

Flagler County 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	Diane Dyer	Executive Director of Teaching & Learning	dyerd@flaglerschools.com	386-437-7526
Responsibility	Name	Title	Email	Phone
Elementary ELA	Abra Seay (K-2) Kimberly Robinson (3-6)	Teaching & Learning Specialist	seaya@flaglerschools.com robinsonk03@flaglerschools.com	386-437-7526
Secondary ELA	Melissa Bossardet	Teaching & Learning Specialist	bossardetm@flaglerschools.com	386-437-7526
Reading Endorsement	Diane Dyer	Executive Director of Teaching & Learning	dyerd@flaglerschools.com	386-437-7526
Reading Curriculum	Diane Dyer	Executive Director of Teaching & Learning	dyerd@flaglerschools.com	386-437-7526
Professional Development	Diane Dyer	Executive Director of Teaching & Learning	dyerd@flaglerschools.com	386-437-7526
Assessment	Christopher Stefancik	Coordinator of Assessment & Accountability	stefancikc@flaglerschools.com	386-437-7526
Data Element	Louise Bossardet	Coordinator of Data Quality	bossardetm@flaglerschools.com	386-437-7526
Summer Reading Camp	Kimberly Robinson	Teaching & Learning Specialist	robinsonk03@flaglerschools.com	386-437-7526
3 rd Grade Promotion	Kimberly Robinson	Teaching & Learning Specialist	robinsonk03@flaglerschools.com	386-437-7526

Plan Information

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

Flagler Schools communicates the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders by posting it on the district website, the JRF website, reviewing it with administrators at monthly principal meetings and literacy coach meetings.

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

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	FLKRS	Screener	Individual computer-based student assessment	First 30 days of Kindergarten
<i>Phonological awareness</i>	i-Ready (scale score, norm referenced percentile, lexile level, grade level equivalent)	Diagnostic & Progress Monitoring	Individual computer-based student assessment	3 times a year
<i>Phonics</i>	i-Ready (scale score, norm referenced percentile, lexile level, grade level equivalent)	Diagnostic & Progress Monitoring	Individual computer-based student assessment	3 times a year
<i>Fluency</i>	Oral Reading Fluency Word Count Per Minute	Diagnostic & Progress Monitoring	Individual paper-based teacher administered	3 times a year or more if being used for Progress Monitoring on Tier 2 or 3
<i>Vocabulary</i>	i-Ready (scale score, norm referenced percentile, lexile level, grade level equivalent)	Diagnostic & Progress Monitoring	Individual computer-based student assessment	3 times a year
<i>Comprehension</i>	i-Ready (scale score, norm referenced percentile, lexile level, grade level equivalent)	Diagnostic & Progress Monitoring	Individual computer-based student assessment	3 times a year

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?
i-Ready Diagnostic (6-8)	i-Ready (scale score, norm referenced percentile, lexile level, grade level equivalent)	Diagnostic & Progress Monitoring	Individual computer-based student assessment	3 times a year
Renaissance Star (9-12)	Scale Score, Growth Score, Percentile Rank, Reading Instructional Level	Diagnostic & Progress Monitoring	Individual computer-based student assessment	3 times a year

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

Data Analysis and Decision-making				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
Data is reviewed quarterly by district personnel, school-based administration, literacy coaches, and teachers.	The 4-step problem solving process through our Multi-Tiered System of Supports (MTSS).	After each diagnostic, the district personnel disaggregates the data and meets with school-based administrators and literacy coaches.	The district meets with school administrators	Diane Dyer

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	Executive Director of Teaching & Learning	Through monthly principal meetings	Weekly	Principals share with classroom teachers and literacy coach	Weekly by principal and literacy coach
Data chats	Executive Director of Teaching & Learning	Through monthly principal meetings	Monthly	Monthly PLCs by administration	Monthly by administrators, literacy coaches, and teachers
Reading Leadership Team per 6A-6.053(3) F.A.C.	Executive Director of Teaching & Learning	Through monthly leadership meetings	Monthly	Principals share with classroom teachers and literacy coach	Monthly by administrators and literacy coaches
Monitoring of plan implementation	Executive Director of Teaching & Learning	Through monthly principal meetings	Monthly	Principals share with classroom teachers and literacy coach	Monthly by administrators and literacy coaches
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?	
8 step problem solving process (MTSS manual)		District level Teaching & Learning Specialist alerts Executive Director of Teaching & Learning		Oversight through regular interactions between the school-based administrators and Teaching & Learning Specialist, support by the Teaching & Learning Specialist and the Literacy Coaches, and follow-up by the Executive Director of Teaching & Learning and the principals.	

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	Weekly newsletter	District provides training attendance reports	After each training sign in sheets are sent to the district	Executive Director of Teaching & Learning	Teaching & Learning Specialist
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Teaching & Learning Specialist directly contacts principals to provide tiered professional learning	District provides training attendance reports	After each training sign in sheets are sent to the district	Executive Director of Teaching & Learning	Teaching & Learning Specialist
Identification of mentor teachers	Monthly principal meeting	Principals work with the HR dept to identify mentor teachers	Twice yearly (each semester), district form	Executive Director of Teaching & Learning	Teaching & Learning Specialist
Establishing of model classrooms within the school	Monthly principal meeting	Classroom walkthroughs	Yearly in writing	Executive Director of Teaching & Learning	Teaching & Learning Specialist
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Monthly principal meeting	Principal participation in weekly meetings	After professional development occurs, rosters are sent to the district	Executive Director of Teaching & Learning	Teaching & Learning 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	Teachers submit weekly lessons plans to principals	Principals review lesson plans weekly	Principals contact Teaching & Learning Specialists as needed	Teaching & Learning Specialists	As needed
Small group differentiated instruction in order to meet individual student needs	Teachers submit weekly lessons plans to principals	Principals review lesson plans weekly	Principals contact Teaching & Learning Specialists as needed	Teaching & Learning Specialists	As needed

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?

All elementary schools are provided Literacy Coaches and we offer 3rd Grade Summer Reading Camp

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$ 41,404
District expenditures on reading coaches assigned to elementary schools	\$266,918
District expenditures on reading coaches assigned to secondary schools	\$252,441
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	\$56,926
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	\$617,689
Amount of District Research-Based Reading Instruction Allocation	\$617,689

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?

UFLI Skill Focused Small Group Instruction

Explicit instruction ([strong evidence](#)) IES-WWC

Small group instruction ([strong evidence](#)) IES – WWC

Learning Focused Strategies ([strong evidence](#)) ERIC

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

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)

8 Step Planning & Problem Solving Process & the Decision Making Rubric for use with School Wide Screening

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?

Superintendent has communicated this to the principals

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

Executive Director of Teaching and Learning. Teaching & Learning Specialist

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>
Superintendent monthly meetings with principals	Coaching logs	Teaching & Learning Specialist	Monthly	8 Step Planning & Problem Solving Process

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-3

IF:

Student meets the following criteria at the beginning of school year:
 Grade K) FLKRS \geq 500 and place On Grade Level/1 Grade Level Below on i-Ready Diagnostic
 Grades 1-3) On Grade Level/1 Grade Level Below on i-Ready Diagnostic

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.

- McGraw Hill Wonders
- Florida Ready LAFS Instruction, promising [EVIDENCE](#)
- Wilson Foundations, strong [EVIDENCE](#)

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria that would prompt addition of Tier 2 interventions

i-Ready Diagnostic

- D1: 8/10 – 9/11/20
- D2: 11/30/2020 – 1/18/2021
- D3: 4/12 – 5/28/20

- D1: On Grade Level (green) or 1 Grade Below (yellow)
- D2: On Grade Level (green)
- D3: On Grade Level (green)

- D1: 2 Grade Levels Below (red)
- D2: 1 or 2 Grade Levels Below (yellow or red)
- D3: 1 or 2 Grade Levels Below (yellow or red)

How is the effectiveness of Tier 1 instruction being monitored?

School administration walk-throughs, Literacy Coach support, Formative & Summative Assessments, i-Ready Diagnostics

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

Weekly common planning, Literacy Team meetings, Coaching Cycles, Decision Making Rubric

How is the effectiveness of Tier 1 curriculum being monitored?

School administrators and literacy coaches review formative & summative assessments, i-Ready Diagnostics

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

Grade Level Meetings, Literacy Team meetings, Decision Making Rubric

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

Instruction is modified via video conferencing. Students are provided an individualized instructional path with small group and individual supports through the district supported online instructional platform. Students are provided district issued electronic devices such as iPads and laptops.

IF:	Student meets the following criteria at beginning of school year: Grade K) FLKRS 499 - 438 Grades 1-3) 2 Grade Levels Below on i-Ready Diagnostic			
THEN:	TIER 1 instruction and TIER 2 interventions			
	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 			
	TIER 2 Programs/Materials/ Strategies & Duration	TIER 2 Progress Monitoring		
	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	i-Ready Tools for Instruction	Positive RtI and scored On Grade Level on i-Ready Diagnostic	Questionable or Negative RtI & 3 Grade Levels Below on i-Ready Diagnostic	Negative RtI or 2 or more Grade Levels Below on i-Ready Diagnostic
	SIPPS	Positive RtI and scored On Grade Level on i-Ready Diagnostic	Questionable or Negative RtI & 3 Grade Levels Below on i-Ready Diagnostic	Negative RtI or 2 or more Grade Levels Below on i-Ready Diagnostic
	Read Naturally	Positive RtI and scored On Grade Level on i-Ready Diagnostic	Questionable or Negative RtI & 3 Grade Levels Below on i-Ready Diagnostic	Negative RtI or 2 or more Grade Levels Below on i-Ready Diagnostic
	Explicit Instruction	Positive RtI and scored On Grade Level on i-Ready Diagnostic	Questionable or Negative RtI & 3 Grade Levels Below on i-Ready Diagnostic	Negative RtI or 2 or more Grade Levels Below on i-Ready Diagnostic
	Small Group Instruction	Positive RtI and scored On Grade Level on i-Ready Diagnostic	Questionable or Negative RtI & 3 Grade Levels Below on i-Ready Diagnostic	Negative RtI or 2 or more Grade Levels Below on i-Ready Diagnostic
	Learning Focused Strategies	Positive RtI and scored On Grade Level on i-Ready Diagnostic	Questionable or Negative RtI & 3 Grade Levels Below on i-Ready Diagnostic	Negative RtI or 2 or more Grade Levels Below on i-Ready Diagnostic
	Number of times a week intervention provided	2-5	Number of minutes per intervention session	15-45

	<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>School administration walk-throughs to ensure Tier 2 plan is being implemented with fidelity, Literacy Coach support, Formative & Summative Assessments, i-Ready Diagnostics</p>
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>i-Ready Tools for Instruction (promising evidence) Curriculum Associates SIPPS (moderate evidence) Collaborative Classroom Read Naturally (promising evidence) WWC Explicit instruction (strong evidence) IES-WWC Small group instruction (strong evidence) IES – WWC Learning Focused Strategies (strong evidence) ERIC</p>
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Instruction is modified via video conferencing. Students are provided an individualized instructional path with small group and individual supports through the district supported online instructional platform. Students are provided district issued electronic devices such as iPads and laptops.</p>

IF:	<p>Student meets the following criteria at beginning of school year: Grade K) FLKRS ≤ 437 Grades 1-3) 3 Grade Levels Below on i-Ready Diagnostic or negative RtI to Tier 2</p>			
THEN:	<p>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</p>			
<p>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</p>	<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
	i-Ready Tools for Instruction	Growth Monitoring Monthly/Progress Monitoring Weekly	Positive RtI or scored On Grade Level on i-Ready Diagnostic	Negative RtI or 3 Grade Levels Below on i-Ready Diagnostic
	SIPPS	Growth Monitoring Monthly/SIPPS Assessment Weekly	Positive RtI or scored On Grade Level on i-Ready Diagnostic	Negative RtI or 3 Grade Levels Below on i-Ready Diagnostic
	Read Naturally	Growth Monitoring Monthly/Read Naturally Assessment Weekly	Positive RtI or scored On Grade Level on i-Ready Diagnostic	Negative RtI or 3 Grade Levels Below on i-Ready Diagnostic
	Explicit Instruction	Growth Monitoring Monthly/Progress monitoring of Targeted Intervention/Weekly	Positive RtI or scored On Grade Level on i-Ready Diagnostic	Negative RtI or 3 Grade Levels Below on i-Ready Diagnostic
Small Group Instruction	Growth Monitoring Monthly/Progress monitoring of Targeted Intervention/Weekly	Positive RtI or scored On Grade Level on i-Ready Diagnostic	Negative RtI or 3 Grade Levels Below on i-Ready Diagnostic	

	Learning Focused Strategies	Growth Monitoring Monthly/ Progress monitoring of Targeted Intervention/Weekly	Positive RtI or scored On Grade Level on i-Ready Diagnostic	Negative RtI or 3 Grade Levels Below on i-Ready Diagnostic
	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	2-5	Number of minutes per intervention session	30-45
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?			
	School administration walk-throughs to ensure Tier 3 plan is being implemented with fidelity, District fidelity checks quarterly, Literacy Coach support, Formative & Summative Assessments, i-Ready Diagnostics			
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.				
i-Ready Tools for Instruction (promising evidence) Curriculum Associates SIPPS (moderate evidence) Collaborative Classroom Read Naturally (promising evidence) WWC Explicit instruction (strong evidence) IES-WWC Small group instruction (strong evidence) IES – WWC Learning Focused Strategies (strong evidence) ERIC				
How are Tier 3 interventions modified for students who receive interventions through distance learning?				
Instruction is modified via video conferencing. Students are provided an individualized instructional path with small group and individual supports through the district supported online instructional platform. Students are provided district issued electronic devices such as iPads and laptops.				

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 4-6

IF:

Student meets the following criteria at beginning of school year:
On Grade Level/1 Grade Level Below on i-Ready Diagnostic and Level 3 or above on FSA

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 LAFS, promising evidence as cited by: [EVIDENCE](#).

Progress Monitoring		
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
i-Ready Diagnostic <ul style="list-style-type: none"> D1: 8/10 – 9/11/20 D2: 11/30/2020 – 1/18/2021 D3: 4/12 – 5/28/20 	<ul style="list-style-type: none"> D1: On Grade Level (green) or 1 Grade Below (yellow) D2: On Grade Level (green) D3: On Grade Level (green) 	<ul style="list-style-type: none"> D1: 2 Grade Levels Below (red) D2: 1 or 2 Grade Levels Below (yellow or red) D3: 1 or 2 Grade Levels Below (yellow or red)
How is the effectiveness of Tier 1 instruction being monitored? School administration walk-throughs, Literacy Coach support, Formative & Summative Assessments, i-Ready Diagnostics	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Weekly common planning, Literacy Team meetings, Coaching Cycles, Decision Making Rubric	
How is the effectiveness of Tier 1 curriculum being monitored? School administrators and literacy coaches review formative & summative assessments, i-Ready Diagnostics	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Grade Level Meetings, Literacy Team meetings, Decision Making Rubric	
How is instruction modified for students who receive instruction through distance learning? Instruction is modified via video conferencing. Students are provided an individualized instructional path with small group and individual supports through the district supported online instructional platform. Students are provided district issued electronic devices such as iPads and laptops.		

IF:	Student meets the following criteria at beginning of school year: 2 grade levels below on i-Ready Diagnostic and Level 2 FSA			
THEN:	TIER 1 instruction and TIER 2 interventions			
RTIER 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

UFLI Skill Focused Small Group Instruction	Progress monitoring of Targeted Intervention Monthly	Positive RtI and scored On Grade Level on i-Ready Diagnostic	Questionable or Negative RtI & 3 Grade Levels Below on i-Ready Diagnostic	Negative RtI or 2 or more Grade Levels Below on i-Ready Diagnostic
i-Ready Tools for Instruction	Growth Monitoring Monthly	Positive RtI and scored On Grade Level on i-Ready Diagnostic	Questionable or Negative RtI & 3 Grade Levels Below on i-Ready Diagnostic	Negative RtI or 2 or more Grade Levels Below on i-Ready Diagnostic
SIPPS	SIPPS Assessment Monthly	Positive RtI and scored On Grade Level on i-Ready Diagnostic	Questionable or Negative RtI & 3 Grade Levels Below on i-Ready Diagnostic	Negative RtI or 2 or more Grade Levels Below on i-Ready Diagnostic
Read Naturally	Read Naturally Assessment Monthly	Positive RtI and scored On Grade Level on i-Ready Diagnostic	Questionable or Negative RtI & 3 Grade Levels Below on i-Ready Diagnostic	Negative RtI or 2 or more Grade Levels Below on i-Ready Diagnostic
Explicit Instruction	Progress monitoring of Targeted Intervention Monthly	Positive RtI and scored On Grade Level on i-Ready Diagnostic	Questionable or Negative RtI & 3 Grade Levels Below on i-Ready Diagnostic	Negative RtI or 2 or more Grade Levels Below on i-Ready Diagnostic
Small Group Instruction	Growth Monitoring Monthly	Positive RtI and scored On Grade Level on i-Ready Diagnostic	Questionable or Negative RtI & 3 Grade Levels Below on i-Ready Diagnostic	Negative RtI or 2 or more Grade Levels Below on i-Ready Diagnostic
Learning Focused Strategies	Growth Monitoring Monthly	Positive RtI and scored On Grade Level on i-Ready Diagnostic	Questionable or Negative RtI & 3 Grade Levels Below on i-Ready Diagnostic	Negative RtI or 2 or more Grade Levels Below on i-Ready Diagnostic
<i>Number of times a week intervention provided</i>	2-5	<i>Number of minutes per intervention session</i>	15-45	
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>School based literacy team follows the 4 Step Problem Solving Process with MTSS. It could include professional learning once a month during common planning, meeting with interventionists and ESE teachers, monthly data chats with literacy team or district specialist.</p>				
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>UFLI Skill Focused Small Group Instruction, moderate EVIDENCE i-Ready Tools for Instruction, promising EVIDENCE SIPPS, moderate EVIDENCE Read Naturally, strong EVIDENCE Explicit instruction, strong EVIDENCE Small group instruction, strong EVIDENCE Learning Focused Strategies strong EVIDENCE</p>				
<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p>				

Instruction is modified via video conferencing. Students are provided an individualized instructional path with small group and individual supports through the district supported online instructional platform. Students are provided district issued electronic devices such as iPads and laptops.

IF:	Student meets the following criteria at beginning of school year: 3 Grade Levels Below on i-Ready Diagnostic or negative RtI to Tier 2 or Level 1 FSA			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials Strategies & Duration	TIER 3 Progress Monitoring		
		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
	UFLI Skill Focused Small Group Instruction	Growth Monitoring Monthly/ Progress monitoring of Targeted Intervention Weekly	Positive RtI and scored 1 Grade Level Below on i-Ready Diagnostic	Negative RtI or 3 Grade Levels Below on i-Ready Diagnostic
	i-Ready Tools for Instruction	Growth Monitoring Monthly/ Progress monitoring of Targeted Intervention Weekly	Positive RtI and scored 1 Grade Level Below on i-Ready Diagnostic	Negative RtI or 3 Grade Levels Below on i-Ready Diagnostic
	SIPPS	Growth Monitoring Monthly/SIPPS Assessment Weekly	Positive RtI and scored 1 Grade Level Below on i-Ready Diagnostic	Negative RtI or 3 Grade Levels Below on i-Ready Diagnostic
	Read Naturally	Growth Monitoring Monthly/Read Naturally Assessment Weekly	Positive RtI and scored 1 Grade Level Below on i-Ready Diagnostic	Negative RtI or 3 Grade Levels Below on i-Ready Diagnostic
	Explicit Instruction	Growth Monitoring Monthly/ Progress monitoring of Targeted Intervention Weekly	Positive RtI and scored 1 Grade Level Below on i-Ready Diagnostic	Negative RtI or 3 Grade Levels Below on i-Ready Diagnostic
	Small Group Instruction	Growth Monitoring Monthly/ Progress monitoring of Targeted Intervention Weekly	Positive RtI and scored 1 Grade Level Below on i-Ready Diagnostic	Negative RtI or 3 Grade Levels Below on i-Ready Diagnostic
	Learning Focused Strategies	Growth Monitoring Monthly/ Progress monitoring of Targeted Intervention Weekly	Positive RtI and scored 1 Grade Level Below on i-Ready Diagnostic	Negative RtI or 3 Grade Levels Below on i-Ready Diagnostic
	<i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i>			
<i>Number of times a week intervention provided</i>	<i>2-5</i>	<i>Number of minutes per intervention session</i>	<i>20-45</i>	

	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>School based literacy team follows the 4 Step Problem Solving Process with MTSS. It could include professional learning once a month during common planning, meeting with interventionists and ESE teachers, monthly data chats with literacy team or district specialist.</p>
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>UFLI Skill Focused Small Group Instruction, moderate <u>EVIDENCE</u> i-Ready Tools for Instruction, promising <u>EVIDENCE</u> SIPPS, moderate <u>EVIDENCE</u> Read Naturally, strong <u>EVIDENCE</u> Explicit instruction, strong <u>EVIDENCE</u> Small group instruction, strong <u>EVIDENCE</u> Learning Focused Strategies strong <u>EVIDENCE</u></p>
	<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Instruction is modified via video conferencing. Students are provided a personalized instructional path with small group and individual supports through the district supported online instructional platform. Students are provided district issued electronic devices such as iPads and laptop</p>

Curriculum, Instruction, and Assessment Decision Tree		
Grade Level(s): 7-8		
IF:	Student meets the following criteria at beginning of school year: On Grade Level/1 Grade Level Below on i-Ready Diagnostic FSA Level 3 or higher	
THEN:	TIER 1 Only	
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • 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 	
	<i>Core Curriculum</i>	
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>	
	<ul style="list-style-type: none"> • SpringBoard for ELA Instruction • HMH Collections • Ready Reading 	
	<i>Progress Monitoring</i>	
	<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>
		<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>

	i-Ready Diagnostic <ul style="list-style-type: none"> D1: 8/10 – 9/11/20 D2: 11/30/2020 – 1/18/2021 D3: 4/12 – 5/28/20 	<ul style="list-style-type: none"> D1: On Grade Level (green) or 1 Grade Below (yellow) D2: On Grade Level (green) D3: On Grade Level (green) 	<ul style="list-style-type: none"> D1: 2 Grade Levels Below (red) D2: 1 or 2 Grade Levels Below (yellow or red) D3: 1 or 2 Grade Levels Below (yellow or red) 	
	How is the effectiveness of Tier 1 instruction being monitored? School administration walk-throughs, Literacy Coach support, Formative & Summative Assessments, i-Ready Diagnostics	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Grade level collaborative planning weekly, Literacy team meetings, Coaching cycles upon request, Meet bi-weekly with school intervention team and district personnel.		
	How is the effectiveness of Tier 1 curriculum being monitored? School administrators and literacy coaches review formative & summative assessments, i-Ready Diagnostics	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Grade Level Meetings, Literacy Team meetings, Decision Making Rubric		
	How is instruction modified for students who receive instruction through distance learning? Instruction is modified via video conferencing. Students are provided an individualized instructional path with small group and individual supports through the district supported online instructional platform. Students are provided district issued electronic devices such as iPads and laptops.			

IF:	Student meets the following criteria at beginning of school year: 2 Grade Levels Below on i-Ready Diagnostic and Level 1 or 2 FSA				
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
	Ready Florida LAFS	i-Ready Diagnostic & Growth Monitoring/Monthly	Positive RtI and scored On Grade Level on i-Ready Diagnostic	Questionable or Negative RtI & 3 Grade Levels Below on i-Ready Diagnostic	Negative RtI or 2 or more Grade Levels Below on i-Ready Diagnostic
Modeled Read Alouds	Summative Assessments in Science and History	Positive RtI and scored On Instructional Reading	Questionable or Negative RtI & 2 Instructional Reading Levels Below on Renaissance Star	Negative RtI or 2 or more Instructional Reading Levels	

		Level on Renaissance Star		Below on Renaissance Star
Small Group Instruction	Summative Assessments in Science and History	Positive RtI and scored On Instructional Reading Level on Renaissance Star	Questionable or Negative RtI & 2 Instructional Reading Levels Below on Renaissance Star	Negative RtI or 2 or more Instructional Reading Levels Below on Renaissance Star
Repeated Reading	Summative Assessments in Science and History	Positive RtI and scored On Instructional Reading Level on Renaissance Star	Questionable or Negative RtI & 2 Instructional Reading Levels Below on Renaissance Star	Negative RtI or 2 or more Instructional Reading Levels Below on Renaissance Star
Student-Adult Reading	Summative Assessments in Science and History	Positive RtI and scored On Instructional Reading Level on Renaissance Star	Questionable or Negative RtI & 2 Instructional Reading Levels Below on Renaissance Star	Negative RtI or 2 or more Instructional Reading Levels Below on Renaissance Star
Reciprocal Teaching	Summative Assessments in Science and History	Positive RtI and scored On Instructional Reading Level on Renaissance Star	Questionable or Negative RtI & 2 Instructional Reading Levels Below on Renaissance Star	Negative RtI or 2 or more Instructional Reading Levels Below on Renaissance Star
Number of times a week intervention provided		2-5	Number of minutes per intervention session	
			20-45	
<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>School based literacy team follows the 4 Step Problem Solving Process within MTSS. It could include professional learning once a month during common planning, meeting with interventionists and ESE teachers, monthly data chats with literacy team or district specialist.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Modeled read alouds (strong evidence) IES - WWC Reciprocal Teaching (strong evidence) IES – WWC Small group instruction based on vocabulary and syntax (strong evidence) IES - WWC Modeled metacognition/think alouds (promising evidence) International Literacy Association Explicit instruction (strong evidence) IES - WWC Small group instruction strong evidence IES - WWC Independent reading with differentiated reading logs/tasks (moderate evidence) IES - WWC Text-based writing responses aligned to standards (strong evidence) IES - WWC</p>				
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Instruction is modified via video conferencing. Students are provided a personalized instructional path with small group and individual supports through the district supported online instructional platform. Students are provided district issued electronic devices such as iPads and laptops.</p>				

IF:	Student meets the following criteria at beginning of school year: 3 or more grade levels below on i-Ready Diagnostic and Level 1 FSA			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		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
	Ready Florida LAFS	i-Ready Diagnostic & Growth Monitoring monthly/instructional level comprehension passages weekly	Positive Rtl or scored On Grade Level on i-Ready Diagnostic	Negative Rtl or 3 Grade Levels Below on i-Ready Diagnostic
	Explicit Instruction	i-Ready Diagnostic & Growth Monitoring monthly/Progress monitoring of Intensive Intervention/Weekly	Positive Rtl or scored On Grade Level on i-Ready Diagnostic	Negative Rtl or 3 Grade Levels Below on i-Ready Diagnostic
	Small Group Instruction	i-Ready Diagnostic & Growth Monitoring monthly/instructional level comprehension passages weekly	Positive Rtl or scored On Grade Level on i-Ready Diagnostic	Negative Rtl or 3 Grade Levels Below on i-Ready Diagnostic
	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	2-5	Number of minutes per intervention session	30-45
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? School administration walk-throughs to ensure Tier 3 plan is being implemented with fidelity, District fidelity checks quarterly, Literacy Coach support, Formative & Summative Assessments, i-Ready Diagnostics			
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Targeted small group instruction based on vocabulary and syntax (strong evidence) Modeled read alouds (strong evidence) IES - WWC Modeled metacognition/think alouds (promising evidence) International Literacy Association Explicit instruction (strong evidence) IES-WWC Small group instruction (strong evidence) IES - WWC Independent reading with differentiated reading logs/tasks (moderate evidence) Text-based writing responses aligned to standards (strong evidence) IES - WWC			

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

Instruction is modified via video conferencing. Students are provided a personalized instructional path with small group and individual supports through the district supported online instructional platform. Students are provided district issued electronic devices such as iPads and laptops.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9-12

IF:

Student meets the following criteria at beginning of school year:
Renaissance Star on grade level/1 grade level below Instructional Reading Level
FSA Level 3 or higher

THEN:

TIER 1 Only

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.

- *SpringBoard* for ELA instruction
- *HMH Collections*

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

Renaissance Star progress monitoring:

Semester 1 Block
Diagnostic 1 - Aug 10-31
Diagnostic 2 - Oct 1-30

Semester 2 Block
Diagnostic 1 - Jan 5-31
Diagnostic 2 - March 1-31

Skinny
Diagnostic 1 - Aug 10-31
Diagnostic 2 - Dec 1-21

Renaissance Star on grade level/1 grade level below Instructional Reading Level

Renaissance Star 2 grades levels below for Instructional Reading Level and all students scoring a level 1 or 2 on the FSA

All students receive English. Students in need of Tier 2 Interventions are supported by Interventionist and/or ESE teacher in the content classes of History or Science.

TIER 1

	<p>How is the effectiveness of Tier 1 instruction being monitored? School administration walk-throughs, Literacy Coach support, Formative & Summative Assessments</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Grade level collaborative planning weekly, Literacy team meetings, Coaching cycles upon request, Meet bi-weekly with school intervention team and district personnel.</p>
	<p>How is the effectiveness of Tier 1 curriculum being monitored? School administrators and literacy coaches review formative & summative assessments, i-Ready Diagnostics</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Data chats quarterly and common planning. In addition, content area teachers will preview and plan lessons with the science or history teacher. District Professional Learning is planned around problem solving.</p>
	<p>How is instruction modified for students who receive instruction through distance learning? Instruction is modified via video conferencing. Students are provided an individualized instructional path with small group and individual supports through the district supported online instructional platform. Students are provided district issued electronic devices such as iPads and laptops.</p>	

IF:	Student meets the following criteria at beginning of school year: 2 Instructional Reading Levels Below on Renaissance Star and Level 1 or 2 FSA				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	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
	Modeled Read Alouds	Summative Assessments in Science and History	Positive Rtl and scored On Instructional Reading Level on Renaissance Star	Questionable or Negative Rtl & 2 Instructional Reading Levels Below on Renaissance Star	Negative Rtl or 2 or more Instructional Reading Levels Below on Renaissance Star
	Small Group Instruction	Summative Assessments in Science and History	Positive Rtl and scored On Instructional Reading Level on Renaissance Star	Questionable or Negative Rtl & 2 Instructional Reading Levels Below on Renaissance Star	Negative Rtl or 2 or more Instructional Reading Levels Below on Renaissance Star
Repeated Reading	Summative Assessments in Science and History	Positive Rtl and scored On Instructional Reading Level on Renaissance Star	Questionable or Negative Rtl & 2 Instructional Reading Levels Below on Renaissance Star	Negative Rtl or 2 or more Instructional Reading Levels Below on Renaissance Star	

	Student-Adult Reading	Summative Assessments in Science and History	Positive Rtl and scored On Instructional Reading Level on Renaissance Star	Questionable or Negative Rtl & 2 Instructional Reading Levels Below on Renaissance Star	Negative Rtl or 2 or more Instructional Reading Levels Below on Renaissance Star	
	Reciprocal Teaching	Summative Assessments in Science and History	Positive Rtl and scored On Instructional Reading Level on Renaissance Star	Questionable or Negative Rtl & 2 Instructional Reading Levels Below on Renaissance Star	Negative Rtl or 2 or more Instructional Reading Levels Below on Renaissance Star	
	Number of times a week intervention provided	2-5	Number of minutes per intervention session		20-45	
	<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>Professional learning quarterly during common planning. Additionally, the literacy coach conducts weekly meetings with teachers, interventionists and ESE teachers who provide the support.</p>					
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Modeled read alouds (strong evidence) IES - WWC Small group instruction (strong evidence) IES - WWC Repeated reading (strong evidence) IES - WWC Student-adult reading (strong evidence) IES - WWC Reciprocal teaching (strong evidence) IES – WWC</p>					
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Instruction is modified via video conferencing. Students are provided a personalized instructional path with small group and individual supports through the district supported online instructional platform. Students are provided district issued electronic devices such as iPads and laptops.</p>						

IF:	Student meets the following criteria at beginning of school year: 3 or more Instructional Reading Levels Below on Renaissance Star and Level 1 or 2 FSA		
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

Targeted Small Group Instruction	Comprehension passages on Instructional Reading Level/Weekly	Positive RtI and 2 Instructional Reading levels below on Renaissance Star	Negative RtI or 3 or more Instructional Grade Levels below on Renaissance Star
Gradual Release to Students	Comprehension passages on Instructional Reading Level/Weekly	Positive RtI and 2 Instructional Reading levels below on Renaissance Star	Negative RtI or 3 or more Instructional Grade Levels below on Renaissance Star
Text Annotation	Comprehension passages on Instructional Reading Level/Weekly	Positive RtI and 2 Instructional Reading levels below on Renaissance Star	Negative RtI or 3 or more Instructional Grade Levels below on Renaissance Star
Beers and Probst's Notice and Note Signposts while reading	Comprehension passages on Instructional Reading Level/Weekly	Positive RtI and 2 Instructional Reading levels below on Renaissance Star	Negative RtI or 3 or more Instructional Grade Levels below on Renaissance Star
Learning Focused Strategies	Comprehension passages on Instructional Reading Level/Weekly	Positive RtI and 2 Instructional Reading levels below on Renaissance Star	Negative RtI or 3 or more Instructional Grade Levels below on Renaissance Star
Literature Circles	Comprehension passages on Instructional Reading Level/Weekly	Positive RtI and 2 Instructional Reading levels below on Renaissance Star	Negative RtI or 3 or more Instructional Grade Levels below on Renaissance Star
Reciprocal Teaching	Comprehension passages on Instructional Reading Level/Weekly	Positive RtI and 2 Instructional Reading levels below on Renaissance Star	Negative RtI or 3 or more Instructional Grade Levels below on Renaissance Star
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	2-5	Number of minutes per intervention session	30-45
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?			
Professional learning quarterly during common planning. Additionally, having weekly meetings with the literacy coach, interventionists and ESE teachers who provide the support.			
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.			
Targeted small group instruction based on vocabulary and syntax (strong evidence) Modeled read alouds (strong evidence) IES - WWC Modeled metacognition/think alouds (promising evidence) International Literacy Association Explicit instruction (strong evidence) IES-WWC Small group instruction (strong evidence) IES - WWC Independent reading with differentiated reading logs/tasks (moderate evidence) Text-based writing responses aligned to standards (strong evidence) IES - WWC			
How are Tier 3 interventions modified for students who receive interventions through distance learning?			
Instruction is modified via video conferencing. Students are provided a personalized instructional path with small group and individual supports through the district supported online instructional platform. Students are provided district issued electronic devices such as iPads and laptops.			

MTSS Decision Rules for Shifts in Instructional Intensity

Responses to Intervention

The decision rules used to determine movement within the tiers of instruction are based on a student's or group of students' response to instruction/intervention. In Flagler Schools, interventions are evaluated by TPST and determined to be **positive**, **questionable**, or **poor**. Refer to the following descriptions for each term.

- A **positive response** to instruction/intervention is implied when the gap between the grade-level benchmark expectation and observed performance is closing.
- A **questionable response** to instruction/intervention is implied when the rate at which the gap is widening slows considerably but is still widening, or when the gap stops widening but closure does not occur.
- A **poor response** to instruction/intervention is implied when the gap continues to widen with no change in rate of progress after the instruction/intervention has been implemented.

It is important to have a precise understanding of what an acceptable **rate of progress** is based on grade-level benchmark expectations. An acceptable **rate of progress** can be defined as the amount of growth over a specified time period by a student or group of students which enables the TPST to predict the student or group of students will “come in range” of grade level benchmark expectations within an appropriate time frame. A student scoring a **40, 65, and 73** on consecutive assessments for a particular set of standards is considered to be **maintaining an acceptable rate of progress** toward grade-level benchmark expectations. A student scoring a **30, 37, and 42** on consecutive assessments for a particular set of standards is considered to be making **unacceptable or slow progress** toward grade-level benchmark expectations.

Adjusting Instructional Intensity

How a student responds to instruction/intervention is the driving force to determining the intensity of instruction. Imagine a water pressure valve. The valve is adjusted to increase or decrease water pressure. If the wrong amount of water pressure is applied, permanent damages can occur. Adjusting the intensity of instruction should be done through the use of a very thoughtful process. Intensity of instruction is defined as doing one or more of the following things:

- **Narrowing the focus of instruction** (ex: instead of all components of reading, narrow the focus to phonics)
- **Small group size** (ex: small group vs. whole group; or very small group vs. average small group)
- **Increased time** (ex: 30 minutes 3X /week in addition to core)

What is an appropriate length for an intervention?

Rule 6A-6.0331(1)(e), F.A.C.

In accordance with Rule 6A-6.0331(1)(e), F.A.C., instructional strategies and interventions must be delivered for a “sufficient period of time” (i.e., of sufficient duration to allow the team to gather adequate data to determine effectiveness). The determination of what is a sufficient period of time **cannot be arbitrarily established and applied across situations**, but **must be decided individually** based on a number of factors, including discrepancy in the student’s level of performance and rate of progress in comparison with peers, intensity of the intervention, duration of implementation in a standard intervention protocol, and rate of progress that can realistically be expected. Interventions can vary in dosage and intensity across multiple dimensions, including length of intervention sessions (e.g., 5 minutes, 60 minutes), frequency (e.g., twice per day, once per week, every 30 minutes) and duration (e.g., three weeks, one grading period). In addition, some interventions are more intense in focus and delivery (e.g., specialized instruction in targeted skills delivered one-on-one or to a small group of students versus additional instructional time in the core curriculum delivered to a class of students). Interventions matched to the individual needs of the student implemented with fidelity and appropriate intensity for a sufficient period of time, are critical to an effective MTSS.

-- Adapted from Guiding Tools for Instructional Problem Solving