Gadsden 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	Tammy McGriff	Area Director for Elementary Instruction	mcgrifft@gcpsmail.com	850-627-9651
Responsibility	**Name**	**Title**	**Email**	**Phone**
Elementary ELA	Tammy McGriff	Area Director for Elementary Instruction	Mcgrifft@gcpsmail.com	850-627-9651
Secondary ELA	Dr. Sylvia Jackson	Area Director for Secondary Instruction/CTE	jacksons@gcpsmail.com	850-627-9651
Reading Endorsement	Ella Mae Daniel	Director of Professional Learning	Petersen-daniele@gcpsmail.com	850-627-9651
Reading Curriculum	Tammy McGriff	Area Director for Elementary Instruction	mcgrifft@gcpsmail.com	850-627-9651
Professional Development	Ella Mae Daniel	Director of Professional Learning	Petersen-daniele@gcpsmail.com	850-627-9651
Assessment	Caroline McKinnon	Assessment Coordinator	mckinnonc@gcpsmail.com	850-627-9651
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Summer Reading Camp	Tammy McGriff	Area Director for Elementary Instruction	Mcgriffft@gcpsmail.com	850-627-9651
3rd Grade Promotion	Tammy McGriff	Area Director for Elementary Instruction	mcgrifft@gcpsmail.com	850-627-9651

Plan Information

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

Given the current environment created by the COVID-19 pandemic, the contents of this plan are being communicated by (1) posting the plan on the District's website, (2) holding electronic meetings with parent groups such as School Advisory Councils and PTAs, (3) communicating via electronic mail and (4) by making printed copies available for pick-up at the District Office and schools.

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

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	Overall reading level, fluency, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses	Screener Diagnostic Progress Monitoring Formative assessment	Electronic data collection Observations and interactions Specific Reports Screening Reports Diagnostic Reports Instructional Usage Reports Instructional Growth Report Class Response to Instruction Student Progress Monitoring State Performance Student State Performance Class	Quarterly (Star Early Literacy; Star Reading) Baseline, Mid-Year, End of Year (i-Ready) Weekly (Curriculum-based)
Phonological awareness	Overall reading level, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses	Screener Diagnostic Progress Monitoring Formative/Summative assessment	Electronic data collection Observations and interactions Specific Reports Screening Reports Diagnostic Reports Instructional Usage Reports Instructional Growth Report Class Response to Instruction Student Progress Monitoring State Performance Student State Performance Class	Quarterly (Star Early Literacy; Star Reading) Baseline, Mid-Year, End of Year (i-Ready) Weekly (Curriculum-based)
Phonics	Overall reading level, fluency, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses,	Screener Diagnostic Progress Monitoring Formative/Summative assessment	Electronic data collection Observations and interactions Specific Reports Screening Reports Diagnostic Reports Instructional Usage Reports Instructional Growth Report Class Response to Instruction	Quarterly (Star Early Literacy; Star Reading) Baseline, Mid-Year, End of Year (i-Ready) Weekly (Curriculum-based)

			Student Progress Monitoring State Performance Student State Performance Class	
Fluency	Overall reading level, fluency, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses	Diagnostic Progress Monitoring Formative/Summative assessment	Electronic data collection Observations and interactions <u>Specific Reports</u> Screening Reports Diagnostic Reports Instructional Usage Reports Instructional Growth Report Class Response to Instruction Student Progress Monitoring State Performance Student State Performance Class	Quarterly (Star Early Literacy; Star Reading) Baseline, Mid-Year, End of Year (i-Ready) Weekly (Curriculum-based)
Vocabulary	Overall reading level, vocabulary development, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses	Diagnostic Progress Monitoring Formative/Summative assessment	Electronic data collection Observations and interactions <u>Specific Reports</u> Screening Reports Diagnostic Reports Instructional Usage Reports Instructional Growth Report Class Response to Instruction Student Progress Monitoring State Performance Student State Performance Class	Quarterly (Star Early Literacy; Star Reading) Baseline, Mid-Year, End of Year (i-Ready) Weekly (Curriculum-based)
Comprehension	Overall reading level, vocabulary development, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses	Screener Diagnostic Progress Monitoring Formative/Summative assessment	Electronic data collection Observations and interactions <u>Specific Reports</u> Screening Reports Diagnostic Reports Instructional Usage Reports Instructional Growth Report Class Response to Instruction Student Progress Monitoring State Performance Student State Performance Class	Quarterly (Star Early Literacy; Star Reading) Baseline, Mid-Year, End of Year (i-Ready) Weekly (Curriculum-based)

6-12

Progress Monitoring Tool	What data is being collected?	Assessment Type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is data being collected?	How often is data being collected?
iReady (6-8)	Overall reading level, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses, recommendations for individualized instruction	Diagnostic, Screener, Progress Monitoring/ Formative	Computer Adapted Test (CAT) Student completes the STAR assessment via computer 3 times per year	3 times/year- Fall, Winter, Spring
STAR (6-10)	Overall reading level, instructional reading level, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses, recommendations for individualized instruction	Screener, Progress Monitoring	Computer Adapted Test (CAT) Student completes the STAR assessment via computer 3 times per year	3 times/year- Fall, Winter, Spring
Achieve3000 (9-10)	Lexile level, forecast of college and career readiness, predicting student performance on state assessments, growth, recommendations for individualized instruction	Screener, Progress Monitoring/Formative	LevelSet- Students take a one-time benchmark test via computer to determine Lexile Level Embedded Ongoing Assessment- After each lesson, the student completes a multiple-choice activity and the student's Lexile is used to adjust reading levels to prepare students for more complex texts	LevelSet- 2 times/year- Fall, Spring Embedded ongoing assessments after each lesson completed
Write Score (6-10)	Measures students' writing strengths and weaknesses, recommendations for individualized instruction	Screener, Progress Monitoring/Formative	Students complete a writing assessment via paper/pencil or computer 2-4 times per year	2-4 times/year- Fall, Winter, Spring

Florida Standards Assessment (6-10)	Mastery of state standards	Summative	Student completes assessment via paper/pencil or computer once per year	Once per year- Spring

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
Data is reviewed weekly at the school level teachers, grade level teams and school leadership.

Data is reviewed monthly by the Educational Management Team and the Curriculum and Instruction Team. | PLCs are established at each school.

Data will be reviewed to identify the trend and determine the cause.

Strategies to improve will be discussed and plans of action with targets, deadlines and champions responsible will be set.

If there are successful models available, they will be shared

Follow-up discussions will be established | The district hosts monthly principal meetings for all schools. During those meetings, performance data is reviewed and discussed.

Additionally, the district provides reading specialists to support schools. One of the responsibilities of the specialists is to provide timely support using data. | Concerns will be communicated formerly during monthly departmental meetings hosted by the Curriculum and Instruction Department which includes the Area Directors of Elementary and Secondary Instruction, and the District Reading and Mathematics specialists. Informal communication between the District reading specialists assigned to each area will occur weekly and will document concerns. Identified concerns will be communicated to site administrators immediately and may serve as training topics during Principal Leadership Team Meetings held monthly. | The Area Directors for Elementary and Secondary Education will oversee implementation of the plan, direct support from the District Reading Specialists for Elementary and Secondary Education and will follow-up with site administrators to make sure that any recommendations are followed. |

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	Area Directors for Elementary & Secondary Education District Reading Specialists for Elementary and Secondary Education	The purpose is communicated during monthly PLTM meetings, individual conversations and conferences with school-based leadership and as established by the District Continuous Improvement Plan.	Data is collected weekly.	Data is shared at the school level by the school's reading leadership team and at the district level by the District Reading Specialists, and Area Directors for Elementary & Secondary Education	Data is reviewed weekly by the teachers, school' reading leadership team and the District Reading Specialists for Elementary and Secondary Education.
Data chats	The school level administrator decides on the purpose of data chats, based on student progress data, with support from the District Reading Specialist for Elementary and Secondary Education.	The purpose is communicated during grade level meetings.	Data is collected weekly	Data is shared at the school level by the school's reading leadership team and at the district level by the District Reading Specialists, and Area Directors for Elementary & Secondary Education	Data is reviewed weekly by the teachers, school's reading leadership team and the District Reading Specialists for Elementary and Secondary Education.
Reading Leadership Team per 6A-6.053(3) F.A.C.	Site administrators will be required to submit the names of persons serving on the Reading Leadership Team to the Area Director of Elementary Education at the start of the	The request for the list will be communicated during the Principal Leadership Team Meeting (PLTM) prior to the start of school.	The list will be collected annually.	Site administrators will communicate the members of the team to the school community, including parent committees, the district office and School Board members.	Student progress data is reviewed weekly by the teachers, school's reading leadership team and the District Reading Specialists for Elementary and Secondary Education.

Monitoring of plan implementation	Implementation of the K12 Reading Plan will be monitored at the school level by the site administrator and the Reading Leadership Team.	The K12 Reading Plan will be reviewed with all school employees at the start of the school year.	The initial review will occur at the beginning of the year. The Plan will be referenced during data chats and individual conferences to ensure alignment of instruction.	Agenda and notes from school level meetings and data chats will document monitoring and will be reviewed by the District Reading Specialists and Area Directors of Elementary and Secondary Education.	Weekly, bi-weekly and monthly monitoring will occur.
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?		

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	Information is shared with school administrators during monthly Principal Leadership Team Meetings. Principals also receive frequent communication via electronic mail	Principals maintain files on school-based professional development activities, including teacher's attendance. Teachers' completion of school-based PD activities is documented through the ePDC-PAEC, which principals (or	School administrators notify the Area Directs of Elementary and Secondary Education monthly on professional learning needs and Director of Professional Learning	Area Directors of Elementary and Secondary Education. Director of Professional Learning through the eWalk monitoring system.	Area Directors of Elementary and Secondary Education will follow-up with schools and collaborate with Director of Professional Learning around PD needs.

		designee) may access. Principals may use the eWalk progress monitoring system established and used by the Office of Professional Learning for progress monitoring of PD activities through classroom observation of teacher use of instructional strategies learned in the PD activity.			
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Information is shared with school administrators during monthly Principal Leadership Team Meetings. Principals also receive frequent communication via electronic mail.	Principals will identify teachers in need of differentiated PD through an established Deliberate Practice Plan (DPP). The DPP will be shared with the Area Directors of Elementary and Secondary for approval. The Principal will then collaborate with the Director of Professional Learning to revise	School administrators notify the Area Directors of Elementary and Secondary Schools on a monthly basis of teachers needing additional training and/or assistance through the establishment of a DPP. Once a DPP is established/approved, School Administrators will work collaboratively with the Director of Professional Learning on monitoring the	Area Directors of Elementary and Secondary Education. Director of Professional Learning through the Office of Professional Learning eWalk progress monitoring system.	Area Directors of Elementary and Secondary Education will follow-up with schools and collaborate with Director of Professional Learning around PD needs.

		and/or implement the DPP and establish an IPDP for improvement with teacher input. The DPP and IPDP will serve as documentation of the intensive PD provided to the teacher. Recommendations for establishing a DPP will be based on student progress data and/or classroom observation data.	IPDP established through the DPP. The monitoring will use the Office of Professional Learning eWalk progress monitoring system.		
Identification of mentor teachers	Mentor teacher qualification is shared with school administrators for identification of mentors through several venues monthly Principal Leadership Meetings, and Office of Professional Learning workshops, meetings and/or training activities.	Mentor teachers will be evaluated and/or monitored through completion of required mentoring activities (e.g., mentor-mentee meeting, mentor observation of mentees, etc.) established by the Director of Professional Learning.	Mentoring activities will be reported to the Director of Professional Learning (or designee) through the Office of Professional Learning eWalk progress monitoring system and/or Learning Management System.	Director of Professional Learning	Director of Professional Learning who will communicate needs and required actions to school-based administrators and the Area Directors of Elementary and Secondary Schools.

	Principals may request face-to-face PD planning meetings with the Director of Professional Learning, as well. Electronic communication is used as a means of regular and on-going communication.				
Establishing of model classrooms within the school	Information is shared with school administrators during monthly Principal Leadership Team Meetings. Principals also receive frequent communication via electronic mail.	Principals conduct weekly walkthroughs to ensure that model classrooms are established, using eWalk progress monitoring system established by the Office of Professional Learning.	Each school's principal shares information during the monthly Principal Leadership Team Meeting.	Area Directors of Elementary and Secondary Education	Area Directors of Elementary and Secondary Education
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Information is shared with school administrators during monthly Principal Leadership Team Meetings. Principals also receive frequent	Principals require weekly meetings at each grade level/department. Agenda and notes are submitted to the school principal.	Master schedules are submitted to the Area Directors of Elementary and Secondary Education.	Area Directors of Elementary and Secondary Education	Area Directors of Elementary and Secondary Education Director of Professional Learning as needed if additional PD needs around lesson study and PLCs are identified.

	communication via electronic mail.				

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	Information is shared with school administrators during monthly Principal Leadership Team Meetings. District Reading Specialist for Elementary and Secondary Education share information during onsite support visits. Principals also receive frequent communication via electronic mail.	Lesson plans are submitted to the school principal or designee and are reviewed to ensure that whole group instruction utilizes an evidence-based sequence of reading instruction. Principals, in conjunction with the Reading Leadership Teams and District Reading Specialists, conduct walkthroughs.	Instructional practices are discussed during the monthly meeting with school principals. Informal discussions with school principals are held by the Area Directors of Elementary and Secondary Education and with the District Reading Specialists. Reading specialists provide updates at the district level.	Area Directors for Elementary and Secondary Education	Information discussions are held weekly; formal discussions are held monthly.
Small group differentiated instruction in order to meet individual student needs	Information is shared with school administrators during monthly Principal Leadership Team	Lesson plans are submitted to the school principal or designee and are reviewed to ensure that small group	Instructional practices are discussed during the monthly meeting with school principals. Informal discussions with school principals are held	Area Directors for Elementary and Secondary Education	Information discussions are held weekly; formal discussions are held monthly.

	Meetings. District Reading Specialist for Elementary and Secondary Education share information during onsite support visits Principals also receive frequent communication via electronic mail.	differentiated instruction is occurring and meets students' needs. Principals, in conjunction with the Reading Leadership Teams and District Reading Specialists, conduct walkthroughs.	by the Area Directors of Elementary and Secondary Education and with the District Reading Specialists.		

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 district will employ a Reading Specialist whose services will focus on the two schools listed on the Lowest 300 list.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	$27,369.00
District expenditures on reading coaches assigned to elementary schools	$62,153.50
District expenditures on reading coaches assigned to secondary schools	$62,153.50
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	$12,442.00
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	$5,000.00
District expenditures on helping teachers earn the reading endorsement	$5,000.00
District expenditures on summer reading camps	$60,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	$69,928.00
Flexible Categorical Spending	
Sum of Expenditures	
Amount of District Research-Based Reading Instruction Allocation	$304,046.00

Summer Reading Camp

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. An addendum will be sent out the last week of August 2020 requesting specific information.

What evidence-based instructional materials are being used for Summer Reading Camp?

The evidence-based instructional materials that will be used for Summer Reading Camp include: (1) HMH Journey's, (2) Florida Support Coach, and (3) Building Vocabulary Kit.

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

If yes, which grade levels? _____ Rising Third Grade Students (Prior year's Grade Two Students.) _____

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 District has two elementary schools presently on the Lowest 300 list. We have prioritized these schools as the ones with the greatest need.

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?

> Monthly Principal Leadership Team Meetings (PLTM) include information about the role of the reading coach.

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

> The activities of the school level reading coaches are monitored by the District Reading Specialists. While the specialists do not supervise the coaches, they work with them daily. If there are issues with this requirement, the District Reading Specialists report them to the Area Directors of Elementary and Secondary Education who supervise the principals.

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

How are these requirements being communicated to principals?	How are coaches recording their time and tasks?	Who at the district level is monitoring this?	How often is the data being reviewed?	What problem-solving steps are in place for making decisions based on the data?
Requirements will be communicated to principals during the monthly PLTMs.	Coaches will maintain coaching logs.	District Reading Specialists are monitoring the maintenance of coaching logs	District Reading Specialists are reviewing logs bi-weekly.	1-Data from the schools are analyzed. 2-Discussions with school principals are held to determine adjustment in instructional practices. 3-Discussions with District Leadership are held to inform them of coaching assignments. 4-Discussions between school principal and Area Director of Elementary or Secondary Education to correct coaching focus.

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): Kindergarten

IF:	Student meets the following criteria at beginning of school year: *If the scale score on the Star Early Literacy is 497 – 529 or Profile 5 on i-Ready (Reading)*

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.

Core Curriculum: HMH Journey's
Provide Tier 1 instruction. Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)

Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books (Strong: evidenceforessa.org)

Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; Peer Assisted Learning Strategies (Strong: evidenceforessa.org)

Curriculum Associates Ready ELA workbooks (Strong: evidenceforessa.org)

Ready Teacher Toolbox (Strong: evidenceforessa.org)

Differentiated small and whole group instruction: Journey's (Strong: evidenceforessa.org)

Accelerated Reader (Strong: WWC)

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 Assessment Period #1 – September 2020	Scale score 530 or higher	Scale score 438 – 496

	Assessment Period #2 – December/January 2021 Assessment Period #3 – May 2021 i-Ready Assessment Period #1 – September 2020 Assessment Period #2 – December/January 2021 Assessment Period #3 – May 2021	Performance Profile 5 and or the overall reading is On or Above Grade Level	Performance Profile 3 or 4 or reading at Intervention
	How is the effectiveness of Tier 1 instruction being monitored? The effectiveness of Tier 1 instruction is monitored through weekly walkthroughs conducted by members of the Reading Leadership Team, District Reading Specialists and Area Director of Elementary Education.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.	
	How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of Tier 1 curriculum is monitored by • administering curriculum-based, i-Ready, Star Early Literacy and Star assessments • conducting review of data by school leadership teams and grade groups • monitoring and analyzing progress data by district reading specialists	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.	
	How is instruction modified for students who receive instruction through distance learning? Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.		

IF:	Student meets the following criteria at beginning of school year: (KINDERGARTEN) *If the scale score on the Star Early Literacy is 438 – 496 or Profiles 3 or 4 on i-Ready Reading*
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions	*Interventions:* • *are standards-aligned* • *address gaps and reduce barriers to students' ability to meet Tier 1 expectations* • *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills* • *are matched to the needs of the students* • *provide multiple opportunities to practice the targeted skill(s) and receive feedback* • *occurs during time allotted in addition to core instruction* • *includes accommodations (IEP, ESOL or 504)*

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
i-Ready	i-Ready Computer-based solution (Determined by students' learning path)	Profile 5 or At or Above Grade Level	Profiles 3 or 4	Profile 2
Designated reading/story time	AR Weekly	ZPD increase to On Grade Level	No change in ZPD	Decrease in ZPD

Number of times a week intervention provided	3	*Number of minutes per intervention session*	20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Student progress data will be reviewed weekly to ensure improvement. Modifications to pacing and group size will be made for students who fail to make adequate progress with appropriate interventions.

	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org) The use of Peer Assisted Learning Strategies (PALS) provides opportunities to target and individualize instruction and support. (Strong: evidenceforessa.org) Journey's Walk to Read allows for differentiated instruction (Strong: evidenceforessa.org)
	How are Tier 2 interventions modified for students who receive interventions through distance learning? Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

Student meets the following criteria at beginning of school year:
(KINDERGARTEN) *If the scale score on the Star Early Literacy is 437 or below or Profiles 1 or 2 on i-Ready Reading*

TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Immediate, intensive intervention:
- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional **time allotted is in addition** to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
Peer-Assisted Learning Strategies (PALS) (2 – 3 times per week, 30 minutes each, all school year)	Curriculum-based assessment	Improved performance on curriculum-based assessments (i.e. D to B)	Minimal improvement on curriculum-based assessments (i.e. from D to C)
Journey's Walk to Read (2 – 3 times per week, 30 minutes each, all school year)	AR (Weekly)	ZPD increases to On Grade Level	No change in ZPD

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

Number of times a week intervention provided	2 - 3	*Number of minutes per intervention session*	30 mins

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Continuous monitoring of formative assessments and progress monitoring to track student performance on state standards; modification to pacing and curriculum to fit the individual needs of the students; monthly meetings with teachers; weekly walkthroughs/observations

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)

The use of Peer Assisted Learning Strategies (PALS) provides opportunities to target and individualize instruction and support. (Strong: evidenceforessa.org)

Journey's Walk to Read allows for differentiated instruction (Strong: evidenceforessa.org)

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): One - Two

IF:	Student meets the following criteria at beginning of school year: *If the scale score on the Star Early Literacy is 631 - 778*

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.

Core Curriculum: HMH Journey's
Provide Tier 1 instruction. Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)

Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books (Strong: evidenceforessa.org)

Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; Peer Assisted Learning Strategies (Strong: evidenceforessa.org)

Curriculum Associates Ready ELA workbooks (Strong: evidenceforessa.org)

Ready Teacher Toolbox (Strong: evidenceforessa.org)

Differentiated small and whole group instruction: Journey's (Strong: evidenceforessa.org)

Accelerated Reader (Strong: WWC)

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 Assessment Period #1 – September 2020 Assessment Period #2 – December/January 2021 Assessment Period #3 – May 2021	Scale score 631 or higher	Scale score 630 - 604
How is the effectiveness of Tier 1 instruction being monitored? The effectiveness of Tier 1 instruction is monitored through weekly walkthroughs conducted by members of the Reading Leadership Team, District Reading Specialists and Area Director of Elementary Education.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.	
How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of Tier 1 curriculum is monitored by - administering curriculum-based, i-Ready, Star Early Literacy and Star assessments - conducting review of data by school leadership teams and grade groups - monitoring and analyzing progress data by district reading specialists	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.	
How is instruction modified for students who receive instruction through distance learning? Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.		

IF:	Student meets the following criteria at beginning of school year: **(GRADES 1 - 2)** *If the scale score on the Star Early Literacy on Star Reading is 604 - 636*
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions

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

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
Peer-Assisted Learning Strategies (PALS)	i-Ready	Profile 5 or At or Above Grade Level	Profiles 3 or 4	Profile 2
Designated reading/story time	AR Weekly	ZPD increase to On Grade Level	No change in ZPD	Decrease in ZPD

Number of times a week intervention provided	3	***Number of minutes per intervention session***	20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Student progress data will be reviewed weekly. Modifications to pacing and group size will be made for students who fail to make adequate progress with appropriate interventions.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)

Accelerated Reader encourages reading for pleasure and exposure to literature (Strong: evidenceforessa.org)

The use of Peer Assisted Learning Strategies (PALS) provides opportunities to target and individualize instruction and support. (Strong: evidenceforessa.org)

Journey's Walk to Read allows for differentiated instruction (Strong: evidenceforessa.org)

How are Tier 2 interventions modified for students who receive interventions through distance learning? Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

Student meets the following criteria at beginning of school year:
(GRADES 1 - 2) *If the scale score on the Star Early Literacy is below 603 of Profile Level 1 on i-Ready*

TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Immediate, intensive intervention:
- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- additional **time allotted is in addition** to core instruction and tier 2 interventions

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
I-Ready /Remediation tools (Pull-out; one-on-one, Direct individualized lessons)	2 to 3x Weekly	Profile 2 or 3	No gain/change in Profile 1
Phonics (1 or 2) Targeted Foundational Skills: Phonics and Decoding	2 to 3x Weekly	Profile 2 or 3	No gain/change in Profile 1
Journey's Walk to Read (2 – 3 times per week, 30 minutes each, all school year)	AR (Weekly)	ZPD increases to On Grade Level	No change in ZPD
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	**3**	*Number of minutes per intervention session*	**20**

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Student progress data will be reviewed weekly. Modification to group size will be made to reflect 1 to 3 students. Utilization of i-Ready supplemental Phonics Book 1 or 2, targets specific skills of the individual needs of students that focuses on just a few key skills at a time.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)

The use of Peer Assisted Learning Strategies (PALS) provides opportunities to target and individualize instruction and support. (Strong: evidenceforessa.org)

Journey's Walk to Read allows for differentiated instruction (Strong: evidenceforessa.org)

The remediation resource materials and Phonics supplement embedded within the i-Ready Program, allots for individualized target interventions that focuses on exact weaknesses in foundational skills. Monitoring weekly assessment data of provided interventions, yields strong evidence that supports instructional interventions, will allow students to expand their learning utilizing a familiar system, but targets individual struggling skills. (Promising: IES WWC.org)

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Three - Five

IF:	Student meets the following criteria at beginning of school year: *If the scale score on the Star Reading is 631 - 778*

THEN:	**TIER 1 Only**

<table>
<tr>
<td rowspan="1" style="writing-mode: vertical-lr">TIER 1</td>
<td>

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*

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</tr>
</table>

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.

Core Curriculum: HMH Journey's
Provide Tier 1 instruction. Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)

Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books (Strong: evidenceforessa.org)

Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; Peer Assisted Learning Strategies (Strong: evidenceforessa.org)

Curriculum Associates Ready ELA workbooks (Strong: evidenceforessa.org)

Ready Teacher Toolbox (Strong: evidenceforessa.org)

Differentiated small and whole group instruction: Journey's (Strong: evidenceforessa.org)

Accelerated Reader (Strong: WWC)

Progress Monitoring		
Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient***	***Performance Criteria to that would prompt addition of Tier 2 interventions***
<u>Star Reading</u> Assessment Period #1 – September 2020	Scale score 631 or higher	Scale score 630 - 604

Assessment Period #2 – December/January 2021 Assessment Period #3 – May 2021		
How is the effectiveness of Tier 1 instruction being monitored? The effectiveness of Tier 1 instruction is monitored through weekly walkthroughs conducted by members of the Reading Leadership Team, District Reading Specialists and Area Director of Elementary Education.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.	
How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of Tier 1 curriculum is monitored by - administering curriculum-based, i-Ready, Star Early Literacy and Star assessments - conducting review of data by school leadership teams and grade groups - monitoring and analyzing progress data by district reading specialists	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.	

How is instruction modified for students who receive instruction through distance learning?
Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): One - Five

IF:	Student meets the following criteria at beginning of school year: *If the scale score on the i-Ready assessment is Profile 5*

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.

Core Curriculum: HMH Journey's
Provide Tier 1 instruction. Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)

Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books (Strong: evidenceforessa.org)

Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; Peer Assisted Learning Strategies (Strong: evidenceforessa.org)

Curriculum Associates Ready ELA workbooks (Strong: evidenceforessa.org)

Ready Teacher Toolbox (Strong: evidenceforessa.org)

Differentiated small and whole group instruction: Journey's (Strong: evidenceforessa.org)

Accelerated Reader (Strong: WWC)

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 Assessment Period #1 – September 2020	Performance Profile 5 and or the overall reading is On or Above Grade Level	Performance Profile 3 or 4 or reading at Intervention

	Assessment Period #2 – December/January 2021 Assessment Period #3 – May 2021		

	How is the effectiveness of Tier 1 instruction being monitored? The effectiveness of Tier 1 instruction is monitored through weekly walkthroughs conducted by members of the Reading Leadership Team, District Reading Specialists and Area Director of Elementary Education.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.
	How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of Tier 1 curriculum is monitored by • administering curriculum-based, i-Ready, Star Early Literacy and Star assessments • conducting review of data by school leadership teams and grade groups • monitoring and analyzing progress data by district reading specialists	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.

How is instruction modified for students who receive instruction through distance learning?
Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

IF:	Student meets the following criteria at beginning of school year: (GRADES 3 - 5) *If the scale score on the Star Reading Scale Score is 604 - 630*
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions

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

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
Peer-Assisted Learning Strategies (PALS)	i-Ready	Profile 5 or At or Above Grade Level	Profiles 3 or 4	Profile 2
Designated reading/story time	AR Weekly	ZPD increase to On Grade Level	No change in ZPD	Decrease in ZPD

Number of times a week intervention provided	3	*Number of minutes per intervention session*	20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Modifications to pacing and group size will be made for students who fail to make adequate progress with appropriate interventions.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)

The use of Peer Assisted Learning Strategies (PALS) provides opportunities to target and individualize instruction and support. (Strong: evidenceforessa.org)

Journey's Walk to Read allows for differentiated instruction (Strong: evidenceforessa.org)

How are Tier 2 interventions modified for students who receive interventions through distance learning? Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

Student meets the following criteria at beginning of school year:
(GRADES 3 - 5) *If the scale score on the Star Reading Scale Score is below 603 or in*

TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Immediate, intensive intervention:
- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- additional **time allotted is in addition** to core instruction and tier 2 interventions

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
I-Ready /Remediation tools (Pull-out; one-on-one, Direct individualized lessons)	2 to 3x Weekly	Student's performance moves to Profile 2 or 3	No gain/change in Profile 1
Phonics (1 or 2) Targeted Foundational Skills: Phonics and Decoding	2 to 3x Weekly	Student's performance moves to Profile 2 or 3	No gain/change in Profile 1
Journey's Walk to Read (2 – 3 times per week, 30 minutes each, all school year)	AR (Weekly)	ZPD increases to On Grade Level	No change in ZPD
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	**3**	***Number of minutes per intervention session***	**20**

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Modification to group size will be made to reflect 1 to 3 students. Utilization of i-Ready supplemental Phonics Book 1 or 2, targets specific skills of the individual needs of students that focuses on just a few key skills at a time.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
The use of Peer Assisted Learning Strategies (PALS) provides opportunities to target and individualize instruction and support. (Strong: evidenceforessa.org)

Journey's Walk to Read allows for differentiated instruction (Strong: evidenceforessa.org)

The remediation resource materials and Phonics supplement embedded within the i-Ready Program, allots for individualized target interventions that focuses on exact weaknesses in foundational skills. Monitoring weekly assessment data of provided interventions, yields strong evidence that supports instructional interventions, will allow students to expand their learning utilizing a familiar system, but targets individual struggling skills. (Promising evidence: https://ies.ed.gov/ncee/projects/evaluation/assistance_readers.asp)

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-12

IF:	Student meets the following criteria at beginning of school year: Previous FSA ELA score is a level 3, 4, 5, OR student's STAR percentile rank is 40 or above, OR student is meeting graduation requirements
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.
Core Curriculum: HMH Collections Harcourt Collections (ELA) (Strong: evidenceforessa.org) All students will take a common quarterly assessment (CQA) based on Language Arts Florida Standards taught according to our district-wide frameworks. Achieve3000 (Strong: evidenceforessa.org)

Progress Monitoring		
Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient***	***Performance Criteria to that would prompt addition of Tier 2 interventions***
STAR Reading (Grades 6-10 only) Assessment Period #1: August Assessment Period #2: December Assessment Period #3: April Common Quarterly Assessment (Grades 6-12) At the conclusion of each 9 weeks grading period	STAR Percentile Rank of 40 or higher	STAR Percentile Rank of 26-39

	How is the effectiveness of Tier 1 instruction being monitored? Weekly observations/walkthroughs by members of the school administrative team and reading coach, District Reading Specialist, Area Director of Secondary Education; monthly data meetings with teachers	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** Monthly data meetings with school administrators and District Reading Specialist are held to analyze student data, monitor formative assessments, track student progress on state standards, analyze curriculum-based assessments and determine if modification to instruction is necessary. Support is provided to teachers if data indicates it is needed. The District Reading Specialist and/or school-based reading coach facilitates PLCs to offer instructional support.
	How is the effectiveness of Tier 1 curriculum being monitored? Weekly observations/walkthroughs by members of the school administrative team and reading coach, District Reading Specialist, Area Director of Secondary Education; monthly data meetings with teachers; bi-weekly/monthly PLCs; analyzing progress monitoring data	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Monthly data meetings with school administrators and District Reading Specialist are held to analyze student data, monitor formative assessments, track student progress on state standards, analyze curriculum-based assessments and determine if modification to instruction is necessary. Support is provided to teachers if data indicates it is needed. The District Reading Specialist and/or school-based reading coach facilitates PLCs to offer instructional support. Professional Development is planned and implemented throughout the year.
	How is instruction modified for students who receive instruction through distance learning? Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.	

IF:	Student meets the following criteria at beginning of school year: Previous FSA ELA score is a level 2, OR student's STAR percentile rank is 26-39, OR student has not met graduation requirements
THEN:	**TIER 1 instruction and TIER 2 interventions**
TIER 1 instruction and TIER 2 interventions	*Interventions:* • *are standards-aligned* • *address gaps and reduce barriers to students' ability to meet Tier 1 expectations* • *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills* • *are matched to the needs of the students* • *provide multiple opportunities to practice the targeted skill(s) and receive feedback*

- *occurs during time allotted in addition to core instruction*
- *includes accommodations (IEP, ESOL or 504)*

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
iReady (Grades 6-8 only)	3 times/ year	Profile 4 or 5	No Change in Profile or Profile 3	Decrease in Profile or Profile 2
Small Groups	Monthly	STAR Percentile Rank of 40 or above	No Change in Percentile Rank or Percentile Rank of 26-39	Decrease in Percentile Rank or Percentile Rank of 25 or below
STAR	3 times/ year	Percentile Rank of 40 or above	No Change in Percentile Rank or Percentile Rank of 26-39	Decrease in Percentile Rank or Percentile Rank of 25 or below
ACT Academy or Official SAT Review (Grades 11-12 only)	Monthly	Student Passes FSA Retake or Receives Concordance Score/ Becomes Graduation Ready	No progress on monthly progress monitoring/ failure of standardized assessment	No progress or decrease in performance on progress monitoring assessments/ failure or standardized assessment/ suspected severe reading deficit

Number of times a week intervention provided	3	*Number of minutes per intervention session*	20-45

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Continuous monitoring of formative assessments and progress monitoring to track student performance on state standards; modification to pacing and curriculum to fit the individual needs of the students; monthly meetings with teachers; weekly walkthroughs/observations

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Utilizing standards-aligned, state adopted, research-based programs with fidelity ensures students are receiving instruction that is tailored and appropriate for them.

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

IF:	Student meets the following criteria at beginning of school year: Previous FSA ELA score is a level 1, OR student's STAR percentile rank is 1-25, OR student has not met graduation requirements
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:
- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- additional **time allotted is in addition** to core instruction and tier 2 interventions

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*

iReady (Grades 6-8 only)	3 times/year	Profile 3 or 4	No change in Profile or decrease in profile
Achieve3000 (Grades 9-10 only)	Ongoing	9th Grade- Lexile of 780-1045 10th Grade- Lexile of 835-1075	No Change in Lexile or decrease in Lexile
STAR	3 times/year	Percentile Rank of 26-39	No change in Percentile Rank or Decrease in Percentile Rank
ACT Academy or Official SAT Review (Grades 11-12 only)	Monthly	Student Passes FSA Retake or Receives Concordance Score/ Becomes Graduation Ready	No progress on monthly progress monitoring/ failure of standardized assessment

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

Number of times a week intervention provided	*5*	*Number of minutes per intervention session*	*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?
Students that score a Level 1 on their previous year's FSA ELA and/or a Percentile Rank of 1-25 on STAR are placed in Intensive Reading classes with a reading endorsed teacher. For grades 11-12, continuous monitoring of formative assessments and progress monitoring to track student performance on state standards with special attention to FSA retake performance and SAT/ACT performance; modification to pacing and curriculum to fit the individual needs of the students; monthly meetings with teachers; weekly walkthroughs/observations; Address active reading strategies; Utilize reports in Achieve3000 to target individual student needs for intervention, and plan small group instruction to foster student ownership of literacy data and collaboratively determine goals for growth.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
In addition to the core curriculum, students scoring a Level 1 on their previous FSA ELA and/or a STAR Percentile Rank of 25 or below in grades 6-10, will be enrolled in an intensive reading course taught by a reading endorsed teacher. The teacher will utilize iReady for grades 6-8 or Achieve3000 for grades 9-10 via computer-based instruction that is standards-aligned, state adopted, research-based programs with fidelity ensures students are receiving instruction that is tailored and appropriate for them. Through intensive reading classes, schools will provide on grade level instruction in high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level or above standards. Focus on building comprehension of complex text. For grades 11-12, ensure students are served in a class or classes that emphasize preparing students to meet graduation and college and career readiness requirements by providing opportunities for extensive reading in a wide variety of

texts(focusing heavily on informational texts), work with students to create personalized plans of action that include preparing for FSA Retakes, registering and practicing for ACT and/or SAT, developing a growth mindset, and setting goals for reading improvement, providing enhanced instruction in reasoning, vocabulary, and reading comprehension strategies while also addressing the engagement and motivation for students to become independent readers and thinkers.

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.