

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

Contact Information

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

	Name	Title	Email	Phone
Main District Reading Contact	Debbie Wood	Elementary Literacy Facilitator	Wood.Debbie@brevardschools.org	321-633-1000 x11342
	Jameka Mallory	Secondary Literacy Facilitator	Mallory.Jameka@brevardschools.org	321-633-1000 x11315
	Dr. Karen Ivery	Director, Elementary Leading & Learning	Ivery.Karen@brevardschools.org	321-633-1000 x11542
Responsibility	Name	Title	Email	Phone
Elementary ELA	Jennifer Cockrell	Resource Teacher, Elementary ELA	Cockrell.Jennifer@brevardschools.org	321-633-1000 x11346
	Tara Harris	Director, EL&L 3-6	Harris.Tara@brevardschools.org	321-633-1000 x11330
	Marilyn Chappie	Director, EL&L PK-2	Chappie.Marilyn@brevardschools.org	321-633-1000 x11340
Secondary ELA	Nancy Gray	Resource Teacher, Secondary ELA	Gray.Nancy@brevardschools.org	321-633-1000 x11
	Sherri Bowman	Director, Secondary Leading & Learning	Bowman.Sherri@brevardschools.org	321-633-1000 x11310
Reading Endorsement	Lynette Thorstensen	Professional Development Specialist	Thorstensen.Lynette@Brevardschools.org	321-633-1000 x11175
Reading Curriculum	Debbie Wood	Elementary Literacy Facilitator	Wood.Debbie@brevardschools.org	321-633-1000 x11342
	Jameka Mallory	Secondary Literacy Facilitator	Mallory.Jameka@brevardschools.org	321-633-1000 x11315
	Tara Harris	Director, EL&L	Harris.Tara@brevardschools.org	321-633-1000 x11330
	Sherri Bowman	Director, SL&L	Bowman.Sherri@brevardschools.org	321-633-1000 x11310
Professional Development	Mike Alba	Director, Office of Professional Learning & Development	Alba.Mike@brevardschools.org	321-633-1000 x11240
Assessment	Neyda Francis	District Assessment Coordinator	Francis.Neyda@Brevardschools.org	321-633-1000 x11370

Data Element	Elizabeth Layfield	Systems Analyst III, FTE Analyst	Layfield.Elizabeth@brevardschools.org	321-633-1000 x11737
Summer Reading Camp	Debbie Wood	Elementary Literacy Facilitator	Wood.Debbie@brevardschools.org	321-633-1000 x11342
	Dr. Karen Ivery	Director, EL&L	Ivery.Karen@brevardschools.org	321-633-1000 x11542
3 rd Grade Promotion	Tara Harris	Director, EL&L	Harris.Tara@brevardschools.org	321-633-1000 x11330

Plan Information

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

The K-12 Reading Plan will be shared first with building leadership through a memo and then readdressed during principal meetings throughout the year. K-12 Reading Plan will be available from the Elementary and Secondary ELA websites. Pertinent information will be shared with teachers via the principal, literacy coach and/or MTSS facilitators.

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-6

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	FLKRS – Star Early Literacy Phonological Awareness Screening Instrument - PASI	Screener, Diagnostic, Formative Diagnostic, Progress Monitoring	Data is accessible via the i-Ready management system and the district’s data warehouse, Performance Matters. Teachers use the district’s IPST Forms to track intervention progress (MTSS).	i-Ready Diagnostic data is collected three times a year. i-Ready diagnostics are given at the beginning, mid and end of year to measure growth. Ongoing progress monitoring occurs as determined by the <i>Individual Problem Solving Teams</i> in conjunction with the MTSS Process as documented on the IPST forms.
<i>Phonological awareness</i>	i-Ready Phonological Awareness Screening Instrument - PASI	Screener, Diagnostic, Progress Monitoring and Formative Diagnostic, Progress Monitoring		
<i>Phonics</i>	i-Ready Phonics Screening Instrument (PSI)	Screener, Diagnostic, Progress Monitoring and Formative Diagnostic, Progress Monitoring		
<i>Fluency</i>	i-Ready - HFW Oral Reading Fluency (DIBELS) ORF	Progress Monitoring and Formative		
<i>Vocabulary</i>	i-Ready	Screener, Diagnostic Progress Monitoring and Formative		
<i>Comprehension</i>	i-Ready Maze DAR FSA	Screener, Diagnostic, Progress Monitoring and Formative Summative		

7-12

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?
FSA	Mastery of ELA Standards, Comprehension, Writing	Summative	Data is uploaded to the district’s data warehouse, Performance Matters.	Annually
Reading Plus <i>Insight</i> Benchmark Assessment	Comprehension, Vocabulary, Fluency	Screener, diagnostic, progress monitoring	Data is available in the Reading Plus management system and is uploaded to the district’s data warehouse, Performance Matters.	Reading Plus <i>Insight</i> data is collected three times a year- at the beginning, mid and end of year to measure growth.

Reading Plus Lesson data	Comprehension, Fluency, Vocabulary	Progress monitoring/formative	Data is collected and available in the Reading Plus management system and is available to MTSS team members. <i>Reading Plus lessons will be used as Tier 2 or Tier 3 in intervention in grades 9-10, as determined by diagnostic data.</i>	Ongoing progress monitoring occurs as determined by the <i>Individual Problem Solving Teams</i> in conjunction with the MTSS Process as documented on the IPST forms.
Lexia Power Up Placement Test		Diagnostic	Data is available in the Lexia management system and is made available to MTSS team members.	1x/year as the student begins using the program for Tier 2 or Tier 3 support.
Lexia Power Up Lesson data	Comprehension, Phonics, Grammar and Vocabulary	Progress monitoring/formative	Data is collected and available in the Lexia management system and is available to MTSS team members. <i>Lexia Power Up lessons will be used as Tier 2 or Tier 3 in intervention in grades 7-8 and select ELL & 9-12 students needing Tier 3 support, as determined by diagnostic data.</i>	Ongoing progress monitoring occurs as determined by the <i>Individual Problem Solving Teams</i> in conjunction with the MTSS Process as documented on the IPST forms.
DAR (Diagnostic Assessment of Reading)	PA, Phonics, Spelling, Vocabulary, Listening & Reading Comprehension	Diagnostic	Assessment is completed one-on-one, when needed. Data is kept with the student's MTSS folder.	When needed for additional information.
95% Group Phonics Screener for Intervention	Phonics	Diagnostic and progress monitoring	Assessment is completed one-on-one, when needed. Data is kept with the student's MTSS folder.	When needed for additional information.

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

Data Analysis and Decision-making				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
Data is reviewed by senior leadership three times a year, after each diagnostic. District personnel analyze data and work with schools to determine next steps.	Schools are prioritized by student achievement data. District support is given to those of highest need.	Schools are heavily encouraged to have regularly scheduled grade level data meetings. Literacy Coaches and building level administration run these data discussions. Professional development is provided on how to use the data to impact instruction resulting in student growth. Administrative “charge” sessions at the beginning of each year and at different points throughout the year focus on district-wide data as well as school level data.	The leadership of priority schools meets regularly with senior leadership to address student achievement data and actions being taken to address instructional delivery gaps.	Literacy Facilitators initially with the Directors and Area Superintendents as needed.

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	Directors ensure that administrators conduct regular walkthroughs in all content areas, including reading. Weekly walkthroughs have only been required of our lowest	Directors and the Assistant Superintendents for Leading & Learning develop school specific plans with each administrative team.	Observational data is collected with every walkthrough.	Directors and school based administrative team review data together. Data is also reviewed by the Assistant Superintendents for Leading & Learning.	Directors and school based administrative team review data together as set forth in the school specific plan.

	performing schools.				
Data chats	<p>All schools have established data teams to review Early Warning System and progress monitoring data on a regular basis. Schools are also highly encouraged to establish a process that protects time for grade level or content area teams to participate in this process. In addition, literacy coaches work with teachers to establish a routine of conducting data chats with students.</p> <p>Literacy Coaches and building level administration typically run these data discussions.</p> <p>Professional development is provided on how to use the data to impact instruction resulting in student growth. PD is also provided on how teachers can conduct data chats with individual students.</p>	<p>Professional development is provided for administrative teams, MTSS teams, literacy coaches and teachers on how to use the data to impact instruction resulting in student growth. PD is also provided to support teachers in conducting data chats with individual students.</p>	<p>Notes are kept during team data meetings. Schools determine the frequency of these meetings based on school/student need.</p>	<p>Notes are kept during team data meetings. Schools use a variety of methods to collect and share data with all relevant stake holders. Schools decide how and who will collect the data. Schools also determine who the data will be shared with.</p>	<p>Administrative and MTSS teams review data at a minimum monthly. Directors review relevant data with principals on a regular basis. The frequency varies depending on the school's status (priority focus school or not).</p>

<p>Reading Leadership Team per 6A-6.053(3) F.A.C.</p>	<p>SAC committees and directors. Reading Leadership Teams were blended into the School Improvement teams as “sub committees” when the RLT plans were blended into the SIP.</p>	<p>The entire school improvement process is reviewed annually at SIP training for administrators and the SIP chairperson.</p>	<p>Annually through the school improvement plan review. Progress towards SIP goals are reviewed at monthly school-based School Advisory Committee meetings- which oversee each SIP plan.</p>	<p>School Improvement Plans are shared with directors, senior leadership and the school board members annually. Approved plans and monthly meeting minutes are shared with each school community following monthly meetings.</p>	<p>Directors review annually during SIP reviews.</p>
<p>Monitoring of plan implementation</p>	<p>Literacy Facilitators initially with the Directors and Leading and Learning Superintendents as needed.</p>	<p>The entire school improvement process is reviewed annually at SIP training for administrators and the SIP chairperson. Shared through Leadership Team memos, principal and literacy coach meetings, plan is posted on the district website.</p>	<p>Varies depending on the piece of the plan. Annually for some, monthly for others.</p>	<p>Literacy Facilitators, identified contacts and Directors share data as needed, but at a minimum annually.</p>	<p>Literacy Facilitators, identified contacts and Directors review data as prescribed by each piece of the plan, but at a minimum annually.</p>

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?
Schools are prioritized by student achievement data. District support is given to those of highest need.	The leadership of priority schools meets regularly with senior leadership to address student achievement data and actions being taken to address instructional delivery gaps. District department contacts work collaboratively to address system wide concerns.	Literacy Facilitators and their directors initially, but each identified contact monitors and supports their portion of the plan. Individual school support is facilitated through the Directors of Leading & Learning.

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	Through Leadership Team Meetings and monthly Small group principal meetings with assistant principals and literacy coaches (PAC meetings)	Monitored through inservice records and classroom walkthroughs	After course completion reported through inservice records	Tracked and recorded by the Office of Professional Learning and Development	The Office of Professional Learning and Development monitors this requirement and will reach out to school principals and teachers not meeting the requirement.
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Through Leadership Team Meetings and monthly small group principal meetings with assistant principals. This process is consistent across all content areas.	Administrators lead this process and keep in contact with peer mentors, literacy coaches and/or district mentor teachers regarding progress.	Varies depending on situation, following the IPPAS (teacher evaluation) handbook and guidelines.	Administrators work with the Office of Professional Learning and Development and appropriate Directors to follow established IPPAS guidelines.	Director of Professional Learning and Development and Directors of Leading & Learning work directly with principals who have teachers needing additional support through the PDAP process.

Identification of mentor teachers	Principals/Assistant Principals assign mentors based on new teacher report Z703 and are provided a listing of CET trained teachers.	Lead Mentors and Assistant Principals monitor progress of mentees through our IPPAS (eval system) and is reported to principals throughout the coaching cycle.	Reported successful completion of mentoring program annually through mentor logs and affidavit of completion of program elements.	Lisa Stanley, Content Specialist for PDCP and Induction	Director of Professional Learning and Development works directly with principals that may be having difficulty working through the induction process.
Establishing of model classrooms within the school	Through Leadership Team Meetings and monthly Small group principal meetings with assistant principals and literacy coaches (PAC meetings)	Classroom Walkthroughs	Not required to be reported to the district.	N/A	N/A
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Through Leadership Team Meetings and monthly Small group principal meetings with assistant principals and literacy coaches (PAC meetings)	Principals and Leadership Team monitor Data Teams and PLCs weekly by attendance at meetings and school based professional development	Each semester school site inservice representatives record their inservice points for transmission to the district office.	Tracked and recorded the Office of Professional Learning and Development	Principals report to their directors or coordinators in the Office of Leading and Learning

Instruction

K-6 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	Ongoing training through annual PAC and Principal meetings addresses the components needed in the ELA Block. The 90 Minute Block is built into the schedule; ELA Instructional Implementation <i>GPS</i> Guide and Standard Focus Documents (Pacing) delineate the required instruction for whole and small group.	Monitored through AS400 schedules; Walkthroughs; Director oversight		Elementary Director over the particular school and Assistant Superintendent.	Ongoing
Small group differentiated instruction in order to meet individual student needs					

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?

It is evident that Brevard prioritizes educating primary students. With the combination of federal funds, every elementary school in Brevard has a literacy coach. These coaches are instrumental in providing support/coaching for our primary teachers as they plan core and intervention instruction. Brevard has lost many of their veteran primary teachers due to attrition. Coaches work closely with the new teachers fostering best practices from the start. Coaches assist teachers with data analysis as they use the Decision Trees to determine next steps for intervention/acceleration for primary students. Coaches are instrumental with taking PD to Practice and will play a key role with the additional reading requirements for recertification, reading endorsement requirements and intervention for Substantially Deficient.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter (off the top)	\$310,172.00
District expenditures on reading coaches assigned to elementary schools	\$1,519,738.96
District expenditures on reading coaches assigned to secondary schools	\$1,347,693.04
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	
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on professional development	
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	\$3,177,604.00
Amount of District Research-Based Reading Instruction Allocation	\$3,177,604.00

Summer Reading Camp

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

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

Previous plans highlight the evidence-based materials Brevard has used. For the 2020-21 Summer Reading Camp, Summer Reading Camp contact will be determining if there is a need to replace current evidenced-based instructional materials.

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)

For years, Brevard has used a data-based formula to allocate K-12 coach resources to the schools with the greatest needs. Literacy coaches are school-based. Literacy coaches are screened at the district level, then building principals select the literacy coach who best fits their school.

Lowest performing schools have additional coaches and support staff which are not funded out of the K-12 Reading Plan allocation. District staff prioritize time to support the lowest performing schools

Students in transition and mobility has become a large factor impacting schools' ability to secure a solid foundation in the primary grades. More than ever, elementary schools are sharing kids. With federal funds supplementing the coach allocations at the elementary level, the district is able to monitor and support all primary students with reading deficiencies not just those in the lowest performing schools.

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?

Annually, principals are informed about the role of the coach through various methods; leadership memo; PAC meetings; whole and small group principal meetings

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

The Directors supervising the principals monitor the use of the coach.

Coaches are to share their concerns with building level principal first. If not resolved, coaches report their concern to the Literacy Facilitator. Literacy Facilitator works with director overseeing principal.

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

Is your district using the Just Read, Florida! coaching model? Yes No

If you checked no, please complete and submit the Alternative Coaching Model document.

If you checked yes, please fill out the following chart:

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

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

<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
Annually, principals are informed about the role of the coach through various methods; leadership memo; PAC meetings; whole and small group principal meetings	Coaches are required to keep track of their time and keep a schedule, which is shared with their principal. Coaches are held accountable but are not spending valuable time filling out reports as in the past with PMRN Coach Log.	Literacy Facilitators monitor and provide coaching and guidance as needed.	Regularly and more intensely when necessary.	Please refer to the attached forms used for IPST/MTSS process.

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. *Brevard has opted not to submit our plan for review.*

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): K-6

IF:

Student meets the following criteria at beginning of school year:
Previous year FSA at or above Level 3 or student performance in 2019-20 shows a mastery of standards and Star Early Literacy, i-Ready Diagnostic meet grade level criteria.

THEN:

TIER 1 Only

TIER 1 instruction

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.

*Florida Journeys Common Core © 2014 – Strong Evidence
 Teachers use the text and resources in a sequenced manner utilizing the district-created Standards Focus Documents which align the materials to the LAFS Standards.*

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

i-Ready Diagnostic – 3 times a year

Overall Reading Scale Score is within grade level ranges.

- Overall Reading Scale Score is below grade level
- Early Warning System (EWS) indicators reflect need for support
- PMP in place during 2019-2020 school year
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How is the effectiveness of Tier 1 instruction being monitored?

Online i-Ready instruction data and other related core instruction data.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Collaborative grade level planning sessions, coaching sessions and walkthrough data.

How is the effectiveness of Tier 1 curriculum being monitored?

i-Ready Diagnostic data and school based common assessments are reviewed a minimum of three times a year. Data is examined at the district level to determine

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?

During IPST and team data meetings, teachers analyze data and plan/determine next steps.

	trends that would indicate additional resources are needed and/or support for how to use existing resources.	
	<i>How is instruction modified for students who receive instruction through distance learning?</i> Any student who is elearning rather than brick and mortar will have instruction and support modified as it would be in brick & mortar. Students who receive direct therapy services will have the option to receive services through a drive-in model vs. virtual therapy.	

IF: Student meets the following criteria at beginning of school year:
Previous FSA scores are below Level 3 and 2019-20 classroom data and screening data from the Star Early Literacy, i-Ready overall reading score is below the grade level.

THEN: **TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students’ ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barriers 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
	i-Ready and Ready Lessons		Elementary decision trees, IEPs and LEPs guide the interventions and ongoing progress monitoring data.			
	95% Percent Intervention Materials		Individual Problem-Solving Teams analyze data, use (IPST) forms document action steps, OPM data, and next steps.			
	Leveled Literacy Instruction (LLI)		Assessment, frequency, and performance criteria is determined by IPST, IEP or LEP team depending on nature of the identified barrier or gap and the established intervention. (see attached decision trees and MTSS process forms for detailed supports) Evidence for each program is listed below.			
	Number of times a week intervention provided		3-5	Number of minutes per intervention session		20-30
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>Grade level decision trees guide the process in conjunction with the district’s MTSS IPST Forms. During IPST and grade level data meetings, teachers analyze data and plan/determine next steps.</p>					
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <ul style="list-style-type: none"> • i-Ready is supported by Promising Evidence according to Evidence for ESSA. • 95 Percent Group Interventions are supported by Demonstrates a Rationale /Promising Evidence according to Evidence based on several action research and controlled studies conducted by Susan Hall, PhD. The explicit instruction techniques embedded in 95% group intervention materials is based on strong research, but evidence based studies are not available, these resources would fall under Demonstrates a Rationale. • Leveled Literacy Intervention (LLI) is supported by Moderate to Strong Evidence according to Evidence for What Works Clearinghouse (WWC). 					

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

Any student who is elearning rather than brick and mortar will have instruction and support modified as it would be in brick & mortar. Students who receive direct therapy services will have the option to receive services through a drive-in model vs. virtual therapy.

IF: Student meets the following criteria at beginning of school year:
Students who ended the previous year receiving Tier 3 instruction as determined by IEP, LEP, IPST and MTSS teams and students not making expected progress in Tier 2 interventions (determined by IPST teams based on individual progression goals).

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**

<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
	<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
Barton Reading and Spelling Program	Elementary decision trees, IEPs and LEPs guide the interventions and ongoing progress monitoring data.		
95% Intervention Materials	Individual Problem-Solving Teams analyze data, use (IPST) forms document action steps, OPM data, and next steps.		
Rewards	Assessment, frequency, and performance criteria is determined by IPST, IEP or LEP team depending on nature of the identified barrier or gap and the established intervention.		
Lexia – Core 5	(see attached decision trees and MTSS process forms for detailed supports) Evidence for each program is listed below.		

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

<i>Number of times a week intervention provided</i>	5	<i>Number of minutes per intervention session</i>	30-45
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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 decision trees guide the process in conjunction with the district’s MTSS IPST Forms.

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

- Barton Reading and Spelling program – The explicit instruction multi-sensory techniques embedded in the Barton Reading and Spelling intervention is based on strong research, but evidence-based studies are not available, these resources would fall under Demonstrates a Rationale.
- 95% Intervention materials are supported by Demonstrates a Rationale /Promising Evidence according to Evidence based on several action research and controlled studies conducted by Susan Hall, PhD. The explicit instruction techniques embedded in 95% group intervention materials is based on strong research, but evidence-based studies are not available, these resources would fall under Demonstrates a Rationale.
- Rewards is supported by Strong Evidence according to Evidence for ESSA.
- Lexia is supported by Strong Evidence according to Evidence for ESSA.

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

Any student who is elearning rather than brick and mortar will have instruction and support modified as it would be in brick & mortar. Students who receive direct therapy services will have the option to receive services through a drive-in model vs. virtual therapy.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 7-12

IF:

Student meets the following criteria at beginning of school year:
Previous year FSA at or above Level 3 or student performance in 2019-20 shows mastery of standards and Reading Plus Benchmark assessment meets on grade level criteria.

THEN:

TIER 1 Only

TIER 1 instruction

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.

*Florida Collections, HMH – Moderate Evidence
 Teachers use the text and resources in a sequenced manner utilizing the district-created Implementation Guide.*

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

Reading Plus Benchmark – 3 times a year for the following students:

- ALL students 7-10th grade, 11th and 12th graders who have not met graduation requirement.

Reading Plus Comprehension score shows on grade level or above

- Overall Reading Comprehension Score is below grade level
- Early Warning System (EWS) indicators reflect need for support

How is the effectiveness of Tier 1 instruction being monitored?

Classroom walkthroughs, monitoring of EWS indicators and Reading Plus Benchmark scores.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Collaborative grade level planning sessions, coaching sessions, and walkthrough data.

	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i> Reading Plus Benchmark scores and school based common assessments are reviewed a minimum of 3x/year.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i> During IPST and team data meetings, teachers analyze data and plan/determine next steps.</p>
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i> Any student who is elearning rather than brick and mortar will have instruction and support modified as it would be in brick & mortar. Students who receive direct therapy services will have the option to receive services through a drive-in model vs. virtual therapy.</p>	

IF:	Student meets the following criteria at beginning of school year: <i>Previous two years FSA scores are below Level 3 and 2019-20 classroom data and screening data from the Reading Plus Insight overall Reading Comprehension score is below grade level.</i>				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barriers 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
	Core classes: Disciplinary Literacy strategies (7-12)	Secondary decision trees, IEPs and LEPs guide the interventions and ongoing progress monitoring data.			
	Intensive Language Arts Course: District developed Literacy Design Collaborative units (7-8) Teengagement Text Set Units (9-12)	Individual Problem-Solving Teams analyze data, use (IPST) forms document action steps, OPM data, and next steps. Assessment, frequency, and performance criteria is determined by IPST, IEP or LEP team depending on nature of the identified barrier or gap and the established intervention.			
	Learning Strategies Course (7-8): SIM Instructional Model	(see attached decision trees and MTSS process forms for detailed supports)			
	Enhanced Tier 2 (supplemental): Reading Plus (9-10) Lexia Power Up (7-8) Achieve 3000 (ELL students only)	Evidence for each program is listed below.			
	Number of times a week intervention provided	5	Number of minutes per intervention session	45-50	
	<i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i> Secondary decision trees guide the process in conjunction with the district's MTSS IPST Forms.				
<i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i> Reading Plus, Lexia Power Up, SIM Instructional Model, and Achieve 3000 are supported by Strong Evidence according to Evidence for ESSA. Literacy Design Collaborative is supported by Moderate Evidence according to UCLA, reported by LDC. Disciplinary Literacy strategies are well researched strategies and would fall under Demonstrates a Rationale. Teengagement Units are developed using the framework of LDC and the research base of disciplinary literacy.					

These resources would fall under Demonstrates a Rationale.

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

Any student who is elearning rather than brick and mortar will have instruction and support modified as it would be in brick & mortar. Students who receive direct therapy services will have the option to receive services through a drive-in model vs. virtual therapy.

IF: Student meets the following criteria at beginning of school year:
Students who ended the previous year receiving Tier 3 instruction as determined by IEP, LEP, IPST and MTSS teams and students not making expected progress in Tier 2 interventions (determined by IPST teams based on individual progression goals).

THEN: **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
Lexia Power Up (7-12)	Secondary decision trees, IEPs and LEPs guide the interventions and ongoing progress monitoring data. Individual Problem-Solving Teams analyze data, use (IPST) forms document action steps, OPM data, and next steps. Assessment, frequency, and performance criteria is determined by IPST, IEP or LEP team depending on nature of the identified barrier or gap and the established intervention. (see attached decision trees and MTSS process forms for detailed supports) Evidence for each program is listed below.		
95% Intervention Materials- Phonics Lesson Library, Vocabulary Surge			
Rosetta Stone- ELL students			

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 <i>*In conjunction with Tier 2 instruction</i>	5*	Number of minutes per intervention session	45-50*
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What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
 Secondary decision trees guide the process in conjunction with the district's MTSS IPST Forms.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
 Lexia Power Up is supported by Strong Evidence according to Evidence for ESSA.
 Rosetta Stone is supported by Strong Evidence according to the University of Maryland provided by Rosetta Stone.
 The explicit instruction techniques embedded in 95% group intervention materials is based on strong research, but evidence based studies are not available, these resources would fall under Demonstrates a Rationale.

How are Tier 3 interventions modified for students who receive interventions through distance learning?
 Any student who is elearning rather than brick and mortar will have instruction and support modified as it would be in brick & mortar. Students who receive direct therapy services will have the option to receive services through a drive-in model vs. virtual therapy.

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions