

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	Alissa Hingson	Director of Teaching & Learning Services	ahingson@lcsbmail.net	386-294-4137
Responsibility	Name	Title	Email	Phone
Elementary ELA	Stephen Clark	Principal	sclark@lcsbmail.net	386-294-2882
Secondary ELA	Stewart Hancock	Principal	shancock@lcsbmail.net	386-294-1701
Reading Endorsement	Alissa Hingson	Director of Teaching & Learning Services	ahingson@lcsbmail.net	386-294-4137
Reading Curriculum	Alissa Hingson	Director of Teaching & Learning Services	ahingson@lcsbmail.net	386-294-4137
Professional Development	Alissa Hingson	Director of Teaching & Learning Services	ahingson@lcsbmail.net	386-294-4137
Assessment	Alissa Hingson	Director of Teaching & Learning Services	ahingson@lcsbmail.net	386-294-4137
Data Element	Alissa Hingson	Director of Teaching & Learning Services	ahingson@lcsbmail.net	386-294-4137
Summer Reading Camp	Lisa Newman	Assistant Principal	lnewman@lcsbmail.net	386-294-2882
3 rd Grade Promotion	Stephen Clark	Principal	sclark@lcsbmail.net	386-294-2882

Plan Information

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

The district communicates the contents of its Comprehensive Evidence-Based Reading plan to all stakeholders in a variety of ways. First, the district holds meetings with the school leadership teams to share and retrieve information in writing the reading plan. Once completed and state approved, the district shares it with school leadership teams in a meeting. School leadership teams then disseminate the reading plan's contents to faculty, staff and parents during school level PLC meetings, and Title I parent and family engagement activities. The reading plan is discussed at the district staff meeting, informing all district level leaders on the contents. The reading plan is advertised for approval by the Lafayette County School Board. This gives a public forum for stakeholders to receive information and ask questions. The district's state and school board approved reading plan is posted on the district's website and on the Florida DOE website.

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>	FLKRS (K) EVT and PPVT DAR	Screeners/progress monitoring & summative Diagnostic Diagnostic	All students, Form A pre/post, and Form B progress monitoring	Pre/Post Test EVT & PPVT (for T3 students who need further assessment)
<i>Phonological awareness</i>	iReady Diagnostic and Standards Mastery	Screeners/progress monitoring/diagnostic, formative & summative	iReady platform	3x school year; quarterly
<i>Phonics</i>	iReady Diagnostic and Standards Master	Screeners/progress monitoring/diagnostic, formative & summative	iReady platform	3x school year
<i>Fluency</i>	DAR, DIBELS, GREAT LEAPS	Diagnostic, formative	Performance Matters Platform	as needed for T3 students who need further assessment
<i>Vocabulary</i>	iReady Diagnostic and Standards Mastery	Screeners/progress monitoring/diagnostic, formative & summative	iReady platform	3x school year
<i>Comprehension</i>	iReady Diagnostic and Standards Mastery	Screeners/progress monitoring/diagnostic, formative & summative	iReady platform	3x school year

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
iReady Diagnostic (6 th -9 th)	Diagnostic of reading skills	Screeners, diagnostic, progress monitoring	iReady Platform	3x school year
iReady Standards Mastery (6 th -9 th)	Mastery of grade level standards	Progress monitoring, formative, summative	iReady Platform	quarterly
Study Island Diagnostic(10 th)	Diagnostic of reading skills	Diagnostic, formative	Study Island platform	Pre/post
Benchmark Assessments (6 th -12 th)	Mastery of grade level standards	Progress monitoring, formative, summative	Teacher gradebook	quarterly

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

Data Analysis and Decision-making

<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
Minimum of quarterly/by the Director of Teaching and Learning Services	Problem Identification Problem Analysis Plan development Plan implementation Plan evaluation	The district (the Director of Teaching and Learning Services) is a member of school level leadership teams that meet at a minimum of quarterly. During the team meetings data is analyzed at school level, grade level, classroom level, and even student level. The findings are discussed in these (MTSS/Reading) leadership teams.	Concerns are communicated during the MTSS/Reading leadership team meetings and/or direct conversations with school principals.	Alissa Hingson – Director of Teaching and Learning Services

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	School administrators	By principals, assistant principals, reading coaches to faculty in faculty meetings, PLCS, Reading PD.	Weekly	Principal with face to face meetings	Weekly by principals, and data is shared in the school leadership team meetings, that occur at a minimum of quarterly
Data chats	School administrators	By principals, assistant principals, reading coaches to faculty in faculty meetings, PLCS,	Minimum of Quarterly	Principal with face to face meetings, individual, PLCs, grade level, content areas	Minimum of Quarterly

		Reading PD.			
Reading Leadership Team per 6A-6.053(3) F.A.C.	Principals	Through MTSS/reading school leadership team meetings/collaboration	Minimum of Quarterly	Principals and reading coach with face to face reading leadership team meetings	Minimum of Quarterly
Monitoring of plan implementation	School administrators, reading coach	By principals, assistant principals, reading coaches to faculty in faculty meetings, PLCS, Reading PD.	Minimum of Quarterly	Principals and reading coach with face to face reading leadership team meetings	Daily/weekly
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?
Problem Identification Problem Analysis Plan development Plan implementation Plan evaluation	Concerns are communicated during the school level MTSS/Reading leadership team meetings. Principals will communicate concerns with grade level groups, or individual teachers with concerns with specific classrooms.	Since the district (the Director of Teaching and Learning Services) is a member of each school's leadership team, this will give the district opportunity to provide plan implementation oversight, support and follow-up.

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	These requirements were	Principals are involved in the planning of the pd and they participate in	Training is reported to the district each time a training is	Director of Teaching and Learning Services	Director of Teaching and Learning Services

	communicated to principals in a Comprehensive Evidence Based Reading Plan meeting held (June 11, 2020 at LHS and June 17, 2020 at LES). They will continued to be communicated at leadership team meetings.	the professional development. Principals monitor by doing walkthroughs/classroom observations.	conducted. It is reported in the format of a professional development information documentation, along with sign in sheets of all participants. Observations are recorded in the district's teacher evaluation system, iObservation.		
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	These requirements were communicated to principals in a Comprehensive Evidence Based Reading Plan meeting held (June 11, 2020 at LHS and June 17, 2020 at LES). They will continued to be communicated at leadership team meetings.	Principals monitor by doing walkthroughs/classroom observations. Principals collaborate with reading coaches to develop pd for teachers.	Principals collaborate with the Director of Teaching and Learning Services in differentiating pd with intensity for teacher whose progress monitoring data is not showing growth. This is done in a phone call or face to face meeting. Observations are recorded in the district's teacher evaluation system, iObservation.	Director of Teaching and Learning Services	Director of Teaching and Learning Services
Identification of mentor teachers	These requirements were communicated to principals in a Comprehensive Evidence Based Reading Plan meeting held	Principals conduct walkthroughs/classroom observations.	The district keeps a list of qualified teacher mentors in the district. Principals collaborate with the Director of Teaching and Learning Services in identifying and assigning mentor	Director of Teaching and Learning Services	Director of Teaching and Learning Services

	(June 11, 2020 at LHS and June 17, 2020 at LES). They will continued to be communicated at leadership team meetings.		teachers. This is done in an email, phone call or face to face meeting. Observations are recorded in the district's teacher evaluation system, iObservation.		
Establishing of model classrooms within the school	These requirements were communicated to principals in a Comprehensive Evidence Based Reading Plan meeting held (June 11, 2020 at LHS and June 17, 2020 at LES). They will continued to be communicated at leadership team meetings.	Principals conduct walkthroughs/ classroom observations. Principals collaborate with reading coach and the model classroom teacher to establish model classrooms.	Principals collaborate with the Director of Teaching and Learning Services in establishing model classrooms within the school. This is done in an email, phone call or face to face meeting.	Director of Teaching and Learning Services	Director of Teaching and Learning Services
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	These requirements were communicated to principals in a Comprehensive Evidence Based Reading Plan meeting held (June 11, 2020 at LHS and June 17, 2020 at LES). They will continued to be	Principals create the master schedules at the school level providing opportunity for teachers to collaborate with one another. Principals participate/visit teacher PLCs.	Principals report a master schedule to the district before the school year begins by a digital format.	Director of Teaching and Learning Services	Director of Teaching and Learning Services

	communicated at leadership team meetings.				
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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	These requirements were communicated to principals in a Comprehensive Evidence Based Reading Plan meeting held on June 17, 2020 at LES. They will continued to be communicated at leadership team meetings.	Principals conduct walkthroughs/ classroom observations. Observations are recorded in the district's teacher evaluation system, iObservation.	Principals Observations are recorded in the district's teacher evaluation system, iObservation.	Director of Teaching and Learning Services	Observations occur throughout the school year. As an observation occurs it's information is entered into the iObservation system. The district has access.
Small group differentiated instruction in order to meet individual student needs	These requirements were communicated to principals in a Comprehensive Evidence Based Reading Plan meeting held on June 17, 2020 at LES. They will continued to be communicated at leadership team meetings.	Principals conduct walkthroughs/ classroom observations.	Observations are recorded in the district's teacher evaluation system, iObservation.	Director of Teaching and Learning Services	Observations occur throughout the school year. As an observation occurs it's information is entered into the iObservation system. The district has access.

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

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

The district is prioritizing K-3 students with substantial reading deficiencies in the use of its Research Based Reading Instruction Allocation funds, by using the majority of the funds to provide a highly qualified reading coach to serve and support these students and their teachers and Tier 3 Reading Interventionists to teach Tier 3 students.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	0
District expenditures on reading coaches assigned to elementary schools	61,103.01
District expenditures on reading coaches assigned to secondary schools	0
District expenditures on intervention teachers assigned to elementary schools	99,911.85
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	4500.00
District expenditures on supplemental materials or interventions for secondary schools	4500.00
District expenditures on reading coaches assigned to elementary schools	0
District expenditures on reading coaches assigned to secondary schools	0
District expenditures on professional development	0
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	5565.14
Roll Forward	15,000.00
Sum of Expenditures	175,580.00
Amount of District Research-Based Reading Instruction Allocation	160,580.00

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?

REWARDS, Read Works, iReady, Sequential Phonics, QuickReads, multisensory activities

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

If yes, which grade levels? _____

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction

- data management skills
- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

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

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

Lafayette County Schools has 2 schools. One elementary school and one middle/high school. It was determined that the elementary school has the greatest needs based on the student in K-3 that have substantial reading deficiencies.

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?

This requirement was communicated to principals in a Comprehensive Evidence Based Reading Plan meeting held (June 11, 2020 at LHS and June 17, 2020 at LES). It will continued to be communicated at leadership team meetings.

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

The Director of Teaching and Learning Services.

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

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

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

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

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

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

<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
These requirements were communicated to principals in a Comprehensive Evidence Based Reading Plan meeting held (June 11, 2020 at LHS and June 17, 2020 at LES). They will continue to be communicated at leadership team meetings.	Coaches are logging their time and task spent on their daily calendars.	Director of Teaching and Learning Services	Minimum of Quarterly	Problem Identification Problem Analysis Plan development Plan implementation Plan evaluation

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

IF: Student meets the following criteria at beginning of school year:

- iReady scale score of 342 or higher on with a minimal percentile ranking of 40, and/or
- 497 or higher on FLKRS

THEN: **TIER 1 Only**

Initial instruction:

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

Core Curriculum

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

The core curriculum used for kindergarten is Success for All Kinder Corner and Saxon Phonics. Appropriate leveled text during small group instruction, Reciprocal Teaching and multisensory activities are used in the delivery of the core curriculum. This core curriculum is supported with strong evidence based on iReady data, ESGI assessments, and the passage rate of kindergarteners.

Success For All – strong - [Evidence for ESSA](#)

Saxon Phonics – strong - [Saxon Phonics and Spelling Meets ESSA Criteria](#)

Progress Monitoring

<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
Educational Software for Guiding Instruction (ESGI) – minimal of 2 times per quarter iReady diagnostic – 3 times per year	at or above 80 percent with growth to 100 percent D1 - August - September \geq 342 D2 - December \geq 366 D3 - May \geq 392	at or below 79 percent with lack of growth toward mastery D1 - August - September <342 D2 - December <366 D3 - May <392

How is the effectiveness of Tier 1 instruction being monitored?

Classroom walkthroughs, observations, assessment data from both ESGI, and iReady diagnostics, shared data chats with reading coach at grade level and individual levels.

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

Classroom walkthroughs, observations, assessment data from both ESGI, and iReady diagnostics, shared data chats with reading coach at grade level and individual levels are used to identify problems.

Procedures to improve effectiveness of Tier 1 instruction include:

TIER 1

		-Modeled lessons by the reading coach, or an effective or highly effective teacher, -Co-teaching model with reading coach or effective or highly effective teacher, -Time to observe in classrooms of effective or highly effective teachers.
	How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of Tier 1 is being monitored through data chats, iReady data, standards-based report cards, and ESGI data	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? To improve the effectiveness of Tier 1 curriculum, the curriculum maps are reviewed and updated as needed. Differentiated instruction is used to meet students' needs and a wide variety of strategies are used along with scaffolding students who need additional supports with the Tier 1 curriculum. The standards-based report cards are also used as an effective tool for the Tier 1 curriculum.
	How is instruction modified for students who receive instruction through distance learning? Students who receive distance learning will have a modified instruction plan using Google classroom as the platform for instruction as well as Zoom, Kahn Academy, iReady and online ReadWorks for students who have internet access. For students who do not have internet access, work packets, FaceTime, and phone calls are used to ensure instruction for all students.	

IF:	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> - iReady scale score between 342 and 332, with a percentile ranking between 39 and 25, and/or - between 438 and 496 on FLKRS 				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	Great Leaps Phonics Instruction, Repeated Reading Program, Individualized	-Great Leaps assessment charts – with each lesson	Consistently passing lessons with ≤ one error per lesson	Inconsistently passing lessons with ≤ one error per lesson after three attempts	Not passing lessons with ≤ one error per lesson after

Commented [SC1]: Please indicate level of evidence and cite where it was found.

<p>Instruction Moderate Evidence – John Hattie Effect Size</p> <p>3-12 minutes per lesson</p>	<p>-ESGI assessed triweekly-minimal</p> <p>-iReady Diagnostic Three times per year</p>	<p>Accelerated growth as documented with ESGI</p> <p>and/or</p> <p>-August - September D1 ≥ 342 -December D2 ≥ 366 and making at or above 50% of typical growth -May D3 ≥ 392 and making 100% typical growth</p>	<p>Growth as documented with ESGI</p> <p>and/or</p> <p>-August – September D1 scale score between 342 and 353 -December D2 scale score between 366 and 353 and making below 50% of typical growth -May D3 between 392 and 374 and making less than 100% typical growth</p>	<p>three attempts</p> <p>Lack of growth documented with ESGI</p> <p>and/or</p> <p>-August – September D1 scale score ≤ 332 -December D2 scale score ≤ 353 and making below 50% of typical growth -May D3 ≤ 374 and making less than 100% typical growth</p>
<p>iReady Promising - iReady</p> <p>45 minutes per week</p>	<p>-iReady lesson at grade level passed with 80% accuracy</p> <p>-ESGI assessed tri-weekly-minimal</p> <p>-iReady Diagnostic Three times per year</p>	<p>Consistently passing lessons at grade level with 80% accuracy per lesson</p> <p>Accelerated growth as documented with ESGI</p> <p>and/or</p> <p>-August - September D1 ≥ 342 -December D2 ≥ 366 and making at or above 50% of typical growth -May D3 ≥ 392 and making 100% typical growth</p>	<p>Inconsistently passing lessons at grade level with 80% accuracy per lesson</p> <p>Growth as documented with ESGI</p> <p>and/or</p> <p>-August – September D1 scale score between 342 and 353 and making below 50% of typical growth -May D3 between 392 and 374 and making less than 100% typical growth</p>	<p>Not passing lessons at grade level with 80% accuracy per lesson</p> <p>Lack of growth documented with ESGI</p> <p>and/or</p> <p>-August – September D1 scale score ≤ 332 -December D2 scale score ≤ 353 and making below 50% of typical growth -May D3 ≤ 374 and making less than 100% typical growth</p>

<p>Sequential Phonics - Moderate Evidence – John Hattie Effect Size 10 -12 minutes per lesson</p>	<p>-Sequential Phonics review lesson after every 5 lessons</p> <p>-ESGI assessed triweekly - minimal</p> <p>-iReady Diagnostic Three times per year</p>	<p>Consistently passing review lesson with 90% or higher</p> <p>Accelerated growth as documented with ESGI</p> <p>and/or</p> <p>-August - September D1 ≥ 342 -December D2 ≥ 366 and making at or above 50% of typical growth -May D3 ≥ 392 and making 100% typical growth</p>	<p>Inconsistently passing lessons with 90% or higher</p> <p>Growth as documented with ESGI</p> <p>and/or</p> <p>-August – September D1 scale score between 342 - December D2 scale score between 366 and 353 and making below 50% of typical growth -May D3 between 392 and 374 and making less than 100% typical growth</p>	<p>Not passing review lessons with 90% or higher</p> <p>Lack of growth documented with ESGI</p> <p>and/or</p> <p>-August – September D1 scale score ≤ 332 -December D2 scale score ≤ 353 and making below 50% of typical growth -May D3 ≤ 374 and making less than 100% typical growth</p>
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Commented [SC2]: Please indicate level of evidence and cite where it was found.

<p>Number of times a week intervention provided</p>	<p>3-5 times per week, depending on area of need</p>	<p>Number of minutes per intervention session</p>	<p>10-15 minutes per session, depending on area of need</p>
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What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
The effectiveness of Tier 2 is being monitored through data chats, iReady data, standards based report cards, and ESGI data. Tier 2 lesson plans and instruction are reviewed for alignment with core curriculum and instruction.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
The materials, strategies and programs are supported with strong evidence based on iReady data, ESGI assessments, and standards based report cards.
iReady – Promising - [Research Support for Ready and ESSA](#) Promising - [iReady](#)

How are Tier 2 interventions modified for students who receive interventions through distance learning?
 Students who receive distance learning will have modified Tier 2 instruction using Google classroom for small group instruction as the platform as well as Zoom. Online ReadWorks based on iReady Lexile levels, and iReady are for students who have internet access. For students who do not have internet access, work packets that include the printed leveled ReadWorks, FaceTime, and phone calls are used to ensure instruction for Tier 2 students.

IF:	Student meets the following criteria at beginning of school year: - iReady scale score \leq 376, with a percentile ranking \leq 25			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	<p>Lalilo</p> <p>Phonics instructions, feedback, intervention for students with learning needs Moderate Evidence – John Hattie Effect Size</p> <p>3 lessons per week</p>	<p>Each Lalilo lesson</p> <p>DIBLES – Progress Monitoring monthly</p> <p>iReady Diagnostic three times per year</p>	<p>Consistently scoring 80% or higher on each lesson</p> <p>August – October LNF per minute \geq6</p> <p>November – January LNF per minute \geq27 PSF per minute \geq28 NWF-CLS per minute \geq15 WUF per minute \geq1</p> <p>February – May LNF per minute \geq42 NWF-CLS per minute \geq35 WUF per minute \geq24</p> <p>and /or</p> <p>-August – September D1 scale score between 342</p> <p>-December D2 scale score between 366 and 353 and making below 50% of typical growth</p> <p>-May D3 between 392 and 374 and making less than 100% typical growth</p>	<p>Lack of 80% passage rate on activities</p> <p>August – October LNF per minute <6</p> <p>November – January LNF per minute <27 PSF per minute <28 NWF-CLS per minute <15 WUF per minute <1</p> <p>February – May LNF per minute <42 NWF-CLS per minute <35 NWF-WRC <1 WUF per minute <24</p> <p>and/or</p> <p>Lack of growth on iReady diagnostic</p>

Commented [SC3]: General comment: Each program, material, or strategy must be evidence-based and documented on the decision trees (please include level and cite).

<p>Decodable Phonics Readers – Repeated Reading - Moderate Evidence – John Hattie Effect Size</p>	<p>Biweekly Fluency check</p> <p>DIBELS – Progress Monitoring monthly</p> <p>iReady Diagnostic three times per year</p>	<p>Consistently building fluency (automaticity, accuracy and prosody) through repeated readings with 95% accuracy</p> <p>August – October LNF per minute ≥ 6</p> <p>November – January LNF per minute ≥ 27 PSF per minute ≥ 28 NWF-CLS per minute ≥ 15 WUF per minute ≥ 1</p> <p>February – May LNF per minute ≥ 42 NWF-CLS per minute ≥ 35 WUF per minute ≥ 24</p> <p>and/or</p> <p>-August – September D1 scale score between 342</p> <p>-December D2 scale score between 366 and 353 and making below 50% of typical growth</p> <p>-May D3 between 392 and 374 and making less than 100% typical growth</p>	<p>Fluency (automaticity, accuracy and prosody) through repeated decodable readers not increasing.</p> <p>August – October LNF per minute < 6</p> <p>November – January LNF per minute < 27 PSF per minute < 28 NWF-CLS per minute < 15 WUF per minute < 1</p> <p>February – May LNF per minute < 42 NWF-CLS per minute < 35 NWF-WRC < 1 WUF per minute < 24</p> <p>and/or</p> <p>Lack of growth on iReady diagnostic</p>
<p>Multisensory Reading Activities ie.. Reading First games, Cards, Premade Games and Teacher made games</p> <p>In accordance to 6A-6.053 multisensory activities are an appropriate intervention.</p>	<p>DIBELS – Progress Monitoring monthly</p> <p>iReady Diagnostic</p>	<p>August – October LNF per minute ≥ 6</p> <p>November – January LNF per minute ≥ 27 PSF per minute ≥ 28 NWF-CLS per minute ≥ 15 WUF per minute ≥ 1</p> <p>February – May LNF per minute ≥ 42 NWF-CLS per minute ≥ 35 WUF per minute ≥ 24</p> <p>and/or</p> <p>-August – September D1 scale score between 342</p>	<p>August – October LNF per minute < 6</p> <p>November – January LNF per minute < 27 PSF per minute < 28 NWF-CLS per minute < 15 WUF per minute < 1</p> <p>February – May LNF per minute < 42 NWF-CLS per minute < 35 NWF-WRC < 1 WUF per minute < 24</p> <p>and/or</p> <p>Lack of growth on iReady diagnostic</p>

	three times per year	-December D2 scale score between 366 and 353 and making below 50% of typical growth -May D3 between 392 and 374 and making less than 100% typical growth	
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Tier 3 interventions are provided by two teachers who are reading endorsed.			
Number of times a week intervention provided	3-5 times per week – depending on areas of need	Number of minutes per intervention session	15-30 minutes depending on areas of need
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? The effectiveness of Tier 3 is being monitored through data chats, iReady data, standards based report cards, and ESGI data. Tier 3 lesson plans and instruction are reviewed for alignment with core curriculum and instruction.			
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. The materials, strategies and programs are supported with strong evidence based on iReady data, ESGI assessments, standards based report cards and the passage rate of kindergarteners. iReady - Research Support for Ready and ESSA , Promising - iReady Multisensory Reading Activities – In accordance to 6A-6.053 multisensory activities are an appropriate intervention.			
How are Tier 3 interventions modified for students who receive interventions through distance learning? Students who receive distance learning will have modified Tier 3 instruction using Google classroom for small group or one on one instruction as the platform as well as Zoom. Lalilo passwords will be given to students to provide Tier 3 instruction as well as hands on activities and decodable readers. For students who do not have internet access, work packets that include Reading First Activities, and decodable readers will be given out. FaceTime and phone calls are used to ensure instruction for Tier 3 students.			

Curriculum, Instruction, and Assessment Decision Tree	
Grade Level(s): <i>First Grade</i>	
IF:	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> - iReady scale score of 394 or higher on with a minimal percentile ranking of 40
THEN:	TIER 1 Only
IF - U	<i>Initial instruction:</i>

- *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.

The core curriculum used for First Grade is Houghton-Mifflin Harcourt Florida Journeys and Saxon Phonics along with Ready reading curriculum. Appropriate leveled text during small group instruction, Reciprocal Teaching and multisensory activities with a wide variety of strategies are used in the delivery of the core curriculum. This core curriculum is supported with strong evidence based on iReady data, ESGI assessments, and standards based report cards.

HMH Journeys Strong – [Journeys Research](#)
 Saxon Phonics – strong -[Saxon Phonics and Spelling Meets ESSA Criteria](#)
 Ready Reading - [Research Support for Ready and ESSA](#) Promising - [iReady](#)

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
Educational Software for Guiding Instruction (ESGI) – minimal of 2 times per quarter – more to monitor growth	at or above 80 percent with growth to 100 percent	at or below 79 percent with lack of growth toward mastery
	and/or	and/or
iReady diagnostic – 3 times per year	D1 - August - September ≥ 394 D2 - December ≥ 423 D3 - May ≥ 450	D1 - August - September < 394 D2 - December < 423 D3 - May < 450

How is the effectiveness of Tier 1 instruction being monitored?
 Classroom walkthroughs, observations, assessment data from both ESGI, and iReady diagnostics, shared data chats with reading coach at grade level and individual levels.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
 Classroom walkthroughs, observations, assessment data from both ESGI, and iReady diagnostics, shared data chats with reading coach at grade level and individual levels are used to identify problems.

 Procedures to improve effectiveness of Tier 1 instruction include:
 -Modeled lessons by the reading coach, or an effective or highly effective teacher,
 -Co-teaching model with reading coach or effective or highly effective teacher,
 -Time to observe in classrooms of effective or highly effective teachers.

	<p>How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of Tier 1 is being monitored through data chats, iReady data, Standards based report cards, and ESGI data</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? To improve the effectiveness of Tier 1 curriculum, the curriculum maps are reviewed and updated as needed. Differentiated instruction is used to meet students' needs and a wide variety of strategies are used along with scaffolding students who need additional supports with the Tier 1 curriculum. The standards based report cards are also used as an effective tool for the Tier 1 curriculum.</p>
	<p>How is instruction modified for students who receive instruction through distance learning? Students who receive distance learning will have a modified instruction plan using Google classroom as the platform for instruction as well as Zoom, Kahn Academy, iReady and online ReadWorks for students who have internet access. For students who do not have internet access, work packets that will include printed ReadWorks, FaceTime, and phone calls are used to ensure instruction for all students.</p>	

IF:	Student meets the following criteria at beginning of school year: - iReady scale score between 394 and 376, with a percentile ranking between 39 and 26.			
THEN:	TIER 1 instruction and TIER 2 interventions			
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 			
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
<p style="text-align: center;"><u>Great Leaps</u> Phonics Instruction, Repeated Reading Program, Individualized Instruction Moderate Evidence – John Hattie Effect Size 3-12 minutes per lesson</p>	<p>-Great Leaps assessment charts – with each lesson</p> <p>-ESGI assessed triweekly-minimal</p>	<p>Consistently passing lessons with ≤ one error per lesson</p> <p style="text-align: center;">and/or</p> <p>Accelerated growth as documented with ESGI</p>	<p>Inconsistently passing lessons with ≤ one error per lesson</p> <p style="text-align: center;">and/or</p> <p>Growth as documented with ESGI</p>	<p>Not passing lessons with ≤ one error per lesson</p> <p style="text-align: center;">and/or</p> <p>Lack of growth documented with ESGI</p>

Commented [SC4]: Please indicate level of evidence and cite where it was found.

		-iReady Diagnostic three times per year	and/or -August – September D1 ≥ 394 -December D2 ≥ 423 and making at or above 50% of typical growth -May D3 ≥ 450 and making 100% typical growth	and/or -August – September D1 between 394 and 376 -December D2 scale score between 423 and 405 and making below 50% of typical growth -May D3 between 450 and 424 and making less than 100% typical growth	and/or -August - September D1 ≤ 376 -December D2 scale score ≤ 405 and making below 50% of typical growth -May D3 ≤ 424 and making less than 100% typical growth
iReady Promising - iReady 45 minutes per week	-iReady lesson at grade level passed with 80% accuracy -ESGI assessed triweekly-minimal -iReady Diagnostic three times per year	Consistently passing lessons at grade level with 80% accuracy per lesson Accelerated growth as documented with ESGI and/or -August – September D1 ≥ 394 -December D2 ≥ 423 and making at or above 50% of typical growth -May D3 ≥ 450 and making 100% typical growth	Inconsistently passing lessons at grade level with 80% accuracy per lesson Growth as documented with ESGI and/or -August – September D1 between 394 and 376 -December D2 scale score between 423 and 405 and making below 50% of typical growth -May D3 between 450 and 424 and making less than 100% typical growth	Not passing lessons at grade level with 80% accuracy per lesson Lack of growth documented with ESGI and/or -August - September D1 ≤ 376 -December D2 scale score ≤ 405 and making below 50% of typical growth -May D3 ≤ 424 and making less than 100% typical growth	
Sequential Phonics Moderate Evidence – John Hattie Effect Size 10 -12 minutes per lesson	-Sequential Phonics review lesson after every 5 lessons	Consistently passing review lesson with 80% or higher	Inconsistently passing lessons with 80% or higher	Not passing review lessons with 80% or higher	

	-ESGI assessed triweekly - minimal	and/or Accelerated growth as documented with ESGI	and/or Growth as documented with ESGI	and/or Lack of growth documented with ESGI
	-iReady Diagnostic three times per year	and/or August – September D1 ≥ 394 -December D2 ≥ 423 and making at or above 50% of typical growth -May D3 ≥ 450 and making 100% typical growth	and/or -August – September D1 between 394 and 376 -December D2 scale score between 423 and 405 and making below 50% of typical growth -May D3 between 450 and 424 and making less than 100% typical growth	and/or -August - September D1 ≤ 376 -December D2 scale score ≤ 405 and making below 50% of typical growth -May D3 ≤ 424 and making less than 100% typical growth
Number of times a week intervention provided	3-5 times per week, depending on area(s) of need	Number of minutes per intervention session	10-20 minutes per session, depending on area(s) of need	
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 effectiveness of Tier 2 is being monitored through data chats, iReady data, Standards based report cards, and ESGI data. Tier 2 lesson plans and instruction are reviewed for alignment with core curriculum and instruction.				
Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.				
The materials, strategies and programs are supported with strong evidence based on iReady data, ESGI assessments, Standards based report cards. iReady - Research Support for Ready and ESSA Promising - iReady				

Commented [SC5]: Please see general comment.

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

Students who receive distance learning will have modified Tier 2 instruction using Google classroom for small group instruction as the platform as well as Zoom. Online ReadWorks based on iReady Lexile levels, and iReady passages are for students who have internet access. For students who do not have internet access, work packets that include the printed leveled ReadWorks, FaceTime, and phone calls are provided to ensure instruction for Tier 2 students.

IF:	Student meets the following criteria at beginning of school year: - iReady scale score ≤ 376 with a percentile ranking ≤ 25		
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions		
TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 		
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring	
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction
Lalilo Phonics instructions, feedback, intervention for students with learning needs Moderate Evidence – John Hattie Effect Size 3 lessons per week	Each Lalilo lesson DIBLES – Progress Monitoring monthly	Consistently scoring 80% or higher on each lesson and/or August – October LNF per minute ≤ 33 NWF-CLS per minute ≥ 19 NWF-WRC ≥ 1 WUF per minute ≥ 14 November – January NWF-CLS per minute ≥ 48 NWF-WRC per minute ≥ 3 ORF words correct per minute ≥ 13 ORF accuracy per minute $\geq 64\%$ WUF per minute ≥ 35 February – May NWF-CLS per minute ≥ 62 NWF-WRC per minute ≥ 5 ORF words correct per minute ≥ 31 ORF accuracy per minute $\geq 81\%$ WUF per minute ≥ 38	Lack of 80% passage rate on activities and/or August – October LNF per minute < 33 NWF-CLS per minute < 19 NWF-WRC < 1 WUF per minute > 14 November – January NWF-CLS per minute < 48 NWF-WRC per minute < 3 ORF words correct per minute < 13 ORF accuracy per minute $< 64\%$ WUF per minute < 35 February – May NWF-CLS per minute < 62 NWF-WRC per minute < 5 ORF words correct per minute < 31 ORF accuracy per minute $< 81\%$ WUF per minute < 38

		and/or	and/or
	-iReady Diagnostics three times per year	-August – September D1 between 394 and 376 -December D2 scale score between 423 and 405 and making below 50% of typical growth -May D3 between 450 and 424 and making less than 100% typical growth	Lack of growth on iReady Diagnostics
Decodable Phonics Readers, Repeated Reading - Moderate Evidence – John Hattie Effect Size	Biweekly Fluency check	Consistently building fluency (automaticity, accuracy and prosody) through repeated readings with 95% accuracy	Fluency (automaticity, accuracy and prosody) through repeated decodable readers not increasing.
	DIBELS – Progress Monitoring monthly	and/or August – October LNF per minute ≤ 33 NWF-CLS per minute ≥ 19 NWF-WRC ≥ 1 WUF per minute ≥ 14 November – January NWF-CLS per minute ≥ 48 NWF-WRC per minute ≥ 3 ORF words correct per minute ≥ 13 ORF accuracy per minute $\geq 64\%$ WUF per minute ≥ 35 February – May NWF-CLS per minute ≥ 62 NWF-WRC per minute ≥ 5 ORF words correct per minute ≥ 31 ORF accuracy per minute $\geq 81\%$ WUF per minute ≥ 38	and/or August – October LNF per minute < 33 NWF-CLS per minute < 19 NWF-WRC < 1 WUF per minute > 14 November – January NWF-CLS per minute < 48 NWF-WRC per minute < 3 ORF words correct per minute < 13 ORF accuracy per minute $< 64\%$ WUF per minute < 35 February – May NWF-CLS per minute < 62 NWF-WRC per minute < 5 ORF words correct per minute < 31 ORF accuracy per minute $< 81\%$ WUF per minute < 38
	iReady Diagnostics three times per year	and/or -August – September D1 between 394 and 376 -December D2 scale score between 423 and 405 and making below 50% of typical growth -May D3 between 450 and 424 and making less than 100% typical growth	and/or Lack of growth on iReady Diagnostics

<p>Multisensory Reading Activities ie.. Reading First games, Cards, Premade Games and Teacher made games</p> <p>In accordance to 6A-6.053 multisensory activities are an appropriate intervention.</p>	<p>DIBELS – Progress Monitoring monthly</p> <p>-iReady Diagnostics three times per year</p>	<p>August – October LNF per minute ≤ 33 NWF-CLS per minute ≥ 19 NWF-WRC ≥ 1 WUF per minute ≥ 14</p> <p>November – January NWF-CLS per minute ≥ 48 NWF-WRC per minute ≥ 3 ORF words correct per minute ≥ 13 ORF accuracy per minute $\geq 64\%$ WUF per minute ≥ 35</p> <p>February – May NWF-CLS per minute ≥ 62 NWF-WRC per minute ≥ 5 ORF words correct per minute ≥ 31 ORF accuracy per minute $\geq 81\%$ WUF per minute ≥ 38</p> <p>and/or</p> <p>-August – September D1 between 394 and 376 -December D2 scale score between 423 and 405 and making below 50% of typical growth -May D3 between 450 and 424 and making less than 100% typical growth</p>	<p>August – October LNF per minute < 33 NWF-CLS per minute < 19 NWF-WRC < 1 WUF per minute > 14</p> <p>November – January NWF-CLS per minute < 48 NWF-WRC per minute < 3 ORF words correct per minute < 13 ORF accuracy per minute $< 64\%$ WUF per minute < 35</p> <p>February – May NWF-CLS per minute < 62 NWF-WRC per minute < 5 ORF words correct per minute < 31 ORF accuracy per minute $< 81\%$ WUF per minute < 38</p> <p>and/or</p> <p>-Lack of Growth on iReady Diagnostic</p>
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Tier 3 interventions are provided by two teachers who are reading endorsed.</p>			
<p>Number of times a week intervention provided</p>	<p>3-5 times per week depending on areas of need</p>	<p>Number of minutes per intervention session</p>	<p>15-30 minutes depending on areas of need</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? The effectiveness of Tier 3 is being monitored through data chats, iReady data, Standards based report cards, and ESGI data. Tier 3 lesson plans and instruction are reviewed for alignment with core curriculum and instruction.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. The materials, strategies and programs are supported with strong evidence based on iReady data, ESGI assessments, and standards based report cards.</p> <p>iReady Reading - Research Support for Ready and ESSA Promising - iReady</p> <p>Multisensory Reading Activities – In accordance to 6A-6.053 multisensory activities are an appropriate</p>			

	intervention.
	<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Students who receive distance learning will have modified Tier 3 instruction using Google classroom for small group or one on one instruction as the platform as well as Zoom. Lalilo passwords will be given to students to provide Tier 3 instruction as well as hands on activities and decodable readers. For students who do not have internet access, work packets that include Reading First Activities, and decodable readers will be given out. FaceTime and phone calls are used to ensure instruction for Tier 3 students.</p>

Curriculum, Instruction, and Assessment Decision Tree	
Grade Level(s): <i>Second Grade</i>	
IF:	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> - iReady scale score of 452 or higher on with a minimal percentile ranking of 40
THEN:	TIER 1 Only
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i>
	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.
	<p>The core curriculum used for Second Grade is Houghton-Mifflin Harcourt Florida Journeys and Saxon Phonics along with Ready reading curriculum. Appropriate leveled text during small group instruction, Reciprocal Teaching and multisensory activities with a wide variety of strategies are used in the delivery of the core curriculum. This core curriculum is supported with strong evidence based on iReady data and Standards Based Report Cards. HMH Journeys- Strong – Journeys Research</p> <p>Saxon Phonics – strong -Saxon Phonics and Spelling Meets ESSA Criteria</p> <p>Ready Reading - Research Support for Ready and ESSA Promising - iReady</p>
	Progress Monitoring

<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
iReady diagnostic – 3 times per year	D1 - August - September ≥ 452 D2 - December ≥ 479 D3 - May ≥ 495	D1 - August - September ≤ 451 D2 - December ≤ 478 D3 - May ≤ 494
How is the effectiveness of Tier 1 instruction being monitored? Classroom walkthroughs, observations, assessment data from iReady diagnostics, shared data chats with reading coach at grade level and individual levels.	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Classroom walkthroughs, observations, assessment data iReady diagnostics, shared data chats with reading coach at grade level and individual levels are used to identify problems. Procedures to improve effectiveness of Tier 1 instruction include: -Modeled lessons by the reading coach, or an effective or highly effective teacher, -Co-teaching model with reading coach or effective or highly effective teacher, -Time to observe in classrooms of effective or highly effective teachers.	
How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of Tier 1 is being monitored through data chats, iReady data and standards based report cards.	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? To improve the effectiveness of Tier 1 curriculum, the curriculum maps are reviewed and updated as needed. Differentiated instruction is used to meet students' needs and a wide variety of strategies are used along with scaffolding students who need additional supports with the Tier 1 curriculum. The standards based report cards also are used an effective tool for the Tier 1 curriculum.	
How is instruction modified for students who receive instruction through distance learning? Students who receive distance learning will have a modified instruction plan using Google classroom as the platform for instruction as well as Zoom, Kahn Academy, iReady and online ReadWorks for students who have internet access. For students who do not have internet access, work packets that will include printed ReadWorks, FaceTime, and phone calls are used to ensure instruction for all students.		

IF:	Student meets the following criteria at beginning of school year: - iReady scale score between 451 and 431, with a percentile ranking between 39 and 26.
THEN:	TIER 1 instruction and TIER 2 interventions
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504)
	TIER 2 Progress Monitoring

TIER 2 Programs/Materials/Strategies & Duration	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
<p>Great Leaps Phonics Instruction, Repeated Reading Program, Individualized Instruction Moderate Evidence – John Hattie Effect Size</p> <p>3-12 minutes per lesson</p>	<p>-Great Leaps assessment charts – with each lesson</p> <p>-iReady Diagnostic three times per year</p>	<p>Consistently passing lessons with \leq one error per lesson</p> <p>and/or</p> <p>-August – September D1 \geq452- December D2 \geq 479 and making at or above 50% of typical growth -May D3 \geq 495 and making 100% typical growth</p>	<p>Inconsistently passing lessons with \leq one error per lesson</p> <p>and/or</p> <p>- August – September D1 between 451 and 431 -December D2 scale score between 479 and 454 and making below 50% of typical growth -May D3 between 450 and 424 and making less than 100% typical growth</p>	<p>Not passing lessons with \leq one error per lesson</p> <p>and/or</p> <p>- August – September D1 \leq430 -December D2 scale score \leq 454 and making below 50% of typical growth -May D3 \leq 474 and making less than 100% typical growth</p>
<p>iReady Promising - iReady</p> <p>45 minutes per week</p>	<p>-iReady lesson at grade level passed with 80% accuracy</p> <p>-iReady Diagnostic three times per year</p>	<p>Consistently passing lessons at grade level with 80% accuracy per lesson</p> <p>and/or</p> <p>-August – September D1 \geq452 -December D2 scale score \geq 479 and making at or above 50% of typical growth -May D3 scale score \geq 495 and making 100% typical growth</p>	<p>Inconsistently passing lessons at grade level with 80% accuracy per lesson</p> <p>and/or</p> <p>-August – September D1 between 451 and 431 -December D2 scale score between 479 and 454 and making below 50% of typical growth -May D3 scale score between 450 and 424 and making less than</p>	<p>Not passing lessons at grade level with 80% accuracy per lesson</p> <p>and/or</p> <p>-August – September D1 \leq430 -December D2 scale score \leq 454 and making below 50% of typical growth -May D3 \leq 474 and making less than 100% typical growth</p>

Commented [SC6]: Please indicate level of evidence and cite where it was found.

			100% typical growth	
<p>Sequential Phonics Moderate Evidence – John Hattie Effect Size</p> <p>10 -12 minutes per lesson</p>	<p>-Sequential Phonics review lesson after every 5 lessons</p> <p>-iReady Diagnostic three times per year</p>	<p>Consistently passing review lesson with 80% or higher</p> <p>and/or</p> <p>-August – September D1 ≥ 452 -December D2 scale score ≥ 479 and making at or above 50% of typical growth -May D3 scale score ≥ 495 and making 100% typical growth</p>	<p>Inconsistently passing lessons with 80% or higher</p> <p>and/or</p> <p>-August – September D1 between 451 and 431 -December D2 scale score between 479 and 454 and making below 50% of typical growth -May D3 scale score between 450 and 424 and making less than 100% typical growth</p>	<p>Not passing review lessons with 80% or higher</p> <p>and/or</p> <p>-August – September ≤ 430 -December D2 scale score ≤ 454 and making below 50% of typical growth -May D3 ≤ 474 and making less than 100% typical growth</p>
Number of times a week intervention provided	3-5 times per week depending on area(s) of need	Number of minutes per intervention session	10-15 minutes per session, depending on area(s) of need	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>The effectiveness of Tier 2 is being monitored through data chats, iReady data, and standards based report cards. Tier 2 lesson plans and instruction are reviewed for alignment with core curriculum and instruction.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>The materials, strategies and programs are supported with strong evidence based on iReady data, and standards based report cards.</p> <p>iReady Reading - Research Support for Ready and ESSA Promising - iReady</p>				

Commented [SC7]: Please see general comment.

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

Students who receive distance learning will have modified Tier 2 instruction using Google classroom for small group instruction as the platform as well as Zoom. Online ReadWorks based on iReady Lexile levels, and iReady passages are for students who have internet access. For students who do not have internet access, work packets that include the printed leveled ReadWorks, FaceTime, and phone calls are used to ensure instruction for Tier 2 students.

IF:	Student meets the following criteria at beginning of school year: - iReady scale score ≤ 430 with a percentile ranking ≤ 25		
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions		
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 		
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring	
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction
Lalilo Phonics instructions, feedback, intervention for students with learning needs Moderate Evidence – John Hattie Effect Size 3 lessons per week	Each Lalilo lesson DIBLES – Progress Monitoring monthly	Consistently scoring 80% or higher on each lesson and/or August – October NWF-CLS per minute >52 NWF-WRC >5 ORF words read correct per minute >28 ORF accuracy >81% WUF per minute >28 November – January ORF words correct per minute >55 ORF accuracy per minute >92% WUF per minute >36 February – May ORF words correct per minute >75 ORF accuracy per minute >95% WUF per minute >40 and/or	Lack of 80% passage rate on activities and/or August – October NWF-CLS per minute <52 NWF-WRC <5 ORF words read correct per minute <28 ORF accuracy <81% WUF per minute <28 November – January ORF words correct per minute <55 ORF accuracy per minute <92% WUF per minute <36 February – May ORF words correct per minute <75 ORF accuracy per minute <95% WUF per minute <40 and/or

		iReady Diagnostics three times per year	-August –September D1 between 451 and 431 -December D2 scale score between 479 and 454 and making below 50% of typical growth -May D3 scale score between 450 and 424 and making less than 100% typical growth	-Lack of growth on the iReady Diagnostic
	Decodable Phonics Readers, Repeated Reading - Moderate Evidence – John Hattie Effect Size	Biweekly Fluency check DIBELS – Progress Monitoring monthly -iReady Diagnostics three times per year	Consistently building fluency (automaticity, accuracy and prosody) through repeated readings with 95% accuracy and/or August – October NWF-CLS per minute >52 NWF-WRC >5 ORF words read correct per minute >28 ORF accuracy >81% WUF per minute >28 November – January ORF words correct per minute >55 ORF accuracy per minute >92% WUF per minute >36 February – May ORF words correct per minute >75 ORF accuracy per minute >95% WUF per minute >40 and/or -August –September D1 between 451 and 431 -December D2 scale score between 479 and 454 and making below 50% of typical growth -May D3 scale score between 450 and 424 and making less than 100% typical growth	Fluency (automaticity, accuracy and prosody) through repeated decodable readers not increasing. and/or August – October NWF-CLS per minute <52 NWF-WRC <5 ORF words read correct per minute <28 ORF accuracy <81% WUF per minute <28 November – January ORF words correct per minute <55 ORF accuracy per minute <92% WUF per minute <36 February – May ORF words correct per minute <75 ORF accuracy per minute <95% WUF per minute <40 and/or -Lack of growth on the iReady Diagnostics

<p>Multisensory Reading Activities i.e., Reading First games, Cards, Premade Games and Teacher made games</p> <p>In accordance to 6A-6.053 multisensory activities are an appropriate intervention.</p>	<p>DIBELS – Progress Monitoring monthly</p> <p>iReady Diagnostics three times per year</p>	<p>August – October NWF-CLS per minute >52 NWF-WRC >5 ORF words read correct per minute >28 ORF accuracy >81% WUF per minute >28 November – January ORF words correct per minute >55 ORF accuracy per minute >92% WUF per minute >36 February – May ORF words correct per minute >75 ORF accuracy per minute >95% WUF per minute >40</p> <p>and/or</p> <p>-August –September D1 between 451 and 431 -December D2 scale score between 479 and 454 and making below 50% of typical growth -May D3 scale score between 450 and 424 and making less than 100% typical growth</p>	<p>August – October NWF-CLS per minute <52 NWF-WRC <5 ORF words read correct per minute <28 ORF accuracy <81% WUF per minute <28 November – January ORF words correct per minute <55 ORF accuracy per minute <92% WUF per minute <36 February – May ORF words correct per minute <75 ORF accuracy per minute <95% WUF per minute <40</p> <p>and/or</p> <p>-Lack of growth on iReady Diagnostics</p>
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. Tier 3 interventions are provided by two teachers who are reading endorsed.</p>			
<p>Number of times a week intervention provided</p>	<p>3-5 times per week depending on areas of need</p>	<p>Number of minutes per intervention session</p>	<p>15-30 minutes depending on areas of need</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? The effectiveness of Tier 3 is being monitored through data chats, iReady data, and standards based report cards. Tier 3 lesson plans and instruction are reviewed for alignment with core curriculum and instruction.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. The materials, strategies and programs are supported with strong evidence based on iReady data and standards based report cards. iReady Reading - Research Support for Ready and ESSA Promising - iReady</p> <p>Multisensory Reading Activities – In accordance to 6A-6.053 multisensory activities are an appropriate intervention.</p>			

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

Students who receive distance learning will have modified Tier 3 instruction using Google classroom for small group or one on one instruction as the platform as well as Zoom. Lalilo passwords will be given to students to provide Tier 3 instruction as well as hands on activities and decodable readers. For students who do not have internet access, work packets that include Reading First Activities, and decodable readers will be given out. FaceTime and phone calls are used to ensure instruction for Tier 3 students.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 3-5

IF:

Student meets the following criteria at beginning of school year:

- Third Grade - iReady scale score of 495 or higher on with a minimal percentile ranking of 40
- Fourth Grade - iReady scale score of 517 or higher on with a minimal percentile ranking of 40
- Fifth Grade - iReady scale score of 544 or higher on with a minimal percentile ranking of 40

THEN:

TIER 1 Only

Initial instruction:

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

Core Curriculum

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

The core curriculum used for Third - Fifth Grade is Houghton-Mifflin Harcourt Florida Journeys and Ready reading curriculum. Appropriate leveled text during small group instruction, Reciprocal Teaching and multisensory activities with a wide variety of strategies are used in the delivery of the core curriculum. This core curriculum is supported with strong evidence based on iReady data and passage rates of students in grades three -five.

HMH Journeys – Strong – [Journeys Research](#)

Saxon Phonics – strong -[Saxon Phonics and Spelling Meets ESSA Criteria](#)

Ready Reading - [Research Support for Ready and ESSA](#) Promising - [iReady](#)

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

iReady diagnostic – 3 times per year

D1 - August – September
 Third grade ≥ 495
 Fourth Grade ≥ 517
 Fifth Grade ≥ 544
 D2 - December
 Third grade ≥ 511
 Fourth Grade ≥ 531

D1 - August - September
 Third Grade ≤ 494
 Fourth Grade ≤ 516
 Fifth Grade ≤ 543
 D2 - December
 Third Grade ≤ 510
 Fourth Grade ≤ 530

TIER 1

	<p>Fifth Grade ≥ 556 D3 - May Third grade ≥ 522 Fourth Grade ≥ 539 Fifth Grade ≥ 562</p>	<p>Fifth Grade ≤ 555 D3 - May Third Grade ≤ 521 Fourth Grade ≤ 538 Fifth Grade ≤ 560</p>
<p>How is the effectiveness of Tier 1 instruction being monitored? Classroom walkthroughs, observations, assessment data from iReady diagnostics, shared data chats with reading coach at grade level and individual levels.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? To improve the effectiveness of Tier 1 curriculum, the curriculum maps are reviewed and updated as needed. Differentiated instruction is used to meet students' needs and a wide variety of strategies are used along with scaffolding students who need additional supports with the Tier 1 curriculum. The standards mastery assessments also are used as an effective tool for the Tier 1 curriculum.</p>	
<p>How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of Tier 1 is being monitored through data chats, iReady data and standards mastery assessments.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? To improve the effectiveness of Tier 1 curriculum, the curriculum maps are reviewed and updated as needed. Differentiated instruction is used to meet students' needs and a wide variety of strategies are used along with scaffolding students who need additional supports with the Tier 1 curriculum. The standards mastery assessments also are used as an effective tool for the Tier 1 curriculum.</p>	
<p>How is instruction modified for students who receive instruction through distance learning? Students who receive distance learning will have a modified instruction plan using Google classroom as the platform for instruction as well as Zoom, Kahn Academy, iReady and Achieve for students who have internet access. For students who do not have internet access, work packets that will include printed Achieve, FaceTime, and phone calls are used to ensure instruction for all students.</p>		

IF:	<p>Student meets the following criteria at beginning of school year: Third Grade -iReady scale score between 521 and 501, with a percentile ranking between 39 and 25 Fourth Grade -iReady scale score between 538 and 517, with a percentile ranking between 39 and 25 Fifth Grade -iReady scale score between 543 and 518, with a percentile ranking between 39 and 25</p>
THEN:	TIER 1 instruction and TIER 2 interventions
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504)
	TIER 2 Progress Monitoring

TIER 2 Programs/Materials/Strategies & Duration	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
<p>Houghton Mifflin Harcourt Florida Journeys Intervention lessons Strong – Journeys Research</p>	<p>Cold Reads -3 times per quarter -iReady Diagnostic three times per year</p>	<p>Average score above $\geq 70\%$ and/or D1 - August -September Third grade ≥ 495 Fourth Grade ≥ 517 Fifth Grade ≥ 544 D2 - December Third grade ≥ 511 Fourth Grade ≥ 531 Fifth Grade ≥ 556 and making a minimum of 50% of typical annual growth D3 - May Third grade ≥ 522 Fourth Grade ≥ 539 Fifth Grade ≥ 562 and making 100% of typical annual growth</p>	<p>Average score between 69% and 60% and/or D1 - August -September Third grade between 494 and 472 Fourth Grade between 516 and 496 Fifth Grade between 543 and 518 D2 - December Third grade between 510 and 490 Fourth Grade between 530 and 509 Fifth Grade between 555 and 530 and making less than 50% of typical annual growth D3 - May Third grade between 521 and 500 Fourth Grade between 538 and 515 Fifth Grade between 561 and 538 and making less than 100% of typical annual growth</p>	<p>Average score below 59% and/or D1 - August -September Third grade ≤ 4472 Fourth Grade ≤ 494 Fifth Grade ≤ 516 D2 - December Third grade ≤ 490 Fourth Grade ≤ 509 Fifth Grade ≤ 530 and making less than 50% of typical annual growth D3 - May Third grade ≤ 500 Fourth Grade ≤ 515 Fifth Grade ≤ 538 and making less than 100% of typical annual growth</p>
<p>Leveled Texts 15 – 20 minutes Repeated Reading - Moderate Evidence – John Hattie Effect Size</p>	<p>Running Records -3 times per quarter</p>	<p>August – October 3rd grade - $\geq 96\%$ 4th grade - $\geq 96\%$ 5th grade - $\geq 98\%$ November – January 3rd grade - $\geq 98\%$ 4th grade - $\geq 99\%$ 5th grade - $\geq 99\%$ February – May 3rd grade - $\geq 99\%$ 4th grade - $\geq 98\%$ 5th grade - $\geq 99\%$</p>	<p>August – October 3rd grade - between 92 – 95% 4th grade - between 91 and 95% 5th grade - between 95 and 97% November – January 3rd grade – between 94 and 97% 4th grade – between 96 and 97% 5th grade – between 96 and 98% February – May 3rd grade – between 97 and 98%</p>	<p>August – October 3rd grade - $\leq 91\%$ 4th grade - $\leq 90\%$ 5th grade - $\leq 94\%$ November – January 3rd grade - $\leq 93\%$ 4th grade - $\leq 95\%$ 5th grade - $\leq 95\%$ February – May 3rd grade - $\leq 96\%$ 4th grade - $\leq 95\%$ 5th grade - $\leq 96\%$</p>

			4 th grade – between 96 and 97 % 5 th grade – between 97 and 98%	
	-iReady Diagnostic three times per year	and/or	and/or	and/or
		D1 - August -September Third grade ≥ 495 Fourth Grade ≥ 517 Fifth Grade ≥ 544 D2 - December Third grade ≥ 511 Fourth Grade ≥ 531 Fifth Grade ≥ 556 and making at or above 50% of typical annual growth D3 - May Third grade ≥ 522 Fourth Grade ≥ 539 Fifth Grade ≥ 562 and making at or above 100% of typical annual growth	D1 - August -September Third grade between 494 and 472 Fourth Grade between 516 and 496 Fifth Grade between 543 and 518 D2 - December Third grade between 510 and 490 Fourth Grade between 530 and 509 Fifth Grade between 555 and 530 and making below 50% of typical annual growth D3 - May Third grade between 521 and 500 Fourth Grade between 538 and 515 Fifth Grade between 561 and 538 and making below 100% of typical annual growth	D1 - August -September Third grade ≤ 4472 Fourth Grade ≤ 494 Fifth Grade ≤ 516 D2 - December Third grade ≤ 490 Fourth Grade ≤ 509 Fifth Grade ≤ 530 and making below 50% of typical annual growth D3 - May Third grade ≤ 500 Fourth Grade ≤ 515 Fifth Grade ≤ 538 and making below 100% of typical annual growth
iReady Lessons 45 minutes per week Promising Research Support for Ready and ESSA Promising iReady	iReady lessons -weekly -iReady diagnostics three times per year	Passage rate average between 80% and 60% and/or	Passage rate average above $\geq 80\%$ and/or	Passage rate average below 60% and/or
		D1 - August -September Third grade ≥ 495 Fourth Grade ≥ 517 Fifth Grade ≥ 544 D2 - December Third grade ≥ 511 Fourth Grade ≥ 531 Fifth Grade ≥ 556 and making at or above 50% of typical annual growth D3 - May Third grade ≥ 522 Fourth Grade ≥ 539 Fifth Grade ≥ 562	D1 - August -September Third grade between 494 and 472 Fourth Grade between 516 and 496 Fifth Grade between 543 and 518 D2 - December Third grade between 510 and 490 Fourth Grade between 530 and 509 Fifth Grade between 555 and 530 and making below 50% of typical annual growth	D1 - August -September Third grade ≤ 4472 Fourth Grade ≤ 494 Fifth Grade ≤ 516 D2 - December Third grade ≤ 490 Fourth Grade ≤ 509 Fifth Grade ≤ 530 and making below 50% of typical annual growth D3 - May Third grade ≤ 500 Fourth Grade ≤ 515 Fifth Grade ≤ 538 and making below 100% of typical annual growth

		and making at or above 100% of typical annual growth	D3 - May Third grade between 521 and 500 Fourth Grade between 538 and 515 Fifth Grade between 561 and 538 and making below 100% of typical annual growth	
Reciprocal Teaching 15 – 20 minutes Strong - John Hattie Effect Size	-iReady Standards Mastery Assessments -three times per quarter -I Ready Diagnostics three times per year	Average score between 65% and 45% and/or D1 - August -September Third grade ≥ 495 Fourth Grade ≥ 517 Fifth Grade ≥ 544 D2 - December Third grade ≥ 511 Fourth Grade ≥ 531 Fifth Grade ≥ 556 and making at or above 50% of typical annual growth D3 - May Third grade ≥ 522 Fourth Grade ≥ 539 Fifth Grade ≥ 562 and making at or above 100% of typical annual growth	Average score $\geq 65\%$ and/or D1 - August -September Third grade between 494 and 472 Fourth Grade between 516 and 496 Fifth Grade between 543 and 518 D2 - December Third grade between 510 and 490 Fourth Grade between 530 and 509 Fifth Grade between 555 and 530 and making below 50% of typical annual growth D3 - May Third grade between 521 and 500 Fourth Grade between 538 and 515 Fifth Grade between 561 and 538 and making below 100% of typical annual growth	Average score below 45% and/or D1 - August -September Third grade ≤ 4472 Fourth Grade ≤ 494 Fifth Grade ≤ 516 D2 - December Third grade ≤ 490 Fourth Grade ≤ 509 Fifth Grade ≤ 530 and making below 50% of typical annual growth D3 - May Third grade ≤ 500 Fourth Grade ≤ 515 Fifth Grade ≤ 538 and making below 100% of typical annual growth
Number of times a week intervention provided	3-5 times per week depending on areas of need	Number of minutes per intervention session		15-20 minutes depending on areas of need

	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>The effectiveness of Tier 2 is being monitored through data chats and iReady data. Tier 2 lesson plans and instruction are reviewed for alignment with core curriculum and instruction.</p>
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>The materials, strategies and programs are supported with strong evidence based on iReady data, student's grades and promotion rate. iReady Reading - Research Support for Ready and ESSA Promising - iReady</p>
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Students who receive distance learning will have modified Tier 2 instruction using Google classroom for small group instruction as the platform as well as Zoom. Online ReadWorks based on iReady Lexile levels, Achieve articles, and iReady passages are for students who have internet access. For students who do not have internet access, work packets that include the printed leveled ReadWorks and Achieve articles, FaceTime, and phone calls are used to ensure instruction for Tier 2 students</p>

Commented [SC8]: Please see general comment.

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Third Grade - iReady scale score of 472 or lower on with a maximum percentile ranking of 24</p> <p>Fourth Grade - iReady scale score of 494 or lower on with a maximum percentile ranking of 24</p> <p>Fifth Grade - iReady scale score of 516 or lower on with a maximum percentile ranking of 24</p>		
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions		
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 		
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring	
		Assesment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction
	<p>Great Leaps</p> <p>Phonics Instruction, Repeated Reading Program, Individualized Instruction Moderate Evidence</p> <p>— John Hattie Effect</p>	<p>-Great Leaps assessment charts – with each lesson</p> <p style="text-align: center;">and/or</p> <p>D1 - August -September</p>	<p>Consistently passing lessons with ≤ one error per lesson with 3 or less attempts</p> <p style="text-align: center;">and/or</p> <p>Not passing lessons with ≤ one error per lesson with 3 or less attempts</p>

Commented [SC9]: Please indicate level of evidence and cite where it was found.

	<p><u>Size</u></p> <p>3-12 minutes</p>	<p>-iReady Diagnostics three times per year</p>	<p>Third grade between 494 and 472 Fourth Grade between 516 and 496 Fifth Grade between 543 and 518 D2 - December Third grade between 510 and 490 Fourth Grade between 530 and 509 Fifth Grade between 555 and 530 and making below 50% of typical annual growth D3 - May Third grade between 521 and 500 Fourth Grade between 538 and 515 Fifth Grade between 561 and 538 and making below 100% of typical annual growth</p>	<p>-Lack of growth on the iReady diagnostics</p>
	<p>REWARDS 15-30 minutes <u>REWARDS</u> Strong</p>	<p>-DIBELS Monthly progress monitoring</p> <p>-iReady Diagnostics three times per year</p>	<p>August – October 3rd grade - between 92 – 95% 4th grade - between 91 and 95% 5th grade - between 95 and 97% November – January 3rd grade – between 94 and 97% 4th grade – between 96 and 97% 5th grade – between 96 and 98% February – May 3rd grade – between 97 and 98%</p> <p>and/or</p> <p>D1 - August -September Third grade between 494 and 472 Fourth Grade between 516 and 496 Fifth Grade between 543 and 518 D2 - December Third grade between 510 and 490</p>	<p>Lack of ORF progress made with DIBELS monthly progress monitoring</p> <p>and/or</p> <p>-Lack of growth on the iReady Diagnostic</p>

			<p>Fourth Grade between 530 and 509 Fifth Grade between 555 and 530 and making below 50% of typical annual growth D3 - May Third grade between 521 and 500 Fourth Grade between 538 and 515 Fifth Grade between 561 and 538 and making below 100% of typical annual growth</p>	
	<p>Multisensory Reading Activities: ie.. Reading First games, Cards, Premade Games and Teacher made games, Word Ladders In accordance to 6A-6.053 multisensory activities are an appropriate intervention.</p>	<p>-DIBELS Monthly progress monitoring</p> <p>-iReady Diagnostics three times per year</p>	<p>August – October 3rd grade - between 92 – 95% 4th grade - between 91 and 95% 5th grade - between 95 and 97% November – January 3rd grade – between 94 and 97% 4th grade – between 96 and 97% 5th grade – between 96 and 98% February – May 3rd grade – between 97 and 98%</p> <p>and/or</p> <p>D1 - August -September Third grade between 494 and 472 Fourth Grade between 516 and 496 Fifth Grade between 543 and 518 D2 - December Third grade between 510 and 490 Fourth Grade between 530 and 509 Fifth Grade between 555 and 530 and making below 50% of typical annual growth D3 - May</p>	<p>Lack of ORF progress made with DIBELS monthly progress monitoring</p> <p>and/or</p> <p>Lack of growth on the iReady Diagnostics</p>

		Third grade between 521 and 500 Fourth Grade between 538 and 515 Fifth Grade between 561 and 538 and making below 100% of typical annual growth	
Leveled Reading Passages: including the Five W's - taught with Reciprocal Teaching and other strategies and graphic organizers strong - John Hattie Effect Size	Grade Level Cold Read Comprehension Check and/or iReady Diagnostics three times per year	Average scoring 60% or higher and/or D1 - August -September Third grade scale score between 494 and 472 Fourth Grade scale score between 516 and 496 Fifth Grade scale score between 543 and 518 D2 - December Third grade scale score between 510 and 490 Fourth Grade scale score between 530 and 509 Fifth Grade scale score between 555 and 530 and making 50% of typical annual growth D3 - May Third grade scale score between 521 and 500 Fourth Grade scale score between 538 and 515 Fifth Grade scale score between 561 and 538 and making 100% of typical annual growth	Average scoring 59% or lower and/or Lack of growth on the iReady diagnostic Less than 50% of the typical annual growth made by D2 Less than 100% of the typical growth
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. All Tier 3 instruction is provided by two teachers who are reading endorsed.			
Number of times a week intervention provided	3-5 times per week depending on areas of need	Number of minutes per intervention session	20 – 30 minutes depending on areas of need
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? The effectiveness of Tier 3 is being monitored through data chats, iReady data, and student performance in the classroom. Tier 3 lesson plans and instruction are reviewed for alignment with core curriculum and instruction.			

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

The materials, strategies and programs are supported with strong evidence based on iReady data, standards mastery and report cards.

iReady Reading - [Research Support for Ready and ESSA](#) Promising - [iReady](#)

Multisensory Reading Activities In accordance to 6A-6.053 multisensory activities are an appropriate intervention.

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

Students who receive distance learning will have modified Tier 3 instruction using Google classroom for small group or one on one instruction as the platform as well as Zoom. Lalilo passwords will be given to students to provide Tier 3 instruction as well as hands on activities and leveled readers. For students who do not have internet access, work packets that include Reading First Activities, and leveled readers will be given out. FaceTime and phone calls are used to ensure instruction for Tier 3 students.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8

IF: Student meets the following criteria at beginning of school year:
If a student is at or above grade level on the iReady Diagnostic Assessment in reading

THEN: **TIER 1 Only**

Initial instruction:

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

Core Curriculum

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

Teacher created Curriculum Maps of Explicit Instruction of ELA standards based on Marzano's Standards Based Instruction – including setting learning goals, chunking standards into a learning progression, and how to organize students for practice [The Marzano Focused, Scientific-Behavioral Evaluation Model for Standards Based-Classrooms](#)

Progress Monitoring

TIER 1

	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
	<ul style="list-style-type: none"> Standards Based Benchmark Assessments (3x/year) iReady Diagnostic (3x/year) i-Ready Growth Monitoring (monthly) 	Student is performing at or above grade level	Student is performing below grade level
	How is the effectiveness of Tier 1 instruction being monitored? <ul style="list-style-type: none"> Admin walk throughs/observations Student Data 	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The Reading Leadership team reviews student data and identifies areas of concern. Training and/or modeling is provided by reading coach and/or mentor teachers.	
	How is the effectiveness of Tier 1 curriculum being monitored? <ul style="list-style-type: none"> Student data 	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? The Reading Leadership team reviews student data and identifies areas of concerns. They analyze area of concerns by making sure that curriculum taught is meeting the desired effect of the standards.	
	How is instruction modified for students who receive instruction through distance learning? Students who receive instruction through distance learning are provided online instruction through a video chat method (Google Meet – group and/or individual) and/or conversations through phone calls. Instructional materials and tasks are shared through Google Classroom. Paper packets and phone calls are available for students without internet access.		

IF:	Student meets the following criteria at beginning of school year: Using i-Ready Diagnostic assessment data, the student is at least 1 grade level behind			
THEN:	TIER 1 instruction and TIER 2 interventions			
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> are standards-aligned address gaps and reduce barriers to students' ability to meet Tier 1 expectations provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills are matched to the needs of the students provide multiple opportunities to practice the targeted skill(s) and receive feedback occurs during time allotted in addition to core instruction includes accommodations (IEP, ESOL or 504) 			
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

	<p>6-8th grade Tier 2 students have a reading class in addition to their ELA course.</p> <p>In this reading class students will have differentiated small group teacher led instruction using i-Ready lessons and other standards based materials based on students' needs as shown by data. Intervention of students with learning needs -strong John Hattie Differentiated Small Group instruction</p>	i-Ready Growth Monitoring (monthly)	Student data shows that student is performing at or above grade level	Student data shows that student is performing below grade level	Student data shows that student is performing at 2 or more grade levels below
Number of times a week intervention provided		3	Number of minutes per intervention session		15
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>The Reading Leadership Team will analyze data of Tier 2 students to measure the growth and rate of growth of these students. The types of small group instruction and materials will be discussed to make sure that they are aligned to core curriculum and instruction. If the data shows that students are not growing, the reading coach will collaborate with the reading teacher in assist in lesson planning and delivery of appropriate lessons for the student groups.</p>					
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Programs/Materials: iReady Lessons - Research Support for Ready and ESSA, Promising - iReady</p> <p>Other Standards Based materials The Marzano Focused, Scientific-Behavioral Evaluation Model for Standards Based-Classrooms</p> <p>Strategies: Differentiated Small Teacher Led Group Instruction – strong John Hattie, Small Group Instruction Research, Differentiated Small Group instruction</p>					
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 2 Interventions for students who receive interventions through distance learning is modified by increased contact with the student, additional instruction through video chat or phone methods, individual or smaller group virtual meetings. Student support need is evaluated and provided according to need and a plan made with the parent.</p>					

Commented [SC10]: Please see general comment.

IF:	Student meets the following criteria at beginning of school year: At least 3 of the following: <ul style="list-style-type: none"> • at least 2 grade levels below • failing 1 or more classes • teacher concerns or recommendations • not making adequate growth on progress monitoring assessments to close gap 			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment & Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	Individual or Differentiated Small Teacher Led Group Instruction, interventions for students with learning needs – strong John Hattie , Small Group Instruction Research , Differentiated Small Group instruction	i-Ready Growth Monitoring (monthly)	Student is closing the achievement gap	Student is still not closing the achievement gap
	i-Ready individual pathway Promising iReady	i-Ready Growth Monitoring (monthly)		
	<i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i>			
	<i>Number of times a week intervention provided</i>	3	<i>Number of minutes per intervention session</i>	20
<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> The Reading Leadership Team will analyze data of Tier 3 students to measure the growth and rate of growth of these students. The types of small group instruction and materials will be discussed to make sure that they are aligned to core curriculum and instruction. If the data shows that students are not growing, the reading coach will collaborate with the reading teacher in assist in lesson planning and delivery of appropriate lessons for the student groups.				

Commented [SC11]: Please see general comment.

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

Program/Materials:

i-Ready intervention lessons (teacher led one on one or smaller group) Promising [iReady](#)

i-Ready individual pathway [Research Support for Ready and ESSA](#) Promising - [iReady](#)

Strategy:

Individual or Differentiated Small Teacher Led Group Instruction, interventions for students with learning needs

– strong [John Hattie](#), [Small Group Instruction Research](#), [Differentiated Small Group instruction](#)

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

Tier 3 Interventions for students who receive interventions through distance learning is modified by increased contact with the student, additional instruction through video chat or phone methods, individual or smaller group virtual meetings. Student support need is evaluated and provided according to need and a plan made with the parent.

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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): 9-10	
IF:	Student meets the following criteria at beginning of school year: If a student is at or above grade level on the benchmark as determine by PSAT scores and/or Study Island data
THEN:	TIER 1 Only
TIER 1	<i>Initial instruction:</i> <ul style="list-style-type: none"> • 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
	<i>Core Curriculum</i>
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>
	<i>Teacher created Curriculum Maps of Explicit Instruction of ELA standards based on Marzano’s Standards Based Instruction – including setting learning goals, chunking standards into a learning progression, and how to organize students for practice strong - The Marzano Focused, Scientific-Behavioral Evaluation Model for Standards Based-Classrooms</i>
	<i>Progress Monitoring</i>

	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
	<ul style="list-style-type: none"> Standards Based Benchmark Assessments (3x/year) Study Island (monthly) 	<ul style="list-style-type: none"> 50% or higher 60% or higher 	<ul style="list-style-type: none"> Below 50% Below 60%
	How is the effectiveness of Tier 1 instruction being monitored? <ul style="list-style-type: none"> Admin walk throughs/observations Student Data 	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? The Reading Leadership team reviews student data and identifies areas of concern. Training and/or modeling is provided by reading coach and/or mentor teachers.	
	How is the effectiveness of Tier 1 curriculum being monitored? <ul style="list-style-type: none"> Student data 	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? The Reading Leadership team reviews student data and identifies areas of concerns. They analyze area of concerns by making sure that curriculum taught is meeting the desired effect of the standards.	
	How is instruction modified for students who receive instruction through distance learning? Students who receive instruction through distance learning are provided online instruction through a video chat method (Google Meet – group and/or individual) and/or conversations through phone calls. Instructional materials and tasks are shared through Google Classroom. Paper packets and phone calls are available for students without internet access.		

IF:	<ul style="list-style-type: none"> Student meets the following criteria at beginning of school year: Students who score below 50% on the Standards Based Benchmark exam and/or below 60% on the Study Island assessment. 				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	Interventions: <ul style="list-style-type: none"> are standards-aligned address gaps and reduce barriers to students' ability to meet Tier 1 expectations provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills are matched to the needs of the students provide multiple opportunities to practice the targeted skill(s) and receive feedback occurs during time allotted in addition to core instruction includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	9th grade Tier 2 students have a reading class in addition to their	Standards Based Benchmark	Student is performing	Student is performing	Consistently performing below 50%

	<p>ELA course. In this reading class students will have differentiated small group teacher led instruction using i-Ready lessons and other standards based materials based on students' needs as shown by data. Individual or Differentiated Small Teacher Led Group Instruction, interventions for students with learning needs – strong John Hattie, Small Group Instruction Research, Differentiated Small Group instruction</p>	<p>Assessments (3x/year) Study Island (monthly)</p>	<p>consistently above 50% Student performing at 60% or better on Study Island</p>	<p>consistently below 50% Student is performing below 60%</p>	<p>and 60% and not making adequate gains to close the gap.</p>
	<p>10th grade Tier 2 students have a reading class in addition to their ELA course. In this reading class students will have differentiated small group teacher led instruction using Study Island lessons and other standards based materials based on students' needs as shown by data. Individual or Differentiated Small Teacher Led Group Instruction, interventions for students with learning needs – strong John Hattie, Small Group Instruction Research, Differentiated Small Group instruction</p>	<p>Standards Based Benchmark Assessments (3x/year) Study Island (monthly)</p>	<p>Student is performing consistently above 50% Student performing at 60% or better on Study Island</p>	<p>Student is performing consistently below 50% Student is performing below 60%</p>	<p>Consistently performing below 50% and 60% and not making adequate gains to close the gap.</p>
Number of times a week intervention provided		3	Number of minutes per intervention session		15
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? The Reading Leadership Team will analyze data of Tier 2 students to measure the growth and rate of growth of these students. The types of small group instruction and materials will be discussed to make sure that they are aligned to core curriculum and instruction. If the data shows that students are not growing, the reading coach will collaborate with the reading teacher in assist in lesson planning and delivery of appropriate lessons for the student groups.</p>					

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	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Programs/Materials: iReady Lessons - Research Support for Ready and ESSA, Promising - iReady</p> <p>Other Standards Based materials Strong - The Marzano Focused, Scientific-Behavioral Evaluation Model for Standards Based-Classrooms</p> <p>Study Island Moderate - ESSA Evidence-Based Intervention:Study Island</p> <p>Strategies: Individual or Differentiated Small Teacher Led Group Instruction, interventions for students with learning needs – strong John Hattie, Small Group Instruction Research, Differentiated Small Group instruction</p>
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 2 Interventions for students who receive interventions through distance learning is modified by increased contact with the student, additional instruction through video chat or phone methods, individual or smaller group virtual meetings. Student support need is evaluated and provided according to need and a plan made with the parent.</p>

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IF:	<p>Student meets the following criteria at beginning of school year: At least 3 of the following:</p> <ul style="list-style-type: none"> • at least 2 grade levels below • failing 1 or more classes • teacher concerns or recommendations • not making adequate growth on progress monitoring assessments to close gap 		
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions		
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • additional time allotted is in addition to core instruction and tier 2 interventions 		
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring	
	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions

Individual or Differentiated Small Teacher Led Group Instruction, interventions for students with learning needs – strong John Hattie , Small Group Instruction Research , Differentiated Small Group instruction	Study Island (monthly)	Score consistently above 40%	Student is still not closing the achievement gap
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	3	Number of minutes per intervention session	20
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>The Reading Leadership Team will analyze data of Tier 3 students to measure the growth and rate of growth of these students. The types of small group instruction and materials will be discussed to make sure that they are aligned to core curriculum and instruction. If the data shows that students are not growing, the reading coach will collaborate with the reading teacher in assist in lesson planning and delivery of appropriate lessons for the student groups.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Programs/Materials (iReady is used in 9th grade): iReady Individual Pathway iReady Teacher Led Lessons - Research Support for Ready and ESSA, Promising - iReady</p> <p>Other Standards Based materials- strong - The Marzano Focused, Scientific-Behavioral Evaluation Model for Standards Based-Classrooms Study Island Moderate ESSA Evidence-Based Intervention:Study Island</p> <p>Strategies: Individual or Differentiated Small Teacher Led Group Instruction, interventions for students with learning needs – strong John Hattie, Small Group Instruction Research, Differentiated Small Group instruction</p>			
<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 3 Interventions for students who receive interventions through distance learning is modified by increased contact with the student, additional instruction through video chat or phone methods, individual or smaller group virtual meetings. Student support need is evaluated and provided according to need and a plan made with the parent.</p>			

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Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 11-12

IF: Student meets the following criteria at beginning of school year:
If a student has met graduation requirement for ELA (FSA or a coordinate score)

THEN: **TIER 1 Only**

TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • 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		
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>		
	<p>Teacher created Curriculum Maps of Explicit Instruction of ELA standards based on Marzano's Standards Based Instruction – including setting learning goals, chunking standards into a learning progression, and how to organize students for practice- strong The Marzano Focused, Scientific-Behavioral Evaluation Model for Standards Based-Classrooms</p>		
	Progress Monitoring		
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
	<ul style="list-style-type: none"> • Standards Based Benchmark Assessments (3x/year) 	<ul style="list-style-type: none"> • 60% or higher 	<ul style="list-style-type: none"> • Below 60%
	<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <ul style="list-style-type: none"> • Admin walk throughs/observations • Student Data 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>The Reading Leadership team reviews student data and identifies areas of concern. Training and/or modeling is provided by reading coach and/or mentor teachers.</p>	
	<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <ul style="list-style-type: none"> • Student data 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>The Reading Leadership team reviews student data and identifies areas of concerns. They analyze area of concerns by making sure that curriculum taught is meeting the desired effect of the standards.</p>	

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

Students who receive instruction through distance learning are provided online instruction through a video chat method (Google Meet – group and/or individual) and/or conversations through phone calls. Instructional materials and tasks are shared through Google Classroom. Paper packets and phone calls are available for students without internet access.

IF:	<ul style="list-style-type: none"> Student meets the following criteria at beginning of school year: Student has not met ELA graduation requirements (ELA FSA or coordinate score) 				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> are standards-aligned address gaps and reduce barriers to students' ability to meet Tier 1 expectations provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills are matched to the needs of the students provide multiple opportunities to practice the targeted skill(s) and receive feedback occurs during time allotted in addition to core instruction includes accommodations (IEP, ESOL or 504) 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	<p>11th-12th grade Tier 2 students have a reading class in addition to their ELA course. In this reading class students will have differentiated small group teacher led instruction using Khan Academy lessons and other standards based materials based on students' needs as shown by data.</p> <p>Khan Academy Moderate Evidence - Microteaching/video review of lessons, Deliberate practice, Direct instruction, Mastery learning, Technology in other subjects, Practice testing John Hattie Effect Size</p> <p>Individual or Differentiated Small Teacher Led Group Instruction,</p>	<p>Standards Based Benchmark Assessments (3x/year)</p> <p>Khan Academy (monthly)</p>	<p>Student is performing consistently above 50%</p> <p>Student performing at 60% or better on Khan Academy</p>	<p>Student is performing consistently below 50%</p> <p>Student is performing below 60% on Khan Academy</p>	<p>Consistently performing below 50% on BA and 60% on Khan Academy and not making adequate gains to close the gap.</p>

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interventions for students with learning needs – strong John Hattie , Small Group Instruction Research , Differentiated Small Group instruction				
Kahn Academy PSAT practice Demonstrates rationale – KHAN research				
ACT Practice	ACT practice tests 1/week	Consistently score 60% and above	Consistently score below 60%	Consistently score below 50%
Number of times a week intervention provided		3	Number of minutes per intervention session	
			15	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>The Reading Leadership Team will analyze data of Tier 2 students to measure the growth and rate of growth of these students. The types of small group instruction and materials will be discussed to make sure that they are aligned to core curriculum and instruction. If the data shows that students are not growing, the reading coach will collaborate with the reading teacher in assist in lesson planning and delivery of appropriate lessons for the student groups.</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Programs/Materials:</p> <p>Other Standards Based material: strong The Marzano Focused, Scientific-Behavioral Evaluation Model for Standards Based-Classrooms</p> <p>Khan Academy –Moderate Evidence - Microteaching/video review of lessons, Deliberate practice, Direct instruction, Mastery learning, Technology in other subjects, Practice testing John Hattie Effect Size</p> <p>Strategies:</p> <p>Individual or Differentiated Small Teacher Led Group Instruction, interventions for students with learning needs – strong John Hattie, Small Group Instruction Research, Differentiated Small Group instruction</p>				
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 2 Interventions for students who receive interventions through distance learning is modified by increased contact with the student, additional instruction through video chat or phone methods, individual or smaller group virtual meetings. Student support need is evaluated and provided according to need and a plan made with the parent.</p>				

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IF:	Student meets the following criteria at beginning of school year: At least 3 of the following: <ul style="list-style-type: none"> • at least 2 grade levels below • failing 1 or more classes • teacher concerns or recommendations • not making adequate growth on progress monitoring assessments to close gap 			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	Differentiated Individual / smaller teacher led group instruction Individual or Differentiated Small Teacher Led Group Instruction, interventions for students with learning needs – strong John Hattie , Small Group Instruction Research , Differentiated Small Group instruction	Practice tests 1/weekly	Score consistently above 50% and shows that they are closing the achievement gap	Student is still not closing the achievement gap
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
	Number of times a week intervention provided	3	Number of minutes per intervention session	20
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?			
	The Reading Leadership Team will analyze data of Tier 3 students to measure the growth and rate of growth of these students. The types of small group instruction and materials will be discussed to make sure that they are aligned to core curriculum and instruction. If the data shows that students are not growing, the reading coach			

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will collaborate with the reading teacher in assist in lesson planning and delivery of appropriate lessons for the student groups.

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

Programs/Materials:

Other Standards Based materials: strong - [The Marzano Focused, Scientific-Behavioral Evaluation Model for Standards Based-Classrooms](#)

Strategies:

Individual or Differentiated Small Teacher Led Group Instruction, interventions for students with learning needs – strong [John Hattie](#), [Small Group Instruction Research](#), [Differentiated Small Group instruction](#)

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

Tier 3 Interventions for students who receive interventions through distance learning is modified by increased contact with the student, additional instruction through video chat or phone methods, individual or smaller group virtual meetings. Student support need is evaluated and provided according to need and a plan made with the parent.