

# Union 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	Stacey Rimes	Director of Curriculum and Accountability	<a href="mailto:RimesS@union.k12.fl.us">RimesS@union.k12.fl.us</a>	352 448-5052
Responsibility	Name	Title	Email	Phone
Elementary ELA	Marcie Tucker	Principal	<a href="mailto:TuckerM@union.k12.fl.us">TuckerM@union.k12.fl.us</a>	352 448-2000
Secondary ELA	Angel Thomas Chris Mecusker	Principal-Lake Butler Middle School Principal-Union County High School	<a href="mailto:ThomasAng@union.k12.fl.us">ThomasAng@union.k12.fl.us</a> <a href="mailto:MecuskerC@union.k12.fl.us">MecuskerC@union.k12.fl.us</a>	352 448-3000 352 448-4000
Reading Endorsement	Lindsay Harrison	Reading Coach	<a href="mailto:HarrisonL@union.k12.fl.us">HarrisonL@union.k12.fl.us</a>	352 448-2000
Reading Curriculum	Stacey Rimes	Director of Curriculum and Accountability	<a href="mailto:RimesS@union.k12.fl.us">RimesS@union.k12.fl.us</a>	352 448-5052
Professional Development	Stacey Rimes	Director of Curriculum and Accountability	<a href="mailto:RimesS@union.k12.fl.us">RimesS@union.k12.fl.us</a>	352 448-5052
Assessment	Eugene Dukes Christie Whitehead	Director of ESE and Student Services	<a href="mailto:DukesE@union.k12.fl.us">DukesE@union.k12.fl.us</a> <a href="mailto:Whiteheadchr@union.k12.fl.us">Whiteheadchr@union.k12.fl.us</a>	352 448 -5144
Data Element	Lanier Clyatt	MIS Director	<a href="mailto:ClyattL@union.k12.fl.us">ClyattL@union.k12.fl.us</a>	352 448 -1013
Summer Reading Camp	Maria Kish	Guidance Counselor, Lake Butler Elementary	<a href="mailto:KishM@union.k12.fl.us">KishM@union.k12.fl.us</a>	352 448-2000
3 <sup>rd</sup> Grade Promotion	Marcie Tucker	Principal, Lake Butler Elementary	<a href="mailto:TuckerM@union.k12.fl.us">TuckerM@union.k12.fl.us</a>	352 448-2000

## Plan Information

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

The plan is initially discussed at the annual Summer Boot Camp with the Superintendent, all school-based and district-level administrators, & instructional coaches to ensure that everyone at the leadership level is aware of the expectations for the upcoming school year. The plan is then shared with instructional staff during pre-planning so that everyone knows what is expected. The community is made aware of the plan via: SAC meetings, Open Houses, Literacy Nights, school newsletters and websites.

**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</b> (e.g., screener, diagnostic, progress monitoring/formative, summative)	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
<i>Oral language</i>	DAR, Anecdotal Record, Observation	Diagnostic, Screening, Informal, Progress Monitoring	Informally	As needed
<i>Phonological awareness</i>	i-Ready, STAR Early Literacy	Diagnostic, Screener, Progress Monitoring	MasteryConnect	3 times annually
<i>Phonics</i>	i-Ready, STAR Early Literacy	Diagnostic, Screener, Progress Monitoring	MasteryConnect	3 times annually
<i>Fluency</i>	i-Ready, STAR	Diagnostic, Screener, Progress Monitoring	MasteryConnect	3 times annually
<i>Vocabulary</i>	i-Ready, STAR, FSA (3-4)	Diagnostic, Screener, Progress Monitoring, Summative	MasteryConnect	3 times annually FSA - annually
<i>Comprehension</i>	i-Ready, STAR, FSA (3-4)	Diagnostic, Screener, Progress Monitoring, Summative	MasteryConnect	3 times annually FSA - annually

**6-12**

<b>Progress Monitoring Tool</b>	<b>What data is being collected?</b>	<b>Assessment type</b> (e.g., screener, diagnostic, progress monitoring/formative, summative)	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
i-Ready (6-8)	phonics, phonological awareness, vocabulary, comprehension	screener, diagnostic, progress monitoring	MasteryConnect	3 times annually
MasteryConnect (6-12)	standards mastery	progress monitoring, formative, summative	MasteryConnect	ongoing
FAIR (6-8)	fluency, comprehension	progress monitoring, formative, summative	Skyward	ongoing
Achieve 3000 (9-10)	Lexile level, comprehension,	diagnostic, progress monitoring	Achieve 3000	ongoing
USA Test Prep (9-12)	standards mastery	progress monitoring, formative, summative	USA Test Prep	every six weeks
STAR (6-8)	reading level, vocabulary, fluency, comprehension	screener, diagnostic, progress monitoring	Renaissance	3 times annually
FSA (6-12)	standards mastery	screener, diagnostic, summative	MasteryConnect	Annually

**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>
<p>Union County School District (UCSD) uses diagnostic data 3 times annually as a progress monitoring tool. Data chats are held with students, teachers, coaches, and administrators throughout the year. Additionally, classroom teachers and intensive reading teachers progress monitor their students biweekly.</p>	<p>UCSD follows the MTSS protocol for problem solving. MTSS meetings occur monthly to identify needs and make instructional decisions. Team meetings also revolve around data and decision -making for tier 2 and 3 students at monthly intervals.</p>	<p>As soon as state data is released, the MIS and Accountability Directors shared data results with principals and instructional coaches. Throughout the year, the instructional coaches report progress monitoring data to school-based admin teams, who then report school-level data at weekly district-level staff meetings which consist of the Superintendent, district administrators and school-based principals. In addition, school-based leadership teams share quarterly data results with the Superintendent and his leadership team. Three years worth of FSA data is displayed in the school board conference room to assist in making decisions on staff placement, professional development, and curriculum.</p>	<p>District and school-based administrators conduct regular observations on instructional staff. In addition, data is collected every three weeks to determine if students are making adequate progress. Concerns would be communicated at school-based admin meetings and/or district-level staff meetings. These would be addressed with teachers as needed at each school site.</p>	<p>The Director of Curriculum and Accountability meets with the school’s principal and reading coach to go discuss expectations associated with the decision trees. The school-based leadership team works on scheduling students and personnel to meet the teacher/student ratio expectations. Reading coaches share needs associated with curriculum to serve the tiered students. Reading coaches provide ongoing support and follow-up via professional development, facilitation of MTSS/Tier meetings, classroom modeling, coaching, etc. School-based administrators provide implementation oversight via classroom walkthrough observations.</p>

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

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	The Director of Curriculum & Accountability shares inter-rater reliability among all admins at the end of each month during staff meetings with the Superintendent.	While collaboratively writing the expectation of the K12 plan, principals along with their lead team are made aware of the expectations long before scheduling begins.	Data on targeted students is collected monthly and data chats are conducted with district-level and school-based principals concerning observation results and concerns. Non-evaluative observations are conducted by instructional coaches to provide feedback to instructional staff.	Data is shared at weekly admin meetings with coaches, guidance counselors, and school-based administrators. The collected data is then shared with the district-level administrators and Superintendent.	At the school level, data is reviewed weekly by the admin team and bi-weekly at grade-level team meetings as necessary. The principals then share data as collected at the district-level staff meetings that are held every Wednesday.
Data chats	School-based admin and coaches	Communicated in team meetings and through professional development	Progress monitoring data is collected at least biweekly on Tier 2-3 students. Daily classwork data is collected weekly. Diagnostic data is collected 3 times annually.	Data is shared monthly with the admin team. Teachers record data on tier 2 and 3 students at least bi-weekly and share out monthly.	Monthly review by admin team on tier 2-3 students. Tier 1 data is reviewed a minimum of 3 times annually.
Reading Leadership Team per 6A-6.053(3) F.A.C.	School-based admin and coaches	Communicated in team meetings and Individual Professional Development Plans at the start of the school year (IPDP)	Data is collected 3 times annually (pre/mid/post)	Data is shared with representatives from each grade-level team, administrators, and coaches.	Data is reviewed yearly at Boot Camp by district-level administrators, school-based administrators, and coaches. Coaches also meet with school and district personnel several times throughout the year.
Monitoring of plan implementation	District-level directors, school-based admin, and coaches	Weekly district-level staff meetings, weekly school-based admin meetings, biweekly team meetings	Diagnostic Data is collected 3 times annually. Students receiving intensive interventions are progress-monitored bi-weekly	Data is shared via the programs of implementation (i-Ready, USA Test Prep, MasteryConnect, Achieve 3000 etc) and via Skyward on an ongoing basis.	Progress-monitoring data is collected bi-weekly from intervention teachers and discussed at MTSS/tier meetings monthly.
Other: (Specify)					

Implementation and Progress-monitoring		
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
<ol style="list-style-type: none"> <li>1. Identify problem or weakness (using diagnostic or screening data)</li> <li>2. Analyze problem using data and formal/informal observations</li> <li>3. Implement interventions (multi-sensory, systematic, explicit, small group intensive)</li> <li>4. Evaluate effectiveness of interventions via progress monitoring</li> <li>5. Adjust interventions based on effectiveness. Increase time/intensity if not working.</li> <li>6. Re-evaluate and communicate results to the problem-solving team.</li> </ol>	Concerns would be brought up at monthly MTSS meetings with the problem-solving team. Once school-based problems/concerns are identified, they are presented at staff meeting with the superintendent and school /district-level admins. Additional support of struggling staff is provided to ensure that academic achievement is not affected.	District leadership will provide oversight via walkthrough observations, staff meetings, and/or team meetings as needed to support and follow-up. District leadership will schedule professional development to target areas of concern based on data for each school and grade level.

### 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	Staff Meetings, Administrative Meetings, and Consultations	Observations both formal and informal, documentation/ follow-up	NEFEC Track, Inservice rosters, follow-up forms, informal discussions at staff meeting	Stacey Rimes, Director of Curriculum and Accountability	Stacey Rimes, Director of Curriculum and Accountability
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Staff Meetings, Administrative Meetings, and Consultations	Observations both formal and informal, documentation/ follow-up	Progress monitoring and data is shared 3 times a year at staff meetings	Stacey Rimes, Director of Curriculum and Accountability	Stacey Rimes, Director of Curriculum and Accountability

Identification of mentor teachers	Director of Personnel and principals collaborate to determine effective personnel at the school	Mentee documentation on District created log.	Director of Personnel shares the mentor/mentee lists with all administrators at staff meetings	Stacey Rimes, Director of Curriculum and Accountability	Stacey Rimes, Director of Curriculum and Accountability
Establishing of model classrooms within the school	Staff Meeting with directors and Superintendent	Observations both formal and informal	Classroom data shared at district staff meetings	Stacey Rimes, Director of Curriculum and Accountability	Stacey Rimes, Director of Curriculum and Accountability
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Staff Meetings, Administrative Meetings, and Consultations	Observations both formal and informal, sign in sheets, documentation/ follow-up	School-based Lead Team discussions are then shared in weekly district staff meetings	Stacey Rimes, Director of Curriculum and Accountability	Stacey Rimes, Director of Curriculum and Accountability

## 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	Grade-level curriculum maps and pacing guides	Classroom walkthroughs, data chats, team meetings	i-observation data, Skyward data on student grades, progress monitoring data in i-Ready	Stacey Rimes, Director of Curriculum and Accountability	Weekly at staff meeting
Small group differentiated instruction in order to meet individual student needs	Weekly lesson plans and bi-Weekly intervention logs from intensive reading teachers	Classroom walkthroughs, data chats, team meetings, MTSS meetings	I-observation data, progress monitoring in i-Ready, MasteryConnect, Achieve 3000 and USA Test Prep	Stacey Rimes, Director of Curriculum and Accountability	Weekly at staff meeting

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

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

All kindergarten classes have a reading endorsed, certified intervention teacher daily for 30-minutes to an hour. Two reading interventionists serve 1st-grade and 2nd-grade. Scripted, systematic and explicit phonics instruction takes place in K-2.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	0
District expenditures on reading coaches assigned to elementary schools	54,944.29
District expenditures on reading coaches assigned to secondary schools	54,762.35
District expenditures on intervention teachers assigned to elementary schools	0
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	44,658.36
District expenditures on supplemental materials or interventions for secondary schools	35,758.00
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	17,000.00
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	207,123
Amount of District Research-Based Reading Instruction Allocation	207,123

## 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?

i-Ready, Journeys and Saxon Phonics

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

If yes, which grade levels? K-4th grade are being served during the month of June on-site

Union County School District made the decision to serve K-4th grades on-site during the month of June. All teachers that taught 3rd-graders were Reading Endorsed and received a rating of Effective or Highly Effective. The teachers serving K, 1st, 2nd, and 4th were rated effective or high effective and most are Reading Endorsed or working toward completing their endorsement.

## 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)

Union County School District (UCSD) is one of the smallest districts in the state with only one elementary, middle and high school all located within 1 mile of the district office. This makes collaborative efforts a plus! The school-based admin teams and instructional coaches meet with the Superintendent and district-level admins during the Summer for a two-day Boot Camp to analyze school data and make plans for the upcoming school year. During this time, decisions are made concerning curriculum, placement of personnel, and professional development needs. All three schools are provided a highly-qualified Reading Coach to support staff and provide in-house professional development for struggling teachers.

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 or teachers; and that they are to spend limited time administering or coordinating assessments?

When Reading Coaches are hired, the Director of Curriculum and Accountability (DCA) discusses the expectations of their role and how crucial the bond/trust factor with instructional staff is to their success as a coach. In addition, the DCA shares expectations with school-based admins to ensure that support is provided.

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

Instructional coaches have a good working relationship with the Director of Curriculum and Accountability and feel comfortable sharing concerns that can be handled professionally with principals/assistant principals if they are being pressured to carry out administrative duties that have an adverse effect on their relationship with instructional staff. The district realizes the important role that the Reading Coach plays in the success of growth



## 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>
Communicated at start of school year at Boot Camp and reiterated at weekly staff meetings with district staff and school-based admin.	Coaches log time spent modeling lessons with classroom teachers in a Google form, participate in and plan PD sessions, facilitate weekly team meetings that are logged with meeting agendas and digital calendars.	Stacey Rimes, Director of Curriculum and Accountability	Quarterly and through observations of coaches modeling for instructional staff	<ol style="list-style-type: none"> <li>1. Conduct data chats with school-based admin and coaches.</li> <li>2. Identify problem areas based on data.</li> <li>3. Research evidence-based practices and strategies.</li> <li>4. Develop a plan.</li> <li>5. Implement interventions.</li> <li>6. Review Data.</li> </ol>

## **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 (K-4)**

<p><b>IF:</b></p>	<p>Student meets the following criteria at beginning of school year: <b>Student is NOT retained in current grade AND:</b></p> <ul style="list-style-type: none"> <li>● <b>Grade K - 485 or better on the STAR Early Literacy Test.</b></li> <li>● <b>Grade 1 - 400 or better on i-Ready</b></li> <li>● <b>Grade 2 - 446 or better on i-Ready</b></li> <li>● <b>Grade 3 - 490 or better on i-Ready</b></li> <li>● <b>Grade 4 - 529 or better on i-Ready</b></li> </ul>
<p><b>THEN:</b></p>	<p align="center"><b>TIER 1 Only</b></p>
<p><b>TIER 1</b></p>	<p>Initial instruction:</p> <ul style="list-style-type: none"> <li>● is standards-aligned</li> <li>● builds background and content knowledge, motivation</li> <li>● provides print rich, systematic, scaffolded, and differentiated instruction</li> <li>● incorporates writing in response to reading</li> <li>● includes accommodations (IEP, ESOL or 504)</li> <li>● incorporates the principles of Universal Design for Learning</li> <li>● includes specially designed instruction for students with disabilities</li> </ul> <p align="center"><i>Core Curriculum - Please indicate core curriculum and how its use is supported by evidence.</i></p>

Tier 1 instruction for all includes Saxon Phonics instruction in K-2 ([FCRR - Promising Evidence](#) and Demonstrates a Rationale), Phonological Awareness and Letter Knowledge Training in K-2 ([WWC -Promising](#)), Direct Instruction and Standards-based reading assessments in K-4 ([WWC - positive](#)) including Journeys in K-3 ([Evidence for ESSA - Strong Evidence](#)), i-Ready Reading Digital Instruction in K-4 ([Moderate/Promising - curriculumassociates.com for ESSA](#)), Ready Book Curriculum (3-4), Accelerated Reader in 1-4 ([WWC - Positive](#)), and Achieve3000 in 4th Grade ([Promising - WWC & Evidence for ESSA](#))

***Progress Monitoring***

<b><i>Assessment &amp; Frequency</i></b>	<b><i>Performance Criteria that indicates Tier 1 is sufficient</i></b>	<b><i>Performance Criteria to that would prompt addition of Tier 2 interventions</i></b>
<p>i-Ready Diagnostic Assessment, 3 times annually (Pre-/Mid-/Post-)</p> <p>Classroom standards-based assessments, weekly</p>	<p>Student is making expected growth between diagnostics</p> <p>AND/OR</p> <p>Student is passing ELA grade level coursework with a C average or better</p>	<p>Student is not making expected gains on I-Ready diagnostic assessments</p> <p>AND/OR</p> <p>Student has a D/F in ELA standards-based, grade level assessments ad coursework</p>
<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <p>Classroom walkthrough observations &amp; data chats</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b></p> <p>MTSS problem-solving teams, instructional coaching model, professional development, PLCs, IPDPs, iobservation walkthroughs</p>	

	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>Classroom walkthrough observations &amp; data chats</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>Data chats and team planning to identify weaknesses in the curriculum and pacing of lessons, post-observation conferences, vertical team planning to identify gaps across grade levels, standards-based planning and instruction with crosswalks between standards and curriculum</p>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b></p> <p>Students have access to i-Ready and Achieve 3000 at home via the internet. Teachers assign lessons and instruction based on student need and lexile level. Teachers send standards-based assignments in paper form as well as digitally for students through Google classroom. Teachers make contact with students weekly via phone, email, Google Meet, or other digital meeting platform to help with assignments, answer questions, offer remediation, etc.</p>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>● For grades K-4, a student has been retained in the current grade OR:</li> <li>● Grade K - 401-484 on STAR Early Literacy Test</li> <li>● Grade 1 - 350-399 on i-Ready</li> <li>● Grade 2 - 412-445 on i-Ready</li> <li>● Grade 3 - 469-489 on i-Ready</li> <li>● Grade 4 - 490-528 on i-Ready</li> </ul>
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THEN:	TIER 1 instruction and TIER 2 interventions				
<b>TIER 1</b> + <b>TIER 2</b>	Interventions: <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><i>TIER 2 Programs/Materials/Strategies &amp; Duration</i></b>	<b><i>TIER 2 Progress Monitoring</i></b>			
		<b><i>Assessment &amp; Frequency</i></b>	<b><i>Performance Criteria to discontinue Tier 2 intervention</i></b>	<b><i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i></b>	<b><i>Performance Criteria that would prompt addition of Tier 3 interventions</i></b>
Small group (5:1) differentiated and multisensory instruction (letter tiles, whiteboards, leveled readers, picture cards, applied linguistics), Great Leaps, Secret Stories, I-Ready Teacher Toolbox, I-Ready Standards Mastery, Remediation in Saxon Phonics, Graphic Organizers, and Achieve 3000	Bi-Weekly, standards-Based, in-class Assessments  I-Ready Diagnostic  3x annually	C average or better on grade-level coursework  <b>AND/OR</b>  On grade-level on i-Ready	D average on grade-level, standards-based coursework  <b>AND/OR</b>  Making gains toward on-level in i-Ready, but not yet on level	Failing grade-level, standards-based coursework  <b>AND/OR</b>  Not making gains in I-ready	

*Number of times a week intervention provided: 2-3*

*Number of minutes per intervention session: 15-30*

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

Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly admin meetings, bi-weekly team meetings, and/or monthly MTSS meetings with the problem-solving team. Team planning days will be provided for teams to meet together to plan, align core curriculum and instruction, and make adjustments to pacing guides and focus calendars. Interventions and best practices will be shared out at team meetings so that all may glean ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Parents will be notified of interventions and progress by the classroom teacher.

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

The systematic, explicit phonics interventions (with multisensory components) are an example of Phonological Awareness and Letter Knowledge Training ([WWC -Promising](#)), the leveled readers have shown positive effects ([WWC](#)), the i-Ready Teacher Toolbox PDF lessons, Ready Book lessons, and Standards Mastery Assessments are an extension of the i-Ready digital component from Tier 1 instruction ([Moderate/Promising - curriculumassociates.com for ESSA](#)), and evidence also supports the use of leveled passages in Achieve3000 to aid in fluency, vocabulary, and comprehension ([Promising - WWC & Evidence for ESSA](#))

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

Students who receive interventions through distance learning will receive Tier 1 instruction alongside their peers. They will also receive additional small group interventions (2-3 x weekly) via digital meetings (Google Meet), Google Classroom, Telephone, or face-to-face (where appropriate). They will receive instruction and activities that are tailored to their needs, and may be below grade level in order to fill instructional gaps. i-Ready lessons and Achieve articles will be presented on a lower level than their peers for remedial purposes. Additional progress monitoring will occur at least bi-weekly on these students to monitor their academic gains and identify particular weaknesses.

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>● <b>Grade K - 400 or less on the STAR Early Literacy Assessment.</b></li> <li>● <b>Grade 1 - 349 or less on i-Ready</b></li> <li>● <b>Grade 2 - 413 or less on i-Ready</b></li> <li>● <b>Grade 3 - 468 or less on i-Ready</b></li> <li>● <b>Grade 4 - 489 or less on i-Ready</b></li> </ul>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1</b> + <b>TIER 2</b> + <b>TIER 3</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 <b>time allotted is in addition</b> to core instruction and tier 2 interventions</i></li> </ul>			
	<i><b>TIER 3 Progress Monitoring</b></i>			
	<i><b>TIER 3 Programs/Materials/ Strategies &amp; Duration</b></i>	<i><b>Assessment &amp; Frequency</b></i>	<i><b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction (if a student meets ANY of the criteria below, move to T2)</b></i>	<i><b>Performance Criteria that would prompt changes to Tier 3 interventions</b></i> (including greater time, intensity, frequency or change in intervention)
	Small group (5:1 or less) differentiated and multisensory intervention, explicit and	Weekly grade-level, standards-based assessments	Student improves from F to D on grade-level, standards-based coursework in ELA	Student continues to fail grade-level, standards-based coursework in ELA



systematic direct instruction in phonological awareness, letter knowledge, phonics skills, comprehension and vocabulary strategies, and fluency practice via Achieve3000, leveled readers, Journeys, Saxon Phonics, and I-Ready Teacher Toolbox &/or Ready Book Lessons	I-Ready Diagnostic Assessments 3 x Annually	Student improves scale score to T2 expectation on i-Ready for current grade placement	Student is not making gains on i-Ready diagnostic assessments (pre-/mid-/post-)
	Bi-Weekly skill-specific assessments following specific interventions	Refer to the above criteria.	Student does not improve on bi-weekly, skill-specific assessments directly related to interventions (example, sight word assessment after intervention on sight words)
<b>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: 2-3		Number of minutes per intervention session: 15-30	
<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>Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly admin meetings, bi-weekly team meetings, and/or monthly MTSS meetings with the problem-solving team. Weekly planning days will be provided for intensive intervention teachers to meet together to plan, align core curriculum and instruction, and share what is working in their small groups. Interventions and best practices will be shared out at team meetings so that all may glean ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Tier 3 students will be a part of the MTSS program. Parents will be notified upon the start of MTSS and will receive progress monitoring reports each quarter between reporting periods.</p>			
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>All intensive interventions are an extension of the core, Tier 1 curriculum. The interventions will occur at a higher intensity with smaller group size, and in addition to the 90-minute reading block. Tier 3 interventions will occur by a reading endorsed/certified teacher in addition to Tier 2 interventions that will be provided by the classroom teacher.</p>			

The following programs and materials will be utilized in T3 interventions in small groups and are supported by evidence as cited: Phonological Awareness and Letter Knowledge Training ([WWC](#) -Promising), Direct Instruction and Standards-based reading instruction ([WWC](#) - positive) Journeys ([Evidence for ESSA - Strong Evidence](#)), i-Ready Reading Digital Instruction ([Moderate/Promising - curriculumassociates.com for ESSA](#)), Ready Book Curriculum, Accelerated Reader ([WWC](#) - Positive), and Achieve3000 ([WWC & Evidence for ESSA](#))

***How are Tier 3 interventions modified for students who receive interventions through distance learning?*** The T3 students will receive T1 and T2 instruction and intervention by the classroom teacher. Additionally, they will receive targeted intervention via an intensive intervention teacher (reading interventionist, or reading endorsed ESE teacher) who will contact them weekly for 30-60 minutes in addition to the classroom teacher, either in small groups or 1:1. The intensive intervention teacher may make contact via telephone, Google Classroom, or Google Meet/videoconference to provide interventions, activities, and progress-monitoring.

**Curriculum, Instruction, and Assessment Decision Tree (5-8)**

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>● Student 2019 FSA Score Level 5, 4, or 3 OR Tier 1 on the 2020 iReady Mid-Year Diagnostics</li> </ul>	
<b>THEN:</b>	<b>TIER 1 Only</b>	
<b>TIER 1</b>	Initial instruction: <ul style="list-style-type: none"> <li>● is standards-aligned</li> <li>● builds background and content knowledge, motivation</li> <li>● provides print rich, systematic, scaffolded, and differentiated instruction</li> <li>● incorporates writing in response to reading</li> <li>● includes accommodations (IEP, ESOL or 504)</li> <li>● incorporates the principles of Universal Design for Learning</li> <li>● includes specially designed instruction for students with disabilities</li> </ul>	
	<i>Core Curriculum - Please indicate core curriculum and how its use is supported by evidence.</i>	
	<ul style="list-style-type: none"> <li>● Students receive instruction in a core ELA course at the appropriate text complexity to meet grade level standards and encourage higher-order thinking. Core ELA classes                         <ul style="list-style-type: none"> <li>○ 5th 100-minute block</li> <li>○ 6th, 7th and 8th grade 50-minute class</li> </ul> </li> <li>● Core Reading Programs: HMH Florida Collections and Engage NY Modules                         <ul style="list-style-type: none"> <li>○ Graphic Organizers, Collaborative Grouping, Questioning, Close Reading, Think-Pair-Share, formative assessments and understanding checks</li> </ul> </li> </ul>	
	<i>Progress Monitoring</i>	
	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>

	<p>i-Ready Diagnostic Assessment, 3 times annually (Pre-/Mid-/Post-)</p> <p>Classroom standards-based assessments, weekly</p>	<p>Student is making expected growth between diagnostics</p> <p>AND/OR</p> <p>Student is passing ELA grade level coursework with a C average or better</p>	<p>Student is not making expected gains on I-Ready diagnostic assessments</p> <p>AND/OR</p> <p>Student has a D/F in ELA standards-based, grade level assessments and coursework</p>
	<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <p>Classroom walkthrough observations &amp; data chats</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b></p> <p>MTSS problem-solving teams, instructional coaching model, professional development, PLCs, IPDPs, iobservation walkthroughs</p>	
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>Classroom walkthrough observations &amp; data chats</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>Data chats and team planning to identify weaknesses in the curriculum and pacing of lessons, post-observation conferences, vertical team planning to identify gaps across grade levels, standards-based planning and instruction with crosswalks between standards and curriculum</p>	
<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b></p> <p>Students have access to i-Ready at home via the internet. Teachers assign lessons and instruction based on student need and lexile level. Teachers send standards-based assignments in paper form as well as digitally for students through Google classroom. Teachers make contact with students weekly via phone, email, Google Meet, or other digital meeting platform to help with assignments, answer questions, offer remediation, etc.</p>			

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>● Student 2019 FSA Score Level 2 OR Tier 2 on the 2020 iReady Mid-Year Diagnostics</li> </ul>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 + TIER 2</b>	<b>Interventions:</b> <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><b>TIER 2 Programs/Materials/Strategies &amp; Duration</b></i>	<i><b>TIER 2 Progress Monitoring</b></i>			
		<i><b>Assessment &amp; Frequency</b></i>	<i><b>Performance Criteria to discontinue Tier 2 intervention</b></i>	<i><b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b></i>	<i><b>Performance Criteria that would prompt addition of Tier 3 interventions</b></i>
Students are placed into the appropriate 50- minute year-long reading intervention program along with core ELA courses. Students at this level will receive intensive tier II and III interventions in core ELA and reading intervention courses. Progress will be monitored every 3- weeks using assessments to evaluate the effectiveness of instruction and adjust	Progress will be monitored every 3 weeks using i-Ready progress data, Great Leaps fluency timings and assessments,	C average or better on grade-level coursework and On grade-level on i-Ready	D average on grade-level, standards-based coursework and/or Making gains toward on-level in i-Ready, but not yet on level	Failing grade-level, standards-based coursework and/or Not making gains in i-Ready	

	instruction	LAFS Ready books, and/or Performance Matters ELA standards mini assessments.			
	<i>Number of times a week intervention provided: 5</i>		<i>Number of minutes per intervention session: 50</i>		
	<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>Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly admin meetings, bi-weekly team meetings, and/or monthly MTSS meetings with the problem-solving team. Team planning days will be provided for teams to meet together to plan, align core curriculum and instruction, and make adjustments to pacing guides and focus calendars. Interventions and best practices will be shared out at team meetings so that all may glean ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Parents will be notified of interventions and progress by the classroom teacher.</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>The systematic, explicit phonics interventions (with multisensory components) are an example of Phonological Awareness, Letter Knowledge Training, and Wilson Reading System (<a href="#">WWC</a> -Promising), the leveled readers have shown positive effects (<a href="#">WWC</a>), the i-Ready Teacher Toolbox PDF lessons, Ready Book lessons, and Standards Mastery Assessments are an extension of the i-Ready digital component from Tier 1 instruction (Moderate/Promising - <a href="#">curriculumassociates.com</a> for ESSA), and evidence also supports the use of leveled passages in Wilson and FAIR to aid in fluency, vocabulary, and comprehension (Promising - <a href="#">WWC</a> &amp; <a href="#">Evidence for ESSA</a>)</p>				

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

Students who receive interventions through distance learning will receive Tier 1 instruction alongside their peers. They will also receive additional small group interventions (5 x weekly) via digital meetings (Google Meet), Google Classroom, Telephone, or face-to-face (where appropriate). They will receive instruction and activities that are tailored to their needs, and may be below grade level in order to fill instructional gaps. i-Ready lessons and FAIR passages will be presented on a lower level than their peers for remedial purposes. Additional progress monitoring will occur at least bi-weekly on these students to monitor their academic gains and identify particular weaknesses.

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>Student 2019 FSA Score Level 1 OR Tier 3 on the 2020 iReady Mid-Year Diagnostics</li> </ul>				
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>				
<b>TIER 1 + TIER 2 + TIER 3</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>				
	<i>TIER 3 Progress Monitoring</i>				
	<i>TIER 3 Programs/Materials/ Strategies &amp; Duration</i>	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction (if a student meets ANY of the criteria below, move to T2)</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions (including greater time, intensity, frequency or change in intervention)</i>	
	Students are placed into the appropriate 50- minute year-long reading intervention program	Weekly grade-level, standards-based assessments	Student improves from F to D on grade-level, standards-based coursework in ELA	Student continues to fail grade-level, standards-based coursework in ELA	

	<p>consisting of no more than 5 students along with core ELA courses. Students at this level will receive intensive tier III interventions in core ELA and reading intervention courses. Progress will be monitored every 3- weeks using assessments to evaluate the effectiveness of instruction and adjust instruction Parents are notified of student placement and interventions are implemented. Progress will be monitored every 3 weeks using Wilson Reading System Formative and Summative Assessments, i-Ready, Great Leaps fluency timings and assessments, LAFS Ready books, and/or Performance Matters ELA standards mini assessments. Tier III Instructions and Interventions: One on One instruction. Differentiated instruction based on weaknesses identified on i-Ready diagnostic and Wilson Assessment of Decoding and Encoding, explicit vocabulary instruction, word morphology, Great Leaps fluency timings, and multisensory interventions, such as: letter tiles, word cards, keyword picture cards, dry erase boards, word</p>	<p>I-Ready Diagnostic Assessments 3 x Annually</p>	<p>Student improves scale score to T2 expectation on i-Ready for current grade placement</p>	<p>Student is not making gains on i-Ready diagnostic assessments (pre-/mid-/post-)</p>
		<p>Bi-Weekly skill-specific assessments following specific interventions</p>	<p>Refer to the above criteria.</p>	<p>Student does not improve on bi-weekly, skill-specific assessments directly related to interventions (example, sight word assessment after intervention on sight words)</p>



	coding, air-writing, sound-tapping, graphic organizers, sticky notes, text annotation, word building, and hand/body motions		
	<b><i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i></b>		
	Number of times a week intervention provided: 5	Number of minutes per intervention session: 50	
	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</i></b></p> <p>Classroom walkthroughs by district staff, school-based administrators, and coaches with follow-up instructional coaching and professional development when deemed necessary. Concerns will be brought to weekly admin meetings, bi-weekly team meetings, and/or monthly MTSS meetings with the problem-solving team. Weekly planning days will be provided for intensive intervention teachers to meet together to plan, align core curriculum and instruction, and share what is working in their small groups. Interventions and best practices will be shared out at team meetings so that all may glean ideas and support. Data chats will occur monthly to identify problematic areas and potential solutions. Tier 3 students will be a part of the MTSS program. Parents will be notified upon the start of MTSS and will receive progress monitoring reports each quarter between reporting periods.</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>All intensive interventions are an extension of the core, Tier 1 curriculum. The interventions will occur at a higher intensity with smaller group size, and in addition to the 50-minute ELA classes. Tier 3 interventions will occur by a reading endorsed/certified teacher in addition to Tier 2 interventions that will be provided by the classroom teacher. The following programs and materials will be utilized in T3 interventions in small groups and are supported by evidence as cited: Phonological Awareness and Letter Knowledge Training (<a href="#">WWC</a> -Promising), Direct Instruction and Standards-based reading instruction (<a href="#">WWC</a> - positive) Journeys (<a href="#">Evidence for ESSA</a> - Strong Evidence), i-Ready Reading Digital Instruction (Moderate/Promising - <a href="#">curriculumassociates.com</a> for ESSA), Ready Book Curriculum, Accelerated Reader (<a href="#">WWC</a> - Positive), and Achieve3000 (=/ - WWC &amp; <a href="#">Evidence for ESSA</a>)</p>		

***How are Tier 3 interventions modified for students who receive interventions through distance learning?*** The T3 students will receive T1 and T2 instruction and intervention by the ELA teacher. Additionally, they will receive Tier 2 and Tier 3 interventions via a 50 minute Intensive Reading course in addition to the classroom teacher, either in small groups or 1:1. The intensive reading teacher may make contact via telephone, Google Classroom, or Google Meet/videoconference to provide interventions, activities, and progress-monitoring.

**Curriculum, Instruction, and Assessment Decision Tree (9-12)**

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>● FSA Level 3, 4, or 5</li> <li>or</li> <li>● Tier 1 on 19-20 Performance Matters progress monitoring assessment</li> </ul>	
<b>THEN:</b>	<b>TIER 1 Only</b>	
<b>TIER 1</b>	Initial instruction: <ul style="list-style-type: none"> <li>● is standards-aligned</li> <li>● builds background and content knowledge, motivation</li> <li>● provides print rich, systematic, scaffolded, and differentiated instruction</li> <li>● incorporates writing in response to reading</li> <li>● includes accommodations (IEP, ESOL or 504)</li> <li>● incorporates the principles of Universal Design for Learning</li> <li>● includes specially designed instruction for students with disabilities</li> </ul>	
	<i>Core Curriculum - Please indicate core curriculum and how its use is supported by evidence.</i>	
	Tier 1 instruction will be provided in ELA classroom. Tier 1 Curriculum: <ul style="list-style-type: none"> <li>● Houghton Mifflin “Collections” - Direct Instruction and standards-based reading assessments in Grades 9-12 (WWC - positive)</li> <li>● USA Test Prep can be used as an intervention to improve test scores in English/Reading. (promising – ERIC)</li> </ul>	
	<i>Progress Monitoring</i>	
	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>

	<p>MasteryConnect – quarterly</p> <ul style="list-style-type: none"> <li>• Aug 2020</li> <li>• Oct 2020</li> <li>• Dec 2020</li> <li>• Apr 2021</li> </ul> <p>Classroom standards-based assessments, weekly</p>	<p>Student demonstrates proficiency on standards assessed each quarter.</p> <p>AND/OR</p> <p>Student maintains at least C average in ELA class.</p>	<p>Student scores below proficiency on standards assessed each quarter.</p> <p>AND/OR</p> <p>Student earns D/F average in ELA class.</p>
	<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <p>Classroom walkthrough observations &amp; data chats</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b></p> <ul style="list-style-type: none"> <li>• Instructional coaching</li> <li>• MTSS</li> <li>• ELA department data chats</li> <li>• Professional development</li> <li>• Individual professional development plans</li> <li>• Observations by administrators</li> </ul>	
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>Classroom walkthrough observations &amp; data chats</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <ul style="list-style-type: none"> <li>• ELA department data chats</li> <li>• Grade-level planning and alignment of text to curriculum map</li> <li>• Vertical planning to identify trends between grade levels</li> <li>• Post-observation conferences'</li> </ul>	
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b></p> <p>Each student is issued a Chromebook to use at school and at home during the school year. At home via the internet, students have access to the online textbook and other applications used for classroom activities. Assignments and supplemental materials are posted on Google Classroom. Paper copies of assignments are also available at the school’s front office, and they are delivered on buses to lunch pick-up sites throughout the county. Each week teachers make contact with students via phone, email, Google Meet, or other digital meeting platform to help with assignments, answer questions, offer remediation.</p>		

<b>IF:</b>	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>● FSA Level 2</li> <li>or</li> <li>● Tier 2 on 19-20 Performance Matters progress monitoring assessment</li> </ul>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 + TIER 2</b>	<b>Interventions:</b> <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><i>TIER 2 Programs/Materials/Strategies &amp; Duration</i></b>	<b><i>TIER 2 Progress Monitoring</i></b>			
		<b><i>Assessment &amp; Frequency</i></b>	<b><i>Performance Criteria to discontinue Tier 2 intervention</i></b>	<b><i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i></b>	<b><i>Performance Criteria that would prompt addition of Tier 3 interventions</i></b>
<ul style="list-style-type: none"> <li>● Tier 1 instruction will occur in core ELA class.</li> <li>● Additional 53-minute Intensive Reading class (<i>Intensive Reading #1000410</i>) co-taught by reading endorsed or certified teachers, assisted by an instructional aide</li> <li>● Differentiated instruction, flexible grouping based on skill needs (whole group, small group, one-on-one with</li> </ul>	MasteryConnect (in core ELA class) -quarterly summative assessments -standards-based mini-assessments every 3 weeks	C average or better on grade-level coursework  AND/OR  Proficient score on MasteryConnect	D average on grade-level coursework  AND/OR  Less than proficient on MasteryConnect,	Failing grade-level coursework  AND/OR  Less than proficient on MasteryConnect, little progress	

	<p>teacher) with interventions provided as needed based on assessment data</p> <ul style="list-style-type: none"> <li>● Core Reading Curriculum: Achieve 3000</li> <li>● Supplemental Reading Curriculum: Teengagement</li> <li>● Interventions will include: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small group discussion, text annotation</li> </ul>	<p>USA Test Prep -Standards-based assessment every 6 weeks</p> <p>Achieve 3000 -Universal Screener: LevelSet -Ongoing and embedded assessment</p> <p>Teengagement -Twice per month standards-based summative assessment</p>	<p>quarterly assessment</p> <p>AND/OR</p> <p>Concordant score on ACT/SAT</p> <p>AND/OR</p> <p>Proficient score on FSA Retake (Grades 11-12)</p>	<p>but nearing mastery</p>	<p>made toward mastery</p>
	<p><i>Number of times a week intervention provided: 2-3</i></p>		<p><i>Number of minutes per intervention session: 15-30</i></p>		
	<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> <ul style="list-style-type: none"> <li>● Classroom walkthroughs with administrators</li> <li>● Instructional coaching and ongoing job-embedded professional development</li> <li>● Problem-solving through admin meetings, team meetings, department data chats</li> <li>● Common planning to align curriculum map and instruction</li> <li>● Contact parents regarding interventions and progress</li> </ul>				

	<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>Achieve3000 provides differentiated online instruction to build phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. (Promising – <a href="#">WWC</a>, Evidence for Essa)</p> <p>USA Test Prep can be used as an intervention to improve test scores in English/Reading. (promising – ERIC)</p> <p>Direct Instruction and Standards-based reading assessments in Grades 9-12 (<a href="#">WWC</a> - positive)</p> <p>Teachers and administrators use student achievement data to support instructional decision making. (<a href="#">WWC</a> – positive)</p>
	<p><b><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></b></p> <p>Students receiving Tier 2 interventions will participate in distance learning for core instruction in ELA. In addition, they will receive small group interventions 2-3 times per week through digital meetings, telephone, Google Classroom, or other necessary platform. Instruction and assignments will be based on a review of data and student needs. Progress will be monitored frequently to ensure students are making adequate progress toward meeting grade-level standards.</p>

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>● FSA Level 1</li> <li>or</li> <li>● Tier 3 on 19-20 Performance Matters progress monitoring assessment</li> </ul>
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>
<b>TIER 1 + TIER 2 +</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>● extended time</li> <li>● targeted instruction based on student need</li> <li>● small group or one-on-one instruction</li> <li>● accommodations (IEP, ESOL, or 504)</li> </ul>

<b>TIER 3</b>	<ul style="list-style-type: none"> <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 Progress Monitoring</b>			
	<b>TIER 3 Programs/Materials/ Strategies &amp; Duration</b>	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction (if a student meets ANY of the criteria below, move to T2)</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions (including greater time, intensity, frequency or change in intervention)</b>
<ul style="list-style-type: none"> <li>• Tier I instruction will occur in core ELA class</li> <li>• Tier II instruction will occur in core ELA class, with USA Test Prep used to provide remediation.</li> <li>• Additional 53-minute Intensive Reading class (Intensive Reading #1000410) co-taught by reading endorsed or certified teachers, assisted by an instructional aide</li> <li>• Differentiated instruction, flexible grouping based on skill needs (whole group, small group, one-on-one with teacher) with interventions provided as needed based on assessment data</li> <li>• Intensive interventions provided in 25 minute sessions 3-5 times per week with 5 to 1 student-teacher ratio</li> </ul>	<p>MasteryConnect (in core ELA class)</p> <ul style="list-style-type: none"> <li>-quarterly summative assessments</li> <li>-standards-based mini-assessments every 3 weeks</li> </ul> <p>USA Test Prep</p> <ul style="list-style-type: none"> <li>-Standards-based assessment every 6 weeks</li> </ul> <p>Achieve 3000</p> <ul style="list-style-type: none"> <li>-Universal Screener: LevelSet</li> <li>-Ongoing and embedded assessment</li> </ul> <p>Teengagement</p> <ul style="list-style-type: none"> <li>-Twice per month standards-based summative assessment</li> </ul>	<p>D average on grade-level coursework</p> <p>AND/OR</p> <p>Less than proficient on MasteryConnect, but nearing mastery</p>	<p>Failing grade-level coursework</p> <p>AND/OR</p> <p>Less than proficient on MasteryConnect, little progress made toward mastery</p>	



	<ul style="list-style-type: none"> <li>● Core Reading Curriculum: Achieve 3000</li> <li>● Supplemental Reading Curriculum: Teengagement</li> <li>● Interventions will include: morphology instruction, graphic organizers, color-coding, sticky notes, think-pair-share, small group discussion, text annotation</li> </ul>	Weekly classroom tests		
	<b><i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i></b>			
	Number of times a week intervention provided: 2-3		Number of minutes per intervention session: 15-30	
	<b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</i></b> <ul style="list-style-type: none"> <li>● Classroom walkthroughs with administrators</li> <li>● Instructional coaching and ongoing job-embedded professional development</li> <li>● Problem-solving through admin meetings, team meetings, department data chats</li> <li>● Common planning to align curriculum map and instruction</li> <li>● Contact parents regarding interventions and progress</li> </ul>			
	<b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b> All intensive interventions are in addition the core, Tier 1 curriculum. The interventions will occur at a higher intensity with smaller group size. Tier 3 interventions will occur by a reading endorsed/certified teacher in addition to Tier 2 interventions that will be provided by the classroom teacher. (Promising – <a href="#">WWC</a> )  Achieve3000 provides differentiated online instruction to build phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. (Promising – <a href="#">WWC</a> , Evidence for Essa)			

USA Test Prep can be used as an intervention to improve test scores in English/Reading. (promising – ERIC)

Teachers provide direct Instruction and use standards-based reading assessments in Grades 9-12 to guide instruction. (positive - [WWC](#))

Teachers and administrators use student achievement data to support instructional decision making. (positive - [WWC](#))

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

Students receiving Tier 3 interventions will participate in distance learning for core instruction in ELA. In addition to Tier 2 interventions, they will receive targeted interventions (small groups or individually) 2-3 times per week through digital meetings, telephone, Google Classroom, or other necessary platform. Instruction and assignments will be based on a review of data and student needs. Progress will be monitored frequently to ensure students are making adequate progress toward meeting grade-level standards.