Bay 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	Linda Pitts	ELA K-12 Instructional Specialist	pittslg@bay.k12.fl.us	850-767-4334

Responsibility	Name	Title	Email	Phone
Elementary ELA	Linda Pitts	ELA K-12 Instructional Specialist	pittslg@bay.k12.fl.us	850-767-4334
Secondary ELA	Linda Pitts	ELA K-12 Instructional Specialist	pittslg@bay.k12.fl.us	850-767-4334
Reading Endorsement	Linda Pitts	ELA K-12 Instructional Specialist	pittslg@bay.k12.fl.us	850-767-4334
Reading Curriculum	Linda Pitts	ELA K-12 Instructional Specialist	pittslg@bay.k12.fl.us	850-767-4334
Professional Development	Lisa Churchwell	Coordinator of Staff Development/Title II	churcld@bay.k12.fl.us	850-767-4266
Assessment	Camilla Hudson	Coordinator of Assessment and Accountability	hudsolc@bay.k12.fl.us	850-767-4352
Data Element	Margaret Gamble	Project Consultant	gamblmw@bay.k12.fl.us	850-767-4257
Summer Reading Camp	Linda Pitts	ELA K-12 Instructional Specialist	pittslg@bay.k12.fl.us	850-767-4334
3rd Grade Promotion	Linda Pitts	ELA K-12 Instructional Specialist	pittslg@bay.k12.fl.us	850-767-4334

Plan Information

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

Bay District Schools communicates the contents of the Comprehensive Evidence-Based Reading Plan to stakeholders through conference calls, professional development sessions, meetings with school-level groups, and electronically through email and the district website.

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	FLKRS (Kindergarten) DIBELS	Screener Progress monitoring	Teacher one-on-one with student	BOY for FLKRS; BOY, MOY, EOY for DIBELS
Phonological awareness	DIBELS NWEA	Progress monitoring Screener, diagnostic	School and teacher level District digital assessment	Bi-monthly, monthly Fall, Winter, Spring
Phonics	DIBELS NWEA	Progress monitoring Screener, diagnostic	School and teacher level District digital assessment	Bi-monthly, monthly Fall, Winter, Spring
Fluency	DIBELS NWEA	Progress monitoring Screener, diagnostic	School and teacher level District digital assessment	Bi-monthly, monthly Fall, Winter, Spring
Vocabulary	DIBELS NWEA	Progress monitoring Screener, diagnostic	School and teacher level District digital assessment	Bi-monthly, monthly Fall, Winter, Spring
Comprehension	DIBELS NWEA Achieve3000	Progress monitoring Screener, diagnostic Screener, formative, and progress monitoring	School and teacher level District digital assessment System data reports	Bi-monthly, monthly Fall, Winter, Spring LevelSet: 2x per year LexileGrowth: monthly Comprehension: daily

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?
NWEA/MAP	Rasch Unit (RIT) Score	Screener, diagnostic, and progress monitoring	Data reports at classroom, school, and district levels.	Fall, Winter, Spring
DIBELS	Fluency, phonics, vocabulary, comprehension	Progress monitoring	Data reports at classroom, school, and district levels.	Bi-weekly or monthly
Achieve3000	Lexile Levels, comprehension	Screener, formative, and progress monitoring	System data reports	LevelSet: 2x per year LexileGrowth: monthly Comprehension: daily
Khan Academy	Comprehension, writing, English	Progress monitoring	School and teacher level system reports	Bi-weekly and monthly

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?*
Data is reviewed by district directors, Instructional specialists, and literacy coaches weekly, monthly, quarterly, and annually based on the measures under review.	Steps include but are not limited to ongoing data collection and review, discussions regarding implementation of instructional best practices to maximize outcomes, observation and coaching, and follow-up based on level of need, etc.	District directors and instructional specialists review data, conduct classroom/school visits, and conduct meetings with school administrators to discuss, share, and problem-solve around data. The frequency is adjusted based on data and school needs.	Concerns are communicated directly to school administrators by the district directors and instructional specialists (face-to-face and/or email, etc.). Additional communication is provided directly to PLCs and/or teachers based on data and school/PLC/teacher need.	District directors and ELA instructional specialist, literacy coaches

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	District directors, district instructional specialists, building administrators	Via virtual meetings, face-to-face meetings, professional development, etc. as determined by need	Weekly	Via virtual meetings, face-to-face meetings, professional development, etc. as determined by need	Data is reviewed as needed based on type of data collected and level of support required by district directors, ELA instructional specialist, other district instructional specialists, building administrators, literacy coaches, and/or staff-training specialists as determined by need
Data chats	District directors, district instructional specialists, building	Via virtual meetings, face-to-face meetings,	Occur weekly, monthly, quarterly, annually depending on need and type	Via virtual meetings, face-to-face meetings, professional development, etc. as	Data is reviewed as needed based on type of data collected and level of

	administrators	professional development, etc. as determined by need	of data collected	determined by need	support required by district directors, ELA instructional specialist, other district instructional specialists, building administrators, literacy coaches, and/or staff-training specialists as determined by need
Reading Leadership Team per 6A-6.053(3) F.A.C.	District directors, ELA instructional specialist, building administrators	Via virtual meetings, face-to-face meetings, professional development, etc. as determined by need	Monthly unless data indicates a more frequent need	Via virtual meetings, face-to-face meetings, professional development, etc. as determined by need	Data is reviewed as needed based on type of data collected and level of support required by district directors, ELA instructional specialist, other district instructional specialists, building administrators, literacy coaches, and/or staff-training specialists as determined by need
Monitoring of plan implementation	District directors, ELA instructional specialist, building administrators	Via virtual meetings, face-to-face meetings, professional development, etc. as determined by need	Weekly, monthly, or quarterly depending on need	Via virtual meetings, face-to-face meetings, professional development, etc. as determined by need	Data is reviewed as needed based on type of data collected and level of support required by district directors, ELA instructional specialist, other district instructional specialists, building administrators, literacy coaches, and/or staff-training specialists as determined by need
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?

Steps include but are not limited to ongoing data collection and review, discussions regarding implementation of instructional best practices to maximize outcomes, observation and coaching, and follow-up based on level of need, etc.	Concerns are communicated directly to school administrators by the district directors and instructional specialists (face-to-face and/or email, etc.). Additional communication is provided directly to PLCs and/or teachers based on data and school/PLC/teacher need.	Data is reviewed as needed based on type of data collected and level of support required by district directors, ELA instructional specialist, other district instructional specialists, building administrators, literacy coaches, and/or staff-training specialists as determined by need. Ongoing support and follow-up provided based on school, PLC/teacher need.

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	Via virtual meetings, face-to-face meetings, professional development, etc. as determined by need and situation	AIMS, FOCUS, and/or universal spreadsheets as well as other site-specific measures	District has immediate access to data through AIMS, FOCUS and/or universal spreadsheets.	District directors, coordinators, and instructional specialists as applicable	District directors, coordinators, and instructional specialists as applicable
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Via virtual meetings, face-to-face meetings, professional development, etc. as determined by need and situation	AIMS, FOCUS, and/or universal spreadsheets as well as other site-specific measures	District has immediate access to data through AIMS, FOCUS and/or universal spreadsheets.	District directors, coordinators, and instructional specialists as applicable	District directors, coordinators, and instructional specialists as applicable
Identification of mentor teachers	Via virtual meetings, face-to-face meetings, professional development, etc. as determined by need and situation	AIMS, FOCUS, and/or universal spreadsheets as well as other site-specific measures	District has immediate access to data through AIMS, FOCUS and/or universal spreadsheets.	District directors, coordinators, and instructional specialists as applicable	District directors, coordinators, and instructional specialists as applicable
Establishing of model classrooms within the school	Via virtual meetings, face-to-face meetings, professional	AIMS, FOCUS, and/or universal spreadsheets as well as other	District has immediate access to data through AIMS, FOCUS and/or universal	District directors, coordinators, and instructional specialists as applicable	District directors, coordinators, and instructional specialists as applicable

	development, etc. as determined by need and situation	site-specific measures	spreadsheets.		
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Via virtual meetings, face-to-face meetings, professional development, etc. as determined by need and situation	AIMS, FOCUS, and/or universal spreadsheets as well as other site-specific measures	District has immediate access to data through AIMS, FOCUS and/or universal spreadsheets.	District directors, coordinators, and instructional specialists as applicable	District directors, coordinators, and instructional specialists as applicable

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	Via virtual meetings, face-to-face meetings, professional development, etc. as determined by need and situation	FOCUS, and/or universal spreadsheets as well as other site-specific measures	District has immediate access to data through FOCUS and/or universal spreadsheets. Information is also discussed with school-based teams during school visits.	District directors, and ELA instructional specialist	After initial expectations are communicated to principals and implementation documented, district directors and ELA instructional specialist monitor implementation weekly, monthly, and/or quarterly based on data
Small group differentiated instruction in order to meet individual student needs	Via virtual meetings, face-to-face meetings, professional development, etc. as determined by need and situation	FOCUS, and/or universal spreadsheets as well as other site-specific measures	District has immediate access to data through FOCUS and/or universal spreadsheets. Information is also discussed with school-based teams during school visits.	District directors, and ELA instructional specialist	After initial expectations are communicated to principals and implementation documented, district directors and ELA instructional specialist monitor implementation weekly, monthly, and/or quarterly based on data

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?

To prioritize K-3 students with substantial reading deficiencies, the district identifies schools with the most need (based on student achievement data). These schools will receive priority scheduling and more support than schools with less need (based on student achievement data) from district directors, instructional specialists, literacy coaches, and staff training specialists. As available and appropriate, training and coaching to schools identified with less need (based on student achievement data) will also be provided.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	215,684
District expenditures on reading coaches assigned to elementary schools	135,000
District expenditures on reading coaches assigned to secondary schools	100,000
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	250,000
District expenditures on supplemental materials or interventions for secondary schools	150,000
District expenditures on reading coaches assigned to elementary schools	See above
District expenditures on reading coaches assigned to secondary schools	See above
District expenditures on professional development	107,283
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	50,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	150,000
Flexible Categorical Spending	0
Sum of Expenditures	1,157,967
Amount of District Research-Based Reading Instruction Allocation	1,157,967

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?

SRA Scoring High, Achieve3000, FCRR activities

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)

> The district identifies schools with the most need based on a variety of student and school achievement data. These schools will receive priority scheduling and more support than schools with less need (based on student achievement data) from district directors, instructional specialists, literacy coaches, and staff training specialists. As available and appropriate, training and coaching to schools identified with less need (based on student achievement data) will also be provided.

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?

> Expectations regarding literacy coaches' duties will be communicated to school administrators via virtual meetings, face-to-face meetings, professional development, etc. as determined by need and situation.

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

> The ELA Instructional Specialist K-12 monitors how schools utilize literacy coaches. Literacy coaches report any concerns directly to the ELA Instructional Specialist.

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?
Via virtual meetings, face-to-face meetings, professional development, etc. as determined by need and situation	Coaches Log	ELA Instructional Specialist K-12	Weekly	Steps include but are not limited to ongoing data collection and review, discussions regarding implementation of instructional best practices to maximize outcomes, observation and coaching, and follow-up based on level of need, etc.

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 9th-12th Grades

Grade Level(s): 9th-12th Grades

IF:	Student meets the following criteria at beginning of school year: Prior FSA Scale Score Level 3 or higher; PSAT or SAT percentile rank of 50% or higher; or Rank RIT Score on first administration of NWEA: 9th Grade 219 or higher 10th Grade 221 or higher 11th & 12th Grade: Prior 3 or higher on 10th grade FSA ELA
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 ©2014 core adopted instructional materials for 9th-12th English Language Arts. Pearson, Florida Edition series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. The literacy focus is of high-quality, evidence-based instruction of the Florida Standards. Evidence provided by WWC (WWC Intervention Report) indicates that achievement results for general literacy achievement and comprehension were medium to large (moderate to strong).

Progress Monitoring

Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
NWEA: Fall PSAT (Annual)	NWEA RIT Scores 9th Grade 219 or higher 10th Grade 221 or higher PSAT/SAT/ACT 11th Grade 50-100 percentile 12th Grade 50-100 percentile	NWEA RIT Scores 9th Grade 206-219 10th Grade 209-221 PSAT/SAT/ACT 11th Grade 1-49 percentile 12th Grade 1-49 percentile
How is the effectiveness of Tier 1 instruction being monitored? The school level MTSS team and PLCs conduct monthly data chats to review data and ongoing progress	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** PLCs should meet regularly to discuss and monitor student and classroom data. PLCs also meet with the MTSS team to review data and recommend Tier 2 interventions if Tier 1 instruction is not sufficient. If necessary, the district directors, ELA	

	monitoring related to response to intervention.	Instructional Specialist, or literacy coaches support PLCs/teachers to improve effectiveness.
	How is the effectiveness of Tier 1 curriculum being monitored? PLCs meet weekly to plan and prepare initial and ongoing instruction. PLC members reflect on implementation, instruction, and student outcomes and make adjustments as needed.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** The district ELA Instructional Specialist meets regularly with ELA Liaisons (grade-level representatives from each school) to review student performance data and suggest adjustments or supplementary materials to strengthen Tier 1 instruction. The ELA Liaisons share the information with their respective PLCs. Additionally, administrators and ELA teachers are provided information and professional development regarding any necessary changes.
	How is instruction modified for students who receive instruction through distance learning? Students will receive instruction and access to materials through Canvas. Teachers will provide individual or small group support to students through electronic means or via telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.	

IF:	9th-12th Grades: Student meets the following criteria at beginning of school year: Prior FSA Scale Score Level 1 and some 2 or RIT Score on first administration of NWEA: 9th Grade 206-209 10th Grade 209-221 11th or 12th Grade: Prior 10th Grade FSA ELA Achievement Level 2
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*
9th-10th Grades Achieve 3000 (Personal, Career, and School Development Course)	2 lessons per week; Level set 2x per year	9th Grade 1050 or above 10th Grade 1180 or above	9th Grade below 1050 10th Grade below 1180	9th Grade below 990 10th Grade below 1040

11th-12th Grades Khan Academy (Applied Communications Course)	Embedded progress monitoring and assessments	Student scores 70% or higher in embedded mastery report	Student scores 69%-50% in embedded mastery report	Student scores 49% or lower in embedded mastery report

Number of times a week intervention provided	5 days per week	Number of minutes per intervention session	45-min per day

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools are supported with district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the CRP and MTSS decision tree which indicates research-based and evidence-based materials available for intensive intervention. If student data does not show progress, at a Tier or with a specific intervention material, then adjustments are made and parents are notified (teacher:student ratio; time in intervention; intervention materials; instruction).

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Achieve3000 Evidence for Achieve3000
KhanAcademy.org Evidence for KhanAcedemy

The use of programs, materials, and strategies identified in this curriculum, instruction, and assessment decision tree where chosen because they are research and evidence based. Studies available through What Works Clearing House identify the programs, materials, and strategies with moderate to strong evidence to improve the effectiveness of Tier 2 instruction. Instructional strategies to improve adolescent literacy will include but not be limited to the following as supported by research found at IES Practice Guide:
- Explicit Vocabulary Instruction (IES/WWC: strong evidence)
- Direct and explicit comprehension strategy instruction (IES/WWC: strong evidence)
- Extended discussion of text meaning and interpretation (IES/WWC: moderate evidence)
- Increase student motivation and engagement (IES/WWC: moderate evidence)
- Intensive and individualized interventions for struggling readers by trained specialists (IES/WWC: strong evidence)

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Students will receive instruction and access to materials for the specific interventions/courses through Canvas. Teachers will provide individual or small group support to students through electronic means or via telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.

IF:	9th-12th Grades: Student meets the following criteria at beginning of school year: RIT Score on first administration of NWEA: 9th Grade 175-206 10th Grade 175-209 11th or 12th Grade: Prior 10th Grade FSA ELA Achievement Level 1
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

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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*
9th-10th Grades Achieve 3000 (Personal, Career, and School Development Course)	2 Lessons per week 2 Level sets per year	9th Grade above 990 10th Grade above 1040	9th gr below 990 10th gr below 1040
11th-12th Grades Khan Academy (Applied Communications Course)	Embedded progress monitoring and assessments	Student scores 69%-50% in embedded mastery report	Student scores 49% or less in embedded mastery report

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

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

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools are supported with district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the CRP and MTSS decision tree which indicates research-based and evidence-based materials available for intensive intervention. If student data does not show progress, at a Tier or with a specific intervention material, then adjustments are made and parents are notified (teacher:student ratio; time in intervention; intervention materials; instruction).

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

Achieve3000 Evidence for Achieve3000
KhanAcademy.org Evidence for KhanAcedemy

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The use of programs, materials, and strategies identified in this curriculum, instruction, and assessment decision tree where chosen because they are research and evidence based. Studies available through What Works Clearing House identify the programs, materials, and strategies with moderate to strong evidence to improve the effectiveness of Tier 3 instruction. Instructional strategies to improve adolescent literacy will include but not be limited to the following as supported by research found at IES Practice Guide:

- Explicit Vocabulary Instruction (IES/WWC: strong evidence)
- Direct and explicit comprehension strategy instruction (IES/WWC: strong evidence)
- Extended discussion of text meaning and interpretation (IES/WWC: moderate evidence)
- Increase student motivation and engagement (IES/WWC: moderate evidence)
- Intensive and individualized interventions for struggling readers by trained specialists (IES/WWC: strong evidence)

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Students will receive instruction and access to materials for interventions/courses through Canvas. Teachers will provide individual or small group support to students through electronic means or via telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.

Curriculum, Instruction, and Assessment Decision Tree 6th-8th Grades

Grade Level(s): 6th-8th Grades

IF:	Student meets the following criteria at beginning of school year: • Students scoring at Level 3 or above FSA ELA and deemed proficient based on MAP will be eligible for content area reading. Students will be in a regular ELA course. • Students scoring at Level 2 on FSA ELA and deemed proficient based on MAP will be eligible for content area reading intervention. Students will be in a regular ELA course.

THEN:	**TIER 1 Only**

<table>
<tr>
<td rowspan="7">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</td>
</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">Pearson ©2014 core adopted instructional materials for 6th-8th English Language Arts. Pearson, Florida Edition series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. The literacy focus is of high-quality, evidence-based instruction of the Florida Standards. Evidence provided by WWC (WWC Intervention Report) indicates that achievement results for general literacy achievement and comprehension were medium to large (moderate to strong).</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>MAP scores (Fall, Winter, Spring)</td>
<td>MAP scores 41st Percentile or higher</td>
<td>MAP scores 16th-40th percentile</td>
</tr>
<tr>
<td></td>
<td>How is the effectiveness of Tier 1 instruction being monitored?
The school level MTSS team and PLCs conduct monthly data chats to review data and ongoing progress monitoring related to response to intervention.</td>
<td colspan="2">What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
PLCs should meet regularly to discuss and monitor student and classroom data. PLCs also meet with the MTSS team to review data and recommend Tier 2 interventions if Tier 1 instruction is not sufficient. If necessary, the district directors, ELA Instructional Specialist, or literacy coaches support PLCs/teachers to improve effectiveness.</td>
</tr>
</table>

	How is the effectiveness of Tier 1 curriculum being monitored? PLCs meet weekly to plan and prepare initial and ongoing instruction. PLC members reflect on implementation, instruction, and student outcomes and make adjustments as needed.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** The district ELA Instructional Specialist meets regularly with ELA Liaisons (grade-level representatives from each school) to review student performance data and suggest adjustments or supplementary materials to strengthen Tier 1 instruction. The ELA Liaisons share the information with their respective PLCs. Additionally, administrators and ELA teachers are provided information and professional development regarding any necessary changes.
	How is instruction modified for students who receive instruction through distance learning? Students will receive instruction and access to materials through Canvas. Teachers will provide individual or small group support to students through electronic means or via telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.	

IF:	6th-8th Grades: Student meets the following criteria at beginning of school year: If FSA ELA scores are Level 1 or Level 2 and MAP overall performance =16th-40th percentile, then Tier 2 interventions should be provided.
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
Achieve3000	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS Probe falls within the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
Connect to Comprehension	MAP (Fall, Winter, Spring); DIBELS probes (frequency	MAP scores 41st percentile or higher;	MAP scores 16th-40th percentile; DIBELS probe falls	MAP scores below 16th percentile;

		determined by probe type)	DIBELS probe falls within the green or blue range.	in the yellow range.	DIBELS probe falls in the red range.
	FCRR Reading Interventions	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls within the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	Imagine Learning ELL students only	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls within the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	Imagine Learning (Teacher account) ALL students	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls within the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Decoding	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls within the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Reading Labs	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls within the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Reading Success	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls within the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	Study Island (Edmentum)	MAP (Fall, Winter, Spring); DIBELS	MAP scores 41st percentile	MAP scores 16th-40th percentile;	MAP scores below 16th

	probes (frequency determined by probe type)	or higher; DIBELS probe falls within the green or blue range.	DIBELS probe falls in the yellow range.	percentile; DIBELS probe falls in the red range.
UF Literacy Institute Interventions	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls within the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
Voyager (Journeys)	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls within the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
Jamestown	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls within the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.

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

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools are supported with district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the CRP and MTSS decision tree which indicates research-based and evidence-based materials available for intensive intervention. If student data does not show progress, at a Tier or with a specific intervention material, then adjustments are made and parents are notified (teacher:student ratio; time in intervention; intervention materials; instruction).

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Achieve3000 Evidence for Achieve3000
FCRR Reading Interventions Evidence for FCRR
Imagine Learning Evidence for Imagine Learning
SRA Evidence for SRA/MHEducation
UF Literacy Institute Interventions Evidence for UF Literacy

Voyager Evidence for Voyager
Jamestown Evidence for Jamestown

The use of programs, materials, and strategies identified in this curriculum, instruction, and assessment decision tree where chosen because they are research and evidence based. Studies available through What Works Clearing House identify the programs, materials, and strategies with moderate to strong evidence to improve the effectiveness of Tier 2 instruction. Instructional strategies to improve adolescent literacy will include but not be limited to the following as supported by research found at IES Practice Guide:
- Explicit Vocabulary Instruction (IES/WWC: strong evidence)
- Direct and explicit comprehension strategy instruction (IES/WWC: strong evidence)
- Extended discussion of text meaning and interpretation (IES/WWC: moderate evidence)
- Increase student motivation and engagement (IES/WWC: moderate evidence)
- Intensive and individualized interventions for struggling readers by trained specialists (IES/WWC: strong evidence)

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Students will receive instruction and access to materials through Canvas. Teachers will provide individual or small group support to students through electronic means or via telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.

IF:	6th-8th Grades: Student meets the following criteria at beginning of school year: If FSA ELA is Level 1 or Level 2 and MAP is <51 percentile, then Tier 3 interventions should be provided.
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*
Achieve3000 NWEA Informed Reading Path	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
FCRR Reading Interventions	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.

	Imagine Learning ELL students only	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	Imagine Learning (Teacher account) ALL students	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Corrective Reading	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Reading Lab	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	R.E.W.A.R.D.S.	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	Connect to Comprehension	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.

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

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

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools are supported with district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the CRP and MTSS decision tree which indicates research-based and evidence-based materials available for intensive intervention. If student data does not show progress,

at a Tier or with a specific intervention material, then adjustments are made and parents are notified (teacher:student ratio; time in intervention; intervention materials; instruction).

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Achieve3000 Evidence for Achieve3000
FCRR Reading Interventions Evidence for FCRR
Imagine Learning Evidence for Imagine Learning
SRA Evidence for SRA/MHEducation
UF Literacy Institute Interventions Evidence for UF Literacy
Voyager Evidence for Voyager
REWARDS Evidence for REWARDS

The use of programs, materials, and strategies identified in this curriculum, instruction, and assessment decision tree where chosen because they are research and evidence based. Studies available through What Works Clearing House identify the programs, materials, and strategies with moderate to strong evidence to improve the effectiveness of Tier 3 instruction. Instructional strategies to improve adolescent literacy will include but not be limited to the following as supported by research found at IES Practice Guide:

- Explicit Vocabulary Instruction (IES/WWC: strong evidence)
- Direct and explicit comprehension strategy instruction (IES/WWC: strong evidence)
- Extended discussion of text meaning and interpretation (IES/WWC: moderate evidence)
- Increase student motivation and engagement (IES/WWC: moderate evidence)
- Intensive and individualized interventions for struggling readers by trained specialists (IES/WWC: strong evidence)

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Students will receive instruction and access to materials through Canvas. Teachers will provide individual or small group support to students through electronic means or via telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.

Curriculum, Instruction, and Assessment Decision Tree Kindergarten-5th Grades

Grade Level(s): Kindergarten – 5th Grades	
IF:	Student meets the following criteria at beginning of school year: **If: MPG (K-1) or MAP (2-5): Overall performance at or above 40th percentile; or FLKRS Scale Score = 497-529 (Kindergarten); and FSA ELA Level 3 and above (3rd-5th grade)**
THEN:	**TIER 1 Only**

TIER 1	*Initial instruction:* • *is standards-aligned* • *builds background and content knowledge, motivation* • *provides print rich, systematic, scaffolded, and differentiated instruction* • *incorporates writing in response to reading* • *includes accommodations (IEP, ESOL or 504)* • *incorporates the principles of Universal Design for Learning* • *includes specially designed instruction for students with disabilities*

Core Curriculum

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

Reading Wonders ©2014 core adopted instructional materials for K-5 English Language Arts. Reading Wonders series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. Wonders shows moderate evidence per ESSA rubrics. To improve instruction and learning, BDS teachers incorporate direct instruction (effect size of .60) and scaffolding (effect size of .82) based on John Hattie's research ([Visible Learning; John Hattie 2017]).

Progress Monitoring

Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
Kindergarten: FLKRS Fall K-1: MPG data (Fall, Winter, Spring) 2-5: MAP data (Fall, Winter, Spring)	MAP scores 41st Percentile or higher	MAP scores 16th-40th percentile or FLKRS (K) Scale Score < 497
How is the effectiveness of Tier 1 instruction being monitored? The school level MTSS team and PLCs conduct monthly data chats to review data and ongoing progress monitoring related to response to intervention.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** PLCs should meet regularly to discuss and monitor student and classroom data. PLCs also meet with the MTSS team to review data and recommend Tier 2 interventions if Tier 1 instruction is not sufficient. If necessary, the district directors, ELA Instructional Specialist, or literacy coaches support PLCs/teachers to improve effectiveness.	

How is the effectiveness of Tier 1 curriculum being monitored? PLCs meet weekly to plan and prepare initial and ongoing instruction. PLC members reflect on implementation, instruction, and student outcomes and make adjustments as needed.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** The district ELA Instructional Specialist meets regularly with ELA Liaisons (grade-level representatives from each school) to review student performance data and suggest adjustments or supplementary materials to strengthen Tier 1 instruction. The ELA Liaisons share the information with their respective PLCs. Additionally, administrators and ELA teachers are provided information and professional development regarding any necessary changes.	
How is instruction modified for students who receive instruction through distance learning? Students will receive instruction and access to materials through Canvas. Teachers will provide individual or small group support to students through electronic means or via telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need.		

IF:	Kindergarten-5th Grades: Student meets the following criteria at beginning of school year: **If MPG (K-1) or MAP (2-5): Overall performance = 16th-40th percentile; or FLKRS Scale Score =438-496 (Kindergarten); and FSA ELA Level 1 or 2 (3rd-5th grades)**
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*
EL Education Foundational Skills	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls in the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
Achieve 3000-Smarty Ants (PreK-3rd grade) (Phonemic Awareness, Phonics, Comprehension)	MAP (Fall, Winter, Spring); DIBELS probes (frequency	MAP scores 41st percentile or higher; DIBELS probe falls in the	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.

		determined by probe type)	green or blue range.		
	Achieve3000-KidBiz (3-5)- Stretch Text at T2 (3rd grade available print only) (Phonics, Comprehension)	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls in the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	FCRR Reading Interventions	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls in the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	Imagine Learning ELL students only	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls in the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	Imagine Learning (Teacher account) ALL students	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls in the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Reading Mastery Signature	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls in the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Reading Labs	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls in the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Decoding	MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls in the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Language for Thinking	MAP (Fall, Winter, Spring); DIBELS probes	MAP scores 41st percentile or higher; DIBELS	MAP scores 16th-40th percentile;	MAP scores below 16th percentile;

		(frequency determined by probe type)	probe falls in the green or blue range.	DIBELS probe falls in the yellow range.	DIBELS probe falls in the red range.
Study Island (Edmentum)		MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls in the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
UF Literacy Institute Interventions		MAP (Fall, Winter, Spring); DIBELS probes (frequency determined by probe type)	MAP scores 41st percentile or higher; DIBELS probe falls in the green or blue range.	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.

Number of times a week intervention provided	5 days per week	***Number of minutes per intervention session***	30 min per day

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

For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools are supported with district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the Comprehensive Reading Plan and MTSS decision tree which indicates research-based and evidence-based materials available for targeted interventions (Tier 2). If student data does not show progress, at a Tier or with a specific intervention, then adjustments are made (teacher:student ratio; time in intervention; intervention materials; instruction) and parent must be notified.

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

EL Education Foundational Skills Evidence for Foundational Skills Block

SmartyAnts Evidence for SmartyAnts

Achieve3000 Evidence for Achieve3000

FCRR Reading Interventions Evidence for FCRR

Imagine Learning Evidence for Imagine Learning

SRA Evidence for SRA/MHEducation

Study Island Evidence for Edmentum

UF Literacy Institute Interventions Evidence for UF Literacy

The use of programs, materials, and strategies identified in this curriculum, instruction, and assessment decision tree where chosen because they are research and evidence based. Studies available through What Works Clearing House identify the programs, materials, and strategies with moderate to strong evidence to improve the effectiveness of Tier 2 instruction. Instructional strategies to improve foundational skills and comprehension in literacy for elementary students will include but not be limited to the following as supported by research found at IES Practice Guide re MTSS, IES Practice Guide re Foundational Skills K-3rd, IES Practice Guide re Reading Comprehension K-3rd, and IES Practice Guide re Elementary Students and Writing:

- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (IES/WWC strong evidence)

- Develop awareness of the segments of sounds in speech and how they link to letters. (IES/WWC strong evidence)
- Teach students to decode words, analyze word parts, and write and recognize words. (IES/WWC strong evidence)
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (IES/WWC moderate evidence)
- Provide intensive small-group reading interventions. (IES/WWC strong evidence)
- Provide extensive and varied vocabulary instruction. (IES/WWC strong evidence)
- Teach students how to use reading comprehension strategies. (IES/WWC strong evidence)
- Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (IES/WWC strong evidence)
- Establish an engaging and motivating context in which to teach reading comprehension. (IES/WWC moderate evidence)
- Teach students to use the writing process for a variety of purposes. (IES/WWC strong evidence)

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Students will receive instruction and access to materials through Canvas. Teachers will provide individual or small group support to students through electronic means or via telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need

IF:	Kindergarten-5th Grades: Student meets the following criteria at beginning of school year: **If MPG (K-1) or MAP (2-5): Overall performance below the 16th percentile; or FLKRS Scale Score is 438-496 (Kindergarten); and FSA ELA Level 1 (3rd-5th grades).**
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*
EL Education Foundational Skills	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
Achieve 3000-KidBiz (4-5) NWEA INFORMED LEARNING PATH	MAP scores, and applicable DIBELS probes (frequency	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.

		determined by probe type)		
	FCRR Reading Interventions	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	Imagine Learning ELL students only	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	Imagine Learning (Teacher account) ALL students	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	Connect to Comprehension	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Phonemic Awareness	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Early Reading Tutor	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Reading Mastery Signature(K-5)	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Corrective Reading	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.

	SRA Language for Thinking	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Language for Learning	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	SRA Reading Labs	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	Voyager Passport	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.
	UF Literacy Institute Interventions	MAP scores, and applicable DIBELS probes (frequency determined by probe type)	MAP scores 16th-40th percentile; DIBELS probe falls in the yellow range.	MAP scores below 16th percentile; DIBELS probe falls in the red range.

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 days per week	*Number of minutes per intervention session*	15-45 min per day

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Students who fall into this category are considered to have a substantial reading deficiency and must be monitored closely and regularly for academic progress. Additionally, student's parent, as required in Section 1008.25, F.S., will be notified. Parental notification must include a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students identified with a substantial reading deficiency.

Research and best practices incorporate multisensory instructional strategies which include auditory, visual-spatial, tactile, and kinesthetic strategies. As required in Section 1008.25, F.S., students identified with a substantial reading deficiency (Tier 3) must receive intensive, explicit, systematic, and multisensory reading interventions that incorporate auditory, visual-spatial, tactile, and kinesthetic strategies.

For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools are supported with district MTSS Staff Training Specialists and meet

monthly to review student data, progress, and intervention materials. Additionally, schools follow the Comprehensive Reading Plan and MTSS decision tree which indicates research-based and evidence-based materials available for intensive interventions (Tier 3). If student data does not show progress, at a Tier or with a specific intervention, then adjustments are made (teacher:student ratio; time in intervention; intervention materials; instruction) and parent must be notified.

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

EL Education Foundational Skills Evidence for Foundational Skills Block
SmartyAnts Evidence for SmartyAnts
Achieve3000 Evidence for Achieve3000
FCRR Reading Interventions Evidence for FCRR
Imagine Learning Evidence for Imagine Learning
SRA Evidence for SRA/MHEducation
Study Island Evidence for Edmentum
UF Literacy Institute Interventions Evidence for UF Literacy
Voyager Evidence for Voyager

The use of programs, materials, and strategies identified in this curriculum, instruction, and assessment decision tree where chosen because they are research and evidence based. Studies available through What Works Clearing House identify the programs, materials, and strategies with moderate to strong evidence to improve the effectiveness of Tier 3 instruction. Instructional strategies to improve foundational skills and comprehension in literacy for elementary students will include but not be limited to the following as supported by research found at IES Practice Guide re MTSS, IES Practice Guide re Foundational Skills K-3rd, IES Practice Guide re Reading Comprehension K-3rd, and IES Practice Guide re Elementary Students and Writing:

- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (IES/WWC strong evidence)
- Develop awareness of the segments of sounds in speech and how they link to letters. (IES/WWC strong evidence)
- Teach students to decode words, analyze word parts, and write and recognize words. (IES/WWC strong evidence)
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (IES/WWC moderate evidence)
- Provide intensive small-group reading interventions. (IES/WWC strong evidence)
- Provide extensive and varied vocabulary instruction. (IES/WWC strong evidence)
- Teach students how to use reading comprehension strategies. (IES/WWC strong evidence)
- Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (IES/WWC strong evidence)
- Establish an engaging and motivating context in which to teach reading comprehension. (IES/WWC moderate evidence)
- Teach students to use the writing process for a variety of purposes. (IES/WWC strong evidence)

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Students will receive instruction and access to materials through Canvas. Teachers will provide individual or small group support to students through electronic means or via telephone as appropriate and applicable. Every attempt by the district will be made to provide internet access and electronic devices to students. However, if necessary, students will be provided with paper-based materials as appropriate based on need