FAU Henderson 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	Gina Hufty	Instructional Facilitator/Reading Coach	gbove@fau.edu	561-297-0770

Responsibility	Name	Title	Email	Phone
Elementary ELA	Gina Hufty	Instructional Facilitator/Reading Coach	gbove@fau.edu	561-297-0770
Secondary ELA	Kimberly Hallstrom	Asst. Director, Student Services, Instruction and Technology Integration	khallstrom@fau.edu	561-297-4115
Reading Endorsement	Gracie Diaz	Director, Programs and Policy Development	gdiaz15@fau.edu	561-297-0140
Reading Curriculum	Gina Hufty	Instructional Facilitator/Reading Coach	gbove@fau.edu	561-297-0770
Professional Development	Cornelia Hoff	Assistant Principal K-8	choff1@fau.edu	561-297-4187
Assessment	Lauren Robinson	District Assessment Coordinator	lrobin15@fau.edu	561-297-0638
Data Element	Marian Strohmeyer	MIS	strohmey@fau.edu	561-297-0818
Summer Reading Camp	Cornelia Hoff	Assistant Principal K-8	choff1@fau.edu	561-297-4187
3rd Grade Promotion	Cornelia Hoff	Assistant Principal K-8	choff1@fau.edu	561-297-4187

Plan Information

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

FAU Lab School consists of A.D. Henderson School (K-8) and FAU High School (9-12). The Reading Leadership Team is responsible for spearheading all literacy endeavors in the school. The team consists of representatives from all grade levels/departments as well as support staff. The district reading coach serves as the chair of the team. The Comprehensive Evidence-Based Reading Plan will be shared and reviewed at the beginning of the 2020-21 school year. Team members will then be responsible for

disseminating the plan and its contents at grade level/department PLC meetings. The plan and decision trees will continually be used as a guide for teams responsible for assessing and providing differentiated supports in reading. The Comprehensive Evidence-Based Reading Plan will also be posted on the school's website for parents and other stakeholders.

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

District-Level Leadership 6A-6.053(7) F.A.C.

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	Students' receptive and expressive language skills	screener	STAR Early Literacy CBT	Diagnostic- 3 times per year for all KG students
Phonological awareness	Alphabetic Principle Concept of Word Visual Discrimination Structural Analysis Phonics Vocabulary Sentence-Level Comprehension Phonemic Awareness Paragraph-Level Comprehension ● Rhyming and Word Families ● Blending, Counting, and Segmenting Syllables ● Long and Short Vowel Sounds ● Isolating Initial, Final, and Medial Phonemes ● Adding/Substituting Phonemes	screener, diagnostic, progress monitoring	STAR Early Literacy CBT	Diagnostic- 3 times per year for all KG students Progress monitoring - bi-weekly for tiered intervention students
Phonics	FUNdations ● Spelling-Sound Correspondences: Consonants and Vowels ● Regular and Irregular Spellings ● High-Frequency Words	Screener, diagnostic, progress monitoring, summative	STAR Early Literacy/STAR Reading CBT, FUNdations Assessments, Reading Running Records	Star Assessment diagnostic- 3 times per year for all students in 1st-5th grade Star Reading and FUNdations probes - progress monitoring - bi-weekly for tiered

	● Inflectional Endings ● Affixes ● Syllables			intervention students in 1st-5th grade FUNdations assessments - summative/at end of each unit for K-2 RRR/BAS - 3 times a year for all students in 1st-5th grade Informal RRR added as needed
Fluency	Oral reading fluency rates Reading Rate WCPM Prosody	Screener, diagnostic, progress monitoring	STAR Early Literacy/STAR Reading CBT, Oral reading fluency probes/RRR	Star Early Reading and Star Reading Assessments diagnostic- 3 times per year for all students in KG-5th grade Oral reading fluency probes/RRR 3 times a year with additional informal RRR as needed
Vocabulary	● Word Relationships ● Structural Analysis ● Antonyms ● Multiple-Meaning Words ● Synonyms	Screener, diagnostic, progress monitoring	STAR Early Literacy/STAR Reading CBT	Star Reading/Star Early Literacy diagnostic- 3 times per year for all students in KG -5th grade, as well as a reading i-Ready diagnostic twice per year. Star Reading/Star Early Literacy progress monitoring - bi-weekly for tiered intervention student in KG-5th grade
Comprehension	Students' ability to understand grade level texts.	screener, diagnostic, progress monitoring	STAR Early Literacy/STAR Reading CBT	Star Assessments diagnostic- 3 times per year for all students in KG -5th grade, as well as a reading i-Ready diagnostic twice per year. Star Reading/Star Early Literacy progress monitoring - bi-weekly for tiered intervention student in KGt-5th grade

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?
USA Test Prep Diagnostic	Reading/Writing Standards based data	diagnostic	CBT	3 times per year fall, winter, spring
No Red Ink Diagnostic	Grammar Standards based data	diagnostic	CBT	3 times per year fall, winter, spring
Course grades	Grades in core subjects based on standards assessed	summative	PBT and CBT	Quarterly

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
All students are screened and monitored 3 times a year by the district and school level teams (fall, winter and spring). Students receiving interventions at the Tier 2 and Tier 3 intensity levels will be monitored more closely through progress monitoring data collected continuously throughout the year. Each grade level team meets together with the	The Problem-Solving Team consisting of admin. team, reading coach, ESE director, MTSS coordinator, and classroom teachers, meets monthly to review and make data-driven decisions. iii meetings are held for tier 2 SBT for tier 3	K-5 students are assessed through a uniform assessment (STAR Reading) three times per year, as well as a reading i-Ready diagnostic twice per year. This data is used to help identify students in need of additional support or acceleration. Students in grades 6-9 are assessed 3 times per year using USA Test Prep and No Red Ink. This data is reviewed at classroom, school, and district level for the purpose of identifying students who are exceeding, meeting,	The Problem-Solving Team consisting of admin team, reading coach, ESE director and MTSS coordinator, and classroom teachers, meets monthly to review and make data-driven decisions. If concerns about the implementation of the reading plan arise in PST meetings, they will be brought to the reading committee that will then be addressed with grade levels or individual teachers as needed.	The assistant principal and reading coach, along with the ESE coordinator, MTSS coordinator, and middle school instructional facilitator will conduct progress monitoring meetings with grade levels and departments to discuss student progress towards district goals.

reading coach and admin team to review progress monitoring data on a six to eight week cycle. This data is used to identify students in need of intervention or additional support.		and struggling to meet district benchmarks. Course grades are also used to indicate students in need of intervention at the middle and high school levels. The assistant principal, along with the MTSS coordinator, the reading coach, the ESE coordinator and middle school instructional facilitator, will conduct at least 4 progress monitoring meetings with grade levels and departments to discuss student progress towards our district goals. Evidence will also be collected from lesson plans, classroom observations, and conversations during grade level/ department PLC's.		

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	Reading Coach	Through Reading Coach and admin team meetings	Every 6-8 weeks however reading coach and admin team meetings occur weekly to monitor progress and make adjustments	Through Reading Coach and admin team meetings	Every 6-8 weeks however reading coach and admin team meetings occur weekly to monitor progress and make adjustments
Data chats	Reading Coach, Instructional Facilitators and Admin	Grade level or content area team meetings	Every 6-8 weeks however if a problem arises, they occur more frequently	Grade level or content area team meetings	Every 6-8 weeks however reading coach and admin team meetings occur weekly to monitor progress and make adjustments
Reading Leadership Team per 6A-6.053(3) F.A.C.	Reading Coach	Through monthly meetings and shared at grade level and content area meetings	Monthly	Through monthly meetings and shared at grade level and content area meetings	Every 6-8 weeks however reading coach and admin team meetings occur weekly to monitor progress and make adjustment
Monitoring of plan implementation	Reading Coach	Through monthly meetings and shared at grade level and content area meetings	Monthly	Through monthly meetings and shared at grade level and content area meetings	Every 6-8 weeks however reading coach and admin team meetings occur weekly to monitor progress and make adjustment
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?**
The Problem-Solving Team consisting of admin team, reading coach, ESE director and MTSS coordinator, and classroom teachers, meets monthly to review and make data-driven decisions using decision trees	PST meetings as well as admin team meetings will communicate these concerns and then discuss at grade level or content area meetings. Individual grade level or teacher meetings will happen with the reading coach and admin as needed.	FAU Lab school is a single school district. Admin and reading coach will provide weekly walk-throughs and meet with teachers to review data on the 6-8 week cycle and sooner if requested or necessary.

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	As a lab school, all training and monitoring is completed at the school level. Professional Development Plan	Professional development plan reporting	Quarterly report of professional development and training participation	Director, Programs/Policy, District reading contact, Instructional AP, K-8	Principal/Director
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Instructional facilitators and AP feedback	Feedback from APs and instructional facilitators, MTSS coordinator	Quarterly data and progress monitoring meetings	Assistant Director, Student Services, Instruction and Technology Integration	Principal/Director
Identification of mentor teachers	GATE (new teacher program), Instructional facilitators, APs	Feedback from APs and instructional facilitators	Annually, and more often if new teachers are hired and mentors are needed.	Assistant Director, Student Services, Instruction and Technology Integration, APs	Principal/Director
Establishing of model classrooms within the school	Classroom observation feedback from AP	Feedback from APs and instructional facilitators	Annually, bi-annually based on classroom observation data	Assistant Director, Student Services, Instruction and Technology Integration, APs	Principal/Director
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Professional Development Plan	Feedback from APs and instructional facilitators	Quarterly report of professional development and training participation	Assistant Director, Student Services, Instruction and Technology Integration, APs	Principal/Director

Instruction

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

- NOTE: FAU LAB SCHOOL is a School of Excellence

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	The assistant principal, reading coach and middle school instructional facilitator will observe and support whole group instruction through informal classroom walk-throughs. Beginning teachers will be formally observed 3 times per year and teachers with at least 4 yrs of service will be observed one time per year.	Through iObservation reporting	Through iObservation reporting FAU Lab School is a K-12 school within our own district	Principal/Director	Quarterly
Small group differentiated instruction in order to meet individual student needs	Through quarterly data reporting presentations by reading coach	Through quarterly data reporting presentations by reading coach	Through quarterly data reporting presentations by reading coach	Principal/Director	Quarterly

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 Research-based reading instruction allocation helps support the cost of literacy programs, provide appropriate professional development, and assure fidelity of implementation with priority given to students in K-3 with substantial reading deficits. Each instructional and supplementary program, curriculum, and assessment has been chosen to help close the achievement gap. District-wide training on each program and implementation will be offered through coaching as well as online and/or in person professional development.

FAU Lab School-Palm Beach will continue to use Wilson FUNdations and Fountas and Pinnell's Leveled Literacy Interventions for K-3 students with substantial reading deficiencies.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	0
District expenditures on reading coaches assigned to elementary schools	$79,023
District expenditures on reading coaches assigned to secondary schools	
District expenditures on intervention teachers assigned to elementary schools	$64,849
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	$17,361
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	$2,500
District expenditures on helping teachers earn the reading endorsement	$1,500
District expenditures on summer reading camps	$2,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	
Amount of District Research-Based Reading Instruction Allocation	$167,233

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 Standards-Based Toolkit Lessons

3rd grade portfolio standards-based lessons

STAR reading assessment
SAT 10 assessment

Will students in grades other than 3 be served also? Yes ☐ No X
If yes, which grade levels? _____

Reading Allocation Literacy Coaches

Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:

Coaches must meet the following criteria:
- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills
- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information.

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

> FAU Lab School is a single school district where the reading coach assumes responsibility for K-12

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?

> FAU Lab School is a single school district where the reading coach assumes responsibility for K-12 and works alongside school administration to ensure the integrity of the coaching position.
> The reading coach will create a support schedule for K-8 reading support during the individual grade level reading blocks. The reading coach will also meet with teams to plan one day per week during the grade level planning. This schedule will be approved by administration and honored so that the role of the coach is clear to teachers.

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

> The K-8 Assistant Principal is responsible for monitoring the reading coach. The reading coach can address any concerns with the assistant principal.

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

Is your district using the Just Read, Florida! coaching model? Yes X☐ No ☐
If you checked no, please complete and submit the Alternative Coaching Model document.
If you checked yes, please fill out the following chart:

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

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

How are these requirements being communicated to principals?	*How are coaches recording their time and tasks?*	*Who at the district level is monitoring this?*	*How often is the data being reviewed?*	*What problem-solving steps are in place for making decisions based on the data?*
The K-12 Reading Coach will keep a daily log as well as a portfolio with evidence that aligns to the **6A-6.053(6)(c) F.A.C.** requirements. This will be shared with administration.	The K-12 Reading Coach will keep a daily log as well as a portfolio with evidence that aligns to the **6A-6.053(6)(c) F.A.C.** requirements. This will be shared with the administration.	The K-12 Reading Coach will keep a daily log as well as a portfolio with evidence that aligns to the **6A-6.053(6)(c) F.A.C.** requirements. This will be shared with the administration.	Quarterly	Quarterly data reporting presentations by reading coach to administration, will allow for decisions to be made based on student data.

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 Database 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): Kindergarten-5th Grade

IF:	Student meets the following criteria at beginning of school year:

IF: Student meets the following criteria at beginning of school year:
- iReady Diagnostic
  - 3rd-5th grade: at or above 40th percentile ranking
- FLKRS & STAR Reading Assessment
  - K: Emergent Reader: 551-674
  - 1st-5th: at or above the 50th percentile
- RRR
  - 1st: at or above E
  - 2nd: at or above K
  - 3rd: at or above N
  - 4th: at or above Q
  - 5th: at or above T

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.

Fundations by Wilson Language Training (K-2 Only) Efficacy is documented at provided link; unable to discern ESSA rating at this time.
Units of Study for Teaching Reading by Lucy Calkins (K-5 Only) The curriculum is supported by research, unable to discern ESSA rating at this time.
Units of Study for Teaching Writing by Lucy Calkins (K-3 Only) The curriculum is supported by research, unable to discern ESSA rating at this time.
Top Score Writing by Lisa Collum The curriculum is supported by research, unable to discern ESSA rating at this time.

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
-Fountas and Pinnell Benchmark Assessments; twice a year -STAR; four times a year -iReady Diagnostics; three times/ year	-Ongoing running records assessment -Targeted small group instruction/conferring -Guided reading groups -Anecdotal notes -Demonstrates "meeting" or "exceeding" grade level text	-Does Not Meet Expectations or approaching expectations according to the running record assessment

	gradient according to the running record assessment Instructional *Level Expectations for Reading*	
	How is the effectiveness of Tier 1 instruction being monitored? Administrators will Informally assess classroom instruction throughout the school year (once per month). Administrators will also review lesson plans.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** Coaching/walk-throughs, Reading Committee meetings, school problem-solving teams, team level collaboration, PD Cohorts
	How is the effectiveness of Tier 1 curriculum being monitored? Data chats with teachers take place quarterly to review scope and sequence and standards alignment.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Data Review & meetings (team level collaboration)

	How is instruction modified for students who receive instruction through distance learning?
	● Creating Digital Units of Study for Reading and Writing
	● Incorporating digital platforms into daily lessons
	   ○ SeeSaw
	   ○ Google Classroom
	● Recordings/Live teaching/Zoom: Fundations, Guided reading groups, conferencing/conferring, book clubs, student/class discussions	

IF:	Student meets the following criteria at beginning of school year: ● Level 2 on FSA ELA (4th and 5th Grade Only) ● STAR Early- (K) score between 26th and 39th percentile ● STAR Reading (1st -5th) score between 26th and 39th percentile ● I-Ready Diagnostic - between the 26th and 39th percentile

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

TIER 1 instruction and TIER 2 interventions	*Interventions:* ● *are standards-aligned* ● *address gaps and reduce barriers to students' ability to meet Tier 1 expectations* ● *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills* ● *are matched to the needs of the students* ● *provide multiple opportunities to practice the targeted skill(s) and receive feedback* ● *occurs during time allotted in addition to core instruction* ● *includes accommodations (IEP, ESOL or 504)*				
	TIER 2 Programs/Materials/Strategies & Duration	***TIER 2 Progress Monitoring***			
		Assessment & Frequency	***Performance Criteria to discontinue Tier 2 intervention***	***Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction***	***Performance Criteria that would prompt addition of Tier 3 interventions***

Fountas and Pinnell's Leveled Literacy Intervention (LLI); 8-10 weeks (one to 4 or 5 students)	Reading Record 1 time week	Positive Response to Benchmark Assessment System	Questionable response to Benchmark Assessment System	Poor response to Benchmark Assessment System
Wilson's FUNdations; explicit, systematic and multisensory approach to phonics (3 day intervention plan)	Unit assessment weekly/ biweekly	Demonstration of mastery on unit assessment (80% or higher)	Below 80% on unit assessment	Poor performance in response to intervention compared to peers
MindPlay Virtual Reading Coach (MVRC)	Biweekly Mindplay progress monitoring. Quarterly Mindplay Assessment	Positive response to biweekly assessments	Questionable performance on weekly and quarterly assessments	Poor performance on weekly and quarterly assessments.

Number of times a week intervention provided	3-5 days	***Number of minutes per intervention session***	30 min.

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

The MTSS problem-solving process is utilized. Fidelity checks and data chats occur frequently. 70% or more of students should be progressing to be faded back to tier 1.

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

Fountas and Pinnell's Leveled Literacy Intervention (LLI): Strong ESSA rating
Wilson's FUNdations: Efficacy is documented at provided link; unable to discern ESSA rating at this time.

MindPlay Virtual Reading Coach (MVRC): The curriculum is supported by extensive research, unable to discern ESSA rating at this time.

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

Separately scheduled small group or breakout video conferencing sessions are conducted virtually during distance learning in addition to the core instruction.

IF:	Student meets the following criteria at beginning of school year: ● Level 1 on FSA (4th and 5th grade only) - ● STAR Early (K) score below the 25th percentile ● STAR Reading (1st-5th) score below the 25th percentile. ● I-Ready Diagnostic - score below the 25th percentile			
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: ● extended time ● targeted instruction based on student need ● small group or one-on-one instruction ● accommodations (IEP, ESOL, or 504) ● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions ● *additional **time allotted is in addition** to core instruction and tier 2 interventions*			

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
Wilson's FUNdations; explicit, systematic and multisensory approach to phonics (5 day intervention plan)	Unit Assessments weekly	Positive response to intervention with 80% or above on weekly assessments during two cycles of the intervention period	Poor response to unit assessments will indicate a need to change Tier 3 intervention or to intensify the intervention.
Fountas and Pinnell's Leveled Literacy Intervention (LLI); 18-20 weeks; (one-on-one)	Reading Record weekly or biweekly	Positive Response to intervention moving satisfactory through reading levels.	Poor response to reading records with insufficient gains in reading level
Florida Center for Reading Research (FCRR) Activities	Easy CBM weekly	Positive Response to Intervention with 80% or above on weekly assessments during two cycles of the intervention.	Poor Response to weekly assessments will indicate a need to change or intensify the Tier 3 intervention
MindPlay Virtual Reading Coach (MVRC)	Biweekly Mindplay progress monitoring. Quarterly Mindplay Assessment	Positive response to biweekly assessments. 80% gain on skills assessed.	Poor performance on weekly and quarterly assessments.
Curriculum Associates Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS)	CARS Assessment to determine skills that need to be targeted- Weekly progress	Positive Response to Intervention with 80% or above on weekly assessments during two cycles of the intervention.	Poor Response to weekly assessments will indicate a need to change or intensify the Tier 3 intervention

	monitoring assessments for the skill taught.		

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

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

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

The MTSS problem-solving process is utilized. Fidelity checks and data chats occur frequently. 70% or more of students should be progressing to be faded back to tier 1 or 2.

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

Fountas and Pinnell's Leveled Literacy Intervention (LLI): Strong ESSA rating
Wilson's FUNdations: Efficacy is documented at provided link; unable to discern ESSA rating at this time.
MindPlay Virtual Reading Coach (MVRC): The curriculum is supported by extensive research, unable to discern ESSA rating at this time.
Curriculum Associates – Promising

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

Separately scheduled small groups (1 to 3 or 1 to 1 ratio) or breakout video conferencing sessions are conducted virtually during distance learning. Tier 3 interventions are in addition to tier 2 in regard to time and intensity

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-12

NOTE: FAU High School is an aggressive dual-enrollment program where students must meet the selection criteria to be admitted into the program. Students are expected to score a level 5 on their FSA tests and score in the top 25% on the Accuplacer (a college-readiness exam) to be admitted. FAU High School Students will not need reading interventions.

IF:	Student meets the following criteria at beginning of school year: **FSA Scale Score** from previous year: **Sixth Grade:** Scaled Score of at or above 321; **Seventh Grade:** Scaled Score of at or above 326; **Eighth Grade:** Scaled Score of at or above 333 **Ninth Grade:** Scaled Score of at or above 337 **Tenth Grade and above:** Scaled Score of at or above 343 (FSA Achievement Level 3-5) **AND** Students in grades 6-8 score at or above the 50th percentile on the Fall USA Test Prep Reading Diagnostic Assessment
THEN:	**TIER 1 Only**
TIER 1	*Initial instruction:* · *is standards-aligned* · *builds background and content knowledge, motivation* · *provides print rich, systematic, scaffolded, and differentiated instruction* · *incorporates writing in response to reading* · *includes accommodations (IEP, ESOL or 504)* · *incorporates the principles of Universal Design for Learning* · *includes specially designed instruction for students with disabilities*
	Core Curriculum
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Grades 6-8 Core instruction: ELA Class

Quarterly text selections with a focus on close reading and vocabulary instruction, paired with ancillary standards-driven reading selections.

- Newsela [Moderate Evidence](#)
- Common Lit [Promising Evidence](#)
- Vocabulary.com [Promising Evidence](#)

No Red Ink grammar instruction and text based writing [Promising Evidence](#)

Grade 9 Core instruction will be provided on the 9-12th FSA Standards to prepare students to transition to university in grade 10-12.

Quarterly text selections with a focus on close reading and vocabulary instruction, paired with ancillary standards-driven reading selections.

- Newsela [Moderate Evidence](#)
- Common Lit [Promising Evidence](#)
- Vocabulary.com [Promising Evidence](#)

No Red Ink grammar instruction and text based writing [Promising Evidence](#)

Grade 10-12 Students take college classes exclusively on the FAU campus. Two of their core classes are English and College Writing (ENC 1101 and ENC 1102).

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 Progress Monitoring Assessments and No Red Ink assessments three times a year. Also, CommonLit. and Newsela assessments are used as additional data points.	Targeted small group instruction occurs at point of need. If student fails to meet growth benchmark(s), one of the following will occur: •Additional diagnosis with aligned instruction; •More frequent progress monitoring with aligned instruction; •Creation of a Tier I Plan with parent contact.	Universal screener may indicate the need of a Tier I Plan if student scored at the low end of Level 3. Progress monitoring will determine the need to create a Tier II plan to define increased intensity.
How is the effectiveness of Tier 1 instruction being monitored? Administrators will Informally assess classroom instruction	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* Data collection, reading coach meetings and observations, data meetings with admin., reading coach, teacher, and grade-level team	

	throughout the school year (once per month). Administrators will also review lesson plans.	
	How is the effectiveness of Tier 1 curriculum being monitored? Data chats with teachers take place quarterly to review scope and sequence and standards alignment.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Data collection, reading coach meetings and observations, data meetings with admin., reading coach, teacher, and grade-level team
	How is instruction modified for students who receive instruction through distance learning? Distance learners receive instruction through the Zoom platform both in groups and one-on-one. Teachers have live and pre-recorded standards-based lessons. Lessons are modified based on student data and growth. Assessments take place virtually via the Aristotle platform.	

IF:	Student meets the following criteria at beginning of school year: If students in grades 6-8 score between the 25th and 49th percentile on the fall USA Test Prep Reading Diagnostic Assessment, one of the following will occur: •Increased time/frequency of targeted instruction. •Increased problem-solving; Change of target or type of intervention based on problem solving. Progress monitoring will determine the need to create a Tier II plan to define increased intensity. Tier I Plan with parental communication; progress monitoring and follow up
THEN:	**TIER 1 instruction and TIER 2 interventions**
TIER 1 instruction and TIER 2 interventions	*Interventions:* · *are standards-aligned* · *address gaps and reduce barriers to students' ability to meet Tier 1 expectations* · *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills* · *are matched to the needs of the students* · *provide multiple opportunities to practice the targeted skill(s) and receive feedback* · *occurs during time allotted in addition to core instruction* · *includes accommodations (IEP, ESOL or 504)*
		TIER 2 Progress Monitoring

	TIER 2 Programs/Materials/Strategies & Duration	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
	Grades 6-8 Review Universal Screener information to determine targeted area(s) of need. Core Instruction + Targeted Intervention; •Content-area Reading Class or intensive Reading Class (in addition to ELA Class) –Daily; •Integrated and targeted small-group instruction within class – groups of 5 – 7students; •Reading Plus	Bi-weekly progress monitoring	Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III.	Increased problem-solving; Change of target or type of intervention based on problem solving.	If progress monitoring (USA Test Prep)) indicates the student is not making adequate progress toward on-level achievement
	Grades 9-12 Review of Universal Screener data will help target instruction. Core Instruction + Targeted Intervention; Note: *As stated above, the 9-12th grade consists of high functioning students who will not use typical interventions. They are still monitored to maintain high achievement.*	Bi-weekly progress monitoring	Progress Monitoring determines increase of intensity of intervention to Tier II and/or Tier III. (Not likely with this student population)	Increased problem-solving; Change of target or type of intervention based on problem solving.	If progress monitoring (USA Test Prep) indicates the student is not making adequate progress toward on-level achievement
	Number of times a week intervention provided	Twice per week	***Number of minutes per intervention session***		15-20 minutes

	What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? Data collection, reading coach meetings and observations, data meetings with admin., reading coach, teacher, and grade-level team
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. USA Test Prep Assessments is supported by Moderate and Promising evidence pursuant to the studies available at the hyperlinked address. Furthermore, USA Test Prep Assessments and materials pinpoint students' strengths and what they need to work on to reach (or exceed) grade-level proficiency. It is used to monitor student growth and inform instruction.
	How are Tier 2 interventions modified for students who receive interventions through distance learning? Distance learners receive instruction through the Zoom platform both in groups and one-on-one. Teachers have live and pre-recorded standards-based lessons. Lessons are modified based on student data and growth. Assessments take place virtually via the Aristotle platform.

IF:	Student meets the following criteria at beginning of school year: If students in grades 6-8 score below the 25th percentile on the fall USA Test Prep Reading Diagnostic Assessment, one of the following will occur: •Increased time/frequency of targeted instruction; •Increased problem-solving; Change of target or type of intervention based on problem solving. •Implement LLI Teal System lessons Duration of student deficiency will determine whether the teacher creates a Tier I Plan with parental communication or intensifies problem solving to Tier II and/or Tier III. 9th Grade: Tier I Plan with parental communication; progress monitoring and follow up determines need to increase level of intervention. Note: As stated above, the high school is a merit-based honors program, so there is no tier 2/3 intervention. Students must be high readers to enter the program. Students levels are still monitored for growth, and interventions take place at a higher threshold.
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**
TIER 1 instruction, TIER 2 interventions, and TIER 3	Immediate, intensive intervention: · extended time · targeted instruction based on student need · small group or one-on-one instruction · accommodations (IEP, ESOL, or 504) · more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions · *additional **time allotted is in addition** to core instruction and tier 2 interventions*
	TIER 3 Progress Monitoring

Intensive Interventions	TIER 3 Programs/Materials/Strategies & Duration	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
	Grades 6-8 Review data from universal screener to determine area(s) of need. Core Instruction + Targeted Intervention + Intensive Intervention; •90-minute Intensive Reading Class in addition to ELA Class (daily); •Small group differentiated instruction; groups of 3 – 7. Diagnostic will determine student placement in the following programs. •LLI Teal System lessons	Weekly progress monitoring	Increased problem-solving; Change of target or type of intervention based on problem solving.	If full data review indicates ongoing deficiency, problem solving must occur to increase the level of intervention to Tier II and/or Tier III.
	Grades 9-12 Review data from universal screener to determine area(s) of need. Core Instruction + Targeted Intervention Targeted classroom instruction occurring daily to build advanced skills while continuing participation in core instruction.	Weekly progress monitoring	Increased problem-solving; Change of target or type of intervention based on problem solving.	If full data review indicates ongoing deficiency, problem solving must occur to increase level of intervention to Tier II and/or Tier III. (Given the high-achieving population of the high school, Tier II/III is not likely, but advanced data monitoring and adjustments still take place)

Note: *As stated above, the 9-12th grade consists of high functioning students who will not use typical interventions. They are still monitored to maintain high achievement.*	

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	2-3	***Number of minutes per intervention session***	Additional 20 minutes

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

Data collection, reading coach meetings and observations, data meetings with admin., reading coach, teacher, and grade-level team

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
USA Test Prep Assessments is supported by Moderate and Promising evidence pursuant to the studies available at the hyperlinked address. Furthermore, USA Test Prep Assessments and materials pinpoint students' strengths and what they need to work on to reach (or exceed) grade-level proficiency. It is used to monitor student growth and inform instruction
LLI Teal Kit is supported by Promising Evidence for use with students in grades 3-12.

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Distance learners receive instruction through the Zoom platform both in groups and one-on-one. Teachers have live and pre-recorded standards-based lessons. Lessons are modified based on student data and growth. Assessments take place virtually via the Aristotle platform.