

Jackson 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	Cathi Addison	ELA Content Specialist, Secondary	cathi.addison@jcsb.org	850-482-1310 ext.350
Responsibility	Name	Title	Email	Phone
Elementary ELA	Stephanie King	Elem. Literacy Specialist	stephanie.king@jcsb.org	850-482-1310 ext. 352
Secondary ELA	Cathi Addison	ELA Content Specialist Secondary	cathi.addison@jcsb.org	850-482-1310 ext. 350
Reading Endorsement	Carolyn Pilcher	Director of Professional Development	carolyn.pilcher@jcsb.org	850-482-1200
Reading Curriculum	Carolyn Pilcher, Elem. Jennifer See, Sec.	Director, Elementary Ed Director, Secondary Ed	carolyn.pilcher@jcsb.org jennifer.see@jcsb.org	850-482-1200
Professional Development	Carolyn Pilcher	Director, Professional Development	carolyn.pilcher@jcsb.org	850-482-1200
Assessment	Ron Mitchell	Director, Student Services	ron.mitchell@jcsb.org	850-482-1200
Data Element	Jennifer See	Director, MIS	jennifer.see@jcsb.org	850-482-1200
Summer Reading Camp	Carolyn Pilcher	Director of Elementary Education	carolyn.pilcher@jcsb.org	850-482-1200
3 rd Grade Promotion	Carolyn Pilcher	Director of Elementary Education	carolyn.pilcher@jcsb.org	850-482-1200

Plan Information

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

District ELA content specialists and/or members of the District Instructional Team will facilitate meetings with stakeholders to provide an overview of Jackson District's key components. Overviews will occur as follows:

Administrators—September principals' meeting

Teachers---August/September Canvas Virtual PD

Other District Personnel (RtI Specialist, ESE Specialists, etc.)---August Zoom Meeting

Parents and Community: Post plan on district website for all stakeholders, including parents to access. In addition, share plan with school's SAC committee

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>	Oral information being presented, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. (Grade-level appropriate)	Oral Language Screener- Rubric	Teacher Observations Anecdotal Notes	August 2020 December 2020 May 2021
<i>Phonological awareness</i>	I-Ready Diagnostic Scale Scores K-STAR Early Literacy Scale Scores	Diagnostic/progress monitoring	K-STAR Early Literacy i-Ready Diagnostic District Dashboard (Data will be exported into Focus SIS)	August 2020 December 2020 May 2021
<i>Phonics</i>	I-Ready Diagnostic Scale Scores K-STAR Early Literacy Scale Scores	Diagnostic/progress monitoring	K-STAR Early Literacy i-Ready Diagnostic District Dashboard (Data will be exported into Focus SIS)	August 2020 December 2020 May 2021
<i>Fluency</i>	I-Ready Oral Reading Fluency WCPM/Percentile	Diagnostic/progress monitoring	Teacher Administration	August 2020 December 2020 May 2021
<i>Vocabulary</i>	I-Ready Diagnostic Scale Scores K-STAR Early Literacy Scale Scores	Diagnostic/progress monitoring	K-STAR Early Literacy i-Ready Diagnostic District Dashboard (Data will be exported into Focus SIS)	August 2020 December 2020 May 2021
<i>Comprehension</i>	I-Ready Diagnostic Scale Scores K-STAR Early Literacy Scale Scores	Diagnostic/progress monitoring	K-STAR Early Literacy i-Ready Diagnostic District Dashboard (Data will be exported into Focus SIS)	August 2020 December 2020 May 2021

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
*i-Ready Diagnostic	Scale Scores	Diagnostic/progress monitoring	i-Ready Diagnostic District Dashboard (Data will be exported to Focus.)	August 2020 December 2020 May 2021
STAR	Scale Scores/Percentiles	Diagnostic/progress monitoring	Renaissance Learning STAR District Dashboard (Data will be exported to Focus.)	August 2020 December 2020 May 2021 (and as needed for additional progress monitoring)
*2020-2021 will serve as a transition year for grades 9-12. I-Ready Diagnostic and STAR will be used for progress monitoring with the intent to phase out i-Ready by 2021-2022.				

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

Data Analysis and Decision-making				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
District Leadership Team—monthly School site—monthly	<ol style="list-style-type: none"> i-Ready Diagnostic will be used to screen for students who need reading remediation. School personnel will refer to the JCSB Decision Tree and MTSS Handbook to determine appropriate tier placement within the RtI/MTSS process. 	<p>District Leadership Team:</p> <ul style="list-style-type: none"> --Monthly data reviews (disaggregated by building/classroom) --Data Chats with School Administrators <p>School Administrators:</p> <ul style="list-style-type: none"> --Facilitate monthly data meetings with school level teams and classroom teachers 	During monthly principals' meetings and data meetings (chats)	District Leadership Team

	<ol style="list-style-type: none"> 3. Follow-up with Student Support Team to determine appropriate intervention/develop plan. 4. Implement interventions. 5. Monitor progress and document interventions. 6. Analyze/review data to determine adequate progress and effectiveness of intervention. 7. Revise goals and interventions as needed 			
--	---	--	--	--

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	District Leadership Team	PD Meetings; Email reminders	Quarterly	Principal, District-developed Spread Sheet	Monthly District Leadership Team
Data chats					
Reading Leadership Team per 6A-6.053(3) F.A.C.					
Monitoring of plan implementation					
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>
<ol style="list-style-type: none"> 1. i-Ready Diagnostic will be used to screen for students who need reading remediation. 2. School personnel will refer to the JCSB Decision Tree and MTSS Handbook to determine appropriate tier placement within the MTSS/RtI process. 3. Follow-up with Student Support Team to determine appropriate intervention/develop plan. 4. Implement interventions. 5. Monitor progress and document interventions. 6. Analyze/review data to determine adequate progress and effectiveness of intervention. 7. Revise goals and interventions as needed. 	<p>Data will be examined during Review Meetings.</p> <p>Reexamine/Revise plan if adequate progress is not being made.</p>	<p>District MTSS Specialist will oversee to ensure there is alignment between learning deficit and targeted intervention and to provide 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?
<p>Training in multisensory reading intervention</p>	<p>During monthly principals'</p>	<p>Principals will be advised to check</p>	<p>Quarterly District</p>	<p>Carolyn Pilcher, Director Professional</p>	<p>Carolyn Pilcher, Director Professional Development</p>

Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	meetings	ePDC for completion	Developed Spreadsheet	Development	
Identification of mentor teachers		Work with District Leadership Team to establish/develop/support for professional learning, lesson study, and PLCs			
Establishing of model classrooms within the school					
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs		Principals will develop schedules for and attend PLCs on a regular basis.			

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	Review in each fall overview meeting; Professional Development for new principals	Classroom walk through; Marzano Trend Tracker data	The district monitors Trend Tracker data	District Leadership Team	Quarterly
Small group differentiated instruction in order to meet individual student needs					

Budget per 6A-6.053(2) F.A.C.

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

All of the reading allocation funds are being used to fund K-3 intervention teachers as well as summer reading camp.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on intervention teachers assigned to elementary schools	296,468.96
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on professional development	
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	54,324.04
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	350,793

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?

Wonders, Open Court, i-Ready, Lexia

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

If yes, which grade levels? K-2

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)

N/A—The district has no reading coaches.

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?

N/A—The district has no reading coaches.

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

N/A—The district has no reading coaches.

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

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

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

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

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.				
<ul style="list-style-type: none"> • Provide professional development on the following: <ul style="list-style-type: none"> ○ the major reading components, as needed, based on an analysis of student performance data ○ administration and analysis of instructional assessments ○ providing differentiated instruction and intensive intervention • Model effective instructional strategies for teachers • Facilitate study groups • Train teachers in data analysis and using data to differentiate instruction • Coach and mentor colleagues • Provide daily support to classroom teachers • Work with teachers to ensure that evidence-based reading programs are implemented with fidelity • Help to increase instructional density to meet the needs of all students • Help lead and support reading leadership teams at their school(s) • Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies • Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms 				
<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
N/A	N/A	N/A	N/A	N/A

Other Considerations

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

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

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

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K-5

IF:

Student meets the following criteria at beginning of school year:
Kindergarten- STAR Early Literacy Scale Scores 497 or above
IReady Scale Scores as follows: 1st Grade- 405 or above; 2nd Grade-466 or above; 3rd Grade- 507 or above; 4th Grade- 530 or above; 5th Grade- 557 or above

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.

Wonders Meets criteria- edreports.org - Moderate Evidence

<https://www.edreports.org/reports/overview/reading-wonders-2017>

Open Court Meets criteria- What Works Clearinghouse - Moderate Evidence

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_opencourt_081412.pdf

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria that would prompt addition of Tier 2 interventions

I-Ready Diagnostic- 3 times per year
 August 2020
 December 2020
 May 2021

Scale Score of 50th Percentile
 or Above

Scale Score of 31st-49th
 Percentile

How is the effectiveness of Tier 1 instruction being monitored?

Analysis of student performance on standardized assessments

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

Reading walk throughs (Including looking for effective implementation of district curriculum maps); classroom observations; student data; lesson study; mentor; classroom modeling; targeted professional development

	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>Analysis of classroom assessments</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>Reading walk throughs; classroom observations; student data</p>
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Students will continue on their learning via platforms such as Google Classroom and/or Canvas as well as additional teacher contact via Reminds, Email, and phone conferences.</p>	

IF:	<p>Student meets the following criteria at beginning of school year: Kindergarten STAR Early Literacy Scale Scores- 438-496 I-Ready Scale Scores: 1st Grade- 383-403; 2nd Grade- 439-465; 3rd Grade- 482-506; 4th Grade- 505-528; 5th Grade- 528-555</p>					
THEN:	TIER 1 instruction and TIER 2 interventions					
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 					
	TIER 2 Programs/Materials/Strategies & Duration		TIER 2 Progress Monitoring			
			Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	K-3 Open Court Reading Intervention Guide Resources for Phonological Awareness, Phonics, Fluency, Vocabulary, and/or Comprehension		I-Ready Diagnostic 3 times per year	I-Ready Diagnostic Scale Score 50 th Percentile or Above	I-Ready Scale Score remains 31 st to 49 th Percentile	30 th Percentile or below- I-Ready Diagnostic
	I-Ready Reading K-5- Tools for Instruction I-Ready Teacher Toolbox (Ready Materials)		I-Ready Diagnostic 3 times per year	I-Ready Diagnostic Scale Score 50 th Percentile or Above	I-Ready Scale Score remains 31 st to 49 th Percentile	30 th Percentile or below- I-Ready Diagnostic
Wonders Intervention Guide K-5 Wonders Levelled Readers		I-Ready Diagnostic 3 times per year	I-Ready Diagnostic Scale Score	I-Ready Scale Score remains 31 st to 49 th Percentile	30 th Percentile or below- I-Ready Diagnostic	

		50 th Percentile or Above		
Wonders Fluency Passages K-5	Monthly	ORF Score 50 th Percentile or Above	ORF Score remains 31 st to 49 th Percentile	30 th Percentile or below for ORF Norms
<i>Number of times a week intervention provided</i>	3	<i>Number of minutes per intervention session</i>	20 min.	
<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>T2 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions’ effectiveness, teachers will collect progress monitoring data to guide instruction. Modifications will be made to intensity of interventions and learning goals (and thus intervention learning materials) for students who do not make adequate progress. T2 instruction is in conjunction with and designed to support students’ ability to maximize learning with core curriculum and instruction.</p>				
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p><i>Wonders Meets criteria- edreports.org - Moderate Evidence</i> https://www.edreports.org/reports/overview/reading-wonders-2017</p> <p><i>Open Court Meets criteria- What Works Clearinghouse - Moderate Evidence</i> https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_opencourt_081412.pdf</p> <p><i>I-Ready Meets criteria- Curriculum Associates - Moderate Evidence</i> www.CurriculumAssociates.com/i-Ready-Research</p>				
<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p> <p>Students will continue on their i-Ready learning path and receive additional small group instruction via learning platforms such as Google Classroom and/or Canvas as well as additional teacher contact via Reminds, Email, and phone conferences.</p>				

IF: Student meets the following criteria at beginning of school year:
Kindergarten STAR Early Literacy Scale Scores- 437 or below
I-Ready Scale Scores: 1st Grade- 382 or below; 2nd Grade- 438 or below; 3rd Grade- 481 or below; 4th Grade- 504 or below; 5th Grade- 527 or below

THEN: **TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

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

<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
	<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
Wilson Foundations (Multisensory)	I-Ready Diagnostic 3 times per year	I-Ready Scale Score of 31 st to 49 th Percentile	I-Ready Scale Score at or below 30 th Percentile
I-Ready Tools for Instruction- Teacher Directed Lessons	I-Ready Diagnostic 3 times per year	I-Ready Scale Score of 31 st to 49 th Percentile	I-Ready Scale Score at or below 30 th Percentile
I-Ready Teacher Toolbox (Ready Materials)	I-Ready Diagnostic 3 times per year	I-Ready Scale Score of 31 st to 49 th Percentile	I-Ready Scale Score at or below 30 th Percentile
Open Court Reading- Direct Instruction for Intervention Open Court Intervention Guide Resources for Phonological Awareness, Phonics, Fluency, Vocabulary, and/or Comprehension	I-Ready Diagnostic 3 times per year	I-Ready Scale Score of 31 st to 49 th Percentile	I-Ready Scale Score at or below 30 th Percentile
Wonders Approaching Level Readers Wonders Intervention Guide Resources	I-Ready Diagnostic 3 times per year	I-Ready Scale Score of 31 st to 49 th Percentile	I-Ready Scale Score at or below 30 th Percentile

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

<i>Number of times a week intervention provided</i>	5	<i>Number of minutes per intervention session</i>	30 min
---	----------	---	---------------

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
 T3 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve

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

interventions' effectiveness, teachers will collect progress monitoring data to guide instruction. Modifications will be made to intensity of interventions and learning goals (and thus intervention learning materials) for students who do not make adequate progress. T3 instruction is in conjunction with and designed to support students' ability to maximize learning with core curriculum and instruction.

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

I-Ready Meets criteria- Curriculum Associates- Moderate Evidence

www.CurriculumAssociates.com/i-Ready-Research

Wilson Foundations- Partially meets criteria - Moderate Evidence

<https://www.edreports.org/reports/detail/ahJzfmVbcmVwb3J0cy0yMDY2MThyKQsSCVB1Ymxpc2hlchhJDA5SBIN!cmllcxicAQwLEgZSZXBvcnQYsQUM>

Wonders Meets criteria- edreports.org- Moderate Evidence

<https://www.edreports.org/reports/overview/reading-wonders-2017>

Open Court Meets criteria- What Works Clearinghouse- Moderate Evidence

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_opencourt_081412.pdf

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

Students will continue on their i-Ready learning path and receive additional small group instruction via learning platforms such as Google Classroom and/or Canvas as well as additional teacher contact via Reminds, Email, and phone conferences.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-12

IF:

Student meets the following criteria at beginning of school year:
i-Ready Diagnostic Scale Scores as follows: 6th—579 or above; 7th—592 or above; 8th—605 or above; 9th—640 or above; 10th-12th—652 or above

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.

Springboard—meets expectations (moderate)—edreports.org

<https://www.edreports.org/reports/overview/springboard-english-language-arts-common-core-edition-2018>

Teacher-developed units based on NGCARPD’s Comprehension Instructional Sequences and Literacy Design Collaborative Modules

Fisher, D., Frey, N., & Hattie, J.A.C. (2016). *Visible learning for literacy: Implementing the practices that work best to accelerate student learning; grades K-12*. Thousand Oaks (California): Corwin.

Graham, Steve, and Michael Hebert. *Writing to Read: Evidence for How Writing Can Improve*. Carnegie Corporation *Time to Act Report*. Washington, DC: Alliance for Excellent Education, 2010. Print.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027).

Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

i-Ready Diagnostic

See above

See below

	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>Analysis of quarterly embedded assessments and classroom assessments</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>Reading walk throughs; classroom observations; student data</p>
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>Analysis of quarterly embedded assessments and classroom assessments</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>Reading walk throughs; classroom observations; student data</p>
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Students will continue their learning via platforms such as Google Classroom and/or Canvas as well as additional teacher contact via Reminds, Email, and phone conferences.</p>	

IF:	Student meets the following criteria at beginning of school year: i-Ready Diagnostic Scale Scores as follows: 6th—551-577; 7th—564-590; 8th—576-603; 9th—605-639; 10th-12th—625-651				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	i-Ready Student-driven Instruction	i-Ready Diagnostic: August, December, May	I-Ready Diagnostic Scale Score 50 th Percentile or Above	I-Ready Scale Score remains 31 st to 49 th Percentile	30 th Percentile or below- I-Ready Diagnostic
i-Ready Teacher-led Instruction (Tools for Instruction)	All additional progress monitoring will be determined based on the learning goal(s) indicated in each specific Tier 2 Plan.				

NGCARPD Strategy Lessons			
Student Tutorials Floridastudents.org			
Number of times a week intervention provided	3	Number of minutes per intervention session	20
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>T2 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions’ effectiveness, teachers will collect progress monitoring data to guide instruction. Modifications will be made to intensity of interventions and learning goals (and thus intervention learning materials) for students who do not make adequate progress. T2 instruction is in conjunction with and designed to support students’ ability to maximize learning with core curriculum and instruction.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p><i>I-Ready Meets criteria- Curriculum Associates</i> www.CurriculumAssociates.com/i-Ready-Research https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact (promising)</p> <p>--Small Group Instruction: Recommendation 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Level of evidence: Strong --Explicit Vocabulary Instruction: Recommendation 1. Provide explicit vocabulary instruction. Level of evidence: Strong (NGCARPD Strategy Lessons; Student Tutorials Floridastudents.org; Tools for Instruction lessons i-Ready) --Direct and Explicit Comprehension Strategy Instruction: Recommendation 2. Provide direct and explicit comprehension strategy instruction Level of evidence: Strong (NGCARPD Strategy Lessons; Student Tutorials Floridastudents.org; Tools for Instruction lessons i-Ready) Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). <i>Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide</i> (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc.</p>			
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Students will continue on their i-Ready learning path and receive additional small group instruction via learning platforms such as Google Classroom and/or Canvas as well as additional teacher contact via Reminds, Email, and phone conferences.</p>			

IF:	Student meets the following criteria at beginning of school year: i-Ready Diagnostic Scale Scores as follows: 6th—550 or below; 7th—563 or below; 8th—575 or below; 9th—604 or below; 10th-12th—624 or below			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	i-Ready Student-driven Online Instruction	i-Ready Diagnostic/ 3 times per year	I-Ready Scale Score of 31 st to 49 th Percentile	I-Ready Scale Score at or below 30 th Percentile
	i-Ready Teacher-led Instruction (Tools for Instruction)	All additional progress monitoring will be determined based on the learning goal(s) indicated in each specific Tier 3 Plan.		
	NGCARPD Strategy Lessons			
	Student Tutorials floridastudents.org			
	REWARDS			
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
	Number of times a week intervention provided 5 times per week	5	Number of minutes per intervention session 20 minutes	20
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>T3 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions’ effectiveness, teachers will collect progress monitoring data to guide instruction. Modifications will be made to intensity of interventions and learning goals (and thus intervention learning materials) for students who do not make adequate progress. T3 instruction is in conjunction with and designed to support students’ ability to maximize learning with core curriculum and instruction.</p>				

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

I-Ready Meets criteria- Curriculum Associates

www.CurriculumAssociates.com/i-Ready-Research (promising)

--Small Group Instruction: Recommendation 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Level of evidence: Strong

--Explicit Vocabulary Instruction: Recommendation 1. Provide explicit vocabulary instruction. Level of evidence: Strong (NGCARPD Strategy Lessons; Student Tutorials Floridastudents.org; Tools for Instruction lessons i-Ready)

--Direct and Explicit Comprehension Strategy Instruction: Recommendation 2. Provide direct and explicit comprehension strategy instruction Level of evidence: Strong (NGCARPD Strategy Lessons; Student Tutorials Floridastudents.org; Tools for Instruction lessons i-Ready)

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

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

Students will continue on their i-Ready learning path and receive additional small group instruction via learning platforms such as Google Classroom and/or Canvas as well as additional teacher contact via Reminds, Email, and phone conferences.