

# Highlands 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	Tina Starling	ELA/Reading Specialist K-12	<a href="mailto:starlingt@highlands.k12.fl.us">starlingt@highlands.k12.fl.us</a>	863-471-5651
Responsibility	Name	Title	Email	Phone
Elementary ELA	Tina Starling	ELA/Reading Specialist K-12	<a href="mailto:starlingt@highlands.k12.fl.us">starlingt@highlands.k12.fl.us</a>	863-471-5651
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Reading Curriculum	Tina Starling	ELA/Reading Specialist K-12	<a href="mailto:starlingt@highlands.k12.fl.us">starlingt@highlands.k12.fl.us</a>	863-471-5651
Professional Development	Anne Lindsay	Assistant Superintendent of Elementary Programs	<a href="mailto:lindsaye@highlands.k12.fl.us">lindsaye@highlands.k12.fl.us</a>	863-471-5555
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Data Element	Tina Starling	ELA/Reading Specialist K-12	<a href="mailto:starlingt@highlands.k12.fl.us">starlingt@highlands.k12.fl.us</a>	863-471-5651
Summer Reading Camp	Anne Lindsay	Assistant Superintendent of Elementary Programs	<a href="mailto:lindsaye@highlands.k12.fl.us">lindsaye@highlands.k12.fl.us</a>	863-471-5555
3 <sup>rd</sup> Grade Promotion	Anne Lindsay	Assistant Superintendent of Elementary Programs	<a href="mailto:lindsaye@highlands.k12.fl.us">lindsaye@highlands.k12.fl.us</a>	863-471-5555

## Plan Information

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

A series of live webinars has been set to communicate the contents of the reading plan to stakeholders. These include, but are not limited to the following:

- district administrators (ELL, Migrant, Title I, ESE, Homeless, Elementary Programs, Secondary Programs)
- school administrators (elementary, middle, high)
- instructional coaches (elementary, middle, high)

A link to the plan is provided to parent and community members through district newsletters and on the district website.

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

**K-5**

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	None at this time			
<i>Phonological awareness</i>	<b>K:</b> FLKRS <b>K-5:</b> i-Ready Reading <b>K-2:</b> P.A.S.T., district adapted	screener, diagnostic, progress monitoring	FLKRS and i-Ready data are collected by: <ul style="list-style-type: none"> <li>• Grade</li> <li>• School</li> <li>• Race/Ethnicity</li> <li>• ED/Non-ED</li> <li>• ELL/Non-ELL</li> <li>• ESE/Non-ESE</li> </ul> District developed assessment and aimswebPlus data are collected at the school level and reviewed during progress monitoring meetings.	i-Ready – 3 x year P.A.S.T. – 4 x year
<i>Phonics</i>	<b>K:</b> FLKRS <b>K-5:</b> i-Ready Reading <b>K-3:</b> Phonics Assessment, district dev.	screener, diagnostic, progress monitoring	See above	i-Ready – 3 x year Phonics Assess – 4 x year
<i>Fluency</i>	<b>K:</b> aimswebPlus LNF <b>1-5:</b> aimswebPlus ORF benchmarks	screener, progress monitoring	See above	3 x year
<i>Vocabulary</i>	<b>K:</b> FLKRS <b>K-5:</b> i-Ready Reading	screener, progress monitoring	See above	3 x year
<i>Comprehension</i>	<b>K:</b> FLKRS <b>K-5:</b> i-Ready Reading	screener, progress monitoring	See above	3 x 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 Reading	<b>6-8:</b> Phonological awareness, phonics, vocabulary, and comprehension data is collected on all students in Grades 6-8	Screener, Progress Monitoring	Data is collected by: <ul style="list-style-type: none"> <li>• Grade</li> <li>• School</li> <li>• Race/Ethnicity</li> <li>• ED/Non-ED</li> <li>• ELL/Non-ELL</li> <li>• ESE/Non-ESE</li> </ul>	3 x year
CommonLit Interim Assessments	<b>9-12:</b> Vocabulary and comprehension data is collected on all students in Grades 9-10 and 11-12 grade students who have not met the graduation requirement	Screener, Progress Monitoring	Data is collected by: <ul style="list-style-type: none"> <li>• Grade</li> <li>• School</li> <li>• Race/Ethnicity</li> <li>• ED/Non-ED</li> <li>• ELL/Non-ELL</li> <li>• ESE/Non-ESE</li> </ul>	3 x year
Achieve3000 LevelSet	<b>9-12:</b> Lexile data is collected on Grades 9-12 students enrolled in assigned reading classes	Screener, Progress Monitoring	Data is collected by: <ul style="list-style-type: none"> <li>• Grade</li> <li>• School</li> <li>• Race/Ethnicity</li> <li>• ED/Non-ED</li> <li>• ELL/Non-ELL</li> <li>• ESE/Non-ESE</li> </ul>	3 x year

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

<b>Data Analysis and Decision-making (See Attached ELA District Worksheets)</b>				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
<p>Data is collected and reviewed 3 x year with:</p> <ul style="list-style-type: none"> <li>• Assistant Superintendent of Elementary Programs</li> <li>• Assistant Superintendent of Secondary Programs</li> <li>• Assistant Superintendent of Student Support Services</li> <li>• Director of ESE</li> <li>• School administrators</li> <li>• School-based literacy coaches</li> </ul>	<p>The district decision trees/ELA worksheets at each level outline the steps for problem-solving.</p> <p><b>Step 1:</b> Problem Identification-Setting the Goal (What do we want students to know, understand, and be able to do?)</p> <p><b>Step 2:</b> Problem Analysis (Why are they not doing it?)</p> <ul style="list-style-type: none"> <li>• Identify variables that contribute to the lack of desired outcomes</li> </ul> <p><b>Step 3:</b> Implement Plan (What are we going to do about it?)</p> <ul style="list-style-type: none"> <li>• Implement as intended</li> <li>• Progress monitor</li> <li>• Modify as necessary</li> </ul> <p><b>Step 4:</b> Response to Intervention (Did it work?)</p> <p>Type of response:</p> <ul style="list-style-type: none"> <li>• Positive</li> <li>• Questionable</li> <li>• Negative</li> </ul>	<p>As a part of the MTSS Tier 1 district data review (following assessment windows), district and school level teams work together to:</p> <ul style="list-style-type: none"> <li>• Review progress monitoring data at the building, classroom, and student level data using district developed school-level worksheets.</li> <li>• Participate in the problem solving process for individual students, small groups of students, or large groups of students when instructional practices that have been implemented and evaluated are not meeting student growth expectations AND we do not know what to do.</li> </ul>	<p>The district ELA/Reading Curriculum Specialist meets regularly with the following stakeholders:</p> <ul style="list-style-type: none"> <li>• literacy coaches</li> <li>• school administrators</li> <li>• district administrators</li> </ul> <p>Implementation concerns/expectations may be addressed during these meetings, as appropriate.</p> <p>In addition, the Superintendent and Assistant Superintendents of Elementary/Secondary Programs meet with school administrators twice per year individually. Implementation concerns may be addressed at this time, as appropriate.</p>	<p>District ELA/Reading Curriculum Specialist, K-12</p>

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 and literacy coaches	District ELA/Reading Curriculum Specialist, K-12 along with the Assistant Superintendent of Elementary or Secondary Programs	K-12 Reading Plan webinar, and ongoing monthly meetings with school administrators	<p>Monthly through classroom walk-throughs with the school administrator and assistant superintendent</p> <p>Monthly through classroom walk-throughs with the school administrator, district ELA/Reading Curriculum specialist, and literacy coach</p> <p>Weekly through classroom walk-throughs with the individual school administrator and literacy coach</p>	<p>Data is shared by the District ELA/Reading Curriculum Specialist during monthly school administrators meetings aligned to three core actions:</p> <p>Core Action 1: Focus each lesson on a high-quality text (or multiple texts)</p> <p>Core Action 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.</p> <p>Core Action 3: Provide all students with opportunities to engage in the work of the lesson.</p>	Data is reviewed quarterly with district administrators, school administrators, and literacy coaches
Data chats	District ELA/Reading Curriculum Specialist, K-12 along with the Assistant Superintendent of Elementary or Secondary Programs	K-12 Reading Plan webinar, and ongoing monthly meetings with school administrators	3 x year	<p>Data is shared according to the assessment and reading components assessed:</p> <ul style="list-style-type: none"> <li>• phonological awareness</li> <li>• phonics</li> <li>• fluency</li> <li>• vocabulary</li> <li>• comprehension</li> </ul> <p>When appropriate, teachers share classroom/student data during progress monitoring meetings with administrators and literacy coach.</p>	<p>School leaders conduct formal data chats 2-4 x year with curriculum leadership teams and teachers.</p> <p>Data from progress monitoring assessments is reviewed following the assessment testing window.</p>

				When appropriate, administrators and literacy coaches share grade/school/district-level assessment data with teachers and support staff.	
Reading Leadership Team per 6A-6.053(3) F.A.C.	District ELA/Reading Curriculum Specialist, K-12	K-12 Reading Plan webinar, and ongoing monthly meetings with school administrators	Schools will complete a Reading Leadership Team self-assessment form x 2 year.	The self-assessment is shared with the district ELA/Reading Curriculum Specialist.	Self-assessments are reviewed twice per year by the district ELA/Reading Curriculum Specialist and shared with district/school administrators.
Monitoring of plan implementation	District ELA/Reading Curriculum Specialist, K-12 along with the Assistant Superintendent of Elementary or Secondary Programs	K-12 Reading Plan webinar, and ongoing monthly meetings with school administrators	2 x year	<p>The district ELA/Reading Curriculum Specialist meets regularly with the following stakeholders:</p> <ul style="list-style-type: none"> <li>• literacy coaches</li> <li>• school administrators</li> <li>• district administrators</li> </ul> <p>Monitoring may be addressed during these meetings, as appropriate.</p> <p>In addition, the Superintendent and Assistant Superintendents of Elementary/Secondary Programs meet with school administrators twice per year individually. Plan implementation/monitoring may be addressed at this time, as appropriate.</p>	Data will be reviewed twice per year, following data collection by the District ELA/Reading Curriculum Specialist, K-12
Other: (Specify)					

**Implementation and Progress-monitoring**

<p>What problem-solving steps are in place for making decisions based on data?</p>	<p>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?</p>	<p>How will district leadership provide plan implementation oversight, support and follow-up?</p>
<p>The 4-Step Problem-Solving Protocol is used for making decisions based on data.</p> <p>Step 1: Problem Identification-Setting the Goal (What do we want schools or school administrators to know, understand, and be able to do?)</p> <p>Step 2: Problem Analysis (Why are they not doing it?)</p> <ul style="list-style-type: none"> <li>• Identify variables that contribute to the lack of desired outcomes</li> </ul> <p>Step 3: Implement Plan (What are we going to do about it?)</p> <ul style="list-style-type: none"> <li>• Implement as intended</li> <li>• Progress monitor</li> <li>• Modify as necessary</li> </ul> <p>Step 4: Response to Intervention (Did it work?)</p> <p>Type of response:</p> <ul style="list-style-type: none"> <li>• Positive</li> <li>• Questionable</li> <li>• Negative</li> </ul>	<p>Concerns are communicated to the Assistant Superintendent of Elementary or Secondary Programs, who provides targeted support to school administrators.</p>	<p>Monthly meetings with district and school leaders and support personnel work to ensure plan implementation oversight, support, and follow-up.</p>

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	Training is entered into the master in-service plan and is subsequently provided to reading coaches, classroom teachers and school administrators during staff meetings, Reading Plan webinars, and email.	Principals are responsible for the development of a school-wide PD program that addresses the needs of the instructional personnel at the school. The PD program addresses SIP goals, PGPs, and needs indicated by disaggregated student data and performance appraisal data.	The Electronic Registrar Online (ERO) reports training and attendance as they occur. Sign-in sheets are sent in following each school-based or district-based training.	PD sign-in sheets are reported to the district Professional Development Secretary, who verifies training and awards credit.	The ELA/Reading Curriculum Specialist along with the Assistant Superintendent of Elementary Programs and Assistant Superintendent of Secondary Programs
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Training is entered into the master in-service plan and is subsequently provided to reading coaches, classroom teachers and school administrators during staff meetings, Reading Plan webinars, and email.	Principals are responsible for the development of a school-wide PD program that addresses the needs of the instructional personnel at the school. The PD program addresses SIP goals, PGPs, and needs indicated by disaggregated student data and performance appraisal data.	The Electronic Registrar Online (ERO) reports training and attendance as they occur. Sign-in sheets are sent in following each school-based or district-based training.	PD sign-in sheets are reported to the district Professional Development Secretary, who verifies training and awards credit.	The ELA/Reading Curriculum Specialist along with the Assistant Superintendent of Elementary Programs and Assistant Superintendent of Secondary Programs
Identification of mentor teachers	During the Reading Plan webinar with school administrators,	Principals conduct the identification of mentor teachers at	Annually via an electronic form	Mentor teachers will be reported to the district specialist.	The ELA/Reading Curriculum Specialist along with the Assistant Superintendent of Elementary

	school admin will receive information regarding identification of mentor teachers.	the school level			Programs and Assistant Superintendent of Secondary Programs
Establishing of model classrooms within the school	During the Reading Plan webinar with school administrators, school admin will receive information regarding model classrooms.	Principals work with the literacy coach and/or literacy team to establish site-based model classrooms.	Annually via an electronic form	Model classrooms will be shared with the district specialist and/or the assistant superintendent.	The ELA/Reading Curriculum Specialist along with the Assistant Superintendent of Elementary Programs and Assistant Superintendent of Secondary Programs
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	The implementation of the PLC model is written into the district strategic plan. Additionally, teachers across the district participate in PLCs weekly, as outlined in the teacher contract.	Administrators develop a school-based plan for implementation of and monitoring of PLCs.	Schools complete a Stages of Highlands County PLC Teams self-assessment form x 2 year.	The PLC self-assessment is reported to the district Goal 1 Strategy C lead.	The Assistant Superintendent of Elementary Programs and Assistant Superintendent of Secondary Programs

## Instruction

K-5 Uninterrupted 90 minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
Whole group instruction utilizing an evidence-based sequence of reading instruction	The district identification and intervention decision trees, along with a district model of effective ELA instruction have been developed and are communicated to principals via the district strategic	Classroom walk-throughs	School-level master schedules are submitted prior to the start of each school year.	Assistant Superintendent of Elementary Programs	Annually

	plan implementation, Reading Plan Webinar, and monthly admin meetings.				
Small group differentiated instruction in order to meet individual student needs	The district identification and intervention decision trees, along with a district model of effective ELA instruction have been developed and are communicated to principals via the district strategic plan implementation, Reading Plan Webinar, and monthly admin meetings.	Classroom walk-throughs	School-level master schedules are submitted prior to the start of each school year.	Assistant Superintendent of Elementary Programs	Annually

## 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?

A reading coach will be assigned to each elementary school, with 70% of the coach's salary funded by the Research-Based Reading Instruction Allocation. This totals seven units. Each coach will prioritize the district's K-3 plan for preventing, diagnosing and overcoming substantial deficiencies in reading. The funds will also be used to partially fund a district literacy coach/specialist. Fifty-percent of this position will be funded through the reading allocation for K-3 support, and 50% of the position will be funded through Title I for Grades 4-12 support. While the specialist will work to support schools K-12, a minimum of 50% of the specialist's time will be prioritized to ensure the district's K-3 plan is being implemented with integrity, and to provide tiered support to schools.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	
District expenditures on reading coaches assigned to elementary schools	558,207
District expenditures on reading coaches assigned to secondary schools	
District expenditures on intervention teachers assigned to elementary schools	
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	29,518
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	
Amount of District Research-Based Reading Instruction Allocation	587,725

## 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?

Voyager Passport

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)

**Step 1: Problem Identification**

The district Risk Level ELA worksheets for Diagnostic 2 (**Sample of Grade 3 attached**), along with FLKRS 2019 and FSA ELA 2019 data were reviewed to determine the need based on student performance data. Data was analyzed by school for grade levels with an increased percentage of students at high risk for not meeting end of year goals from SY 2019-2020 and sub-groups of students at moderate to high risk. Each of the 9 elementary schools, and our Kindergarten Learning Center showed one or more area of concern.

A greater problem, however, is the fact that all students were moved to remote online learning in Grades 3-12, and Grades K-2 were provided instructional packets for the last nine weeks of school.

**Step 2: Problem Analysis** was conducted using the ICEL/RIOT Matrix.

- **Instruction** – K-2 students were provided instructional packets for learning during the last 9 weeks of school, so it can be assumed that a majority of students did not receive explicit, systematic foundational skills instruction. Multisensory reading instruction/intervention was also limited.
- **Curriculum** – Core instructional materials were used in all grade levels, but had to be modified to support remote learning. The change in formatting may have negatively impacted the integrity of the materials, and pacing was slowed.
- **Environment** – The online-remote learning environment was challenging for teachers and students. Classroom expectations, management, and beliefs/attitudes may have affected the rate of learning for students.

**Step 3: Implement Plan** – Based on the review of data and the problem analysis, it is determined that all 10 elementary schools will be provided a literacy coach for the 2020-2021 school year, partially funded by the Evidence-based Reading Plan, to support K-3 Early Literacy.

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?

Goal 1, Strategy B of the district’s strategic plan reads, “Support educators in core subjects to provide effective instruction to all students”. This strategy outlines that instructional coaches will spend 80% of their time on curriculum and instruction, and is routinely addressed during administrative and coaches meetings. Additionally, administrators and coaches are given the requirements outlined in the JRF! Coaching Model.

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

Coaches reach out to the district ELA/Reading Curriculum Specialist with individual concerns, who monitors adherence to the requirements. The specialist reports to the Assistant Superintendent of Elementary or Secondary Programs with concerns, when appropriate.

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

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

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

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

<b>Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.</b>				
<ul style="list-style-type: none"> <li>• Provide professional development on the following:               <ul style="list-style-type: none"> <li>○ the major reading components, as needed, based on an analysis of student performance data</li> <li>○ administration and analysis of instructional assessments</li> <li>○ providing differentiated instruction and intensive intervention</li> </ul> </li> <li>• Model effective instructional strategies for teachers</li> <li>• Facilitate study groups</li> <li>• Train teachers in data analysis and using data to differentiate instruction</li> <li>• Coach and mentor colleagues</li> <li>• Provide daily support to classroom teachers</li> <li>• Work with teachers to ensure that evidence-based reading programs are implemented with fidelity</li> <li>• Help to increase instructional density to meet the needs of all students</li> <li>• Help lead and support reading leadership teams at their school(s)</li> <li>• Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies</li> <li>• Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms</li> </ul>				
<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
<p>All school principals participated in a webinar outlining the Highlands K-12 Reading Plan for the 2020-2021 school year. Coaching requirements were outlined during the training.</p>	<p>Literacy coaches will work with their administrators to develop and submit a weekly schedule at the start of each nine weeks for approval, aligned to the district and school's strategic plan, and the JRF! coaching model.</p>	<p>The district ELA/Reading Curriculum Specialist monitors the coaching schedules.</p>	<p>Data is reviewed each nine weeks, or 4 x year.</p>	<p>Step 1: -Setting the Goal – Literacy coaches will spend 80% of their time on curriculum and instruction activities, as outlined in the district strategic plan and the JRF! Coaching Model.</p> <p>Step 2: Problem Analysis (Why are they not doing it?)</p> <ul style="list-style-type: none"> <li>• Identify variables that contribute to the lack of desired outcomes</li> </ul> <p>Step 3: Implement Plan (What are we going to do about it?)</p>

				<ul style="list-style-type: none"> <li>• Implement as intended</li> <li>• Progress monitor</li> <li>• Modify as necessary</li> </ul> <p>Step 4: Response to Intervention (Did it work?)</p> <p>Type of response:</p> <ul style="list-style-type: none"> <li>• Positive</li> <li>• Questionable</li> <li>• Negative</li> </ul>
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## Other Considerations

### Reading Intervention Data Element per 6A-6.053(7)(e)

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

### Charter schools per 6A-6.053(5)

Charter schools must utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a., and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

### Instructional Continuity Plan

Given that it is important to plan ahead for any contingency, please attach your Instructional Continuity Plan for 2020-2021 if you wish to have it reviewed by Just Read, Florida! We will offer feedback and suggest resources.

### Curriculum/Instruction/Assessment Decision Trees per 6A-6.053(9)(c)

Use the following decision tree template to address ALL district students. What follows is one tree that can be copied as needed. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided
- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum and K-12 intervention materials that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): K-5**

**IF:**

Student meets the following criteria at beginning of school year:

- i-Ready Reading Risk Levels: Low Risk, On-Watch

**THEN:**

**TIER 1 Only**

*Initial instruction:*

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

**Core Curriculum**

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

**TIER 1**

Core Curriculum: [Core Knowledge Language Arts \(CKLA\)](#)

Level of Evidence: Strong

Core Knowledge Language Arts (CKLA) Listening & Learning Domains and CKLA Skills Strand is used as core curriculum in all Grades 1-3 classrooms district-wide. An instructional materials summary review of the L&L Domains from edreports.org reveals that the materials “meet” ELA alignment expectations in each of the following areas:

- text quality = Overall rating 56/58
  - Texts (including read-aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what most students can read independently.
  - Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
- building knowledge = Overall rating 30/32
  - Texts are organized around a topic/topics to build students' knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.
  - The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).
- usability = Overall rating 33/34
  - Materials provide teachers with strategies for meeting the needs of a range of learners so the content is accessible to all learners and supports them in meeting or exceeding the grade-level standards.
  - Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.

An instructional materials review of Skills Strand by Louisiana Believes show that the materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary development, syntax, and fluency. [Materials received an “exemplifies quality” rating overall, and a “strong” rating in foundational skills.](#)

- Materials follow a sequence of foundational skills instruction indicated by the standards, while providing abundant opportunities for every student to become proficient in each of the foundational skills.
- Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.
- Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.
- Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.

**Progress Monitoring**

<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria to that would prompt addition of Tier 2 interventions</b>
<ul style="list-style-type: none"> <li>• i-Ready Reading – 3 x year</li> <li>• aimswebPlus ORF benchmarks – 3 x year</li> </ul> <p>See DT1 Risk Levels for cut scores by grade level</p>	<p>Student performance falls within the Low Risk or On-Watch range on i-Ready.</p>	<p>Student performance falls within the Moderate Risk or High Risk range on i-Ready AND Moderate or High Risk range on aimswebPlus ORF.</p>

**How is the effectiveness of Tier 1 instruction being monitored?  
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**

The district utilizes an ELA Instructional Practice Guide (IPG), a tool for teachers and those who support teachers, to be used for literacy planning, reflection, collaboration, and coaching. The IPG provides specific Core Actions teachers take when they are implementing the Florida Standards in daily planning and practice.

Literacy coaches conduct a minimum of 5 classroom observations weekly using the IPG, provide feedback to the teachers, and complete an electronic form tied to the three core actions per observation:

- High-Quality Texts: Is the lesson focused on a grade level high-quality text (or multiple texts)?
- High-Quality Questions and Tasks: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
- Student Ownership: Are students responsible for doing the thinking in this lesson?

IPG data is collected and communicated:

- Coaches provide a school-based summary of strengths and areas for growth to their administrators and teachers quarterly. Plans for improvement are developed and monitored, as appropriate.
- District ELA/Reading Specialist provides a district-based summary of strengths and areas for growth to administrators and coaches quarterly. Plans for improvement are developed and monitored, as appropriate.

**How is the effectiveness of Tier 1 curriculum being monitored?  
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?**

**Schools participate in an MTSS Tier 1 Baseline Meeting 3 x year, in which they work with district staff and their MTSS problem-solving team to complete the following activities:**

- Review school-wide data for academics, attendance, and behavior.
- Determine the health of the core by grade level in reading
  - i-Ready Goal: 80% of students are above the 20th %ile based on i-Ready National Norms
  - Develop an action plan for areas where less than 80% of your students are meeting the expectations using the problem-solving protocol worksheet.

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

<https://www2.highlands.k12.fl.us/reopen/remote-online-learning>

Remote Online Learning - This model is open for **elementary and middle school students** and is designed for families who would like to maintain their connection to school based teachers and classes, but don't yet feel comfortable sending their student(s) back to school in August. **Students will attend school remotely, following a standard schedule.**

Based on feedback after our distance learning experience during the mandated school closure, this instructional model will incorporate many of the features that parents and students valued, such as regular virtual real-time interaction with teachers each day for every class. Parents can rely on teachers to facilitate and guide student learning.

Students will have scheduled times, synchronous class meetings, and digital resources and assignments that can be completed at home or at school, if circumstances change during the year. This learning model provides families the flexibility to choose an instructional model to meet their needs during these uncertain times and reflects our District's commitment to providing a high-quality instructional experience, no matter what the setting.

### **What to expect from Remote Online Learning**

- Students are at home learning
- Chromebooks and technology support will be provided by the school district
- Instruction is provided remotely and students will have access to their teachers during the regular school day hours
- Elementary students can expect daily lessons with face to face connections
- Middle school students can expect daily face to face connections for every period
- Attendance will be taken daily in each course
- 

Summary: In this model, students receive virtual instruction from a school-based Highlands County teacher during daily scheduled times. This model closely resembles a regular school day with class periods beginning and ending at designated times. We will provide Chromebooks to all students participating in this model and ongoing technical support as we did during the school closure this spring. While many courses will be available through Remote Online Learning, some courses will only be offered through the traditional face-to-face option.

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>• district developed i-Ready Risk Levels: Moderate Risk or High Risk AND</li> <li>• aimswebPlus ORF: Moderate Risk or High Risk</li> </ul>
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<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
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<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>
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<b>TIER 1 instruction and TIER 2 interventions</b>	<b>TIER 2 Programs/Materials /Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>	
	<p><u>Target Area:</u> <b>Phonological Awareness</b> –</p> <p>95% Group Blueprint for Intervention - PA</p> <p>i-Ready Teacher Led Instruction</p> <p>FCRR</p>	<p>aimswebPlus probes</p> <p>biweekly - monthly</p>	<p>Low-Risk or On-Watch i-Ready Reading Overall Scale Score</p>	<p><b>Positive Rtl:</b> A positive response to instruction occurs when a student lowers a risk level from one assessment period to another (i.e., D1-D2, D2-D3 or D1-D3).</p> <p>For students who demonstrate a positive response, but remain in Moderate or High Risk, continue core ELA instruction, differentiated instruction, and interventions with sufficiency and fidelity.</p>	<p><b>Questionable Rtl:</b> A questionable response to instruction occurs when a student improves but stays within the same risk level from one assessment period to another (i.e., D1-D2, D2-D3 or D1-D3).</p> <p>For students who made less than ½ year's growth from D1-D2 or D2-D3 and stay remain in the Moderate or High Risk Level, see below.</p>
	<p><u>Target Area:</u> <b>Phonics</b></p> <p>95% Group Blueprint for Intervention – Phonics Chip Kits</p> <ul style="list-style-type: none"> <li>• Basic</li> <li>• Advanced</li> <li>• Multisyllable</li> </ul> <p>i-Ready Teacher Led Instruction</p> <p>FCRR</p> <p>Core Knowledge Assessment and Remediation Guides – Guided Reinforcement/Explicit Reteaching</p>	<p>aimswebPlus probes</p> <p>biweekly - monthly</p>	<p>Low-Risk or On-Watch i-Ready Reading Overall Scale Score</p>	<p><b>Questionable Rtl:</b> A questionable response to instruction occurs when a student improves but stays within the same risk level from one assessment period to another.</p> <p>For students who made more than ½ year's growth from D1-D2 or D2-D3 but stay within the Moderate or High Risk level, continue core ELA instruction, differentiated instruction, and interventions with sufficiency and fidelity.</p>	<p><b>Poor Rtl:</b> A poor response to instruction occurs when a student increases the level of risk from one assessment period to another.</p> <p>For students who increased their risk level from Moderate Risk to High Risk, see below.</p> <p><b>Consideration for Tier 3</b></p> <p>Conduct a problem analysis to determine why there is a difference between the expected and current levels of performance:</p>

	<p><u>Target Area:</u> <b>Fluency</b></p> <p>Core Knowledge Fluency Supplement Guides</p>	<p>aimswebPlus probes</p> <p>biweekly - monthly</p>	<p>Low-Risk or On-Watch i-Ready Reading Overall Scale Score</p>	<ul style="list-style-type: none"> <li>➤ curriculum</li> <li>➤ instruction</li> <li>➤ environment</li> <li>➤ learner</li> </ul> <p>If additional information is needed to ensure the areas of reading deficiency were correctly identified, review the aimswebPlus ORF data and/or administer DAR.</p> <p>Verify that Tier 2 Interventions were implemented with integrity.</p> <ul style="list-style-type: none"> <li>• If not, increase implementation fidelity.</li> <li>• If so, Tier 3 Interventions should be put in place.</li> </ul>
	<p><u>Target Area:</u> <b>Vocabulary</b></p> <p>95% Group Blueprint for Intervention – Vocabulary Surge</p> <p>FCRR</p> <p>Ready Florida Tools for Instruction</p>	<p>aimswebPlus probes</p> <p>biweekly - monthly</p>	<p>Low-Risk or On-Watch i-Ready Reading Overall Scale Score</p>	
	<p><u>Target Area:</u> <b>Comprehension</b></p> <p>95% Group Blueprint for Intervention – Comprehension</p> <p>FCRR</p> <p>Ready Florida Tools for Instruction</p>	<p>aimswebPlus probes</p> <p>biweekly - monthly</p>		
<p><b>Number of times a week intervention provided</b></p>		<p>3-5</p>	<p><b>Number of minutes per intervention session</b></p> <p>20-30</p>	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>School-based MTSS teams meet 3 x year for Tier 2 Problem-Solving Identification. In addition, teams meet monthly for Tier 2 Response to Instruction/Intervention. The district MTSS team supports schools through training, monitoring, and coaching to ensure the meetings are conducted with integrity. The district ELA/Reading Specialist is a member of the district team, and literacy coaches are member of their school-based team, to ensure alignment with core curriculum and instruction.</p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p><b>Target Area of Need:</b> Foundational Skills (Phonological Awareness/Phonics)  <b>Programs/materials:</b> 95% Group <i>Blueprint for Intervention</i>  <b>Level of Evidence:</b> <u>Moderate/Strong</u> – see below</p> <p><i>Blueprint for Intervention</i>.<sup>®</sup> is a series of teacher guides that provides explicit, systematic, sequential intervention instruction in phonological awareness and phonics concepts. The series is used in</p>				

conjunction with the core reading program. Each teacher guide provides instructional strategies using the I Do, We Do, You Do modeling cycle.

*Blueprint for Intervention*:<sup>®</sup> aligns with the recommendations outlined in following IES Practice Guide:

[Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade](#)

- Develop awareness of the segments of sounds in speech and how they link to letters. – (Level of Evidence: **Strong**)
- Teach students to decode words, analyze word parts, and write and recognize words. – (Level of Evidence: **Strong**)
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. – (Level of Evidence: **Moderate**)

**Target Area of Need:** Fluency of Grade-Level Text

**Programs/materials:** Core Knowledge Fluency Supplement Guides

**Level of Evidence:** Strong – see below

[Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade](#)

- Teach students to decode words, **analyze word parts**, and write and recognize words. – (Level of Evidence: **Strong**)

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)

- Provide explicit vocabulary instruction. – (Level of Evidence: **Strong**)

**Target Area of Need:** Vocabulary

**Programs/materials:** 95% Group *Blueprint for Intervention, Vocabulary Surge*

**Level of Evidence:** Strong – see below

*Blueprint for Intervention, Vocabulary Surge* aligns with the recommendations outlined in following IES Practice Guides:

[Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade](#)

- Teach students to decode words, **analyze word parts**, and write and recognize words. – (Level of Evidence: **Strong**)

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)

- Provide explicit vocabulary instruction. – (Level of Evidence: **Strong**)

**Target Area of Need:** Comprehension

**Programs/materials:** 95% Group *Blueprint for Intervention, Comprehension*

**Level of Evidence:** Strong – see below

*Blueprint for Intervention, Comprehension* aligns with the recommendations outlined in following IES Practice Guide:

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)

- Provide direct and explicit comprehension strategy instruction– (Level of Evidence: **Strong**)

***How are Tier 2 interventions modified for students who receive interventions through distance learning?***

Interventions may be modified for distance learning under the condition that the integrity of the intervention is upheld. If/When an intervention must be changed, the student’s target area of reading should remain consistent, and the district/school will work to select a suitable replacement.

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>• district developed i-Ready Risk Levels: High Risk AND</li> <li>• aimswebPlus ORF: High Risk</li> </ul>
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<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>
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<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>
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<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
<p><u>Target Area:</u> <b>Phonological Awareness</b> –</p> <p>95% Group Blueprint for Intervention - PA</p> <p>i-Ready Teacher Led Instruction</p> <p>FCRR</p>	<p>aimswebPlus probes</p> <p style="text-align: center;">weekly</p>	<p>Low-Risk or On-Watch i-Ready Reading Overall Scale Score; OR</p> <p><b>Positive Rtl:</b> A positive response to instruction occurs when a student lowers a risk level from one assessment period to another (i.e., D1-D2, D2-D3 or D1-D3).</p> <p>Tier 3 interventions MAY be removed students who demonstrate a positive response, moving from High Risk to Moderate Risk.</p>	<p><b>Questionable Rtl:</b></p> <p>A questionable response to instruction occurs when a student improves but stays within the same risk level from one assessment period to another.</p> <p>For students who made less than ½ year’s growth from D1-D2 or D2-D3 and remains in the High Risk Level, complete the following steps:</p> <p>Conduct a problem analysis to determine why there is a difference between the expected and current levels of performance:</p> <ul style="list-style-type: none"> <li>➤ curriculum</li> <li>➤ instruction</li> <li>➤ environment</li> <li>➤ learner</li> </ul> <p>If additional information is needed to ensure the areas of reading deficiency were correctly identified, review the aimswebPlus ORF data and/or administer DAR.</p> <p>Continue, or redesign the instructional plan as needed.</p>
<p><u>Target Area:</u> <b>Phonics</b></p> <p>95% Group Blueprint for Intervention – Phonics Lesson Libraries</p> <ul style="list-style-type: none"> <li>• Basic</li> <li>• Advanced</li> <li>• Multisyllable</li> </ul> <p>i-Ready Teacher Led Instruction</p> <p>FCRR</p> <p>Core Knowledge Assessment Decoding and Encoding Guide</p>	<p>aimswebPlus probes</p> <p style="text-align: center;">weekly</p>		
<p><u>Target Area:</u> <b>Fluency</b></p> <p>Core Knowledge Fluency Supplement Guides</p>	<p>aimswebPlus probes</p> <p style="text-align: center;">weekly</p>		

	<p><b>Target Area:</b> <b>Vocabulary</b></p> <p>95% Group Blueprint for Intervention – Vocabulary Surge</p> <p>FCRR</p> <p>Ready Florida Tools for Instruction</p>	<p>aimswebPlus probes</p> <p>weekly</p>		
	<p><b>Target Area:</b> <b>Comprehension</b></p> <p>95% Group Blueprint for Intervention – Comprehension</p> <p>FCRR</p> <p>Ready Florida Tools for Instruction</p>	<p>aimswebPlus probes</p> <p>weekly</p>		
<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>				
<p><b>Number of times a week intervention provided</b></p>		<p><b>5</b></p>	<p><b>Number of minutes per intervention session</b></p>	
		<p><b>30-45</b></p>		
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>School-based MTSS teams meet monthly for Tier 3 Problem-Solving Identification and Response to Instruction/Intervention. The district MTSS team supports schools through training, monitoring, and coaching to ensure the meetings are conducted with integrity. The district ELA/Reading Specialist is a member of the district team, and literacy coaches are member of their school-based team, to ensure alignment with core curriculum and instruction.</p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p><b>Target Area of Need:</b> Foundational Skills (Phonological Awareness/Phonics)  <b>Programs/materials:</b> 95% Group <i>Blueprint for Intervention</i>  <b>Level of Evidence:</b> <a href="#">Moderate/Strong</a> – see below</p> <p><i>Blueprint for Intervention</i>® is a series of teacher guides that provides explicit, systematic, sequential intervention instruction in phonological awareness and phonics concepts. The series is used in conjunction with the core reading program. Each teacher guide provides instructional strategies using the I Do, We Do, You Do modeling cycle.</p> <p><i>Blueprint for Intervention</i>® aligns with the recommendations outlined in following IES Practice Guide:</p> <p><a href="#">Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade</a></p> <ul style="list-style-type: none"> <li>• Develop awareness of the segments of sounds in speech and how they link to letters. – (Level of Evidence: <b>Strong</b>)</li> <li>• Teach students to decode words, analyze word parts, and write and recognize words. – (Level of Evidence: <b>Strong</b>)</li> </ul>				

- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. – (Level of Evidence: **Moderate**)

**Target Area of Need:** Fluency of Grade-Level Text

**Programs/materials:** Core Knowledge Fluency Supplement Guides

**Level of Evidence:** Strong – see below

[Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade](#)

- Teach students to decode words, **analyze word parts**, and write and recognize words. – (Level of Evidence: **Strong**)

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)

- Provide explicit vocabulary instruction. – (Level of Evidence: **Strong**)

**Target Area of Need:** Vocabulary

**Programs/materials:** 95% Group *Blueprint for Intervention, Vocabulary Surge*

**Level of Evidence:** Strong – see below

*Blueprint for Intervention, Vocabulary Surge* aligns with the recommendations outlined in following IES Practice Guides:

[Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade](#)

- Teach students to decode words, **analyze word parts**, and write and recognize words. – (Level of Evidence: **Strong**)

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- Provide explicit vocabulary instruction. – (Level of Evidence: **Strong**)

**Target Area of Need:** Comprehension

**Programs/materials:** 95% Group *Blueprint for Intervention, Comprehension*

**Level of Evidence:** Strong – see below

*Blueprint for Intervention, Comprehension* aligns with the recommendations outlined in following IES Practice Guide:

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)

- Provide direct and explicit comprehension strategy instruction– (Level of Evidence: **Strong**)

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

Interventions may be modified for distance learning under the condition that the integrity of the intervention is upheld. If/When an intervention must be changed, the student’s target area of reading should remain consistent, and the district/school will work to select a suitable replacement.

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 6-8**

**IF:**

Student meets the following criteria at beginning of school year:

- FSA ELA 2019 Level 3-5
- i-Ready Reading Risk Levels: Low Risk, On-Watch

**THEN:**

**TIER 1 Only**

*Initial instruction:*

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

**Core Curriculum**

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

Core Curriculum: [CollegeBoard SpringBoard](#)

Level of Evidence: Moderate

The CollegeBoard SpringBoard is used as core curriculum in ELA Grades 6-8. An instructional materials summary review of the materials from edreports.org reveals that the materials “partially meet” ELA alignment expectations. The materials meet expectations for Gateway 1, including appropriately rigorous and engaging texts for students to grow reading and skills as well as working to build research skills. Tasks and questions provided offer students practice in academic speaking and listening as well as comprehensive writing skills development over the course of the school year. The materials partially meet the expectations of growing students' knowledge and academic vocabulary as they engage with increasingly rigorous texts and tasks. Supports for research, overall writing, and independent reading is present. Teachers are provided some support to identify students' individual needs to support them in their literacy development.

- text quality = Overall rating 33/36
  - Texts are well crafted and content rich, engaging students at the grade level for which they are placed and reflect the distribution of text type and genre required by the standards for Grade 8. Texts reflecting the are rich in language, engaging, grade level appropriate, and relevant. Text complexity and their placement within the program support students' reading appropriately rigorous material over the course of the school year. Students read a range and volume of texts in and out of class, although there are limited structures for accountability to identify if students comprehend the grade level texts. There are limited opportunities for students to practice their oral and silent reading.
- building knowledge = Overall rating 26/32
  - Questions and tasks (written and spoken) and their accompanying culminating tasks are consistently associated with texts. Culminating tasks mostly support the learning that occurred in these questions prior to them and offer students opportunities to integrate skills. However, there is little support for teachers to identify misunderstandings as students use these strategies with the texts. The core of many questions and culminating tasks focus on the skills instead of focusing on the content and meaning of the text. Speaking and listening activities are available across the year, but guidance and support of practicing application of the vocabulary and syntax is minimal. Writing instruction to guide students to navigate multiple types and genres in on-demand and process writing settings is robust, as is grammar and conventions instruction.
- usability = Not Rated, but features of include the following:

**TIER 1**

- The materials contain strategies for informing all stakeholders, including students and parents or caregivers, about the ELA/literacy program and suggestions for how they can help support student progress and achievement.
- Found under Teacher Resources of the SpringBoard Dashboard are Family Letters for each of the program's units. Letters are available in English and Spanish. Each letter provides an overview of the unit including the unit's essential questions, a description of the unit's two embedded assessments, a narrative description of the skills students will practice and learn, as well as a brief overview of the texts students will be reading. The letter concludes with specific tips on how parents can support their child's progress in learning. Also available in the Student PDF Front Matter is a letter from SpringBoard to the student introducing the benefits of the SpringBoard program and highlighting key features of the text and its methods to increase learning and achievement.

***Progress Monitoring***

<b><i>Assessment &amp; Frequency</i></b>	<b><i>Performance Criteria that indicates Tier 1 is sufficient</i></b>	<b><i>Performance Criteria to that would prompt addition of Tier 2 interventions</i></b>
<ul style="list-style-type: none"> <li>• i-Ready Reading – 3 x year</li> </ul> <p>See DT2 Risk Levels for cut scores by grade level</p>	<p>Student performance falls within the Low Risk or On-Watch range on i-Ready.</p>	<p>FSA ELA 2019 Level 1 or 2, and student performance falls within the Moderate Risk or High Risk range on i-Ready.</p>

***How is the effectiveness of Tier 1 instruction being monitored?  
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?***

The district utilizes an ELA Instructional Practice Guide (IPG), a tool for teachers and those who support teachers, to be used for literacy planning, reflection, collaboration, and coaching. The IPG provides specific Core Actions teachers take when they are implementing the Florida Standards in daily planning and practice.

Literacy coaches conduct a minimum of 5 classroom observations weekly using the IPG, provide feedback to the teachers, and complete an electronic form tied to the three core actions per observation:

- High-Quality Texts: Is the lesson focused on a grade level high-quality text (or multiple texts)?
- High-Quality Questions and Tasks: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?
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- Coaches provide a school-based summary of strengths and areas for growth to their administrators and teachers quarterly. Plans for improvement are developed and monitored, as appropriate.
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***How is the effectiveness of Tier 1 curriculum being monitored?  
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?***

***Schools participate in an MTSS Tier 1 Baseline Meeting 3 x year, in which they work with district staff and their MTSS problem-solving team to complete the following activities:***

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- Determine the health of the core by grade level in reading
  - i-Ready Goal: 80% of students are above the 20th %ile based on i-Ready National Norms

- Develop an action plan for areas where less than 80% of your students are meeting the expectations using the problem-solving protocol worksheet.

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Remote Online Learning - This model is open for **elementary and middle school students** and is designed for families who would like to maintain their connection to school based teachers and classes, but don't yet feel comfortable sending their student(s) back to school in August. **Students will attend school remotely, following a standard schedule.**

Based on feedback after our distance learning experience during the mandated school closure, this instructional model will incorporate many of the features that parents and students valued, such as regular virtual real-time interaction with teachers each day for every class. Parents can rely on teachers to facilitate and guide student learning.

Students will have scheduled times, synchronous class meetings, and digital resources and assignments that can be completed at home or at school, if circumstances change during the year. This learning model provides families the flexibility to choose an instructional model to meet their needs during these uncertain times and reflects our District's commitment to providing a high-quality instructional experience, no matter what the setting.

**What to expect from Remote Online Learning**

- Students are at home learning
- Chromebooks and technology support will be provided by the school district
- Instruction is provided remotely and students will have access to their teachers during the regular school day hours
- Elementary students can expect daily lessons with face to face connections
- Middle school students can expect daily face to face connections for every period
- Attendance will be taken daily in each course
- 

Summary: In this model, students receive virtual instruction from a school-based Highlands County teacher during daily scheduled times. This model closely resembles a regular school day with class periods beginning and ending at designated times. We will provide Chromebooks to all students participating in this model and ongoing technical support as we did during the school closure this spring. While many courses will be available through Remote Online Learning, some courses will only be offered through the traditional face-to-face option.

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>FSA ELA 2019 Level 1 or 2</li> <li>district developed i-Ready Risk Levels: Moderate Risk or High Risk</li> </ul>
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<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
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<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>are standards-aligned</li> <li>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>are matched to the needs of the students</li> <li>provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>occurs during time allotted in addition to core instruction</li> <li>includes accommodations (IEP, ESOL or 504)</li> </ul>
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<i>TIER 2 Programs/Materials /Strategies &amp; Duration</i>	<i>TIER 2 Progress Monitoring</i>			
	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>
<p><u>Target Area:</u> <b>Fluency of Grade Level Text</b></p> <p>Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 6-8 grade complexity band:</p> <ul style="list-style-type: none"> <li>word attack skills</li> <li>word recognition</li> <li>syntax</li> <li>text structure</li> <li>pace/expression</li> </ul>	<p>aimswebPlu s probes</p> <p>biweekly - monthly</p>	<p>Low-Risk or On-Watch aimswebPlus probes</p>	<p><b>Positive Rtl:</b> A positive response to instruction occurs when a student lowers a risk level from one assessment period to another (i.e., D1-D2, D2-D3 or D1-D3).</p> <p>For students who demonstrate a positive response, but remain in Moderate or High Risk, continue core ELA instruction, differentiated instruction, and interventions with sufficiency and fidelity.</p> <p><b>Questionable Rtl:</b> A questionable response to instruction occurs when a student improves but stays within the same risk level from one assessment period to another.</p>	<p><b>Questionable Rtl:</b> A questionable response to instruction occurs when a student improves but stays within the same risk level from one assessment period to another (i.e., D1-D2, D2-D3 or D1-D3).</p> <p>For students who made less than ½ year's growth from D1-D2 or D2-D3 and stay remain in the Moderate or High Risk Level, see below.</p> <p><b>Poor Rtl:</b> A poor response to instruction occurs when a student increases the level of risk from one assessment period to another.</p> <p>For students who increased their risk level from Moderate Risk to High Risk, see below.</p> <p><b>Consideration for Tier 3</b></p> <p>Conduct a problem analysis to determine why there is a difference between the expected and current levels of performance:</p>
<p><u>Target Area:</u> <b>Reading Comprehension</b></p> <p>Explicit and systematic instruction in the following areas should be provided in the M/J Lang Arts class to increase comprehension of texts within the 6-8 grade complexity</p>	<p>aimswebPlu s probes</p> <p>biweekly - monthly</p>	<p>Low-Risk or On-Watch i-Ready Reading Overall Scale Score</p>	<p>For students who made more than ½ year's growth from D1-D2 or D2-D3 but stay within the Moderate or High Risk level, continue core ELA instruction, differentiated instruction, and interventions with sufficiency and fidelity.</p>	<p>For students who increased their risk level from Moderate Risk to High Risk, see below.</p> <p><b>Consideration for Tier 3</b></p> <p>Conduct a problem analysis to determine why there is a difference between the expected and current levels of performance:</p>

	band: - vocabulary - background knowledge - comprehension strategies/monitoring - skill support - volume of reading			➤ curriculum ➤ instruction ➤ environment ➤ learner  If additional information is needed to ensure the areas of reading deficiency were correctly identified, review the aimswebPlus ORF data and/or administer DAR.  Verify that Tier 2 Interventions were implemented with integrity. <ul style="list-style-type: none"> <li>• If not, increase implementation fidelity.</li> <li>• If so, Tier 3 Interventions should be put in place.</li> </ul>
	<b>Number of times a week intervention provided</b>	3-5	<b>Number of minutes per intervention session</b>	20-30
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>School-based MTSS teams meet 3 x year for Tier 2 Problem-Solving Identification. In addition, teams meet monthly for Tier 2 Response to Instruction/Intervention. The district MTSS team supports schools through training, monitoring, and coaching to ensure the meetings are conducted with integrity. The district ELA/Reading Specialist is a member of the district team, and literacy coaches are member of their school-based team, to ensure alignment with core curriculum and instruction.</p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p><b>Target Area of Need:</b> Fluency of Grade-Level Text  <b>Programs/materials:</b> Student Achievement Partners Fluency Packets, Grades 6-8  <b>Level of Evidence:</b> Strong – see below</p> <p><a href="#">Building Fluency: Unbound, A Guide to 6-12 ELA/Literacy Practices</a></p> <ul style="list-style-type: none"> <li>• Build students’ word attack skills and word recognition.</li> <li>• Build students’ understanding of how pace and expression are cued by syntax, vocabulary and text structure.</li> <li>• Build students’ vocabulary and background knowledge.</li> </ul> <p><a href="#">Improving Adolescent Literacy: Effective Classroom and Intervention Practices</a></p> <ul style="list-style-type: none"> <li>• Provide explicit vocabulary instruction. – (Level of Evidence: <b>Strong</b>)</li> <li>• Increase student motivation and engagement in literacy learning. (Level of Evidence: <b>Moderate</b>)</li> </ul> <p><b>Target Area of Need:</b> Reading Comprehension  <b>Programs/materials:</b> i-Ready, Ready Florida, Tools For Instruction  <b>Level of Evidence:</b> <a href="#">Strong</a></p> <p><i>i-Ready, Ready Florida Instruction, and Tools For Instruction</i> are used to provide explicit and systematic instruction to increase comprehension of texts within the 6-8 grade complexity band.</p>				

**How are Tier 2 interventions modified for students who receive interventions through distance learning?**

Interventions may be modified for distance learning under the condition that the integrity of the intervention is upheld. If/When an intervention must be changed, the student's target area of reading should remain consistent, and the district/school will work to select a suitable replacement.

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>FSA ELA 2019 Level 1-2</li> <li>district developed i-Ready Risk Levels: High Risk</li> </ul>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	<u>Target Area: Foundational Skills</u>  Intervention must be explicit, systematic, multisensory, and include phonological awareness, phonic decoding, and reading connected text	aimswebPlus probes  weekly	Low-Risk or On-Watch i-Ready Reading Overall Scale Score; OR  <b>Positive RtI:</b> A positive response to instruction occurs when a student lowers a risk level from one assessment period to another (i.e., D1-D2, D2-D3 or D1-D3).  Tier 3 interventions MAY be removed students who demonstrate a positive response, moving from High Risk to Moderate Risk.	<b>Questionable RtI:</b>  A questionable response to instruction occurs when a student improves but stays within the same risk level from one assessment period to another.  For students who made less than ½ year's growth from D1-D2 or D2-D3 and remains in the High Risk Level, complete the following steps:  Conduct a problem analysis to determine why there is a difference between the expected and current levels of performance: <ul style="list-style-type: none"> <li>➤ curriculum</li> <li>➤ instruction</li> <li>➤ environment</li> <li>➤ learner</li> </ul> If additional information is needed to ensure the areas of reading deficiency were correctly identified, review the aimswebPlus ORF data and/or administer DAR.  Continue, or redesign the instructional plan as needed.
<u>Target Area: Fluency of Grade Level Text</u>  Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 6-8 grade complexity band: <ul style="list-style-type: none"> <li>- word attack skills</li> <li>- word recognition</li> <li>- syntax</li> <li>- text structure</li> </ul>	aimswebPlus probes  weekly			

	<ul style="list-style-type: none"> <li>- pace/expression</li> </ul>			
	<p><b>Target Area:</b> <b>Reading Comprehension</b></p> <p>Explicit and systematic instruction in the following areas should be provided in an intensive reading class to increase comprehension of texts within the 6-8 grade complexity band:</p> <ul style="list-style-type: none"> <li>- vocabulary</li> <li>- background knowledge</li> <li>- comprehension strategies/monitoring</li> <li>- skill support</li> <li>- volume of reading</li> </ul>	<p>aimswebPlus probes</p> <p>weekly</p>		
<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>				
<p><b>Number of times a week intervention provided</b></p>	<p><b>5</b></p>	<p><b>Number of minutes per intervention session</b></p>	<p><b>30-45</b></p>	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>School-based MTSS teams meet monthly for Tier 3 Problem-Solving Identification and Response to Instruction/Intervention. The district MTSS team supports schools through training, monitoring, and coaching to ensure the meetings are conducted with integrity. The district ELA/Reading Specialist is a member of the district team, and literacy coaches are member of their school-based team, to ensure alignment with core curriculum and instruction.</p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p><b>Target Area of Need:</b> Foundational Skills (Phonological Awareness/Phonics)  <b>Programs/materials:</b> 95% Group <i>Blueprint for Intervention</i>  <b>Level of Evidence:</b> <a href="#">Moderate/Strong</a></p> <p><i>Blueprint for Intervention</i>® is a series of teacher guides that provides explicit, systematic, sequential intervention instruction in phonological awareness and phonics concepts. The series is used in conjunction with the core reading program. Each teacher guide provides instructional strategies using the I Do, We Do, You Do modeling cycle.</p> <p><i>Blueprint for Intervention</i>® aligns with the recommendations outlined in following practice brief from the Center On Instruction:</p> <p><a href="#">Effective Instruction for Adolescent Struggling Readers: A Practice Brief</a></p>				

- Teach students to decode words, analyze word parts, and write and recognize words.
- Teach students when and how to read multisyllabic words by blending the parts together.

**Target Area of Need:** Fluency of Grade-Level Text

**Programs/materials:** Student Achievement Partners Fluency Packets, Grades 6-8

**Level of Evidence:** Strong – see below

[Building Fluency: Unbound, A Guide to 6-12 ELA/Literacy Practices](#)

- Build students' word attack skills and word recognition.
- Build students' understanding of how pace and expression are cued by syntax, vocabulary and text structure.
- Build students' vocabulary and background knowledge.

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)

- Provide explicit vocabulary instruction. – (Level of Evidence: **Strong**)
- Increase student motivation and engagement in literacy learning. (Level of Evidence: **Moderate**)

**Target Area of Need:** Reading Comprehension

**Programs/materials:** i-Ready, Ready Florida, Tools For Instruction

**Level of Evidence:** [Strong](#)

*i-Ready, Ready Florida Instruction, and Tools For Instruction* are used to provide explicit and systematic instruction to increase comprehension.

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

Interventions may be modified for distance learning under the condition that the integrity of the intervention is upheld. If/When an intervention must be changed, the student's target area of reading should remain consistent, and the district/school will work to select a suitable replacement.

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** 9-10 and students in Grades 11-12 who have not met the graduation requirement

**IF:**

Student meets the following criteria at beginning of school year:

- FSA ELA 2019 Level 3-5
- CommonLit Interim Assessment Risk Levels: Low Risk, On-Watch

**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](#)

Level of Evidence: Moderate

HMH Collections is used as core curriculum in ELA Grades 9-12. An instructional materials summary review of the materials from edreports.org reveals that the materials “partially meets” ELA alignment expectations for alignment. The anchor materials include high-quality texts that are the central focus of lessons, are at the appropriate grade-level text complexity, and are accompanied by quality tasks aligned to the standards of reading, writing, speaking, listening, and language. The materials may need supplementing from the teacher to build knowledge, as connections to themes and in implementing synthesis of skills are inconsistent, and research components are not cohesive. The materials provide some support for academic vocabulary, writing, and independent reading.

- text quality = Overall rating 29/32
  - Program include texts that are of publishable quality and consider a range of student interests, text types, and genres. Anchor texts have the appropriate level of complexity for the grade according to quantitative analysis, qualitative analysis, and relationship to their associated student task, and are accompanied by information explaining the rationale for placement in the year-long course. While there is opportunity for reading a depth and breadth of materials, there is minimal guidance to support teachers in guiding students to reading beyond the classroom to be able to comprehend materials at the end of the school year.
- building knowledge = Overall rating 14/32
  - The HMH Collections reviewed meets the criteria that most questions, tasks, and assignments are text dependent/specific, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text; this may include work with mentor texts as well).
  - The majority of the questions within the textbook require students to go back to the text to support their interpretations and build their knowledge from the literal to the inferential. The materials also provide support for planning and implementing by including teacher instructions for when to ask the question, how to introduce it, and possible student answers. Within each Collection, each text contains questions to be asked during the reading and questions that will be completed after the reading. During the reading, each question has a bold heading that states the purpose, the question, and an example student answer.

- While reading text selections throughout the collection, students encounter text-dependent questions and prompts that require them to use evidence from the text. However, none of these are structured in ways that ensure that students use academic vocabulary or academic syntax. Students are not provided samples or models of evidence-based discussion. In addition, a clear emphasis on use of academic syntax, use of academic vocabulary, or use of protocols are not provided or referenced.
- usability = Not Rated

**Progress Monitoring**

<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria to that would prompt addition of Tier 2 interventions</b>
<ul style="list-style-type: none"> <li>• CommonLit Interim Assessments– 3 x year</li> </ul> <p>See DT2 Risk Levels for cut scores by grade level</p>	<p>Student performance falls within the Low Risk or On-Watch range on i-Ready.</p>	<p>FSA ELA 2019 Level 1 or 2, and student performance falls within the Moderate Risk or High Risk range on i-Ready.</p>
<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b></p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <p>The district utilizes an ELA Instructional Practice Guide (IPG) to monitor the effectiveness of Tier 1 instruction. The IPG is a tool for teachers and those who support teachers, to be used for literacy planning, reflection, collaboration, and coaching. The IPG provides specific Core Actions teachers take when they are implementing the Florida Standards in daily planning and practice.</p> <p>Literacy coaches conduct a minimum of 5 classroom observations weekly using the IPG, provide feedback to the teachers, and complete an electronic form tied to the three core actions per observation:</p> <ul style="list-style-type: none"> <li>• High-Quality Texts: Is the lesson focused on a grade level high-quality text (or multiple texts)?</li> <li>• High-Quality Questions and Tasks: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students’ comprehension of the text(s) and its meaning?</li> <li>• Student Ownership: Are students responsible for doing the thinking in this lesson?</li> </ul> <p>IPG data is collected and communicated:</p> <ul style="list-style-type: none"> <li>• Coaches provide a school-based summary of strengths and areas for growth to their administrators and teachers quarterly. Plans for improvement are developed and monitored, as appropriate.</li> <li>• District ELA/Reading Specialist provides a district-based summary of strengths and areas for growth to administrators and coaches quarterly. Plans for improvement are developed and monitored, as appropriate.</li> </ul>	
<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b></p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b></p> <p><b>Schools participate in an MTSS Tier 1 Baseline Meeting 3 x year, in which they work with district staff and their MTSS problem-solving team to complete the following activities:</b></p>	

- Review school-wide data for academics, attendance, and behavior.
- Determine the health of Tier 1 core curriculum by grade level in English/Reading
  - CommonLit: 80% of students score above 20<sup>th</sup> %ile based using district norms
  - Develop an action plan for areas where less than 80% of your students are meeting the expectations using the problem-solving protocol worksheet.

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

High school students who choose not to return face-to-face can receive instruction through Highlands Virtual School (HVS), a full time Highlands County public school. Students are enrolled full-time in this virtual learning model utilizing the Edgenuity curriculum. Courses are taught by highly qualified Highlands County teachers who are housed in the HVS building at the School Board of Highlands County district office. Upon enrollment at Highlands Virtual School, each student and family meets with an HVS teacher to discuss educational needs and create a plan for success at HVS.

Summary: Highlands Virtual School (HVS) is an entirely online Highlands County school. Highly qualified Highlands County educators teach all HVS classes. Though designed as an online environment for students, teachers are housed at our HVS campus. They are available to meet face-to-face with students and families to provide additional support. Students have the flexibility to work at their own pace and on a schedule best fitting their family's needs; however, the teachers are just a call, text, or email away. The School Board of Highlands County provides Chromebooks to all students choosing this model as well as ongoing technical support.

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>FSA ELA 2019 Level 1 or 2</li> <li>district developed CommonLit Risk Levels: Moderate Risk or High Risk</li> </ul>
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<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
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<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>are standards-aligned</li> <li>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>are matched to the needs of the students</li> <li>provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>occurs during time allotted in addition to core instruction</li> <li>includes accommodations (IEP, ESOL or 504)</li> </ul>
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<b>TIER 1 instruction and TIER 2 interventions</b>	<b>TIER 2 Programs/Materials/ Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>	
	<p><b>Target Area: Fluency of Grade Level Text</b></p> <p>Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 9-12 grade complexity band:</p> <ul style="list-style-type: none"> <li>word attack skills</li> <li>word recognition</li> <li>syntax</li> <li>text structure</li> <li>pace/expression</li> </ul>	<p>aimswebPlus probes</p> <p>biweekly - monthly</p>	<p>Low-Risk or On-Watch</p> <p>aimswebPlus probes</p>	<p><b>Positive Rtl:</b> A positive response to instruction occurs when a student lowers a risk level from one assessment period to another (i.e., D1-D2, D2-D3 or D1-D3).</p> <p>For students who demonstrate a positive response, but remain in Moderate or High Risk, continue core ELA instruction, differentiated instruction, and interventions with sufficiency and fidelity.</p>	<p><b>Questionable Rtl:</b> A questionable response to instruction occurs when a student improves but stays within the same risk level from one assessment period to another (i.e., D1-D2, D2-D3 or D1-D3).</p> <p>For students who made less than ½ year's growth from D1-D2 or D2-D3 and stay remain in the Moderate or High Risk Level, see below.</p> <p><b>Poor Rtl:</b> A poor response to instruction occurs when a student increases the level of risk from one assessment period to another.</p>
	<p><b>Target Area: Reading Comprehension</b></p> <p>Explicit and systematic instruction in the following areas should be provided in the core English class to increase comprehension of texts within the 9-12 grade complexity band:</p> <ul style="list-style-type: none"> <li>vocabulary</li> </ul>	<p>aimswebPlus probes</p> <p>biweekly - monthly</p>	<p>Low-Risk or On-Watch</p> <p>aimswebPlus probes, OR</p> <p>Low-Risk or On-Watch</p> <p>CommonLit Interim Assessment</p>	<p><b>Questionable Rtl:</b> A questionable response to instruction occurs when a student improves but stays within the same risk level from one assessment period to another.</p> <p>For students who made more than ½ year's growth from D1-D2 or D2-D3 but stay within the Moderate or High Risk level, continue core ELA instruction, differentiated instruction, and interventions with sufficiency and fidelity.</p>	<p>For students who increased their risk level from Moderate Risk to High Risk, see below.</p> <p><b>Consideration for Tier 3</b></p> <p>Conduct a problem analysis to determine why there is a difference between the expected and current levels of performance:</p>

<ul style="list-style-type: none"> <li>- background knowledge</li> <li>- comprehension strategies/monitoring</li> <li>- skill support</li> <li>- volume of reading</li> </ul>				<ul style="list-style-type: none"> <li>➤ curriculum</li> <li>➤ instruction</li> <li>➤ environment</li> <li>➤ learner</li> </ul> <p>If additional information is needed to ensure the areas of reading deficiency were correctly identified, review the aimswebPlus ORF data and/or administer DAR.</p> <p>Verify that Tier 2 Interventions were implemented with integrity.</p> <ul style="list-style-type: none"> <li>• If not, increase implementation fidelity.</li> <li>• If so, Tier 3 Interventions should be put in place.</li> </ul>
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<b>Number of times a week intervention provided</b>	3-5	<b>Number of minutes per intervention session</b>	20-30
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**What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?**

School-based MTSS teams meet 3 x year for Tier 2 Problem-Solving Identification. In addition, teams meet monthly for Tier 2 Response to Instruction/Intervention. The district MTSS team supports schools through training, monitoring, and coaching to ensure the meetings are conducted with integrity. The district ELA/Reading Specialist is a member of the district team, and literacy coaches are member of their school-based team, to ensure alignment with core curriculum and instruction.

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

Program: Achieve3000  
Evidence Level: [Strong](#)

Achieve3000 offers digital, supplemental literacy programs for grades9-12 and includes differentiated content to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills.

Strategies selected/used for reading intervention are outlined in the following IES Practice Guide:

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)

1. Provide explicit vocabulary instruction. (Evidence Level: strong)
2. Provide direct and explicit comprehension strategy instruction. (Evidence Level: strong)
3. Provide opportunities for extended discussion of text meaning and interpretation. (Evidence Level: Moderate)
4. Increase student motivation and engagement in literacy learning. (Evidence Level: Moderate)
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Evidence Level: Strong)

**How are Tier 2 interventions modified for students who receive interventions through distance learning?**

Interventions may be modified for distance learning under the condition that the integrity of the intervention is upheld. If/When an intervention must be changed, the student's target area of reading should remain consistent, and the district/school will work to select a suitable replacement.

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>FSA ELA 2019 Level 1-2</li> <li>district developed CommonLit: High Risk</li> </ul>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	<u>Target Area: Foundational Skills</u>  Intervention must be explicit, systematic, multisensory, and include phonological awareness, phonic decoding, and reading connected text	aimswebPlus probes  weekly	Low-Risk or On-Watch i-Ready Reading Overall Scale Score; OR  <b>Positive RtI:</b> A positive response to instruction occurs when a student lowers a risk level from one assessment period to another (i.e., D1-D2, D2-D3 or D1-D3).	<b>Questionable RtI:</b>  A questionable response to instruction occurs when a student improves but stays within the same risk level from one assessment period to another.  For students who made less than ½ year's growth from D1-D2 or D2-D3 and remains in the High Risk Level, complete the following steps:  Conduct a problem analysis to determine why there is a difference between the expected and current levels of performance: <ul style="list-style-type: none"> <li>➤ curriculum</li> <li>➤ instruction</li> <li>➤ environment</li> <li>➤ learner</li> </ul> If additional information is needed to ensure the areas of reading deficiency were correctly identified, review the aimswebPlus ORF data and/or administer DAR.
	<u>Target Area: Fluency of Grade Level Text</u>  Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 9-12 grade complexity band: <ul style="list-style-type: none"> <li>- word attack skills</li> <li>- word recognition</li> <li>- syntax</li> <li>- text structure</li> <li>- pace/expression</li> </ul>	aimswebPlus probes  weekly	Tier 3 interventions MAY be removed students who demonstrate a positive response, moving from High Risk to Moderate Risk.	
<u>Target Area: Reading Comprehension</u>  Explicit and systematic instruction in the following areas should be provided in an	aimswebPlus probes  weekly		Continue, or redesign the instructional plan as needed.	

	<p>intensive reading class to increase comprehension of texts within the 9-12 grade complexity band:</p> <ul style="list-style-type: none"> <li>- vocabulary</li> <li>- background knowledge</li> <li>- comprehension strategies/monitoring</li> <li>- skill support</li> <li>- volume of reading</li> </ul>			
	<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>			
	<p><b>Number of times a week intervention provided</b></p>	<p><b>5</b></p>	<p><b>Number of minutes per intervention session</b></p>	<p><b>30-45</b></p>
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>School-based MTSS teams meet monthly for Tier 3 Problem-Solving Identification and Response to Instruction/Intervention. The district MTSS team supports schools through training, monitoring, and coaching to ensure the meetings are conducted with integrity. The district ELA/Reading Specialist is a member of the district team, and literacy coaches are member of their school-based team, to ensure alignment with core curriculum and instruction.</p>			
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Program: Achieve3000 Evidence Level: <a href="#">Strong</a></p> <p>Achieve3000 offers digital, supplemental literacy programs for grades9-12 and includes differentiated content to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills.</p> <p>Strategies selected/used for reading intervention are outlined in the following IES Practice Guide:</p> <p><a href="#">Improving Adolescent Literacy: Effective Classroom and Intervention Practices</a></p> <ol style="list-style-type: none"> <li>1. Provide explicit vocabulary instruction. (Evidence Level: strong)</li> <li>2. Provide direct and explicit comprehension strategy instruction. (Evidence Level: strong)</li> <li>3. Provide opportunities for extended discussion of text meaning and interpretation. (Evidence Level: Moderate)</li> <li>4. Increase student motivation and engagement in literacy learning. (Evidence Level: Moderate)</li> <li>5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Evidence Level: Strong)</li> </ol>			
<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Interventions may be modified for distance learning under the condition that the integrity of the intervention is upheld. If/When an intervention must be changed, the student’s target area of reading should remain consistent, and the district/school will work to select a suitable replacement.</p>				