

# Madison 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	Robin Hill	Curriculum Director	<a href="mailto:robin.hill@mcsbfl.us">robin.hill@mcsbfl.us</a>	850-973-1552
Responsibility	Name	Title	Email	Phone
Elementary ELA	Robin Hill	Curriculum Director	<a href="mailto:robin.hill@mcsbfl.us">robin.hill@mcsbfl.us</a>	850-973-1552
Secondary ELA	Robin Hill	Curriculum Director	<a href="mailto:robin.hill@mcsbfl.us">robin.hill@mcsbfl.us</a>	850-973-1552
Reading Endorsement	Robin Hill	Curriculum Director	<a href="mailto:robin.hill@mcsbfl.us">robin.hill@mcsbfl.us</a>	850-973-1552
Reading Curriculum	Robin Hill	Curriculum Director	<a href="mailto:robin.hill@mcsbfl.us">robin.hill@mcsbfl.us</a>	850-973-1552
Professional Development	Robin Hill	Curriculum Director	<a href="mailto:robin.hill@mcsbfl.us">robin.hill@mcsbfl.us</a>	850-973-1552
Assessment	Barbara Pettiford	Assessment Coordinator	<a href="mailto:barbara.pettiford@mcsbfl.us">barbara.pettiford@mcsbfl.us</a>	850-973-1554
Data Element	Robin Hill	Curriculum Director	<a href="mailto:robin.hill@mcsbfl.us">robin.hill@mcsbfl.us</a>	850-973-1552
Summer Reading Camp	Robin Hill	Curriculum Director	<a href="mailto:robin.hill@mcsbfl.us">robin.hill@mcsbfl.us</a>	850-973-1552
3 <sup>rd</sup> Grade Promotion	Robin Hill	Curriculum Director	<a href="mailto:robin.hill@mcsbfl.us">robin.hill@mcsbfl.us</a>	850-973-1552

## Plan Information

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

The reading plan will be posted on the district website. Additionally, the plan will be reviewed at each school site by the principal or his/her designee during pre-planning.

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**

<b>Component of Reading</b>	<b>What data is being collected?</b>	<b>Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)</b>	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
<i>Oral language</i>	Oral Language, Written Language, Receptive Language, Expressive Language, and Overall Language skill levels	Screener: Colorado Oral Language Screener	One to One testing	2 times
<i>Phonological awareness</i>	rhyme recognition, phoneme identity and isolations, phoneme blending and segmentation, phoneme addition and substitution, phoneme deletion	Screener/Diagnostic/Progress Monitoring: iReady	Electronically	3 times
<i>Phonics</i>	letter recognition, consonant sounds, short and long vowels, decoding one and two-syllable words, inflectional endings; prefixes and suffixes, digraphs and diphthongs, vowel patterns, decoding longer words.	Screener/Diagnostic/Progress Monitoring: iReady	Electronically	3 times
<i>Fluency</i>	Letter naming, phonemic segmentation, non-sense words, and word reading fluency	Screener/Progress Monitoring: DIBELS	One to one testing	3 times
<i>Vocabulary</i>	academic and domain-specific vocabulary, word relationships, word learning strategies, use of reference materials, prefixes, suffixes, and word roots.	Screener/Diagnostic/Progress Monitoring: iReady	Electronically	3 times
<i>Comprehension</i>	author's purpose, categorize and classify, cause and effect, drawing conclusions/making inferences, fact and opinion, main idea and details, message, summarizing/retelling, text structure, determining word meaning, compare and contrast across different texts and media, analysis of close reading of a text, citing textual evidence.	Screener/Diagnostic/Progress Monitoring: iReady	Electronically	3 times

**6-12**

<b>Progress Monitoring Tool</b>	<b>What data is being collected?</b>	<b>Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)</b>	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
STAR	Phonic knowledge & skills, word recognition, fluency & accuracy, vocabulary, engaging & responding to texts, understanding & interpreting texts	Screener/Progress Monitoring	Electronically	3 times
Achieve3000	Lexile levels and performance on standards	Diagnostic/Progress monitoring	Electronically	3 times

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

<b>Data Analysis and Decision-making</b>				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
Quarterly	Data teams meet and use decision tree	Quarterly	Meetings with school-based admin. mtg	Robin Hill

**School Level Leadership 6A-6.053(8) F.A.C.**

<b>Practice</b>	<b>Who ensures that the practice is informed by a specific purpose?</b>	<b>How is the purpose communicated?</b>	<b>How often is the data being collected?</b>	<b>How is the data being shared and by whom?</b>	<b>How often is the data being reviewed and by whom?</b>
Weekly reading walkthroughs by administrators	Principals or designees	Discussions during data chats	Monthly	Follow up feedback by Principals	Monthly by Principals
Data chats	Principals/Curriculum Coordinators	Oral conversations	Monthly	Oral conversations with Principals & Teachers	Monthly by Principals
Reading Leadership Team per 6A-6.053(3) F.A.C.	Principals /Coaches	Setting of designated goals	Quarterly	Data Reviews by Team members	Quarterly by the team

Monitoring of plan implementation	Principals/Curriculum Coordinators	PLCs and Data chats	Quarterly	Quarterly reports to district administrators by the Principals & leadership team	Quarterly by Principals
Other: (Specify)					
<b>Implementation and Progress-monitoring</b>					
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?		
After review of data, the principal will guide the teachers through the decision making process.	Principals will meet individually with teachers or as teams to review the decision trees and steps of action that should be taken.		In quarterly meetings, district administrators will review student performance and walk through data. Suggestions will be provided if needed.		

**Professional Development per 6A-6.053(4) F.A.C.**

<b>Requirement</b>	<b>How is it communicated to principals?</b>	<b>How is it monitored by principals?</b>	<b>How often is it reported to the district and in what format?</b>	<b>To whom is it reported at the district?</b>	<b>Who at the district level is responsible for following up if the professional development requirement isn't happening?</b>
Training in multisensory reading intervention	Beginning of the year Admin. Mtg.	Sign in Sheets	Monthly – Log of training activities	Robin Hill, Curriculum Director	Robin Hill, Curriculum Director
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing growth	Beginning of the year Admin. Mtg. – Review of Expectations	Coaching Plans / Walk throughs	Monthly Admin meetings – Update on coaching plans	Travis Blue, HR Director & Robin Hill, Curriculum Director	Travis Blue, HR Director & Robin Hill, Curriculum Director
Identification of mentor teachers	Beginning of the year Mtg. – Mentor assignment list	Annual Mentor Plan is provided to principals	Annually – Mentor assignment list	Travis Blue, HR Director	Travis Blue, HR Director
Establishing of model classrooms within the school	Summer Adm. Mtg. – Review of Expectations	Coaching Plans	Annually – List provided to Superintendent	Travis Blue, HR Director & Robin Hill, Curriculum Director	Travis Blue, HR Director & Robin Hill, Curriculum Director
Providing teachers with time weekly to meet together for professional development including lesson study / PLCs	Summer Adm. Mtg. – Master Schedule Reviews	Meeting Minutes and attendance	Quarterly reports to district leadership team	Robin Hill, Curriculum Director	Robin Hill, Curriculum Director

## Instruction

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

<b>Requirement</b>	<b>How is it communicated to principals?</b>	<b>How is it monitored by principals?</b>	<b>How is it reported to the district?</b>	<b>To whom is it reported at the district?</b>	<b>How often is it reported to the district?</b>
Whole group instruction utilizing an evidence-based sequence of reading instruction	Beginning of the year Admin. Mtg. – Review of Expectations	Walk throughs / Lesson Plans	Quarterly reports to district administrators by the Principals & leadership team	Robin Hill, Curriculum Director	Quarterly
Small group differentiated instruction in order to meet individual student needs	Beginning of the year Admin. Mtg. – Review of Expectations	Walk throughs / Lesson Plans	Quarterly reports to district administrators by the Principals & leadership team	Robin Hill, Curriculum Director	Quarterly

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

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

We are using funds from the Reading Instruction Allocation to provide a reading coach for schools that have students in grades K-3 and to provide a summer reading camp for students in grade 3 who demonstrate reading deficiencies on the Florida Standards Assessment.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	29,000
District expenditures on reading coaches assigned to elementary schools	55,000
District expenditures on reading coaches assigned to secondary schools	0
District expenditures on intervention teachers assigned to elementary schools	0
District expenditures on intervention teachers assigned to secondary schools	40,000
District expenditures on supplemental materials or interventions for elementary schools	9,521.00
District expenditures on supplemental materials or interventions for secondary schools	34,864.00
District expenditures on professional development	2,000
District expenditures on helping teachers earn the reading endorsement	5,000
District expenditures on summer reading camps	32,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	
Amount of District Research-Based Reading Instruction Allocation	207,385

## 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?

Leveled Literacy Intervention

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

If yes, which grade levels? \_\_\_\_\_

## Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills
- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

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

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

2019 FSA Data and 2019-20 iReady Data

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?

Review of the Madison County District Reading Plan will be conducted at our annual Administrative Beginning of Year Mtg. Reading coach duties are spelled out in the plan.

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

Robin Hill, Curriculum Director

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

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

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

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

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

## 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

**IF:**

Student meets the following criteria at beginning of school year: Student scores between 497-529 on STAR Early Literacy (FLKRS).

**THEN:**

**TIER 1 Only**

*Initial instruction:*

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

**Core Curriculum**

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

HMH Journeys, FLVS, and Ready Reading supplemented with Saxon Phonics Strong Evidence  
 HMH Journeys - <https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>  
 Ready Reading - <https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-Ready-meets-ESSA-Federal-Funding-Requirements.aspx>  
 Saxon Phonics - <https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

Initial: STAR Early Literacy  
 Progress Monitoring: iReady

Scale Score: 497-529  
 Green Zone – Scale Scores vary by grade level

Students who score below the Green Zone in individual domains will receive tiered interventions in those domains.

**How is the effectiveness of Tier 1 instruction being monitored?**  
 iReady progress monitoring data & Classroom walk-through data

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**  
 Administrators and coaches meet with teachers for data chats to review student progress and classroom walk-through data. As areas of need are identified, PLCs are developed to address the needs.

**How is the effectiveness of Tier 1 curriculum being monitored?**  
 Student performance data

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?**  
 Administrators and coaches meet with teachers for data chats to review student progress and classroom walk-through data.

**How is instruction modified for students who receive instruction through distance learning?** Students participating in distance learning are provided instruction by Madison County teachers who stream live instruction and use FLVS curriculum.

**TIER 1**

**IF:** Student meets the following criteria at beginning of school year: Student scores between 438-496 on STAR Early Literacy (FLKRS).

**THEN:** **TIER 1 instruction and TIER 2 interventions**

**TIER 1 instruction and TIER 2 interventions**

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

<i>TIER 2 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 2 Progress Monitoring</i>			
	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>
Leveled Literacy Instruction	Weekly	95% on Running Records	90% on Running Records	<85% on Running Records
iReady Intervention Toolbox, Heggerty Phonemic Awareness program	iReady Diagnostic 3X a year	Student moves into Green Zone in iReady	Student remains in Yellow Zone	Student drops into the Red Zone
iReady Differentiated Paths	Monthly progress checks	Student moves into Green Zone in iReady	Student remains in Yellow Zone	Student drops into the Red Zone

<i>Number of times a week intervention provided</i>	3	<i>Number of minutes per intervention session</i>	30
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**What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?**  
 Administrators conduct targeted walk-throughs to evaluate the delivery of instruction and interventions. Deficiencies are noted and teachers are assigned coaching plans to remediate the deficiencies.

**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**  
 The LLI intervention program was selected based on the Work Works Clearinghouse evaluation. The program demonstrated increases in reading performance.

**How are Tier 2 interventions modified for students who receive interventions through distance learning?**  
 Teachers are able to prescribe specific online lessons to target areas of deficiency. Teachers also provide individualized or small group support through Webex sessions and/or small group face to face sessions.

<b>IF:</b>	Student meets the following criteria at beginning of school year: Student scores between 437 or below on STAR Early Literacy (FLKRS).			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	Leveled Literacy Instruction	Weekly	90% on Running Records	<85% on Running Records
	iReady Intervention Toolbox	iReady Diagnostic 3X a year	Student moves into the Yellow Zone in iReady	Student shows no progress from one progress monitoring to the next.
	RAVE-O, FCRR Activities, Saxon Phonics, iReady Differentiated Paths	iReady Monthly Progress Checks	Student moves into the Yellow Zone in iReady	Student shows no progress from one progress monitoring to the next.
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of times a week intervention provided</b>	5	<b>Number of minutes per intervention session</b>	45
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b> Administrators conduct targeted walk-throughs to evaluate the delivery of instruction and interventions. Deficiencies are noted and teachers are assigned coaching plans to remediate the deficiencies.			
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b> The LLI intervention program was selected based on the Work Works Clearinghouse evaluation. The program demonstrated increases in reading performance.			
<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b> Teachers are able to prescribe specific online lessons to target areas of deficiency. Teachers also provide individualized and small group support through Webex sessions and/or small group face to face sessions.				

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** 1-5

**IF:**

Student meets the following criteria at beginning of school year: Based on the iReady Standard View – Student scores in the Green Zone (current grade level instruction)

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

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

**Core Curriculum**

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

HMH Journeys and Ready Reading supplemented with Saxon Phonics

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

iReady Diagnostic - 3 times

Student scores in the Green Zone (on grade level)

Students who score below the Green Zone in individual domains will receive tiered interventions in those domains.

**How is the effectiveness of Tier 1 instruction being monitored?**

iReady progress monitoring data & Classroom walk-through data

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

Administrators and coaches meet with teachers for data chats to review student progress and classroom walk-through data. As areas of need are identified, PLCs are developed to address the needs.

**How is the effectiveness of Tier 1 curriculum being monitored?**

Student performance data

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

Administrators and coaches meet with teachers for data chats to review student progress and classroom walk-through data. Curriculum problems are then addressed in team planning sessions.

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

Students participating in distance learning are provided instruction by Madison County teachers who stream live instruction and use FLVS curriculum.

**IF:** Student meets the following criteria at beginning of school year: Based on the iReady Standard View – Student scores in the Yellow Zone (one year below current grade)

**THEN:** **TIER 1 instruction and TIER 2 interventions**

<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students’ ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>					
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>		<b>TIER 2 Progress Monitoring</b>			
			<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	Leveled Literacy Instruction		Weekly	95% on Running Records	90% on Running Records	<85% on Running Records
	iReady Intervention Toolbox, iReady Oral Fluency Screener		iReady Diagnostic 3X a year	Student moves into Green Zone in iReady	Student remains in Yellow Zone	Student drops into the Red Zone
	iReady Differentiated Paths		Monthly progress checks	Student moves into Green Zone in iReady	Student remains in Yellow Zone	Student drops into the Red Zone
	<b>Number of times a week intervention provided</b>		5	<b>Number of minutes per intervention session</b>		30
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Administrators conduct targeted walk-throughs to evaluate the delivery of instruction and interventions. Deficiencies are noted and teachers are assigned coaching plans to remediate the deficiencies.</p>					
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b> <a href="https://ies.ed.gov/ncee/wwc/InterventionReport/679">https://ies.ed.gov/ncee/wwc/InterventionReport/679</a></p> <p>The LLI intervention program was selected based on the Work Works Clearinghouse evaluation. The program demonstrated increases in reading performance.</p>					
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Teachers are able to prescribe specific online lessons to target areas of deficiency. Teachers provide individualized and small group support through Webex sessions and/or small group face to face sessions.</p>					

**IF:** Student meets the following criteria at beginning of school year: Based on the iReady Standard View – Student scores in the Red Zone (two or more years below current grade)

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

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

Immediate, intensive intervention:

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

<i>TIER 3 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 3 Progress Monitoring</i>		
	<i>Assessment &amp; 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>
Leveled Literacy Instruction	Weekly	90% on Running Records	<85% on Running Records
iReady Intervention Toolbox	iReady Diagnostic 3X a year	Student moves into the Yellow Zone in iReady	Student shows no progress from one progress monitoring to the next.
RAVE-O, FCRR Activities, Saxon Phonics, iReady Differentiated Paths	iReady Monthly Progress Checks	Student moves into the Yellow Zone in iReady	Student shows no progress from one progress monitoring to the next.

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

<b>Number of times a week intervention provided</b>	5	<b>Number of minutes per intervention session</b>	45
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**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?**  
 Administrators conduct targeted walk-throughs to evaluate the delivery of instruction and interventions. Deficiencies are noted and teachers are assigned coaching plans to remediate the deficiencies.

**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**  
 The LLI intervention program was selected based on the Work Works Clearinghouse evaluation. The program demonstrated increases in reading performance.

**How are Tier 3 interventions modified for students who receive interventions through distance learning?**  
 Teachers are able to prescribe specific online lessons to target areas of deficiency. Teachers provide individualized and small group support through Webex sessions and/or small group face to face sessions.

## Curriculum, Instruction, and Assessment Decision Tree

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

**IF:** Student meets the following criteria at beginning of school year:  
 6<sup>th</sup> Grade – STAR Scale score of 671 or above  
 7<sup>th</sup> Grade – STAR Scale score of 770 or above  
 8<sup>th</sup> Grade – STAR Scale score of 812 or above

**THEN:** **TIER 1 Only**

*Initial instruction:*

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

*Core Curriculum*

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

Springboard ELA: A 2012 Efficacy study showed Florida schools using Springboard curriculum over a 3 year period demonstrated strong evidence of growth.

*Progress Monitoring*

**TIER 1**

<i>Assessment &amp; Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
STAR Reading	3 Times	Students who drop below grade level in any of the domains will receive interventions in those domains
<b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b> STAR progress monitoring data & Classroom walk-through data	<b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b> Administrators and coaches meet with teachers for data chats to review student progress and classroom walk-through data. As areas of need are identified, PLCs are developed to address the needs.	
<b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b> Student performance data	<b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b> Administrators and coaches meet with teachers for data chats to review student progress and classroom walk-through data.	

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

Students participating in distance learning are provided instruction by Madison County teachers who stream live instruction and use FLVS curriculum.

<b>IF:</b>	Student meets the following criteria at beginning of school year: 6 <sup>th</sup> Grade – STAR Scale score of 510-670 7 <sup>th</sup> Grade – STAR Scale score of 574-769 8 <sup>th</sup> Grade – STAR Scale score of 597-811				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<i>Interventions:</i> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students’ ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	Achieve3000	Benchmark Assessments 3 times a yr.	Average achievement above 85	Average achievement between 70 and 85	Average achievement below 70
	Moby Max	STAR Assessment 3X a year	6 <sup>th</sup> – >610 7 <sup>th</sup> – >769 8 <sup>th</sup> – > 811	6 <sup>th</sup> – 510 to 670 7 <sup>th</sup> – 574 to 769 8 <sup>th</sup> – 597 to 811	6 <sup>th</sup> - <510 7 <sup>th</sup> - <574 8 <sup>th</sup> - <597
	Leveled Literacy Instruction	Weekly	95% on Running Records	90% on Running Records	<85% on Running Records
	<b>Number of times a week intervention provided</b>	5	<b>Number of minutes per intervention session</b>	30	
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Administrators conduct targeted walk-throughs to evaluate the delivery of instruction and interventions. Deficiencies are noted and teachers are assigned coaching plans to remediate the deficiencies.</p>				
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b> Moby Max provides tiered interventions aligned with standards</p>				
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Teachers are able to prescribe specific online lessons to target areas of deficiency. Teachers provide individualized and support through Webex sessions and/or small group face to face sessions.</p>					



<b>IF:</b>	Student meets the following criteria at beginning of school year: 6 <sup>th</sup> Grade – STAR Scale score of <510 7 <sup>th</sup> Grade – STAR Scale score of <574 8 <sup>th</sup> Grade – STAR Scale score of <597			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	Achieve3000	Benchmark Assessments 3 times a yr.	Average achievement between 70 and 85	Average Ach. below 70
	Moby Max	STAR Assessment 3X a year	6 <sup>th</sup> – 510 to 670 7 <sup>th</sup> – 574 to 769 8 <sup>th</sup> – 597 to 811	6 <sup>th</sup> - <510 7 <sup>th</sup> - <574 8 <sup>th</sup> - <597
	Leveled Literacy Instruction	Weekly	90% on Running Records	<85% on Running Records
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of times a week intervention provided</b>	5	<b>Number of minutes per intervention session</b>	45
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b> Administrators conduct targeted walk-throughs to evaluate the delivery of instruction and interventions. Deficiencies are noted and teachers are assigned coaching plans to remediate the deficiencies.			
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b> Moby Max provides tiered interventions aligned with standards.			
<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b> Teachers are able to prescribe specific online lessons to target areas of deficiency. Teachers provide individualized and small group support through Webex sessions and small group face to face sessions.				

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 9-12**

**IF:**

Student meets the following criteria at beginning of school year:  
 9<sup>th</sup> Grade – STAR Scale Score of 916 or higher  
 10<sup>th</sup> -12<sup>th</sup> Grade – STAR Scale Score of 975 or higher

**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 ELA: A 2012 Efficacy study showed Florida schools using Springboard curriculum over a 3 year period demonstrated strong evidence of growth. Reading Edge is used to provide interventions in Intensive Reading classes. <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/572> - Strong Evidence

*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

Students score on grade level in each domain.

Students score below grade level in any domain.

***How is the effectiveness of Tier 1 instruction being monitored?***

STAR progress monitoring data & Classroom walk-through data

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

Administrators and coaches meet with teachers for data chats to review student progress and classroom walk-through data. As areas of need are identified, PLCs are developed to address the needs.

***How is the effectiveness of Tier 1 curriculum being monitored?***

Student performance data

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

Administrators and coaches meet with teachers for data chats to review student progress and classroom walk-through data. Curriculum problems are then addressed in team planning sessions.

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

Students participating in distance learning are provided instruction by Madison County teachers who stream live instruction and use FLVS curriculum.

**IF:** Student meets the following criteria at beginning of school year:  
 9<sup>th</sup> Grade – STAR Scale score of 684-915  
 10<sup>th</sup> – 12<sup>th</sup> Grade – STAR Scale score of 723-974

**THEN:** **TIER 1 instruction and TIER 2 interventions**

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

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
Content-area Reading (in addition to ELA Class.)	45 minutes daily	9 <sup>th</sup> >684 on STAR 10 <sup>th</sup> >723	9 <sup>th</sup> 684 to 915 10 <sup>th</sup> 723 to 974	9 <sup>th</sup> < 684 10 <sup>th</sup> <723
Achieve3000 Embedded Assessment	Weekly (2 times)	Student average 70 or higher on assessments	Student remains below grade level in and domain	Student scores 2 grade levels below overall
Achieve3000 Teacher led lessons based on standards	3 days per week	Student average 70 or higher on assessments	Student remains below grade level in and domain	Student scores 2 grade levels below overall

<b>Number of times a week intervention provided</b>	3	<b>Number of minutes per intervention session</b>	30
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**What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?**  
 Administrators conduct targeted walk-throughs to evaluate the delivery of instruction and interventions. Deficiencies are noted and teachers are assigned coaching plans to remediate the deficiencies.

**Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.**  
 Achieve3000 provides differentiated lessons based on student need. Evidence for ESSA rating was Strong.

**How are Tier 2 interventions modified for students who receive interventions through distance learning?**  
 Teachers are able to prescribe specific online lessons to target areas of deficiency. Teachers provide individualized and small group support through Webex sessions and/or small group face to face sessions.

TIER 1 instruction and TIER 2 interventions

<b>IF:</b>	Student meets the following criteria at beginning of school year: Student meets the following criteria at beginning of school year: 9 <sup>th</sup> Grade – STAR Scale score <684 10 <sup>th</sup> – 12 <sup>th</sup> Grade – STAR Scale score <723			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	Intensive reading class	5 days per week for 45 minutes	9 <sup>th</sup> 684 to 915 10 <sup>th</sup> 723 to 974	9 <sup>th</sup> < 684 10 <sup>th</sup> <723
	Acheve3000 Embedded Assessment	Every Lesson	Student remains below grade level in and domain	Student scores 2 grade levels below overall
	Achieve3000 Teacher led lessons	2 days per week	Student remains below grade level in and domain	Student scores 2 grade levels below overall
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of times a week intervention provided</b>	3	<b>Number of minutes per intervention session</b>	90
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b> Administrators conduct targeted walk-throughs to evaluate the delivery of instruction and interventions. Deficiencies are noted and teachers are assigned coaching plans to remediate the deficiencies.			
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b> Achieve3000 provides differentiated lessons based on student need. Evidence for ESSA rating was Strong. Reading Edge has strong evidence of growth for students in grades 9-12.			
<b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b> Teachers are able to prescribe specific online lessons to target areas of deficiency. Teachers provide individualized and small group support through Webex sessions and/or small group face to face sessions.				