

Washington County 2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan

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	Susan Saunders	Director of Curriculum and Instruction	susan.saunders@wcsdschools.com	850-638-6222
Responsibility	Name	Title	Email	Phone
Elementary ELA	Susan Saunders	Director of Curriculum and Instruction	susan.saunders@wcsdschools.com	850-638-6222
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Reading Curriculum	Susan Saunders	Director of Curriculum and Instruction	susan.saunders@wcsdschools.com	850-638-6222
Professional Development	Susan Saunders	Director of Curriculum and Instruction	susan.saunders@wcsdschools.com	850-638-6222
Assessment	Elizabeth Arnold	Director of Assessments and Accountability (MTSS coordinator)	elizabeth.arnold@wcsdschools.com	850-638-6222
Data Element	Elizabeth Arnold	Director of Assessments and Accountability (MTSS coordinator)	elizabeth.arnold@wcsdschools.com	850-638-6222
Summer Reading Camp	Susan Saunders	Director of Curriculum and Instruction	susan.saunders@wcsdschools.com	850-638-6222
3 rd Grade Promotion	Susan Saunders	Director of Curriculum and Instruction	susan.saunders@wcsdschools.com	850-638-6222

Plan Information

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

The District 2020 K-12 Comprehensive Evidence-Based Reading Plan will be reviewed with district staff and posted on the district website under Curriculum and Instruction.

Teachers meet at the beginning of the year with the academic analysts to go over the plan and sign to signify they have read and understand the district reading plan.

Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation as required by 6A-6.053(1)(a) F.A.C.
 District-Level Leadership 6A-6.053(7) F.A.C.

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	FLKRS (K) STAR (1-2) i-Ready diagnostics (K-5)	Screener Screener, diagnostic and progress monitoring Screener, diagnostic and progress monitoring	Reviewed by district/academic analysts and principals	Beginning of year 3 times a year 3 times a year
<i>Phonological awareness</i>	FLKRS (K) STAR (1-2) i-Ready diagnostics (K-5)	Screener Screener, diagnostic and progress monitoring Screener, diagnostic and progress monitoring	Reviewed by district/academic analysts and principals	Beginning of year 3 times a year 3 times a year
<i>Phonics</i>	FLKRS (K) STAR (1-2) i-Ready diagnostics (K-5)	Screener Screener, diagnostic and progress monitoring Screener, diagnostic and progress monitoring	Reviewed by district/academic analysts and principals	Beginning of year 3 times a year 3 times a year
<i>Fluency</i>	Rate and accuracy charts	Progress monitoring	Reviewed by district/academic analysts and principals	At each reading
<i>Vocabulary</i>	FLKRS (K) STAR (1-2) i-Ready diagnostics (K-5)	Screener Screener, diagnostic and progress monitoring Screener, diagnostic and progress monitoring	Reviewed by district/academic analysts and principals	Beginning of year 3 times a year 3 times a year

<i>Comprehension</i>	FLKRS (K)	Screener	Reviewed by district/academic analysts and principals	Beginning of year
	STAR (1-2)	Screener, diagnostic and progress monitoring		3 times a year
	i-Ready diagnostics (K-5)	Screener, diagnostic and progress monitoring		3 times a 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?
FAIR	Probability of Literacy Success (PLS)	Diagnostic and progress monitoring	Reviewed by district/academic analysts and principals	3 times a year

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

Data Analysis and Decision-making				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
Academic Analysts and Teachers meet every 4 weeks or sooner	Tier I and Tier II groups are fluid and changed based on student's needs identified by progress monitoring, teacher observation, and individualized assessments. If students fall below set achievement levels, parents will be contacted and interventions begin immediately. The students will be monitored closely and brought to the MTSS team if reading deficiencies, based on i-Ready and monthly assessments continue.	Teachers and Academic Analysts have access to class data. All students receiving Tier II and Tier III will be reported in our student information system (FOCUS) as receiving reading intervention.	Teachers are able to communicate concerns with analysts and district leaders. Analysts meet monthly with District Leadership Team.	Director of Curriculum and Instruction Director of Assessment

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	Academic Analysts	Academic Analysts meet with principals and teachers	weekly	Administrators meet with Academic Analysts and teachers	Academic Analysts and Teachers meet every 4 weeks or sooner

Data chats	Academic Analysts and teachers	Academic Analysts meet with principals and teachers	After each i-Ready progress monitor and diagnostic and each STAR assessment.	Data chats are held with students by teachers	Academic Analysts and Teachers meet every 4 weeks or sooner
Reading Leadership Team per 6A-6.053(3) F.A.C.	Academic Analysts	Academic Analysts meet with principals and teachers	monthly	District Leadership team, analysts and principals review	Academic Analysts and Teachers meet every 4 weeks or sooner
Monitoring of plan implementation	District Leadership team, analysts and principals	District Leadership team meetings with Analysts	monthly	Academic Analysts meet with principals and teachers	Academic Analysts and Teachers meet every 4 weeks or sooner
Other: (Specify)					

Implementation and Progress-monitoring

What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
Teachers meet with grade groups and instructional coaches biweekly to monitor students' progress	Teachers are able to communicate concerns with analysts and district leaders. Analysts meet monthly with District Leadership Team.	Classroom Observations completed by District Directors and Principals

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	Director of Curriculum and Academic Analysts provide a calendar of upcoming trainings. Updates are provided at	Classroom Observations completed by Principals	Analysts provide lists of professional development to the district and administration of scheduled training to be approved. The professional development is based	Director of Curriculum and Instruction/ Director of Professional Development Director of Assessment	Director of Curriculum and Instruction/ Director of Professional Development

	monthly meetings.		on needs. The teachers are made aware of offerings as soon as possible.		
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Director of Curriculum and Academic Analysts provide a calendar of upcoming trainings. Updates are provided at monthly meetings.	Classroom Observations completed by Principals	Analysts provide lists of professional development to the district and administration of scheduled training to be approved. The professional development is based on needs. The teachers are made aware of offerings as soon as possible.	Director of Curriculum and Instruction/ Director of Professional Development Director of Assessment	Director of Curriculum and Instruction/ Director of Professional Development Director of Assessment
Identification of mentor teachers	Academic Analysts	Classroom Observations completed by Principals	List provided by analysts and principals to district at beginning of year	Director of Curriculum and Instruction/ Director of Professional Development	Director of Curriculum and Instruction/ Director of Professional Development
Establishing of model classrooms within the school	Academic Analysts	Classroom Observations completed by District Directors and Principals	List provided by analysts and principals to district at beginning of year	Director of Curriculum and Instruction/ Director of Professional Development	Director of Curriculum and Instruction/ Director of Professional Development
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Academic Analysts and Director of Curriculum	Agendas, Sign in sheets	Analysts provide lists of professional development to the district and administration of scheduled training to be approved. The professional development is based on needs. The teachers are made aware of offerings as soon as possible.	Director of Curriculum and Instruction/ Director of Professional Development	Director of Curriculum and Instruction/ Director of Professional Development

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	District leadership team meetings with principal	Principals make the schedule and make sure there is an uninterrupted 90 minute block.	The district and principals are in constant communication about the schedule for the new year starting as early as January.	Director of Curriculum and Instruction Director of Assessments	Schedules are accessible in FOCUS at any time Weekly classroom walkthroughs
Small group differentiated instruction in order to meet individual student needs	District leadership team meetings with principal	Weekly classroom walkthroughs	Academic analysts monthly meetings with District leadership team	Director of Curriculum and Instruction Director of Assessments	Monthly meetings

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?

A portion of the district's Reading Allocation Funds will be used to fund a K-2 Reading/Academic Analyst paraprofessional at Kate M. Smith Elementary School and extra hours for the 3-5 reading endorsed academic analyst who is taking on additional duties of K-2 in response to the resignation of the K-2 academic analyst at the beginning of the year. Academic analysts will be assigned to the schools and grades in the most need.

Intervention instructional materials and programs will be purchased with the allocation and data will be evaluated as the interventions are implemented according to the needs of the individual students.

Reading Competency 5 will be offered through the district in the fall of 2020 in order to help more teachers finish and meet the requirements for Intensive Reading teachers. This will be open to all teachers.

Reading Competency 1 and 2 will be offered through the district starting in the fall of 2020 to help teachers meet the requirements for Intensive Reading teachers and help prepare teachers who wish to take the Reading Subject Area Exam to earn their Reading Endorsement. This will be open to all teachers and targets new teachers who do not have degrees in Education.

Summer Reading Camps will be provided at the two elementary schools, Kate M. Smith Elementary and Vernon Elementary.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$0
District expenditures on reading coaches assigned to elementary schools	\$15,165.00
District expenditures on reading coaches assigned to secondary schools	\$70,390.00
District expenditures on intervention teachers assigned to elementary schools	\$27,862
District expenditures on intervention teachers assigned to secondary schools	\$0
District expenditures on supplemental materials or interventions for elementary schools	\$44,730.00
District expenditures on supplemental materials or interventions for secondary schools	\$25,500.00
District expenditures on professional development	\$15,000.00
District expenditures on helping teachers earn the reading endorsement	\$4,500.00
District expenditures on summer reading camps	\$26,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$0
Flexible Categorical Spending	\$25,000.00
Sum of Expenditures	\$254,147.00
Amount of District Research-Based Reading Instruction Allocation	\$254,147.00

Summer Reading Camp

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

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

Vernon Elementary School: Connect to Comprehension Word Study component, Great Leaps, close reading of articles to increase comprehension strategies, i-Ready Program in Reading

Kate M. Smith Elementary School: Out of This World Literacy, Wonders units not completed, i-Ready Program in Reading, Fast ForWord, close reading of articles to increase comprehension

Wonders, McGraw Hill-strong evidence

<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/wonders-research-evidence-compendium.pdf>

i-Ready Personalized Instruction, Curriculum Associates-strong evidence

<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf>

Fast ForWord – strong evidence

<https://www.scilearn.com/essa/>

Connect to Comprehension

<http://www.connecttocomprehension.com/research/research.htm>

Great Leaps

<https://digital.greatleaps.com/about/research#supportingGL>

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

If yes, which grade levels? 2nd, 4th and 5th

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)

District Leadership Team, consisting of Director of Curriculum, Director of Assessment and Director of Federal Programs analyze school wide and district data.

Problem solving and data review at meetings held monthly with Academic Analysts.

Summer professional development utilized to analyze data and make changes.

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?

The District Leadership team has separate monthly meetings with the academic analysts, guidance, and principals. At these meetings, the expectations for each position are clarified, addressing long term and short term responsibilities. Each group is explicitly told what duties they are and are not expected to carry out. Principals and guidance are expected to keep academic analysts time focused on instructional reading training and development with teachers.

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

The District Leadership team monitors the work assignments of the analysts. The analysts are able to address concerns about duties to either the Director of Curriculum, the Director of Assessments or the Director of ESE services and Federal Programs.

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>
Monthly Principal's meetings with District Leadership Team	Agendas of trainings and meetings	District Leadership Team	monthly	Data will be analyzed. Every four and half weeks, teachers meet with the Academic Analyst in small groups of two or three to discuss class data and progress. During this meeting, students' data and progress will be looked at closely. Data will be broken down by reading components. Students' deficiencies will be reviewed and changes to ongoing interventions will be made if needed.

Other Considerations

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

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

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

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing

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

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Kindergarten, First Grade, Second Grade

IF:

Student meets the following criteria at beginning of school year:

- Kindergarten students score 438 or above on FLKRS.
- First and second grade students will score “On or Above” grade level on the “Overall Grade-Level Placement” in reading on i-Ready BOY.
- First graders will score .5 or above on STAR and second graders will score 1.0 or above on STAR.
- First graders will read Level 4 DRA or above and second graders will read Level 16 DRA or above.

THEN:

TIER 1 Only

**TIER
1**

Initial instruction:

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

Core Curriculum

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

McGraw-Hills’ **Wonders** program is used as the core reading program in grades K-2. Small group reading instruction implementing the **Tyner Differentiated Reading Model** is used with all students. **i-Ready Reading** computer program is used to further differentiate instruction in Reading.

Teachers include daily whole group instruction using Wonders program where they instruct students in phonological awareness, phonics, vocabulary, fluency and comprehension. Oral language skills are practiced to help build vocabulary and comprehension. These skills are reinforced in the small differentiated reading groups (Tyner) daily, where a variety of text is used. Explicit instruction in writing narrative, expository and opinion essays will occur through a daily writing exercise using text based evidence from multiple sources.

Students are given opportunity to read and practice skills in literacy centers using many multisensory approaches. **Accelerated Reader** gives students opportunity to practice their independent reading and comprehension skills. Classrooms are set up with print rich environments such as anchor charts and a variety of text. Teachers are mindful of their students’ diversities and their specific needs. Classrooms are structured accordingly.

Wonders, McGraw Hill-strong evidence

<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/wonders-research-evidence-compendium.pdf>

i-Ready Personalized Instruction, Curriculum Associates-strong evidence

<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf>

Renaissance Accelerated Reader – strong evidence

<https://www.renaissance.com/products/accelerated-reader/evidence/>

Tyner Differentiated Reading Model – strong evidence

http://www.bestevidence.org/word/strug_read_jun_02_2010.pdf

Progress Monitoring

<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
<p>FLKRS (Kgn. Only): Once at BOY</p> <p>iReady(K-2): Diagnostic (Beginning, Middle and End of the year)</p> <p>STAR (1st and 2nd grades): Beginning, Middle and End of the year</p> <p>DRA(K-2): Kgn.: January and May 1st: August and May 2nd: August and May</p>	<p>FLKRS (Kgn. Only): Score 438 or above</p> <p>iReady (K-2): On or above grade level on the Overall Reading Score</p> <p>STAR (1st and 2nd grades): 1st grade-.5-2.0 2nd grade-1.5-2.5</p> <p>DRA(K-2): Kgn. Level 2 (Jan.) Level 4 (May) 1st Grade Level 4 (August) Level 16 (May) 2nd Grade Level 16 (August) Level 24 (May)</p>	<p>FLKRS (Kgn. Only): Score 437 or below</p> <p>iReady (K-2): Below grade level in three or more categories</p> <p>STAR (1st and 2nd grades): 1st grade below .5 2nd grade below 1.5</p> <p>DRA(K-2): Kgn. Below Level 2 (Jan.) Below Level 4 (May) 1st grade below Level 4 (August) Below Level 16 (May) 2nd grade below Level 16 (August) Below Level 24 (May)</p>
<p>How is the effectiveness of Tier 1 instruction being monitored? Kindergarten and first grade have a checklist report card in place that is based on FL standards that are checked every 4 weeks. First and second graders take a weekly reading test that monitors the skills being taught in the core curriculum.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Teachers meet with grade groups and instructional coaches biweekly to monitor students’ progress and discuss any changes in the CMAPS that might need to be adjusted to ensure skills are being taught and standards met.</p>	

	<p>During small reading groups(K-2), teachers monitor the student’s skills with daily and weekly quick checks.</p>	
	<p>How is the effectiveness of Tier 1 curriculum being monitored? Through the use of CMAPS teachers are able to provide effective instruction using the Core reading program. Each grade level works together to pull extra materials when needed to make sure there are no gaps in the curriculum and standards are being met.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Grade Groups meet together weekly to plan their instruction for the upcoming week.</p>
	<p>How is instruction modified for students who receive instruction through distance learning? GOOGLE Classroom is used to provide students needing distance learning. Teachers video their instruction and students are able to communicate through GOOGLE classroom if they have questions. Teachers will also provide live ZOOM meetings with these students for small reading groups. Grade groups will collaborate to set up these GOOGLE classrooms.</p>	

IF:	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> ● Kindergarten students score 438 or above on FLKRS. ● First and second grade students will score “On or Above” grade level on the “Overall Grade-Level Placement” in reading on i-Ready BOY. ● First graders will score .5 or above on STAR and second graders will score 1.0 or above on STAR. ● First graders will read Level 4 DRA or above and second graders will read Level 16 DRA or above. 				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> ● <i>are standards-aligned</i> ● <i>address gaps and reduce barriers to students’ ability to meet Tier 1 expectations</i> ● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> ● <i>are matched to the needs of the students</i> ● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> ● <i>occurs during time allotted in addition to core instruction</i> ● <i>includes accommodations (IEP, ESOL or 504)</i> 				
	TIER 2 Programs/Materials/Strategies & Duration		TIER 2 Progress Monitoring		
			Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
		Performance Criteria that would prompt addition of Tier 3 interventions			

Great Leaps (2 to 3 times per week for 15 minutes)	Biweekly	Fluency rate at grade level	Continue until grade level fluency rate is met	Leaps are not being made after six weeks of instruction
Connect Comprehension (daily for 30 minutes)	Weekly	80% or higher for a semester on Reading Comprehension	79% or lower for a semester on Reading Comprehension	69% or lower for a semester on Reading Comprehension
PALS (daily for 15 minutes)	Weekly	DRA at grade level	DRA below grade level	DRA continues below grade level after 18 weeks of instruction
Fast ForWord (KMS) (3 times per week for 30 minutes)	Biweekly	Performing at grade level on Overall Reading on iReady	Performing one grade level below on Overall Reading on iReady	Performing one or more grade levels below on Overall Reading on iReady
<i>Number of times a week intervention provided</i>	3-5 days	<i>Number of minutes per intervention session</i>	30 minutes	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? Data will be analyzed. Every four and half weeks, teachers will meet with the Academic Analyst in small groups of two or three to discuss class data and progress. During this meeting, students' data and progress will be looked at closely. Data will be broken down by reading components. Students' deficiencies will be reviewed and changes to ongoing interventions will be made if needed.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Great Leaps-Promising support for this program in fluency. Connect to Comprehension-No research was found on this program, however it was very successful for our students last year in improving fluency, phonics and comprehension. PALS-Promising support for this program in phonics with mixed support in comprehension. Fast ForWord-Demonstrates A Rationale for support in Phonics and Comprehension.</p> <p>Fast ForWord – strong evidence https://www.scilearn.com/essa/</p> <p>Connect to Comprehension http://www.connecttocomprehension.com/research/research.htm</p> <p>Great Leaps https://digital.greatleaps.com/about/research#supportingGL</p>				

PALS

https://frg.vkcsites.org/what-is-pals/pals_reading_manuals/reading_research_articles/

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

GOOGLE classroom and ZOOM is used to work with these students. Teachers work one on one and/or in small group implementing these programs. Fast ForWord is done individually on the computer.

IF:	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> • Students are two grade levels below on the “Overall grade placement” in reading on iReady. • Students are two grade levels below on STAR. 			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group (2 or less) 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 			
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	Reading Assistant (KMS)	2-3 times a week/30 minutes	Once students fluency rate is at grade level expectation and their comprehension grade is above 69%	Students fluency level continues below grade expectations and comprehension grade is below 69%
	One on One reading practice and/or smaller group-Specific Ready Lessons	5 times a week/15 minutes	Once students fluency rate is at grade level expectation and their comprehension grade is above 69% and i-Ready <i>Overall reading level</i> is “on grade level”.	Students fluency level continues below grade expectations and comprehension grade is below 69% and i-Ready <i>Overall reading level</i> is “two or more grade levels below”.

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

3-5
times
a week

Number of minutes per intervention session

15-30
minutes

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

Tier 3 students continue to be assessed and evaluated the same as their peers based on district guidelines for promotion. In addition to teacher observations during small group, fluency checks and quick comprehension checks on passages read in small group time will be administered weekly.

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

Reading Assistant (KMS)-Moderate support to improve fluency and comprehension. <https://cdn2.hubspot.net/hubfs/363641/30524raeerpiedubrief.pdf>

Ready Lessons-Strong support to improve Overall Reading scores.

<https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf>

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

GOOGLE classroom and ZOOM is used to work with these students. Teachers work one on one and/or in small group implementing these programs. These students will be doing the "Reading Assistants" program on their own. (KMS)

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Grades 3-5

IF: Student meets the following criteria at beginning of school year:
i-Ready Diagnostic 1 and STAR Assessment 1

THEN: **TIER 1 Only**

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

Wonders, McGraw Hill-strong evidence

<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/units/school/explore/sites/reading-wonders/wonders-research-evidence-compendium.pdf>

i-Ready Personalized Instruction, Curriculum Associates-strong evidence

<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf>

Renaissance Accelerated Reader – strong evidence

<https://www.renaissance.com/products/accelerated-reader/evidence/>

All grade 3-5 students receive instruction in Wonders and i-Ready. Wonders is the core which is taught by the teacher to all students through whole group and small group instruction. There is an emphasis on text-based evidence, close reading of text, and high-level questioning. High impact strategies for comprehending text will be used. The i-Ready Program is computer based and is individualized dependent upon the diagnostic and teacher chosen lessons. This is used by all students individually at least 45 minutes each week. All students are using Accelerated Reader and have opportunity to set goals to attain each nine week grading period. At each school they are rewarded with an event if goals are reached.

High effect strategies are used by teachers and are included in professional development. Grade 4 and 5 teachers are trained in AVID strategies and the elementary schools have an AVID plan which is implemented and revisited throughout the year. Professional development also includes high effect strategies by John Hattie. Many teachers are receiving reading competency training with the inclusion of multisensory learning.

<i>Progress Monitoring</i>		
<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
Unit Wonders Assessments (every 7-10 days) i-Reading diagnostics 3xs year i-Ready progress monitoring monthly Renaissance Learning, STAR Reading	i-Ready Beginning of Year 3rd Diagnostic score 489+ Middle of Year 3rd Diagnostic score 499+ Beginning of Year 4 th Diagnostic score 511+ Middle of Year 4th Diagnostic score 521+ Beginning of Year 5th Diagnostic score 557+ Middle of Year 5th Diagnostic score 567+ Renaissance STAR Beginning of Year 3rd 2.1 or higher Middle of Year 3rd 2.6 or higher Beginning of Year 4th 3.1 or higher Middle of Year 4th 3.6 or higher Beginning of Year 5th 4.1 or higher Middle of Year 5th 4.6 or higher	Meet with teachers about students using a combination of these two data points and classroom grades i-Ready Beginning of Year 3 rd Diagnostic score 488- Middle of Year 3rd Diagnostic score 498- Beginning of Year 4th Diagnostic score 510- Middle of Year 4th Diagnostic score 520- Beginning of Year 5th Diagnostic score 556- Middle of Year 5th Diagnostic score 566- Renaissance STAR Beginning of Year 3rd 2.0 or lower Middle of Year 3rd 2.5 or lower Beginning of Year 4th 3.0 or lower Middle of Year 4th 3.5 or lower Beginning of Year 5th 4.0 or lower Middle of Year 5th 4.5 or lower
<i>How is the effectiveness of Tier 1 instruction being monitored?</i> Grade level meetings with teachers of Reading to study data after diagnostics and progress monitoring Classroom observations Study of FSA data	<i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i> Problem solving at meetings, adding students to MTSS Tier 2 process for interventions after reviewing criteria cutoffs, looking at multiple student data points Coaching with teachers about specific needs Summer professional development to analyze data and make changes	

	<p>How is the effectiveness of Tier 1 curriculum being monitored? Classroom observations and team meetings to discuss curriculum needs</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Coaching with teachers about specific curriculum needs</p>
	<p>How is instruction modified for students who receive instruction through distance learning? GOOGLE Classroom is used to provide students needing distance learning. Teachers video their instruction or resources are inserted so students are able to communicate through GOOGLE Classroom if they have questions. Teachers will also provide live ZOOM meetings with these students for small reading groups. Grade groups will collaborate to set up these GOOGLE Classrooms.</p>	

IF:	Student meets the following criteria at beginning of school year: <i>(Enter assessment criteria that will be used)</i>				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • 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
	Connect to Comprehension (daily)	Placement test included	Student knows 90% of the words on the word test included in last section	MTSS meeting where multiple data is used to determine continuation, dismissal, or a harder intervention	MTSS meeting where multiple data is used to determine if extra support is needed
REWARDS	Pretest with program, 3x a year	Student knows 90% of the word parts on the pretest	MTSS meeting where multiple data is used to determine continuation or dismissal	MTSS meeting where multiple data is used to determine if	

				extra support is needed
Out of This World Literacy	Weekly	Student knows 90% of the fluency, word work, vocabulary, and comprehension on grade level	MTSS meeting where multiple data is used to determine continuation, dismissal, or harder intervention	MTSS meeting where multiple data is used to determine if extra support is needed
Close Reading Strategy (Readworks, AVID articles, etc.)- this is a high effect strategy	Comprehension components of i-Ready	Student reaches grade level scale score in both areas of comprehension	MTSS where multiple data is used to determine continuation or dismissal	MTSS meeting where multiple data is used to determine if extra support is needed
Fluency Exercises (prosody, accuracy, rate)	charting rate and accuracy of chosen text (Wonders or other)	Student is scoring in the average range for the grade level	Multiple data is used to determine dismissal or selecting text at a harder level	MTSS meeting where multiple data is used to determine if extra support is needed
<i>Number of times a week intervention provided</i>	4+	<i>Number of minutes per intervention session</i>	20-30	
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>Classroom observations, study of nine week grades of Tier 2 students, review of MTSS plan Data chats are held with students by teachers after each i-Ready progress monitor and diagnostic and each STAR assessment.</p>				
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>Great Leaps-Promising support for this program in fluency. Connect to Comprehension-No research was found on this program, however it was very successful for our students last year in improving fluency, phonics and comprehension.</p> <p>Connect to Comprehension http://www.connecttocomprehension.com/research/research.htm</p>				

	<p>Great Leaps https://digital.greatleaps.com/about/research#supportingGL</p>
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning? GOOGLE Classroom is used to provide students needing distance learning. Teachers video their instruction or resources are inserted so students are able to communicate through GOOGLE Classroom if they have questions. Teachers will also provide live ZOOM meetings with these students for small reading groups. Grade groups will collaborate to set up these GOOGLE Classrooms.</p>

IF:	Student meets the following criteria at beginning of school year: (Enter assessment criteria that will be used)			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	Connect to Comprehension	Placement test included	MTSS meeting where multiple data is used to determine continuation or dismissal of Tier 3	Multiple data to determine student need
	Great Leaps	Bi-weekly	For this, students move to another skill and keep perfecting skills to 90%	Multiple data to determine student need
	Out of This World Literacy	Weekly	Student knows 90% of the fluency, word work, vocabulary, and comprehension on grade level	Multiple data to determine student need
	Wonders Reteach	Assessment of skill after teach	For this, students move to another skill and keep perfecting skills to 90%	Multiple data to determine student data
	Close Reading Strategy (Readworks, AVID articles, etc.)	Student reaches grade	Student reaches grade level scale score in both	MTSS where multiple data is

	level scale score in both areas of comprehension	areas of comprehension	used to determine continuation or dismissal
Fluency Exercises (prosody, accuracy, rate)	charting rate and accuracy of text	Multiple data is used to determine dismissal or selecting text at a harder level	Multiple data in all areas of reading will be reviewed by MTSS team
Ready Teacher Toolbox skills	i-Ready profiles determine individual needs	Teacher remediates skill and the students move to the next skill	Multiple data in all areas of reading will be reviewed
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	3+	Number of minutes per intervention session	20-30
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>Classroom observations, study of nine week grades of Tier 3 students, review of MTSS plan Data chats are held with students by teachers after each i-Ready progress monitor and diagnostic and each STAR assessment.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Great Leaps-Promising support for this program in fluency. Connect to Comprehension-No research was found on this program, however it was very successful for our students last year in improving fluency, phonics and comprehension. Connect to Comprehension http://www.connecttocomprehension.com/research/research.htm Great Leaps https://digital.greatleaps.com/about/research#supportingGL</p>			
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>GOOGLE Classroom is used to provide students needing distance learning. Teachers video their instruction or resources are inserted so students are able to communicate through GOOGLE Classroom if they have questions. Teachers will also provide live ZOOM meetings with these students for small reading groups. Grade groups will collaborate to set up these GOOGLE Classrooms.</p>			

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Grade 6-8

IF:

Student meets the following criteria at beginning of school year:
All students are placed in Tier 1 instruction because it is instruction for all students. However, we use the following data points to refer for Tier 2 instruction/interventions:
 *ELA-FSA (historical data)
 * FAIR-FS
 *STAR
 *Report Card Grades

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.

Our core curriculum we use is Ready Florida LAFS (6th grade-RMS). Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Ready is supported by strong evidence that students who use this curriculum score higher on state testing than those who do not. SpringBoard is used for (7th and 8th grade-RMS/6th-8th grades-VMS). Instruction is aligned to the Language Arts Florida Standards with reading, language and writing standards being the instructional focus for each nine weeks. Core instruction is provided using district and supplemental resources and delivered in multiple formats/differentiated instruction to make the learning accessible to all students.

SpringBoard – strong evidence

<https://springboard.collegeboard.org/pdf/springboard-research-compendium.pdf>

Ready Florida LAFS – strong evidence

<https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf>

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria that would prompt addition of Tier 2 interventions

FAIR (Administered 3 times during the school year: Fall, Winter, Spring)

.70 or higher PLS

Students at or below the .30 PLS

	<p>How is the effectiveness of Tier 1 instruction being monitored? Through FAIR testing, progress reports, report cards, monitoring D/F reports, formative and summative assessments, IXL and FSA-ELA scores</p>	
	<p>How is the effectiveness of Tier 1 curriculum being monitored? Through FAIR testing results and FSA-ELA scores, walk-throughs, lesson plans</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Professional Development working on Orders of Instruction and Curriculum maps as they align to FLDOE standards, Professional Development through PAEC, vertical and horizontal sharing</p>
	<p>How is instruction modified for students who receive instruction through distance learning? Teachers are being trained and have been trained in content delivery through FLVS and PAEC and also learning new and innovative ways for content delivery through Google Classroom. Communication through FOCUS and Remind. For students who have Internet access, teachers use ZOOM, Google Classroom, and pre-recorded videos to give instruction. For students who do not have internet access, then paper based instruction is delivered.</p>	

IF:	<p>Student meets the following criteria at beginning of school year: *FSA-ELA (historical data) - Level 1 or 2 (All students who score a Level 1 on FSA-ELA are automatically placed in a Reading Intervention class). If students score a Level 2 on FSA-ELA, then the following criteria is looked at, as well: *FAIR-FS - Below .65 PLS (historical) *ELA Report Card Grades D or F (historical) *Absences *Retentions</p>	
THEN:	TIER 1 instruction and TIER 2 interventions	
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> ● <i>are standards-aligned</i> ● <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> ● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> ● <i>are matched to the needs of the students</i> ● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> ● <i>occurs during time allotted in addition to core instruction</i> ● <i>includes accommodations (IEP, ESOL or 504)</i> 	

	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	<p>Instruction/Placement:</p> <ul style="list-style-type: none"> • Remediation and Intervention may be provided in either a course identified through state required coding by a Reading certified and/or endorsed teacher or a Core Content Course with Intensive ELA Teacher support. ESE students may also be in a support/push-in ELA class. • Provide additional strategies for text reading efficiency (vocabulary, comprehension and fluency) aligned with LAFS standards • Students not responding and making progress will be further diagnosed through our MTSS process and instruction will be modified to be more explicit and in smaller groups. Programs and Possible Materials: <ul style="list-style-type: none"> - IXL - Moby Max - Researched based reading intervention programs - C-Palms lessons - Ready Teacher Toolbox - Great Leaps - Read Theory 	<p>*Frequent progress monitoring in reading intervention classes through IXL and STAR</p> <p>*Monitor on-level core instruction using combined data of FAIR, STAR, ELA report card grades, teacher input, and classroom observations</p> <p>*FAIR Assessment (Fall, Winter, Spring)</p> <p>*STAR (Fall, Winter, Spring)</p> <p>*</p>	<p>*FSA data (Level 3 or higher)</p> <p>Historical data</p> <p>*FAIR Universal Screening Results (.70 PLS or higher)</p> <p>*ELA Report Card Grades</p> <p>* Monitor on-level core instruction using combined data of FAIR, STAR, ELA report card grades, teacher input, and classroom observation to determine dismissal from Tier 2</p>	<p>*FSA data (Level 1 or 2)</p> <p>Historical Data</p> <p>*FAIR (.30 PLS or lower)</p> <p>*ELA Report Card Grades</p> <p>* Monitor on-level core instruction using combined data of FAIR, STAR, ELA report card grades, teacher input, and classroom observation to determine continuation of Tier 2 instruction)</p>	<p>*FAIR (.30 PLS or lower for 2 consecutive AP's))</p> <p>*Low D's/F's on ELA progress report/report card</p> <p>consecutive</p> <p>* Monitor on-level core instruction using combined data of FAIR, STAR, ELA report card grades, intervention progress, teacher input, and classroom observation to determine moving to Tier 3 instruction)</p>

	Number of times a week intervention provided	5 x	Number of minutes per intervention session	55 min.
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>MTSS meetings held each semester with MTSS team (to include parent) to assess progress. Additional meetings are held throughout the year, as needed. Monitor on-level core instruction using combined data of FAIR, STAR, ELA report card grades, teacher input, and classroom observation to determine continuation and progress of Tier 2 instruction. Place students strategically in Reading Intervention (Tier 2) instruction with certified Reading Endorsed Teacher. All teachers follow LAFS to teach and align curriculum with instruction through OOI's and C-Maps. Intervention teachers use C-Palms standards and resources as well for instruction.</p>			
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Our core curriculum we use is Ready Florida LAFS (6th grade-RMS). Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Ready is supported by strong evidence that students who use this curriculum score higher on state testing than those who do not. SpringBoard is used for (7th and 8th grade-RMS/6th-8th grades-VMS). Instruction is aligned to the Language Arts Florida Standards with reading, language and writing standards being the instructional focus for each nine weeks. Core instruction is provided using district and supplemental resources and delivered in multiple formats/differentiated instruction to make the learning accessible to all students. We also use IXL and for reading interventions. Both programs help students according to the level of scaffolding they're struggling with, so teachers can home in on problem areas and reteach more effectively.</p> <p>SpringBoard – strong evidence https://springboard.collegeboard.org/pdf/springboard-research-compendium.pdf</p> <p>Ready Florida LAFS – strong evidence https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf</p>			
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning? Since all of our Tier 2 students are placed in a Reading Intervention class, the reading teachers will continue instruction through a paper based model or through online instruction. Grades are monitored as well in students' ELA classes and support is given when students are struggling with concepts. IXL and Read Theory are being used to support classroom instruction and to ensure deficits are matched through intervention. Historical FAIR-FS scores and STAR scores are analyzed and also used to modify and enhance instruction in the intervention class. ZOOM, Content Videos, Remind, and Google Classroom are tools used to enhance distance learning.</p>				

IF: Student meets the following criteria at beginning of school year:
 *FSA-ELA (historical data) - Level 1 or 2
 (All students who score a Level 1 on FSA-ELA are automatically placed in a Reading Intervention class).
 If students score a Level 2 on FSA-ELA, then the following criteria is looked at, as well:
 *FAIR-FS - Below .65 PLS (historical)
 *ELA Report Card Grades D or F (historical)
 *Absences
 *Retentions
 If students aren't successful with Tier 2 interventions with frequent progress monitoring and addressing deficits through interventions, then the MTSS team will make a decision to move students to Tier 3 instruction, based on FAIR (below .30 PLS), and D's or F's in ELA class.

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

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	Instruction/Placement: <ul style="list-style-type: none"> Remediation/Intervention may be provided in either a course identified through state required coding by a Reading certified/endorsed teacher or a Core Content Course with Intensive ELA Teacher support. ESE students may also be in a support/push-in ELA class. <ul style="list-style-type: none"> Provide additional strategies for text reading efficiency (vocabulary, comprehension and fluency) aligned with LAFS standards Students not responding and making progress will be further diagnosed through our MTSS process and instruction will be modified to be more explicit and in smaller groups. Programs and Possible Materials: <ul style="list-style-type: none"> IXL Direct instruction C-Palms lessons/resources 	<ul style="list-style-type: none"> Frequent progress monitoring in reading intervention classes through IXL and Read Works Monitor on-level core instruction using combined data of FAIR, STAR, ELA report card grades, teacher input, and classroom observations FAIR Assessment (Fall, Winter, Spring) 	<ul style="list-style-type: none"> Student will be removed from Tier 3 instruction if tested for ESE and qualifies. If interventions improve deficits as indicated by FAIR, STAR, progress monitoring, formative and summative assessments, and report card grades, then student will be moved back to Tier 2 only instruction (through MTSS meeting). 	<ul style="list-style-type: none"> MTSS team will meet and discuss progress. If no progress is being made, then additional strategies and interventions will be implemented by Reading/Intervention Teacher. If interventions matching deficits are not successful, students will be recommended for ESE testing. If student qualifies, he/she will no longer be served through MTSS, but will continue

<ul style="list-style-type: none"> - Brain Pop - Read Theory - ORF read alouds - ABC Stories 	*STAR (Fall, Winter)		to receive interventions.
<i>All Tier 3 Interventions must be provided by a teacher who is certified in reading and is reading endorsed.</i>			
<i>Number of times a week intervention provided</i>	5	<i>Number of minutes per intervention session</i>	25
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</i></p> <p>MTSS meetings held each 9 weeks with MTSS team (to include parent/guardian)) to assess progress. Monitor on-level core instruction and Tier 2 instruction using combined data of FAIR, STAR, ELA report card grades, teacher input, and classroom observation to determine continuation and progress of Tier 3 instruction. Place students strategically in Reading Intervention (Tier 3) instruction with certified Reading Endorsed Teacher. All teachers follow LAFS to teach and align curriculum with instruction through OOI's and C-Maps. Intervention teachers use C-Palms standards and resources as well for instruction.</p>			
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>ABC Reading Stories are utilized on independent reading levels until mastery is shown. Progress monitoring will be used through Read Theory to determine independent reading level and to monitor reading levels. Individual fluency passages will be administered at least 3 times each 9 weeks. Repeated readings are proven to increase word recognition and fluency. IXL and Brain POP will be used for additional resources.</p> <p>Ready Florida LAFS – strong evidence https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf</p> <p>Read Theory – moderate evidence https://readtheory.org/static/pdf/RTStudy2.pdf</p> <p>IXL- strong evidence https://www.prnewswire.com/news-releases/ixl-efficacy-research-meets-every-student-succeeds-act-essa-tier-2-requirements-300986503.html</p>			
<p><i>How are Tier 3 interventions modified for students who receive interventions through distance learning?</i></p> <p>Since Tier 3 students are placed in an additional reading intervention block, the reading teachers will continue instruction through a paper-based model or through online instruction. ZOOM, Content Videos, Remind, and Google Classroom are tools teachers will use to enhance distance learning.</p>			

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9-12

IF:

Student meets the following criteria at beginning of school: Level 3 or higher on the ELA FSA assessment, 70% or higher Probability of Literacy Success (PLS) score on the FAIR-FS progress monitoring assessment, grade of C or higher in prior year ELA 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.

Core=Tier 1=Instruction every student receives in ELA Courses

- High quality core ELA Instruction-occurs daily and reaches all students using Springboard Curriculum or other district approved materials.
- At least 80% of students are demonstrating proficiency on grade level standards by earning an average grade of C or higher on standards-based assignments associated with the ELA course code.
- At least 80% of students are scoring a PLS of 70 or higher on the FAIR-FS (Progress Monitoring Assessment)
- If these criteria are not met, then teachers engage in the problem-solving process with administrators and Academic Analysts to address the needs of the core.

SpringBoard – strong evidence

<https://springboard.collegeboard.org/pdf/springboard-research-compendium.pdf>

Ready Florida LAFS – strong evidence

<https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf>

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

FAIR-FS-Administered (3) times per school year (August, December, March)

Probability of Literacy Success (PLS) score of 70 or above

Probability of Literacy Success (PLS) 31-69

Quarterly Grades

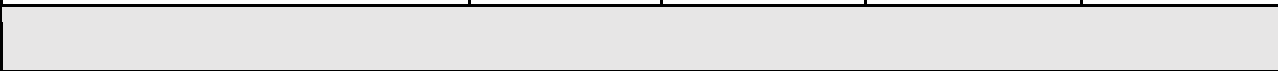
		Students consistently scoring above a C on ELA coursework	Students consistently scoring D or F on ELA coursework
	<p>How is the effectiveness of Tier 1 instruction being monitored? Progress Monitoring Results (FAIR-FS), and ELA course grades</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Teachers engage in the problem solving process with administrators and the Academic Analyst to address needs of the core.</p>	
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <ul style="list-style-type: none"> • FAIR-FS is administered with integrity, fidelity, and high expectations for student performance. • Grades are consistent with standards related to the ELA course code. • Students are regularly attending class. 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <ul style="list-style-type: none"> • Teacher has adequate knowledge of course standards. • Teacher has had adequate Springboard training to include unpacking Embedded Assessments with students and impactful instructional delivery • Instruction and student tasks fully align to the standards. • Teacher has all necessary resources • If training in knowledge of course standards is needed, administrator schedules training with the Academic Analyst. • If Springboard training is needed, administrator schedules training with Academic Analyst/College Board • If knowledge of FAIR-FS is needed to ensure fidelity of administration, the Academic Analyst will provide training and materials necessary. • If grades are not in alignment with course code standards, administrator schedules data training with Academic Analyst. • If Springboard materials are needed, administrator will arrange to provide additional materials. 	
	<p>How is instruction modified for students who receive instruction through distance learning? Students receiving instruction through distance learning, will receive high quality standards based instruction, assessment, grading, and feedback using high quality district approved curriculum presented via digital platforms such as Google Classroom, and SpringBoard digital.</p>		

IF: Student meets the following criteria at beginning of school year: Level 1,2 on most recent ELA FSA assessment, PLS score below 70 on the FAIR-FS Progress Monitoring Assessment, and received a D or F in most recent ELA/Intensive Reading course

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
Intensive Reading	FAIR-FS, Administered (3) times per year Achieve 3000-Level Set, Administered (3) times per year Reading Grades	PLS score of 70 or above Reading at or above grade level based on lexile score Quarterly average (A, B)	PLS score of 69 or below Reading far below or approaching grade level based on lexile score Quarterly average (C)	PLS score of 30 or below Reading far below grade level based on lexile score Quarterly average (D, F)
ELA Course (core instruction)	FAIR-FS, Administered (3) times per year ELA Grades	PLS score of 70 or above Quarterly average (A, B)	PLS score of 69 or below Quarterly average (C)	PLS score of 30 or below Quarterly average (D, F)



Number of times a week intervention provided	5	Number of minutes per intervention session	50
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <ul style="list-style-type: none"> • T2 must happen <u>daily in addition to ELA course</u> • T2 should be less than 20% of school population, if more engage in ELA Core problem solving • T2 groups focus on reading components that are getting in the student’s way of reading progress. Reading components include: oral language development, phonemic awareness, phonics/word analysis, decoding strategies; fluency; vocabulary; in context and comprehension strategies: strategies for analyzing and understanding multiple texts, strategies for understanding (paraphrasing, notetaking, chunking, etc.) with practice in authentic text, building broad knowledge • Use a multi-sensory approach: Academic Analyst can provide support via coaching, co-teaching, and demonstration • Positive reinforcement: T2 should not be a punishment; the goal is to build confidence through success with instructional level text; we need to genuinely praise effort and problem solving (using literacy strategies with grade level text) • Specific feedback: Timely, ongoing feedback that emphasizes the use of specific reading strategies taught and standards assessed • Interruptions should be kept to a minimum-routines and procedures in place on the best use of instructional time 			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Evidence to support high quality, small group, differentiated instruction addressing student’s reading needs aimed at accelerating student’s ability to comprehend increasingly complex text utilizing Achieve 3000, CommonLit, NewsELA or other district approved resources. Administrator conducts frequent ELA and Intensive Reading classroom walkthroughs and provides feedback to support standards based instruction, assessment, and monitoring of student progress.</p> <p>Achieve3000 – strong evidence https://www.achieve3000.com/community-resources/research/</p> <p>CommonLit- strong evidence https://cdn.commonlit.org/pdfs/CommonLit_Digital_-_Evidence_of_Effectiveness_-_Updated_August_2020.pdf</p> <p>NewsELA- strong evidence https://go.newsela.com/rs/628-ZPE-510/images/Learning-Sciences-Research-Foundations-v3.pdf</p>			
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Students receiving instruction through distance learning, will receive high quality standards based instruction, assessments, grading, and feedback using high quality district approved curriculum presented via digital platforms such as Google Classroom, SpringBoard digital, and Achieve 3000.</p>			

IF:	Student meets the following criteria at beginning of school year: Level 1,2 on most recent ELA FSA assessment, PLS score below 30 on the FAIR-FS Progress Monitoring Assessment, Reading far below proficiency based on Achieve 3000 Level Set reading assessment, and received a D or F in most recent ELA and/or Intensive Reading course			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> ● extended time ● targeted instruction based on student need ● small group or one-on-one instruction ● accommodations (IEP, ESOL, or 504) ● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions ● <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	Students referred to MTSS team for specific interventions	FAIR-FS (3 times per year) Achieve 3000 Level Set (3 times per year) Ongoing classroom level formative and summative assessment results	PLS score 31-69 Achieve 3000 Level Set score approaching or meeting grade level expectations Quarterly grades (C or above)	PLS score 30 or below Achieve 3000 Level Set score far below grade level proficiency Quarterly grade (D, F)
Targeted instruction to address reading component deficits	FAIR-FS (3 times per year) Achieve 3000 Level Set (3 times per year) Ongoing classroom level formative and summative	PLS score 31-69 Achieve 3000 Level Set score approaching or meeting grade level expectations Quarterly grades (C or above)	PLS score 30 or below Achieve 3000 Level Set score far below grade level proficiency Quarterly grade (D, F)	

	assessment results		
Ongoing screenings to ensure accelerated progress	<p>FAIR-FS (3 times per year)</p> <p>Achieve 3000 Level Set (3 times per year)</p> <p>Ongoing classroom level formative and summative assessment results</p>	<p>PLS score 31-69</p> <p>Achieve 3000 Level Set score approaching or meeting grade level expectations</p> <p>Quarterly grades (C or above)</p>	<p>PLS score 30 or below</p> <p>Achieve 3000 Level Set score far below grade level proficiency</p> <p>Quarterly grade (D, F)</p>
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	3	Number of minutes per intervention session	30
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <ul style="list-style-type: none"> • The MTSS Team, including the classroom teacher, Academic Analyst, and school administrator determine the best interventions. • Teachers must participate in training in order to use the district approved programs. • All teachers delivering Tier 3 instruction must be in the process of earning Reading Endorsement and receive ongoing intervention professional development. 			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Evidence to support high quality, small group, differentiated instruction addressing student’s reading needs aimed at accelerating student’s ability to comprehend increasingly complex text utilizing Achieve 3000, CommonLit, NewsELA, Great Leaps or other district approved resources. Administrator conducts frequent ELA and Intensive Reading classroom walkthroughs and provides feedback to support standards based instruction, assessment, and monitoring of student progress. MTSS Team, including the classroom teacher, Academic Analyst, and school administrator determine the best interventions and analyze data to determine if students are making adequate progress.</p> <p>Achieve3000 https://www.achieve3000.com/community-resources/research/</p> <p>CommonLit https://cdn.commonlit.org/pdfs/CommonLit_Digital_-_Evidence_of_Effectiveness_-_Updated_August_2020.pdf</p> <p>NewsELA https://go.newsela.com/rs/628-ZPE-510/images/Learning-Sciences-Research-Foundations-v3.pdf</p>			

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

Students receiving instruction through distance learning, will receive high quality standards based instruction, assessments, grading, and feedback using deficit specific, district approved curriculum presented via digital platforms such as Google Classroom, SpringBoard digital, and Achieve 3000.