

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	Cheryl Edwards	Assistant Superintendent	cheryl.edwards@yourcharlotteschools.net	941-255-0808 ext. 3160
Responsibility	Name	Title	Email	Phone
Elementary ELA	Phebe Westby	ELA Curriculum & Instruction Specialist	Phebe.Westby@yourcharlotteschools.net	
Secondary ELA	Heather Garcia	ELA Curriculum & Instruction Specialist	heather.garcia@yourcharlotteschools.net	
Reading Endorsement	Laura Blunier	Director of Professional Development	Laura.Blunier@yourcharlotteschools.net	
Reading Curriculum	Phebe Westby	ELA Curriculum & Instruction Specialist	Phebe.Westby@yourcharlotteschools.net	
Professional Development	Laura Blunier	Director of Professional Development	Laura.Blunier@yourcharlotteschools.net	
Assessment	Doug Dunakey	Psychometrician	Doug.Dunakey@yourcharlotteschools.net	
Data Element	Darrell Milstead	Director of Information Communication Systems	Darrell.Milstead@yourcharlotteschools.net	
Summer Reading Camp	Carmel Kisiday	Director of Elementary Learning	Carmel.Kisiday@yourcharlotteschools.net	
3 rd Grade Promotion	Carmel Kisiday	Director of Elementary Learning	Carmel.Kisiday@yourcharlotteschools.net	

Plan Information

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

Through a combination of virtual, face-to-face meetings all district and school-based administration have been provided with opportunities to provide input into the development of the 2020-21 C.E.R.P.

The 2020-21 C.E.R.P. is a standing agenda item on Division of Learning meetings, principal meetings, assistant principal meetings, guidance counselor meetings, District MTTSS Committee meetings, and lead teacher meetings. Additionally, the contents will be shared with Superintendent Staff and the School Board and it will be available to review on our district website.

School administrative teams will be responsible for sharing the information with their teachers through a combination of faculty meetings, department meetings and team meetings.

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

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	Students' receptive and expressive language	Diagnostic Progress monitoring Summative	Waiting for Professional Learning from JRF	Tier 1: 3x per year Tier 2: biweekly Tier 3: weekly
<i>Phonological awareness</i>	Students' ability to segment sounds and speech, syllable level, onset rime, and phoneme level	Screener Diagnostic Progress Monitoring	FLKRS (K only) STAR 360 & iReady	Tier 1: 3x-5x per year Tier 2: biweekly Tier 3: weekly
<i>Phonics</i>	Students' knowledge of letter names and sounds, the ability to identify and recognize words as well as spell them correctly	Screener Diagnostic Progress Monitoring	STAR 360 & iReady	Tier 1: 3x-5x per year Tier 2: biweekly Tier 3: weekly
<i>Fluency</i>	Students' ability to read with speed, accuracy and prosody in order to understand what is being read	Formative Progress monitoring	K-2 DRA 3-5 DIBLES	Tier 1: 3x-5x per year Tier 2: biweekly Tier 3: weekly
<i>Vocabulary</i>	Students' ability to determine the individual meaning of words and the strategies students need to understand unfamiliar words	Screener Diagnostic Progress Monitoring	STAR 360 & iReady (K-2) ClearSight (3-5)	Tier 1: 3x-5x per year Tier 2: biweekly Tier 3: weekly
<i>Comprehension</i>	Students' ability to read and understand a text	Screener Diagnostic Progress Monitoring	STAR 360 & iReady (K-2) ClearSight (3-5)	Tier 1: 3x-5x per year Tier 2: biweekly Tier 3: weekly

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?
ClearSight	Mastery of standards within domains	Progress monitoring	Via the ClearSight Platform	2x per year

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

Data Analysis and Decision-making				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
The Division of Learning reviews data after each progress monitoring window. (see district assessment calendar)	CCPS follows the MTSS process for making decisions based upon data: <ul style="list-style-type: none"> • Identify the problem & establish a goal • Analyze the problem – Why is it occurring? • Intervention Design (evidence-based) – develop a plan • Monitor school/teacher/student response to intervention 	Using current and trend data, the district psychometrician prepares reports at the district, school, grade and teacher level for each content area. These reports are shared during monthly meetings with district and school-based administrators. Data days, where this information is shared with teachers, are hosted at the district and school house level.	The Director of Elementary and the Assistant Superintendent of Learning meet with school administrators to communicate concerns.	The Assistant Superintendent of Learning and the Director of Elementary Education

School Level Leadership 6A-6.053(8) F.A.C.

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	Principals	Department/Grade Level Meetings	Weekly	Department Meetings, Grade Level Meetings, Program Planners, PPC, Literacy Leadership Teams, One on One talks with teachers	<ul style="list-style-type: none"> • Weekly by school administrative teams • Principals share with district administration during goal setting & during SIP planning
Data chats	School-based administrative teams	Department/Grade Level Meetings	After each district-required progress monitoring window	Department Meetings, Grade Level Meetings, Program Planners, PPC, Literacy Leadership Teams, One on One talks with teachers	<ul style="list-style-type: none"> • After each district-required progress monitoring window • Principals share with district administration during goal setting & during SIP planning
Reading Leadership Team per 6A-6.053(3) F.A.C.	School-based administrative teams	Faculty Meetings, PPC, Department Meetings & Grade Level Team Meetings	Monthly minutes	Faculty Meetings, PPC, Department Meetings & Grade Level Team Meetings, Faculty Meetings	Principals share with district administration during goal setting & during SIP planning
Monitoring of plan implementation	School-based administrative teams	Faculty Meetings, PPC, Department Meetings & Grade Level Team Meetings	Updates at faculty meetings, department meetings and grade level team meetings	Updates at faculty meetings, department meetings and grade level team meetings	<ul style="list-style-type: none"> • After each district-required progress monitoring window • Principals share with district administration during goal

					setting & during SIP planning
Other: (Specify)					
Implementation and Progress-monitoring					
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?		How will district leadership provide plan implementation oversight, support and follow-up?		
All schools utilize the MTSS problem solving process. <ul style="list-style-type: none"> Identify the problem & establish a goal Analyze the problem – Why is it occurring? Intervention Design (evidence-based) – develop a plan Monitor student response to intervention 	School-based administration is responsible for meeting with departments and grade level teams to ensure that the CERP is being implemented in a way that meets the needs of all students.		The Assistant Superintendent of Learning and the Director of Elementary Education		

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	Regularly Scheduled Principal Meetings	Principals participate in training and ensure implementation via walk throughs and lesson plans	Training rosters submitted quarterly	L. Blunier, Director of Professional Development	L. Blunier, Director of Professional Development

Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Regularly Scheduled Principal Meetings	Principal works with school-based Reading Leadership Team to review data after each progress-monitoring window to determine professional development needs for teachers	Reading Leadership Team Meeting minutes, training plan and rosters submitted upon the conclusion of each district-required progress-monitoring window (per the District Assessment Calendar)	L. Blunier, Director of Professional Development	L. Blunier, Director of Professional Development
Identification of mentor teachers	Summer 2020 Reading Plan Meeting, updates and changes discussed at regularly scheduled Principal Meetings	Awareness of identified mentor teachers	List of mentor teachers reported annually and updated as needed	L. Blunier, Director of Professional Development	L. Blunier, Director of Professional Development
Establishing of model classrooms within the school	Summer 2020 Reading Plan Meeting, updates and changes discussed at regularly scheduled Principal Meetings	Awareness of model classrooms within the school	List of model classrooms reported annually and updated as needed	L. Blunier, Director of Professional Development	L. Blunier, Director of Professional Development
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	District expectation communicated at Summer 2020 Reading	Principals monitor Master Calendar of meetings as well as meeting	Calendar of meetings, meeting agendas and minutes submitted quarterly	L. Blunier, Director of Professional Development	L. Blunier, Director of Professional Development

	Plan Meeting, updates and changes discussed at regularly scheduled Principal Meetings	agendas and minutes			
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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	<ul style="list-style-type: none"> • CCPS Student Progression Plan • Principal Meetings • Comprehensive Literacy Framework 	Reading walk-throughs, formal evaluations, lesson plans and team meetings	Master schedules, intentional scheduling for intervention, district walkthroughs & SIP team meetings	Director of Elementary	During Principal Goal Setting Meeting s& during SIP planning
Small group differentiated instruction in order to meet individual student needs	<ul style="list-style-type: none"> • CCPS Student Progression Plan • Principal Meetings • Comprehensive Literacy Framework 	Reading walk-throughs, formal evaluations, lesson plans and team meetings	Master schedules, intentional scheduling for intervention, district walkthroughs & SIP team meetings	Director of Elementary	During Principal Goal Setting Meetings& during SIP planning

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?

CCPS will be paying for up to 10 ESE and Reading Certified push-in teachers to support students in elementary schools throughout the district.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$40,083
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on intervention teachers assigned to elementary schools	\$530,770
District expenditures on intervention teachers assigned to secondary schools	\$189,710
District expenditures on supplemental materials or interventions for elementary schools	
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to 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	
Amount of District Research-Based Reading Instruction Allocation	\$760,563

Summer Reading Camp

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

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

Scholastic Lit Camp, STAR 360/myOn, teacher-created lessons delivered via Google Classroom

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)

N/A

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?

N/A

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

N/A

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.				
<ul style="list-style-type: none"> • Provide professional development on the following: <ul style="list-style-type: none"> ○ 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>
N/A	N/A	N/A	N/A	N/A

Other Considerations

Reading Intervention Data Element per 6A-6.053(7)(e)

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

Charter schools per 6A-6.053(5)

Charter schools must utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a., and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K-2

IF:

Student meets the following criteria at beginning of school year:

- K FLKRS \geq 500
 - K-2 iReady Score \geq 30th percentile
- STAR 360**

Grade	Unified Score
1 st	\geq 751
2 nd	\geq 870

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.

Because this is a GAP year for ELA, we are continuing to utilize our Core curriculum of Reading Street and we are supporting that with [iReady LAFS material \(promising\)](#). CCPS utilizes a Comprehensive Literacy Framework to support literacy instruction within the reading block. Additionally, we are using:

- [Fountas & Pinnell Phonics Word Study](#) (explicit, systematic, multi-sensory phonics instruction)
- [Scholastic Guided Reading Book Rooms](#) - Strong
- [Heggerty's Phonemic Awareness](#) - Currently involved in a research study to determine this level of evidence

Charlotte Virtual School utilizes the core reading program supplied by Florida Virtual School.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

- K FLKRS 1x per year
- iReady 3x per year *2 schools
- STAR 360 5x per year *8 schools
- DRA (K-2) 3x per year (reading engagement,

- K FLKRS: 500
- K-2 iReady Score \geq 30th percentile
- K-2 STAR 360 \geq 40th percentile
- DRA Score

	PM1	PM2	PM3
K	n/a	2	4

- K FLKRS 438-499
- K-2 iReady Score 11th-29th percentile
- K-2 STAR 360 10th-39th percentile
- DRA Scores (up to one year below grade level)

	<p>oral reading fluency, printed language concepts, comprehension)</p> <ul style="list-style-type: none"> B.E.S.T. Oral Communication Rubric 	<table border="1"> <tr> <td>1st</td> <td>4</td> <td>10</td> <td>16</td> </tr> <tr> <td>2nd</td> <td>16</td> <td>20</td> <td>28</td> </tr> </table> <ul style="list-style-type: none"> B.E.S.T. Oral Communication Rubric score of Proficient or Mastery 	1 st	4	10	16	2 nd	16	20	28	<table border="1"> <tr> <td></td> <td>PMI</td> <td>PM2</td> <td>PM 3</td> </tr> <tr> <td>K</td> <td></td> <td>A-1</td> <td>3</td> </tr> <tr> <td>1st</td> <td>3</td> <td>4-8</td> <td>>10</td> </tr> <tr> <td>2nd</td> <td>>14</td> <td>>18</td> <td>>20</td> </tr> </table> <ul style="list-style-type: none"> B.E.S.T. Oral Communication Rubric score of Approaching 		PMI	PM2	PM 3	K		A-1	3	1 st	3	4-8	>10	2 nd	>14	>18	>20
	1 st	4	10	16																							
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2 nd	>14	>18	>20																								
<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <ul style="list-style-type: none"> School based administration walk-throughs District team instructional walk-throughs Progress Monitoring data 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>CCPS utilizes the MTSS problem solving process.</p> <ul style="list-style-type: none"> Identify the problem & establish a goal Analyze the problem – Why is it occurring? Intervention Design (evidence-based) – develop a plan Monitor student response to intervention 																										
<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <ul style="list-style-type: none"> Progress Monitoring data Curriculum must be standards-aligned and evidence based 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>CCPS utilizes the MTSS problem solving process.</p> <ul style="list-style-type: none"> Identify the problem & establish a goal Analyze the problem – Why is it occurring? Intervention Design (evidence-based) – develop a plan Monitor student response to intervention 																										
<p>How is instruction modified for students who receive instruction through distance learning?</p> <ul style="list-style-type: none"> The digital components of our core curricular materials are utilized. Teachers regularly meet with students in whole group, small group and one to one in a virtual setting (Google classrooms, Google team) Our LMS (grant-funded) will house student courses and will enable teachers and students to work virtually. 																											

IF:	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> K FLKRS 438-499 K-2 iReady Score 11th-29th percentile 1st-2nd STAR 360 <table border="1"> <tr> <th>Grade</th> <th>Unified Score</th> </tr> <tr> <td>1st</td> <td>701-750</td> </tr> <tr> <td>2nd</td> <td>800-869</td> </tr> </table> <ul style="list-style-type: none"> DRA Scores (up to one year below grade level) <table border="1"> <tr> <td></td> <td>PMI</td> <td>PM2</td> <td>PM 3</td> </tr> <tr> <td>K</td> <td></td> <td>A-1</td> <td>3</td> </tr> <tr> <td>1st</td> <td>3</td> <td>4-8</td> <td>>10</td> </tr> <tr> <td>2nd</td> <td>>14</td> <td>>18</td> <td>>20</td> </tr> </table> <ul style="list-style-type: none"> B.E.S.T. Oral Communication Rubric score of Approaching 	Grade	Unified Score	1 st	701-750	2 nd	800-869		PMI	PM2	PM 3	K		A-1	3	1 st	3	4-8	>10	2 nd	>14	>18	>20
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K		A-1	3																				
1 st	3	4-8	>10																				
2 nd	>14	>18	>20																				

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/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) 			
	<p>TIER 2 Programs/Materials/Strategies & Duration</p>	<p>TIER 2 Progress Monitoring</p>		
		<p>Assessment & Frequency</p>	<p>Performance Criteria to discontinue Tier 2 intervention</p>	<p>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</p>
	<p>Schools determine tier 2 programs based upon the needs of their students but may include:</p> <ul style="list-style-type: none"> • SRA - strong • Reading Horizons - promising • FRECKLE • Fountas & Pinnell Leveled Literacy Intervention - strong • SIPPS – promising • iReady - promising • Scholastic Guided Reading Book Rooms - strong 	<p>Progress monitoring of interventions will be done bi-weekly.</p>	<p>If students meet the criteria for tier one instruction on the district progress monitoring (see above chart) coupled with classroom performance and teacher observation students may be discontinued from tier two supports.</p>	<p>If students meet the criteria for tier two instruction on the district progress monitoring (see above chart) coupled with classroom performance, formative assessments, and teacher observation students will continue with tier two supports.</p>
<p>Number of times a week intervention provided</p>	<p>3-5 per week</p>	<p>Number of minutes per intervention session</p>	<p>At least 20-30 minutes per session</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?

CCPS utilizes the MTSS problem solving process.

- Identify the problem & establish a goal
- Analyze the problem – Why is it occurring?
- Intervention Design (evidence-based) – develop a plan
- Monitor student response to intervention

School administration ensures alignment with core curriculum and instruction through lesson plans and weekly reading walk-throughs.

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

Programs and materials utilized for tier two interventions must meet the ESSA Evidence Based Interventions criteria. The district and individual work in partnership to ensure that programs meet the ESSA Evidence Based Intervention criteria. (Please click on links above for documentation of evidence).

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

- The digital components of our core curricular materials and intervention programs are utilized.
- Teachers regularly meet with students in whole group, small group and one to one in a virtual setting (Google classrooms, Google team)
- Our LMS (grant-funded) will house student courses and will enable teachers and students to work virtually.

IF:	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> • K FLKRS ≤ 437 • K-2 iReady Score ≤ 10th percentile • 1st-2nd STAR 360 <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Grade</th> <th>Unified Score</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>≤700</td> </tr> <tr> <td>2nd</td> <td>≤799</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Students with an IEP with reading goals • Students enrolled in an ACCESS ELA course • DRA Score <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>PM1</th> <th>PM2</th> <th>PM3</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>n/a</td> <td>< A</td> <td>< 1</td> </tr> <tr> <td>1st</td> <td>A-2</td> <td>< 4</td> <td><8</td> </tr> <tr> <td>2nd</td> <td><10</td> <td><14</td> <td><18</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • B.E.S.T. Oral Communication Rubric score of Emergent 	Grade	Unified Score	1 st	≤700	2 nd	≤799		PM1	PM2	PM3	K	n/a	< A	< 1	1 st	A-2	< 4	<8	2 nd	<10	<14	<18
Grade	Unified Score																						
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K	n/a	< A	< 1																				
1 st	A-2	< 4	<8																				
2 nd	<10	<14	<18																				
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions																						
TIER 1 instruction, TIER 2	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) 																						

<ul style="list-style-type: none"> • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
<p>Schools determine tier 3 programs based upon the needs of their students but may include:</p> <ul style="list-style-type: none"> • SRA - strong • Reading Horizons - promising • FRECKLE • Fountas & Pinnell Leveled Literacy Intervention - strong • SIPPS - promising • Reading Recovery - strong 	<p>Progress monitoring of interventions will be done weekly.</p>	<p>Positive Response</p>	<p>Poor Response</p>
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p>			
Number of times a week intervention provided	<p>5 days per week</p>	Number of minutes per intervention session	<p>At least 30 minutes per day</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>CCPS utilizes the MTSS problem solving process.</p> <ul style="list-style-type: none"> • Identify the problem & establish a goal • Analyze the problem – Why is it occurring? • Intervention Design (evidence-based) – develop a plan • Monitor student response to intervention <p>School administration ensures alignment with core curriculum and instruction through lesson plans and weekly reading walk-throughs.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Programs and materials utilized for tier three interventions must meet the ESSA Evidence Based Interventions criteria. The district and individual schools work in partnership to ensure that programs meet the ESSA Evidence Based Intervention criteria. (Please click on links above for documentation of evidence).</p>			
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <ul style="list-style-type: none"> • The digital components of our core curricular materials and intervention programs are utilized. • Teachers regularly meet with students in whole group, small group and one to one in a virtual setting (Google classrooms, Google team) • Our LMS (grant-funded) will house student courses and will enable teachers and students to work virtually. 			

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 3rd-5th Grades

IF:

Student meets the following criteria at beginning of school year:

- **FSA Level 3 or higher**
- **iReady * (August Assessment Only - two schools)**

3 rd	≥ 50 th percentile
4 th	≥ 44 th percentile
5 th	≥ 42 nd percentile

- **STAR 360 (August Assessment Only – eight schools)**

Grade	Unified Score
3 rd	≥ 941
4 th	≥ 1000
5 th	≥ 1030

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.

Because this is a GAP year for ELA, we are continuing to utilize our Core curriculum of Reading Street and we are supporting that with [iReady LAFS material \(promising\)](#). CCPS utilizes a Comprehensive Literacy Framework to support literacy instruction within the reading block.

Additionally, we are using:

- [Words Their Way Phonics Word Study](#) (explicit, systematic, multi-sensory phonics instruction) – Promising Evidence

Charlotte Virtual School utilizes the core reading program supplied by Florida Virtual School.

Progress Monitoring																										
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions																								
<ul style="list-style-type: none"> FSA iReady STAR 360 	<ul style="list-style-type: none"> FSA Level 3 or higher iReady (two schools) <table border="1"> <tr> <td>3rd</td> <td>≥ 50th percentile</td> </tr> <tr> <td>4th</td> <td>≥ 44th percentile</td> </tr> <tr> <td>5th</td> <td>≥ 42nd percentile</td> </tr> </table> STAR 360 (eight schools) <table border="1"> <tr> <td>3rd</td> <td>≥ 50th percentile</td> </tr> <tr> <td>4th</td> <td>≥ 40th percentile</td> </tr> <tr> <td>5th</td> <td>≥ 40th percentile</td> </tr> </table> 	3 rd	≥ 50 th percentile	4 th	≥ 44 th percentile	5 th	≥ 42 nd percentile	3 rd	≥ 50 th percentile	4 th	≥ 40 th percentile	5 th	≥ 40 th percentile	<ul style="list-style-type: none"> FSA Level 2 iReady (two schools) <table border="1"> <tr> <td>3rd</td> <td>25th – 49th percentile</td> </tr> <tr> <td>4th</td> <td>34th-43rd percentiles</td> </tr> <tr> <td>5th</td> <td>31st-41st percentiles</td> </tr> </table> STAR 360 (eight schools) <table border="1"> <tr> <td>3rd</td> <td>25th - 49th percentile</td> </tr> <tr> <td>4th</td> <td>10th – 39th percentile</td> </tr> <tr> <td>5th</td> <td>10th – 39th percentile</td> </tr> </table> 	3 rd	25 th – 49 th percentile	4 th	34 th -43 rd percentiles	5 th	31 st -41 st percentiles	3 rd	25 th - 49 th percentile	4 th	10 th – 39 th percentile	5 th	10 th – 39 th percentile
3 rd	≥ 50 th percentile																									
4 th	≥ 44 th percentile																									
5 th	≥ 42 nd percentile																									
3 rd	≥ 50 th percentile																									
4 th	≥ 40 th percentile																									
5 th	≥ 40 th percentile																									
3 rd	25 th – 49 th percentile																									
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3 rd	25 th - 49 th percentile																									
4 th	10 th – 39 th percentile																									
5 th	10 th – 39 th percentile																									
<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <ul style="list-style-type: none"> School based administration walk-throughs District team instructional walk-throughs Progress Monitoring data 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>CCPS utilizes the MTSS problem solving process.</p> <ul style="list-style-type: none"> Identify the problem & establish a goal Analyze the problem – Why is it occurring? Intervention Design (evidence-based) – develop a plan Monitor student response to intervention 																									
<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <ul style="list-style-type: none"> Progress Monitoring data Curriculum must be standards-aligned and evidence based 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>CCPS utilizes the MTSS problem solving process.</p> <ul style="list-style-type: none"> Identify the problem & establish a goal Analyze the problem – Why is it occurring? Intervention Design (evidence-based) – develop a plan Monitor student response to intervention 																									
<p>How is instruction modified for students who receive instruction through distance learning?</p> <ul style="list-style-type: none"> The digital components of our core curricular materials are utilized. Teachers regularly meet with students in whole group, small group and one to one in a virtual setting (Google classrooms, Google team) Our LMS (grant-funded) will house student courses and will enable teachers and students to work virtually. 																										

IF:	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> FSA Level 2 iReady <table border="1"> <tr> <td>3rd</td> <td>25th – 49th percentile</td> </tr> <tr> <td>4th</td> <td>34th-43rd percentiles</td> </tr> <tr> <td>5th</td> <td>31st-41st percentiles</td> </tr> </table> <ul style="list-style-type: none"> STAR 360 <table border="1"> <tr> <td>Grade</td> <td>Unified Score</td> </tr> <tr> <td>3rd</td> <td>900-940</td> </tr> <tr> <td>4th</td> <td>950-999</td> </tr> <tr> <td>5th</td> <td>991-1029</td> </tr> </table> <ul style="list-style-type: none"> Best Oral Communication score of Approaching Fluency below the 50th percentile per the Florida B.E.S.T. Measures of Fluency Norms 	3 rd	25 th – 49 th percentile	4 th	34 th -43 rd percentiles	5 th	31 st -41 st percentiles	Grade	Unified Score	3 rd	900-940	4 th	950-999	5 th	991-1029
3 rd	25 th – 49 th percentile														
4 th	34 th -43 rd percentiles														
5 th	31 st -41 st percentiles														
Grade	Unified Score														
3 rd	900-940														
4 th	950-999														
5 th	991-1029														

THEN:	TIER 1 instruction and TIER 2 interventions
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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/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
	Schools determine tier 2 programs based upon the needs of their students but may include: <ul style="list-style-type: none"> SRA - strong Reading Horizons - promising FRECKLE Fountas & Pinnell Leveled Literacy Intervention - strong SIPPS – promising 	Progress monitoring of interventions will be done bi-weekly.	If students meet the criteria for tier one instruction on the district progress monitoring (see above chart) coupled with classroom performance and teacher	If students meet the criteria for tier two instruction on the district progress monitoring (see above chart) coupled with classroom performance and teacher observation students will	If students meet the criteria for tier three instruction on the district progress monitoring (see chart below) coupled with classroom performance and teacher

	<ul style="list-style-type: none"> iReady - promising 		<p>observation students may be discontinued from tier two supports.</p>	<p>continue with tier two supports.</p>	<p>observation students' instruction will move to include tier three supports.</p>
	<p>Number of times a week intervention provided</p>	<p>3-5 per week</p>	<p>Number of minutes per intervention session</p>	<p>At least 20-30 minutes per session</p>	
	<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>CCPS utilizes the MTSS problem solving process.</p> <ul style="list-style-type: none"> Identify the problem & establish a goal Analyze the problem – Why is it occurring? Intervention Design (evidence-based) – develop a plan Monitor student response to intervention <p>School administration ensures alignment with core curriculum and instruction through lesson plans and weekly reading walk-throughs.</p>				
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Programs and materials utilized for tier two interventions must meet the ESSA Evidence Based Interventions criteria. The district and individual work in partnership to ensure that programs meet the ESSA Evidence Based Intervention criteria. (Please click on links above for documentation of evidence).</p>				
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <ul style="list-style-type: none"> The digital components of our core curricular materials and intervention programs are utilized. Teachers regularly meet with students in whole group, small group and one to one in a virtual setting (Google classrooms, Google team) Our LMS (grant-funded) will house student courses and will enable teachers and students to work virtually. 					

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Red Success Zone:</p> <ul style="list-style-type: none"> FSA Level 1 iReady <table border="1"> <tr> <td>3rd</td> <td>≤24th percentile</td> </tr> <tr> <td>4th</td> <td>≤ 33rd percentile</td> </tr> <tr> <td>5th</td> <td>≤ 30th percentile</td> </tr> </table> <ul style="list-style-type: none"> STAR 360 <table border="1"> <tr> <td>Grade</td> <td>Unified Score</td> </tr> <tr> <td>3rd</td> <td>≤ 899</td> </tr> <tr> <td>4th</td> <td>≤ 949</td> </tr> <tr> <td>5th</td> <td>≤ 990</td> </tr> </table> <ul style="list-style-type: none"> Students with an IEP with reading goals Students enrolled in an ACCESS ELA course Best Oral Communication score of Approaching Fluency below the 50th percentile per the Florida B.E.S.T. Measures of Fluency Norms 	3 rd	≤24 th percentile	4 th	≤ 33 rd percentile	5 th	≤ 30 th percentile	Grade	Unified Score	3 rd	≤ 899	4 th	≤ 949	5 th	≤ 990
3 rd	≤24 th percentile														
4 th	≤ 33 rd percentile														
5 th	≤ 30 th percentile														
Grade	Unified Score														
3 rd	≤ 899														
4 th	≤ 949														
5 th	≤ 990														

THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
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TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	<p>Schools determine tier 3 programs based upon the needs of their students but may include:</p> <ul style="list-style-type: none"> SRA - strong Reading Horizons - promising FRECKLE Fountas & Pinnell Leveled Literacy Intervention - strong SIPPS – promising iReady 	<p>Progress monitoring of interventions will be done weekly.</p>	<p>Positive Response</p>	<p>Poor Response</p>
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p>				

	Number of times a week intervention provided	5 days per week	Number of minutes per intervention session	At least 30 minutes per day
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>CCPS utilizes the MTSS problem solving process.</p> <ul style="list-style-type: none"> • Identify the problem & establish a goal • Analyze the problem – Why is it occurring? • Intervention Design (evidence-based) – develop a plan • Monitor student response to intervention <p>School administration ensures alignment with core curriculum and instruction through lesson plans and weekly reading walk-throughs.</p>			
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Programs and materials utilized for tier three interventions must meet the ESSA Evidence Based Interventions criteria. The district and individual schools work in partnership to ensure that programs meet the ESSA Evidence Based Intervention criteria. (Please click on links above for documentation of evidence).</p>			
	<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <ul style="list-style-type: none"> • The digital components of our core curricular materials and intervention programs are utilized. • Teachers regularly meet with students in whole group, small group and one to one in a virtual setting (Google classrooms, Google team) • Our LMS (grant-funded) will house student courses and will enable teachers and students to work virtually. 			

Curriculum, Instruction, and Assessment Decision Tree

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

IF:

Student meets the following criteria at beginning of school year:

- **FSA Level 3 or above**
- **ClearSight/AIRWays**

6th	≥ 434
7th	≥ 450
8th	≥ 471

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.

- HMH Florida Collections
 - Close Readers
 - Performance Assessments
 - Anchor Texts
- Critical Concepts Learning Scales Curriculum Guide
- Charlotte Virtual School utilizes the core reading program supplied by Florida Virtual School.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

- ClearSight/AirWays 2x per year

6th	≥ 434
7th	≥ 450
8th	≥ 471

6th	394-433
7th	404-449
8th	416-470

	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <ul style="list-style-type: none"> School based administration walk-throughs District team instructional walk-throughs Progress Monitoring data 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>CCPS utilizes the MTSS problem solving process.</p> <ul style="list-style-type: none"> Identify the problem & establish a goal Analyze the problem – Why is it occurring? Intervention Design (evidence-based) – develop a plan Monitor student response to intervention
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <ul style="list-style-type: none"> Progress Monitoring data Curriculum must be standards-aligned and evidence based 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>CCPS utilizes the MTSS problem solving process.</p> <ul style="list-style-type: none"> Identify the problem & establish a goal Analyze the problem – Why is it occurring? Intervention Design (evidence-based) – develop a plan Monitor student response to intervention
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <ul style="list-style-type: none"> The digital components of our core curricular materials are utilized. Teachers regularly meet with students in whole group, small group and one to one in a virtual setting (Google classrooms, Google team) Our LMS (grant-funded) will house student courses and will enable teachers and students to work virtually. 	

IF:	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> FSA Level 2 ClearSight/AIRWays <table border="1" style="margin-left: 40px;"> <tr> <td style="text-align: center;">6th</td> <td style="text-align: center;">394-433</td> </tr> <tr> <td style="text-align: center;">7th</td> <td style="text-align: center;">404-449</td> </tr> <tr> <td style="text-align: center;">8th</td> <td style="text-align: center;">416-470</td> </tr> </table>	6th	394-433	7th	404-449	8th	416-470
6th	394-433						
7th	404-449						
8th	416-470						
THEN:	TIER 1 instruction and TIER 2 interventions						
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <i>are standards-aligned</i> <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> <i>are matched to the needs of the students</i> <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> <i>occurs during time allotted in addition to core instruction</i> <i>includes accommodations (IEP, ESOL or 504)</i> 						

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
<p>Schools determine tier 2 programs based upon the needs of their students but may include:</p> <ul style="list-style-type: none"> • MobyMax - strong • iReady - promising • IXL - moderate • FRECKLE 	<p>Progress monitoring of interventions will be done bi-weekly.</p>	<p>If students meet the criteria for Tier 1 instruction on the district progress monitoring (see above chart) coupled with classroom performance and teacher observation students may be discontinued from Tier 2 supports.</p>	<p>If students meet the criteria for Tier 2 instruction on the district progress monitoring (see above chart) coupled with classroom performance and teacher observation students will continue with Tier 2 supports.</p>	<p>If students meet the criteria for Tier 3 instruction on the district progress monitoring (see chart below) coupled with classroom performance and teacher observation students' instruction will move to include Tier 3 supports.</p>
Number of times a week intervention provided	3-5 per week	Number of minutes per intervention session	At least 20-30 minutes per session	
<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>CCPS utilizes the MTSS problem solving process.</p> <ul style="list-style-type: none"> • Identify the problem & establish a goal • Analyze the problem – Why is it occurring? • Intervention Design (evidence-based) – develop a plan • Monitor student response to intervention <p>School administration ensures alignment with core curriculum and instruction through lesson plans and weekly reading walk-throughs.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Programs and materials utilized for tier two interventions must meet the ESSA Evidence Based Interventions criteria. The district and individual work in partnership to ensure that programs meet the ESSA Evidence Based Intervention criteria. (Please click on links above for documentation of evidence.)</p>				

	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <ul style="list-style-type: none"> The digital components of our core curricular materials and intervention programs are utilized. Teachers regularly meet with students in whole group, small group and one to one in a virtual setting (Google classrooms, Google team) Our LMS (grant-funded) will house student courses and will enable teachers and students to work virtually.
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IF:	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> FSA Level 1 iReady Score <table border="1" style="margin-left: 40px;"> <tr> <td style="text-align: center;">6th</td> <td style="text-align: center;">≤394</td> </tr> <tr> <td style="text-align: center;">7th</td> <td style="text-align: center;">≤ 404</td> </tr> <tr> <td style="text-align: center;">8th</td> <td style="text-align: center;">≤ 416</td> </tr> </table> <ul style="list-style-type: none"> Students with an IEP with reading goals Students enrolled in an ACCESS ELA course 	6th	≤394	7th	≤ 404	8th	≤ 416
6th	≤394						
7th	≤ 404						
8th	≤ 416						

THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
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TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<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>
	<p>Schools will enroll these students in an additional class with a reading certified or endorsed teacher. These courses may include:</p> <ul style="list-style-type: none"> Intensive Reading #10000010 Learning Strategies # 7863090 Read 180 – strong 	<p>Progress monitoring will be done weekly.</p>	<p>If students meet the criteria for tier two instruction on the district progress monitoring (see above chart) coupled with classroom performance and teacher observation students will continue with tier two supports and remove tier three supports.</p> <p style="text-align: center;">Positive Response</p>	<p>Student performance on weekly intervention assessments that show minimal or no progress will result in changes being made to the tier three interventions.</p> <p style="text-align: center;">Poor Response</p>

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

daily

Number of minutes per intervention session

47

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

CCPS utilizes the MTSS problem solving process.

- Identify the problem & establish a goal
- Analyze the problem – Why is it occurring?
- Intervention Design (evidence-based) – develop a plan
- Monitor student response to intervention

School administration ensures alignment with core curriculum and instruction through lesson plans and weekly reading walk-throughs.

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

Programs and materials utilized for tier 3 interventions must meet the ESSA Evidence Based Interventions criteria. The district and individual schools work in partnership to ensure that programs meet that criteria. (Please click on links above for evidence documentation.)

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

- The digital components of our core curricular materials and intervention programs are utilized.
- Teachers regularly meet with students in whole group, small group and one to one in a virtual setting (Google classrooms, Google team)
- Our LMS (grant-funded) will house student courses and will enable teachers and students to work virtually.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9-12

IF:

Student meets the following criteria at beginning of school year:

- **FSA Level 3 or above**
- **ClearSight/AIRWays Scale Score:**

9 th	≥ 487
10 th	≥498
11 th /12 th	≥ 513

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.

- HMH Florida Collections
 - Close Readers
 - Performance Assessments
 - Anchor Texts
- PSAT every 9th grader linking to Khan Academy
- Critical Concept Learning Scales Curriculum Guide 9/10
- Charlotte Virtual School utilizes the core reading program supplied by Florida Virtual School.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

- FSA – annually
- ClearSight/AirWays 2x per year

- FSA Level 3 or above
- ClearSight/AIRWays Scale Score:

9 th	≥ 487
10 th	≥498
11 th /12 th	≥ 513

- ClearSight/AIRWays Scale Score:

9 th	431-486
10 th	455-497
11 th /12 th	458-512

- Concordant Score (ACT/SAT)
- ESE Waiver

	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <ul style="list-style-type: none"> • School based administration walk-throughs • District team instructional walk-throughs • Progress Monitoring data 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>CCPS utilizes the MTSS problem solving process.</p> <ul style="list-style-type: none"> • Identify the problem & establish a goal • Analyze the problem – Why is it occurring? • Intervention Design (evidence-based) – develop a plan • Monitor student response to intervention
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <ul style="list-style-type: none"> • Progress Monitoring data • Curriculum must be standards-aligned and evidence based 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>CCPS utilizes the MTSS problem solving process.</p> <ul style="list-style-type: none"> • Identify the problem & establish a goal • Analyze the problem – Why is it occurring? • Intervention Design (evidence-based) – develop a plan • Monitor student response to intervention
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <ul style="list-style-type: none"> • The digital components of our core curricular materials are utilized. • Teachers regularly meet with students in whole group, small group and one to one in a virtual setting (Google classrooms, Google team) • Our LMS (grant-funded) will house student courses and will enable teachers and students to work virtually. 	

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Intervention Zone:</p> <ul style="list-style-type: none"> • FSA Level 2 • AIRWays Scale Score: <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 2px;">9th</td> <td style="padding: 2px;">431-486</td> </tr> <tr> <td style="padding: 2px;">10th</td> <td style="padding: 2px;">455-497</td> </tr> <tr> <td style="padding: 2px;">11th/12th</td> <td style="padding: 2px;">458-512</td> </tr> </table> <ul style="list-style-type: none"> • Concordant Score (ACT/SAT) • ESE Waiver 	9 th	431-486	10th	455-497	11 th /12 th	458-512
9 th	431-486						
10th	455-497						
11 th /12 th	458-512						
THEN:	TIER 1 instruction and TIER 2 interventions						
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • <i>are standards-aligned</i> • <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> • <i>occurs during time allotted in addition to core instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i> 						

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
IXL - moderate	Progress monitoring of interventions will be done bi-weekly	If students meet the criteria for Tier 1 instruction on the district progress monitoring (see above chart) coupled with classroom performance and teacher observation students may be discontinued from Tier 2 supports.	If students meet the criteria for Tier 2 instruction on the district progress monitoring (see above chart) coupled with classroom performance and teacher observation students will continue with Tier 2 supports.	If students meet the criteria for Tier 3 instruction on the district progress monitoring (see chart below) coupled with classroom performance and teacher observation students' instruction will move to include Tier 3 supports.
Number of times a week intervention provided		3-5 per week	Number of minutes per intervention session	
At least 20-30 minutes per session				
<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>CCPS utilizes the MTSS problem solving process.</p> <ul style="list-style-type: none"> Identify the problem & establish a goal Analyze the problem – Why is it occurring? Intervention Design (evidence-based) – develop a plan Monitor student response to intervention <p>School administration ensures alignment with core curriculum and instruction through lesson plans and weekly reading walk-throughs.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Programs and materials utilized for tier two interventions must meet the ESSA Evidence Based Interventions criteria. The district and individual work in partnership to ensure that programs meet the ESSA Evidence Based Intervention criteria. (Please click on links above to see evidence documentation.)</p>				
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <ul style="list-style-type: none"> The digital components of our core curricular materials and intervention programs are utilized. Teachers regularly meet with students in whole group, small group and one to one in a virtual setting (Google classrooms, Google team) 				

	<ul style="list-style-type: none"> Our LMS (grant-funded) will house student courses and will enable teachers and students to work virtually.
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IF:	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> FSA Level 1 AIRWays Scale Score: <table border="1" style="margin-left: 20px;"> <tr> <td>9th</td> <td>≤ 430</td> </tr> <tr> <td>10th</td> <td>≤ 454</td> </tr> <tr> <td>11th/12th</td> <td>≤ 457</td> </tr> </table> <ul style="list-style-type: none"> Students with an IEP with reading goals Students enrolled in an ACCESS ELA course 	9 th	≤ 430	10 th	≤ 454	11 th /12 th	≤ 457
9 th	≤ 430						
10 th	≤ 454						
11 th /12 th	≤ 457						

THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
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TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i>
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TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive 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>
	<p>Schools will enroll these students in an additional class with a reading certified or endorsed teacher. These courses may include:</p> <ul style="list-style-type: none"> Intensive Reading #1000410 Reading for College Success #1008350 Personal, Career, and School Development Skills 1,2,3, or 4 #0500500, #0500510, #0500520, #0500530 Study Sync – currently under review by EdReports 	<p>Progress monitoring will be done weekly.</p>	<p>If students meet the criteria for Tier 2 instruction on the district progress monitoring (see above chart) coupled with classroom performance and teacher observation students will continue with Tier 2 supports and remove Tier 3 supports.</p> <p style="text-align: center;">Positive Response</p>	<p>Student performance on weekly intervention assessments that show minimal or no progress will result in changes being made to the tier three interventions.</p> <p style="text-align: center;">Poor Response</p>

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

daily

Number of minutes per intervention session

47

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

CCPS utilizes the MTSS problem solving process.

- Identify the problem & establish a goal
- Analyze the problem – Why is it occurring?
- Intervention Design (evidence-based) – develop a plan
- Monitor student response to intervention

School administration ensures alignment with core curriculum and instruction through lesson plans and weekly reading walk-throughs.

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

Programs and materials utilized for tier three interventions must meet the ESSA Evidence Based Interventions criteria. The district and individual schools work in partnership to ensure that programs meet the ESSA Evidence Based Intervention criteria. (Please click on links above to see evidence documentation.)

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

- The digital components of our core curricular materials and intervention programs are utilized.
- Teachers regularly meet with students in whole group, small group and one to one in a virtual setting (Google classrooms, Google team)
- Our LMS (grant-funded) will house student courses and will enable teachers and students to work virtually.