

Citrus County Schools 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	Patricia Kahler	Director of Elementary and Area Schools	kahlerp@citruschools.org	(352) 726-1931 ext. 2227
Responsibility	Name	Title	Email	Phone
Elementary ELA	Megan Furniss	Program Specialist	furnissm@citruschools.org	(352) 726-1931 ext. 2238
Secondary ELA	Mary Leonard	Program Specialist	leonardm@citruschools.org	(352) 726-1931 ext. 2247
Reading Endorsement	Lindy Woythaler	Director of Professional Development	woythalerl@citruschools.org	(352) 726-1931 ext. 2232
Reading Curriculum	Patricia Kahler	Director of Elementary and Area Schools	kahlerp@citruschools.org	(352) 726-1931 ext. 2227
Professional Development	Lindy Woythaler	Director of Professional Development	woythalerl@citruschools.org	(352) 726-1931 ext. 2232
Assessment	Amy Crowell	Director of Research and Accountability	crowella@citruschools.org	(352) 726-1931 ext. 2237
Data Element	Amy Crowell	Director of Research and Accountability	crowella@citruschools.org	(352) 726-1931 ext. 2237
Summer Reading Camp	Rene' Johnson	Coordinator of Title I	johnsonr@citruschools.org	(352) 726-1931 ext. 2412
3 rd Grade Promotion	Patricia Kahler	Director of Elementary and Area Schools	kahlerp@citruschools.org	(352) 726-1931 ext. 2227

Plan Information

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

The district receives input and feedback regarding the implementation of the Comprehensive Evidence-Based Reading Plan with the following stakeholders: Principals, Assistant Principals, Instructional Coaches, and Program Specialists. The plan is also shared with the teachers, parents, and other community stakeholders through staff meetings, data days, School Advisory Council meetings, and Curriculum Nights at schools.

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>	ESGI Language Addendum (K only) iReady Oral Language reports	Progress monitoring Diagnostic, Progress Monitoring/Formative, Summative	ESGI Platform	Three times a year (January, March, and May)
<i>Phonological awareness</i>	iReady diagnostic results and growth monitoring, standards mastery	Diagnostic, Progress Monitoring/Formative, Summative	Weekly and monthly iReady Reports & Progress monitoring assessments	Weekly, Monthly and beginning-middle-end of year assessments.
<i>Phonics</i>	iReady diagnostic results and growth monitoring, standards mastery	Diagnostic, Progress Monitoring/Formative, Summative	Weekly and monthly iReady Reports & Progress monitoring assessments	Weekly, Monthly and beginning-middle-end of year assessments.
<i>Fluency</i>	iReady diagnostic results and growth monitoring, standards mastery	Diagnostic, Progress Monitoring/Formative, Summative	Weekly and monthly iReady Reports & Progress monitoring assessments	Weekly, Monthly and beginning-middle-end of year assessments
<i>Vocabulary</i>	iReady diagnostic results and growth monitoring, standards mastery	Diagnostic, Progress Monitoring/Formative, Summative	Weekly and monthly iReady Reports & Progress monitoring assessments	Weekly, Monthly and beginning-middle-end of year assessments.
<i>Comprehension</i>	iReady diagnostic results and growth monitoring, standards mastery	Diagnostic, Progress Monitoring/Formative, Summative	Weekly and monthly iReady Reports & Progress monitoring assessments	Weekly, Monthly and beginning-middle-end of year assessments.

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?
Achieve Literacy	Lexile Level growth	Progress Monitoring	Beginning, middle and end-of-year Level Set Assessment, monthly school data reports, quarterly data chats	Monthly, and three additional times a year
Xtreme Reading	Mastery of reading strategies	Progress Monitoring, Formative/Summative	Pre-Test/Post Test, formative and summative assessments	Monthly (Every 18-32 days depending on which section students are in)

USA TestPrep	Mastery of standards	Diagnostic Progress Monitoring	Pre-Test/Post Test, formative and summative assessments	
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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>
<p>The district will ensure that through the use of student reading data from district formative assessments administered throughout the year, as well as tools embedded within the core reading text (on a weekly basis), that systematic and explicit instruction will be aligned with the Florida Standards. Instruction will be data-driven and based on student needs. Citrus County uses a research-based core curriculum which is guided through the</p>	<p>The Director of Elementary and Area schools will schedule breakout data analysis sessions with Principals, Assistant Principals, Literacy Coaches and District Administrators and Program Specialists. These meetings will provide time for problem solving teams to make data driven decisions on how best to meet the needs of schools and students while following the requirements of the K-12 Reading Plan in an explicit manner.</p>	<p>District level leadership will form a partnership with building-level administrators, who are the first line for understanding the existing interventions and supports being applied in the classroom. This collaboration will be used to develop plans for additional and varied instructional tasks needed to bring about growth in that school. District-level leaders, along with building-level administrators, determine the areas of need and allocate resources which may include: professional development for teachers, instructional supplemental tools, or opportunities for collaboration between educators (i.e. lesson study, cross school visits, modeled lessons, data chats with focused attention on areas</p>	<p>Concerns are communicated with the following:</p> <ul style="list-style-type: none"> -The Director of Elementary Education will schedule monthly district meetings with school literacy coaches to review and discuss intervention goals and options. -The Director of ESE will schedule monthly district meetings with school-based ESE Specialists and Psychologists to review and discuss goals identified through an Individualized Education Program (IEP) or Progress Monitoring Plan (PMP). 	<p>District level administrators from the following departments: Executive Team, Educational Services (including Research & Accountability, Elementary Education, Secondary Education, Professional Development, Title I, and Title III), Exceptional Student Education, and Student Services are responsible for collecting and reviewing data.</p> <p>-District level Program Specialists, TOSAs, and Reading/Literacy Coaches collect and review data on a consistent basis.</p>

<p>development of a scope and sequence guide that ensures the use of high-quality, explicit, and systematic strategies to ensure mastery of the Florida Language Arts Standards. District level administrators from the following departments: Executive Team, Educational Services (including Research & Accountability, Elementary Education, Secondary Education, Professional Development, Title I, and Title III), Exceptional Student Education, and Student Services are responsible for collecting and reviewing data on a monthly basis. The data is also reviewed with the Principals on a monthly basis.</p>		<p>of need). Teachers are expected to review the data on a regular basis through data chats led by school-based leadership teams.</p>		
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School Level Leadership 6A-6.053(8) F.A.C.

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	Principal	Leadership Team Meetings	Weekly	Weekly, by Leadership Team (Principal, Assistant Principal, Literacy Coaches, Instructional Coaches, Teachers on Special Assignment)	Weekly, by Leadership Team
Data chats	Leadership Team	Team/Department Meetings, Data Days	Weekly, quarterly	Weekly, quarterly Team/Department Meetings, Data Days by Leadership Team	Monthly, by Leadership Team
Reading Leadership Team per 6A-6.053(3) F.A.C.	Principal and Assistant Principals	Strategic Planning, Team/Department Meetings	Monthly	Monthly Leadership Team	Monthly Leadership Team
Monitoring of plan implementation	Leadership Team	Strategic Planning, Team/Department Meetings	Monthly	Monthly at Instructional Coach and Curriculum Meetings	Monthly at Instructional Coach and Curriculum Meetings
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?	
Teachers are meeting daily/weekly, using the following: Online path, DFAs, adjusting instruction based on data. If a teacher has a concern regarding a student, a teacher can initiate a problem-solving meeting with the school-based leadership team at any time during the school year. The problem-solving team meets as necessary to determine if the intensity and duration of the		Schools will conduct quarterly data days where concerns will be addressed. During the data days, student data is reviewed, and interventions are adjusted, as necessary.		Monthly at Principal, Assistant Principal, Instructional Coach and Curriculum Meetings	

<p>interventions are appropriate. The Progress Monitoring Plan is utilized to guide the process.</p> <p>Teachers can initiate a problem-solving team meeting to discuss the individual needs of a student at any time. Schools will revise, modify, intensify or supplement instruction and interventions, as necessary. If a student has not responded to a specific reading intervention with the initial intensity (time and group size) provided through the MTSS guidelines based on student progress monitoring data, the problem solving team will meet to discuss and adjust the intensity and frequency of the intervention.</p>		
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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	Monthly Principal's Meetings	Attendance/Hours Log, Informal/Formal classroom walkthroughs	Monthly at Principal, Assistant Principal, Instructional Coach and Curriculum Meetings-whole group PD and breakout sessions	District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional Development, Title I), Exceptional Student Education, and Student Services.	District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional Development, Title I), Exceptional Student Education, and Student Services.
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Monthly Principal's Meetings	Attendance/Hours Log, Informal/Formal classroom walkthroughs	Monthly at Principal, Assistant Principal, Instructional Coach and Curriculum Meetings-whole group PD and breakout	District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education,	District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional

			sessions	Professional Development, Title I), Exceptional Student Education, and Student Services.	Development, Title I, and Title III), Exceptional Student Education, and Student Services. -District level Program Specialists, and Reading/Literacy Coaches.
Identification of mentor teachers	Monthly Principal's Meetings	Teacher Induction Program	Teacher Induction Program	Director of Professional Development, Lindy Woythaler	Director of Professional Development, Lindy Woythaler
Establishing of model classrooms within the school	Monthly Principal's Meetings	Classroom walkthroughs and lesson studies	Monthly at Principal, Assistant Principal, Instructional Coach and Curriculum Meetings-whole group PD and breakout sessions	District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional Development, Title I), Exceptional Student Education, and Student Services.	District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional Development, Title I, and Title III), Exceptional Student Education, and Student Services.
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Monthly Principal's Meetings	Templates/minutes completed by PLC groups	Monthly at Principal, Assistant Principal, Instructional Coach and Curriculum Meetings-whole group PD and breakout sessions	District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional Development, Title I), Exceptional Student Education, and Student Services.	District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional Development, Title I, and Title III), Exceptional Student Education, and Student Services.

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	Strategic Planning, Monthly Principal Meetings	Weekly classroom informal/formal observations	Weekly, by Leadership Team (Principal, Assistant Principal, Literacy Coaches, Instructional Coaches, Teachers on Special Assignment)	<p>District level administrators from the following departments: Executive Team, Educational Services (including Research & Accountability, Elementary Education, Secondary Education, Professional Development, Title I, and Title III), Exceptional Student Education, and Student Services are responsible for collecting and reviewing data.</p> <p>-District level Program Specialists, and Reading/Literacy Coaches collect and review data on a consistent basis.</p>	Monthly

<p>Small group differentiated instruction in order to meet individual student needs</p>	<p>Strategic Planning, Monthly Principal Meetings</p>	<p>Weekly classroom informal/formal observations</p>	<p>Weekly, by Leadership Team (Principal, Assistant Principal, Literacy Coaches, Instructional Coaches, Teachers on Special Assignment)</p>	<p>District level administrators from the following departments: Executive Team, Educational Services (including Research & Accountability, Elementary Education, Secondary Education, Professional Development, Title I, and Title III), Exceptional Student Education, and Student Services are responsible for collecting and reviewing data.</p> <p>-District level Program Specialists, and Reading/Literacy Coaches collect and review data on a consistent basis.</p>	<p>Monthly</p>
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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?

The instructional/academic coaches funded through the Comprehensive top priority will be to work with K-3 grade teachers to ensure rigorous, standards-based instruction and research-based strategies are implemented with fidelity. The instructional coach will prioritize coaching cycles in K-3 grade classrooms with new and developing teachers in the fall of this school year. The primary focus will be on the five components of literacy and building the capacity to embed iReady into the instructional routine as a foundational piece for core instruction. The instructional coach will work alongside all teachers to provide professional development on understanding iReady diagnostic reports for both reading and math, utilizing the Citrus Formative Assessments, and understanding how to interpret the data in order to plan instruction that meets the individual needs of the students. The instructional coach will support all teachers by modeling effective instruction, identifying systematic patterns of student need, and participating in the design and delivery of professional development. Support for the instructional coach will be provided through monthly professional development meetings with the district-level Educational Services team.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	12,000.00
District expenditures on reading coaches assigned to elementary schools	650,550.65
District expenditures on reading coaches assigned to secondary schools	43,719.35
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	10,000.00
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	1500.00
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	\$717,770.00
Amount of District Research-Based Reading Instruction Allocation	\$717,770.00

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?

iReady, Teacher Created Materials Focused Reading Intervention

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

If yes, which grade levels? 2nd grade, English Language Learners K-5

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 on what problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts.)

The allocation of literacy coaches is based on school population and student achievement data on the statewide assessment in reading. Our elementary schools district-wide average for ELA learning gains and ELA learning gains of lowest quartile are below the state average based on the 2019 FSA ELA. This trend, along with the K-3 priority, indicates that our elementary schools have the greatest need. We utilize funds from the reading grant to fund instructional coaches and intensive reading teachers at our elementary schools. In addition, we have funded one Instructional Coach funded out of the reading grant that works with our three high schools. Our 2019 FSA ELA for ninth and tenth grade has been below the state average the past few years. We are currently scoring at the statewide average and contribute the upward trend to the work of the high school Instructional coaches (which have been previously funded out of the reading grant).

How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

The following expectations were shared with the Principals regarding the use of Instructional Coaches: The instructional Coaches top priority will be to work with teachers to ensure rigorous, standards-based instruction and research-based strategies are implemented with fidelity. The instructional coach will work alongside all teachers to provide professional development on understanding iReady and Achieve diagnostic reports for both reading and math, utilizing the Citrus Formative Assessments, and understanding how to interpret the data in order to plan instruction that meets the individual needs of the students. The instructional coach will support all teachers by modeling effective instruction, identifying systematic patterns of student need, and participating in the design and delivery of professional development. Support for the instructional coach will be provided through monthly professional development meetings with the district-level Educational Services team.

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

The Director of Elementary Education meets with the Instructional Coaches on a monthly basis, as do the Coordinators of Secondary Education. This provides the opportunity to provide professional development on the instructional coaching model. The instructional coaches will support all teachers by modeling effective instruction, identifying systematic patterns of student need, and participating in the design and delivery of professional development. Support for the instructional coaches will be provided through monthly professional development meetings with the district-level Educational Services team.

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>
Monthly Principal meetings	Coaching Logs	Directors	Quarterly	As a Professional Learning Community with the Principals, we review school and district level iReady data monthly. We discuss trends and patterns in the data. We also have Instructional Coaching meetings monthly in which we provide professional development focusing on the Instructional coaching model.

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-5

IF:

Student meets at least one of the following criteria at beginning of school year:
Scores at or above the 50th percentile based on iReady
FLKRS (Kindergarten only): Scores at or above 497

THEN:

TIER 1 Only

TIER 1

Initial instruction:

- *is aligned with the standards*
- *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.

Scott Foresman Reading Street, Strong Evidence (Source-Evidence for ESSA)
https://assets.savvas.com/asset_mgr/current/201732/ESSA-ReadingStreet.pdf?_ga=2.149518975.89791060.1597684015-573804946.1597684015

Curriculum Associates iReady, Promising Evidence (Source-Evidence for ESSA)
<https://www.curriculumassociates.com/products/i-ready/meets-essa-evidence-based-requirements>

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

See Table A Below

Universal Screeners/assessments Kindergarten- Florida Kindergarten Readiness Screener (FLKRS) (one time-beginning of the year), ESGI (monthly), iReady (three times a year), Teacher observations (multiple times)

First Grade through third Grade- Teacher observation (multiple times), iReady (three times a year), District assessments throughout the year

Fourth and Fifth Grade- Past FSA scores, District assessments throughout the year, iReady (three times a year), Teacher observations (multiple times a

iReady

Student scores at or above the 50th percentile based on iReady.

FLKRS

Scaled Score of 497-529

Classroom teacher provides differentiated instruction, small group remediation, and implements UDL/multisensory strategies to address the area(s) of concern. Student progress is monitored using: iReady, teacher observations,

iReady

Student scores below the 50th percentile based on iReady.

FLKRS

Scaled Score of 438-496

Are students making adequate progress with core differentiated instruction, small group remediation, UDL strategies, and multisensory strategies? Are they meeting proficiency expectations or are they on track to meet

	year)	classroom grades, and other progress monitoring tools.	proficiency expectations by the end of the year as measured by the screeners/assessments referenced below? See Table B- D Below. If not, then add Tier 2 intervention.
	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <ul style="list-style-type: none"> • Through formal and informal classroom walkthroughs by school/district administrators and instructional coaches. • Data Days • Monthly Principal, Assistant Principal, and Instructional Coach meetings • Professional Learning Communities 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Instructional Coaches.</p> <p>In addition:</p> <ul style="list-style-type: none"> • Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed. • Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement. • Instructional Coach Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district. • Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement. 	
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <ul style="list-style-type: none"> • Through formal and informal classroom walkthroughs by school/district administrators and instructional coaches. • Data Days • Monthly Principal, Assistant Principal, and Instructional Coach meetings • Professional Learning Communities 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Instructional Coaches.</p> <p>In addition:</p> <ul style="list-style-type: none"> • Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed. • Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement. • Instructional Coach Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district. • Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement. 	
<p><i>How is instruction modified for students who receive instruction through distance learning?</i></p> <p>Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.</p>			

IF:	Grade Level (s): K-5 Student meets at least one of the following criteria at beginning of school year: Scores between the 25-49 th percentile based on iReady FLKRS (Kindergarten only): Scores at or above 438-496				
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 aligned with standards • 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			
	iReady-Promising Evidence (Source-Evidence for ESSA) Student scores between the 25 th and 49 th percentile based on iReady. Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction	Assessment & Frequency Progress monitoring assessment/weekly	Performance Criteria to discontinue Tier 2 intervention iReady The student has scored above the 50 th percentile based on iReady. FLKRS Scaled Score of 497-529 Student has continually met/responded to Tier 2 intervention progress monitoring.	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction iReady Student scores between the 25 th and 49 th percentile based on iReady. Student is not consistently responding to the interventions. FLKRS Scaled Score of 438-496	Performance Criteria that would prompt addition of Tier 3 interventions iReady Student scores between the 12 th percentile and the 24 th percentile based on iReady. Classroom teacher reviews the student's strengths and weaknesses and determines why the student is not responding to the intervention. Small group intensive interventions are implemented with higher intensity and frequency. FLKRS Scaled Score of 437 or below

<p>Number of times a week intervention provided</p>	<p>3-5</p>	<p>Number of minutes per intervention session</p>	<p>20-30</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>Through formal and informal classroom walkthroughs by School/District Administrators and Instructional Coaches.</p> <p>In addition:</p> <ul style="list-style-type: none"> Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed. Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement. Instructional Coach Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district. <p>Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Scott Foresman Reading Street, Strong Evidence (Source-Evidence for ESSA) Curriculum Associates iReady, Promising Evidence (Source-Evidence for ESSA)</p>	<p>Scott Foresman Reading Street, Strong Evidence (Source-Evidence for ESSA) https://assets.savvas.com/asset_mgr/current/201732/ESSA-ReadingStreet.pdf?_ga=2.149518975.89791060.1597684015-573804946.1597684015</p> <p>Curriculum Associates iReady, Promising Evidence (Source-Evidence for ESSA) https://www.curriculumassociates.com/products/i-ready/meets-essa-evidence-based-requirements</p>			
<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.</p>				

IF:	Grade(s): K-5 Student meets at least one of the following criteria at beginning of school year: Scores below the 24 th percentile based on iReady FLKRS (Kindergarten only): Scores at 437 or below		
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: <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	
	iReady-Promising Evidence (Source-Evidence for ESSA) Student scores between the 12 th and 24 th percentile based on iReady. Strategies: MTSS Tier 3 support; Limited, but targeted, support; Small Group Explicit Instruction	Assessment & Frequency Progress monitoring assessment/weekly	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction iReady Student scores between the 24 th and 50 th percentile based on iReady. FLKRS Scaled Score of 438 or above The Problem-Solving Team meets and discusses the results of the diagnostic testing, specific skills that need to be targeted, and intensive reading instructional needs. Perform gap analysis in determining whether to move a student back to Tier 2. The PMP/intervention is updated, and Tier 2 intervention continues. Weekly (minimum) progress monitoring data is collected. Parents are notified/conferences conducted to address concern(s).

				s conducted to address concern(s).
	<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p>			
	<p>Number of times a week intervention provided</p>	<p>4-5</p>	<p>Number of minutes per intervention session</p>	<p>20-30</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>Through formal and informal classroom walkthroughs by School/District Administrators and Instructional Coaches.</p> <p>In addition:</p> <ul style="list-style-type: none"> Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed. Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement. Instructional Coach Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district. <p>Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.</p>			
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Scott Foresman Reading Street, Strong Evidence (Source-Evidence for ESSA) https://assets.savvas.com/asset_mgr/current/201732/ESSA-ReadingStreet.pdf?_ga=2.149518975.89791060.1597684015-573804946.1597684015</p> <p>Curriculum Associates iReady, Promising Evidence (Source-Evidence for ESSA) https://www.curriculumassociates.com/products/i-ready/meets-essa-evidence-based-requirements</p>			
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.</p>				

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8

IF:	Student meets at least one of the following criteria at beginning of school year: <ul style="list-style-type: none"> • Student scores a level 3 or above on FSA • Student scores at 80% or above based on USA Test Prep diagnostic assessment • Sixth grade-Lexile at 925L or above • Seventh grade-Lexile at 970L or above • Eighth Grade-Lexile at 1010L or above 		
THEN:	TIER 1 Only		
TIER 1	Student is scheduled into English or Honors English for the appropriate grade level <i>Initial instruction:</i> <ul style="list-style-type: none"> • <i>is aligned to standards</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i> 		
	<i>Core Curriculum</i>		
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>		
	HMH Collections & HMH Close Reader- This is a comprehensive program designed to help all students reach the high expectations of the Language Arts Florida Standards. The instructional design of complex and rigorous texts is supported by scaffolding and modeling of close reading, analysis, synthesis, and citing of specific textual evidence. Writing instruction is also integrated into the program around anchor texts and performance tasks. Language skills and vocabulary strategies necessary for reading and writing complex texts are incorporated throughout this comprehensive, research-based program. Digital elements and features are integrated to offer teachers and students the resources and tools they need for success.		
	<i>Progress Monitoring</i>		
	<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
	<ul style="list-style-type: none"> ○ USA Test Prep-Moderate Evidence (Source-Evidence for ESSA) Diagnostic assessment At least three times a year ○ Progress monitoring throughout school year 	USA Test Prep Students are mastering 80% of the standards based on USA Test Prep and District Assessments.	USA Test Prep Students are mastering less than 80% of the standards based on USA Test Prep and District Assessments. Sixth grade-Below 920L Seventh grade Below 965L Eighth grade Below 1005L

	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i> Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches In addition:</p> <ul style="list-style-type: none"> • Professional Learning Communities • Data days • Curriculum Meetings • Assistant Principal Meetings • Principal Meetings 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i> Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches In addition:</p> <ul style="list-style-type: none"> • School-based and district-based leadership teams review the progress monitoring data to ensure that 80% of the students in each class and school are successful with the core curriculum. District and school-based walk-throughs are conducted throughout the school year to ensure that the balanced literacy framework is followed during the ninety-minute literacy block. • Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed. • Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement. • Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district. • Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i> Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches In addition:</p> <ul style="list-style-type: none"> • Professional Learning Communities • Data days • Curriculum Meetings • Assistant Principal Meetings • Principal Meetings 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i> Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches In addition:</p> <ul style="list-style-type: none"> • Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed. • Administrative teams monitor teacher lesson plans to ensure that they are rigorous, standards based, and follow district curriculum maps. • Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement. • School Improvement Plans (SIPs) along with school data are used to guide district-wide and schools site professional development for school leaders and teachers. • Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district. • Assistant Principal/Principal Meetings-Reviewing and sharing best practices in reviewing curriculum and

		determining if there is a need for supplemental resources to support instruction.
	<p>How is instruction modified for students who receive instruction through distance learning? Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.</p>	

Grade Level(s): 6-8

IF:	Student meets at least one of the following criteria at beginning of school year: <ul style="list-style-type: none"> • Student scores a level 2 or below on FSA • Student scores below 80% based on USA Test Prep diagnostic assessment Sixth grade Lexile between 560L-920L Seventh grade Lexile between 630L-965L Eighth grade Lexile between 665-1005L
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THEN:	TIER 1 instruction and TIER 2 interventions
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TIER 1 instruction and TIER 2 interventions	Student is scheduled into one or more of the following courses-Reading or ELA with a focus on reading strategies <i>Interventions:</i> <ul style="list-style-type: none"> • are aligned to standards • 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 • include accommodations (IEP, ESOL or 504)
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TIER 1 instruction and TIER 2 interventions	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	USA Test Prep-Moderate Evidence (Source-Evidence for ESSA)	Diagnostic assessments, Progress monitoring assessment/weekly Monthly Lexile Growth	USA Test Prep Student scores above 80% based on USA Test Prep Achieve 3000 Sixth grade-Above 920 L Seventh Grade-Above 965L	USA Test Prep Student scores between 79%-51% based on USA Test Prep Achieve 3000 Sixth grade-Below 920 L Seventh Grade-Below 965L	USA Test Prep Student scores below 50% based on USA Test Prep Achieve 3000 Sixth grade-Below 555 L Seventh Grade-Below 625L

<p>Achieve 3000 -Strong Evidence (Source-Evidence for ESSA)</p> <p>Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction</p>		Eighth Grade-Above 1005L	Eighth Grade-Below 1005L	Eighth Grade-Below 660L
<p>Number of times a week intervention provided</p>	2-4 days	<p>Number of minutes per intervention session</p>	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>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches In addition:</p> <ul style="list-style-type: none"> • Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed. • Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement. • Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district. • Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement. 				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Several independent and rigorous studies have demonstrated the positive impact of Achieve3000 Literacy on students' reading achievement. Evidence for ESSA recognized Achieve3000 for demonstrating <i>strong</i> evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of +0.29.</p> <p>Five studies met the inclusion standards, with a modest total effect size of +0.09 on reading measures. One study in Portland, OR found positive outcomes in comparison to control schools in both middle and high schools (effect size = +0.15), and this qualifies Xtreme Reading for the ESSA "Strong" category.</p> <p>https://www.evidenceforessa.org/programs/reading/achieve3000-secondary https://www.evidenceforessa.org/programs/reading/sim-xtreme-reading-struggling-readers</p>				
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Small group/individual targeted instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.</p>				

Grade Level(s): 6-8

IF:	<p>Student meets at least one of the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> • Level 1 on FSA with a previous two-year trend: <ul style="list-style-type: none"> ○ 251-296 (Gr 4 FSA) ○ 257-303 (Gr 5 FSA) ○ 259-308 (Gr 6 FSA) ○ 267-317 (Gr 7 FSA) 274-321 (Gr 8 FSA) • Student scores below 50% based on USA Test Prep • Sixth grade-Lexile below 560L • Seventh grade-Lexile below 630L • Eighth Grade-Lexile below 665L
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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>Student is scheduled into a full year, single class period of Intensive Reading in addition to their required English class. 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 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>USA Test Prep-Moderate Evidence (Source-Evidence for ESSA)</p> <p>Achieve 3000-Strong Evidence (Source-Evidence for ESSA)</p> <p>Strategies: MTSS Tier 3 support; Intensive, targeted support; Small Group Explicit Instruction</p>	<p>Progress monitoring assessment/weekly</p> <p>Monthly Lexile Growth</p>	<p>USA Test Prep Student is scoring between 50-79% based on USA Test Prep.</p> <p>Achieve 3000 Sixth grade-560L-920L Seventh Grade-630L-965L Eighth Grade-665L-1005L</p>	<p>USA Test Prep Student is not responding to interventions based on grade distribution and item analysis on USA Test Prep. Student is scoring below 50% mastery.</p> <p>Achieve 3000 Sixth grade-Below 555L Seventh Grade-Below 625L Eighth Grade-Below 660L</p>

<p>Xtreme Reading-Strong Evidence (Source-Evidence for ESSA) Strategies: MTSS Tier 3 support; Intensive, targeted support; Small Group Explicit Instruction</p>	<p>Assessments for each section of the program, every 18-32 days depending on the section-The assessments will monitor the mastery of reading strategies taught in the program</p>	<p>Student is scoring between 50-79% mastery.</p>	<p>Student not responding to intervention, not meeting any benchmarks in program. Student is scoring below 50% mastery.</p>
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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>	<p>3-5 days</p>	<p>Number of minutes per intervention session</p>	<p>20-30</p>
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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?

Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches
 In addition:

- Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.
- Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement.
- Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

Several independent and rigorous studies have demonstrated the positive impact of Achieve3000 Literacy on students’ reading achievement. Evidence for ESSA recognized Achieve3000 for demonstrating *strong* evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of +0.29.

Five studies met the inclusion standards, with a modest total effect size of +0.09 on reading measures. One study in Portland, OR found positive outcomes in comparison to control schools in both middle and high schools (effect size = +0.15), and this qualifies Xtreme Reading for the ESSA “Strong” category.

<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>
<https://www.evidenceforessa.org/programs/reading/sim-xtreme-reading-struggling-readers>

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

Small group/individual intensive instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9-12

IF:

Student meets at least one of the criteria the following criteria at beginning of school year:

Current Students in 9th or 10th Grade:

Previous score of Level 3 or above on FSA at the Secondary Level for 2019:

- 333 or above (Gr 7 FSA)
- 337 or above (Gr 8 FSA)

Current Students in 11th or 12th grade:

Previous score of a Level 3 or above on FSA at the secondary level for 2019 or a passing concordant score

- 343 or above (Gr 9 FSA)
- 350 or above (Gr 10 FSA)

Student scores above 80% based on USA Test Prep diagnostic assessment

THEN:

TIER 1 Only

TIER 1

Student is scheduled into English, English Honors, or Advanced Placement English for the appropriate grade level
Initial instruction:

- *is aligned to standards*
- *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 *Collections & HMH Close Reader (Demonstrates a Rationale)*: This is a comprehensive program designed to help all students reach the high expectations of the Language Arts Florida Standards for Language Arts. The instructional design of complex and rigorous texts is supported by scaffolding and modeling of close reading, analysis, synthesis, and citing of specific textual evidence. Writing instruction is also integrated into the program around anchor texts and performance tasks. Language skills and vocabulary strategies necessary for reading and writing complex texts are incorporated throughout this comprehensive, research-based program. Digital elements and features are integrated to offer teachers and students the resources and tools they need for success.

AP: The Language of Composition, An Introduction to Reading and Writing

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

USA Test Prep-Moderate Evidence (Source-Evidence for ESSA)

- Diagnostic assessment At least three times a year
- Progress monitoring throughout school year

USA Test Prep

Students are mastering 80% of the standards based on USA Test Prep and District Assessments.

USA Test Prep

Students are mastering less than 80% of the standards based on USA Test Prep and District Assessments.

	<p>District Formative Assessment</p> <ul style="list-style-type: none"> ○ Throughout the year <p>Assessments from instructional materials</p>		<p>Ninth grade -Below 1050L Tenth grade Below 1080L Eleventh/Twelfth grade Below 1185L</p> <p>Schools will revise, modify, intensify or supplement instruction and interventions, as necessary. If a student has not responded to a specific reading intervention with the initial intensity (time and group size) provided through the MTSS guidelines based on student progress monitoring data, the problem solving team will reconvene.</p>
	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches.</p> <p>In addition:</p> <ul style="list-style-type: none"> ● Professional Learning Communities ● Data days ● Curriculum Meetings ● Assistant Principal Meetings ● Principal Meetings 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches</p> <p>In addition:</p> <ul style="list-style-type: none"> ● School-based and district-based leadership teams review the progress monitoring data to ensure that 80% of the students in each class and school are successful with the core curriculum. District and school-based walk throughs are conducted throughout the school year to ensure that the balanced literacy framework is followed in ELA class periods. ● Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed. ● Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement. ● Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district. ● Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement. 	
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches.</p> <p>In addition:</p> <ul style="list-style-type: none"> ● Professional Learning Communities ● Data days ● Curriculum Meetings ● Assistant Principal Meetings ● Principal Meetings 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches</p> <p>In addition:</p> <ul style="list-style-type: none"> ● Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed. ● Administrative teams monitor teacher lesson plans to ensure that they are rigorous, standards based, and follow district curriculum maps. 	

		<ul style="list-style-type: none">• Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement.• School Improvement Plans (SIPs) along with schools data are used to guide district-wide and schools site professional development for school leaders and teachers.• Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.• Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.
<p><i>How is instruction modified for students who receive instruction through distance learning?</i> Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.</p>		

Grade Level(s): 9-10

IF:

Current Students in 9th or 10th Grade:
Previous score of Level 2 or below on FSA at the secondary level for 2019:

- 332 or below (Gr 7 FSA)
- 336 or below (Gr 8 FSA)

Student scores below 80% based on USA Test Prep diagnostic assessment

Lexile Scores:

Ninth grade-Below 1050L

Tenth grade-Below 1080L

THEN:

TIER 1 instruction and TIER 2 interventions

Student is scheduled into one or more of the following courses -Reading or English 1/2 with a focus on reading strategies

Interventions:

- *are standards-aligned*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students*
- *provide multiple opportunities to practice the targeted skill(s) and receive feedback*
- *occurs during time allotted in addition to core instruction*
- *include accommodations (IEP, ESOL or 504)*

TIER 1 instruction and TIER 2 interventions

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
<p>USA Test Prep-Moderate Evidence (Source-Evidence for ESSA)</p> <ul style="list-style-type: none"> ○ Diagnostic assessment At least three times a year ○ Progress monitoring throughout school year 	Progress monitoring assessment/weekly	<p>USA Test Prep Student scores above 80% based on USA Test Prep</p>	<p>USA Test Prep Student scores between 79%-51% on USA Test Prep</p>	<p>USA Test Prep Student is not responding to interventions based on grade distribution and item analysis on USA Test Prep.</p>
<p>Achieve 3000-Strong Evidence (Source-Evidence for ESSA)</p>	Monthly Lexile Growth	<p>Achieve 3000 Ninth Grade-Above 1045L Tenth Grade-Above 1080L</p>	<p>Achieve 3000 Ninth grade-Lexile score between 780-1045L Tenth Grade-Lexile score</p>	<p>Student is scoring</p>

	District Formative Assessment <ul style="list-style-type: none"> ○ Throughout the year Assessments from instructional materials			between 835L-1075L	below 50% mastery. Achieve 3000 Ninth grade-Below 775L Tenth Grade-Below 830L
	Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction				
	<i>Number of times a week intervention provided</i>	2-4 days	<i>Number of minutes per intervention session</i>	20-30	
	<p><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></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches/Program Specialist, In addition:</p> <ul style="list-style-type: none"> • Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed. • Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement. • Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district. • Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement. 				
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>Several independent and rigorous studies have demonstrated the positive impact of Achieve3000 Literacy on students' reading achievement. Evidence for ESSA recognized Achieve3000 for demonstrating <i>strong</i> evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of +0.29. Five studies met the inclusion standards, with a modest total effect size of +0.09 on reading measures. One study in Portland, OR found positive outcomes in comparison to control schools in both middle and high schools (effect size = +0.15), and this qualifies Xtreme Reading for the ESSA "Strong" category.</p> <p>https://www.evidenceforessa.org/programs/reading/achieve3000-secondary https://www.evidenceforessa.org/programs/reading/sim-xtreme-reading-struggling-readers</p>					

<p>Strategies: MTSS Tier 3 support; Limited, but targeted, support; Small Group Explicit Instruction</p>			
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p>			
<p>Number of times a week intervention provided</p>	<p>3-5 days</p>	<p>Number of minutes per intervention session</p>	<p>20-30</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>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches, In addition:</p> <ul style="list-style-type: none"> • Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed. • Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement. • Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district. • Assistant Principal/Principal Meetings-Reviewing and sharing best practices in reviewing curriculum and determining if there is a need for supplemental resources to support instruction. 			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Several independent and rigorous studies have demonstrated the positive impact of Achieve3000 Literacy on students’ reading achievement. Evidence for ESSA recognized Achieve3000 for demonstrating <i>strong</i> evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of +0.29</p> <p>Five studies met the inclusion standards, with a modest total effect size of +0.09 on reading measures. One study in Portland, OR found positive outcomes in comparison to control schools in both middle and high schools (effect size = +0.15), and this qualifies Xtreme Reading for the ESSA “Strong” category.</p> <p>https://www.evidenceforessa.org/programs/reading/achieve3000-secondary https://www.evidenceforessa.org/programs/reading/sim-xtreme-reading-struggling-readers</p>			
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.</p>			

Grade Level(s): 11-12					
IF:	Student meets the following criteria at beginning of school year: 11 th -grade student has not met the graduation requirement for Reading				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	Student is scheduled into one or more of the following courses -Reading or ENG III with a focus on ACT/SAT strategies <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/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 • include 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
	USA Test Prep -Moderate Evidence (Source-Evidence for ESSA) <ul style="list-style-type: none"> ○ Diagnostic assessment At least three times a year ○ Progress monitoring throughout school year Achieve 3000 -Strong Evidence (Source-Evidence for ESSA) District Formative Assessment <ul style="list-style-type: none"> ○ Throughout the year Assessments from instructional materials ACT/SAT Strategies	Progress monitoring assessment/weekly Monthly Lexile Growth	Student meeting graduation requirement for Reading	Student not meeting graduation requirements or making progress using strategies	Student not responding to intervention, not meeting any benchmarks in the program. Lexile level 950L and below
Number of times a week intervention provided	3-5 days	Number of minutes per intervention session		20-30	

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

Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches/Program Specialist, In addition:

- Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.
- Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement.
- Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.

Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

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

Several independent and rigorous studies have demonstrated the positive impact of Achieve3000 Literacy on students' reading achievement. Evidence for ESSA recognized Achieve3000 for demonstrating *strong* evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of +0.29

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