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

Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education's (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

	Name	Title	Email	Phone
Main District Reading Contact	(Everett) Allen Murphy	Executive Director of Teaching and Learning	Everett.murphy@bakerk12.org	904-259-0404

Responsibility	Name	Title	Email	Phone
Elementary ELA	(Everett) Allen Murphy	Executive Director of Teaching and Learning	Everett.murphy@bakerk12.org	904-259-0404
Secondary ELA	(Everett) Allen Murphy	Executive Director of Teaching and Learning	Everett.murphy@bakerk12.org	904-259-0404
Reading Endorsement	Robin Mobley	Associate Superintendent of Human Resources	Robin.mobley@bakerk12.org	904-259-0428
Reading Curriculum	(Everett) Allen Murphy	Executive Director of Teaching and Learning	Everett.murphy@bakerk12.org	904-259-0404
Professional Development	(Everett) Allen Murphy	Executive Director of Teaching and Learning	Everett.murphy@bakerk12.org	904-259-0404
Assessment	Traci Wheeler	Director of Accountability and Special Programs	Traci.wheeler@bakerk12.org	904-259-6776
Data Element	MaryBeth Windham	MIS	Mary.windham@bakerk12.org	904-259-0421
Summer Reading Camp	(Everett) Allen Murphy	Executive Director of Teaching and Learning	Everett.murphy@bakerk12.org	904-259-0404
3rd Grade Promotion	(Everett) Allen Murphy	Executive Director of Teaching and Learning	Everett.murphy@bakerk12.org	904-259-0404

Plan Information

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

Correspondence will be communicated through email, with the template being attached and asking for input. Reading Coaches will be asked to review and provide input. We will also place the template on the district website @ bakerk12.org.

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

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	Kindergarten Checklist of Florida Standards, STAR Early Literacy Assessment, STAR	Diagnostic, Progress Monitoring, Summative	Pulled from online data	At least three times a year.
Phonological awareness	Kindergarten Checklist of Florida Standards, STAR Early Literacy Assessment, STAR, iReady Adaptive Diagnostic Assessment	Diagnostic, Progress Monitoring, Summative	Pulled from online data	At least three times a year.
Phonics	Kindergarten Checklist of Florida Standards, STAR Early Literacy Assessment, STAR, iReady Adaptive Diagnostic Assessment	Diagnostic, Progress Monitoring, Summative	Pulled from online data	At least three times a year.
Fluency	Kindergarten Checklist of Florida Standards, STAR Early Literacy Assessment, STAR	Diagnostic, Progress Monitoring, Summative	Pulled from online data	At least three times a year.
Vocabulary	Kindergarten Checklist of Florida Standards, STAR Early Literacy Assessment, STAR, iReady Adaptive Diagnostic Assessment	Diagnostic, Progress Monitoring, Summative	Pulled from online data	At least three times a year.
Comprehension	Kindergarten Checklist of Florida Standards, STAR Early Literacy Assessment, STAR, iReady Adaptive Diagnostic Assessment	Diagnostic, Progress Monitoring, Summative	Pulled from online data	At least three 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?
STAR	Student reading levels	Progress Monitoring, Formative	Pulled from online data	Three Times a Year
USA Test Prep	Comprehension Skills, Problem Solving	Progress Monitoring	Teacher tool	Once a Quarter
Teengagement	Comprehension Skills, Compare and Contrast, Inferencing	Progress Monitoring/ Formative	Teacher tool	Two to Three times a Quarter

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
Once a Quarter, Director of Instruction and Literacy Coaches	Data is evaluated by teachers, literacy coaches, principals, MTSS teams. Using the four or eight step problem solving method, decisions are made.	Progress monitoring is shared at the district level in Ed Leaders meetings.	During Ed Leaders meetings data is shared on student progress. If issues arise or needs expressed, the district can look for supports for schools.	Allen Murphy, Executive Director of Teaching and Learning

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	Principal or Designee	Faculty Meetings, Digital Communication	Once a month	Ed leaders' meetings, and Reading team meetings, by the Principal	Once a month by the Principal, Literacy Coach
Data chats	Principal or Designee	In the Data Chats Face to Face	Once a quarter	In meetings with individual teachers, by the principal,	Once a quarter by the Principal and Literacy

				with Literacy Coach, guidance counselor and facilitators.	Coach.
Reading Leadership Team per 6A-6.053(3) F.A.C.	Principal or Designee, Literacy Coach	In the meetings and at faculty meetings	Once a month	In meetings with Literacy Coach, Principal and staff.	Once a month by the Literacy Coach
Monitoring of plan implementation	Principal or Designee and Literacy Coach	Through face to face meetings	Once a month	Face to Face meetings with the Principal and Literacy Coach	Once a month by the Literacy Coach
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?
Data is evaluated by teachers, literacy coaches, principals, MTSS teams. Using the four-problem solving method, decisions are made.	The school-based principal is made aware of any issue with compliance to reading plan. If additional needs arise the principal will contact the director of education.	Through Ed Leaders meetings, Literacy Coach Meetings, and MTSS meetings information is shared and support offered if needed.

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	Principals receive emails from the district and NEFEC about PD related to reading interventions	Principals have face to face meetings with teachers who need PD in reading intervention.	At least two times a year, through email and surveys about teacher PD needs and certification.	Allen Murphy, Executive Director of Teaching and Learning	Allen Murphy, Executive Director of Teaching and Learning
Differentiated professional development with intensity increased for those teachers	Opportunities are communicated	Walkthroughs and Data are monitored by principals and	As needed, through email or phone call of the specific PD need.	Allen Murphy, Executive Director of Teaching and Learning	Allen Murphy, Executive Director of Teaching and Learning

whose progress monitoring data is not showing adequate growth	to Principals through email.	teachers showing low data are identified for various PD.			
Identification of mentor teachers	Emails are sent at the beginning of the year to identify potential mentors. Principals identify teachers who would need PD.	Principals communicate with potential mentors and follow the progress of PD	Through email; how many mentors are trained and how many potential mentors need professional development offered through NEFEC.	Allen Murphy, Executive Director of Teaching and Learning.	Allen Murphy, Executive Director of Teaching and Learning
Establishing of model classrooms within the school	Principals communicate expectations of what model classrooms look like through email, faculty meetings and face to face.	Through walkthroughs, principals identify teachers who are ideal in all aspects of instruction.	Monthly, at Ed Leaders meetings, principals share model teaching and classrooms.	Allen Murphy, Executive Director of Teaching and Learning	Allen Murphy, Executive Director of Teaching and Learning
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Planning time is scheduled during the day for all instructional staff. PLCs are given time during early out days for meeting as a group.	Teacher work schedule dictates planning time. Principals may ask at certain times for teachers to focus planning on specific things based on student need.	School and teacher schedules are shared at the beginning of the school year. This is contained in the Master Schedule.	Allen Murphy, Executive Director of Teaching and Learning	Allen Murphy, Executive Director of Teaching and Learning

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	Ed Leaders meetings and emails.	Principals do walkthroughs to ensure compliance with the reading block. Lessons plans are evaluated throughout the year by the principal.	The daily schedule is shared with all stakeholders to show the importance of the reading block.	Allen Murphy, Executive Director of Teaching and Learning	Once a year, at the beginning of the year when schedules are reviewed.
Small group differentiated instruction in order to meet individual student needs	Ed Leaders meetings and through email.	Principals do walkthroughs and evaluate teacher lesson plans for differentiated instruction.	Through the teacher evaluation tool. Indicators: 4,5,6,9,28,29,30,37,39,41	Allen Murphy, Executive Director of Teaching and Learning	Once or twice a year based on teacher evaluations.

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?

Baker County School District recognizes the importance of early identification of reading deficiencies (especially in K-3) so corrective instruction may be designed to raise the literacy achievement of students who are below grade-level expectations in reading.

The majority of the Reading allocation is spent on staff to support the focus of K-3 students with reading deficiencies.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	0.00
District expenditures on reading coaches assigned to elementary schools	0.00
District expenditures on reading coaches assigned to secondary schools	73,386.38
District expenditures on intervention teachers/support facilitator assigned to elementary schools	236,215.62
District expenditures on intervention teachers assigned to secondary schools	0.00
District expenditures on supplemental materials or interventions for elementary schools	0.00
District expenditures on supplemental materials or interventions for secondary schools	0.00
District expenditures on professional development	0.00
District expenditures on helping teachers earn the reading endorsement	0.00
District expenditures on summer reading camps	0.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0.00
Flexible Categorical Spending	0.00
Sum of Expenditures	
Amount of District Research-Based Reading Instruction Allocation	$309,602.00

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 2020requesting specific information.

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

SciLearn Fast Forword – *Moderate Evidence*-   https://www.scilearn.com/research/

Journeys by Houghton Mifflin Harcourt, *Strong Evidence*
https://www.evidenceforessa.org/programs/reading/journeys

ReadWorks, **Strong Evidence**-   **https://about.readworks.org/the-research.html**

IXL Reading, **Moderate** *Evidence*-   https://www.ixl.com/ESSA/

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 identified according to student achievement criteria related to FSA ELA proficiency and learning gains. Data from 2018-19 school year was used due to Covid-19 and no new data from the 2019-20 school year. I-Ready data was used at grade levels 4-5.

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 literacy coach has a specific and detailed job description that is posted on the district web site. This job description can viewed at:
>
> https://www.bakerk12.org/cms/lib/FL02213740/Centricity/domain/168/job%20descriptions/READING%20COACH.pdf
>
> The Literacy Coach's duties are explained at the beginning of the year in faculty meetings and Educational Leaders meetings.

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

> Allen Murphy, Executive Director of Teaching and Learning

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

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

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

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

How are these requirements being communicated to principals?	*How are coaches recording their time and tasks?*	*Who at the district level is monitoring this?*	*How often is the data being reviewed?*	*What problem-solving steps are in place for making decisions based on the data?*
Literacy Coaches meet regularly with principals to discuss goals and upcoming events, assessments, etc.	Literacy Coaches keep lesson plans that are turned in to their principal for review four times a year.	Executive Director of Teaching and Learning	Monthly at reading meetings.	Four Step Problem Solving Method and the Eight Step Problem Solving Method.

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):9-10	

IF:	Student meets the following criteria at beginning of school year: Student scored a 2 or higher on the most recent FSA or student's most recent FSA and STAR scores are in the highest 90%.

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.
Pearson ELA, moderate evidence based on state adoption and FSA scores that are approximately equal to state average (Pearson Research Team, correlates to FSA Scores) [WWC Summary of Evidence for Prentice Hall/Pearson Literature© (2007-15)](#)

Progress Monitoring		
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
USA Test Prep Quarterly- **Strong-** https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies.pdf Classwork grades and unit assessments (weekly grades)	Scoring at least 60% on Progress Monitoring Assessments Scoring at least 60% (passing) for class grades	Scoring below 60% on Progress Monitoring Assessments Failing class average
How is the effectiveness of Tier 1 instruction being monitored? ➤ ***Review of students grades @ Progress Reports and @ nine-week grading periods*** ➤ ***Data analysis in PLC and grade-level teams***	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** ***PLC reviews data. Teachers share instructional strategies that have led to stronger student performance. PLC leader, peer teachers, and***	

	➤ *Classroom walkthrough*	*instructional coach support teachers in implementing instructional strategies.*
	How is the effectiveness of Tier 1 curriculum being monitored? ➤ *PLC and grade-level teams review data from unit test.*	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* ➤ *PLC and grade-level teams build the focus calendar during the summer and meet during the school year to revise it based on student needs as revealed by unit test and classwork performance.*
	How is instruction modified for students who receive instruction through distance learning? Students are included in class through Google Classroom and take part in the school day with peers in the classroom. They are encouraged to participate through the chatbox, voice, and email. A Chromebook is loaned to students as needed to participate in class virtually.	

IF:	Student meets the following criteria at beginning of school year: Students whose FSA and STAR Reading scores fall into the lowest 10% of scores are considered for Intensive Reading Class. Tenth-grade students who earned an F in ninth-grade English and Integrated Science last year will be provided instruction in English 1 for Credit Recovery for one semester (paired with Integrated Science for Credit Recovery the other semester).
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*
Readworks.org Research-based strategies for use with ReadWorks: Modeled Read Alouds-**Strong**-	Built-In Assessments	90% or above on grade-level texts	60%-100% on below grade-level texts	60% or below on texts 3 years or more below grade level

	Assessment	Scoring high	Scoring mid	Scoring low
https://ies.ed.gov/ncee/wwc/Study/78977 Modeled Metacognition/Think-Alouds-**Promising**-https://ila.onlinelibrary.wiley.com/doi/abs/10.1598/JAAL.48.6.4	Built in through website	Scoring 90% or above	Scoring 50%-89%	Scoring below 50%
Explicit Instruction-**Strong**-https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22 Independent reading with differentiated logs/tasks-**Moderate**-https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=32	Teacher created benchmark assessments	Scoring 90% or above on Focused Correction Areas	Scoring 60-80% on Focused Correction Areas	Scoring below 60% on Focused Correction Areas
	Oral reading fluency on grade-level cold read	150 wcpm	90-149wcpm	Fewer than 90 wcpm
Khan Academy-***Strong***-https://s3.amazonaws.com/KA-share/impact/khan-academy-implementation-report-2014-04-15.pdf	Rubric assessment of reciprocal teaching role and participation	90-100% on rubric	60-85% on rubric	Below 60% on rubric
Collins writing-***Strong***-**http://collinsed.com/PDFs/research_base_cwp.pdf**	Rubric assessment of strategy	90-100% on rubric	60-85% on rubric	Below 60% on rubric
Repeated Reading, https://ies.ed.gov/ncee/wwc/Intervention/759				
Reciprocal Teaching, https://ies.ed.gov/ncee/wwc/Study/40143				
Graphic mapping/note-taking/summarizing/paraphrasing				

http://aem.cast.org/binaries/content/assets/common/publications/aem/ncac-graphic-organizers-udl-2014-10.docx				
NewsELA Research-based strategies for use with NewsELA: Modeled Read Alouds-**Strong**-https://ies.ed.gov/ncee/wwc/Study/78977	Built-in assessments		60%-100% on below grade-level texts	60% or below on texts 3 years or more below grade level
Modeled Metacognition/Think-Alouds-**Promising**-https://ila.onlinelibrary.wiley.com/doi/abs/10.1598/JAAL.48.6.4 Explicit Instruction-**Strong**-https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22	Built-in assessments	90% or above on grade-level texts	60%-89% on below grade-level assessments	60% or below on assignments 3 years or more below grade level
Independent reading with differentiated logs/tasks-**Moderate**-https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=32	USA Test Prep Benchmark Assessment	90% or above on grade-level assessments	Scoring 50%-89%	Scoring below 50%
MobyMax-***Strong***- https://support.mobymax.com/support/solutions/articles/11000010708-is-mobymax-research-based-#:~:text=Is%20MobyMax%20research%2Dbased%3F&text=Yes!,view%20the%20research%20study%20results.		Scoring 90% or above		
USA TestPrep-***Strong***- https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies.pdf				

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

	What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? The Intensive Reading teacher works closely with the ELA teachers and ESE support facilitators to support students with strategies that can be applied in ELA class. She uses the same writing and reading strategies and reinforces what is taught in ELA class. Intensive Reading class also supports the school-wide vocabulary program. The teacher for credit recovery will work closely with other English 1 teachers and with the instructional coach to provide interventions based on student data in addition to standards-based instruction.
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Promising evidence: We use a variety of strategies and examine data in order to continue those that work best for the students in Intensive Reading class that year. We are attempting Credit Recovery with teacher-led instruction (in contrast to computer-based credit recovery) as a new initiative. We will be focusing on remediating skills and tailoring instruction to student needs through data-analysis. We believe this is promising, but it is a new initiative for us.
	How are Tier 2 interventions modified for students who receive interventions through distance learning? Students are included in class through Google Classroom and take part in the school day with peers in the classroom. They are encouraged to participate through the chatbox, voice, and email. A Chromebook is loaned to students as needed to participate in class virtually, and the teacher checks in more frequently with students in the virtual classroom who need Tier 2 interventions.

IF:	Student meets the following criteria at beginning of school year: Previously identified for Tier 3 intervention due to lack of success in Intensive Reading 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:
- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional **time allotted is in addition** to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
FAIR Toolkit fluency intervention (6 weeks) (Repeated Reading) https://ies.ed.gov/ncee/wwc/Intervention/759	Oral fluency probe weekly	100 wcpm on cold read of grade-level text	Decrease in fluency over three weeks on on practiced passage

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*	5

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
MTSS team uses the four-step problem-solving process.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Strong evidence (FCRR supports fluency instruction to build automaticity for comprehension.) We also work on decoding after the fluency intervention without taking too much time away from classes for which students are receiving high school credit.

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Provided through Google Meet or Zoom

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s):11-12

IF:	Student meets the following criteria at beginning of school year: Students scored a 3 or higher on the most recent FSA.

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.
	Pearson ELA, moderate evidence based on state adoption and FSA scores that are approximately equal to state average *(Pearson Research Team, correlates to FSA Scores)WWC Summary of Evidence for Prentice Hall/Pearson Literature© (2007-15)*
	Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions

		Scoring at least 60% on Progress Monitoring Assessments Scoring at least 60% (passing) for class grades	Scoring below 60% on Progress Monitoring Assessments Failing class average
	USA Test Prep Quarterly- *Strong-* https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies.pdf Classwork grades and unit assessments (weekly grades)		
	How is the effectiveness of Tier 1 instruction being monitored? Grades review Data analysis in PLC and grade-level teams	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** PLC reviews data. Teachers share instructional strategies that have led to stronger student performance. PLC leader, peer teachers, and instructional coach support teachers in implementing instructional strategies.	
	How is the effectiveness of Tier 1 curriculum being monitored? PLC and grade-level teams review data from unit test.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** PLC and grade-level teams build the focus calendar during the summer and meet during the school year to revise it based on student needs as revealed by unit test and classwork performance.	
	How is instruction modified for students who receive instruction through distance learning? Assessment is done more on classwork and less through tests. Class lessons are recorded for those who miss virtual meetings. Students without internet are provided paper packets of equal rigor.		

IF:	Student meets the following criteria at beginning of school year: Has not earned passing score on grade 10 FSA or concordant score Seniors given preference. Juniors are given Oct. re-take and chance to take SAT or ACT if offered in fall due to canceled tests in spring of sophomore year. Eleventh-grade students who earned an F in tenth-grade English can be in English 2 Credit recovery for a full year. Students who did not pass English 1 and Integrated Science in ninth grade will be provided instruction in English 1 for Credit Recovery for one semester (paired with Integrated Science for Credit Recovery the other semester).
THEN:	**TIER 1 instruction and TIER 2 interventions**
TIER 1 instruction and TIER 2	*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*
Khan Academy-*Strong*-https://s3.amazonaws.com/KA-share/impact/khan-academy-implementation-report-2014-04-15.pdf	Built-in through website	Scoring 90% or above	Scoring 50%-89%	Scoring below 50%
USA TestPrep-*Strong*- https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies.pdf	USA Test Prep Benchmark Assessment	Scoring 90% or above	Scoring 50%-89%	Scoring below 50%
NewsELA- Research-based strategies for use with NewsELA: Modeled Read Alouds-**Strong**-https://ies.ed.gov/ncee/wwc/Study/78977 Modeled Metacognition/Think-Alouds-**Promising**-https://ila.onlinelibrary.wiley.com/doi/abs/10.1598/JAAL.48.6.4 Explicit Instruction-**Strong**-https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22 Independent reading with differentiated logs/tasks-**Moderate**-https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=32 MobyMax-*Strong*-https://support.mobymax.com/support/solutions/articles/11000010708-is-mobymax-research-based-	Built-in assessment	90% or above on grade-level texts	60%-100% on below grade-level texts	60% or below on texts 3 years or more below grade level

#:~:text=Is%20MobyMax%20research%2Dbased%3F&text=Yes!,view%20the%20research%20study%20results.				
NewsELA- *Strong*-https://empiricaleducationinc.app.box.com/v/newsela-student-impact-report	Built-in assessments	90% or above on grade-level texts	60%-100% on below grade-level texts	60% or below on texts 3 years or more below grade level
MobyMax-*Strong*- https://support.mobymax.com/support/solutions/articles/11000010708-is-mobymax-research-based-#:~:text=Is%20MobyMax%20research%2Dbased%3F&text=Yes!,view%20the%20research%20study%20results.	Built-in assessments	Scoring 90% or above	Scoring 50%-89%	Scoring 50%-89%
USA TestPrep-*Strong*- https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies.pdf	USA Test Prep Benchmark Assessment	Scoring 90% or above	Scoring 50%-89%	Scoring 50%-89%

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

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Weekly ACT practice tests to measure progress
Data chats between teacher and students

The teacher for credit recovery will work closely with other English teachers and with the instructional coach to provide interventions based on student data in addition to standards-based instruction.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Moderate evidence based on past record of ACT pass rate among students in class in past

We are attempting Credit Recovery with teacher-led instruction (in contrast to computer-based credit recovery) as a new initiative. We will be focusing on remediating skills and tailoring instruction to student needs through data-analysis. We believe this is promising, but it is a new initiative for us.

	How are Tier 2 interventions modified for students who receive interventions through distance learning? Students are included in class through Google Classroom and take part in the school day with peers in the classroom. They are encouraged to participate through the chatbox, voice, and email. A Chromebook is loaned to students as needed to participate in class virtually, and the teacher checks in more frequently with students in the virtual classroom who need Tier 2 interventions.

IF:	Student meets the following criteria at beginning of school year: Previously identified for Tier 3 intervention due to lack of success in Intensive Reading Class or ACT 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:
- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional **time allotted is in addition** to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	***TIER 3 Progress Monitoring***		
	Assessment & Frequency	***Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that would prompt changes to Tier 3 interventions***
FAIR Toolkit fluency intervention (6 weeks) (Repeated Reading) https://ies.ed.gov/ncee/wwc/Intervention/759	Fluency Probe weekly	100 wcpm on cold read of grade-level text	Decrease in fluency over three weeks on on practiced passage

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***	5

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
MTSS team uses the four-step problem-solving process.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Strong evidence (FCRR supports fluency instruction to build automaticity for comprehension.)We also work on decoding after the fluency intervention without taking too much time away from classes for which students are receiving high school credit.

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Students are included in very small-group or one-on-one intervention through Google Classroom. They are encouraged to participate through voice. A Chromebook is loaned to students as needed to participate in interventions virtually.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6

IF:	Student meets the following criteria at beginning of school year: Student scored a 2 or higher on the most recent FSA and STAR scores are in the highest 85%.

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.

Curriculum: Pearson Literature, Florida, Teengagement, and Top Score Writing with moderate evidence based on state adoption and FSA scores slightly below state average.

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
Benchmark assessments every 2 to 4 weeks. Grades for class STAR- 3X per year	Benchmark assessment scores at 60% or higher. Classroom grades 60% or higher Scale score equal to level 2 and above	Scoring below 60% on benchmark assessments or a failing class average Falling below level 2 scaled score for STAR
How is the effectiveness of Tier 1 instruction being monitored? Review of grades with grade-level and administrative teams Grade-level analysis of benchmark assessments	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** Upon review of data, teachers share instructional strategies and best practices. Department heads, peer teachers, and instructional coach provide support to implement identified instructional strategies and improved instructional design through observation and reflection and modeling.	

How is the effectiveness of Tier 1 curriculum being monitored? Ongoing review of benchmark assessment data by grade-level teams. Review of STAR scores by instructional coach and teachers.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** In a continuous cycle, grade-level by subject area teams build and revise the focus calendars based on student scores on benchmark assessments. Teachers and instructional coach meet to review STAR data and determine if students' instructional needs are being met or if adjustments are needed.
How is instruction modified for students who receive instruction through distance learning? Access to the instructor is adjusted as needed and lessons are streamed for those students who need it based on scheduling needs.	

IF:	Student meets the following criteria at beginning of school year: Student scored a level 1 on the most recent FSA

THEN:	**TIER 1 instruction and TIER 2 interventions**				
	TIER 2 Programs/Materials/Strategies & Duration	***TIER 2 Progress Monitoring***			
		Assessment & Frequency	***Performance Criteria to discontinue Tier 2 intervention***	***Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that would prompt addition of Tier 3 interventions***
	Level text via Readworks.org, https://about.readworks.org/the-research.html Renaissance Freckle Scholastic Storyworks NewsELA MobyMax **support.mobymax.com › support** USA TestPrep(Moderate and Promising evidence) https://marketing-prod-assets.usatestprep.com/document	STAR Reading 4X per year Teacher assessment Program's built-in assessments	Reading on grade level	Reading below grade level	Reading below grade level without favorable improvement (rate necessary to close deficiency gap in a short amount of time)

	s/Evidence-based_Studies.pdf Strategies utilized for Storyworks,Readworks, Freckle, NewsELA: Differentiation provided through Direct/Explicit instruction and small- group instruction Graphic Organizers(Strong evidence) Intervention Central.org https://www.interventioncentral.org/academic-interventions/reading-fluency Guided oral reading, targeted small group instruction (strong evidence) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=17, https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27 Modeled Read alouds (strong evidence) https://ies.ed.gov/ncee/wwc/Study/78977 Explicit instruction (strong evidence) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22 Text-based writing responses aligned to standards (strong evidence) https://ies.ed.gov/ncee/wwc/PracticeGuide/22 Independent reading with differentiated reading logs/tasks (moderate evidence) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=32	Program's built-in assessments Teacher assessments Program's built-in assessments			

	Learning Focused Strategies (strong evidence) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf p.32					

Number of times a week intervention provided	5	**Number of minutes per intervention session**	58

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
The teacher in the intensive reading class works closely with the 6th grade ELA teachers to provide support for students by reinforcing what is taught in their classes. The teacher also works with support facilitators and the instructional coach to ensure students are taught reading strategies they can utilize in all subject areas.

Explain how the use of theprograms/materials/strategiesis supported by strong evidence, moderate evidence, or promising evidence.
Promising evidence based on the idea that we utilize a variety of research-based strategies and continuously review data to modify instruction and delivery to best meet the needs of the students.

How are Tier 2 interventions modified for students who receive interventions through distance learning?
By streaming virtual sessions, the instruction is made flexible. Comparable in rigor paper packets are made available for those students who do not have internet access. Additional differentiation and scaffolding is made available to those students demonstrating a need.

IF:	Student meets the following criteria at beginning of school year: Student is identified as needing tier 3 interventions due to lack of success with tier one instruction and the addition of tier 2 interventions.
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**
TIER 1 instruction, TIER 2 interventions, and	Immediate, intensive intervention: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • *additional* **time allotted is in addition** to core instruction and tier 2 interventions

	TIER 3 Progress Monitoring

	TIER 3 Programs/Materials/Strategies & Duration	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
	Various evidence-based interventions designed for student need. This includes but is not limited to:	A minimum of monthly based on intervention STAR assessment every 6 weeks Program progression	Improvement in targeted skill area and overall improvement in STAR scale score	No improvement or slow improvement in targeted skill area and no improvement in STAR scale score
	Six Minute Solution-fluency (strong evidence) https://www.voyagersopris.com/literacy/six-minute-solution/research-results Saxon Phonics (strong evidence) https://www.hmhco.com/research/essa/essa-solutions-comparison-chart	Fluency Probes Teacher assessments Built-in program assessments	Fluency at or above 25th%ile	Lack of increase in fluency (cwpm)
	Moby Max (phonological awareness and phonics) support.mobymax.com › support Intensive small group instruction based on proficiency in skills tested on benchmark assessments and informal assessments such as Freckle and Readworks Strategies utilized for Storyworks,Readworks, Freckle, NewsELA: Guided oral reading, targeted small group instruction (strong evidence) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=17, https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27	Fluency Probes	Fluency at or above 25th%ile	Lack of increase in fluency (cwpm)

Modeled Read alouds (strong evidence) https://ies.ed.gov/ncee/wwc/Study/78977	
Explicit instruction (strong evidence) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22	
Text-based writing responses aligned to standards (strong evidence) https://ies.ed.gov/ncee/wwc/PracticeGuide/22	
Independent reading with differentiated reading logs/tasks (moderate evidence) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=32	
Learning Focused Strategies Strong evidence) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf p.32	

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	2-3x weekly	*Number of minutes per intervention session*	10-30

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
MTSS team utilizes the four-step problem –solving process.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Strong evidence based on the use of research-based interventions and ongoing four step problem-solving model to deliver the most effective interventions with fidelity. Adjustments to interventions are made when there is little or no growth demonstrated by the student.

How areTier 3 interventions modified for students who receive interventions through distance learning?
By streaming virtual sessions, access to the instruction is made flexible. Comparable in rigor paper packets are made available for those students who do not have internet access. Interventions provided through Google Meet. MTSS teams continuously engage in the four-step problem- solving model to monitor and adjust interventions provided by the virtual teacher/interventionist. Additional differentiation and scaffolding is made available to those students demonstrating a need.

Grade Level(s): 7-8

IF:	Student meets the following criteria at beginning of school year: Student meets the following criteria at beginning of school year: Student scored a 2 or higher on the most recent FSA and STAR scores are in the highest 85%.
THEN:	**TIER 1 Only**

<table>
<tr>
<td rowspan="6">TIER 1</td>
<td colspan="3">

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*

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</tr>
<tr>
<td colspan="3" align="center">***Core Curriculum***</td>
</tr>
<tr>
<td colspan="3" align="center">***Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.***</td>
</tr>
<tr>
<td colspan="3">Curriculum: EMC Mirrors And Windows, Teengagement, and Top Score Writing with moderate evidence based on state adoption and FSA scores slightly below state average.</td>
</tr>
<tr>
<td colspan="3" align="center">***Progress Monitoring***</td>
</tr>
<tr>
<td align="center">***Assessment & Frequency***</td>
<td align="center">***Performance Criteria that indicates Tier 1 is sufficient***</td>
<td align="center">***Performance Criteria to that would prompt addition of Tier 2 interventions***</td>
</tr>
<tr>
<td></td>
<td>Benchmark assessments every 2 to 4 weeks. Grades for class STAR- 3X per year</td>
<td>Benchmark assessment scores at 60% or higher. Classroom grades 60% or higher
Scale score equal to level 2 and above</td>
<td>Scoring below 60% on benchmark assessments or a failing class average Falling below level 2 scaled score for STAR</td>
</tr>
</table>

	How is the effectiveness of Tier 1 instruction being monitored? Review of grades with grade-level and administrative teams Grade-level analysis of benchmark assessments	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* Upon review of data, teachers share instructional strategies and best practices. Department heads, peer teachers, and instructional coach provide support to implement identified instructional strategies and improved instructional design through observation and reflection and modeling.
	How is the effectiveness of Tier 1 curriculum being monitored? Ongoing review of benchmark assessment data by grade-level teams. Review of STAR scores by instructional coach and teachers.	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* In continuous cycle, grade-level by subject area teams build and revise the focus calendars based on student scores on benchmark assessments. Teachers and instructional coach meet to review STAR data and determine if students' instructional needs are being met or if adjustments are needed.
	How is instruction modified for students who receive instruction through distance learning? Access to the instructor is adjusted as needed and lessons are recorded for those students who need it due to schedule conflicts.	

IF:	Student meets the following criteria at beginning of school year: Student scored a level 1 on the most recent FSA			
THEN:	**TIER 1 instruction and TIER 2 interventions**			
	TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*		
		Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
	Level text via Readworks.org, https://about.readworks.org/the-research.html	I-Ready diagnostic 3X /year	Reading on grade level	Reading below grade level	Reading below grade level without favorable improvement (rate necessary to

	Renaissance Freckle NewsELA- MobyMax **support.mobymax.com › support** Differentiation provided through Direct/Explicit instruction and small- group instruction Graphic Organizers (Strong Evidence) Intervention Central.org https://www.interventioncentral.org/academic-interventions/reading-fluency USA TestPrep (strong evidence) https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies.pdf Strategies utilized for Readworks, Freckle, NewsELA: Guided oral reading, targeted small group instruction (strong evidence) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=17, https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27 Modeled Read alouds (strong evidence) https://ies.ed.gov/ncee/wwc/Study/78977 Explicit instruction (strong evidence) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22 Text-based writing responses	Teacher assessments Program's built-in assessments Program's built-in assessments			close deficiency gap in a short amount of time)

aligned to standards (strong evidence)
https://ies.ed.gov/ncee/wwc/PracticeGuide/22

Independent reading with differentiated reading logs/tasks (moderate evidence)
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=32

Learning Focused Strategies (strong evidence)
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf
p.32

Number of times a week intervention provided	2-3Xweek	*Number of minutes per intervention session*	17-25

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Ongoing professional development for intensive reading teachers for utilization of iReady program.
Ongoing data review of benchmark assessments and iReady data, and continued instructional decisions based on the data analysis.
Ongoing monitoring to ensure program is implemented with fidelity.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Moderate evidence based on iReady program effectiveness in review of the research. Promising evidence based on the idea that we utilize a variety of research-based strategies and continuously review data to modify instruction and delivery to best meet the needs of the students.

How are Tier 2 interventions modified for students who receive interventions through distance learning?
iReady is a computer-based program, therefore, access is available along with teacher support. Digital access to Junior and Action Scholastic is available to students.
Access to other class instruction is provided through virtual sessions where students are taught and encouraged to apply strategies. By recording streaming sessions, the instruction is made flexible. Comparable in rigor paper packets are made available for those students who do not have internet access. Additional differentiation and scaffolding is made available to those students demonstrating a need.

IF:	Student meets the following criteria at beginning of school year: Student is identified as needing tier 3 interventions due to lack of success with tier one instruction and the addition of tier 2 interventions.			
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**			
	TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
		Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
	Various evidence-based interventions designed for student need. This includes but is not limited to: Six Minute Solution fluency (strong evidence) https://www.voyagersopris.com/literacy/six-minute-solution/research-results Saxon Phonics (strong evidence) https://www.hmhco.com/research/essa/essa-solutions-comparison-chart Moby Max (phonological awareness and phonics) **support.mobymax.com › support** Strategies utilized during differentiation provided through small- group instruction Strategies utilized for Storyworks,Readworks, Freckle, NewsELA: Guided oral reading, targeted small group instruction (strong evidence) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=17, https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27 Modeled Read alouds (strong evidence)	A minimum of monthly based on intervention STAR assessment every 6 weeks Program progression Fluency Probes Teacher assessments Built-in program assessments Fluency Probes Teacher assessments	Improvement in targeted skill area and overall improvement in STAR scale score Fluency at or above 25th%ile Fluency at or above 25th%ile	No improvement or slow improvement in targeted skill area and no improvement in STAR scale score Lack of increase in fluency (cwpm) Lack of increase in fluency (cwpm)

	https://ies.ed.gov/ncee/wwc/Study/78977 Explicit instruction (strong evidence) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22 Text-based writing responses aligned to standards (strong evidence) https://ies.ed.gov/ncee/wwc/PracticeGuide/22 Independent reading with differentiated reading logs/tasks (moderate evidence) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=32 Learning Focused Strategies (strong evidence) https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf p.32			

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	2-3X week	*Number of minutes per intervention session*	10-30

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
MTSS team utilizes the four-step problem –solving process

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Strong evidence based on the use of research-based interventions and ongoing four step problem-solving model to deliver the most effective interventions with fidelity. Adjustments to interventions are made when there is little or no growth demonstrated by the student.

How areTier 3 interventions modified for students who receive interventions through distance learning? By streaming virtual sessions, access to the instruction is made flexible. Comparable in rigor paper packets are made available for those students who do not have internet access. Interventions provided through Google Meet. MTSS teams continuously engage in the four-step problem- solving model to monitor and adjust interventions provided by the virtual teacher/interventionist. Additional differentiation and scaffolding is made available to those students demonstrating a need.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K-5	
IF:	Student meets the following criteria at beginning of school year: **PKK (Kindergarten):** Kindergarten Readiness checklist and FLKRS provide a starting point for instruction. **MES/WES (1st - 3rd):** If student scores at or above 50 PR on the initial STAR Reading Assessment **KIS (4th -5th):** If students score a level 3 or above on FSA.
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.		
	PKK (Kindergarten): The core curriculum is Houghton Mifflin's Journeys which has a strong evidence rating from **evidenceforessa.org**. **https://www.evidenceforessa.org/programs/reading/journeys** **MES/WES:** The core curriculum is Houghton Mifflin's Journeys which has a strong evidence rating from **evidenceforessa.org**. **https://www.evidenceforessa.org/programs/reading/journeys** **KIS:** The core curriculum Ready Florida LAFS (i-Ready) rates as promising evidence based on the Educational Research Institute of America's correlational study on the relationship of the use of i-Ready and FSA scores. https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-essa-3-research-brief-ay2017-2018.pdf		
	Progress Monitoring		
	Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient***	***Performance Criteria to that would prompt addition of Tier 2 interventions***

PKK (Kindergarten): Weekly classroom assessments and STAR Early Literacy (4x per year). **MES/WES - 1st - 3rd grades:** STAR Reading, (4 times per year for all students), STAR Early Literacy (for select students), Weekly Assessments **KIS- 4th- 5th grades:** STAR (3 times per year), i-Ready (3 times per year) Diagnostic, & Summative Assessments (monthly) .	**PKK (Kindergarten):** 70% on classroom assessments and 50 PR on STAR Early Literacy **MES/WES - 1st - 3rd grades:** 50 PR on STAR, 70% on weekly assessments **KIS- 4th-5th grades:** 50 PR on STAR, Tier 1 Indicated on i-Ready Diagnostic, and 70% or above on summative assessments.	**PKK (Kindergarten):** Students score below Tier 1 benchmark. **MES/WES - 1st - 3rd grades:** 49 PR or below on STAR, 69% or below on weekly assessments **KIS- 4th- 5th grades:** 49 PR or below on STAR, Tier 2 indicated on i-Ready Diagnostic, and 69% or below on summative assessments
How is the effectiveness of Tier 1 instruction being monitored? **PKK (Kindergarten):** Tier 1 instruction is monitored through weekly classroom assessments and STAR Early Literacy. **MES/WES - 1st - 3rd grades:** Tier 1 instruction is monitored through weekly classroom assessments, progress reports, and report cards. **KIS- 4th and 5th grades:** Tier 1 instruction is monitored through summative assessment data, STAR and i-Ready Diagnostics, progress reports, and report cards.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** **PKK Kindergarten):** School/classroom data is analyzed by the MTSS Core Team using ICEL/RIOT Tool for problem solving. **MES/WES - 1st - 3rd grades:** School/classroom data is analyzed by the MTSS Core Team using ICEL/RIOT tool for problem solving. **KIS- 4th and 5th grades:** School/classroom data is analyzed by the MTSS Core Team using ICEL/RIOT Tool for problem solving.	
How is the effectiveness of Tier 1 curriculum being monitored? **PKK (Kindergarten):** Lesson Plans, common planning meetings, PLC meetings, data chats, classroom walkthroughs **MES/WES - 1st - 3rd grades:** Lesson Plans, common planning meetings, PLC meetings, data chats, classroom walkthroughs **KIS - 4th - 5th grades:** Lesson Plans, common planning meetings, PLC meetings, data chats, classroom walkthroughs	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** **PKK (Kindergarten):** MTSS problem solving worksheet and flowchart **MES/WES - 1st - 3rd grades:** MTSS problem solving worksheet and flowchart **KIS 4th - 5th grades:** MTSS problem solving worksheet and flowchart	

IF:	Student meets the following criteria at beginning of school year:
	PKK (Kindergarten): Kindergarten Readiness checklist and FLKRS provide a starting point for instruction. If students lack kindergarten readiness skills, Tier 2 interventions are provided.
	MES/WES (1st-3rd grades): If student scores between 11-38 PR on the initial STAR Reading Assessment
	KIS (4th -5th): If students score a level 2 or below on FSA.

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*
PKK (Kindergarten): KPALS—*moderate evidence based on What Works Clearinghouse;* https://www.tandfonline.com/doi/abs/10.1207/SLDRP1502_4

Saxon Phonics —*promising* | Weekly Saxon Phonics classroom assessments, STAR Early Literacy (4x per year) | Tier 2 intervention is discontinued when gap is closed between Tier 2 student and Tier 1 Students | Student continues to score below grade level on weekly classroom assessments and STAR Early Literacy | Tier 3 interventions are prompted for students previously retained in kindergarten who are still performing below level |

	evidence based on student improvement; https://www.hmhco.com/research/saxon-phonics-and-spelling-research-foundations Michael Heggerty Phonemic Awareness —*moderate evidence as per Adel T. Al-Bataineh and Siobhan Sims-King Illinois State University;* https://heggerty.org/research/				
	MES/WES (1st-3rd grades): Fast ForWord —*has strong evidence based on What Works Clearinghouse;* https://www.scilearn.com/reading-assistant-plus/ Reading Assistant —*has strong evidence based on What Works Clearinghouse* https://www.scilearn.com/reading-assistant-plus/ Saxon Phonics —*promising evidence based on student improvement* https://www.hmhco.com/research/saxon-phonics-and-spelling-research-foundations	STAR (4 times per year) Built-in progress monitoring in Fast ForWord and Reading Assistant, SRA Early Interventions in Reading (when in program), AR - weekly (Scholastic book sets)	50 PR on STAR, reading on grade level	They have not reached 50 PR on STAR. They are not reading on grade level.	Regressing or not making progress on STAR or progress monitoring assessments
	KIS (4th -5th grade): Fast ForWord —*has strong evidence based on What Works Clearinghouse;* https://www.scilearn.com/reading-assistant-plus/	STAR Built-in progress monitoring in Fast ForWord and Reading Assistant, Title 1- teacher created PM Assessment	Gap is closed between Tier 2 student and Tier 1 Students	Gap between Tier 2 student and Tier 1 student is not closing at the appropriate rate	Gap between Tier 2 student and Tier 1 student is not closing, or it is widening

	Reading Assistant —*has strong evidence based on What Works Clearinghouse*; https://www.scilearn.com/reading-assistant-plus/ Florida Center for Reading Research https://www.fcrr.org/student-center-activities				

Number of times a week intervention provided	K- 5th grade: 2-5	***Number of minutes per intervention session***	**K-5th**: 5-30 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
K-5th: MTSS 4-step problem solving worksheet and flowchart

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
K-5th: (See individual programs listed) Interventions are based on the best practices suggested by Florida Center for Reading Research to address phonological awareness, phonics, fluency, vocabulary, and comprehension.

How are Tier 2 interventions modified for students who receive interventions through distance learning?
K-5th: Google Classroom for additional video lessons and pacing of lessons; Google Meets for individualized instruction

IF:	Student meets the following criteria at beginning of school year: Student is identified as needing Tier III interventions due to lack of success with Tier I instruction and the addition of Tier II intervention.
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**
TIER 1 instruction, TIER 2 interventions,	Immediate, intensive intervention: ● extended time ● targeted instruction based on student need ● small group or one-on-one instruction ● accommodations (IEP, ESOL, or 504) ● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions ● *additional **time allotted is in addition** to core instruction and tier 2 interventions*

and TIER 3 Intensive Interventions	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
	PKK (Kindergarten): KPALS—*moderate evidence based on What Works Clearinghouse;* *https://www.tandfonline.com/doi/abs/10.1207/SLDRP1502_4* Saxon Phonics —*promising evidence based on student improvement;* https://www.hmhco.com/research/saxon-phonics-and-spelling-research-foundations Michael Heggerty Phonemic Awareness —*moderate evidence as per Adel T. Al-Bataineh and Siobhan Sims-King Illinois State University*; https://heggerty.org/research/ Florida Center for Reading Research https://www.fcrr.org/student-center-activities Jumpstart—*strong evidence based on research article by Yen, Lee, and Hui (Cogent Education, 2019)* https://www.tandfonline.com/doi/full/10.1080/2331186X.2019.1592063	Weekly Saxon Phonics classroom assessments, STAR Early Literacy (4x per year), Weekly assessed Learning Goals set by Support Facilitator/ Teacher based on individual student need	Tier 3 intervention is gradually faded and discontinued when gap is closed between Tier 3 student and Tier 2 students	Tier 3 interventions are modified for students who are still performing below level and/or not reaching their individual learning goals

MES/WES (1st-3rd grades): Fast ForWord —*has strong evidence based on What Works Clearinghouse;* https://www.scilearn.com/reading-assistant-plus/ Reading Assistant —*has strong evidence based on What Works Clearinghouse* https://www.scilearn.com/reading-assistant-plus/ Saxon Phonics —*promising evidence based on student improvement* https://www.hmhco.com/research/saxon-phonics-and-spelling-research-foundations Scholastic Book Sets https://ies.ed.gov/ncee/wwc/PracticeGuide/14 Florida Center for Reading Research www.fcrr.org/student-center-activities Dolch Words/Fry Words—fluency practice Title 1—pull out interventions designed for specific student, for explicit instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension utilizing **LLI** https://www.fountasandpinnell.com/lli/	STAR (4 times per year) Built-in progress monitoring in Fast ForWord and Reading Assistant, SRA Early Interventions in Reading (when in program), AR - weekly (Scholastic book sets), Weekly assessed Learning Goals set by Support Facilitator/ Teacher based on individual student need	Tier 3 intervention is gradually faded and discontinued when gap is closed between Tier 3 student and Tier 2 student	Tier 3 interventions are modified for students who are still performing below level and/or not reaching their individual learning goals

KIS (4th -5th grade): Fast ForWord —*has strong evidence based on What Works Clearinghouse;* https://www.scilearn.com/reading-assistant-plus/ Reading Assistant —*has strong evidence based on What Works Clearinghouse* https://www.scilearn.com/reading-assistant-plus/ Title 1—pull out interventions designed for specific student, for explicit instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension utilizing **LLI** https://www.fountasandpinnell.com/lli/	STAR Built-in progress monitoring in Fast ForWord and Reading Assistant, Title 1- teacher created PM Assessment, Weekly assessed Learning Goals set by Support Facilitator/ Teacher based on individual student need	Tier 3 intervention is gradually faded and discontinued when gap is closed between Tier 3 student and Tier 2 student	Tier 3 interventions are modified for students who are still performing below level and/or not reaching their individual learning goals

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*	*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?
MTSS 4-step problem solving worksheet and flowchart. Parent involvement is critical during the problem-solving process as the MTSS team works together to create an individualized plan for the student.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
(See individual programs listed) Strong evidence (FCRR) supports the five components of reading to build reading comprehension. Highly qualified teachers will design the individualized lessons and conduct progress monitoring.

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Google Classroom for additional video lessons and pacing of lessons; Google Meets for individualized instruction. In addition to their core lessons online, the support facilitator/Tier 3 teacher will provide additional support using the Google Meets platform.