

Alachua 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	Jennifer Wise	Executive Director of K-12 Curriculum	wisejl@gm.sbac.edu	(352) 955-7444
Responsibility	Name	Title	Email	Phone
Elementary ELA	Kevin Berry	Curriculum Supervisor	berrykj@gm.sbac.edu	(352) 955-7812
Secondary ELA	Don Fitzpatrick	Curriculum Specialist	fitzpatrickdk@gm.sbac.edu	(352) 955-7622
Reading Endorsement	Bessie Criscione	Professional Development Supervisor	criscionebl@gm.sbac.edu	(352) 955-7594
Reading Curriculum	Kevin Berry	Curriculum Supervisor	berrykj@gm.sbac.edu	(352) 955-7812
Professional Development	Bessie Criscione	Professional Development Supervisor	criscionebl@gm.sbac.edu	(352) 955-7594
Assessment	Jeff Charbonnet	Director of Research, Assessment, and School Improvement	charbojl@gm.sbac.edu	(352) 955-7981
Data Element	Kim Neal	Director of FTE/State Reporting	nealkm@gm.sbac.edu	(352) 955-7712
Summer Reading Camp	Kevin Berry	Curriculum Supervisor	berrykj@gm.sbac.edu	(352) 955-7812
3 rd Grade Promotion	Kevin Berry	Curriculum Supervisor	berrykj@gm.sbac.edu	(352) 955-7812

Plan Information

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

This plan was collaboratively developed by our District MTSS team. Our District MTSS team includes district staff from Curriculum, ESE/Student Services, and Professional Development Departments, as well as principals and our Deputy Superintendent. Once the plan has been approved, the plan will be shared digitally with all district and school-based administrators, professional development specialists, and coaches. Administrators will share the plan with teachers during faculty meetings. It will be part of ongoing discussion and professional development sessions throughout the year with administrators and coaches. Through these problem solving discussions, we will review our data, and ask for feedback and input, as we refine and adjust the plan as necessary throughout the year. The plan will be posted on the curriculum page of our district website along with a video walking parents and community members through the highlights of the plan. Schools will share the video with families at reading events and related meetings. We will also send the video to our county council of the Parent/Teacher Association.

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>	Istation's Indicators of Progress (ISIP), a computer-adaptive assessment	Screener, Diagnostic, Progress Monitoring	Online via Istation's reporting platform	Monthly
<i>Phonological awareness</i>	Istation's Indicators of Progress (ISIP), a computer-adaptive assessment	Screener, Diagnostic, Progress Monitoring	Online via Istation's reporting platform	Monthly
	DIBELS (K-1)	Screener, Diagnostic, Progress Monitoring	DIBELS Data System	Quarterly
	SIPPS Placement	Additional Diagnostic		
<i>Phonics</i>	Istation's Indicators of Progress (ISIP), a computer-adaptive assessment	Screener, Diagnostic, Progress Monitoring	Online via Istation's reporting platform	Monthly
	DIBELS (K-1)	Screener, Diagnostic, Progress Monitoring	DIBELS Data System	Quarterly
	Core Phonics Survey	Additional Diagnostic		
<i>Fluency</i>	Istation's Indicators of Progress (ISIP), a computer-adaptive assessment	Screener, Diagnostic, Progress Monitoring	Online via Istation's reporting platform	Monthly
	ISIP ORF/ or DIBELS	Additional Screener (tentatively to begin in 2020-21)	Online via Istation's reporting platform, or DIBELS scores input into DIBELS Data System	Quarterly or more frequently for students not meeting grade level expectations
<i>Vocabulary</i>	Istation's Indicators of Progress (ISIP), a computer-adaptive assessment	Screener, Diagnostic, Progress Monitoring	Online via Istation's reporting platform	Monthly

<i>Comprehension</i>	Istation's Indicators of Progress (ISIP), a computer-adaptive assessment	Screener, Diagnostic, Progress Monitoring	Online via Istation's reporting platform	Monthly
	AIMS (Alachua Instructional Monitoring System)	Progress monitoring/formative, summative of standards by quarter	Online via SchoolSpire/Mentoring Minds Reporting Portal	Quarterly

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?
District-wide: AIMS (Alachua Instructional Progress Monitoring System)	Mastery of ELA LAFS Standards as prescribed by the ACPS ELA Scope and Sequence	Formative progress monitoring	Electronically with reports accessible by district staff, school administrators, teachers and students.	Three times a year and the end of the first three nine week periods.
At select school sites: iReady	Grade-level proficiency in the following areas: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension: Literature, Comprehension: Informational Text	Formative progress monitoring	Electronically with reports accessible by district staff, school administrators, teachers and students.	Beginning, middle and end of year diagnostics with weekly monitoring of lesson success.
At select school sites: iStation	Listening Comprehension, Letter Knowledge, Vocabulary, Phonological/Phonemic Awareness, Alphabetic Decoding, Self-Selected Reading, Spelling, Word Analysis, Comprehension, Reading Fluency, Phonics, Alphabet and Alphabetic Principle, Written Response to Reading Selections, Oral Reading Fluency	Formative progress monitoring	Electronically with reports accessible by district staff, school administrators, teachers and students.	Beginning, middle and end of year diagnostics with weekly monitoring of lesson success.

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>
The district MTSS / data review team reviews data at monthly meetings.	We follow the Florida MTSS Problem Solving Model: what's the problem, why is it occurring, what are we going to do about it, and is it working?	District staff regularly review data through data dashboards. Trends are shared by specialists at these meetings. Data is shared with individual schools at administrator meetings.	District staff will contact individual school administrators as necessary and offer plans for support.	Kevin Berry (Curriculum Supervisor)

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	Principals	School leadership teams communicate the purpose to staff through memos, emails, and faculty meetings	Each time a classroom is visited	Principals and Assistant Principals input this data into ACIS	Monthly, Jennifer Wise (Executive Director of K-12 Curriculum)
Data chats	Principals	Deputy Superintendent sends Data Chat requirements to principals via email.	Quarterly	Principal Data Chats, shared by principals to the Deputy Superintendent	Quarterly, Donna Jones (Deputy Superintendent) and Kevin Purvis (Assistant Superintendent of Human Resources)
Reading Leadership Team per 6A-6.053(3) F.A.C.	Principals	District staff emails principals instructions for Reading Leadership Team Meetings	Quarterly	Principals share data with district staff electronically	Quarterly, Kevin Berry (Curriculum Supervisor)

Monitoring of plan implementation	Kevin Berry and Jennifer Wise	Emails and discussion at administrator meetings	Quarterly	Principals will submit their quarterly Reading Plan implementation update to district staff via Google Form	Quarterly, Jennifer Wise and Kevin Berry
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?		
Our district follows the Florida MTSS Problem Solving Process: what's the problem, why is it occurring, what are we going to do about it, and is it working?	Concerns are submitted via schools' quarterly reading plan implementation updates and reconciled with the data reviewed in principal data chats. Other concerns can be submitted to curriculum staff via email or telephone call.		Staff from Curriculum and Professional Development will review school's quarterly reading plan implementation updates and build support plans for schools based on the review of the plan.		

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	PD department offers monthly emailed newsletters as well as quarterly PD calendars and updates at administrator meetings	Principals access teacher completion of PD in our online system, ACIIS (Alachua County Instructional Improvement System)	Monthly, digitally via ACIIS	Jennifer Wise (Executive Director of K-12 Curriculum)	Bessie Criscione (PD Supervisor)
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Information shared at administrator meetings, coaching templates	ACIIS, individual teacher coaching plans	Monthly, digitally via ACIIS	Jennifer Wise (Executive Director of K-12 Curriculum)	Bessie Criscione (PD Supervisor) and Amy Shockley (PD Supervisor)

	shared digitally				
Identification of mentor teachers	District mentor teachers are identified by district staff. This information is communicated to principals at administrator meetings as well as via email.	Principals submit feedback to PD department who coordinates our district's mentor program. Mentors submit coaching logs to PD supervisors.	Coaching logs are reviewed monthly via online files. PD department staff accepts feedback on mentors throughout the year via email, in person, or phone conference, and requests formal input annual via digital form.	Bessie Criscione (PD Supervisor) and Amy Shockley (PD Supervisor)	Jennifer Wise (Executive Director of K-12 Curriculum)
Establishing of model classrooms within the school	Administrator meetings	Formal observations, informal walkthroughs	Quarterly via Reading Plan Implementation Update digital form	Bessie Criscione (PD Supervisor) and Amy Shockley (PD Supervisor)	Jennifer Wise (Executive Director of K-12 Curriculum)
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Administrator meetings	Principals establish planning calendars and administrators participate in meetings and/or collect agendas and minutes	Plans are shared with district staff during quarterly reading plan implementation updates via digital form. Agendas and minutes are kept on file at school and are available by request	Jennifer Wise (Executive Director of K-12 Curriculum) and Kevin Berry (Curriculum Supervisor)	Jennifer Wise (Executive Director of K-12 Curriculum)

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	Administrator meetings via presentation and collaborative discussions	Informal walkthroughs, classroom visits, and formal observations	Through our online reporting system, ACIS	Jennifer Wise	Monthly
Small group differentiated instruction in order to meet individual student needs	Administrator meetings via presentation and collaborative discussions	Informal walkthroughs, classroom visits, and formal observations	Through our online reporting system, ACIS	Jennifer Wise	Monthly

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

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

The supplemental materials for elementary schools, additional hour of instruction (at elementary schools), and funding of elementary literacy coaches expend 84% of our reading funds. While these funds also support students in grades K-5, the emphasis is supporting teachers and students in grades K-3.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	78290
District expenditures on reading coaches assigned to elementary schools	230000
District expenditures on reading coaches assigned to secondary schools	100000
District expenditures on intervention teachers assigned to elementary schools	0
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	200000
District expenditures on supplemental materials or interventions for secondary schools	10000
District expenditures on professional development	12275
District expenditures on helping teachers earn the reading endorsement	7525
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	675,000
Flexible Categorical Spending	0
Sum of Expenditures	1313090
Amount of District Research-Based Reading Instruction Allocation	1313090

Summer Reading Camp

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

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

Scholastic LitCamp and SIPPS (Systematic Instruction in Phonological Awareness and Sight Words) are our primary instructional materials in our third grade reading camp.

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

If yes, which grade levels? _____

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills
- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

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

Schools were grouped into Tiers of Support based on student performance data. Tier 1 schools are all schools who have global support. Tier 2 schools are schools who have been part of the school improvement process (or differentiated accountability) in the recent past, or schools that have a recent school grade of C. They receive additional support than Tier 1 schools. Tier 3 schools include schools who are currently in school improvement process or are listed as one of the Lowest 300 performing schools. These schools have much more targeted support and are the primary points of contact for our curriculum and professional development specialists.

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?

Principals receive training as to the role and responsibilities of the coach and what is not appropriate to request of coaches.
Administrators participate in Lastinger Coaching Program which outlines coaching responsibilities.
Supervisors in the PD Department address coaches in department meetings and provide protocols for coaches to engage in if being asked to provide functions beyond their assigned role.

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

Coaches self-report to Professional Development Supervisors who address concerns with school and or district leadership.

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>
PD Department communicates to all district leadership assignment of coaches, facilitates process of school support with leadership team, and updates regularly through district meetings and email. Title I Schools have Instructional Intervention Coaches who provide school-based support.	Coaching Logs Google Calendars shared with PD Supervisors	Professional Development and Curriculum Supervisors	Twice monthly	For problem Identification: District and teacher needs assessment surveys Regular school visits and debriefed observations Recommendations from Deputy Superintendent, or Assistant Superintendent based on findings in principal data chats Data review teams meet regularly to make decisions around support needed. These teams follow the MTSS Planning/Problem-Solving Process –what’s the problem, why is it occurring, what are we going to do about it, and is it working?

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 Through Fifth Grade

IF:

Student meets the following criteria at beginning of school year:
FSA Level 3 or above (300 SS or above in grade 3, 311 SS or above in grade 4, 321 SS or above in grade 5), AIMS score at or above 40th percentile, ISIP Level 3 or above

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.

Our core curriculum, HMH Reading Street was adopted in 2013. In order to ensure standards alignment, teacher leaders curated additional resources developed by our curriculum specialists, including selections from CPALMS, available through our Curriculum Maps to supplement the core curriculum. While there are [research studies](#) showing evidence of effectiveness, due to the age of the series HMH is no longer engaging in research, so ESSA evidence is not available. For the 2020 ELA textbook adoption, Alachua County Public Schools will select a textbook with an evidence rating of strong, moderate, or promising.

Other resources: Additionally, many of our schools have chosen to add Ready Florida as a supplemental resource. [Ready Florida also has promising evidence](#) to support its impact on student performance.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

FSA ELA (annually)

Student scores Level 3 or above

Student scores Level 2 or below

FLKRS (for Kindergarten students only), administered first 30 days of school

Student scores 497 or above

Student scores 496 or below

ISIP (Istation's Indicator of Progress) Reading, monthly

Student scores level 3 or above

Student scores level 2 or lower

TIER 1

	*when making decisions, we rely on the preponderance of data and do not rely on one source	
	AIMS ELA (Alachua Instructional Monitoring System), quarterly	Student scores 40 th percentile or above
		Student scores at 39 th percentile or below
	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>Curriculum staff analyze district-wide and school level progress monitoring data. This is reported at District MTSS Team meetings. Principals monitor teacher-level data. Principals conduct formal and informal classroom observations and input these into ACIS.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>The District MTSS team follows the MTSS problem solving process during team meetings. The District MTSS team has provided training to administrators so that they also use that problem solving process when their reading leadership team and school data review teams meet.</p>
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>Curriculum staff analyze district-wide and school level progress monitoring data. This is reported at District MTSS Team meetings. Principals monitor teacher-level data. Administrators complete fidelity checks on curriculum implementation.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>The District MTSS team follows the MTSS problem solving process during team meetings. The District MTSS team has provided training to administrators so that they also use that problem solving process when their reading leadership team and school data review teams meet.</p>
<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Students will receive instruction using the same curriculum materials and following the same curriculum maps using our learning management system, Canvas. Teacher/student interaction will be via Google Meet or Zoom.</p>		

IF:	Student meets the following criteria at beginning of school year: <i>FSA Scale Score of High Level 1 (270 SS or above in grade 3, 282 SS or above in Grade 4, 289 SS or above in Grade 5) or Level 2, AIMS Score 16-39th percentile, ISIP Level 2</i>
THEN:	TIER 1 instruction and TIER 2 interventions
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • <i>are standards-aligned</i> • <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> • <i>occurs during time allotted in addition to core instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i>

	TIER 2 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
	Phonics, Phonemic Awareness, Oral Language and Fluency: SIPPS (group size of 3-6), 4x week, 30 minutes IRLA (group size of 3-6), 4x week, 30 minutes Istation (computer-based), 3-5x week, 20 minutes UFLI or Orton Gillingham multi-sensory approach (group size of 3-6), 4x week, 30 minutes	ISIP (monthly) AIMS (quarterly)	Level 3 (40 th percentile and above) 40 th percentile	Score Level 2 (20-39 th percentile) 16-39 th percentile	Score Level 1 (1-19 th percentile) 1-15 th percentile
	Vocabulary or Comprehension: Istation (computer-based), 3-5x week, 20 minutes ACHIEVE3000 (computer-based) 3-5x week, 30 minutes Language for Learning (group of 3-6), 4x week, 30 minutes Reading A-Z (group of 3-6), 4x week, 30 minutes My Sidewalks (group of 3-6), 4x week, 30 minutes	ISIP (monthly) AIMS (quarterly)	Level 3 (40 th percentile and above) 40 th percentile	Score Level 2 (20-39 th percentile) 16-39 th percentile	Score Level 1 (1-19 th percentile) 1-15 th percentile
	Number of times a week intervention provided	4	Number of minutes per intervention session	20-30	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? School teams collect data on the impact of these resources as well as conduct fidelity checks on the implementation of these resources. Currently, our district focus is on the impact of SIPPS. Administrators have received training on how to observe implementation with fidelity and submit to the district ratings for each classroom visit. Reading progress monitoring data will be submitted as well as the number of sessions in which students participated in SIPPS instruction. We can combine this data in order to determine the effectiveness of this intervention.					

	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>We are still collecting data and evaluating evidence on these materials. SIPPS, Istation, and ACHIEVE3000 shared specific studies in which findings outlined articles which indicated promising and/or moderate evidence. However, in addition to evidence from other sources, we plan to collect our own progress monitoring data on the implementation of these resources to come up with our own conclusions.</p>
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Students will receive instruction using the same curriculum materials and following the same curriculum maps using our learning management system, Canvas. Teacher/student interaction will be via Google Meet or Zoom. Some of these resources are more readily adaptable to distance learning than others. For example, students can still engage in SIPPS lessons via small group meetings using Google Meet and Zoom. Teachers have received training with how to implement SIPPS via distance learning, and successfully implemented the lessons via distance learning in spring and summer of 2020.</p>

IF:	<p>Student meets the following criteria at beginning of school year: Using a preponderance of data from multiple sources, including <i>FSA Score of Mid-Level 1 (269 SS in Grade 3, 281 SS in Grade 4, 288 SS in Grade 5) or Lower, AIMS Score of 15th percentile or below, ISIP Level 1</i></p>			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	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
	<p>Phonics, Phonemic Awareness, Oral Language, and Fluency</p> <p>SIPPS (Group of 1 to 3) 4-5x week, 40 minutes Wilson Phonics (Group of 1-3) 4-5x week, 40 minutes</p>	<p>ISIP (monthly)</p> <p>AIMS (quarterly)</p>	<p>Score Level 2 (20-39th percentile)</p> <p>16-39th percentile</p>	<p>Consistent scores of Score Level 1 (1-19th percentile)</p> <p>1-15th percentile</p>
<p>Vocabulary and Comprehension</p> <p>Istation (teacher led small groups of 1-3 students), 4-5x week, 40 minutes ACHIEVE3000 (teacher led small groups of 1-3 students), 4-5x week, 40 minutes Imagine Learning (teacher led small</p>	<p>ISIP (monthly)</p> <p>AIMS (quarterly)</p>	<p>Score Level 2 (20-39th percentile)</p> <p>16-39th percentile</p>	<p>Consistent scores of Score Level 1 (1-19th percentile)</p> <p>1-15th percentile</p>	

	groups of 1-3 students), 4-5x week, 40 minutes			
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
	Number of times a week intervention provided	4-5	Number of minutes per intervention session	30-40
	<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>School teams collect data on the impact of these resources as well as conduct fidelity checks on the implementation of these resources. Currently, our district focus is on the impact of SIPPS. Administrators have received training on how to observe implementation with fidelity and submit to the district ratings for each classroom visit. Reading progress monitoring data will be submitted as well as the number of sessions in which students participated in SIPPS instruction. We can combine this data in order to determine the effectiveness of this intervention.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>We are still collecting data and evaluating evidence on these materials. SIPPS, as a specific example, shared a study in which the findings outlined in the article were promising evidence. Istation shared research as having promising and moderate evidence. Wilson is listed on Reading Evidence for ESSA as having strong evidence. However, in addition to evidence from other sources, we plan to collect our own progress monitoring data on the implementation of these resources to come up with our own conclusions.</p>				
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Students will receive instruction using the same curriculum materials and following the same curriculum maps using our learning management system, Canvas. Teacher/student interaction will be via Google Meet or Zoom. Some of these resources are more readily adaptable to distance learning than others. For example, students can still engage in SIPPS lessons via small group meetings using Google Meet and Zoom. Teachers have received training with how to implement SIPPS via distance learning, and successfully implemented the lessons via distance learning in spring and summer of 2020.</p>				

Middle Grades Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8

IF:

Student meets the following criteria at beginning of school year:
 FSA ELA 3 or higher in the most recently tested year (2018-19) OR FSA ELA or higher in two of the three most recently tested years (2016-2019) OR student averaged scores of 70% or higher on the 2019-20 AIMS ELA for Quarters 1, 2, and 3.

- Grade 6 FSA ELA Scale score of 326 or higher
- Grade 7 FSA ELA Scale score of 333 or higher
- Grade 8 FSA ELA Scale score of 337 or higher

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.

Core Curriculum for Language Arts is Code X (Scholastic), the curriculum adopted in the last ELA adoption cycle. Core Curriculum for Reading is Literature and Thought (Perfection Learning).

Code X is centered around three areas:

1. Engagement and Rigor: Transformative Common Core instruction in the middle school classroom
 2. Comprehensive literacy instruction to address the instructional shifts of the Common Core for all learners
 3. Ongoing assessment and evidence-centered design
- Research & Expert Opinion: Curriculum that improves achievement at the middle school level engages students with complex text.
 - Influenced by Standard One, which calls on students to “read closely to determine what the text says explicitly and make logical inferences from it,” many instructional models that address text complexity employ “close reading.” These models ensure that close attention is paid to text, specifically to author’s craft and text structure, to word choice, to the challenging vocabulary and syntax that are features of complex text, in order to strengthen students’ ability to handle these challenges for themselves (Liben & Liben, 2013).
 - Research & Expert Opinion: Curriculum that improves achievement at the middle school level is purposeful.
 - Teaching literacy skills embedded in content through units of study is an inquiry-based instructional framework that supports students’ development as readers and writers in single-subject areas or across disciplines. The units of study approach works well for a diverse range of learners in a variety of middle grade settings as it enhances their motivation, engagement, and growth. Additionally, this approach helps students meet the CCSS for ELA (Pytash & Morgan, 2013).
 - Research & Expert Opinion: Curriculum that improves achievement at the middle school level is equitable.
 - The research on effective instruction for English Learners points to three important principles: generally effective practices are likely to be effective with English learners; English learners require additional instructional supports; and the home language can be used to promote academic

TIER 1

development. Additionally, English learners need plenty of opportunities to develop proficiency in English (Goldenberg, 2013).

[Code X ESSA evidence rating](#) = Demonstrates a Rationale. For the 2020 ELA textbook adoption, Alachua County will be replacing Code X with a textbook with a stronger evidence rating.

Literature & Thought Literature & Thought was built upon the following principles, with research that has stood the test of time and has been replicated in recent studies Texts should build students' content knowledge.

- Although addressing literacy standards alone in the literacy block seems daunting, the inclusion of content alongside literacy standards makes the curriculum richer and more meaningful. Cervetti and Hiebert (2019) suggested building knowledge through the use of conceptually and thematically rich content texts. Thus, carefully selecting and ordering texts should support development of content knowledge. For instance, teachers can begin by providing students with simpler texts that introduce or build knowledge necessary to understand a concept. Following this, teachers can provide students with texts that address more complex aspects of the theme or concept.

Texts should be engaging and enhance student motivation to read more.

- Building knowledge through reading content-related texts motivates readers by providing a built-in purpose for reading (e.g., Guthrie, 2004). By providing interdisciplinary connections through reading content-related texts, students can both build necessary knowledge and see the relevance of the reading tasks (Cervetti & Hiebert, 2019).

All students should be exposed to rich, complex text.

- Current debates center on whether students should be reading challenging texts (NGA Center & CCSSO, 2010a) or easier texts (Allington, McCuiston, & Billen, 2015) to support their literacy development.

[Literature and Thought ESSA evidence rating](#) = Demonstrates a Rationale. For the 2020 ELA textbook adoption, Alachua County will be replacing Perfection Learning with a textbook with a stronger evidence rating.

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>
Quarterly, three times per year	AIMS ELA scores of 70% or higher; AIMS ELA scores showing significant growth from one quarterly AIMS ELA to the next.	AIMS ELA scores below 70%
<i>How is the effectiveness of Tier 1 instruction being monitored?</i> Analysis of quarterly AIMS data. Annual FSA ELA data. Teacher assignments and evaluation of students.	<i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i> District, school and teacher analysis of AIMS data with an eye towards standards that require re-teaching and with an eye towards students for whom Tier I is not effective. Teachers meet with the district curriculum specialist to review FSA and AIMS reports to analyze how effectively standard mastery is being met.	
<i>How is instruction modified for students who receive instruction through distance learning?</i> <ul style="list-style-type: none"> • The core curriculum is available in student-accessible digital format through our Clever platform, MyPortal. • Instruction, assignments, feedback and evaluation is housed in the Google Classroom platform. 		

IF:	<p>Student meets the following criteria at beginning of school year: FSA ELA of a 2 or a 1.6 in the most recently tested year (2018-19) OR an FSA ELA 1.6 or higher in two of the three most recently tested years (2016-2019) AND student's AIMS ELA average is below 69% on the 2019-20 AIMS ELA for Quarters 1,2, and 3.</p> <ul style="list-style-type: none"> Grade 6 FSA ELA Scale score of 293-325 Grade 7 FSA ELA Scale score of 301-332 Grade 8 FSA ELA Scale score of 306-336 				
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> 				
	<p>TIER 2 Programs/Materials/Strategies & Duration</p>	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>Reading class with iReady or iStation online instruction 30-49 minutes per week</p>	<p>AIMS ELA, quarterly, three times per year, iReady or iStation diagnostic three times per year.</p>	<p>AIMS ELA average of 70% or higher.</p>	<p>AIMS ELA average between 50% and 69% with signs of growth on AIMS and in the iReady or iStation diagnostics.</p>	<p>AIMS ELA average of less than 50% with no signs of growth in AIMS ELA or the iReady or iStation diagnostics.</p>
	<p>Strategies to engage with complex text; building knowledge through reading content-related texts motivates readers by providing a built-in purpose for reading</p>				
<p>Number of times a week intervention provided</p>	5	<p>Number of minutes per intervention session</p>	15-50		

	<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> <p>Regular, consistent district, school, and teacher level review of iReady usage and lesson pass rate. Review of diagnostic data at the mid-year to ensure that student is on track for growth goal. Students take the quarterly AIMS ELA assessment to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction.</p>
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>The analysis on a final sample of more than 440,000 ELA students grades K-8 showed that students receiving i-Ready Instruction demonstrated greater learning gains for the 2017–2018 academic year compared to students who did not receive iReady Instruction, when controlling for selection bias.</p> <p>The results of this study were statistically significant at the $p < .05$ level for all grades and subjects, and all but one of the results—Grade 2 ELA, which was significant at the $p = .0004$ level—were significant at the $p < .0001$ level. The results of this analysis provide evidence of a relationship between use of iReady Instruction and greater student learning gains. The significance of the findings and the inclusion of statistical controls in this study meet the criteria for ESSA Level 3: Promising Evidence.</p>
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>The iReady online, adaptive curriculum is available to students through the district My Portal. Teachers can monitor usage and lesson pass rate as well as assign targeted lessons based on student needs.</p>

IF:	<p>Student meets the following criteria at beginning of school year: FSA ELA of a 1.0-1.3 in the most recently tested year (2018-19) AND an FSA ELA of 1.0-1.3 in two of the three most recently tested years (2016-2019) AND AIMS ELA average below 50% on the 2019-20 AIMS ELA for Quarters 1, 2, and 3.</p> <ul style="list-style-type: none"> • Grade 6 FSA ELA Scale score of 259-292 • Grade 7 FSA ELA Scale score of 267-300 • Grade 8 FSA ELA Scale score of 274-305 			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	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
	Small group and/ or one-on-one instruction based on iReady or iStation	Weekly monitoring of	AIMS ELA average of 50% or higher AND signs of	AIMS ELA average of less than 50%

	diagnostic and instructional data.	iReady or iStation instructional data.	growth in iReady or iStation diagnostics.	with no signs of growth in AIMS ELA or the iReady or iStation diagnostics.
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p>				
<p>Number of times a week intervention provided</p>	<p>2</p>	<p>Number of minutes per intervention session</p>	<p>20</p>	
<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>Regular, consistent district, school, and teacher level review of iReady usage and lesson pass rate. Review of diagnostic data at the mid-year to ensure that student is on track for growth goal. Students take the quarterly AIMS ELA assessment to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>The analysis on a final sample of more than 440,000 ELA students in grades K-8 showed that students receiving i-Ready Instruction demonstrated greater learning gains for the 2017–2018 academic year compared to students who did not receive iReady Instruction, when controlling for selection bias. The results of this study were statistically significant at the $p < .05$ level for all grades and subjects, and all but one of the results—Grade 2 ELA, which was significant at the $p = .0004$ level—were significant at the $p < .0001$ level. The results of this analysis provide evidence of a relationship between use of iReady Instruction and greater student learning gains. The significance of the findings and the inclusion of statistical controls in this study meet the criteria for iReady ESSA Level 3: Promising Evidence.</p>				
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Teachers can monitor usage and lesson pass rate and assign targeted lessons based on student needs. Teachers will need to schedule video or phone meetings to provide targeted instruction and support.</p>				

High School Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9-12

IF:

Student meets the following criteria at beginning of school year:
 FSA ELA Level 3 or higher in the most recently tested year (2018-19) OR FSA ELA Level 3 or higher in two of the three most recently tested years (2016-2019) OR student averaged scores of 70% or higher on the 2019-20 AIMS ELA for Quarters 1, 2, and 3.

- Grade 9 FSA ELA Scale score of 343 or higher
- Grades 10-12 FSA ELA Scale score of 350 or higher

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 Curriculum for English is Collections (HMH), the curriculum adopted in the last ELA adoption cycle. HMH Collections is built around the most conclusive research on effective ELA instruction for Grades 6 through 12—including how to support students in reading complex texts and writing effectively across genres—and around best practices for meeting the needs of all learners through differentiation, ongoing assessment, and 21st-century technological tools.

The program’s efficacy was evaluated using a pretest/ posttest design. Pretest and posttest assessments, which were modeled on the assessments developed for the Collections program, focused on having students read, analyze, compare, and communicate their understanding of various literary texts. Student test score increases were statistically significant at all grades, and the effect sizes were substantively important and classified as medium at all grades.

[ESSA evidence rating = Demonstrates a Rationale](#). For the 2020 ELA textbook adoption, Alachua County will be adopting a textbook with a stronger evidence rating.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

AIMS ELA, quarterly, three times per year

AIMS ELA scores of 70% or higher; AIMS ELA scores showing significant growth from one quarterly AIMS ELA to the next.

AIMS ELA scores below 70%

	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>Tier 1 effectiveness is monitored annually using FSA ELA data on district, school, teacher and student levels. Tier 1 effectiveness is also monitored three times a year using AIMS data on district, school, teacher and student levels. Tier 1 effectiveness is also monitored by school administrators during formal and informal observations.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <ul style="list-style-type: none"> • Annual FSA ELA data is examined on a district level, school level, and at a teacher level. • Quarterly AIMS ELA data is examined on a district level, school level, and at a teacher level. • District Wide ELA professional development is adjusted based on the data trends from the FSA ELA and AIMS ELA results. • After each quarterly formative assessment, district personnel create and disseminate data-driven remediation lessons focused on targeted standards highlighted by the AIMS results. • District personnel work with school administrators and teachers to review FSA and AIMS ELA data on a school and teacher level and make instructional adjustments based on the data. These meetings occur annually to review FSA data and quarterly to review AIMS data. • Teacher teams provide ongoing input to adjust quarterly curriculum maps.
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <ul style="list-style-type: none"> • The core curriculum is available in student-accessible digital format through our Clever platform, MyPortal. • Instruction, assignments, feedback and evaluation is housed in the Google Classroom platform. 	

IF:	<p>Student meets the following criteria at beginning of school year: FSA ELA of a 2 or a 1.6 in the most recently tested year (2018-19) OR an FSA ELA 1.6 or higher in two of the three most recently tested years (2016-2019) AND student's AIMS ELA average is below 69% on the 2019-20 AIMS ELA for Quarters 1,2, and 3.</p> <ul style="list-style-type: none"> • Grade 9 FSA ELA Scale score of 311-342 • Grades 10-12 FSA ELA Scale score of 318-349 	
THEN:	TIER 1 instruction and TIER 2 interventions	
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • <i>are standards-aligned</i> • <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> • <i>occurs during time allotted in addition to core instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i> 	
		TIER 2 Progress Monitoring

TIER 2 Programs/Materials/Strategies & Duration	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
Reading class with Teengagement OR a co-teach/ support facilitation instructional model for English	AIMS ELA, quarterly, three times per year; OR Teengagement standards-based formative assessments at the end of each unit, two units per nine weeks. OR teacher-created, standards-based formative assessment	AIMS ELA average of 70% or higher.	AIMS ELA average between 50% and 69% with signs of growth on AIMS and in the Teengagement assessments Or on the teacher-created, standards-based formative assessment	AIMS ELA average of less than 50% with no signs of growth in AIMS ELA or the Teengagement assessments Or on the teacher-created, standards-based formative assessment
Strategies to engage with complex text; building knowledge through reading content-related texts motivates readers by providing a built-in purpose for reading				
Number of times a week intervention provided	3-5	Number of minutes per intervention session	30-60	
<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>Regular, consistent teacher level review of Teengagement assessments Or on the teacher-created, standards-based formative assessments. Students take the quarterly AIMS ELA assessment to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Teengagement® is a high-interest literacy curriculum that connects the classroom to the real world. Lack of student motivation is one of the primary reasons for underachievement in reading and the barrier for student mastery of academic standards. Along with their teachers, secondary students dive into the curriculum as they read to learn about subjects that matter to them. The Units of Study help students develop vocabulary, reading comprehension, and text analysis skills. Teengagement® teaches students to excel in writing and other authentic assessments with standards-based performance rubrics. Students will prepare for high-stakes testing, aligned to the Florida Language Arts State Standards while becoming critical thinkers and lifelong learners.</p>				

	<p>Teengagement® is a digital learning component of our high school intensive reading curriculum and is used in SOAR (Strategy Oriented Academic Reading) in grades 9-12 in all of our high schools. The renewal is a school wide annual license that allow classroom teachers the ability to use the entire inventory of Units of Study with any and all students in the school. The Units of Study are in a digital media format compatible with the major virtual learning and learning management systems. They are organized by subject and year of publication and fully searchable on the Lexile level so teachers can differentiate instruction as students build their literacy skills. Additionally, the licenses allow teachers to be a part of the Teengagement® Practitioner Network, a place of support, idea sharing, and professional development, with a community of educators working together to engage students with best practices of literacy instruction.</p> <p>We are unable to verify an ESSA evidence rating for this resource. For the 2021-22 school year and beyond, Alachua County will be selecting a high school reading resource with a stronger evidence rating.</p> <p>Co-teaching models have been established in research as an instructional delivery method to provide instruction to diverse students in an inclusive general education setting. Research of inclusive classrooms where general education and special education teachers co-instruct indicates learning for students with learning disabilities (LD) is improved (Cramer, Liston, Nevin & Thousand, 2010).</p>
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>The Teengagement curriculum is available to students through the teachers Google classroom. Teachers can monitor standards mastery and assign targeted lessons based on student needs.</p> <p>Co-teaching models have been established in research as an instructional delivery method to provide instruction to diverse students in an inclusive general education setting. Research of inclusive classrooms where general education and special education teachers co-instruct indicates learning for students with learning disabilities (LD) is improved (Cramer, Liston, Nevin & Thousand, 2010).</p>

IF:	<p>Student meets the following criteria at beginning of school year: FSA ELA of a 1.0-1.3 in the most recently tested year (2018-19) AND an FSA ELA of 1.0-1.3 in two of the three most recently tested years (2016-2019) AND AIMS ELA average below 50% on the 2019-20 AIMS ELA for Quarters 1,2, and 3 OR any student taking Florida Standards Alternate Assessment (FSAA).</p> <ul style="list-style-type: none"> • Grade 9 FSA ELA Scale score of 276-310 • Grades 10-12 FSA ELA Scale score of 284-31 			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	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
	Small group and/ or one-on-one instruction based on Teengagement instructional data OR small group and/	Weekly monitoring.	AIMS ELA average of 50% or higher AND signs of	AIMS ELA average of less than 50% with no signs of growth in

	<p>or one-on-one instruction based on teacher-created, standards-based formative assessment from the co-teach or support facilitation class OR small group and/ or one-on-one instruction based on formative assessments based on modified Access Points standards</p>		<p>growth in Teengagement assessments.</p>	<p>AIMS ELA or the Teengagement assessments</p>
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p>				
<p>Number of times a week intervention provided</p>	<p>2-4</p>	<p>Number of minutes per intervention session</p>	<p>20</p>	
<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? Biweekly teacher level review of Teengagement assessments. Students take the quarterly AIMS ELA assessment to ensure that they are on track with standards-based instruction as well as the adaptive online reading instruction.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Teengagement® is a high-interest literacy curriculum that connects the classroom to the real world. Lack of student motivation is one of the primary reasons for underachievement in reading and the barrier for student mastery of academic standards. Along with their teachers, secondary students dive into the curriculum as they read to learn about subjects that matter to them. The Units of Study help students develop vocabulary, reading comprehension, and text analysis skills. Teengagement® teaches students to excel in writing and other authentic assessments with standards-based performance rubrics. Students will prepare for high-stakes testing, aligned to the Florida Language Arts State Standards while becoming critical thinkers and lifelong learners.</p> <p>Teengagement® is a digital learning component of our high school intensive reading curriculum and is used in SOAR (Strategy Oriented Academic Reading) in grades 9-12 in all of our high schools. The renewal is a school wide annual license that allow classroom teachers the ability to use the entire inventory of Units of Study with any and all students in the school. The Units of Study are in a digital media format compatible with the major virtual learning and learning management systems. They are organized by subject and year of publication and fully searchable on the Lexile level so teachers can differentiate instruction as students build their literacy skills. Additionally, the licenses allow teachers to be a part of the Teengagement® Practitioner Network, a place of support, idea sharing, and professional development, with a community of educators working together to engage students with best practices of literacy instruction.</p> <p>We are unable to verify an ESSA evidence rating for this resource. For the 2021-22 school year and beyond, Alachua County will be selecting a high school reading resource with a stronger evidence rating.</p> <p>Co-teaching models have been established in research as an instructional delivery method to provide instruction to diverse students in an inclusive general education setting. Research of inclusive classrooms where general education and special education teachers co-instruct indicates learning for students with learning disabilities (LD) is improved (Cramer, Liston, Nevin & Thousand, 2010).</p>				

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

Teachers can assign targeted lessons based on student needs. Teachers will need to schedule video or phone meetings to provide targeted instruction and support.

Co-teaching models have been established in research as an instructional delivery method to provide instruction to diverse students in an inclusive general education setting. Research of inclusive classrooms where general education and special education teachers co-instruct indicates learning for students with learning disabilities (LD) is improved (Cramer, Liston, Nevin & Thousand, 2010).