

# FSU-Broward 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   | Lisa Libidinsky | Principal             | <a href="mailto:lilibidinsky@pinescharter.net">lilibidinsky@pinescharter.net</a> | 954-499-4244 |
| Responsibility                  | Name            | Title                 | Email  | Phone        |
| Elementary ELA                  | Lisa Libidinsky | Principal             | <a href="mailto:lilibidinsky@pinescharter.net">lilibidinsky@pinescharter.net</a> | 954-499-4244 |
| Secondary ELA                   | N/A             | N/A                   | N/A  | N/A          |
| Reading Endorsement             | Rabia Yousuf    | Reading Specialist    | <a href="mailto:ryousuf@pinescharter.net">ryousuf@pinescharter.net</a>           | 954-499-4244 |
| Reading Curriculum              | Judith Founds   | Curriculum Specialist | <a href="mailto:jfounds@pinescharter.net">jfounds@pinescharter.net</a>           | 954-499-4244 |
| Professional Development        | Judith Founds   | Curriculum Specialist | <a href="mailto:jfounds@pinescharter.net">jfounds@pinescharter.net</a>           | 954-499-4244 |
| Assessment                      | Beth Slaski     | School Counselor      | <a href="mailto:bslaski@pinescharter.net">bslaski@pinescharter.net</a>           | 954-499-4244 |
| Data Element                    | Kimberly Pizzo  | Assistant Principal   | <a href="mailto:kpizzo@pinescharter.net">kpizzo@pinescharter.net</a>             | 954-499-4244 |
| Summer Reading Camp             | Lisa Libidinsky | Principal             | <a href="mailto:lilibidinsky@pinescharter.net">lilibidinsky@pinescharter.net</a> | 954-499-4244 |
| 3 <sup>rd</sup> Grade Promotion | Lisa Libidinsky | Principal             | <a href="mailto:lilibidinsky@pinescharter.net">lilibidinsky@pinescharter.net</a> | 954-499-4244 |

## Plan Information

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

The Comprehensive Evidence-Based Reading Plan is reviewed with the teachers at the beginning and throughout the year during Professional Learning Community (PLC) meetings. It is embedded in our school improvement plan that is shared at advisory board meetings to all stakeholders. The Reading Plan is posted on our school's website for all stakeholders to access and review.

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**

| <b>Component of Reading</b>   | <b>What data is being collected?</b>                            | <b>Assessment type<br/>(e.g., screener, diagnostic, progress monitoring/formative, summative)</b> | <b>How is the data being collected?</b>                         | <b>How often is the data being collected?</b> |
|-------------------------------|---|---|---|---|
| <i>Oral language</i>          | IPT, CELF-5 Language Screener and ACCESS scores                 | Screener, diagnostic, progress monitoring   | IPT test, CELF-5 Language Screener and ACCESS tests             | Two times a year or based on RtI referral     |
| <i>Phonological awareness</i> | Star Early Literacy and Foundations scores                      | Screener, diagnostic, progress monitoring/formative, summative                                    | Star Early Literacy and Foundations assessments                 | Quarterly or based on RtI referral            |
| <i>Phonics</i>                | Star Early Literacy and Foundations scores                      | Screener, diagnostic, progress monitoring/formative, summative                                    | Star Early Literacy and Foundations assessments                 | Quarterly or based on RtI referral            |
| <i>Fluency</i>                | Ready Gen Fluency Test, Foundations, Dibels and Running Records | Screener, diagnostic, progress monitoring/formative   | Ready Gen Fluency Test, Foundations, Dibels and Running Records | Quarterly or based on RtI referral            |
| <i>Vocabulary</i>             | Star Enterprise and Star Early Literacy                         | Screener, diagnostic, progress monitoring/formative, summative                                    | STAR Enterprise and STAR Early Literacy assessments             | Quarterly or based on RtI referral            |
| <i>Comprehension</i>          | Star Enterprise and Star Early Literacy                         | Screener, diagnostic, progress monitoring/formative, summative                                    | STAR Enterprise and STAR Early Literacy assessments             | Quarterly or based on RtI referral            |

**6-12**

| <b>Progress Monitoring Tool</b> | <b>What data is being collected?</b> | <b>Assessment type<br/>(e.g., screener, diagnostic, progress monitoring/formative, summative)</b> | <b>How is the data being collected?</b> | <b>How often is the data being collected?</b> |
|---------------------------------|--------------------------------------|---|---|---|
| N/A                             | N/A                                  | N/A   | N/A                                     | N/A   |

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

| <b>Data Analysis and Decision-making</b>  |  |  |   |   |
|---|--|--|---|---|
| <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>                 |
| Weekly Rtl meetings and quarterly data chats. Principal, Assistant Principal, Reading Specialist, School Counselor, Curriculum Specialist, and teachers analyze the data. | Students who scored below the district benchmark are referred to the Collaborative Problem-Solving Team (CPST). The CPST will convene and make decisions following the MTSS protocols. | The FSU-Broward District has a comprehensive data management system that is reviewed periodically and utilized by the administration, teachers, and parents. | The Literacy Leadership Team (LLT) consisting of grade-level team leaders meets quarterly to view benchmark data and to have a collaborative conversation on goals or objectives not being met. In addition, teachers participate in data chats with the Principal, Assistant Principal, Reading Specialist, School Counselor, and Curriculum Specialist. | Principal, Assistant Principal, Reading Specialist, School Counselor, ESE Specialist, School Psychologist and Curriculum Specialist |

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

| <b>Practice</b>                                | <b>Who ensures that the practice is informed by a specific purpose?</b>                          | <b>How is the purpose communicated?</b>              | <b>How often is the data being collected?</b> | <b>How is the data being shared and by whom?</b>                                    | <b>How often is the data being reviewed and by whom?</b>  |
|--|--|--|---|---|---|
| Weekly reading walkthroughs by administrators  | Principal, Assistant Principal, Reading Specialist, and Curriculum Specialist                    | Meetings, observations, emails                       | Ongoing                                       | Class and individual data are shared in Observation and in informal/formal meetings | Ongoing- Principal, Assistant Principal, and teachers   |
| Data chats                                     | Principal, Assistant Principal, Reading Specialist, School Counselor, and Curriculum Specialist. | Professional Learning Community Meetings Agenda, SIP | Quarterly                                     | School and class data are shared using Performance Matters by the Leadership Team.  | Quarterly- Principal, Assistant Principal, Reading Specialist, School Counselor, and Curriculum Specialist. |
| Reading Leadership Team per 6A-6.053(3) F.A.C. | Principal, Assistant Principal, Reading Specialist, Curriculum Specialist, and Team Leaders.     | Professional Learning Community Meetings Agenda, SIP | Quarterly                                     | School and class data are shared using Performance Matters by the Leadership Team.  | Quarterly- Principal, Assistant Principal, Reading Specialist, Curriculum Specialist, and Team Leaders.     |
| Monitoring of plan                             | Principal, Assistant Principal, Reading  | Meetings, emails                                     | Ongoing                                       | The collected data is available for key stakeholders                                | Ongoing- Principal, Assistant Principal, Reading  |

|  |  |  |   |                                   |  |
|--|--|--|---|-----------------------------------|--|
| implementation   | Specialist, School Counselor, ESE Specialist and Curriculum Specialist   |  |   | to review on Performance Matters. | Specialist, School Counselor, ESE Specialist and Curriculum Specialist |
| Other:<br>(Specify)  |  |  |   |                                   |  |
| <b>Implementation and Progress-monitoring</b>  |  |  |   |                                   |  |
| 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 Leadership Team will review school data to identify strengths and areas for improvement. Using problem analysis, the team will examine school's policies, practices, and procedures to prioritize directions and goals and to formulate and evaluate plan. | Through informal/formal meetings, data chats, or ongoing PLCs, the Literacy Leadership Team (LLT) will communicate improvement goals created to address the lack of proper implementation. |  | The school-based leadership team will review policies and procedures to ensure compliance with school improvement goals for reading, provide guidance as needed, and meet with LLT quarterly to monitor the fidelity of the plan. |                                   |  |

### 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   | The FSU-Broward District only has one school. The Principal assists in the development of the plan. | The training is scheduled and attendance is monitored.  | The FSU-Broward District only has one school.                | The FSU-Broward District only has one school. | The Principal follows up if the professional development requirement isn't happening.                                  |
| Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth |   | Professional development trainings are scheduled and reviewed.  |  |   | Principal, Assistant Principal, Reading Specialist, and Curriculum Specialist.   |
| Identification of mentor teachers   |   | Mentor teachers are assigned at the beginning of the year for new teachers. Mentoring and observations of master teachers |  |   | Principal and Assistant Principal  |

|   |  |   |  |  |  |
|---|--|---|--|--|--|
|   |  | are also scheduled as needed for teachers who need more assistance.   |  |  |  |
| Establishing of model classrooms within the school  |  | Teachers who need more assistance are given opportunities to observe master teachers.   |  |  | Principal, Assistant Principal, Reading Specialist, and Curriculum Specialist. |
| Providing teachers with time weekly to meet together for professional development including lesson study and PLCs |  | Teachers meet weekly with their teams for lesson study and PLCs. Staff development meetings are also scheduled on most weeks. Members of the Leadership Team attend meetings. |  |  | Principal, Assistant Principal, Reading Specialist, and Curriculum Specialist. |

## 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 | The FSU-Broward District only has one school. The Principal assists in the development of the plan. | Walk-throughs, data review, observations, meetings, master schedule | The FSU-Broward District only has one school. | The FSU-Broward District only has one school. | The FSU-Broward District only has one school. |
| Small group differentiated instruction in order to meet individual student needs    | The FSU-Broward District only has one school. The Principal assists in the development of the plan. | Walk-throughs, data review, observations, meetings, master schedule | The FSU-Broward District only has one school. | The FSU-Broward District only has one school. | The FSU-Broward District only has one school. |

## 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 FSU-Broward District will utilize the Research-Based Reading Instruction Allocation funds for salaries. Tiered interventions are provided for students.

| Reading Allocation Budget Item  | Amount    |
|---|-----------|
| Estimated proportional share distributed to district charter  |           |
| District expenditures on reading coaches assigned to elementary schools                                     | \$144,868 |
| District expenditures on reading coaches assigned to secondary schools                                      |           |
| District expenditures on intervention teachers assigned to elementary schools                               |           |
| District expenditures on intervention teachers assigned to secondary schools                                |           |
| District expenditures on supplemental materials or interventions for elementary schools                     |           |
| District expenditures on supplemental materials or interventions for secondary schools                      |           |
| District expenditures on 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   | \$144,868 |
| Amount of District Research-Based Reading Instruction Allocation  | \$144,868 |

## 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?

Successmaker Reading, Performance Coach, Ready-Reading, Accelerated Reader

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)

The FSU-Broward District only has one school.

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

The FSU-Broward District only has one school.

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

The FSU-Broward District only has one school.

### 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:

| <b>Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.</b>  |  |  |  |  |
|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Provide professional development on the following:               <ul style="list-style-type: none"> <li>○ the major reading components, as needed, based on an analysis of student performance data</li> <li>○ administration and analysis of instructional assessments</li> <li>○ providing differentiated instruction and intensive intervention</li> </ul> </li> <li>• Model effective instructional strategies for teachers</li> <li>• Facilitate study groups</li> <li>• Train teachers in data analysis and using data to differentiate instruction</li> <li>• Coach and mentor colleagues</li> <li>• Provide daily support to classroom teachers</li> <li>• Work with teachers to ensure that evidence-based reading programs are implemented with fidelity</li> <li>• Help to increase instructional density to meet the needs of all students</li> <li>• Help lead and support reading leadership teams at their school(s)</li> <li>• Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies</li> <li>• Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms</li> </ul> |  |  |  |  |
| <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>       |
| The FSU-Broward District only has one school.  | Schedule, sign-in sheets, agenda, and artifacts        | Principal, Assistant Principal and Curriculum        | Ongoing                                      | The Leadership Team will review school data to identify strengths and areas for improvement. |

|  |  |            |  |   |
|--|--|------------|--|---|
|  |  | Specialist |  | Using problem analysis, the team will examine school's policies, practices, and procedures to prioritize directions and goals; lastly formulate and evaluate plan |
|--|--|------------|--|---|

## 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:  
 Kindergarten-Word Identification 1+, Early STAR Literacy 499+  
 1<sup>st</sup> Grade-Word Identification 9+, Running Record Words Correct 91%+, STAR Reading 71+  
 2<sup>nd</sup> Grade-ORF 50+, Running Record Words Correct 91%+, STAR Reading 182+  
 3<sup>rd</sup> Grade-ORF 83+, Running Record Words Correct 91%+, STAR Reading 323+  
 4<sup>th</sup> Grade-ORF 94+, Running Record Words Correct 91%+, STAR Reading 424+  
 5<sup>th</sup> Grade-ORF 121+, Running Record Words Correct 91%+, STAR Reading 525+

**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.*

*Ready Gen (Savvas Learning Company)-promising* <https://www.savvas.com/index.cfm?locator=PS3zYd>

*Successmaker Reading (Saavas Learning Company) –strong*

<https://www.savvas.com/index.cfm?locator=PS3zYd>

*Foundations (Wilson Reading System) strong*

<https://www.wilsonlanguage.com/programs/foundations/overview/program-effectiveness/>

*Ready-Reading (Curriculum Associates)–promising*

*Accelerated Reader (Renaissance)-promising*

<https://www.renaissance.com/products/accelerated-reader/evidence/>

*Progress Monitoring*

*Assessment & Frequency*

*Performance Criteria that indicates Tier 1 is sufficient*

*Performance Criteria to that would prompt addition of Tier 2 interventions*

Star Early Literacy  
Star Enterprise  
ReadyGEN Assessments

Scoring at or above the 50<sup>th</sup>  
percentile

Scoring below the 40<sup>th</sup>  
percentile

*How is the effectiveness of Tier 1 instruction being monitored?*

Data chats, walk-throughs, meetings, professional development

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

Data chats, walk-throughs, meetings, professional development

|  |   |  |
|--|---|--|
|  | <p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b><br/>Data review</p>  | <p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b><br/>Meetings, Data review</p> |
|  | <p><b>How is instruction modified for students who receive instruction through distance learning?</b><br/>The instruction was reduced for distance learning. The FSU-Broward District is exploring different options for distance learning if needed in the future.</p> |  |

|  |  |   |  |  |   |   |
|--|--|---|--|--|---|---|
| <b>IF:</b>   | <p>Student meets the following criteria at beginning of school year:<br/>         Kindergarten-Word Identification 0, Early STAR Literacy -498<br/>         1<sup>st</sup> Grade-Word Identification -8, Running Record Words Correct -90% STAR Reading -70<br/>         2<sup>nd</sup> Grade-ORF -49, Running Record Words Correct -90%, STAR Reading -181<br/>         3<sup>rd</sup> Grade-ORF -82, Running Record Words Correct -90%, STAR Reading -322<br/>         4<sup>th</sup> Grade-ORF -93, Running Record Words Correct -90%, STAR Reading -423<br/>         5<sup>th</sup> Grade-ORF -121, Running Record Words Correct -90%, STAR Reading -524</p> |   |  |  |   |   |
| <b>THEN:</b>   | <b>TIER 1 instruction and TIER 2 interventions</b>   |   |  |  |   |   |
| <b>TIER 1 instruction and TIER 2 interventions</b>                           | <p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>   |   |  |  |   |   |
|  | <b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>   |   | <b>TIER 2 Progress Monitoring</b>  |  |   |   |
|  |  |   | <b>Assessment &amp; Frequency</b>  | <b>Performance Criteria to discontinue Tier 2 intervention</b>                                 | <b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b> | <b>Performance Criteria that would prompt addition of Tier 3 interventions</b>              |
|  | Read Naturally, at least three times a week  |   | Ongoing assessment following the program's guidelines  | Scoring at or above the 50 <sup>th</sup> percentile<br>Positive trend line on the intervention | Scoring below the 40 <sup>th</sup> percentile<br><br>Questionable or Negative trend line on the intervention  | Scoring below the 25 <sup>h</sup> percentile<br><br>Negative trend line on the intervention |
| Ready Up Intervention (Saavas Learning Company,) at least three times a week |  | Ongoing assessment following the program's guidelines | Scoring at or above the 50 <sup>th</sup> percentile<br>Positive trend line on the intervention | Scoring below the 40 <sup>th</sup> percentile<br><br>Questionable or Negative trend            | Scoring below the 25 <sup>h</sup> percentile<br><br>Negative trend line on the                                |   |

|  |   |  |  |   |
|--|---|--|--|---|
|  |   |  | line on the intervention   | intervention trend line on the intervention   |
| Fundations (Wilson Reading System)-double dose, at least three times a week  | Ongoing assessment following the program's guidelines | Scoring at or above the 50 <sup>th</sup> percentile<br>Positive trend line on the intervention | Scoring below the 40 <sup>th</sup> percentile<br>Questionable or Negative trend line on the intervention | Scoring below the 25 <sup>h</sup> percentile<br>Negative trend line on the intervention |
| Rewards and Phonics for Reading (Voyager Sopris,) at least three times a week  | Ongoing assessment following the program's guidelines | Scoring at or above the 50 <sup>th</sup> percentile<br>Positive trend line on the intervention | Scoring below the 40 <sup>th</sup> percentile<br>Questionable or Negative trend line on the intervention | Scoring below the 25 <sup>h</sup> percentile<br>Negative trend line on the intervention |
| Reciprocal Teaching  | Ongoing assessment                                    | Positive trend line on the intervention  | Questionable or Negative trend line on the intervention  | Negative trend line on the intervention   |
|  |   |  |  |   |
| <b>Number of times a week intervention provided</b>  | At least 3  | <b>Number of minutes per intervention session</b>  | 15-20 min.   |   |
| <p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b><br/>Data chats, walk-throughs, meetings, professional development</p>   |   |  |  |   |
| <p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b><br/>Read Naturally-promising <a href="https://www.readnaturally.com/knowledgebase/q-and-a/48#n-228">https://www.readnaturally.com/knowledgebase/q-and-a/48#n-228</a><br/>Ready Up (Saavas Learning Company)-promising <a href="https://www.savvas.com/index.cfm?locator=PS3zYd">https://www.savvas.com/index.cfm?locator=PS3zYd</a><br/>Fundations(Wilson Reading System)-strong <a href="https://www.wilsonlanguage.com/programs/fundations/overview/program-effectiveness/">https://www.wilsonlanguage.com/programs/fundations/overview/program-effectiveness/</a><br/>Rewards and Phonics for Reading(Voyager Sopris)-strong <a href="https://www.voyagersopris.com/docs/default-source/essa/essa_flyer_rewards_2019_final.pdf?sfvrsn=51b82289_2">https://www.voyagersopris.com/docs/default-source/essa/essa_flyer_rewards_2019_final.pdf?sfvrsn=51b82289_2</a><br/>Reciprocal Teaching-strong <a href="https://visible-learning.org/2016/04/hattie-ranking-backup-of-138-effects/">https://visible-learning.org/2016/04/hattie-ranking-backup-of-138-effects/</a></p> |   |  |  |   |
| <p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b><br/>The FSU-Broward District developed a virtual distance-learning schedule for students receiving intervention. Designated days and times were delineated for small group instruction to be provided by the interventionist. Custom courses were created on technology programs targeting the areas of deficiency for students receiving tiered interventions.</p>  |   |  |  |   |

|  |  |   |   |   |
|--|--|---|---|---|
| <b>IF:</b>   | Student meets the following criteria at beginning of school year:<br><b>Scoring below the 25<sup>th</sup> percentile</b><br><b>Retained student</b><br><b>Previously in a tier 3 intervention</b>  |   |   |   |
| <b>THEN:</b>   | <b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>  |   |   |   |
| <b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>  | Immediate, intensive intervention: <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul> |   |   |   |
|  | <b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>   | <b>TIER 3 Progress Monitoring</b>                     |   |   |
|  |  | <b>Assessment &amp; Frequency</b>                     | <b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>        | <b>Performance Criteria that would prompt changes to Tier 3 interventions</b>               |
|  | Read Naturally, at least four times a week   | Ongoing assessment following the program's guidelines | Scoring above the 40 <sup>th</sup> below the 50 <sup>th</sup> percentile<br><br>Positive trend line on the intervention | Scoring below the 25 <sup>h</sup> percentile<br><br>Negative trend line on the intervention |
|  | Ready Up Intervention (Saavas Learning Company,) at least four times a week  | Ongoing assessment following the program's guidelines | Scoring above the 40 <sup>th</sup> below the 50 <sup>th</sup> percentile<br><br>Positive trend line on the intervention | Scoring below the 25 <sup>h</sup> percentile<br><br>Negative trend line on the intervention |
|  | Foundations (Wilson Reading System)-double dose, at least four times a week  | Ongoing assessment following the program's guidelines | Scoring above the 40 <sup>th</sup> below the 50 <sup>th</sup> percentile<br><br>Positive trend line on the intervention | Scoring below the 25 <sup>h</sup> percentile<br><br>Negative trend line on the intervention |
|  | Rewards and Phonics for Reading (Voyager Sopris,) at least four times a week   | Ongoing assessment following the program's guidelines | Scoring above the 40 <sup>th</sup> below the 50 <sup>th</sup> percentile<br><br>Positive trend line on the intervention | Scoring below the 25 <sup>h</sup> percentile<br><br>Negative trend line on the intervention |
|  | Reciprocal Teaching  | Ongoing assessment                                    | Positive trend line on the intervention   | Negative trend line on the intervention   |
|  | <b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>  |   |   |   |
|  | <b>Number of times a week intervention provided</b>  | <b>At least 4</b>                                     | <b>Number of minutes per intervention session</b>   | <b>At least 20 min.</b>   |
| <b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b><br>Data chats, walk-throughs, meetings, professional development |  |   |   |   |

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

Read Naturally-promising <https://www.readnaturally.com/knowledgebase/q-and-a/48#n-228>

Ready Up (Saavas Learning Company)-promising <https://www.savvas.com/index.cfm?locator=PS3zYd>

Foundations(Wilson Reading System)-strong

<https://www.wilsonlanguage.com/programs/foundations/overview/program-effectiveness/>

Rewards and Phonics for Reading(Voyager Sopris)-strong [https://www.voyagersopris.com/docs/default-source/essa/essa\\_flyer\\_rewards\\_2019\\_final.pdf?sfvrsn=51b82289\\_2](https://www.voyagersopris.com/docs/default-source/essa/essa_flyer_rewards_2019_final.pdf?sfvrsn=51b82289_2)

Reciprocal Teaching-strong

<https://visible-learning.org/2016/04/hattie-ranking-backup-of-138-effects/>

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

The FSU-Broward District developed a virtual distance-learning schedule for students receiving intervention. Designated days and times were delineated for small group instruction to be provided by the interventionist. Custom courses were created on technology programs targeting the areas of deficiency for students receiving tiered interventions.