrators have been encouraged to identify model classrooms. Example - TCHS: Pineapple Program	School based leadership teams are responsible for creating and monitoring	-Quarterly district site visits	District Leadership Team	Director of Instruction

Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Grade level and department meetings are scheduled by the school-based leadership team.	Team meeting notes are provided to the school administrative team	-Quarterly district site visits.	District Leadership Team	Director of Instruction

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	Statutorily required instruction is outlined in the Student Progression Plan.	Teacher Schedules Classroom Walk-throughs Lesson Plan Reviews	Master Schedule SIS Student Schedules	Reports are readily available to district leadership	As needed
Small group differentiated instruction in order to meet individual student needs	District leadership are provided guidance on statutory reading requirements during meetings and via email.	Teacher Schedules Classroom Walk-throughs Lesson Plan Reviews	Master Schedule SIS Student Schedules	Reports are readily available to district leadership	As needed

Budget per 6A-6.053(2) F.A.C.

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

> **The Taylor County School District pays 50% of a reading endorsed, Tier 3 Reading Intervention Teacher at the elementary level**

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	0
District expenditures on reading coaches assigned to elementary schools	58,000
District expenditures on reading coaches assigned to secondary schools	70,000
District expenditures on intervention teachers assigned to elementary schools	30,000
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	15,000
District expenditures on supplemental materials or interventions for secondary schools	10,000
District expenditures on professional development	14423
District expenditures on helping teachers earn the reading endorsement	7,000
District expenditures on summer reading camps	15,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	219,423
Amount of District Research-Based Reading Instruction Allocation	

Summer Reading Camp

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. An addendum will be sent out the last week of August 2020 requesting specific information.

What evidence-based instructional materials are being used for Summer Reading Camp?

I-Ready and Journeys will be the primary curricula used during the 2021 summer reading camp.

Will students in grades other than 3 be served also? Yes ☒No ☐   **Yes**
If yes, which grade levels? 2nd Grade Title I Step-Up_____

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)

In accordance with 6A-6.053 F.A.C., (6)(a) If the funding of reading/literacy coaches is part of the Research-Based Reading Instruction Allocation budget, reading/literacy coaches must be assigned to schools determined to have the greatest need based on student performance data.

The Taylor County School District has historically had inconsistent and low ELA proficiency and learning gain rates on state assessments. The chart below outlines the 2019 district performance and ranking amongst the 67 districts in the state.

	State	Taylor
ELA 3-10	55%	49%
District Ranking		49th
ELA 3-5	57%	54%
District Ranking		44th
ELA 6-8	54%	48%
District Ranking		45th
ELA 9-10	54%	39%
District Ranking		59th

Thus, the district has worked diligently to set-aside funding to pay for instructional coaches at each grade level within the district. Instructional coaches are collaboratively funded between state categorical funding and federal title grant funds.

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?

Annually, during the summer leadership meeting, the district reading plan is reviewed and discussed. The job description and the role of the instructional coach is reviewed with the school leadership. This same discussion is facilitated with the instructional coaches.

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

In the event that these guidelines are not adhered to, the coaches may contact anyone on the district leadership team to share their concern. The district person will then network with the school leadership and the instructional coach to problem solve and assist in developing a solution.

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

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

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

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

How are these requirements being communicated to principals?	How are coaches recording their time and tasks?	Who at the district level is monitoring this?	How often is the data being reviewed?	What problem-solving steps are in place for making decisions based on the data?
Requirements are communicated during leadership meetings and through email.	Daily schedules are logs are maintained by instructional coaches	Curriculum and Technology Coordinator	Quarterly	Quarterly School Improvement Site Visits Monthly Instructional Coach Meetings

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.

At this point in time, the Taylor County School District is still in the process of developing our School Re-Opening Plan.

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-5th Taylor County Primary School
Taylor County Elementary School
Steinhatchee School

IF:	Student meets the following criteria at beginning of school year:

FLKRS (Kindergarten) – Transitional Readers (675-774) and Probable Readers (775-900)

i-Ready – on or above grade level (green)

National Norms Chart 50%= proficient (DOE 3rd Grade promotion)

	AP1	AP2	AP3
K	349+	375+	402+
1	405+	435+	463+
2	466+	493+	508+
3	507+	523+	535+
4	530+	544+	552+
5	557+	569+	575+

FSA Levels 3, 4, or 5 (Level 3 students should be evaluated carefully – they may need additional support) *prior year(s) data

	Level 3	Level 4	Level 5
3rd	300-314	315-329	330-360
4th	311-324	325-339	340-372
5th	321-335	336-351	352-385

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.

Program and Interventions

1) HMH Florida Journeys Evidence for ESSA-**Strong**

3) i-Ready online – individualized instructional path Strong Evidence:

https://eric.ed.gov/?q=iready&id=ED588953

4) Appropriate Journeys leveled text for small group/guided reading Evidence for ESSA-**Strong**

5) Literacy/Literature Circles (3-5) Moderate -
http://www.bestevidence.org/word/strug_read_Jun_02_2010.pdf

7) AR Reading Program TheWhat Works Clearinghouse (WWC)-Strong
https://ies.ed.gov/ncee/wwc/Docs/InterventionRep
8) Multisensory Evidence for ESSA-**Strong**

Activities *(For example: Kendore Learning*
FCRR Student Center Activities)

1) Continue core instruction on or above grade level in English/Language Arts (90 min reading instruction).
2) Continue enrichment in high level reasoning skills, vocabulary, reading comprehension, fluency, and writing.
3) As needed, provide differentiated small group instruction using grade level and above grade level text during the 90 minutes reading block.
4) Provide a variety of opportunities to strengthen content area reading and research through various activities.
5) Monitor the student i-Ready instructional usage report, lessons passed, along with classroom assessments and observations.

Progress Monitoring		
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
I-Ready – 3 times per year	**i-Ready** – on or above grade level (green) **National Norms Chart** 50%= proficient (DOE 3rd Grade promotion)	*Students who fall in this category should have additional diagnostics to determine phonological awareness level, phonics level, and fluency scores.* **FLKRS (Kindergarten)** – Late Emergent Readers (488-674)

	AP1	AP2	AP3
K	349+	375+	402+
1	405+	435+	463+
2	466+	493+	508+
3	507+	523+	535+
4	530+	544+	552+
5	557+	569+	575+

			i-Ready – up to one grade level below current grade level (yellow)
	How is the effectiveness of Tier 1 instruction being monitored? Classroom Walkthroughs Data Analysis by teacher and grade level	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* Instructional data chats 4 Step Problem Solving MTSS	
	How is the effectiveness of Tier 1 curriculum being monitored? Classroom Walkthroughs Data Analysis by teacher and grade level	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* Content and Strand Data Analysis Grade level team meeting	
	How is instruction modified for students who receive instruction through distance learning? TEAM meetings, Google Classroom, Canvas LMS Differentiated support is provided through daily teacher office hours and weekly student contact.		

IF:	Student meets the following criteria at beginning of school year:
	Students who fall in this category should have additional diagnostics to determine phonological awareness level, phonics level, and fluency scores. **FLKRS (Kindergarten)** – Late Emergent Readers (488-674) **i-Ready** – up to one grade level below current grade level (yellow) **National Norms Chart** 50%= proficient (DOE 3rd Grade promotion) 25%tile-49%tile

	AP1	AP2	AP3
K	332-348	353-374	374-401
1	376-404	405-434	424-462
2	430-465	454-492	474-507
3	472-506	490-522	500-534
4	496-529	509-543	515-551
5	518-556	530-568	538-574

FSA Level 2 (Level 3 students should be evaluated carefully – they may need additional support) *prior year(s) data

	Level 2
3rd	285-299
4th	297-310
5th	304-320

	TIER 1 instruction and TIER 2 interventions				
THEN:					

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Interventions:
- *are standards-aligned*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students*
- *provide multiple opportunities to practice the targeted skill(s) and receive feedback*
- *occurs during time allotted in addition to core instruction*
- *includes accommodations (IEP, ESOL or 504)*

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TIER 1 instruction and TIER 2 interventions

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
I-Ready Toolbox	Weekly	Level 3 Proficiency Scaled Scores	**-Ready** – up to one grade level below current grade level (yellow) **i-Ready** – up to one grade level below current grade level (yellow)	*Students who fall in this category should have additional diagnostics to determine phonological awareness level, phonics level, and fluency scores.* **FLKRS (Kindergarten)** – Early Emergent Readers (300-487) **DAR Assessment** **i-Ready** – more than one grade level below current grade level (red) *50%tile needed (535) for 3rd grade promotion

Table within "continuation of Tier 2" column:

	AP1	AP2	AP3
K	332-348	353-374	374-401
1	376-404	405-434	424-462
2	430-465	454-492	474-507
3	472-506	490-522	500-534
4	496-529	509-543	515-551
5	518-556	530-568	538-574

I-Ready Differentiated Path	Ongoing	Level 3 Proficiency Scaled Scores	Same as above	Same as Above

Number of times a week intervention provided	5	Number of minutes per intervention session	30

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

Students in this range MUST have an Academic Improvement Plan (MTSS/Intervention Plan).

1) Continue core instruction on or above grade level in English/Language Arts (90 min reading instruction) adding differentiated small group focused on students' needs (iReady: Diagnostic Results, Instructional Grouping, Group Report).
2) Provide a variety of opportunities to strengthen content area reading and research through various activities.
3) Monitor the student i-Ready instructional usage report, lessons passed, along with classroom assessments and observations.
4) Specific interventions must be monitored monthly and reviewed at the monthly MTSS meetings. If interventions are not successful should be evaluated for fidelity of implementation. If intervention(s) is not working, it should be ended, and new intervention put into place.
5) Parent notification of reading deficiency.
6) Parent support and guidance on a "read-at-home plan."

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

1) HMH Florida Journeys Strong: Evidence for ESSA**2)** Phonics for Reading by Anita Archer Curriculum Associates: Tier 1 – Strong Evidence
I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953
4) Quick Reads- Strong: Evidence for ESSArkbook (or digital Toolbox access) I-Ready Toolbox
   Curriculum Associates: Tier 1 – Strong Evidence
I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953
6) i-Ready online – individualized instructional path – Instructional Grouping Profile report for specific interventions for specific areas of reading. *I-Ready Tools for Instruction Lessons that provide opportunities to implement multisensory strategies (With support from Instructional Coach) Curriculum Associates: Tier 1 – Strong Evidence
I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953
7) Additional diagnostics such as ERDA, Cool Tools, or DAR as needed Strong: Evidence for ESSA
8) Appropriate Journeys leveled text for small group/guided and INDIVIDUAL reading. Strong: Evidence for ESSA
9) Literacy/Literature Circles (3-5) Moderate- http://www.bestevidence.org/word/strug_read_Jun_02_2010.pdf
10) Journeys intervention materials: Strong Evidence
https://www.evidenceforessa.org/programs/reading?page=3
9) STAR Reading Progress Monitoring Strong Evidence:
https://www.evidenceforessa.org/programs/reading?page=3
10) AR Reading Program The What Works Clearinghouse (WWC)
https://ies.ed.gov/ncee/wwc/Docs/InterventionRep
11) Multisensory
Activities *(For example: Kendore Learning,*
FCRR Student Center Activities)? Evidence: School Guide for Identifying Evidence-Based Interventions for School Improvement
 * Interventions should focus on the individual student's needs as identified by both the diagnostic test(s) and teacher observation. Interventions must include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension as appropriate.

	*The MTSS Team must identify and prioritize interventions accordingly.
	How are Tier 2 interventions modified for students who receive interventions through distance learning? TEAM meetings, Google Classroom, Canvas LMS Differentiated support is provided through daily teacher office hours and weekly student contact

IF:	Student meets the following criteria at beginning of school year: *Students who fall in this category should have additional diagnostics to determine phonological awareness level, phonics level, and fluency scores.* **FLKRS (Kindergarten)**– Early Emergent Readers (300-487) **DAR Assessment** **i-Ready** – more than one grade level below current grade level (red) **National Norms Chart** 50%= proficient (DOE 3rd Grade promotion) 25%tile-49%tile

50%= proficient (DOE 3rd Grade promotion)

	AP1	AP2	AP3
K	<332	<353	<374
1	<376	<405	<424
2	<430	<454	<474
3	<472	<490	<500
4	<496	<509	<515
5	<518	<530	<538

SAT10 (3rd Grade)– 45th percentile needed for 3rd grade promotion

STAR Reading (3rd grade): 50%tile needed for promotion

FSA Level 1 (Level 2 and level 3 students should be evaluated carefully – they may need additional support) *prior year(s) data

	Level 1
3rd	204-284
4th	251-296
5th	257-303

THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**
TIER 1 instruction, TIER 2	Immediate, intensive intervention: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions

- *additional **time allotted is in addition** to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
Brightfish FCRR Multi-Sensory (k-2) F&P Leveled Readers (k-2) Journeys Tool Kit (k-2)	Weekly	Proficiency scaled scores falling within the Tier 2 range	**1)** Along with Tier 2 intervention, the student MUST be provided "intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency" per Florida Statute 1008.25 (paragraph 5). **2)** Interventions must be monitored every two weeks and reviewed at the MTSS meetings. **3)** Interventions that are not successful should be evaluated for fidelity of implementation. If the intervention is truly not working a new intervention should be put into place.

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	*5*	*Number of minutes per intervention session*	*40*

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

Students in this range MUST have an Academic Improvement Plan (MTSS/Intervention Plan).

1) Continue implementation of tier 2 strategies.
2) Students receive additional intervention service, outside the 90-minute reading block, from a highly qualified reading endorsed, pursuing reading endorsement, or reading certified teacher. **B-Course Code**- **FNC BAS SKLS READ 5010020.**

3) The student's parents MUST be informed of the reading deficiency using the TCSD Reading Deficiency letter.
4) A parent conference MUST be held.
5) Parent support and guidance on a "read-at-home plan."
6) Along with Tier 2 intervention, the student MUST be provided "intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency" per Florida Statute 1008.25 (paragraph 5).

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

1) HMH Florida Journeys Evidence for ESSA- Strong

2) Phonics for Reading by Anita Archer- Curriculum Associates: Tier 1 – Strong Evidence
I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953

4) Quick Reads- Evidence for ESSA- Strong
5
  6) i-Ready online – individualized instructional path – Instructional Grouping Profile report for specific School
  Guide for Identifying Evidence-Based Interventions for School Improvement
 interventions for specific areas of reading. *I-Ready Tools for Instruction Lessons that provide opportunities to implement multisensory strategies (With S support from Instructional Coach)
7) Monthly STAR Reading test Strong: https://ies.ed.gov/ncee/wwc/Docs/InterventionRep
8) Additional diagnostics such as ERDA, Cool Tools, or DAR as needed Strong: Evidence for ESSA
9) BrightFish Reading online program (TCES))
10) Appropriate Journeys leveled text for small group/guided and INDIVIDUAL reading. Evidence for ESSA- **Strong**

11) Literacy/Literature Circles (3-5) Moderate- http://www.bestevidence.org/word/strug_read_Jun_02_2010.pdf
12) Journeys Toolkit-intervention materials. Evidence for ESSA- Strong
13) Fontas & Pinnell Leveled Readers (K-2) Evidence for ESSA- Strong**14)** Oral Reading Probes (K-5)
15) STAR Reading Progress Monitoring Strong: https://ies.ed.gov/ncee/wwc/Docs/InterventionRep
AR Reading Program The What Works Clearinghouse (WWC) Strong:
https://ies.ed.gov/ncee/wwc/Docs/InterventionRep
16) Multisensory Evidence for ESSA- Strong
Activities *(For example: Kendore Learning, FCRR Student Center Activities)*
* Interventions should focus on the individual student's needs as identified by diagnostic tests & teacher observation.

*The MTSS Team must identify and prioritize interventions accordingly.

How are Tier 3 interventions modified for students who receive interventions through distance learning?
 TEAM meetings, Google Classroom, Canvas LMS
 Differentiated support is provided through daily teacher office hours and weekly student contact

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6th –8th Taylor County Middle School

IF:	Student meets the following criteria at beginning of school year: **2019/18 FSA ELA Score is at Proficiency level 3, 4, 5, on or above grade level** Grade 5 Scale Score is at or above 321, Grade 6 5 Scale Score is at or above 326, Grade 7 5 Scale Score is at or above 333 <u>and</u> **Most Recent I Ready Reading Scale Scores** (51st percentile and above) 5th Grade Scale Scores at or above 570, 6th Grade Scale Scores at or above 590, 7th Grade Scale Scores at or above 601
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.
	Tier 1-all students receive high quality, differentiated, culturally responsive core academic instruction. 1.Core Curriculum Reading/ELA: FL Collections Core Program aligned with Florida Standards Grades 6, 7, 8 Standards based instruction HMH Florida Collections meets ESSA Demonstrates a Rationale Evidence Criteria Core Curriculum Language Arts: for Grade 6, 7, 8 Standards based writing instruction, FL Collections 2.i-Ready online– individualized instructional path Strong Evidence: https://eric.ed.gov/?q=iready&id=ED588953 I Ready, monitor iReady reports including student usage and lessons passed I Ready Toolkit, I Ready Resources used for enrichment opportunities for those students on and above grade level; targeted and small group activities. Provide instruction to equip learners with multiple means of engagement, multiple means of representation, and multiple means of action and expression. Curriculum Associates: Tier 1 – Strong Evidence I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953 3.FL Ready Workbooks, Curriculum Associates: Tier 1 – Strong Evidence I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953 4.Progress Monitoring: iReady Diagnostic, GRAIDE Network for ELA Text Based Writing Curriculum Associates: Tier 1 – Strong Evidence I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953

Progress Monitoring		
Assessment & Frequency	**Performance Criteria that indicates Tier 1 is sufficient**	**Performance Criteria to that would prompt addition of Tier 2 interventions**
iReady ELA Reading Progress Monitoring 3 times per year-August, December, April	**iReady Reading Scale Scores AP1-Standard View Proficient Green Zone** 6th Grade Scale Scores at or above 598 7th Grade Scale Scores at or above 608 8th Grade AP Scale Scores at or above 620 **I Ready Reading Scale Scores EOY View AP2-Proficient** 6th Grade Scale Scores at or above 616 7th Grade Scale Scores at or above 624 8th Grade AP Scale Scores at or above 636 **I Ready Reading Scale Scores EOY View AP3-Proficient** 6th Grade Scale Scores at or above 625 7th Grade Scale Scores at or above 635 8th Grade AP Scale Scores at or above 645	**I Ready Reading Yellow Zone, Percentile Rankings 35-69** AP1 (Grades 6-8) Standard View 6th 558-603 7th 570-617 8th 583-631 I Ready Reading Yellow Zone, Percentile Rankings 35-69 AP2 (Grades 6-8) End of Year View 6th 568-614 7th 578-626 8th 591-637 I Ready Reading Yellow Zone, Percentile Rankings 35-69 AP3 (Grades 6-8) End of Year View 6th 571-618 7th 582-627 8th 596-638 Additional information may be considered including grades, additional progress monitoring information, and teacher data.
How is the effectiveness of Tier 1 instruction being monitored? Lesson Plan Checks and Feedback-Admin and Instructional Coach Classroom Walk Throughs and Feedback-Admin and Instructional Coach Data Talks after Progress Monitoring, use of K12 Lift class data to facilitate discussions-Admin and Instructional Coach	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* Weekly Grade Level Team meeting Feedback and Coaching Conversations, instructional data chats, Four Step Data Solving Process-MtSS Content Area ELA PLC: Semester 1-Sept/Oct/Nov Semester 2-Jan/Feb/Mar/May	

How is the effectiveness of Tier 1 curriculum being monitored?	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*
Lesson Plan Checks and Feedback-Admin and Instructional Coach	Weekly Grade Level Team meetings, see notes template, Feedback and Coaching Conversation, instructional data analysis and data chats
Classroom Walk Throughs and Feedback-Admin and Instructional Coach	Content Area ELA PLC: Semester 1-Sept/Oct/Nov Semester 2-Jan/Feb/Mar/May
Data Talks after Progress Monitoring, use of K12 Lift class data to facilitate discussions-Admin and Instructional Coach	

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

Teachers will utilize Microsoft Teams and Canvas LMS
Differentiated support will be offered online as needed and data suggests

IF:	Student meets the following criteria at beginning of school year: **2019/18 FSA ELA Score is at Level 2 OR 1, student may be one to two years below reading level, (I Ready)** Grade 5 Scale Score between 257-320, Grade 6 5 Scale Score between 259-325, Grade 7 5 Scale Score between 267-332 and **Most Recent i Ready Reading Scale Scores** (26-50th percentile) 5th Grade Scale Scores 532-569, 6th Grade-Scale Scores 552-588, 7th Grade Scale Scores 563-600
THEN:	**TIER 1 instruction and TIER 2 interventions**
TIER 1 instruction and TIER 2 interventions	*Interventions:* • *are standards-aligned* • *address gaps and reduce barriers to students' ability to meet Tier 1 expectations* • *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills* • *are matched to the needs of the students* • *provide multiple opportunities to practice the targeted skill(s) and receive feedback* • *occurs during time allotted in addition to core instruction* • *includes accommodations (IEP, ESOL or 504)*

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions*	*Performance Criteria that would prompt addition of*

				in addition to Tier 1 instruction	*Tier 3 interventions*
iReady-Toolkit Materials/Small Group/2 times per week	Chart data weekly for grading period	Charted scores 85% and higher, proficiency scores at grade level	Charted scores between 61-84, scores below current grade level	Charted scores below 60, scores more than one year below grade level
IReady Differentiated online path/weekly Small Group or individualized Support 1 time per week	Chart data weekly for grading period	Charted scores 85% and higher proficiency scores at grade level	Charted scores between 61-84 scores below current grade level	Charted scores below 60 scores more than one year below grade level

Number of times a week intervention provided	2-3	*Number of minutes per intervention session*	20

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

Weekly Grade Level Team meetings
MtSS monthly meetings to review intervention data and update intervention as needed and student data suggests.
Monitor iReady instructional usage report and lessons passed
Lesson Plan Checks and Feedback-Admin and Instructional Coach
Classroom Walk Throughs and Feedback-Admin and Instructional Coach
Feedback and Coaching Conversations
Data Talks after Progress Monitoring, use of K12 Lift class data to facilitate discussions-Admin and Instructional Coach

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

Evidence:

1. Curriculum Associates: Tier 1 – Strong Evidence
I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953

	How are Tier 2 interventions modified for students who receive interventions through distance learning? Distance Learning: Small group instruction will take place in Reading classes 2-3 times per week using TEAMS and Canvas LMS

IF:	Student meets the following criteria at beginning of school year: **2019/18 FSA ELA Score at Level 1 for 2 or more years, student scores two or more years below reading level, (I Ready Red Zone)** Grade 5 Scale Score between 257-303, Grade 6 5 Scale Score between 259-308, Grade 7 5 Scale Score between 267-317 **Most Recent I Ready Reading Scale Scores** (percentile rankings 25th and below) 5th Below 530, 6th Below 550, 7th Below 561
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:
- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- additional **time allotted is in addition** to core instruction and tier 2 interventions

TIER 3 Programs/Materials/Strategies & Duration	**TIER 3 Progress Monitoring**		
	Assessment & Frequency	**Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction**	**Performance Criteria that would prompt changes to Tier 3 interventions**
iReady-Toolkit Materials/Small Group/Daily, (Decoding/Phonics, Vocabulary, Comprehension-Literary and Informational text)	Data collected daily and charted weekly	Grade level gaps close and student success scores charted and Proficiency scores fall within the T.2 range	Grade level gaps remain, continue to provide support as data suggests, intervention data monitored

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times a week intervention provided	**5**	**Number of minutes per intervention session**	**45**

	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? Weekly Grade Level Team meetings, see notes template MtSS monthly meetings to review data and update intervention as needed and student data suggests. Monitor iReady usage reports and lessons passed. Parent notification of reading deficiency using TCSD letter Lesson Plan Checks and Feedback-Admin and Instructional Coach Classroom Walk Throughs and Feedback-Admin and Instructional Coach Feedback and Coaching Conversations Data Talks after Progress Monitoring, use of K12 Lift class data to facilitate discussions-Admin and Instructional Coach, weekly data collections and discussions with Instructional Coach
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Evidence: 1. Curriculum Associates: Tier 1 – Strong Evidence I-Ready Diagnostic, I-Ready Toolkit https://eric.ed.gov/?q=iready&id=ED588953
	How are Tier 3 interventions modified for students who receive interventions through distance learning? Distance Learning: Individualized/small group instruction that is targeted and intense will take place in Intensive Reading classes using TEAMS and Canvas LMS

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9th-12th Taylor County High School

IF:	Student meets the following criteria at beginning of school year: **FSA ELA Proficiency Score is level 3, 4, 5** *Scale scores: **Grade 9** 5: 370 + 4: 355-369 3: 343-354 **Grade 10** 5: 378 + 4: 362-377 3: 350-361 Scale scores on grades 11 and 12 retakes will align with grade 10 scale scores. USA Test Prep Scale Scores align with FSA scores. *Scale scores are based on historical FSA scores

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.
	Tier 1: ELA Core Curriculum: *SpringBoard*, Grades 9-12 **Progress Monitoring**: USA Test Prep; Graide Network (grades 9 and 10, AP courses)

Resources: CPALMS, USA Test Prep, Graide Network, APEX courses, APEX tutorials, CommonLit, the Learning Network, supplemental novel study, BrightFish, Quill, Google Classroom

	Progress Monitoring	
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
Progress monitoring three times per school year	Student performance on progress monitoring based on aligned score with the assessment tool	Scaled score correlation to a Level 1 or Level 2 Proficiency

How is the effectiveness of Tier 1 instruction being monitored? Progress monitoring data is reviewed and analyzed by the school-based leadership team.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** Data chats with individual teachers MTSS Student conferencing
How is the effectiveness of Tier 1 curriculum being monitored? School-Based Leadership Reviews Classroom Walk-Throughs Formative observations	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Data Chats Analysis of ELA Data

How is instruction modified for students who receive instruction through distance learning?
Zoom meetings, Google Classroom, Canvas LMS
Differentiated support is provided through daily teacher office hours and weekly student contact.

IF:	Student meets the following criteria at beginning of school year:

FSA ELA scores at level 2

*Scale scores:
Grade 9
2: 328-342
Grade 10
2: 334-349

Scale scores on grades 11 and 12 retakes will align with grade 10 scale scores.

USA Test Prep Scale Scores align with FSA scores.

*Scale scores are based on historical FSA scores

THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	*Interventions:* • *are standards-aligned* • *address gaps and reduce barriers to students' ability to meet Tier 1 expectations* • *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills* • *are matched to the needs of the students* • *provide multiple opportunities to practice the targeted skill(s) and receive feedback* • *occurs during time allotted in addition to core instruction* • *includes accommodations (IEP, ESOL or 504)*				

TIER 2 Programs/Materials/ Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
HMH Collections series	Formative	Classroom grades and teacher input	USA Test Prep aligned score on progress monitoring	USA Test Prep aligned score on progress monitoring
BrightFish	Weekly Progress Monitoring	Performance on progress monitoring assessments/BrightFish activities	Performance on progress monitoring assessments/BrightFish activities	Performance on progress monitoring assessments/BrightFish activities

Number of times a week intervention provided	5	***Number of minutes per intervention session***	50

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Progress on BrightFish activities, data review from progress monitoring assessments, grade-level team data review

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

Students will be placed in a grade-level ELA course that provides rigorous, standards-based, grade-level instruction, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning), This will provide grade-level preparation for FSA ELA standards and for college/career. USA Test Prep will be used as a reading assessment providing various activities for reading comprehension and for vocabulary enrichment. Graide Network will provide assessments and feedback in writing for grades 9 and 10 and AP courses.

11th and 12th grade students who have not achieved proficiency scores on FSA ELA will be placed in a semester-long intensive reading class, course number 100041011 (Code B) for grade 11 students and course number 100041012 (Code B) for grade 12 students. They will receive instruction in high-level reasoning skills, vocabulary skills and strategies, reading comprehension strategies required to meet FSA ELA proficiency standards (level 3 or above), or the concordant score on ACT or SAT assessments. Whole and small group instruction will be utilized. Student progress will be monitored using formative and summative assessments, BrightFish, USA Test Prep, *FL Collections*, and other teacher-created, standards-based assessments to identify areas of deficiency. BrightFish, USA Test Prep, and *FL Collections* will be used to provide differentiated instruction in reading comprehension, critical thinking and vocabulary strategies.

9th and 10th grade students who have not achieved proficiency scores on FSA ELA will be placed in a reading class or intensive reading class receiving whole and small group instruction. They will receive instruction in high-level reasoning skills, vocabulary skills and strategies, reading comprehension strategies and instruction required to meet FSA ELA Proficiency standards (level 3 or above), or the concordant score on ACT or SAT assessments. Student progress will be monitored using formative and summative assessments, BrightFish, USA Test Prep, *FL Collections*, and other teacher-created, standards-based assessments to identify areas of deficiency. Students in grade 9 are placed in a reading course, number 1008300 (Code A) or intensive reading course, number 100041009 (Code B); students in grade 10 are placed in a reading course, number 1008310 (Code A) or intensive reading course, number 100041010 (Code B).

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

Zoom meetings, Google Classroom, Canvas LMS
Differentiated support is provided through daily teacher office hours and weekly student contact.

IF:	Student meets the following criteria at beginning of school year:
	FSA/ELA scores at Level 1 *Scale Scores **Grade 9** 1: 276-327 **Grade 10** 1: 284-333 Scale scores on grades 11 and 12 retakes will align with grade 10 scale scores. USA Test Prep Scale Scores align with FSA scores. *Scale scores are based on historical FSA scores

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

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:
- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- additional **time allotted is in addition** to core instruction and tier 2 interventions

TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
HMH Collections series	Formative	Classroom grades and teacher input	Performance on progress monitoring assessments/ BrightFish activities
BrightFish	Weekly Progress Monitoring	Performance on progress monitoring assessments/ BrightFish activities	Performance on progress monitoring assessments/ BrightFish activities

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

	Number of times a week intervention provided	**5**	*Number of minutes per intervention session*	**50**

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Progress on BrightFish activities, data review from progress monitoring assessments, grade-level team data review

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

> Students will be placed in a grade-level ELA course that provides rigorous, standards-based, grade-level instruction, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning), This will provide grade-level preparation for FSA ELA standards and for college/career. USA Test Prep will be used as a reading assessment providing various activities for reading comprehension and for vocabulary enrichment. Graide Network will provide assessments and feedback in writing for grades 9 and 10 and AP courses.
>
> 11th and 12th grade students who have not achieved proficiency scores on FSA ELA will be placed in a semester-long intensive reading class, course number 100041011 (Code B) for grade 11 students and course number 100041012 (Code B) for grade 12 students. They will receive instruction in high-level reasoning skills, vocabulary skills and strategies, reading comprehension strategies required to meet FSA ELA proficiency standards (level 3 or above), or the concordant score on ACT or SAT assessments. Whole and small group instruction will be utilized. Student progress will be monitored using formative and summative assessments, BrightFish, USA Test Prep, *FL Collections*, and other teacher-created, standards-based assessments to identify areas of deficiency. BrightFish, USA Test Prep, and *FL Collections* will be used to provide differentiated instruction in reading comprehension, critical thinking and vocabulary strategies.
>
> 9th and 10th grade students who have not achieved proficiency scores on FSA ELA will be placed in a reading class or intensive reading class receiving whole and small group instruction. They will receive instruction in high-level reasoning skills, vocabulary skills and strategies, reading comprehension strategies and instruction required to meet FSA ELA Proficiency standards (level 3 or above), or the concordant score on ACT or SAT assessments. Student progress will be monitored using formative and summative assessments, BrightFish, USA Test Prep, *FL Collections*, and other teacher-created, standards-based assessments to identify areas of deficiency. Students in grade 9 are placed in an intensive reading course, number 100041009 (Code B); students in grade 10 are placed in an intensive reading course, number 100041010 (Code B).

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Zoom meetings, Google Classroom, Canvas LMS
Differentiated support is provided through daily teacher office hours and weekly student contact.

Research-Based Evidence for Taylor County High School Strategies and Programs

John Hattie's 252 Influences for Student Achievement:

- Collective teacher efficacy: 1.57; grade-level data chats for student success; LATIC
- Self-reported grades: 1.33; student data chats and self-monitoring on computer programs, LATIC

- Teacher estimates of achievement: 1.29; grade-level data chats for student success
- Student self-efficacy: .92; self-pacing on computer programs, student data chats and self-monitoring on computer programs, LATIC
- Evaluation and reflection: .75: computer programs, teacher-generated reflection activities, computer-generated reflection activities
- Feedback: .70; Teacher feedback on Google Classroom; computer-generated feedback
- Vocab programs: .63; teacher-generated vocabulary based on literature study; computer-generated vocabulary study based on passages
- Setting standards for self-judgment: 62; student data chats include goal setting; computer-generated goals for strengthening skills, LATIC
- Technology with learning needs students: .57; use of computer programs such as BrightFish and USA Test Prep, along with Google Classroom, LATIC
- Interactive video methods: .54; BrightFish and USA Test Prep include interactive video activities, LATIC

Sean Covey: *7 Habits for Highly Effective Teens:*

- Covey believes that a highly effective teen is proactive in his/her decision making for daily life as well as academics. BrightFish and USA Test Prep enable students to become proactive in their academics by setting goals and determining strengths and challenge; LATIC.

Angela Duckworth;

- Duckworth conducted research on the power of grit in student success. BrightFish and USA Test Prep provide opportunities that are challenging to the students so they can build their skills while learning to be resilient: LATIC.

Carol Dweck:

- Dweck's research on growth mindset in young people indicates the importance for students to be open to new ideas and new ways of learning. Teacher-generated activities coupled with the technology programs will provide that willingness to new approaches to learning. This growth mindset also provides opportunities to value resilience, not just in life but also in challenging academic study.