

FAU-St. Lucie 2020-2021 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	Rachel Koenig	Assistant Principal	rachel.koenig@stlucieschools.org	772-345-3245
Responsibility	Name	Title	Email	Phone
Elementary ELA	Carmela Innamorato	Literacy Coach	carmela.innamorato@stlucieschools.org	772-345-3245
Secondary ELA	Alison Perry	Literacy Coach	alison.perry@stlucieschools.org	772-345-3245
Reading Endorsement	Rachel Koenig	Assistant Principal	rachel.koenig@stlucieschools.org	772-345-3245
Reading Curriculum	Rachel Koenig	Assistant Principal	rachel.koenig@stlucieschools.org	772-345-3245
Professional Development	Rachel Koenig	Assistant Principal	rachel.koenig@stlucieschools.org	772-345-3245
Assessment	Suzan Eshleman	Assessment Coordinator	suzan.eshelman@stlucieschools.org	772-345-3245
Data Element	Kathleen Perez	Principal	kathleen.perez@stlucieschools.org	772-345-3245
Summer Reading Camp	Rachel Koenig, Terri Campbell	Assistant Principal, School Counselor	rachel.koenig@stlucieschools.org , terri.campbell@stlucieschools.org	772-345-3245
3 rd Grade Promotion	Rachel Koenig, Terri Campbell	Assistant Principal, School Counselor	rachel.koenig@stlucieschools.org , terri.campbell@stlucieschools.org	772-345-3245

Plan Information

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

FAU-St. Lucie intends to publish the Reading Plan on its school website. It will be accessible to all stakeholders such as Administrators, Coaches, Teachers, Parents, Data Specialists, School Counselors, and Community Partners. The Reading Plan is also part of the Professional Development Plan for the 2020-2021 School year.

Please note that FAU-St. Lucie consists of one school, Palm Pointe Educational Research School @ Tradition, which shares a unique partnership with Florida Atlantic University (FAU) and St. Lucie Public Schools (SLPS). Many elements of this plan are similar to those in SLPS' plan and all details will be shared with both parties. Both entities provide support and guidance to FAU-St. Lucie.

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>	Kindergarten FLKRS	Screener	STAR	Once per year
<i>Phonological awareness</i>	iReady	Diagnostic & Progress Monitoring	iReady Reports Performance Matters	Three times per year
<i>Phonics</i>	iReady	Diagnostic & Progress Monitoring	iReady Reports Performance Matters	Three times per year
<i>Fluency</i>	K-5 (Tier 2/3) DIBELS ORF; 1-4 iReady Oral Reading Fluency Assessments	Progress Monitoring	Excel Documentation	Monthly; Three times per year
<i>Vocabulary</i>	iReady	Diagnostic & Progress Monitoring	iReady Reports Performance Matters	Three times per year
<i>Comprehension</i>	K-5 iReady; 2-5 Unit Assessments	Diagnostic & Progress Monitoring; Formative Assessment	iReady Reports; Performance Matters	Three times per year; Once per unit of study

6-8

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?
iReady Diagnostic	Comprehension, Vocabulary	Diagnostic & Progress Monitoring	iReady Reports Performance Matters	Three times per year
iReady Growth Monitoring	Comprehension, Vocabulary	Diagnostic & Progress Monitoring	iReady Reports Performance Matters	Months without a diagnostic assessment
Reading Plus	Vocabulary, Fluency, Comprehension	Diagnostic & Progress Monitoring	Excel Documentation	Three times per year
Unit Assessments	Vocabulary, Comprehension	Progress Monitoring, Formative Assessment	iReady Reports Performance Matters	Three times per year Once per unit of study

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>
District-/school-level leadership meets weekly to review data. After each Unit Assessment or iReady Diagnostic, data is reviewed by both the district-/school-level leadership teams, as well as St. Lucie Public Schools (SLPS) Curriculum, School Improvement, and Talent Development. Unit Assessments are administered following a district-wide calendar based on the scope and sequence and the iReady diagnostics take place in the Fall, Winter, and Spring.	Trends in the data are identified at either a district-/school-wide lens or grade level lens. This occurs within each school year, but also trends are analyzed across years. After trends are identified - both strengths and weaknesses - next steps are determined, as well as who will be the point person(s) for support (e.g. professional development for teachers and/or coaches, coaching cycle support, collaborative learning and planning support, district support at the school-level).	Data is reviewed at grade and teacher levels from each Unit Assessment via Performance Matters by district-/school-level leadership, as well as SLPS Curriculum, School Improvement, and Talent Development. SLPS Executive Directors work closely with the SLPS Curriculum Department as well, as school leaders to discuss trends, concerns, and accolades. During monthly SLPS Principal/Assistant Principal and Literacy Coach Meetings, data review is a standing agenda item.	FAU-St. Lucie’s Principal and SLPS Executive Directors are the points of contact if there are concerns with the district’s Reading Plan implementation. During weekly district-/school-leadership meetings, FAU-St. Lucie’s Principal reviews data with her leadership team to address concerns. Additionally, SLPS Executive Directors review data with Curriculum, School Improvement, and Talent Developments to address concerns.	The FAU-St. Lucie leadership team, in partnership with the SLPS Curriculum, School Improvement, and Talent Development teams, are responsible for providing plan implementation, oversight, support, and follow-up.

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	FAU-St. Lucie Principal, SLPS Executive Directors	July/August Leadership Professional Development	Weekly	The FAU-St. Lucie Principal will share the data with her SLPS Executive Director	The data will be reviewed monthly with district-level leadership
Data chats	FAU-St. Lucie Principal, SLPS Executive Directors	July/August Leadership Professional Development & Monthly SLPS Principal Meetings	After Unit Assessments, based on Scope and Sequence (approximately every 3 weeks), and after the three iReady Diagnostics	The FAU-St. Lucie Principal will share the data with her SLPS Executive Director	The data will be reviewed monthly with district-level leadership
Reading Leadership Team per 6A-6.053(3) F.A.C.	FAU-St. Lucie Principal, SLPS Executive Directors	July/August Leadership Professional Development	Beginning of the year Changes reported as they are made	Survey; FAU-St. Lucie Principal, SLPS Executive Director	Beginning of the school year; as needed based on data; FAU-St. Lucie Principal, SLPS Executive Director
Monitoring of plan implementation	FAU-St. Lucie Principal, SLPS Executive Directors	July/August Leadership Professional Development & Monthly SLPS Principal Meetings	Monthly (at minimum)	During monthly meetings, FAU-St. Lucie's Principal and her SLPS Executive Director will monitor the implementation of the Reading Plan, sharing any concerns related to meeting the intent of the Reading Plan	The data will be reviewed as needed at weekly district-level leadership 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?	
The data is reviewed to assist with root cause analysis when adequate progress is not being made. Factors to look at		FAU-St. Lucie's Principal will meet with leadership team members and teachers who need support with plan implementation.		FAU-St. Lucie's Principal, based on root cause determination, will meet with her SLPS Executive Director and leadership team to create a plan of action to include	

include but are not limited to: teacher attendance; student attendance; implementation of instruction with fidelity; and needs for professional development.		progress monitoring and follow up. Through these weekly district leadership meetings, updates will be provided to determine next steps.
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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?
<p>Training in multisensory reading intervention</p> <p><i>Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f).</i></p>	<ul style="list-style-type: none"> -Master PD Plan -Summer Leadership Kickoff -Monthly SLPS Principal Meetings -Principal Communicator (weekly newsletter) -SLPS Office of Teaching & Learning Newsletter 	<p>Partnering with the SLPS Talent Development Coordinator and our Certification Specialist, principals will receive reports based on teachers whose certificate renewal is upcoming</p>	<p>A quarterly report will be pulled to determine how many teachers have completed this requirement.</p>	<p>Rachel Koenig, FAU-St. Lucie Assistant Principal; Ronald Barr, the SLPS Certification Specialist; Didi Campbell, the SLPS Coordinator of Talent Development</p>	<p>Rachel Koenig, FAU-St. Lucie Assistant Principal; Elizabeth Ramer, the SLPS Certification Specialist; Didi Campbell, the SLPS Coordinator of Talent Development</p>
<p>Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth</p>	<p>-District Leadership Team (most often Executive Directors will communicate with Principals)</p>	<p>Monitored by classroom walkthroughs (informal observations), as well as data chats, to determine if the progress monitoring data is showing adequate student growth</p>	<p>Data is analyzed at weekly District Leadership Meetings to determine if the progress monitoring data is showing adequate student growth. If growth is not taking place, SLPS Executive Directors will continue to work</p>	<p>-FAU-St. Lucie Leadership Team -SLPS District Leadership Team (Executive Directors, Chief Academic Officer, ESE Director, Curriculum Directors, Deputy Superintendent, Superintendent, Talent Development Director,</p>	<p>Kathleen Perez, FAU-St. Lucie's Principal; SLPS Executive Directors for individual schools</p>

			with Principals in conjunction with the SLPS Curriculum, School Improvement, and Talent Development teams to support teachers and students	Executive Director of Assessment and Accountability, School Improvement Coordinator	
Identification of mentor teachers	The school leadership team is trained yearly to match new teachers and mentors	Each school assigns a NEST (New Educator Support and Training) Administrator. This Principal or AP is the contact for District training and communication.	Mentor logs are collected by the NEST Administrator and the end of semester and electronically sent to the District at the end of the year.	Rachel Koenig, FAU-St. Lucie's Assistant Principal; Sally VanDereet (SLPS Talent Development Dept.)	Rachel Koenig, FAU-St. Lucie's Assistant Principal; Didi Campbell (SLPS Coordinator of Quality Instruction) Denise Rodriguez (SLPS Director of Talent Development)
Establishing of model classrooms within the school	Each school will select model classrooms for teachers on their campus to tour to share best practices.	Principal will coordinate with Assistant Principals, school-based coaches and/lead teachers.	In progress to determine	In progress to determine	Kathleen Perez, FAU-St. Lucie's Principal; SLPS Executive Directors for individual schools
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	As part of the Administrative Handbook that is updated yearly, Principals are informed to create a schedule for planning and professional development.	Principals are required to create Collaborative Learning and Planning (CLP) schedules for their school and a member of the leadership team is required to attend these weekly meetings.	Principals are required to submit their schedule for CLPs at the beginning of each school year to their assigned SLPS Executive Director. If changes are made throughout the year, the revised schedule is re-submitted.	Kathleen Perez, FAU-St. Lucie's Principal; SLPS Executive Directors for individual schools	Kathleen Perez, FAU-St. Lucie's Principal; SLPS Executive Directors for individual schools

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	Requirements are outlined in a SLPS K-5 Literacy Routine that highlights the components of literacy and where those components should take place within the Reading Block	<p>Principal walkthroughs (formal and informal observations)</p> <p>Collaborative Learning and Planning is attended by Principals and leadership team members.</p> <p>Literacy coaches will also share information with Principals on an as needed basis</p> <p>Principals can monitor teacher lesson plans for whole group instruction.</p>	Principal will report to her SLPS Executive Director during scheduled school visits. SLPS Executive Directors will then reach out to the Curriculum, School Renewal, or Talent Development teams for support as needed.	<p>-FAU-St. Lucie Leadership Team</p> <p>-SLPS Executive Directors</p> <p>-SLPS District-Level Directors</p>	Weekly District Leadership Meetings
Small group differentiated instruction in order to meet individual student needs	Requirements are outlined in a SLPS K-5 Literacy Routine that highlights the components of literacy and where those components should take place within the Reading Block. The plan is reviewed annually in the SLPS Principal and AP	<p>Principal walkthroughs (formal and informal observations)</p> <p>During data chats, principals and leadership team members are monitoring the movement of students in fluid and flexible groupings based on student data.</p>	Principal will report to her SLPS Executive Director during scheduled school visits. SLPS Executive Directors will then reach out to the Curriculum, School Renewal, or Talent Development teams for support as needed.	<p>-FAU-St. Lucie Leadership Team</p> <p>-SLPS Executive Directors</p> <p>-SLPS District-Level Directors</p>	Weekly District Leadership Meetings

	meetings.	Literacy coaches will also share information with Principals on an as needed basis. Principals can monitor individual teacher lesson plans for small group instruction.			
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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?

FAU-St. Lucie uses the majority of its Reading Instruction Allocation Funds for literacy coaches and interventionists, who primarily support teachers and students in grades K-3, as well as approved intervention program materials.

We utilize other funding sources for additional K-3 support, such as:

- K-2 Phonics Program Reading Horizons
- K-2 Curriculum Developer who supports Reading Horizons
- Purchase of *The Reading Strategies Book* for K-5 Literacy focused Coaches/Contacts
- Purchase of *The Writing Strategies Book* for K-5 Literacy focused Coaches/Contacts

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	
District expenditures on reading coaches assigned to elementary schools	\$122,000.00
District expenditures on reading coaches assigned to secondary schools	
District expenditures on intervention teachers assigned to elementary schools	\$30,000.00
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	\$22,130.00
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	
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	
Amount of District Research-Based Reading Instruction Allocation	\$174,130.00

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?

FAU-St. Lucie also partners with St. Lucie Public Schools for its Summer Reading Camp, which targets third graders. SLPS uses Scholastic Comprehension Club:

http://teacher.scholastic.com/products/comprehension-clubs/pdf/Comprehension_Clubs_research_final.pdf

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

If yes, which grade levels? _____

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

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

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

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

FAU-St. Lucie is a single school, Palm Pointe Educational Research School @ Tradition, so it is able to fund coaches to support its teachers and students in reading.

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-St. Lucie's principal has communicated this to her leadership team during monthly leadership meetings and to coaches through their weekly check-in meetings, where she reviews their calendars and how they are progressing working with assigned grade levels/teachers.

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

FAU-St. Lucie's principal monitors this weekly. Coaches may go to her with concerns, or to one of FAU-St. Lucie's assistant principals if she is unavailable.

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

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

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

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

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

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

<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
-SLPS Principal Meetings -Attachment on the SLPS Communicator (Weekly Newsletter) -SLPS Job Description for Reading Coaches	-Microsoft Outlook Calendars -Task Logs	-Principals monitor their coaches and then share any needs with SLPS Executive Directors	Check-ins occur at the school sites between the principal and coach throughout the coaching cycle and based on assessment data	-When data shows the need, root cause analysis is used to determine the next steps and levels of support (e.g., professional development, coaching cycle). Data is analyzed again to determine effectiveness. -SLPS Curriculum Team, School Improvement Team, and the Talent Development Team supports with Reading Coach Trainings on the Coaching Cycle PD as needed and as per request from the Principal/Executive Directors

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 the following criteria at beginning of school year:
- Grades 4-5 FSA Scores are Level 3 or Above (*Grade 5 for this year from 2 years ago*)
 - Kindergarten FLRKS scaled score of 438-496 or 497-529
 - Grades K-5 iReady data is above the 43rd percentile
 - Grades 2-5 Unit Assessment data is above 60%

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.

-Reading Horizons K-2 Phonics (<https://www.readinghorizons.com/reading-method/reading-research/essa-documentation>)

-ELA Scope and Sequence for Reading with Integrated Literacy Units and Text Sets

- Journeys (Strong – EvidenceforESSA.org)

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

-iReady Diagnostic 3 times per year
-iReady Growth Monitoring once/month
-Unit Assessments approximately every 3 weeks (Grades 2-5)

-Above the 43rd percentile
-Sufficient progress towards the student goal (stretch and typical)
-Above the 60th percent

-Below the 43rd percentile
-Not making progress toward the student goal (stretch and typical)
-Below the 60th percent

How is the effectiveness of Tier 1 instruction being monitored?

- Principal Walkthroughs
- School-based Data Chats
- Weekly District Data Meetings

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

- District-wide Collaborative Learning and Planning protocols that take place at school sites.
- Weekly District Data Review

	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <ul style="list-style-type: none"> -Principal Walkthroughs -School-based Data Chats -Weekly District Data Meetings 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <ul style="list-style-type: none"> -District-wide Collaborative Learning and Planning protocols that take place at school sites. -Weekly District Data Review
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Students access Canvas, our Learning Management System, to receive instruction that aligns with scope and sequence. Teachers are expected to meet with groups of students or individually as needed via Microsoft Teams.</p>	

IF:	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> • Grades 4-5 FSA Scores are Level 1 or 2 (<i>Grade 5 for this year from 2 years ago</i>) • Kindergarten FLRKS scaled score below 437 • Grades K-5 iReady data is below the 43rd percentile • Grades 2-5 Unit Assessment data is below 60% 					
THEN:	TIER 1 instruction and TIER 2 interventions					
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • <i>are standards-aligned</i> • <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> • <i>occurs during time allotted in addition to core instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i> 					
	TIER 2 Programs/Materials/Strategies & Duration		TIER 2 Progress Monitoring			
			Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	Reading Horizons		iReady Growth Monitoring (Monthly)	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet
	iReady Instructional Materials					
	Journeys Toolkit					
	Wilson Foundations (Gr. K-2)					
Quick Reads						
Imagine Learning English						

	Florida Center for Reading Research (FCRR) Student Center Activities		to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.	the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.	to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 in addition to Tier 2 Intervention.
	<i>Number of times a week intervention provided</i>	5	<i>Number of minutes per intervention session</i>	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>The Problem Solving Team meets to review data, including attendance, growth monitoring, classroom assessments, and intervention data, to determine if students are making adequate progress and the root cause if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed. Tier 3 may also be added.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Programs/Materials/Strategies are selected based upon a SLPS district approved list.</p> <ul style="list-style-type: none"> • Reading Horizons – https://www.readinghorizons.com/reading-method/reading-research/essa-documentation • iReady Instructional Materials – https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf • Journeys Toolkit - Strong (EvidenceforESSA.org) • Wilson Foundations (Gr. K-2) - https://www.wilsonlanguage.com/wp-content/uploads/2015/04/FCRR_Foundations_Report.pdf • Quick Reads – Strong (EvidenceforESSA.org) and https://www.savvas.com/index.cfm?locator=PS3zYd (rating within hyperlink) • Imagine Learning – Promising (EvidenceforESSA.org) and https://www.imaginelearning.com/ESSA (rating within hyperlink) • Florida Center for Reading Research (FCRR) Student Center Activities - http://www.fldoe.org/academics/standards/just-read-fl/reading-intervention.stml 					

	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Teachers will meet with students in small groups via Microsoft TEAMS to deliver instruction, supplemental evidence/research-based strategies may also be utilized during this time to address students identified area of need.</p> <p>The recommended frequency of the Tier 2 Reading Horizons intervention is 15-minute sessions 3 times per week. The recommended frequency of the Tier 2 ELA i-Ready intervention is 30-minute sessions 3 times per week.</p>
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IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Students were provided Tier 1, 2, and 3 intensive interventions at the end of the prior school year or if a large gap is determined based on the beginning of the year assessments, students will be provided Tier 1, 2, and 3 Interventions.</p> <ul style="list-style-type: none"> • Grades 4-5 FSA Scores are Level 1.1 (<i>Grade 5 for this year from 2 years ago</i>) • Kindergarten FLRKS scaled score below 400 • Grades K-5 iReady data is below the 20th percentile • Grades 2-5 Unit Assessment data is below 30% 			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	Reading Horizons	iReady Growth Monitoring (Monthly)	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3.	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in
	iReady Instructional Materials			
	Journeys Toolkit			
	Wilson Foundations (Gr. K-2)			
	Quick Reads			
Imagine Learning English				
Florida Center for Reading Research (FCRR) Student Center Activities				

			intervention or interventionist.
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	3-5 in addition to Tier 1 and Tier 2	Number of minutes per intervention session	15-20 in addition to Tier 1 and Tier 2
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?			
Teams meet to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root cause if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed.			
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.			
Programs/Materials/Strategies are selected based upon a SLPS district approved list.			
<ul style="list-style-type: none"> • Reading Horizons – https://www.readinghorizons.com/reading-method/reading-research/essa-documentation • iReady Instructional Materials – https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf • Journeys Toolkit - Strong (EvidenceforESSA.org) • Wilson Foundations (Gr. K-2) - https://www.wilsonlanguage.com/wp-content/uploads/2015/04/FCRR_Foundations_Report.pdf • Quick Reads – Strong (EvidenceforESSA.org) and https://www.savvas.com/index.cfm?locator=PS3zYd (rating within hyperlink) • Imagine Learning – Promising (EvidenceforESSA.org) and https://www.imaginelearning.com/ESSA (rating within hyperlink) • Florida Center for Reading Research (FCRR) Student Center Activities - http://www.fldoe.org/academics/standards/just-read-fl/reading-intervention.stml 			
How are Tier 3 interventions modified for students who receive interventions through distance learning?			
Teachers will meet with students in small groups via Microsoft TEAMS to deliver instruction, supplemental evidence/research-based strategies may also be utilized during this time to address students identified area of need.			
The recommended frequency of the Tier 3 Reading Horizons intervention is 15-minute sessions 5 times per week.			
The recommended frequency of the Tier 2 ELA i- Ready intervention is 30-minute sessions 5 times per week.			

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8

IF:

Student meets the following criteria at beginning of school year:

- Grades 6-8 last available FSA Scores are Level 3 or above
- iReady data is above the 43rd percentile
- Reading Plus, Grades 6-8 previous FSA Achievement Level: Satisfactory, Proficient, or Mastery
- Unit Assessment data is above 60%
- Tiers 2 and 3 will have this course in addition to their intervention course

THEN:

TIER 1 Only

TIER 1

Initial instruction:

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

- HMH Collections - <https://www.hmhco.com/programs/collections/research-and-results>
- iReady Instructional Materials - <https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf>

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

-iReady Diagnostic 3 times per year
-iReady Growth Monitoring once/month

-Above the 43rd percentile
-Sufficient progress towards the student goal (stretch and typical)

-Below 43rd percentile
-Not making progress toward the student goal (stretch and typical)

Unit Assessments approximately every 3 weeks

-Above the 60th percent

-Below the 60th percent

How is the effectiveness of Tier 1 instruction being monitored?

- Principal Walkthroughs
- School-based Data Chats
- Weekly District Data Meetings

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

- District-wide Collaborative Learning and Planning protocols that take place at school sites.
- Weekly District Data Review

How is instruction modified for students who receive instruction through distance learning?

Students access Canvas, our Learning Management System, to receive instruction that aligns with scope and sequence. Teachers are expected to meet with groups of students or individually as needed via Microsoft Teams.

IF:	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> • Grades 6-8 last available FSA Scores are Level 1 or 2 • iReady data is below the 43rd percentile • Reading Plus, Grade 6-8, last year FSA achievement levels: satisfactory, proficient or mastery • Unit Assessment data is below 60% • Tier 2 will have this course in addition to their ELA course 				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	Interventions: <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	Research/Intensive Reading Course (Differentiation; Explicit Instruction; Sequential and Systematic Instruction) <hr/> Reading Plus <hr/> iReady Instructional Materials	iReady Growth Monitoring (Monthly)	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend progress or questionable trend lines with inconsistent	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem-Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend

		lines that meet or exceed yearly progress will be exited from Tier 2 intervention.	performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.	lines will be provided Tier 3 in addition to Tier 2 Intervention.
	Number of times a week intervention provided	* 5	Number of minutes per intervention session Middle Schools in SLPS are on a 45 min/90 min. routine schedule. Students attend every other day for 45 minutes or 90 mins. with 45 min Reading and 45 min Language Arts.	*45-90
What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?				
Teams meet to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root causes if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed. Tier 3 may also be added.				
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.				
Programs/Materials/Strategies are selected based upon a SLPS district approved list. <ul style="list-style-type: none"> iReady Instructional Materials – https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf Reading Plus - Strong (EvidenceforESSA.org) 				
How are Tier 2 interventions modified for students who receive interventions through distance learning?				
Teachers will meet with students in small groups via Microsoft TEAMS to deliver instruction, supplemental evidence/research-based strategies may also be utilized during this time to address students' identified area(s) of need.				

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Students were provided Tier 1, 2 and 3 intensive intervention at the end of the prior school year or if a large gap is determined based on the beginning of the year assessments, students will be provided Tier 1, 2, and 3 interventions</p> <ul style="list-style-type: none"> Grades 6-8 last available FSA Scores are Levels: 1.1, 1.2, 1.3, 2 Unit Assessments below 30th percentile Reading Plus, Grade 6-8, last year FSA achievement below satisfactory, inadequate IReady scores below 20th percentile <p>Tier 3 will have this course in addition to their ELA course</p>
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
TIER 1 instruction, TIER 2	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) 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
Intensive Reading Course	iReady Growth Monitoring (Monthly)	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3.	A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.
Reading Plus			

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	Number of minutes per intervention session Middle Schools in SLPS are on a 45 min/90 min. routine schedule. Students attend every other day for 45 minutes or 90 mins. with 45 min Reading and 45 min Language Arts.	*45-90
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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?

Teams meet to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root causes if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed. Tier 3 may also be added.

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

Programs/Materials/Strategies are selected based upon a SLPS district approved list.

- Reading Plus - Strong (EvidenceforESSA.org)

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

Teachers will meet with students in small groups via Microsoft TEAMS to deliver instruction, supplemental evidence/research-based strategies may also be utilized during this time to address students' identified area(s) of need.

*NOTE: FAU-St. Lucie's school, Palm Pointe Educational School @ Tradition, serves students in grades K-8, therefore, no Gr. 9-12 Curriculum, Instruction, and Assessment Decision Tree has been provided.