Hamilton 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	Dr. Susan Summers	Reading Coach	Susan.Summers@hamiltonfl.com	(386)792-8154
Responsibility	**Name**	**Title**	**Email**	**Phone**
Elementary ELA	Peggy Hasty	Principal	Peggy.Hasty@hamiltonfl.com	(386)792-8002
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Reading Endorsement	Carol Milton	PD Coordinator	Carol.Milton@fdlrsgateway.com	(386)792-2877
Reading Curriculum	Rex Mitchell	Superintendent	Rex.Mitchell@hamiltonfl.com	(386)792-7802
Professional Development	Carol Milton	PD Coordinator	Carol.Milton@fdlrsgateway.com	(386)792-2877
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Data Element	Samantha Norris	District MIS Support	Samantha.Norris@hamiltonfl.com	(386)792-7823
Summer Reading Camp	Peggy Hasty	Principal	Peggy.Hasty@hamiltonfl.com	(386)792-8002
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Plan Information

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

Communication is both formal and informal, and ongoing throughout the year. Hamilton County School District has only two schools, one elementary and one secondary, with the District office located between the two. All stakeholders have frequent, ongoing communication with the superintendent, district staff and school-based leadership. We recognize the critical role played by literacy in improving the quality of life in Hamilton County in terms of educational achievement, college and career preparation, and finding stable employment within our region.

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	i-Ready	Diagnostic, progress monitoring & summative	It is an on-line tool.	3 times each year
Phonological awareness	i-Ready	Diagnostic, progress monitoring & summative	It is an on-line tool.	3 times each year
Phonics	i-Ready	Diagnostic, progress monitoring & summative	It is an on-line tool.	3 times each year
Fluency	i-Ready	Diagnostic, progress monitoring & summative	It is an on-line tool.	3 times each year
Vocabulary	i-Ready	Diagnostic, progress monitoring & summative	It is an on-line tool.	3 times each year
Comprehension	i-Ready	Diagnostic, progress monitoring & summative	It is an on-line tool.	3 times each 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 7th & 8th grade iReady Diagnostic assessments, iReady Progress monitoring Assessments and embedded quizzes within the iReady online instruction program.	Phonological awareness, phonics, fluency, vocabulary & comprehension	Diagnostic, progress monitoring & summative	It is an on-line tool.	3 times each year
Performance Matters 7th-12th grades Performance Matters is the platform for	Vocabulary & comprehension	Progress monitoring & summative	It is an on-line tool.	Pretest, end of Q1, semester, end of Q3

standards-based exams created using assessment items from Certica, FL Item bank, and teacher-created questions.				
Reading Plus 7th & 8th grades	Phonological awareness, phonics, fluency, vocabulary & comprehension	Diagnostic, progress monitoring & summative	It is an on-line tool.	3 times each year
MindPlay all grades for Tier 3	Phonological awareness, phonics, fluency, vocabulary & comprehension	Universal screener, phonics screener, benchmark, progress monitoring	It is an on-line tool.	Start of year, end of Q1, end of Q2, end of year

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?*
District curriculum team reviews all assessment data as it is collected	Curriculum team meets monthly, trends are reviewed & responded to	Superintendent walks through weekly; TSC & Reading coach holding monthly data meetings with each team	Data, student grades, classroom observation, and formative and summative assessments are communicated and reviewed in an ongoing basis across all levels of stakeholder	Superintendent/Curriculum Director; district curriculum committee; school principals, assistant principals

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 walk throughs by administrators	Superintendent. Curriculum Committee	Through a consistent message that begins with the	Weekly walk throughs	School principals & assistant principals, with teachers	Weekly, school leadership; monthly, curriculum committee

Data chats	Superintendent. Curriculum Committee	mission statement and annual theme and carries across every aspect of education provided in this district. Literacy holds the key to advancing the quality of life in Hamilton County.	Monthly with each team of teachers; ongoing with individual teachers and students	One-on-one with students; class level with teachers; team level with teams; by reading coach and TSC	At the end of each formal assessment and grading period, by all stakeholders.
Reading Leadership Team per 6A-6.053(3) F.A.C.	Superintendent. Curriculum Committee		At the end of each formal assessment. Minimum of once each school quarter.	The Reading Coach and the TSC prepare data displays and analyses for the Board, leadership, teachers.	The committee reviews the data after each formal assessment.
Monitoring of plan implementation	Superintendent, Curriculum Committee, Reading Coach		Monthly in Curriculum Committee meeting	The Reading Coach and the TSC prepare data displays and analyses monthly for the Board, leadership, teachers.	

Implementation and Progress-monitoring		
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
The curriculum team reviews the data and notes when problems arise to determine if students underperform as a function of grade level, teacher, or class section. The decision trees address when students move from Tier 1 to Tier 2 to Tier 3 as needed.	In meetings with parents, students, teachers, and leadership when students are behind grade level and not making progress. Grade level data meetings. Coaching sessions with teachers.	Provide training opportunities and financial support to assist teachers in gaining Reading Endorsement/Certificate credentials, and resources for research-based multisensory materials.

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	Monthly Curriculum/District Leadership Meetings; Email correspondence	Approval of school-based PD topics/schedules and approval of leave request for PD. Principals provide input into development of topics for district PD days.	Typically, the district schedules. If the school schedules, a sign in sheet is sent to the district following the event. The District PD Coordinator monitors completion of online modules meeting this requirement and reports data to Principals.	PD Coordinator	PD Coordinator
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Principals monitor this through review of ongoing progress monitoring. Share with district and request assistance with PD as needed.	Walk throughs, Data PLCs.	Monthly District staff meetings.	District Leadership Team	Superintendent, Director of Administrative Services, PD Coordinator
Identification of mentor teachers	Principals assist in the selection by making a recommendation of mentor teachers based on content area or grade level of the new teacher in	District certification lists maintain data.	Progress in monitored by the Director of Administrative Services one time per semester. The Director meets in person with new teachers twice per year, as well as monitors mentors	Director of Administrative Services and the PD Coordinator	Director of Administrative Services

	need. Principals are provided a list of qualified mentors, who are checked and verified by PD Coordinator and Director of Administrative Services.		each semester, checking for unmet needs. At the end of each year, the Director examines and approves portfolios of the yearlong process.		
Establishing of model classrooms within the school	Principals establish with instructional coaches.	Progress monitoring data. Walk-throughs.	Shared via monthly District Leadership/Curriculum meetings.	District Leadership Team	PD Coordinator
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Principals schedule at the school site; District PD Coordinator provides funding if teams plan to meet after school.		Varies by school. One sends sign in sheets as they occur. One compiles data into a master sheet and sends forms at the end of the year.	PD Coordinator	Superintendent PD Coordinator

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	Through curriculum team members	Master schedule, classroom observation, lesson plans	Presentation by Power Point	Superintendent, curriculum committee	Monthly; informally ongoing
Small group differentiated instruction in order to meet individual student needs	Listing of student groups for small group work, grouping in classroom area	Observation of classrooms, use of Critical Thinking, grouping of students according to test data	School based leadership communicate in curriculum committee meetings	Superintendent, curriculum committee	Monthly; informally ongoing
In Hamilton County we have an extended day schedule which allows 60 additional minute each day for elementary, and 55 additional minutes for high school.					

This time is incorporated into the schedule in order to provide a fluid means of intensive, targeted, differentiated instruction for both remediation and enrichment, depending on the students. Teachers meet as teams to decide how to group the students, generally every two weeks but may be weekly or on a schedule determined by the team. Teachers will identify students who need more time learning a standard, or who are so accelerated they require enrichment. This means that we have scheduled time for differentiated instruction of every student, every school day. This time is referred to as Critical Thinking, or III.

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?

We're currently using other funds (TSSSA and CARES) to provide intensive reading intervention at the elementary level. Reading allocation funds are needed to provide reading for all 7th and 8th grade students as data over the past few years indicated a weakness in reading from elementary students. These students are still in the system and we are working to build their reading skills by offering ELA and Reading as a part of their core classes. As students from the new consolidated elementary school begin to populate the middle / high school and TSSSA funding ends, reading allocation funds can be shifted to the K - 3 target population.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	0
District expenditures on reading coaches assigned to elementary schools	34,952
District expenditures on reading coaches assigned to secondary schools	34,951
District expenditures on intervention teachers assigned to elementary schools	48,987
District expenditures on intervention teachers assigned to secondary schools	48,986
District expenditures on supplemental materials or interventions for elementary schools	0
District expenditures on supplemental materials or interventions for secondary schools	0
District expenditures on professional development	0
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	6,235
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	n/a
Flexible Categorical Spending	0
Sum of Expenditures	174,111
Amount of District Research-Based Reading Instruction Allocation	174,111

Summer Reading Camp

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

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

iReady, MindPlay

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

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:
- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills

- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

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

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

> No method was needed because we only have one elementary school and one secondary school. No decision to make.

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?

> Widely distributed copies of 6A-6.053. District and school level leadership meeting discussions review the wording, which makes clear 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 Reading Coach works closely with her principal, the superintendent and the curriculum committee. The role of the reading coach in teacher and classroom support is continually affirmed and reinforced.

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.				
How are these requirements being communicated to	*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*

principals?				on the data?
It is discussed at literacy team and curriculum team meetings	In this small district the reading coach is always visible and present, throughout the secondary school.	Superintendent, high school principal, curriculum committee	Reading Coach has ongoing review with individual teachers; Reading Coach and TSC meet with teacher teams for data review monthly; curriculum committee monthly; formal evaluation and observation according to policy.	If the data shows greater challenges in certain teachers' classrooms, or specific periods, the coach directs her focus accordingly. Topics for PLC and PD Days are decided by the leadership team.

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): Elementary (K-5)	
IF:	Student meets the following criteria at beginning of school year: Kindergarten: FLKRS (SEL) PR ≥ 26 OR iReady PR≥40. 1st grade iReady PR≥40. 2nd grade iReady PR≥40. 3rd grade iReady PR≥40. 4th grade most recent FSA ELA level ≥ 3 OR iReady PR≥40. 5th grade most recent FSA ELA level ≥ 3 OR iReady PR≥ 40.
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.

Journeys K-5 (Evidence for ESSA, 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*
Kindergarten: Florida Kindergarten Readiness Screener (FLKRS) K-5: iReady Diagnostic, semester, 3rd quarter and end of year assessments; Performance Matters progress monitoring at semester and end of year	FLKRS (SEL) PR≥40 advanced FLKRS (SEL) PR = 26-39 on grade level iReady: PR≥40 Performance Matters: Level ≥3	FLKRS (SEL) PR = 11-25 iReady: PR 26-39 Performance Matters = Level 2
How is the effectiveness of Tier 1 instruction being monitored? iReady progress monitoring reviewed at school and district level	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** Data review by school leadership team with teachers, and district curriculum committee. Reading Coach, Testing coordinator, MTSS Specialist	
How is the effectiveness of Tier 1 curriculum being monitored? School leadership team walk through's, data chats, iReady	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Grade level meetings, data chats, targeted PD	

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How is instruction modified for students who receive instruction through distance learning?
The curriculum is narrowed and focused on the specific standards that are most needed by the student, eliminating extraneous material. Students receive paper packets on a scheduled basis. Teachers monitor and provide periodic phone calls and Zoom meetings.

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IF:	Student meets the following criteria at beginning of school year: Kindergarten: FLKRS (SEL) PR = 11-25; iReady PR 26-39. 1st grade iReady PR 26-29. 2nd grade iReady PR 26-39. 3rd grade iReady PR 26-39. 4th grade most recent FSA ELA level = 2 OR iReady PR26-29. 5th grade most recent FSA ELA level = 2 OR iReady PR 26-39.
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*
Leveled Literacy Intervention with an Interventionist teacher	Bi-weekly benchmark	On grade level at benchmark	Student performance = one grade level behind	Student performance < one grade level behind
iReady Teacher Toolbox with resources for teacher to work in small groups on targeted deficiencies	Formative ongoing; formal, quarterly	Student scores as Tier 1, or Later level reader for grade level	Student scores as Tier 2, or Mid-level reader for grade level	Student scores as Tier 3, or Early level reader for grade level
Intensive Instructional Intervention Period (iii time), when students are flexibly grouped according to instructional need	Formative and summative daily; regrouping at least every two weeks	Student's skills in targeted area are on grade level	Student continues to respond to intervention but continues to lag in this area based on formative and summative data	Student does not respond to intervention in targeted area.
Performance Matters progress monitoring	semester	Score ≥ Level 3	Score = Level 2	Score = Level 1

Number of times a week intervention provided	3-5	*Number of minutes per intervention session*	30-60

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Review data to determine growth or lack of growth. Continue with multi-tiered instruction. Teacher-parent conferences. TSS, Staffing Specialist, Resource teachers support classroom teachers. Every day includes one period for all students of intensive instructional intervention (iii). Grade level teams meet regularly to use this time to regroup the students according to formative and summative assessments for enrichment, or Tier 2 intervention.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Leveled Literacy Intervention (Evidence for ESSA, Strong), WWC
iReady *(The Curriculum Associates Research team analyzed data from more than one million students who took the i-Ready Diagnostic during the 2017–2018 school year. In both Reading and Mathematics, students who used i-Ready Personalized Instruction demonstrated substantial learning gains compared to students who did not, and these gains were positive and statistically significant. This large-scale study provides additional support that i-Ready is a well-researched program that meets the criteria for "evidence-based" as outlined by Every Student Succeeds Act (ESSA).*

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Tier 1 curriculum is scrutinized for intensity of learning for the time involved and is judicially reduced while assuring the most central standards are addressed. Teacher makes more frequent contact with student and parent. If student had access to distance resources, MindPlay, iReady were encouraged.

IF:	Student meets the following criteria at beginning of school year: Kindergarten: FLKRS (SEL) PR = 0-10; iReady PR ≤ 25. 1st grade iReady PR ≤ 25. 2nd grade iReady PR ≤ 25. 3rd grade iReady PR ≤ 25. 4th grade most recent FSA ELA level = 1 OR iReady PR ≤ 25. 5th grade most recent FSA ELA level = 1 OR iReady PR ≤ 25.
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 toolbox, teacher-led groups of 1-3	iReady – diagnostic and quarterly	Student scores as Tier 2, or reading on Mid-grade level	Student scores as Tier 3, or reading on Early grade level
Leveled Literacy Intervention with an Interventionist	Biweekly benchmark	Student scores one grade level behind	Student scores more than one grade level behind

MindPlay	Benchmark: ongoing;	Performance Level Approaching (A)	Performance Level Critical (C)
Performance Matters progress monitoring	Semester	Score = Level 2	Score = Level 1

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	*4-5*	*Number of minutes per intervention session*	*15-30*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Monitor data, determine effectiveness of the instruction based on evidence of student growth. Resource teachers pull targeted intervention activities from FCRR, MindPlay support sheets, and iReady toolbox for one-on-one or small group intervention.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Leveled Literacy Intervention (Evidence for ESSA, Strong)
iReady *(The Curriculum Associates Research team analyzed data from more than one million students who took the i-Ready Diagnostic during the 2017–2018 school year. In both Reading and Mathematics, students who used i-Ready Personalized Instruction demonstrated substantial learning gains compared to students who did not, and these gains were positive and statistically significant. This large-scale study provides additional support that i-Ready is a well-researched program that meets the criteria for "evidence-based" as outlined by Every Student Succeeds Act (ESSA).*
MindPlay (Positive effect = Strong; ERIC research database, including MindPlay **Virtual Reading Coach: Does It Affect Reading Fluency in Elementary School?** *Frontiers in Education* July 10, 2019.

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Students receive home or community-based instruction periodically from staff members. Students with disabilities receive school-issued Chromebooks for virtual instruction and other services, based on identified, individual need.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Middle Grades (6-8)

IF:	Student meets the following criteria at beginning of school year: Most recent FSA ELA level ≥ 3; OR Q3 Performance Matters score Level ≥ 3; or Q3 iReady = Tier 1 OR PR≥40
THEN:	**TIER 1 Only**
TIER 1	*Initial instruction:* • *is standards-aligned* • *builds background and content knowledge, motivation* • *provides print rich, systematic, scaffolded, and differentiated instruction* • *incorporates writing in response to reading* • *includes accommodations (IEP, ESOL or 504)* • *incorporates the principles of Universal Design for Learning* • *includes specially designed instruction for students with disabilities*

Core Curriculum		
Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.		
HMH Florida Collections and Paths to College and Career English Language Arts (aka EngageNY)		
Progress Monitoring		
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
iReady Diagnostic and quarterly assessments	Student scores as reading on Tier 1, or Late grade level	Student scores as reading on Tier 2, or Mid-grade level
Performance Matters: diagnostic, semester, after Q3	Score ≥ Level 3	Score Level 2
How is the effectiveness of Tier 1 instruction being monitored? Progress monitoring student data, classroom walk-throughs, lesson plans	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* Data monitoring, classroom walk throughs, NEFEC support, coaches meet with each team monthly to review data, PD days to support identified teacher needs	
How is the effectiveness of Tier 1 curriculum being monitored? Progress made by grade level on progress monitoring assessments and FSA. Proportion of students in Tier 1 relative to Tiers 2 and 3.	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* Instructional leadership team meetings with teachers. Targeted professional development to improve fidelity of instructi0n. Teacher coaching.	
How is instruction modified for students who receive instruction through distance learning? The curriculum is narrowed and focused on the specific standards that are most needed by the student, eliminating extraneous material. Students are given the choice of paper packets or using a school-provided Chromebook. Teachers monitor and provide periodic phone calls and Zoom meetings. Apex distance learning classes substituted for Paths/EngageNY curriculum.		

IF:	**Student meets the following criteria at beginning of school year:** Most recent FSA ELA level ≤ 3; OR Q3 Performance Matters score Level ≤ 3; or Q3 iReady = Tier 2 OR PR 26-39.
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 – students complete lessons assigned by ELA teacher based on need shown by benchmark standards	diagnostic and quarterly	Student scores as reading on Tier 1, or Late grade level	Student scores as reading on Tier 2, or Mid-grade level	Student scores as reading on Tier 3, or Early grade level
Performance Matters progress monitoring	diagnostic, benchmark, semester, after Q3,	Score ≥ Level 3	Score = Level 2	Score = Level 1
ReadingPlus – program adapts to each student, teacher receives information for grouping students based on need and provides materials for teacher to use in small groups. This is in a scheduled Reading class which is an additional period every day.	Diagnostic, quarterly, End of Year	Student scores in the Higher Comprehension/Vocabulary-Higher Fluency quadrant	Student scores in either Lower Comprehension/Vocabulary-Higher Fluency, or Higher Comprehension/Vocabulary-Lower Fluency quadrant	Student scores in Borderline or Not Ready quadrant

Number of times a week intervention provided	5	Number of minutes per intervention session	51

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

All students in grades 6-8 have an ELA class and a separate Reading class. Students in Tier 1 have an Advanced Reading class which provides enrichment and advanced morphology. Students in Tier 2 and 3 have an interventional Reading class. Reading and ELA teachers meet regularly to review student data. Student usage of ReadingPlus is monitored to assure compliance. iReady lessons are assigned by ELA teacher to supplement class work. Every day includes one period for all students for critical thinking period. Grade level teams meet regularly to use this time to regroup the students according to formative and summative assessments for enrichment, or Tier 2 intervention LearningAlly is available to scaffold reading assignments in ELA while student is working to improve reading fluency and comprehension. Student, classroom, and grade level reports are monitored and reviewed among teacher, Reading Coach, and school leadership. In addition to ELA and Reading, every Grade 6-8 student has a Critical Thinking (iii) class. Grade level teams meet regularly to use this time to regroup the students across all subject areas according to formative and summative assessment data, in order to offer enrichment, or Tiers 2 and 3 intervention.

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

Reading Plus: Category 1, (1) strong (1 study, grades 5-9, effectiveness rating +, improvement index 2); WWC

iReady *(The Curriculum Associates Research team analyzed data from more than one million students who took the i-Ready Diagnostic during the 2017–2018 school year. In both Reading and Mathematics, students who used i-Ready Personalized Instruction demonstrated substantial learning gains compared to students who did not, and these gains were positive and statistically significant. This large-scale study provides additional support that i-Ready is a well-researched program that meets the criteria for "evidence-based" as outlined by Every Student Succeeds Act (ESSA).*

	How are Tier 2 interventions modified for students who receive interventions through distance learning? Tier 1 curriculum is scrutinized for intensity of learning for the time involved and is judicially reduced while assuring the most central standards are addressed. The Paths curriculum is replaced by Apex online classes. Teacher makes more frequent contact with student and parent. Students may access Learning Ally as a scaffold reading assignments, both textbook and personal reading. Use of Reading Plus is encouraged.

IF:	Student meets the following criteria at beginning of school year: Most recent FSA ELA level = 1; OR Q3 Performance Matters score Level = 1; or Q3 iReady = Tier 3 OR PR ≤ 25
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

<table>
<tr><td rowspan="7" style="writing-mode: vertical-rl;">TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</td><td colspan="4">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
</td></tr>
<tr><td rowspan="2">TIER 3 Programs/Materials/Strategies & Duration</td><td colspan="3">TIER 3 Progress Monitoring</td></tr>
<tr><td>Assessment & Frequency</td><td>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</td><td>Performance Criteria that would prompt changes to Tier 3 interventions</td></tr>
<tr><td>In the Reading class, daily: MindPlay – program adapts to the individual student; wear headphones to hear the phonics portions; teacher receives reports on usage, fluency, progress, achievement, and what interventions are needed; teacher provided with Support Sheets for1-3 student targeted interventions to remediate targeted skill areas</td><td>Diagnostic, Benchmark, Progress monitoring every 30 days</td><td>Performance Level Approaching (A)</td><td>Performance Level Critical (C)</td></tr>
<tr><td>Critical Thinking Period (iii time) when students are grouped by area of instructional need.</td><td>Formative and summative daily; regrouping at least every two weeks</td><td>Student's skills in targeted area are on grade level</td><td>Student continues to respond to intervention but continues to lag in this area based on formative and summative data</td></tr>
<tr><td>iReady – identifies student's areas of need; Teacher Toolbox provides teacher with 1-3 students in targeted interventions</td><td>iReady diagnostic, quarterly & end of year</td><td>Student scores as reading on Tier 2, or Mid-grade level</td><td>Student scores as reading on Tier 3, or Early grade level</td></tr>
<tr><td>LearningAlly – to scaffold reading in ELA and other core subjects, student receives access to LearningAlly human read audio books for textbooks and</td><td>Dates with number of pages read in each book</td><td>Student may continue to use LearningAlly throughout the school year</td><td>Minimal or no activity in using LearningAlly</td></tr>
</table>

	for personal reading.			
	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	*1-5*	*Number of minutes per intervention session*	*15-51*
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? Performance Matters assessments are aligned with the Standards, compare student performance with interventions to assure goal is being met. Students are assessed within the MindPlay program in each of the reading components, review report to see if usage is with fidelity and if student needs one-on-one intervention.			
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. MindPlay: (Strong evidence provided through ERIC research database), including **Use of an Online Reading Intervention to Enhance the Basic Reading Skills of Community College Students,** *Community College Journal of Research and Practice*, 2019 iReady *(The Curriculum Associates Research team analyzed data from more than one million students who took the i-Ready Diagnostic during the 2017–2018 school year. In both Reading and Mathematics, students who used i-Ready Personalized Instruction demonstrated substantial learning gains compared to students who did not, and these gains were positive and statistically significant. This large-scale study provides additional support that i-Ready is a well-researched program that meets the criteria for "evidence-based" as outlined by Every Student Succeeds Act (ESSA).* LearningAlly: (Strong evidence provided by numerous independent research studies. Here is one reference: The results of a meta-analysis, conducted to determine the effects of read-alouds and text-to-speech tools on reading comprehension of students with reading disabilities, showed a significant effect size of .35 and is consistent with a previous meta-analysis on read-aloud accommodations for students with disabilities. In addition, this study suggests that human-read audio had 50% greater effect on student comprehension versus synthetically narrated audio. *Wood, S. G., Moxley, J. H., Tighe, E. L., & Wagner, R. K. (2017).* Does Use of Text-to-Speech and Related Read-Aloud Tools Improve Reading Comprehension for Students with Reading Disabilities? *A Meta-Analysis. Journal of Learning Disabilities, 51(1), 73-84. doi:10.1177/0022219416688170)*			
	How are Tier 3 interventions modified for students who receive interventions through distance learning? Tier 2 curriculum is scrutinized for intensity of learning for the time involved. Teacher further reduces assignment load to assure focus is on most central standards. Paths curriculum is replaced by Apex distance learning classes. Teacher makes more frequent contact with student and parent. Use of LearningAlly and Mind Play are encouraged. Students with disabilities and English Language Learners receive community-based and virtual instruction periodically from staff members.			

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): High School (9-12)	
IF:	Student meets the following criteria at beginning of school year: 9th-10th grades: Most recent FSA ELA level ≥ 3. 11th-12th grades: Most recent FSA ELA level ≥ 3 AND student has fulfilled state graduation assessment requirements for reading and writing.
THEN:	**TIER 1 Only**

TIER 1	*Initial instruction:* • *is standards-aligned* • *builds background and content knowledge, motivation* • *provides print rich, systematic, scaffolded, and differentiated instruction* • *incorporates writing in response to reading* • *includes accommodations (IEP, ESOL or 504)* • *incorporates the principles of Universal Design for Learning* • *includes specially designed instruction for students with disabilities*		
	Core Curriculum		
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.		
	HMH Florida Collections and Paths to College and Career English Language Arts (aka EngageNY)		
	Progress Monitoring		
	Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient***	***Performance Criteria to that would prompt addition of Tier 2 interventions***
	FSA ELA; Spring through 10th grade until proficiency is attained or concordant score is earned (ACT, SAT) Performance Matters: diagnostic, semester, after Q3; Performance Matters diagnostic, semester, Q3	FSA ELA Score ≥ Level 3; OR fulfillment of state graduation requirement for reading and writing assessment	FSA ELA Score Level =2; failure to earn a concordant score on ACT or SAT; Performance Matters progress monitoring score = Level 2.
	How is the effectiveness of Tier 1 instruction being monitored? Progress monitoring student data, classroom walk-throughs, lesson plans.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** Data monitoring, classroom walk throughs, NEFEC support, coaches meet with each team monthly to review data, PD days to support identified teacher needs.	
	How is the effectiveness of Tier 1 curriculum being monitored? Through grade level success on quarterly and semester progress monitoring, and year-end summative: FSA, AP exam scores, fulfillment of Reading and Writing graduation requirements.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Data review, instructional leadership team meetings, targeted professional development, PLC, teacher coaching.	

	How is instruction modified for students who receive instruction through distance learning?
	The curriculum is narrowed and focused on the specific standards that are most needed by the student, eliminating extraneous material. Students are given the choice of paper packets or using a school-provided Chromebook. Teachers monitor and provide periodic phone calls and Zoom meetings. For students who elect virtual classes, Apex distance learning classes supplement the Paths/EngageNY curriculum.

IF:	Student meets the following criteria at beginning of school year: 9th-10th grades: Most recent FSA ELA level = 2. 11th grades: Most recent FSA ELA level = 2 OR student has not fulfilled state graduation assessment requirements for reading and writing.
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*
Grade 9: Student enrolls in Personal Career & School Development which concentrates on reading and writing skills. Class includes assignments in cooperation with ELA 1 class, and small group instruction.	Formative and summative daily;	Student's skills in targeted area are on grade level	Student continues to respond to intervention but continues to lag in this area based on formative and summative data	Student does not respond to intervention in targeted area.
Grades 10-12: Student enrolls in Reading 1 for reading and writing intervention; SEM strategies, morphology, test taking strategies, etc. Teacher is ELA certified and Reading endorsed. Chalk Talk gradual release model supplements curriculum.	FSA make up sessions, ACT, SAT test administrations at published intervals throughout the year	FSA ELA score ≥ Level 3; OR concordant score on SAT or ACT	FSA ELA score = Level 2; OR fails to earn a concordant score on SAT or ACT	FSA ELA score = Level 1; AND fails to earn a concordant score on SAT or ACT

Learning Ally to scaffold reading in ELA and other core classes, both textbook and personal choice.	Dates with books read and number of pages	Student may continue to use this program throughout the school year.	Student uses LearningAlly in class and at home.	None or minimal use of this program.
Performance Matters progress monitoring	Performance Matters progress monitoring at semester	Score level = 3	Score Level = 2	Score = Level 1

Number of times a week intervention provided	1-5	***Number of minutes per intervention session***	15-51

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
In grade 9, every day includes one period for all students of intensive instructional intervention (iii). Grade level teams meet regularly to use this time to regroup the students according to formative and summative assessments for enrichment, or Tiers 2 and 3 interventions. For grades 9-12, student, classroom, and grade level reports are monitored and reviewed among teacher, Reading Coach, and school leadership. Students who fulfill the graduation requirement will transfer to a preferred, chosen elective at semester change. Performance Matters progress monitoring identifies specific standards to remediate for each student. Reading coach works with teachers to plan and provide interventions.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Providing explicit vocabulary instruction: (strong), WWC
Test prep and coaching programs: (medium to large evidence), WWC
Chalk Talk: (promising) numerous correlational studies from 10-12 grade student groups
LearningAlly: (Strong evidence provided by numerous independent research studies. Here is one reference: The results of a meta-analysis, conducted to determine the effects of read-aloud and text-to-speech tools on reading comprehension of students with reading disabilities, showed a significant effect size of .35 and is consistent with a previous meta-analysis on read-aloud accommodations for students with disabilities. In addition, this study suggests that human-read audio had 50% greater effect on student comprehension versus synthetically narrated audio. *Wood, S. G., Moxley, J. H., Tighe, E. L., & Wagner, R. K. (2017). Does Use of Text-to-Speech and Related Read-Aloud Tools Improve Reading Comprehension for Students with Reading Disabilities? A Meta-Analysis. Journal of Learning Disabilities, 51(1), 73-84. doi:10.1177/0022219416688170)*

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Tier 1 curriculum is scrutinized for intensity of learning for the time involved and is judicially reduced while assuring the most central standards are addressed. Paths curriculum is replaced by Apex distance learning classes. Teacher makes more frequent contact with student and parent. Mind Play and Learning Ally are encouraged.

IF:	Student meets the following criteria at beginning of school year: 9th-11th grades: Most recent FSA ELA level = 1. 12th grades: Most recent FSA ELA level = 1 OR student has not fulfilled state graduation assessment requirements for reading and writing.
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*
MindPlay – program adapts to the individual student; wear headphones to hear the phonics portions; teacher receives reports on usage, fluency, progress, achievement, and what interventions are needed. Teacher uses Support Sheets from MindPlay targeted to individual student's needs for intervention, working with 1-3 students.	Diagnostic, Benchmark, Progress monitoring every 30 days. Formative, ongoing daily	Performance Level Approaching (A)	Performance Level Critical (C)
Grade 9: Critical Thinking Period (iii time) when students are grouped by area of instructional need. Student receives additional time and small group teacher-led intervention using MindPlay Support Sheets (9th).	Formative and summative daily; regrouping at least every two weeks	Student's skills in targeted area are on grade level	Student continues to respond to intervention but continues to lag in this area based on formative and summative data

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	1-5	*Number of minutes per intervention session*	15-51

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Performance Matters assessments are aligned with the Standards, compare student performance with interventions to assure goal is being met. Students are assessed within the MindPlay program in each of the reading components, review report to see if usage is with fidelity and if student needs one-on-one intervention.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
MindPlay: (Strong evidence provided through ERIC research database), including **Use of an Online Reading Intervention to Enhance the Basic Reading Skills of Community College Students,** *Community College Journal of Research and Practice*, 2019

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Tier 2 curriculum is scrutinized for intensity of learning for the time involved. Teacher further reduces assignment load to assure focus is on most central standards. Teacher makes more frequent contact with student and parent. Teacher offers student account in Learning Ally to scaffold reading assignments. Mind Play is encouraged. Students with disabilities and English Language Learners receive community-based and virtual instruction periodically from staff members.