Bradford 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	Sherree Alvarez	Director Teaching, Learning & Accountability	alvarez.sherree@mybradford.us	904-966-6816
Responsibility	**Name**	**Title**	**Email**	**Phone**
Elementary ELA	Kellie Clark	BCSD Reading Coach	clark.kelliene@mybradford.us	904-966-6724
Secondary ELA	Chris Chaplin	BCSD Reading Coach	chaplin.clark@mybradford.us	904-966-6029
Reading Endorsement	Kellie Clark	BCSD Reading Coach	clark.kelliene@mybradford.us	904-966-6724
Reading Curriculum	Sherree Alvarez	Director Teaching, Learning & Accountability	alvarez.sherree@mybradford.us	904-966-6816
Professional Development	Sherree Alvarez	Director Teaching, Learning & Accountability	alvarez.sherree@mybradford.us	904-966-6816
Assessment	Sherree Alvarez	Director Teaching, Learning & Accountability	alvarez.sherree@mybradford.us	904-966-6816
Data Element	Evelyn Chastain	Coordinator Elementary Education	chastain.evelyn@mybradford.us	904-966-6016
Summer Reading Camp	Sherree Alvarez	Director Teaching, Learning & Accountability	alvarez.sherree@mybradford.us	904-966-6816
3rd Grade Promotion	Sherree Alvarez	Director Teaching, Learning & Accountability	alvarez.sherree@mybradford.us	904-966-6816

Plan Information

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

The CEBRP will be presented to site leadership in July. Reading Coaches and Curriculum Resource Teachers will review the plan in early August. Each Reading Leadership Team composed of the CRT/Coaches and Administration will present an overview of the CEBRP to instructional staff by the end of August.

The CEBRP link will be available on the Resources tab of the BCSD webpage.

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 Questionnaire	Screener	PBT	1/year
Phonological awareness	STAR Early Literacy (K) iReady Reading K-5	Screener/Progress Monitoring Diagnostic/Progress Monitoring	CBT CBT	4-5 times/year 3 times/year
Phonics	STAR Early Literacy (K)/STAR (1-5) iReady Reading K-5	Screener/Diagnostic/Progress Monitoring/Summative	CBT CBT	4-5 times/year 3 times/year
Fluency	Rate and accuracy on grade level materials cold reads (Hasbrouck-Tindal fluency norms) Prosody Multidimensional Fluency Scale (Zutell- Rasinski)	Formative/Progress Monitoring/Summative	PBT PBT	1-3 times quarterly
Vocabulary	STAR (1st-5th) iReady Reading K-5	Screener/Progress Monitoring Diagnostic/Progress Monitoring	CBT CBT	4-5 times/year 3 times/year
Comprehension	STAR (1st-5th) iReady Reading K-5	Screener/Progress Monitoring Diagnostic/Progress Monitoring	CBT CBT	4-5 times/year 3 times/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?
Renaissance STAR	Independent Reading Level Percentile Rank Lexile Score Scale Score	Diagnostic PM	CBT	Monthly (except November & January)

	Predicted Standards Mastery Student Growth Percentile			
SchoolCity	Standards-based mastery	PM	PBT	1-3 quarterly

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 will be reviewed at the beginning of the school year and after each assessment.

District Leadership and Reading Leadership Teams at each site review the data post assessment window. | Initial placement in establishing the instructional support tier.

Deliver instruction.

Evaluate effectiveness of instruction using student growth percentiles.

Determine if continuation or adjustment of instructional support tier is necessary.

(MTSS Process) | After the beginning of the year data collection, the district leadership reviews data with site administrators. This collaborative conversation guides instructional decisions made at the individual school/classroom level. | District level staff (Director, Coordinators, Coaches) monitors implementation of the K-12 Reading Plan and communicates findings with site administrators. | District level staff (Director, Coordinators, Coaches, Curriculum Resource Teachers) provide oversight, support and follow-up to the K-12 Reading Plan. |

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	Curriculum Coordinators	Reading Walk-thru Calendar with intended purpose.	Data will be collected weekly thru September. From October to May, data will be collected monthly.	Google Forms by Principal Teacher Evaluation System (walkthroughs)	Curriculum Coordinators will review site data after each collection point
Data chats	Established based on the Assessment Calendar. Administrators will meet with grade level teachers following data collection to monitor progress, establish a course of action and follow-up. Teachers will complete data chats with students post assessment to monitor progress and set goals.	Purpose of the data chats will be to review data following collection and establish a course of action based on the MTSS process.	Data will be collected thru STAR/STAR Early Literacy 4-5 times annually and iReady 3 times annually.	Data will be shared by the principal in grade level meetings at each school site, by the CRT/Coaches in quarterly meetings, by the principal in quarterly principal meetings and at a mid-year presentation with the Director of Teaching, Learning and Curriculum and the Superintendent of Schools.	Curriculum Coordinators will review the Google Forms submitted by the principal after each collection point.
Reading Leadership Team per 6A-6.053(3) F.A.C.	The Curriculum Coordinators will collect a roster of each site's Reading Leadership Team	The purpose of the RLT will be to ensure the CEBRP is implemented and monitored at each site. Additionally,	Each RLT will submit meeting minutes to the Curriculum Coordinator following quarterly meetings.	Google Forms	The Curriculum Coordinator will review the minutes quarterly

		this team will be responsible for MTSS monitoring.			
Monitoring of plan implementation	Site Administrators	Administrators will make staff aware via email, weekly newsletter or Google classroom about the purpose of the walkthrough that was established on district calendar	Data will be collected weekly thru September. From October to May, data will be collected monthly. Each teacher will have a minimum of 3 reading plan implementation walkthroughs per quarter.	School Administrators will share data with District Administrators through Google Forms. School Administrators will share data with staff via email, newsletters, Google Classroom, or weekly meetings.	Data will be reviewed by District Administration together with School Administration after each collection point. School Administration will review data with staff after each District review.
Other: (Specify) iReady Reading usage reports will be monitored weekly thru the end of September. From October to May, usage and proficiency reports will be monitored monthly.	CRTs and Administrators	Training and ongoing monitoring.	Weekly through the end of September. Monthly thereafter.	Weekly grade level meetings by admin and/or CRT through the end of Sept., monthly thereafter.	Weekly through the end of Sept., monthly thereafter by admin, CRT, and classroom teacher.

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?
Initial placement in establishing the instructional support tier. Deliver instruction	District level staff (Director, Coordinators, Coaches) monitor implementation of the K-12 Reading Plan and communicates findings with site administrators.	Quarterly principals meetings

Evaluate effectiveness of instruction using student growth percentiles. Determine if continuation or adjustment of instructional support tier is necessary. (MTSS Process)		

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	Administrator Summer Boot Camp	Through PD sign-in sheets and follow-up forms	min.1/semester @ Principal/Director Meetings	Superintendent, Asst. Superintendent, Directors, Coordinators, Principals	The Director of Teaching, Learning, and Curriculum
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Administrator Summer Boot Camp	Through PD sign-in sheets, mentor logs, PDCP, and follow-up forms	min.1/semester @ Principal/Director Meetings	Superintendent, Asst. Superintendent, Directors, Coordinators, Principals	Director of Human Resources and Director of Teaching, Learning, and Curriculum
Identification of mentor teachers	Administrator Summer Boot Camp	An approved eligibility list from HR	min.1/semester @ Principal/Director Meetings	Superintendent, Asst. Superintendent, Directors, Coordinators, Principals	Director of Human Resources
Establishing of model classrooms within the school	Administrator Summer Boot Camp	Through regular observations	min.1/semester @ Principal/Director Meetings	Superintendent, Asst. Superintendent, Directors, Coordinators, Principals	Director of Teaching, Learning, and Curriculum
Providing teachers with time weekly to meet together for professional development	Administrator Summer Boot Camp	Through PD sign-in sheets, mentor logs, PDCP, and	min.1/semester @ Principal/Director Meetings	Superintendent, Asst. Superintendent, Directors, Coordinators, Principals	Director of Teaching, Learning, and Curriculum

including lesson study and PLCs		follow-up forms			

Instruction

K-5 Uninterrupted 90 minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
Whole group instruction utilizing an evidence-based sequence of reading instruction	Administrator Summer Boot Camp	Through regular observations and PM student data	@ Principal/Director Meetings	Superintendent, Asst. Superintendent, Directors, Coordinators, Principals	min.1/semester
Small group differentiated instruction in order to meet individual student needs	Administrator Summer Boot Camp	Through regular observations and PM student data	@ Principal/Director Meetings	Superintendent, Asst. Superintendent, Directors, Coordinators, Principals	min.1/semester

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?

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter - no charter schools	0
District expenditures on reading coaches assigned to elementary schools	65599.57
District expenditures on reading coaches assigned to secondary schools	45468.56
District expenditures on intervention teachers assigned to elementary schools	
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	49092
District expenditures on supplemental materials or interventions for secondary schools	20000
District expenditures on professional development	20000
District expenditures on helping teachers earn the reading endorsement	5000
District expenditures on summer reading camps	15000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	11926.87
Flexible Categorical Spending	
Sum of Expenditures	232087
Amount of District Research-Based Reading Instruction Allocation	**232087**

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?

American Reading Company Summer Semester Reading Kit

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

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) Low 300 Report, FSA scores, STAR data, iReady data

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?

This will be communicated at Admin Boot Camp and will be readdressed periodically at ongoing meetings.

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

Sherree Alvarez, Director of Teaching, Learning, and Curriculum

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

Is your district using the Just Read, Florida! coaching model? Yes X 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?
The Director of Teaching, Learning, and Curriculum communicates the district reading coaches' responsibilities to the	Coaches record their time and tasks in Google Calendar.	The Director of Teaching, Learning, and Curriculum, Mrs. Sherree Alvarez,	The data is being reviewed weekly by the on-site administrators and coaches and	District/site-based department meetings to interpret data to determine the effectiveness of the

administration through Principal and Director meetings. The district coaches themselves design implementation of these requirements with the on-site administrators.		monitors the coaches implementation of these requirements.	monthly by the Director of Teaching, Learning, and Curriculum.	current plan and set Next Steps, which can include coach-supported planning, evidence-based programs, targeted interventions, supplemental curriculum. Generally, the ICEL / RIOT Matrix is used as a problem-solving protocol.

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. The district has no charter schools.

Instructional Continuity Plan

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

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

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

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

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s):	KINDERGARTEN

IF:	Student meets the following criteria at beginning of school year: ● Scale Score of 500+ (PR 40th or above) on the BOY FLKRS.

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.

	● **CKLA Skills** is used to support foundational phonics and writing instruction.
	 ○ **Moderate evidence**
	  ■ https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf
	● **Making Meaning** is used to support core comprehension instruction.
	 ○ **Moderate evidence**
	  ■ https://www.collaborativeclassroom.org/wp-content/uploads/2018/01/mm3e_introduction.pdf
	  ■ https://www.collaborativeclassroom.org/resources/evidence-base-making-meaning-reader/
	  ■ https://www.collaborativeclassroom.org/wp-content/uploads/2018/03/MKT2493_Evidence_Base_MM_BR.pdf
	● **Heggerty Phonemic Awareness Curriculum** is used to support phonemic awareness.
	 ○ **Strong evidence**
	  ■ https://ies.ed.gov/ncee/wwc/PracticeGuide/21

	Progress Monitoring		

	Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
	● The Renaissance STAR Early Literacy Reading assessment is administered BOY (FLKRS) and quarterly thereafter. ● The iReady Reading Diagnostic is administered BOY, MOY, and EOY.	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree

How is the effectiveness of Tier 1 instruction being monitored? ● Review of STAR EL Reading assessment data & standards-based assessment data looking at student growth ● Administrative classroom walkthroughs	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* ● Grade level data meetings reviewing local assessments will drive conversations on high yield instructional practices.
How is the effectiveness of Tier 1 curriculum being monitored? ● Review of STAR EL Reading assessment data & standards-based assessment data looking at student growth at both the school and district level.	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* ● Grade level planning/data meetings. ● Weekly CRT/Coaches meetings to review data and discuss any curriculum needs.
How is instruction modified for students who receive instruction through distance learning? ● Tier 1 instruction will maintain pace in the event of distance learning. ● Accommodations based on need will be established. ● Multiple resources such as Google Classroom, Google Meets, and other virtual platforms will be incorporated to continue instruction. ● Hard-copy materials and/or digital materials will be provided depending on need.	

IF:	Student meets the following criteria at beginning of school year: ● Scale Score of 472-499 (PR 30th - 39th) on the BOY FLKRS.
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*
SRA/Language for Learning (minimum 20 lessons)	SRA Language for Learning Checks -	See BCSD Curriculum,	See BCSD Curriculum, Instruction, and	See BCSD Curriculum,

		approx. every 10 lessons	[Instruction, and Assessment Decision Tree](#)	[Assessment Decision Tree](#)	[Instruction, and Assessment Decision Tree](#)
	iReady Personalized Instruction, Learning Games, and Tools for Instruction (45-60 minutes weekly with 70% proficiency - minimum 8 weeks)	iReady Diagnostic - BOY, MOY, EOY STAR Early Literacy Assessment - quarterly			
	LLI (Heinemann Leveled Literacy Intervention) (30 minutes/day, 4 times a week - minimum 8 weeks)				

Number of times a week intervention provided	5 (minimum 4)	*Number of minutes per intervention session*	Minimum of 20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
- Grade level data meetings and MTSS meetings.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
- Renaissance STAR assessment program provides data review and interpretation to identify which student outcomes must be sought through interventions. Over time, STAR data outcomes have closely aligned to state standardized testing outcomes, marking this program as strong evidence.
- SRA/Language for Learning
  - Strong evidence
    - https://www.mheducation.com/prek-12/program/language-learning-2008/MKTSP-USA07M02.research-success.html
- iReady
  - Promising evidence
    - https://www.curriculumassociates.com/about/press-releases/2018/02/new-efficacy-research-demonstrates-ca-i-ready-meets-every-student-succeeds-act-essa-fed-funding-reqs
- LLI
  - Strong evidence
    - https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli

How are Tier 2 interventions modified for students who receive interventions through distance learning?
- SRA Reading Mastery instruction can be presented in a virtual classroom setting.
- iReady Reading is online and can be accessed from any setting.

IF:	Student meets the following criteria at beginning of school year: ● Scale Score of <472 (PR 29th or below) on the BOY FLKRS.			
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**			

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	*Immediate, intensive intervention:* ● *extended time* ● *targeted instruction based on student need* ● *small group or one-on-one instruction* ● *accommodations (IEP, ESOL, or 504)* ● *more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions* ● *additional **time allotted is in addition** to core instruction and tier 2 interventions*			
	TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
		Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
	iReady Toolbox in identified area of need (2 weeks)	iReady Growth Monitoring - biweekly	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree
	FCRR Student Center Activities targeting students specific area of need (2 weeks)			
	Other site based programs (Great Leaps, LLI, CKLA Strand Reteach lessons, Cindy Cupp) (2 weeks)			
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. **Teachers not currently certified or endorsed will be tagged Out of Field and will sign acknowledgement with one year to complete endorsement.*			
	Number of times a week intervention provided	3	*Number of minutes per intervention session (group no larger than 5)*	10
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? ● Grade level data meetings and MTSS meetings.			

	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
	● **i-Ready** Instruction meets the criteria for ESSA Level 3:
	  ○ **Promising Evidence**
	    ■ https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspx
	● FCRR
	  ○ **Strong Evidence**
	    ■ https://www.fcrr.org/about
	● Great Leaps
	  ○ **Promising evidence**
	    ■ http://sosaschool.com/files/GreatLeapsReport.pdf
	● LLI
	  ○ **Strong evidence**
	    ■ https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli
	● CKLA
	  ○ **Moderate evidence**
	    ■ https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf
	● Cindy Cupp
	  ○ **Promising evidence**
	    ■ https://www.cindycupp.com/research_july2005.htm

	How are Tier 3 interventions modified for students who receive interventions through distance learning? ● Interventions will be provided in a virtual classroom setting.

Curriculum, Instruction, and Assessment Decision Tree	
Grade Level(s): 1st, 2nd, and 3rd	
IF:	Student meets the following criteria at beginning of school year: ● See BCSD Curriculum, Instruction, and Assessment Decision Tree
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.

- **Making Meaning** is used to support core comprehension instruction in 1st and 2nd.
  - **Moderate evidence**
    - https://www.collaborativeclassroom.org/wp-content/uploads/2018/01/mm3e_introduction.pdf
    - https://www.collaborativeclassroom.org/resources/evidence-base-making-meaning-reader/
    - https://www.collaborativeclassroom.org/wp-content/uploads/2018/03/MKT2493_Evidence_Base_MM_BR.pdf
- **CKLA Skills Strand** is used to support foundational phonics and writing instruction in 1st and 2nd.
  - **Moderate evidence**
    - https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf
- **Heggerty Phonemic Awareness Curriculum is used to support phonemic awareness in 1st and 2nd**
  - **Strong evidence**
    - https://ies.ed.gov/ncee/wwc/PracticeGuide/21
- **Ready Florida LAFS English Language Arts Instruction** materials are used to support core comprehension and language instruction in 3rd.
  - **Promising evidence**
    - https://www.curriculumassociates.com/about/press-releases/2018/02/new-efficacy-research-demonstrates-ca-i-ready-meets-every-student-succeeds-act-essa-fed-funding-reqs
- **Top Score Writing** is used to support writing instruction in 2nd and 3rd.
  - Unable to discern an ESSA rating at this time.
  - Hattie Strategies
    - Cognitive Task Analysis 1.29
    - Scaffolding 0.82
    - Concept Mapping 0.64
    - Explicit Teaching Strategies 0.57
    - Writing Programs 0.45
- **Accelerated Reader** is used to support reading in 1st, 2nd, and 3rd
  - **Strong/Moderate evidence**
    - https://doc.renlearn.com/KMNet/R61323.pdf

Progress Monitoring		
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
- The Renaissance STAR Reading assessment is administered BOY and quarterly thereafter. - The iReady Reading Diagnostic is administered BOY, MOY, and EOY.	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree
How is the effectiveness of Tier 1 instruction being monitored? - Review of STAR Reading assessment data & standards-based assessment data looking at student growth - Administrative classroom walkthroughs	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* Grade level data meetings reviewing local assessments will drive conversations on high yield instructional practices.	

<table>
<tr><td rowspan="2"></td><td>How is the effectiveness of Tier 1 curriculum being monitored?
● Review of STAR Reading assessment data & standards-based assessment data looking at student growth at both the school and district level.</td><td>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?
● Grade level planning/data meetings.
● Weekly CRT/Coaches meetings to review data and discuss any curriculum needs.</td></tr>
<tr><td colspan="2">How is instruction modified for students who receive instruction through distance learning?
● Tier 1 instruction will maintain pace in the event of distance learning.
● Accommodations based on need will be established.
● Multiple resources such as Google Classroom, Google Meets, and other virtual platforms will be incorporated to continue instruction.
● Hard-copy materials and/or digital materials will be provided depending on need.</td></tr>
</table>

IF:	Student meets the following criteria at beginning of school year: ● See BCSD Curriculum, Instruction, and Assessment Decision Tree
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*
SRA Reading Mastery (minimum 20 lessons)	SRA Reading Mastery Checks - every 10 lessons	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree

iReady Personalized Instruction, Learning Games, and Tools for Instruction (45-60 minutes weekly with 70% proficiency - minimum 8 weeks)	iReady Diagnostic - BOY, MOY, EOY STAR Reading Assessment - quarterly			
LLI (Heinemann Leveled Literacy Intervention) (30 minutes/day, 4 times a week - minimum 8 weeks)				

Number of times a week intervention provided	5 (minimum 4)	*Number of minutes per intervention session*	Minimum of 20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
- Grade level data meetings and MTSS meetings.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
- Renaissance STAR assessment program provides data review and interpretation to identify which student outcomes must be sought through interventions. Over time, STAR data outcomes have closely aligned to state standardized testing outcomes, marking this program as strong evidence.
- **SRA Reading Mastery**
  - Moderate evidence
    - https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/essa/product-research-tiers.pdf
- **i-Ready**
  - Promising Evidence
    - https://www.curriculumassociates.com/about/press-releases/2018/02/new-efficacy-research-demonstrates-ca-i-ready-meets-every-student-succeeds-act-essa-fed-funding-reqs
- **LLI**
  - Strong evidence
    - https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli

How are Tier 2 interventions modified for students who receive interventions through distance learning?
- SRA Reading Mastery instruction can be presented in a virtual classroom setting.
- iReady Reading is online and can be accessed from any setting.

IF:	Student meets the following criteria at beginning of school year: ● See BCSD Curriculum, Instruction, and Assessment Decision Tree
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	*Immediate, intensive intervention:* ● *extended time* ● *targeted instruction based on student need* ● *small group or one-on-one instruction* ● *accommodations (IEP, ESOL, or 504)* ● *more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions* ● *additional **time allotted is in addition** to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration		*TIER 3 Progress Monitoring*		
		Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
iReady Toolbox in identified area of need (2 weeks)		iReady Growth Monitoring - biweekly	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree
FCRR Toolbox Activities targeting students specific area of need (2 weeks)				
Other site based programs (Great Leaps, LLI, CKLAStrand Reteach lessons, Cindy Cupp) (2 weeks)				
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. **Teachers not currently certified or endorsed will be tagged Out of Field and will sign acknowledgement with one year to complete endorsement.*				
Number of times a week intervention provided	3	*Number of minutes per intervention session*		10
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? ● Grade level data meetings and MTSS meetings.				

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

- **i-Ready** Instruction meets the criteria for ESSA Level 3:
    - Promising Evidence
        - https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspx
- FCRR
    - Strong Evidence
        - https://www.fcrr.org/about
- Great Leaps
    - Promising evidence
        - http://sosaschool.com/files/GreatLeapsReport.pdf
- LLI
    - Strong evidence
        - https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli
- CKLA
    - Moderate evidence
        - https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf
- Cindy Cupp
    - Promising evidence
        - https://www.cindycupp.com/research_july2005.htm

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

- Interventions will be provided in a virtual classroom setting.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 4th and 5th

IF:	Student meets the following criteria at beginning of school year: ● See BCSD Curriculum, Instruction, and Assessment Decision Tree

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.

- **Ready Florida LAFS English Language Arts Instruction** materials are used to support core comprehension and language instruction.
  - **Promising evidence**
    - https://www.curriculumassociates.com/about/press-releases/2018/02/new-efficacy-research-demonstrates-ca-i-ready-meets-every-student-succeeds-act-essa-fed-funding-reqs
- **Top Score Writing** is used to support writing instruction.
  - Unable to discern an ESSA rating at this time.
  - Hattie Strategies
    - Cognitive Task Analysis 1.29
    - Scaffolding 0.82
    - Concept Mapping 0.64
    - Explicit Teaching Strategies 0.57
    - Writing Programs 0.45
- **Accelerated Reader** is used to support reading.
  - **Strong/Moderate evidence**
    - https://doc.renlearn.com/KMNet/R61323.pdf

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

	● The Renaissance STAR Reading assessment is administered BOY and quarterly thereafter. ● The iReady Reading Diagnostic is administered BOY, MOY, and EOY.	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree
	How is the effectiveness of Tier 1 instruction being monitored? ● Review of STAR Reading assessment data & standards-based assessment data looking at student growth ● Administrative classroom walkthroughs	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* ● Grade level data meetings reviewing local assessments will drive conversations on high yield instructional practices.	
	How is the effectiveness of Tier 1 curriculum being monitored? ● Review of STAR Reading assessment data & standards-based assessment data looking at student growth at both the school and district level.	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* ● Grade level planning/data meetings. ● Weekly CRT/Coaches meetings to review data and discuss any curriculum needs.	
	How is instruction modified for students who receive instruction through distance learning? ● Tier 1 instruction will maintain pace in the event of distance learning. ● Accommodations based on need will be established. ● Multiple resources such as Google Classroom, Google Meets, and other virtual platforms will be incorporated to continue instruction. ● Hard-copy materials and/or digital materials will be provided depending on need.		

IF:	Student meets the following criteria at beginning of school year: ● See BCSD Curriculum, Instruction, and Assessment Decision Tree			
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*

SRA Reading Mastery (minimum 20 lessons)	SRA Reading Mastery Checks - every 10 lessons	See [BCSD Curriculum, Instruction, and Assessment Decision Tree](#)	See [BCSD Curriculum, Instruction, and Assessment Decision Tree](#)	See [BCSD Curriculum, Instruction, and Assessment Decision Tree](#)
SRA Corrective Reading (minimum 20 lessons)	SRA Corrective Reading Checks - every 10 lessons			
iReady Personalized Instruction, Learning Games, and Tools for Instruction (45-60 minutes weekly with 70% proficiency - minimum 8 weeks)	iReady Diagnostic - BOY, MOY, EOY			

Number of times a week intervention provided	5 (minimum 4)	*Number of minutes per intervention session*	Minimum of 20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
- Grade level data meetings and MTSS meetings.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
- Renaissance STAR assessment program provides data review and interpretation to identify which student outcomes must be sought through interventions. Over time, STAR data outcomes have closely aligned to state standardized testing outcomes, marking this program as strong evidence.
- Reading Mastery
  - Moderate evidence
    - https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/essa/product-research-tiers.pdf
- Corrective Reading
  - Strong Evidence
    - https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_corrective_reading_091410.pdf, https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/essa/product-research-tiers.pdf
- i-Ready
  - Promising Evidence
    - https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspx

	How are Tier 2 interventions modified for students who receive interventions through distance learning? ● SRA Reading Mastery and Corrective Reading instruction can be presented in a virtual classroom setting. ● iReady Reading is online and can be accessed from any setting.

IF:	Student meets the following criteria at beginning of school year: ● See BCSD Curriculum, Instruction, and Assessment Decision Tree
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	*Immediate, intensive intervention:* ● *extended time* ● *targeted instruction based on student need* ● *small group or one-on-one instruction* ● *accommodations (IEP, ESOL, or 504)* ● *more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions* ● *additional **time allotted is in addition** to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
iReady Toolbox in identified area of need	iReady Growth Monitoring - biweekly	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree
FCRR Toolbox Activities targeting students specific area of need			
Other site based programs (Great Leaps, LLI, CKLAStrand Reteach lessons, Cindy Cupp)			
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. **Teachers not currently certified or endorsed will be tagged Out of Field and will sign acknowledgement with one year to complete endorsement.*			
Number of times a week intervention provided	3	*Number of minutes per intervention session*	10

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
- Grade level data meetings and MTSS meetings.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
plain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
- **i-Ready** Instruction meets the criteria for ESSA Level 3:
  - **Promising Evidence**
    - https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspx
- FCRR
  - **Strong Evidence**
    - https://www.fcrr.org/about
- Great Leaps
  - **Promising evidence**
    - http://sosaschool.com/files/GreatLeapsReport.pdf
- LLI
  - **Strong evidence**
    - https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli
- CKLA
  - **Moderate evidence**
    - https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf
- Cindy Cupp
  - **Promising evidence**
    - https://www.cindycupp.com/research_july2005.htm

How are Tier 3 interventions modified for students who receive interventions through distance learning?
- Interventions will be provided in a virtual classroom setting.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6th, 7th, and 8th

IF:	Student meets the following criteria at beginning of school year: ● See BCSD Curriculum, Instruction, and Assessment Decision Tree ● Students will not be evaluated for tiered placement until the September STAR assessment.

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.

	● **Leveled Literacy Instruction** drives instruction in Intensive Reading classes as ⅓ of the curricular expectations.
	 ○ **Strong evidence**
	  ■ https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli
	● **Achieve** drives instruction in Intensive Reading classes as ⅓ of the curricular expectations.
	 ○ **Strong Evidence**
	  ■ https://www.evidenceforessa.org/programs/reading/achieve3000-secondary
	● The **MyOn** platform provides leveled texts for students resulting in regular Accelerated Reader assessments.
	 ○ **Promising Evidence**
	  ■ https://doc.renlearn.com/KMNet/R63036.pdf
	● **TopScore Writing** drives writing instruction in core ELA classes.
	 ○ Unable to discern an ESSA rating at this time.
	 ○ Hattie Strategies
	  ■ Cognitive Task Analysis 1.29
	  ■ Scaffolding 0.82
	  ■ Concept Mapping 0.64
	  ■ Explicit Teaching Strategies 0.57
	  ■ Writing Programs 0.45
	● **Teacher-designed units** draw from **Louisiana Guidebooks** and the recommended texts from the 2021-2022 B.E.S.T. standards.
	 ○ Unable to discern an ESSA rating at this time.
	 ○ Hattie Strategies
	  ■ Cognitive Task Analysis 1.29
	  ■ Classroom Discussion 0.82
	  ■ Summarization 0.79

- - Concept Mapping 0.64
    - Underlining and Highlighting 0.50
    - Exposure to Reading 0.43
  - iReady LAFS books supplement instruction, providing targeted standards-based small group work.
    - Promising Evidence
      - https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspx

Progress Monitoring		
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
- The Renaissance STAR Reading assessment is administered monthly (except for November and January).	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree
How is the effectiveness of Tier 1 instruction being monitored? STAR Reading assessments & standards-based mini-assessments	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* - Weekly data meetings led by Secondary Reading Coach to diagnose student needs and effectiveness of instruction.	
How is the effectiveness of Tier 1 curriculum being monitored? STAR Reading assessments & standards-based mini-assessments	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* - Weekly data meetings led by Secondary Reading Coach to diagnose student needs and effectiveness of instruction.	

How is instruction modified for students who receive instruction through distance learning?
Tier 1 instruction will maintain pace in the event of distance learning. Accommodations based on need will be established. Multiple resources such as Google Classroom, Google Meets, and other virtual platforms will be incorporated to continue instruction. Hard-copy materials and/or digital materials will be provided depending on need.

IF:	Student meets the following criteria at beginning of school year: - See BCSD Curriculum, Instruction, and Assessment Decision Tree - Students will not be evaluated for tiered placement until the September STAR assessment.
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*
Achieve-Will be targeted instruction implemented 3 days/week accompanied by weekly data meetings to chart student performance. Will continue until students demonstrate growth.	3 days/week	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree
Targeted Small Group Direct Instruction based on STAR Key Progressions Resources	min. 1/week	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree

Number of times a week intervention provided	1	*Number of minutes per intervention session*	15-25

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

Weekly data meetings led by Secondary Reading Coach to diagnose student needs and effectiveness of instruction.

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

Renaissance STAR assessment program provides data review and interpretation to identify which student outcomes must be sought through interventions. Over time, STAR data outcomes have closely aligned to state standardized testing outcomes, marking this program as strong evidence.
- Achieve is a reading intervention program meant to identify and address student deficiencies to prioritize specific outcomes.
  - Strong Evidence
    - https://www.evidenceforessa.org/programs/reading/achieve3000-secondary

	How are Tier 2 interventions modified for students who receive interventions through distance learning? The current educational reading platform has an online component to every intervention.

IF:	Student meets the following criteria at beginning of school year: ● See BCSD Curriculum, Instruction, and Assessment Decision Tree ● Students will not be evaluated for tiered placement until the September STAR assessment.
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*
Direct Instruction with LLI -Will be targeted instruction implemented 2 days/week accompanied by weekly data meetings to chart student performance. Will continue until students demonstrate growth.		See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. **Teachers not currently certified or endorsed will be tagged Out of Field and will sign acknowledgement with one year to complete endorsement.*			
Number of times a week intervention provided	*2 days/ week*	*Number of minutes per intervention session*	*90 mins*

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

Weekly data meetings led by Secondary Reading Coach to diagnose student needs and effectiveness of instruction.

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

Renaissance STAR assessment program provides data review and interpretation to identify which student outcomes must be sought through interventions. Over time, STAR data outcomes have closely aligned to state standardized testing outcomes, marking this program as strong evidence.

- Leveled Literacy Instruction provides data review and interpretation to identify which student outcomes must be sought through interventions through particular evidence-based practices and materials.
  - **Strong evidence**
    - https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli

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

The current educational reading platform has an online component to every intervention except for Leveled Literacy Instruction which would be supplemented by the Edgenuity platform to continue students' reading intervention instruction.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9th, 10th, 11th, 12th	
IF:	Student meets the following criteria at beginning of school year: See BCSD Curriculum, Instruction, and Assessment Decision Tree ● Students will not be evaluated for tiered placement until the September STAR assessment.
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.
	● **Achieve** drives instruction in Intensive Reading classes. 　○ **Strong Evidence** 　　■ https://www.evidenceforessa.org/programs/reading/achieve3000-secondary ● **TopScore Writing** drives writing instruction in core ELA classes. 　○ Unable to discern an ESSA rating at this time. 　○ Hattie Strategies 　　■ Cognitive Task Analysis 1.29 　　■ Scaffolding 0.82 　　■ Concept Mapping 0.64 　　■ Explicit Teaching Strategies 0.57 　　■ Writing Programs 0.45 ● Teacher-designed units draw from **Louisiana Guidebooks** and the recommended texts from the 2021-2022 B.E.S.T. standards. 　○ Unable to discern an ESSA rating at this time. 　○ Hattie Strategies 　　■ Cognitive Task Analysis 1.29 　　■ Classroom Discussion 0.82 　　■ Summarization 0.79 　　■ Concept Mapping 0.64 　　■ Underlining and Highlighting 0.50 　　■ Exposure to Reading 0.43
	Progress Monitoring

	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
	• The Renaissance STAR Reading assessment is administered monthly (except for November and January).	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree
	How is the effectiveness of Tier 1 instruction being monitored? STAR Reading assessments & standards-based mini-assessments	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* Weekly data meetings led by Secondary Reading Coach to diagnose student needs and effectiveness of instruction.	
	How is the effectiveness of Tier 1 curriculum being monitored? STAR Reading assessments & standards-based mini-assessments	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* Weekly data meetings led by Secondary Reading Coach to diagnose student needs and effectiveness of instruction.	
	How is instruction modified for students who receive instruction through distance learning? Tier 1 instruction will maintain pace in the event of distance learning. Accommodations based on need will be established. Multiple resources such as Google Classroom, Google Meets, and other virtual platforms will be incorporated to continue instruction. Hard-copy materials and/or digital materials will be provided depending on need.		

IF:	Student meets the following criteria at beginning of school year: • See BCSD Curriculum, Instruction, and Assessment Decision Tree • Students will not be evaluated for tiered placement until the September STAR assessment.
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
Achieve-Will be targeted instruction implemented 3 days/week accompanied by weekly data meeting to chart student performance. Will continue until students demonstrate growth.	3 days/week	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree
Targeted Small Group Direct Instruction based on STAR Key Progressions Resources	min. 1/week	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree

Number of times a week intervention provided	3 days / week	*Number of minutes per intervention session*	45 min/ session

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 data meetings led by Secondary Reading Coach to diagnose student needs and effectiveness of instruction.

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

Renaissance STAR assessment program provides data review and interpretation to identify which student outcomes must be sought through interventions. Over time, STAR data outcomes have closely aligned to state standardized testing outcomes, marking this program as strong evidence.
- Achieve is a reading intervention program meant to identify and address student deficiencies to prioritize specific outcomes.
  - **Strong Evidence**
    - https://www.evidenceforessa.org/programs/reading/achieve3000-secondary

	How are Tier 2 interventions modified for students who receive interventions through distance learning? Tier 2 instruction will maintain pace in the event of distance learning. Accommodations based on need will be established. Multiple resources such as Google Classroom, Google Meets, and other virtual platforms will be incorporated to continue instruction. Hard-copy materials and/or digital materials will be provided depending on need.

IF:	Student meets the following criteria at beginning of school year: ● See BCSD Curriculum, Instruction, and Assessment Decision Tree ● Students will not be evaluated for tiered placement until the September STAR assessment.
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*
Individualized Instruction based on STAR Key Progressions Resources & FCRR Toolbox	Weekly	See BCSD Curriculum, Instruction, and Assessment Decision Tree	See BCSD Curriculum, Instruction, and Assessment Decision Tree

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.
*Teachers not currently certified or endorsed will be tagged Out of Field and will sign acknowledgement with one year to complete endorsement.

Number of times a week intervention provided	*2 days/ week*	*Number of minutes per intervention session*	*45 mins / session*

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

STAR Key Progressions Resources
- FCRR Toolbox will identify and provide reading skills and strategy
  - **Strong Evidence**
    - https://www.fcrr.org/about

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Renaissance STAR assessment program provides data review and interpretation to identify which student outcomes must be sought through interventions. Over time, STAR data outcomes have closely aligned to state standardized testing outcomes, marking this program as strong evidence.

Achieve is a reading intervention program meant to identify and address student deficiencies to prioritize specific outcomes. This program is backed by strong evidence.

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Tier 3 instruction will maintain pace in the event of distance learning. Accommodations based on need will be established. Multiple resources such as Google Classroom, Google Meets, and other virtual platforms will be incorporated to continue instruction. Hard-copy materials and/or digital materials will be provided depending on need.

Curriculum, Instruction, and Assessment Decision Tree

Stakeholders (including teachers, administration, parents, and others) must consult this matrix as part of a holistic evaluation of a student's needs before tiered instruction placement is assigned.

The data points presented in this matrix comes from the Renaissance STAR Growth report.

Initial Tiered Instruction Placement

All students receive Tier 1 instruction for the first two months of the academic school year (August and September), allowing for accurate and frequent assessment to develop a holistic data set of students' needs.

Beginning in October, tiered instruction placement begins, first using the Renaissance STAR Growth report to determine initial tiered instruction placement.

Diagnostic	Percentile Rank	Student Growth Percentile	Recommended Tier	Recommended Intervention
At/Above Grade Level	40+	50+	1	K-5: 6-12: STAR Key Progressions Resources & LAFS Workbook
	50+	35+		
On Watch	40 - 49			
Intervention	26 - 39	50+	2	K-5: iReady 6-12: Achieve & Targeted Small Group Direct Instruction based on STAR Key Progressions Resources
Urgent Intervention	25 or below	50+	3	K-5: Direct Instruction with iReady ToolBox 6-8: Direct Instruction with LLI

				9-12: Individualize or/and Scaffolded Instruction based on STAR Key Progressions Resources & FCRR Toolbox

Rationale

Definitions

Percentile Rank

Percentile Rank (PR) is a norm-referenced score that provides a measure of a student's reading ability compared to other students in the same grade nationally. The percentile rank score, which ranges from 1 to 99, indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. For example, a student with a percentile rank score of 85 performed as well as or better than 85 percent of other students in the same grade.

Student Growth Potential

An SGP compares a student's growth to that of his or her academic peers nationwide. SGPs range from 1–99 and interpretation is similar to that of Percentile Rank scores; lower numbers indicate lower relative growth and higher numbers show higher relative growth. **A typical SGP is between 35 and 65.**

The Relationship between Percentile Rank and Student Growth Potential

A relationship exists between a student's Percentile Rank (PR) and Student Growth Percentile (SGP). If a student has an average to high-performing Percentile Rank (50+), the Student Growth Percentile can be lower than a student who has a below average Percentile Rank (49 or below). This student would need a higher Student Growth Percentile to close the learning gap. This reasoning reflects the relationship between PR and SGP in the Tier 1 rows on the chart.

Measuring the Effectiveness of Tiered Instruction for Placement

A student's PR indicates Tiered instruction placement; however, the student's SGP indicates the effectiveness of the assigned tiered instruction. A student's tiered instruction should be re-evaluated based on the most recent SGP and other contributing factors, such as attendance, motivation, etc. All stakeholders should engage in a holistic conversation around the PR and SGP data.

ATTACHMENT B: ICEL / RIOT PROBLEM SOLVING MATRIX

Broward County Public Schools
Diversity, Prevention & Intervention Department

RIOT X ICEL

An organizing framework to guide effective data collection and problem analysis during the 4 Step Problem Solving Process.

	R Review	**I** Interview	**O** Observe	**T** Test
I **Instruction** "How?"	Permanent products: • Classroom schedule • Lesson Plans • Pacing • Projects • Worksheets • Written pieces & Tests	Teacher about: • Expectations • Curriculum materials • Scope & sequence • Use of effective teaching and evaluation practices	Teacher: • Antecedent conditions • Consequences • Expectations • Pace • Practices	• Checklists & questionnaires • Classroom environment scales • Self -reports • Student opinions & responses about instruction and teacher
C **Curriculum** "What?"	Permanent products: • Books • Curriculum guides • Materials • Scope & sequence • Standards/Benchmarks • Worksheets	District staff/coaches about: • Effective implementation and expectations of curriculum Teacher about: • Use of curriculum • Content & application • Scope & sequence	• Alignment of assignments with goals and objectives • Alignment of teacher talk with curriculum • Curriculum modification • Student interaction with materials & tasks	• Level of assignment and curriculum material difficulty • Opportunity to learn • Student's opinions about what is taught • Text readability
E **Environment** "Where?"	• Class size & demographics • Classroom/School rules • Local achievement data • Procedures & routines • School policies • Social & cultural norms	Parents, principal, teachers, support staff about: • Behavior management plans • Class rules • Class routines	• Distractions • Health/safety violations • Interactions and causal relationships • Setting conditions • Student, peers, teachers	• Aggregated peer performance • Checklists & questionnaires • Classroom environment scales • Established local academic norms
L **Learner** "Who?"	• Attendance & health records • Error analysis • Permanent records: educational history, onset & duration of problem • Teacher perceptions of the problem, pattern of behavior • Test performance	Parents, principal, teachers, support staff about: • How they perceive the problem Student's through: • Behavioral rating scales and structured interviews	• Dimensions and nature of the problem • Knowledge of expectations • Response to Intervention • Target behaviors	• Curriculum-based assessment • Discrepancy between setting demands (instruction, curriculum, environment) and student performance • Functional hypothesis of performance deficit • Student performance

(adapted from Howell & Nolet, 1999)