

Lee 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	Lori Houchin	Director, Middle School Curriculum and Instruction	lorimh@leeschools.net	239-337-8607
Responsibility	Name	Title	Email	Phone
Elementary ELA	Dr. Bethany Quisenberry	Director, Elementary School Curriculum and Instruction	bethanylq@leeschools.net	239-461-8412
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Reading Endorsement	Joelle McLaughlin	Coordinator, Professional Development	joellerm@leeschools.net	239.337.8305
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Summer Reading Camp	Dr. Bethany Quisenberry	Director, Elementary Curriculum & Instruction	bethanylq@leeschools.net	239-461-8412
3 rd Grade Promotion	Dr. Bethany Quisenberry	Director, Elementary Curriculum & Instruction	bethanylq@leeschools.net	239-461-8412

Plan Information

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

The K-12 Reading Plan will be overviewed by all administrators and coaches during trainings. Coaches will review the plan with reading teachers. It will be housed in our administrator and coach google classrooms and will also be posted on our district SharePoint site. In addition, we have shared with administrators through a zoom meeting in which we discussed allocated funds for literacy coaches, lowest 300 and summer reading camp information.

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>	System 44, Really Great Reading, Reading Street or Ready Gen	Diagnostic or grouping matrix is provided three times per year with weekly skills' surveys as formatives	One on one assessment administered by teacher and then data is uploaded into District data warehouse.	Three times per year and ongoing progress monitoring.
<i>Phonological awareness</i>	System 44, Really Great Reading, STAR Early Literacy Assessment, Reading Street or Ready Gen and iReady Diagnostic	Diagnostic or grouping matrix is provided three times per year with weekly skills' surveys as formatives	One on one assessment administered by teacher and then data is uploaded into District data warehouse.	Three times per year and ongoing progress monitoring.
<i>Phonics</i>	System 44, Really Great Reading, STAR Early Literacy Assessment, Reading Street or Ready Gen and iReady Diagnostic	Diagnostic or grouping matrix is provided three times per year with weekly skills' surveys as formatives	One on one assessment and/or group assessment administered by teacher and then data is uploaded into District data warehouse.	Three times per year and ongoing progress monitoring.
<i>Fluency</i>	System 44, Really Great Reading, STAR Early Literacy Assessment, Dibels, Reading Street or Ready Gen and iReady Diagnostic	Diagnostic or grouping matrix is provided three times per year with weekly skills' surveys as formatives	One on one assessment and/or group assessment administered by teacher and then data is uploaded into District data warehouse.	Three times per year and ongoing progress monitoring.
<i>Vocabulary</i>	Read 180, iReady, STAR Reading, Reading Street or Ready Gen	Diagnostic or grouping matrix is provided three times per year with weekly skills' surveys as formatives	One on one assessment and/or group assessment administered by teacher and then data is uploaded into District data warehouse.	Three times per year and ongoing progress monitoring.
<i>Comprehension</i>	Read 180, iReady, STAR Reading, Reading Street or Ready Gen	Diagnostic or grouping matrix is provided three times per year with weekly skills' surveys as formatives	One on one assessment and/or group assessment administered by teacher and then data is uploaded into District data warehouse.	Three times per year and ongoing progress monitoring.

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?
STAR Reading	Reading comprehension skills and vocabulary	Benchmark and quarterly progress monitoring	Online assessment	Once per quarter and one baseline
iReady	LAFS standards data	Diagnostic, progress monitoring, and summative data	Online assessment	Diagnostic 3 times per year (baseline, mid-year, and end of year)
Language Live	Foundational skills, fluency, vocabulary and comprehension	Diagnostic, progress monitoring, and summative data	Online assessment	3 benchmarks per year and unit content masteries
System 44	Foundational skills, fluency, vocabulary and comprehension	Diagnostic, progress monitoring, and summative data	Online assessment	3 reading and phonics' inventories per year and weekly progress monitoring with a success zone per unit
Read 180	Foundational skills, fluency, vocabulary and comprehension	Diagnostic, progress monitoring, and summative data	Online assessment	3 reading inventories per year, mid-point and final checkpoints with weekly progress monitoring with a success zone per unit
FSA-ELA	LAFS standards	summative	Online assessment	1 time during 4 th quarter
Formatives	LAFS standards	Progress monitoring	Online assessment	2 times per quarter

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>
Every 3 weeks by teachers in PLCs, coaches, administration, and Academic Services	We utilize the PLC process to review data and make instructional decisions.	District and school level administrators will review the progress monitoring data to determine which students are falling behind and create a plan of action/support. This is accomplished through Quarterly Data Chats. Multiple district departments, such as ESE, MTSS, ESOL and other members of Academic Services, will have regularly scheduled meetings to discuss data and help schools determine appropriate targeted interventions. Academic Services meet twice each month and Teaching and Learning meet each week with the Chief of Academic Services to discuss data points, program and standards implementation, and determine needs for support. In addition, Academic Services conduct learning walks to compile school data regarding	If it is determined that school support is needed in order to improve the fidelity of the reading plan, the Curriculum team will provide the necessary support, professional development, and guidance needed to make improvements. District funded reading coaches will attend monthly trainings to share best practices in reading research, study data using data protocols, and receive assistance to support the implementation of the K-12 Reading Plan. The implementation study is accomplished through our monthly learning walks with debriefing. During the debriefing, the administration is present to hear feedback regarding their reading implementation and to determine improvements and needed support. In addition, during the quarterly data chats, Academic Services works with the administration team to develop and monitor action plans.	The Chief Academic Officer and his Academic Services team is responsible for ensuring that the K-12 Reading Plan is being implemented with fidelity. The Academic Services team determines the support needed and utilizes staff from Curriculum and Professional Development to provide support to teachers and teams as needed.

		attendance, behavior, and classroom success on standards based instruction.		
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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	Principals work with the Reading PLC to determine the focus of the walkthrough and the data collection tool used to inform decision making.	The purpose is communicated during weekly PLC meetings and during monthly Reading Leadership Team Meetings.	weekly	The data is collected and shared during staff meetings, PLCs, Reading Leadership Team meetings and during quarterly data chats by the school administration team.	Reading data is reviewed and analyzed weekly by reading teachers and reading coaches and then shared and analyzed with administration on a monthly basis.
Data chats	Principal and/or administration team	Principals schedule quarterly data chats with the reading/ELA team to monitor student growth and develop individual student/teacher plans.	Once per quarter	The administration team meets quarterly to determine what data will be collected and the teachers bring the data to review with administrators. This data is also reviewed during quarterly data chats with Academic Services.	Weekly by teachers and reading coaches and quarterly by administration and Academic Services
Reading Leadership Team per 6A-6.053(3) F.A.C.	Principal and Reading Coach	The purpose is communicated through agendas and school improvement plans, as well as data protocols.	monthly	The data is shared by the administration and reading coach on a monthly basis to the Reading Leadership Team.	Weekly by teachers and reading coaches and monthly by administration and the Reading Leadership Team
Monitoring of plan implementation	Principal, Reading Coach, Academic Services	The purpose is communicated through leadership meeting agendas	Monthly at the school level and quarterly with Academic Services	The administration team meets monthly with the reading coach and quarterly with academic services.	The reading plan will be monitored on a quarterly basis during quarterly data chats and ongoing as needed based on learning

		and school improvement plans, as well as data protocols.			walks.
Other: (Specify)					
Implementation and Progress-monitoring					
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?		How will district leadership provide plan implementation oversight, support and follow-up?		
We use the PLC process to study data and make instructional/programmatic decisions.	The Academic Services team will communicate through quarterly data chats, learning walks and through our Principal Lead and reading coach monthly meetings.		Principals come prepared to discuss strengths and weaknesses during their quarterly data chats with Academic Services. During this time, we develop a plan of support and discuss expectations for follow-up which will be monitored during our monthly learning walks.		

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	It is communicated to principals through our monthly professional development offerings and through our literacy newsletters.	It is monitored by teacher inservice records.	The district participation data is reported after each training in a table with the participant information and course survey data.	It is reported to the owners of the training which is a member of Academic Services and also to the Assistant Director of Professional Development and team. Principals also receive this data when the training is school based.	The Curriculum Directors and/or ESE with the Academic Services team will follow up with principals if it is determined that staff members still need to be trained.
Differentiated professional development with intensity increased for those teachers whose progress monitoring	It is communicated to principals through our	Principals will monitor the data to determine need for additional	The district participation data is reported after each training in a table with	It is reported to the owners of the training which is a member of Academic Services and	The Curriculum Directors and/or ESE with the Academic Services team will follow up with principals if it is

<p>data is not showing adequate growth</p>	<p>monthly professional development offerings and through our literacy newsletters.</p>	<p>professional development and will work with teachers and teams to monitor during PLCs, teacher inservice records and classroom walkthroughs.</p>	<p>the participant information and course survey data. The progress of the PD is also discussed during quarterly data trainings.</p>	<p>also to the Assistant Director of Professional Development and team. Principals also receive this data when the training is school based.</p>	<p>determined that staff members still need to be trained.</p>
<p>Identification of mentor teachers</p>	<p>Principals work with Human Resources and their leadership teams to establish mentor teachers to support beginning teachers as well as teachers and teams who need specific support to be successful.</p>	<p>Principals and their leadership monitor both the mentor teachers and the mentees through monthly leadership meetings and during PLCs.</p>	<p>Human Resources monitor APPLES (new teacher program) data monthly and discuss data with principals during monthly leadership meetings and in the quarterly data chats.</p>	<p>The Chief of Human Resources, Executive for Leadership, Assistant Director for Professional Development, Coordinator for New Teacher Support and the Academic Services Team will review the data and determine support.</p>	<p>The Chief of Human Resources, Executive for Leadership, Assistant Director for Professional Development, Coordinator for New Teacher Support and the Academic Services Team will review the data and determine support.</p>
<p>Establishing of model classrooms within the school</p>	<p>Academic Services and the Professional Development Department will communicate the need and best practices of model classrooms during monthly leadership training. Principals with their administration team, reading</p>	<p>Principals will monitor model classroom implementation and participation through learning walks, PLC conversations, and inservice records when registered as P.D.</p>	<p>Principals will share progress of model classrooms during Principal Lead meetings, monthly leadership meetings and during quarterly data chats through conversations and leads will document progress in their google classrooms.</p>	<p>The School Development Executive Leadership Team will review the Principal Lead documentation in the google classrooms and report progress and support needs to the Chief Academic Officer.</p>	<p>The Chief of Human Resources and the Chief of Academic Services will determine a plan of action and include members of the Academic Services Team and Professional Development to assist with improvements and implementation plan.</p>

	coaches and Reading Leadership Team will establish a plan for implementing model classrooms.				
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Principals monitor PLCs by assigning the administration team as a member of the PLC. They schedule weekly leadership meetings to discuss progress and plan for support.	It is reported to the Academic Services teams on a monthly basis during Principal Lead meetings.	It is reported to the Executive Directors for School Development.	The Executive Directors for School Development will work with members of the Academic Services Team and the Professional Development Department to provide support when improvement is needed.	The Professional Development Department and Curriculum Directors will follow up when it is determined if it is a PLC process issue or a content issue.

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	At the very first principal meeting of the year, we review the scope and sequence and the instructional guides to highlight the evidence-based instruction that should be implemented. We repeat this process at every quarter so that administrators are aware of expectations.	The district has developed standards-based exemplar formatives and summative to measure student progress with standards-based mastery. This allows principals to monitor the pacing of the district's scope and sequence at each grade level.	It is monitored by the ELA/Reading Coordinator and teams. It is housed in a district data base so that data can be monitored on an ongoing basis. This data is collected every three weeks.	It is reported to the Directors of Curriculum and reviewed by coordinators and coaches.	Every three weeks
Small group differentiated instruction in order to meet individual student needs	District leadership is trained to use iReady and TAG reports to determine groupings and remediation/enrichment needs of standards and reading skills.	Principals are able to view the TAG report in our data warehouse and iReady and other reading program reports are reviewed with district principals by their reading coaches and at district leadership data chats.	The ELA/Reading Curriculum teams monitor the iReady and STAR reports through our district data base and it the implementation of small group instruction is monitored during learning walks.	It is reported to the Directors of Curriculum and reviewed by coordinators and coaches.	Every three weeks

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

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

The district increased funding for reading coaches at the primary grade levels for all elementary schools to support grade levels K-2 with foundational reading skills. We used our carryover to pay for the increase in instructional support. In addition, money is used for research based reading programs that address foundational reading skills and provide ongoing progress monitoring data to make instructional decisions.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	545,140.00
District expenditures on reading coaches assigned to elementary schools	1,668,932.00
District expenditures on reading coaches assigned to secondary schools	1,579,310.00
District expenditures on supplemental materials or interventions for elementary schools	0.00
District expenditures on supplemental materials or interventions for secondary schools	0.00
District expenditures on professional development	0.00
District expenditures on helping teachers earn the reading endorsement	0.00
District expenditures on summer reading camps	400,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0.00
Flexible Categorical Spending	0.00
Sum of Expenditures	4,193,382.00
Amount of District Research-Based Reading Instruction Allocation	4,193,382.00

Summer Reading Camp

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

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

iReady will be utilized, as well as standards based instructional resources that have been vetted by the Just Read, Florida office. The whole group and small group instructional lessons were developed using the FCRR resources, as well as Pearson's RTI Intervention Kits. There will be 40 hours virtual and 40 hours face to face instruction. iReady will be used for the virtual instruction and the FCRR and Intervention kits with the iReady toolbox will be used for the face to face instruction.

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

If yes, which grade levels? K- 4

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)

We considered the lowest district 25% to determine reading needs, as well as schools that had low performance based on ELL, ESE, and ESSA data. We also used ELA trend data for the past three years as an indicator. In addition, we utilized STAR Reading, iReady and Reading Program data for FY21. We also increased support by providing additional funding for coaches at the K-2 level this year to provide more intensive assistance for foundational skills in reading.

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?

We reviewed the coach role with administrators via online and face to face meetings and the reading coach job description was sent out to principals. We also identified which supplements reading coaches are not permitted to have which includes testing and MTSS coordinators.

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

Coaches meet regularly with the Curriculum and Instruction team to enable them to express concerns and problem solve. Academic Services monitors the coach role through our learning walks and data chats.

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

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

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

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

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.

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

<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
The role of the reading coach has an identified job description that is shared with both principals and coaches. In addition, the role of the coach and sharing of effective practices is revisited at each leadership meeting.	We will have a district created coaching template that will be housed in a shared district drive. Coaches will fill out their coaching logs on a monthly basis.	The District Reading Coordinators will monitor coach logs and meet with Academic Services to share findings and best practices.	The data will be reviewed monthly by the District Reading Coordinators and quarterly with Academic Services team.	The District Reading Coordinators will follow the coaching model to support coaches who demonstrate a need for improvement. The support will be tailored based on progress monitoring data and coaching data.

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.

Our Instructional Continuity Plan has not been finalized at this time. We will send the finalized plan as soon as the board approves the plan in July.

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:

Students score in the *meets, exceeds or advanced*, according to FSA, STAR, or i-Ready (according to grade-level)

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*

Standards-Based, scaffolded, data driven, and research-based reading instruction

Follows a Balanced Literacy Framework ([Florida Reading Model](#))

- Read-Aloud
- Word Study
- Shared Reading
- Supported (Guided) Reading
- Independent Reading

Includes Components of Reading

- Oral Language AND Vocabulary Development
- Phonological and Phonemic Awareness
- Phonics
- Fluency
- Comprehension

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.

District Supported Materials:

Reading Street (Core)

ReadyGen (Core)

Really Great Reading (Core phonics and small group)

Compass/iReady (small group)

District Supported Resources:

- Standards-based Curriculum Maps, Scope and Sequences, and Instructional Guides
- *K-5 Standards-based resource of Filling in the Gaps* to assist teachers with a gathering place of research-based teaching/learning materials

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

FSA

Once per year (except last year due to Distance Learning)

Universal Screener: STAR/i-Ready 3 times per year

- Administer the STAR Early Literacy for all Kindergarten students
- Administer STAR EL/i-Ready diagnostics for 1st Grade students
- Mid-year, grade one students may also be tested on STAR Reading.
- STAR Reading/i-Ready for all Grade 2nd-5th grade students

DIBELS 8th Edition

3 Benchmarks Per Year

- Full DIBELS 8th Edition (K and 1st)

District Formative Assessments

- 2nd-5th grade students take formative assessments created

FSA

5th Grade (and any retainees with a 3rd grade FSA score): Student's scores Level 3-5 on their 3rd grade FSA (2018)

STAR Scaled Score:

K	406-800
1	469-800
2	513-800
3	524-800
4	550-800
5	571-800

i-Ready Scaled Score:

K	391-800
1	424-800
2	450-800

FSA

5th Grade (and any retainees with a 3rd grade FSA score): Student's scores Level 2 on their 3rd grade FSA (2018)

STAR/i-Ready: Any students scoring "minimally below level" for STAR and i-Ready.

STAR

K	373-405
1	424-468
2	473-512
3	491-523
4	519-549
5	537-570

i-Ready

K	373-390
1	404-423

by the SDLC Curriculum and Instruction dept.

- These assessments are based on RL and RI LAFS and are given 2 per quarter.

3	451-800
4	471-800
5	483-800

DIBELS:

Any Composite Score within the Green or Blue (Minimal Risk/Negligible Risk) according to [DIBELS Benchmark Goals](#)

2	427-449
3	435-450
4	457-470
5	467-482

Students scoring in the minimally below level according to STAR/i-Ready data will be placed in Tier II and will receive an additional 30 minutes of reading instruction; five days per week beyond the 90-minute reading block in groups of 5 – 7 students.

DIBELS

Any Composite Score within the Yellow or “Some Risk” range according to the [DIBELS Benchmark Goals](#).

Analyze data results, such as fluency checks, to determine the level and content of daily differentiated intervention and to provide targeted, prescriptive instruction.

	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p>
	<ul style="list-style-type: none"> ● District-created formative assessments measure proficiency on targeted standards ● Continuous Improvement process each quarter to identify any changes or realignment needed ● Data analysis and protocols completed with each grade-level representative, from each school, quarterly ● Large scale PLC with grade-level representatives quarterly to walk through how to utilize the district formatives, DIBELS, decoding diagnostics available to pinpoint student need and what resources to utilize based on that specific need ● Teacher training (and retraining) for the component they are using to give Tier 2 instruction ● Coaching by Read 180 and System 44 coaches to fine-tune instruction ● Coaching by Really Great Reading consultant on how to improve from data results ● Teacher and school administration feedback (monthly/quarterly/end of year) ● Work with the MTSS team to align messaging, resources, processes for supporting students within Tier 2 ● District Learning Walks are conducted at each school so we are able to monitor program implementation as well as identify areas of improvement necessary. ● Train and Coach (on going) K-2, 3-5 Reading Coaches and Assistant Principals quarterly to identify and solve problems specific to students in Tier 2 	
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p>
	<ul style="list-style-type: none"> ● District-created formative assessments measure proficiency on targeted standards ● We look at our Universal Screener data quarterly to see if what we're doing for Tier 1 is working or not and then adjust curriculum supplemental resources accordingly. We look to see what the scope of what our reading needs are and then focus on those strategically. <ul style="list-style-type: none"> ○ <i>Example: Year before last, when we saw that we had weakness at the Tier 1 level, we wrote Instructional Guides to go along with every RL and RI standard to meet the Tier 1 need of more intentional instructional materials for students and teachers. This year, based on data and teacher input, we have updated and made adjusted materials even further to provide more resources for: Distance Learning, Digital text access, digital assessment capabilities, and Google Classroom tools to go along with Instructional Guides.</i> ● District Learning Walks are conducted at each school so we are able to monitor program implementation as well as identify areas of improvement necessary. We use this qualitative data, along with the other district assessment quantitative data, to triangulate a full picture. From there, as a district ELA team, we monitor effectiveness as well as work through the continuous improvement process to make adjustments as necessary. We utilize our grade-level leaders at each school (we call our "Leading and Learning" team) as well as our K-2, 3-5 Reading Coaches to help carry out the necessary actions for student support. ● Course Codes are tracked at each grade-level, based on each curriculum, to measure the effectiveness of the curriculum. We also cross reference this data with the feedback we gather from the specific program coach from the publishing company to monitor fidelity vs other root causes of success or opportunities. 	

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

Reading Street (Core): Level of Evidence – Strong as rated by ESSA

Source: <https://www.savvas.com/index.cfm?locator=PS3zYd>

ReadyGen (Core): Level of Evidence: promising as rated by ESSA

Source: <https://www.savvas.com/index.cfm?locator=PS3zYd>

Really Great Reading (Core phonics and small group): Level of Evidence – Strong

Source: https://www.reallygreatreading.com/research_successes

iReady (small group): Level of Evidence – Strong as studied with ESSA

<https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx>

We will continue to monitor and analyze our data to make instructional purchase decisions for the upcoming textbook adoption.

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

- Created a Distance Learning document for reading that includes multiple resources that can be used with Google Classroom or digitally; the list is made according to each part of the reading hierarchy (Florida Reading Model)
- We repurposed our 4th Quarter curriculum for K-5 so teachers could utilize our Instructional Guides digitally
- All assessments/progress monitoring moved to Google Suite so teachers can utilize at a distance
- FY21 School Year: Students who participate in distance learning will be enrolled with Lee Virtual School and follow fidelity of the virtual school program. Lee Virtual School will handle our Tier 2 interventions and follow the Florida Virtual School intervention model.

IF:	Student meets the following criteria at beginning of school year: Students score in the <i>minimally below level</i> , according to FSA, STAR, or i-Ready (according to grade-level), will be placed in Tier II and will receive an additional 30 minutes of reading instruction.	
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 Progress Monitoring

	TIER 2 Programs/Materials/Strategies & Duration	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
	Read 180 OR System 44	Reading Inventory (3 times a year) Phonics Inventory (3 times a year)	Lexile >400 "Advanced Decoder" status	Lexile <400 Decoder status below "advanced"	Program Unit Checkpoints dictate if students are not passing, then they receive Tier 3 instruction.
	Really Great Reading	DIBELS (3 times a year) Really Great Reading Decoding Diagnostics: Beginning & Advanced (BOY, MOY, EOY)	Students score are no longer "some risk" and move into "minimal risk" or above according to Benchmark Goals Testing as mastery of either of the RGR Decoding Diagnostics/Grouping Matrix	Students are still YELLOW "some risk" according to Benchmark Goals Testing as mastery of either of the RGR Decoding Diagnostics/Grouping Matrix	If students are not showing mastery of phonics on the Decoding Diagnostics/Grouping Matrix or RED "at risk" according to Benchmark Goals, then they are to receive Tier 3 instruction.
	<i>Filling in the Gaps</i> i-Ready/Compass Toolbox of teacher resources	DIBELS (3 times a year) SDLC Formative Assessments	Students score are no longer "some risk" and move into "minimal risk" or above according to Benchmark Goals	Students are still YELLOW "some risk" according to Benchmark Goals	If students do not show improvement on DIBELS, formative and summative assessments (according to standard), students will receive Tier 3 instruction.
	Number of times a week intervention provided		5	Number of minutes per intervention session	30

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

- Continuous Improvement process each quarter to identify any changes or realignment needed
- Data analysis and protocols completed with each grade-level representative, from each school, quarterly
- Large scale PLC with grade-level representatives quarterly to walk through how to utilize the district formatives, DIBELS, decoding diagnostics available to pinpoint student need and what resources to utilize based on that specific need
- Teacher training (and retraining) for the component they are using to give Tier 2 instruction
- Coaching by Read 180 and System 44 coaches to fine-tune instruction
- Coaching by Really Great Reading consultant on how to improve from data results
- District provides coaching/support for both the schools' coach and/or classroom teachers
- Teacher and school administration feedback (monthly/quarterly/end of year)
- Work with the MTSS team to align messaging, resources, processes for supporting students within Tier 2
- District Learning Walks are conducted at each school so we are able to monitor program implementation as well as identify areas of improvement necessary.
- Train K-2, 3-5 Reading Coaches and Assistant Principals quarterly to identify and solve problems specific to students in Tier 2

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

Evidence of effectiveness is measured by lesson formative assessments, selection and unit assessments, decoding diagnostics, DIBELSs progress monitoring data, STAR/i-Ready Universal Screener data and student Standards Trackers (updated from classroom/district assessments). This triangulated data is analyzed in bi-weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions at schools and also at a district level with our grade-level Leading and Learning representatives, K-2 Literacy Coaches and 3-5 Literacy Coaches.

Read 180/System 44 Level of Evidence – Strong

Source: https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF700067_ESSA_Evidence_Overview_Read180_HR.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200904%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200904T131608Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=c9f0e0d0372dee6f49a5aad006827aad2284c2481ca6fd4a7794d9edfaf5856

Really Great Reading Level of Evidence – Strong

Source: https://www.reallygreatreading.com/research_successes

iReady Level of Evidence – Strong as studied with ESSA

<https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx>

We will continue to monitor and analyze our data to make instructional purchase decisions for the upcoming textbook adoption.

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

FY21 School Year: Students who participate in distance learning will be enrolled with Lee Virtual School and follow fidelity of the virtual school program. Lee Virtual School will handle our Tier 2 interventions and follow the Florida Virtual School intervention model.

<p>IF:</p>	<p>Student meets the following criteria at beginning of school year: Students scoring in the <i>substantially below level</i> according to FSA, STAR/i-Ready data will be placed in Tier III. These students will receive Tier II instruction and will also receive a district approved supplemental intervention program to target deficits and address needs. Tier III students will receive 30 minutes of Tier II reading instruction and an additional 30 minutes of Tier III reading instruction five days a week beyond the 90-minute reading block. Tier III students will receive instruction in small groups of 1-2 students.</p>			
<p>THEN:</p>	<p>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</p>			
<p>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</p>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<p>TIER 3 Programs/Materials/Strategies & Duration</p>	<p>TIER 3 Progress Monitoring</p>		
	<p>Read 180 System 44</p>	<p>Reading Inventory (3 times a year) Phonics Inventory (3 times a year) DIBELS (3 times a year)</p>	<p>If students are making adequate progress in either program according to program data (Unit Checkpoints)</p> <ul style="list-style-type: none"> • Lexile >400 on RI • “Advanced Decoder” status on PI <p>If students scores are “minimal risk” or above according to Benchmark Goals.</p>	<p>Students not progressing through program adequately, according to Unit Checkpoint within the program</p> <p>Reading Inventory: <400 Lexile or</p> <p>Phonics Inventory: anything “Developing Decoder” or lower</p> <p>DIBELS: If students scores are “at risk” according to Goals. RED “at risk” according to Benchmark Goals, then they are to receive Tier 3 instruction.</p>

	Really Great Reading	DIBELS (3 times a year)	Students are still YELLOW “some risk” according to Benchmark Goals	If students are not showing mastery of phonics on the Decoding Diagnostics/Grouping Matrix or RED “at risk” according to Benchmark Goals, then they are to receive Tier 3 instruction.
		Really Great Reading Decoding Diagnostics: Beginning & Advanced (BOY, MOY, EOY)	Testing as mastery of either of the RGR Decoding Diagnostics/Grouping Matrix	
	Sharon Walpole book and lessons	Informal Decoding Inventory Quarterly	Once students score “mastery” (80% or higher) on all parts of the Informal Decoding Inventory.	If students score “below mastery” (69% or lower) on any parts of the Informal Decoding Inventory.
	<i>Just in Time</i> (Cluster 1 and 2 LAFS standard-specific; utilizing Read 180 resources)	Reading Inventory (3 times a year) Phonics Inventory (3 times a year) DIBELS (3 times a year)	If students are making adequate progress in either program according to program data (Unit Checkpoints) <ul style="list-style-type: none"> • Lexile >400 on RI • “Advanced Decoder” status on PI If students scores are “minimal risk” or above according to Benchmark Goals .	Students not progressing through program adequately, according to Unit Checkpoint within the program Reading Inventory: <400 Lexile or Phonics Inventory: “Developing Decoder” or lower DIBELS: If students scores are “at risk” according to Goals. RED “at risk” according to Benchmark Goals, then they are to receive Tier 3 instruction.
<i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i>				
<i>Number of times a week intervention provided</i>	<i>5</i>	<i>Number of minutes per intervention session</i>	<i>30</i>	

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

- Continuous Improvement process each quarter to identify any changes or realignment needed
- District provides coaching/support for both the schools' coach and/or classroom teachers
- Data analysis and protocols completed with each grade-level representative, from each school, quarterly
- Large scale PLC with grade-level representatives quarterly to walk through how to utilize the district formatives, DIBELS, decoding diagnostics available to pinpoint student need and what resources to utilize based on that specific need
- Teacher training (and retraining) for the component they are using to give Tier 2 instruction
- Coaching by Read 180 and System 44 coaches to fine-tune instruction
- Coaching by Really Great Reading consultant on how to improve from data results
- Teacher and school administration feedback (monthly/quarterly/end of year)
- Work with the MTSS team to align messaging, resources, processes for supporting students within Tier 2
- District Learning Walks are conducted at each school so we are able to monitor program implementation as well as identify areas of improvement necessary.
- Work with the MTSS team to align messaging, resources, processes for supporting students within Tier 2 and Tier 3

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

Evidence of effectiveness is measured by lesson formative assessments, selection and unit assessments, decoding diagnostics, DIBELSs progress monitoring data, STAR/i-Ready Universal Screener data and student Standards Trackers (updated from classroom/district assessments). This triangulated data is analyzed in bi-weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions at schools and also at a district level with our grade-level Leading and Learning representatives, K-2 Literacy Coaches and 3-5 Literacy Coaches.

Read 180/System 44 Level of Evidence – Strong

Source: https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF700067_ESSA_Evidence_Overview_Read180_HR.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXFP4CBPDA%2F20200904%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200904T131608Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=c9f0e0d0372dee6f49a5aad006827aad2284c2481ca6fd4a7794d9edfaf5856

Really Great Reading Level of Evidence – Strong

Source: https://www.reallygreatreading.com/research_successes

We will continue to monitor and analyze our data to make instructional purchase decisions for the upcoming textbook adoption.

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

FY21 School Year: Students who participate in distance learning will be enrolled with Lee Virtual School and follow fidelity of the virtual school program. Lee Virtual School will handle our Tier 2 interventions and follow the Florida Virtual School intervention model.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8

IF:	<p>Student meets the following criteria at beginning of school year: <i>Most recent FSA ELA score of level 3, 4, or 5 and/or Spring progress monitoring indicates student is reading on grade level.</i></p> <p>No state assessment score: Administer reading placement test or STAR Reading test. A score 35 or higher (out of 40) on the reading placement test or a Percentile rank (PR) of 45 or higher for Grades 6 & 7 and a PR of 40 or higher for Grade 8 on STAR is considered on or above level.</p>
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THEN:	TIER 1 Only
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TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i>
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Core Curriculum	
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<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>	
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<p>Collections (55-60 minutes every other day): Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, STAR Reading progress monitoring, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.</p>	
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<p>i-Ready (55-60 minutes every other day): Evidence of effectiveness is measured by beginning of year, middle of year, and end of year Diagnostic Assessments, program data from individual student learning paths, and formative assessments in teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.</p>	
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Progress Monitoring		
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Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria that would prompt addition of Tier 2 interventions
i-Ready diagnostic baseline, mid-year and 3 rd quarter and quarterly progress monitoring assessments for grade level ELA standards. STAR reading if extra data point is needed.	i-Ready Scale Score Grade 6: 579 - 800 Grade 7: 591 – 800 Grade 8: 599 - 800 Grade 6 & 7 STAR Reading PR of 45 or higher Grade 8 STAR Reading PR of 40 or higher	i-Ready Scale Score Grade 6: 541 – 578 Grade 7: 557 – 590 Grade 8: 567 - 598 Grade 6 & 7 STAR Reading PR of 20-44 Grade 8 STAR Reading PR of 20-39

<p>How is the effectiveness of Tier 1 instruction being monitored? District-created formative assessments measure proficiency on targeted standards.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Should students not respond to Tier 1 instruction based on an analysis of the formative data, the district provides instructional support through professional development, participating in Professional Learning Communities (PLCs), and instructional coaching.</p>
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	<p>How is the effectiveness of Tier 1 curriculum being monitored? District-created formative assessments measure proficiency on targeted standards.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Should students not respond to Tier 1 curriculum based on an analysis of the formative and i-Ready program data, the district provides additional supports and opportunities to reteach in our standards-based Instructional Guides and the i-Ready Toolbox resources. In addition, <i>Collections</i> includes standards-based tutorials to target specific deficits.</p>
	<p>How is instruction modified for students who receive instruction through distance learning? Teacher-planned distance learning via Chromebooks*</p> <ul style="list-style-type: none"> Teachers will facilitate distance learning via Google Classroom Teachers should use their full range of online materials to maintain distance learning (Curriculum Maps/Academic Plans, Instructional Guides, program resources, teacher-created resources, etc.) <p><i>*Note: Hard-copy curriculum materials will be provided for students unable to access online resources at home or those students with disabilities requiring this accommodation.</i></p> <p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. HMH - <i>Collections</i> – Evidence -Promising as rated by ESSA Source: https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_Collections_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFILXFP4CBPDA%2F20200904%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200904T133129Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=176c589101222d438f68f28c333edf7740d0cfe5e503f8bbc4169ad24eb23735 <i>i-Ready</i> Level of Evidence – Strong as studied with ESSA Source: https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx</p> <p>We will continue to monitor and analyze our data to make instructional purchase decisions for the upcoming textbook adoption.</p>	

IF:	<p>Student meets the following criteria at beginning of school year: <i>Most recent FSA ELA score of level 2</i></p> <p>No state assessment score: Administer reading placement test or STAR Reading test. A score of 29-34 (out of 40) on the reading placement test or a PR of 20-44 for Grades 6 & 7 and a PR of 20-39 in Grade 8 is considered minimally below level.</p>
THEN:	TIER 1 instruction and TIER 2 interventions
TIER 1 instruction and TIER 2 interventions	<p>Tier 1 Instruction: Collections (55-60 minutes every other day): Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, STAR Reading progress monitoring, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.</p> <p>Interventions: i-Ready (55-60 minutes every other day): Evidence of effectiveness is measured by beginning of year, middle of year, and end of year Diagnostic Assessments, program data from individual student learning paths, and formative assessments in teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions. 6th – 8th Cengage Inside Level C with Compass Learning Path as an independent differentiated rotation (55-60 minutes every other day). Evidence of effectiveness is measured every three weeks with formative assessments and end of unit assessments every nine weeks. The triangulated data is analyzed in PLCs with reading coaches to adjust instruction:</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
6 th – 8 th Cengage <i>Inside Level C</i> with Compass Learning Path as an independent differentiated rotation and i-Ready as a supplement with individualized learning paths based on diagnostic assessment. Inside is every other day and i-Ready is on the alternate day.	i-Ready diagnostic baseline, mid-year and 3 rd quarter and quarterly progress monitoring assessments for grade level ELA standards. STAR reading if extra data point is needed.	i-Ready Scale Score Grade 6: 579 - 800 Grade 7: 591 – 800 Grade 8: 599 - 800 Grade 6 & 7 STAR Reading PR of 45 or higher Grade 8 STAR Reading PR of 40 or higher	i-Ready Scale Score Grade 6: 579 - 800 Grade 7: 591 – 800 Grade 8: 599 - 800 Grade 6 & 7 STAR Reading PR of 45 or higher Grade 8 STAR Reading PR of 40 or higher	i-Ready Scale Score Grade 6: 100 – 540 Grade 7: 100-556 Grade 8: 100-566 Grade 6-8 STAR Reading PR of 1-19. iReady Diagnostic 3 times per year

Number of times a week intervention provided	2-3	Number of minutes per intervention session	55-60
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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?

Should students not respond to specific reading intervention for the upcoming school year, the district will: 1) provide support for investigating if area of the instructional delivery component of the classroom is in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district’s pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Elementary level or in ESE that target specific, diagnosed areas of need for individual students); 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school’s Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

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

Intervention is Cengage Inside C (55-60 minutes every other day) and **i-Ready** (55-60 minutes every other day).
Level of Evidence – Moderate: Based on the study of the effectiveness of Inside – Language Literacy and Content provided by Cengage at time of state approved adoption, students who used the program with fidelity showed significant gains on Stanford 10 in reading comprehension, language and vocabulary. The growth was twice the level of growth in the national norming sample. The effect size for reading comprehension was +.18 and +.22 for language.
Source: https://ngl.cengage.com/assets/downloads/inside_pro0000000029/exsum_ins_effective_seb21_0430a.pdf
i-Ready supplemental intervention: Strong evidence: A study of students in more than 3,000 schools showed that students who use i-Ready outperformed their peers on state assessments by roughly one decile. Curriculumassociates.com/research-and-efficacy
i-Ready Level of Evidence – Strong as studied with ESSA
Source: <https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx>

	<p>The district will continue to monitor evidence of effectiveness is measured by beginning of year, middle of year, and end of year Diagnostic Assessments, program data from individual student learning paths, and formative assessments during teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.</p> <p>We will continue to monitor and analyze our data to make instructional purchase decisions for the upcoming textbook adoption.</p>
	<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i> Teacher-planned distance learning via Chromebooks*</p> <ul style="list-style-type: none"> Teachers will facilitate distance learning via Google Classroom Teachers should use their full range of online materials to maintain distance learning (Curriculum Maps/Academic Plans, program resources, exemplar lessons, teacher-created resources, etc.) <p><i>*Note: Hard-copy curriculum materials will be provided for students unable to access online resources at home or those students with disabilities requiring this accommodation.</i></p>

IF:	<p>Student meets the following criteria at beginning of school year: <i>Most recent FSA ELA score of level 1</i></p> <p>No state assessment score: Administer reading placement test or STAR Reading test. A score of 0-28 (out of 40) on the reading placement test or a PR of 1-19 for Grades 6-8 is considered substantially below level.</p>			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p><i>Tier 1 Instruction: Collections</i> (55-60 minutes every other day): Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, STAR Reading progress monitoring, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.</p> <p><i>Tier 2 Interventions: i-Ready</i> (55-60 minutes every other day): Evidence of effectiveness is measured by beginning of year, middle of year, and end of year Diagnostic Assessments, program data from individual student learning paths, and formative assessments in teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.</p> <p><i>Tier 3 Interventions: Language Live!</i> (55-60 minutes daily): Evidence of effectiveness is measured by beginning of year, middle of year, and end of year Diagnostic Assessments, program data from individual student learning paths, and formative assessments in teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions. Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<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>
Voyager Sopris Language! Live	i-Ready diagnostic baseline, mid-year and 3 rd	i-Ready Scale Score Grade 6: 541 - 578 Grade 7: 557- 590	Scores below 75% on program Word	

	<p>quarter and quarterly progress monitoring assessments for grade level ELA standards. STAR reading if extra data point is needed.</p>	<p>Grade 8: 567 - 598 And if needed their Grade 6 & 7 STAR Reading PR of 20-44 Grade 8 STAR Reading PR of 20-39</p>	<p>Training and Content Mastery Assessments; i-Ready diagnostic indicates scale score of 6h grade: 100 – 540 7th Grade: 100 – 556 8th Grade: 100- 566 And if needed their STAR Reading indicates no growth from Level 1 buckets: 1-7 PR = 1a 8-13 PR = 1b 14-19 PR = 1c</p>
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p>			
<p>Number of times a week intervention provided</p>	<p>daily (following school calendar)</p>	<p>Number of minutes per intervention session</p>	<p>55-60</p>
<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>Should students not respond to specific reading intervention for the upcoming school year, the district will: 1) provide support for investigating if area of the instructional delivery component of the classroom is in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district’s pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Elementary level or in ESE that target specific, diagnosed areas of need for individual students); 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school’s Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Intervention: Language Live! Strong Evidence: For Language Live! Level 1 students who have the largest foundational deficits, students exceeded the expected lexile gain for one semester by nearly triple the growth. For the level 2 Language Live students, students exceeded the expected weekly gains and increased comprehension skills by 3.99 (2 lexiles). Source: https://www.voyagersopris.com/docs/default-source/literacy/language-live/essa_flyer_langlive_web.pdf The district will continue to monitor the evidence of effectiveness as measured by beginning of year, middle of year, and end of year Benchmark Assessments, program data from individual student learning paths (Word Training), program data from Content Mastery assessments (Text Training), and formative assessments during teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.</p> <p>We will continue to monitor and analyze our data to make instructional purchase decisions for the upcoming textbook adoption.</p>			
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Teacher-planned distance learning via Chromebooks*</p> <ul style="list-style-type: none"> • Teachers will facilitate distance learning via Google Classroom • Teachers should use their full range of online materials to maintain distance learning (Curriculum Maps/Academic Plans, program resources, exemplar lessons, teacher-created resources, etc.) <p><i>*Note: Hard-copy curriculum materials will be provided for students unable to access online resources at home or those students with disabilities requiring this accommodation.</i></p>			

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9-12

IF:

Student meets the following criteria at beginning of school year:
Most recent FSA ELA score of level 3, 4, or 5

No state assessment score: Administer reading placement test, Reading Inventory, or STAR Reading test. The following measures are considered on or above level:

- A score 37 or higher (out of 40) on the reading placement test
- A PR of 40 or higher for Grades 9-12 on STAR
- A Lexile score of above 1261 for Grade 9 and 1336 for Grades 10-12 on the Reading Inventory

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.

Collections (84 minutes every other day):

Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, STAR Reading progress monitoring, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

STAR Reading Baseline and quarterly progress monitoring assessment

PR of 40 or higher

PR of 20-39

How is the effectiveness of Tier 1 instruction being monitored?

District-created formative assessments measure proficiency on targeted standards.

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

Should students not respond to Tier 1 instruction based on an analysis of the formative data, the district provides instructional support through professional development, participating in Professional Learning Communities (PLCs), and instructional coaching.

How is the effectiveness of Tier 1 curriculum being monitored?

District-created formative assessments measure proficiency on targeted standards.

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

Should students not respond to Tier 1 curriculum based on an analysis of the formative assessment data, the district provides additional supports

	<p>and opportunities to reteach in our standards-based Instructional Guides and the use of individual student Compass Learning paths. In addition, <i>Collections</i> includes standards-based tutorials to target specific deficits.</p>
	<p>How is instruction modified for students who receive instruction through distance learning? Teacher-planned distance learning via Chromebooks*</p> <ul style="list-style-type: none"> • Teachers will facilitate distance learning via Google Classroom • Teachers should use their full range of online materials to maintain distance learning (Curriculum Maps/Academic Plans, Instructional Guides, program resources, teacher-created resources, etc.) <p><i>*Note: Hard-copy curriculum materials will be provided for students unable to access online resources at home or those students with disabilities requiring this accommodation.</i></p> <p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. HMH studied through a pre and post test for students in grades 6-12 and the increases were statistically significant at all grades and the effect sizes were substantively important and classified as medium at all grades. The results also showed Houghton Mifflin Harcourt Collections © 2017 was effective with both higher and lower pretest scoring students at all grades. Collections – Evidence -Promising as rated by ESSA Source: https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_Collections_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXFP4CBPDA%2F20200904%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200904T133129Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=176c589101222d438f68f28c333edf7740d0cfe5e503f8bbc4169ad24eb23735</p> <p>We will continue to monitor and analyze our data to make instructional purchase decisions for the upcoming textbook adoption.</p>

IF:	<p>Student meets the following criteria at beginning of school year: <i>Most recent FSA ELA score of level 2</i></p> <p>No state assessment score: Administer reading placement test or STAR Reading test. The following measures are considered minimally below level:</p> <ul style="list-style-type: none"> • A score of 29-36 (out of 40) on the reading placement test • A PR 20-39 on STAR Reading • A Lexile measure of 1050-1260 for Grade 9 and 1090-1335 for Grades 10-12
THEN:	TIER 1 instruction and TIER 2 interventions
TIER 1 instruction and TIER 2 interventions	<p>Tier 1 Instruction: Collections (84 minutes every other day): Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, STAR Reading progress monitoring, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.</p> <p>Tier 2 Instruction: Cengage Edge with Compass Learning Path as an independent differentiated rotation (Grades 9-10) (84 minutes every other day) or Cengage Edge with SAT/ACT Reading Support (Grades 11-12)</p> <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
Cengage <i>Edge</i> with Compass Learning Path as an independent differentiated rotation (Grades 9-10)	STAR Reading baseline, mid-year and 3 rd quarter and quarterly progress monitoring assessments for grade level ELA standards.	STAR Reading indicates: PR 40-99	STAR Reading PR of 20-39	STAR Reading PR of 1-19
Cengage <i>Edge</i> with SAT/ACT Reading Support (Grades 11-12)	STAR Reading baseline, mid-year and 3 rd quarter and quarterly progress monitoring assessments for grade level ELA standards.	STAR Reading indicates: PR 40-99	STAR Reading PR of 20-39	STAR Reading PR of 1-19
Number of times a week intervention provided				
		2-3	Number of minutes per intervention session	
84				
<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>Should students not respond to specific reading intervention for the upcoming school year, the district will: 1) provide support for investigating if area of the instructional delivery component of the classroom is in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district’s pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Elementary level or in ESE that target specific, diagnosed areas of need for individual students); 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school’s Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Intervention: Cengage Edge C (84 minutes every other day): Level of Evidence – Moderate: Based on the study of the effectiveness of Inside – Language Literacy and Content provided by Cengage at time of state approved adoption, students who used the program with fidelity showed significant gains on Stanford 10 in reading comprehension, language and vocabulary. Students in Edge classrooms increased their language scale scores by 23 points, reading comprehension by 22 points, and their vocabulary scale score points by 12. Source: Ngl.cengage.com Evidence of effectiveness is measured by lesson formative assessments, selection and unit assessments, Compass Learning Path data, and STAR Reading progress monitoring data. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions. Source: https://ngl.cengage.com/assets/downloads/edge_pro0000000030/exsum_effect_hb_edge.pdf We will continue to monitor and analyze our data to make instructional purchase decisions for the upcoming textbook adoption.</p>				

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

Teacher-planned distance learning via Chromebooks*

- Teachers will facilitate distance learning via Google Classroom
- Teachers should use their full range of online materials to maintain distance learning (Curriculum Maps/Academic Plans, program resources, exemplar lessons, teacher-created resources, etc.)

**Note: Hard-copy curriculum materials will be provided for students unable to access online resources at home or those students with disabilities requiring this accommodation.*

Student meets the following criteria at beginning of school year:
Most recent FSA ELA score of level 1

No state assessment score: Administer reading placement test or STAR Reading test. The following measures are considered substantially below level:

- A score of 0-28 (out of 40) on the reading placement test
- PR of 1-19 on STAR Reading
- A Lexile measure of BR-1049 for Grade 9 and BR-1079 for Grades 10-12 on the Reading Inventory

THEN:

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

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

Tier 1 Instruction: Collections (84 minutes every other day during ELA block):

Evidence of effectiveness is measured by 2 District-created quarterly standards-based formative assessments, STAR Reading progress monitoring, and teacher-created formative and summative assessments. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

Tier 2 Instruction: HMH Read 180, HMH System 44, or Cengage Edge with SAT/ACT support for comprehension and vocabulary support (during tier 3 reading block)

Immediate, intensive intervention:

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

TIER 3 Programs/Materials/Strategies & Duration

TIER 3 Progress Monitoring

Assessment & Frequency

STAR Reading baseline, mid-year and 3rd quarter and quarterly progress monitoring assessments for grade level ELA standards.

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

HMH Read 180 (for students scoring a Lexile of 400 or above and students scoring less than 400 but whose Phonics Inventory indicates are advanced decoders) (Grades 9-10 and 11-12 as appropriate)

STAR Reading baseline, mid-year and 3rd quarter and quarterly progress monitoring assessments for grade level ELA standards.

STAR Reading PR of 20-39

STAR Reading indicates no growth from Level 1 buckets:
1-7 PR = 1a
8-13 PR = 1b
14-19 PR = 1c

HMH System 44 (for students scoring a Lexile of less than 400 whose Phonics Inventory indicates decoding issues) (Grades 9-10 and 11-12 as appropriate)

STAR Reading baseline, mid-year and 3rd quarter and quarterly progress monitoring assessments for grade level ELA standards.

STAR Reading PR of 20-39

STAR Reading indicates no growth from Level 1 buckets:
1-7 PR = 1a
8-13 PR = 1b
14-19 PR = 1c

Cengage <i>Edge</i> with SAT/ACT Reading Support (Grades 11-12)	STAR Reading baseline, mid-year and 3 rd quarter and quarterly progress monitoring assessments for grade level ELA standards.	STAR Reading PR of 20-39	STAR Reading indicates no growth from Level 1 buckets: 1-7 PR = 1a 8-13 PR = 1b 14-19 PR = 1c
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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	*Read 180: every other day (following school calendar) System 44: daily (following school calendar) *Grade 11-12 <i>Edge</i> with SAT/ACT Reading Support: every other day (following school calendar)	Number of minutes per intervention session	84
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*May receive extended time in reading by scheduling every day

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

Should students not respond to specific reading intervention for the upcoming school year, the district will: 1) provide support for investigating if area of the instructional delivery component of the classroom is in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district’s pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Elementary level or in ESE that target specific, diagnosed areas of need for individual students); 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school’s Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

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

Read 180/System 44 Students increased comprehension by 6 percentile points and general literacy achievement by 4 percentile points and fluency by 4 percentile points. Source: What Works Clearing House Intervention Report
District will continue to monitor evidence of effectiveness as measured by beginning of year, middle of year, and end of year Reading Inventories and Phonics Inventories (as appropriate), program data from the student application, and formative assessments during teacher-led instruction. This triangulated data is analyzed in weekly Professional Learning Communities (PLCs) to drive subsequent instructional decisions.

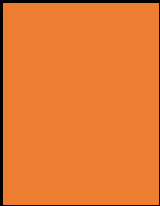
Read 180/System 44 Level of Evidence – Strong
Source: https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF700067_ESSA_Evidence_Overview_Read180_HR.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200904%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200904T131608Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=c9f0e0d0372dee6f49a5aad006827aad2284c2481ca6fd4a7794d9edfaf5856

Cengage/Edge: Level of Evidence – Moderate
Source: https://ngl.cengage.com/assets/downloads/edge_pro0000000030/exsum_effect_hb_edge.pdf
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How are Tier 3 interventions modified for students who receive interventions through distance learning?

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