

# Martin 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	Shannon Blount	Coordinator of Reading/Language Arts	<a href="mailto:blounts@martinschools.org">blounts@martinschools.org</a>	772-219-1200 x30144
Responsibility	Name	Title	Email	Phone
Elementary ELA	Shannon Blount	Coordinator of Reading/Language Arts	<a href="mailto:blounts@martinschools.org">blounts@martinschools.org</a>	772-219-1200 x30144
Secondary ELA	Shannon Blount	Coordinator of Reading/Language Arts	<a href="mailto:blounts@martinschools.org">blounts@martinschools.org</a>	772-219-1200 x30144
Reading Endorsement	Heather Padgett	Coordinator of Professional Development	<a href="mailto:padgeth@martinschools.org">padgeth@martinschools.org</a>	772-219-1200 x30289
Reading Curriculum	Shannon Blount	Coordinator of Reading/Language Arts	<a href="mailto:blounts@martinschools.org">blounts@martinschools.org</a>	772-219-1200 x30144
Professional Development	Heather Padgett	Coordinator of Professional Development	<a href="mailto:padgeth@martinschools.org">padgeth@martinschools.org</a>	772-219-1200 x30289
Assessment	Dr. Greg Laws	Coordinator of Assessment	<a href="mailto:lawsg@martinschools.org">lawsg@martinschools.org</a>	772-219-1200 x30271
Data Element	Carmen Capezzuto	Systems Analyst, ET	<a href="mailto:capezzc@martinschools.org">capezzc@martinschools.org</a>	772-219-1200 x30358
Summer Reading Camp	Shannon Blount	Coordinator of Reading/Language Arts	<a href="mailto:blounts@martinschools.org">blounts@martinschools.org</a>	772-219-1200 x30144
3 <sup>rd</sup> Grade Promotion	Dr. Mary White	Director of Curriculum and Instruction	<a href="mailto:mcwillm@martinschools.org">mcwillm@martinschools.org</a>	772-219-1200 x30180

## Plan Information

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

The Comprehensive Evidence-Based Reading Plan (CEPB) is shared in administrative back-to-school days with directors, principals and assistant principals. The CEPB is also shared with literacy coaches who either communicate the information to their school-based, grade-level teams or the Coordinator of Reading/Language Arts will share during site visits. The Plan is shared at a Martin County School Board meeting and is posted to the English/Language Arts webpage on the Martin County School District website. Relevant content is also shared at multi-agency community meetings with the District's stakeholder partners.

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>	Students' receptive and expressive language skills	Diagnostic, progress monitoring, summative	Oral Language Rubric	Tier 1: 3-4 x year Tier 2: biweekly to monthly Tier 3: weekly to biweekly
<i>Phonological awareness</i>	Students' ability to segment sounds and speech, syllable level, onset rime, and phoneme level	Screener/diagnostic, progress monitoring	Phonological Awareness Skills Test; One minute probes; Universal screener in i-Ready	Tier 1: 3 x year Tier 2: biweekly to monthly Tier 3: weekly to biweekly
<i>Phonics</i>	Students' knowledge of letter names and sounds, the ability to identify and recognize words as well as spell them correctly	Screener/diagnostic, progress monitoring	Phonics Survey, One minute probes; Universal screener in i-Ready; Foundations Unit Assessments	Tier 1: 3 x year Tier 2: biweekly to monthly Tier 3: weekly to biweekly
<i>Fluency</i>	Students' ability to read with speed, accuracy and prosody in order to understand what is being read	Formative, progress monitoring	Fluency rubric, One minute probes	Tier 1: 3 x year Tier 2: biweekly to monthly Tier 3: weekly to biweekly
<i>Vocabulary</i>	Students' ability to determine the individual meaning of words and the strategies students need to understand unfamiliar words	Screener/diagnostic, progress monitoring	One minute probes; Universal i-Ready screener	Tier 1: 3 x year Tier 2: biweekly to monthly Tier 3: weekly to biweekly
<i>Comprehension</i>	Students' ability to read and understand a text	Screener/diagnostic, progress monitoring	One minute probes; Universal i-Ready screener	Tier 1: 3 x year Tier 2: biweekly to monthly Tier 3: weekly to biweekly

**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>
District-created Common Quarterly Assessments	Students' proficiency on Language Arts FL Standards	Diagnostic/progress monitoring	Within Performance Matters	3 x year
Reading Inventory for students in <i>Read 180</i>	Lexile score	Diagnostic/progress monitoring	Within the Read 180 Dashboard	3 x year
Phonics Inventory for students in <i>System 44</i>	Fluency measure	Diagnostic/progress monitoring	Within the System 44 Dashboard	3 x year
iXL Diagnostic for Reading for students utilizing iXL	Students' overall reading level as well as their level of understanding of reading strategies, vocabulary, writing strategies, and grammar/mechanics.	Diagnostic/progress monitoring	Within the iXL Dashboard	Beginning of the year and 10-15 questions weekly
Renaissance's <i>Freckle</i> ELA Benchmark Assessments	Students' performance on standards and skills	Diagnostic/progress monitoring	Within the Freckle Dashboard	Biweekly/monthly

**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>				
<b><i>How often is the data being reviewed and by whom?</i></b>	<b><i>What problem-solving steps are in place for making decisions based on the data?</i></b>	<b><i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i></b>	<b><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></b>	<b><i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i></b>
Depending on the data, it may be reviewed weekly by grade-level teams; unit assessments for assessments such as <i>FUNdations</i> are reviewed after each by the District's K-5 ELA Program Specialist, and progress monitoring data done three times a year is reviewed by the Coordinator of Reading/LA, literacy coaches, and school-side administrators. Every 8-10 weeks, Tier 2/3 data is examined by the Problem Solving Team.	Each school has a grade-level PLC as well as a Multi-tiered System of Support team that problem-solves to make decisions based on the data.	Building and classroom level data is uploaded into Power BI, a data dashboard, and all school site administrators and literacy coaches have access. Specific unit assessment data for <i>FUNdations</i> is shared via Google sheets and site visits have been conducted to share findings with schools' administration. All data held in separate dashboards has administrative access for school site principals and the Coordinator of Reading/LA.	The Prevention/Intervention Program Specialists work closely with the schools' MTSS teams as well as the Coordinator of Reading/Language Arts. Ongoing communication allows for concerns to be communicated. Monthly meetings with elementary, middle and high administrators are also a vehicle in which concerns are addressed.	Coordinators of varying areas, Reading/LA, Professional Development, Assessment, Accountability, ESE, and ELL/Title 1 all work collaboratively to provide plan implementation oversight, support and follow-up. As needs are assessed, assistance in the areas of core instruction, data analysis, intervention, teacher professional development, and student supports can be provided accordingly.

## 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	Coordinator of Professional Development	During back-to-school professional learning as well as Quarter One meetings with school sites	Weekly, through the use of a Google Form	Data is shared with the district based team that supports the schools through the use of responses as well as with teachers; by the principal, AP, literacy coaches, and Reading Leadership Teams.	Data should be reviewed bi-weekly or monthly with the Reading Leadership Teams and staff.  Data will also be reviewed at least once a quarter with district based teams supporting schools.
Data chats	Director of Curriculum and Instruction	A template was created for schools to focus on specific areas for the data chats	Quarterly	Each school leadership team shares during an assigned time for the data chat. The data is collected in a district Google folder.	It is reviewed by school sites quarterly but is shared out twice a year at the district data chats by school site leadership teams. The district leadership team is present as well as peers from like schools.
Reading Leadership Team per 6A-6.053(3) F.A.C.	School site principals	Detailed agendas	Monthly	Members of the Reading Leadership Team share monthly data with their grade level PLC team.	It is reviewed by school sites quarterly but is shared out twice a year at the district data chats by school site leadership teams. The district leadership team is present as well as peers from like schools.
Monitoring of plan implementation	Coordinator of Reading/Language Arts	Introduce the plan during back-to-school professional learning as well as Quarter One meetings with school sites; the	Monthly	Data is shared with the district based and school-based literacy coaches that support the schools.	It is reviewed monthly with the literacy coaches and the Coordinator of Reading/Language Arts.

		purpose is communicated at ongoing Principal/Assistant Principal meetings.			
Implementation and Progress-monitoring					
<b>What problem-solving steps are in place for making decisions based on data?</b>	<b>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?</b>		<b>How will district leadership provide plan implementation oversight, support and follow-up?</b>		
Schools utilize the Guiding Tools Instructional Problem Solving from Florida PS/RTI Project in MTSS. They use the PLC guiding questions to problem-solve as well. Post-classroom walkthrough discussions determine next steps.	The Coordinator of Reading/Language Arts will communicate concerns directly to the school site administration. If concerns are not addressed, they will be communicated to the Director of Curriculum and Instruction.		The district Instructional Leadership Team meets monthly to discuss plan implementation. Strategic support and follow-up will be given by district based coaches supporting schools.		

### 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	Email and Face-to-Face Communication (back-to-school and throughout the year)	The information on staff completion of the training will be tracked on a Google Sheets listed by schools (K-12) and entered into ERO (which tracks inservice credit.)	For every course cycle, FDLRS will provide attendance sheets of teachers who attended as well as certificates of completion to be sent to PD.	Coordinator of Professional Development	Coordinator of Professional Development
Differentiated professional development with intensity	Email and Face-to-Face	This is monitored through PLC data	As needed; through communication with	Coordinator of Professional	Coordinator of Professional Development

increased for those teachers whose progress monitoring data is not showing adequate growth	Communication	chats, Reading Leadership Team meetings, and progress monitoring data.	the Professional Development Department	Development	
Identification of mentor teachers	Email and face-to-face communication	Principals identify the mentor teachers.	At the beginning of the school year; tracked on a Google Sheet	Coordinator of Professional Development	Coordinator of Professional Development
Establishing of model classrooms within the school	Through Learning Walk Quarter 1 meetings at the beginning of the school year	This is monitored through use of the literacy walkthrough tools and continuous learning walks.	Quarterly at each quarter's learning walk meetings	Coordinator of Professional Development	Coordinator of Professional Development
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Through onthly Principal meetings as well as continued coaching support at school sites during PLC times	Each principal is required to include PLC time within their school schedule.	Specific PLC times for each school are shared with Professional Development at the beginning of each year. The format is within a Google Sheet.	Coordinator of Professional Development	Coordinator of Professional Development

## 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	Weekly lesson plans	Weekly classroom walk-throughs, PLC guiding questions	1 <sup>st</sup> and 2 <sup>nd</sup> semester data chats with the district leadership team; classroom observation/evaluations	The District Leadership Team, The Director of Curriculum and Instruction, and the Coordinator of Professional Development receive data housed in iObservation, an online teacher and observation reporting tool.	Twice a year the district leadership team meets with schools, but iObservation also collects this data. How often depends on the teacher's negotiated number of formal and informal visits.
Small group differentiated instruction in order to meet individual student needs	Weekly lesson plans	Weekly classroom walk-throughs, PLC guiding questions	1 <sup>st</sup> and 2 <sup>nd</sup> semester data chats with the district leadership team; classroom observation/evaluations	The district leadership team, The Director of Curriculum and Instruction, and the Coordinator of Professional Development receive data housed in iObservation.	Twice a year the district leadership team meets with schools, but iObservation also collects this data. How often depends on the teacher's negotiated number of formal and informal visits.



## 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?

Last year, deployment of district-based literacy coaches funded out of the Research-Based Reading Instruction Allocation were allocated based on need as evidenced by a district-created rubric focused on K-12 schools. However, for 2020-21, that rubric was reassessed using only K-3 data focused on substantially reading deficient students as determined by 2019-20 data. Therefore, we are shifting the funds yet again to utilize district-based coaches to support schools with the most need, and their focus will be on K-3 teacher as well as student supports with differentiated time allocated at each of the 12 elementary schools. No longer will secondary coaches be paid out of the reading plan. The predominance of the professional development, supplemental materials and/or interventions will be spent on elementary schools.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$61,995.00
District expenditures on reading coaches assigned to elementary schools	\$295,600.00
District expenditures on reading coaches assigned to secondary schools	0
District expenditures on intervention teachers assigned to elementary schools	\$66,400.00
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	\$160,511.00
District expenditures on supplemental materials or interventions for secondary schools	\$100,000.00
District expenditures on professional development	\$100,000.00
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	\$100,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$50,000.00
Flexible Categorical Spending	0
Sum of Expenditures	\$934,506.00
Amount of District Research-Based Reading Instruction Allocation	\$934,506.00

## 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?

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

Teachers at Summer Reading Camp for 1<sup>st</sup> and 3<sup>rd</sup> graders are using a combination of resources based on students' needs including *Heggerty Phonemic Awareness Curriculum*, *FUNdations*, *Phonics for Reading*, and *Raz-Plus*.

Evidence-based documentation for these resources is found [here](#).

If yes, which grade levels? First grade

## 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)

Knowing that Reading Allocation funds were to be prioritized for K-3 substantially reading deficient students, K-3 data for Martin County's twelve elementary schools was examined. A [rubric and matrix](#) were created to evaluate schools' FLKRS data, percent proficient on FSA ELA, and number of students receiving Tier 2 and 3 interventions for reading in K-3. Based on that data, the district literacy coaches' time will be distributed accordingly. For instance, at our Low 300 elementary school, one coach will spend four days a week, but another school earning the same overall score for need, yet has over one hundred more K-3 students, warranted a district coach five days a week.

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?

The Coordinator of Reading/Language Arts and the Coordinator of Professional Development have provided training to administrative staff on the use of coaches in the schools. All coaches are provided a Coaching Toolkit and follow the evidence based coaching model by Jim Knight. (Please see links below.)

[MCS D Coaching Toolkit](#)

[Jim Knight Course Syllabus](#)

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

The Coordinator of Reading/Language Arts and the Coordinator of PD will continue to provide training to administrators and new coaches each year as well as follow through on concerns from coaches and/or administration if the requirements are not being followed.

### 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. Please see the MCS D Coaching Toolkit and Jim Knight Course Syllabus in previous response.

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>
NA	NA	NA	NA	NA

## 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):** Kindergarten-5<sup>th</sup> Grade

**IF:**

Student meets the following criteria at beginning of school year:

- FLKRS (Kindergarten Only) and iReady: 25<sup>th</sup> percentile or above; Level 3 or higher on FSA ELA (4<sup>th</sup> and 5<sup>th</sup> Grade Only)

**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. (Please click on each link below for documentation of evidence.)***

[Heggerty's Phonemic Awareness Curriculum](#) by Literacy Resources, LLC (K-1 Only)

[Fundations](#) by Wilson Language Training (K-2 Only)—Strong Evidence

[Units of Study for Teaching Reading and Units of Study for Teaching Writing](#) by Lucy Calkins

[Words Their Way](#) by Pearson (Grades 3-5)—Promising Evidence

**Progress Monitoring**

**Assessment & Frequency**

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

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

iReady ELA Diagnostic; three times/year

Maintain 25<sup>th</sup> percentile or above

24<sup>th</sup> percentile or below

Fountas and Pinnell Benchmark Assessments; ongoing and as needed

Demonstrates “meeting” or “exceeding” grade level text gradient according to the F&P *Instructional Level Expectations for Reading*

Does Not Meet Expectations or approaching expectations

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

Data chats, PLCs, classroom walkthroughs, *iReady* diagnostic PAST assessment, *Fundations* unit assessments, pre and post

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

PLC guiding questions, weekly/monthly data chats, school problem-solving teams, coaching

	assessments within <i>Units of Study</i> , on demand writing assessments, iStandards Mastery	
	<b>How is the effectiveness of Tier 1 curriculum being monitored?</b> Formative assessments, PAST assessment, <i>Foundations</i> unit assessments	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b> PLC guiding questions, running records, coaching (administration, school-based, district)
	<b>How is instruction modified for students who receive instruction through distance learning?</b> Pacing is adjusted, as well as identification of power standards, to leverage skills and standards more conducive to virtual learning. Differentiation is always important, but it is imperative in distance learning to assist in remediating or enriching core.	

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>FLKRS: 11<sup>th</sup>-24<sup>th</sup> percentile (Kindergarten Only) and i-Ready 12<sup>th</sup>-24<sup>th</sup> percentile;</li> <li>Level 2 on FSA ELA (4<sup>th</sup> and 5<sup>th</sup> Grade Only)</li> </ul>				
<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>
	Fountas and Pinnell's <a href="#">Leveled Literacy Intervention (LLI)</a> ; 18-20 weeks (one to 3 or 4 students)—Strong Evidence	Reading Record 1-2 times/week	Positive response to Benchmark Assessment System	Questionable response to Benchmark Assessment System	Poor response to Benchmark Assessment System
Wilson's FUNdations; explicit, systematic and multisensory approach to phonics (3 day intervention plan)	Unit assessment weekly/ biweekly	Demonstration of mastery on unit assessment (80% or higher)	Below 80% on unit assessment	Poor performance in response to intervention compared to peers	

	Mondo Education's <a href="#">Let's Talk About It!</a> Oral Language—Strong Evidence	Bi-weekly	Positive response on the Oral Language Rubric	Questionable response on the Oral Language Rubric	Poor response on the Oral Language Rubric
	Heggerty's Phonemic Awareness (PreK or additional targeted dose of K or primary)	Bi-weekly	Positive response on the PAST assessment	Questionable response on the PAST assessment	Poor response on the PAST assessment
	<b><i>Number of times a week intervention provided</i></b>	3-5 days	<b><i>Number of minutes per intervention session</i></b>	20-30 minutes	
	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></b></p> <p>The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration. Fidelity checks and data chats occur frequently. 70% or more of students should be progressing to be faded back to tier 1. Lesson plans are monitored weekly by school based administrators to ensure alignment of curriculum to core standards and instruction. Intervention teachers (if different from the core instructors) should be meeting bi-weekly with the core teacher to collaborate.</p>				
	<p><b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b></p> <p>Please see hyperlinked evidence for those listed above.</p>				
<p><b><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></b></p> <p>Separately scheduled small group or breakout video conferencing sessions are conducted virtually during distance learning in addition to the core instruction.</p>					

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>Below the 10<sup>th</sup> percentile on FLKRS (Kindergarten Only) and below the 11<sup>th</sup> percentile on i-Ready</li> </ul>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	EPS' <a href="#">Sound Sensible</a> --Strong Evidence Note: Sound Sensible is the Pre-Level 1 of S.P.I.R.E. so the documentation of effectiveness linked is the same as S.P.I.R.E.	Unit assessments weekly	Positive response	Poor response
	EPS' <a href="#">S.P.I.R.E.</a> –Strong Evidence	Unit assessments weekly	Positive response	Poor response
	Wilson's FUNdations; explicit, systematic and multisensory approach to phonics (5 day intervention plan)	Unit assessments weekly	Positive response	Poor response
	Fountas and Pinnell's Leveled Literacy Intervention (LLI); 18-20 weeks; (one-on-one)	Reading Record 1-2 times/week	Positive response	Poor response
	Florida Center for Reading Research ( <a href="#">FCRR</a> ) <a href="#">Activities</a>	Easy CBM weekly	Positive response	Poor response
	<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 days	<b>Number of minutes per intervention session</b>	30-45 min.
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration. Fidelity checks and data chats occur frequently. 70% or more of students should be progressing to be faded back to tier 1. Lesson plans are monitored weekly by school based administrators to ensure alignment of curriculum to core standards and instruction. Intervention teachers (if different from the core instructor) should be meeting weekly with the core/Tier 2 teacher to collaborate.</p>				



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

Please see hyperlinked evidence for those listed above.

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

Separately scheduled small group (1 to 3 or 1 to 1 ratio) or breakout video conferencing sessions are conducted virtually during distance learning. Tier 3 interventions are in addition to tier 2 in regards to time and intensity.

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 6-12**

**IF:**

Student meets the following criteria at beginning of school year:

- Scores Level 3 or higher on FSA ELA  
(If FSA data is not available, prior years' FSA data should be reviewed and further diagnosis may be done through the use of a Diagnostic Assessment of Reading (DAR) test, Reading Record, Reading Inventory, or a Fluency Probe.)

**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.*

Houghton Mifflin Harcourt's [Collections](#) with Close Reader and Performance Assessment Books

**Progress Monitoring**

**Assessment & Frequency**

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

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

District Common Quarterly Assessment based on Language Arts Florida Standards, 3 x year

75% or higher

74% or lower; however, further diagnostic assessments would need to be given specific to individual reading components to determine the type of intervention required

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

School based administrative walk-throughs,  
District team instructional walk-throughs,

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

PLC guiding questions, weekly/monthly data chats, school problem-solving teams, coaching

	Progress Monitoring data	
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>Progress monitoring data, Formative and summative assessments</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <p>PLC guiding questions, coaching (administration, school-based, district)</p>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b></p> <p>Pacing is adjusted, as well as identification of power standards, to leverage skills and standards more conducive to virtual learning. Differentiation is always important, but it is imperative in distance learning to assist in remediating or enriching core.</p>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>• Scored Level 2 on FSA ELA with no decoding/text reading efficiency issues (i.e. fluent);</li> <li>• Concordant Score ACT/SAT;</li> <li>• ESE Waiver</li> </ul>
------------	--

<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
--------------	--

<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>
--	--

<i>TIER 2 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 2 Progress Monitoring</i>			
	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>
<p>Schools determine tier 2 programs based upon the needs of their students but may include:</p> <ul style="list-style-type: none"> <li>• <a href="#">BrightFish</a> Learning, LLC—Promising Evidence</li> <li>• Renaissance’s <a href="#">Freckle</a></li> <li>• <a href="#">iXL</a> Learning—Moderate Evidence</li> <li>• Learning Without Limit’s <a href="#">MobyMax</a>—Strong Evidence</li> <li>• Principle Woods, Inc.’s <a href="#">Teengagement</a>—Promising Evidence</li> </ul> <p>(Students may be enrolled in an additional course through which interventions can be provided.)</p>	<p>Progress monitoring of interventions will be done bi-weekly based upon the program utilized</p>	<p>If students meet the criteria for Tier 1 instruction on the district progress monitoring, coupled with classroom performance and teacher observation, students may be discontinued from Tier 2 supports.</p>	<p>If students meet the criteria for Tier 2 instruction on the district progress monitoring, coupled with classroom performance and teacher observation, students will continue with Tier 2 supports.</p>	<p>If students meet the criteria for Tier 3 instruction on the district progress monitoring, coupled with classroom performance and teacher observation, students’ instruction will move to include Tier 3 supports.</p>

<b>Number of times a week intervention provided</b>	3-5 days/week	<b>Number of minutes per intervention session</b>	20-30 minutes
---	---------------	---	---------------

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

The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration. Fidelity checks and data chats occur frequently. Lesson plans are monitored weekly by school based administrators to ensure alignment of curriculum to core standards and instruction. Intervention teachers (if different from the core instructors) should be meeting bi-weekly with the core teacher to collaborate.

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

*Please see hyperlinked evidence for those listed above.*

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

The digital components within the core curricular materials designed for intervention are utilized as well as supplemental instructional resources in a digital format. Separately scheduled small group or breakout video conferencing sessions are conducted virtually during distance learning in addition to the core instruction.

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>• Scored Level 1 or 2 (with decoding/text reading efficiency issues, i.e. disfluent) on FSA ELA;</li> <li>• Students with an IEP with reading goals;</li> <li>• Students enrolled in an ACCESS ELA course</li> </ul>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	Students will be enrolled in an additional course with a reading endorsed or certified teacher. The program may vary based on the needs of the students but may include: <ul style="list-style-type: none"> <li>• Houghton Mifflin Harcourt’s <a href="#">System 44</a> --Strong Evidence</li> <li>• Houghton Mifflin Harcourt’s <a href="#">Read 180</a> –Strong Evidence</li> <li>• EPS’ <a href="#">S.P.I.R.E.</a> –Strong Evidence</li> </ul>	Progress monitoring with Phonics Inventory or Reading Inventory will be done 3 x year, but specific skills within the program will be assessed weekly  Unit Assessments weekly	If students reach Advanced Decoding status on their Phonics Inventory, they may advance to Read 180. If students reach a 1200 lexile on Reading Inventory, they may fade Tier 3 supports and continue with Tier 2 supports.  Positive Response	Student performance on weekly intervention assessments that show minimal or no progress will result in changes being made to the Tier 3 interventions.  Poor Response
	<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>	45-60 minutes
<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>  The MTSS problem-solving process is utilized as well as classroom walkthroughs by administration. Fidelity checks and data chats occur frequently. Lesson plans are monitored weekly by school based administrators to ensure alignment of curriculum to core standards and instruction. Tier 3 teachers should be part of weekly PLC meetings with Tier 2 teachers.				

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

Please see hyperlinked evidence for those listed above.

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

Separately scheduled small group (1 to 3 or 1 to 1 ratio) or breakout video conferencing sessions are conducted virtually during distance learning. Tier 3 interventions are in addition to tier 2 in regards to time and intensity.