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	Inewman@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	How is the data being collected?	How often is the data being collected?
		monitoring/formative, summative)		
	FLKRS (K)	Screener/progress monitoring &	All students, Form A	Pre/Post Test
Oral Janawaaa	EVT and PPVT	summative	pre/post, and Form B	EVT & PPVT (for T3
Oral language	DAR	Diagnostic	progress monitoring	students who need
		Diagnostic		further assessment)
Phonological	iReady Diagnostic and Standards	Screener/progress monitoring/	iReady platform	3x school year;
awareness	Mastery	diagnostic, formative & summative		quarterly
Phonics	iReady Diagnostic and Standards	Screener/progress monitoring/	iReady platform	3x school year
PHOMICS	Master	diagnostic, formative & summative		
	DAR, DIBELS, GREAT LEAPS	Diagnostic, formative	Performance Matters	as needed for T3
Fluency			Platform	students who need
				further assessment
Vacabulary	iReady Diagnostic and Standards	Screener/progress monitoring/	iReady platform	3x school year
Vocabulary	Mastery	diagnostic, formative & summative		
Comprohension	iReady Diagnostic and Standards	Screener/progress monitoring/	iReady platform	3x school year
Comprehension	Mastery	diagnostic, formative & summative		

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type	How is the data being	How often is the data
		(e.g., screener, diagnostic, progress	collected?	being collected?
		monitoring/formative, summative)		
iReady Diagnostic (6 th -9 th)	Diagnostic of reading skills	Screener, diagnostic, progress monitoing	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

	¥	Data Analysis ar	d Decision-making	
How often is the data being reviewed and by whom?	What problem-solving steps are in place for making decisions based on the data?	What steps is the district taking to see building and classroom level data and to share findings with individual schools?	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?	Who at the district level is responsible for providing plan implementation oversight, support and follow-up?
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

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

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

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	Reading PD.			
Principals	Through MTSS/reading school leadership team meetings/collabor ation	Minimum of Quarterly	Principals and reading coach with face to face reading leadership team meetings	Minimum of Quarterly
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
	Implen	nentation and Progress-monito	oring	
lving steps are in place ons 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?	
em IdentificationConcerns are communicated during the schoolem Analysislevel MTSS/Reading leadership team meetings.developmentPrincipals will communicate concerns with grademplementationlevel groups, or individual teachers with concernsevaluationwith specific classrooms.		Services) is a member of each school's leadership team, thi will give the district opportunity to provide plan		
	School administrators, reading coach lving steps are in place ons based on data?	MTSS/reading school leadership team meetings/collabor ation School administrators, reading coach ssistant principals, reading coaches to faculty in faculty meetings, PLCS, Reading PD. Implem lving steps are in place ons based on data? timplemented in a sy based on data to me ation Concerns are commistion level MTSS/Reading Principals will commistion level groups, or indition	MTSS/reading school leadership team meetings/collabor ation Minimum of Quarterly School administrators, reading coach By principals, assistant principals, reading coaches to faculty in faculty meetings, PLCS, Reading PD. Minimum of Quarterly Implementation and Progress-monitor November 2000 November 2000 Ving steps are in place ons 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? ation Concerns are communicated during the school level MTSS/Reading leadership team meetings. Principals will communicate concerns with grade	MTSS/reading school leadership team meetings/collabor ation with face to face reading leadership team meetings School administrators, reading coach By principals, assistant principals, reading coaches to faculty in faculty meetings, PLCS, Reading PD. Minimum of Quarterly assistant principals, reading coaches to faculty in faculty meetings, PLCS, Reading PD. Principals and reading coach with face to face reading leadership team meetings Ving steps are in place ons 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 pro oversight, support and follow-to services) is a member of each s will give the district (the Director Services) is a member of each s will give the district opp implementation oversight, sup

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		Director of Teaching and Learning Services	Director of Teaching and Learning Services

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

	(June 11, 2020 at		teachers. This is done			
	LHS and June 17,		in an email, phone call			
	2020 at LES).		or face to face			
	They will		meeting.			
	continued to be		Observations are			
	communicated		recorded in the			
	at leadership		district's teacher			
	team meetings.		evaluation system,			
			iObservation.			
Establishing of model	These	Principals conduct	Principals collaborate	Director of Teaching and	Director of Teaching	and
classrooms within the	requirements	walkthroughs/	with the Director of	Learning Services	Learning Services	
school	were	classroom observations.	Teaching and Learning			
	communicated	Principals collaborate	Services in			
	to principals in a	with reading coach and	establishing model			
	Comprehensive	the model classroom	classrooms within the			
	Evidence Based	teacher to establish	school. This is done in			
	Reading Plan	model classrooms.	an email, phone call or			
	meeting held		face to face meeting.			
	(June 11, 2020 at					
	LHS and June 17,					
	2020 at LES).					
	They will					
	continued to be					
	communicated					
	at leadership					
	team meetings.					
Providing teachers with	These	Principals create the	Principals report a	Director of Teaching and	Director of Teaching	and
time weekly to meet	requirements	master schedules at the	master schedule to	Learning Services	Learning Services	
together for professional	were	school level providing	the district before the			
development including	communicated	opportunity for teachers	school year begins by			
lesson study and PLCs	to principals in a	to collaborate with one	a digital format.			
	Comprehensive	another. Principals				
	Evidence Based	participate/visit teacher				
	Reading Plan	PLCs.				
	meeting held					
	(June 11, 2020 at					
	LHS and June 17,					
	2020 at LES).					
	They will					
	continued to be					
	continueu to be			1		

communicated		
at leadership		
team meetings.		

Instruction

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

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

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

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 \Box No \boxtimes 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 oxtimes No \Box

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
 Satilitate study groups
- 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

How are these requirements being communicated to principals?	How are coaches recording their time and tasks? Coaches are	Who at the district level is monitoring this? Director of	How often is the data being reviewed? Minimum of	What problem-solving steps are in place for making decisions based on the data? Problem Identification
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.	logging their time and task spent on their daily calendars.	Teaching and Learning Services	Quarterly	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, Instructi	on, and Assessment Decis	ion Tree			
evel(s): <i>Kindergarten</i>					
 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 					
TIER 1 Only					
 provides print rich, systematic, incorporates writing in respons includes accommodations (IEP, incorporates the principles of U 	scaffolded, and differentiated instruc e to reading ESOL or 504) Iniversal Design for Learning	ction			
	Core Curriculum				
Please indicate your core curriculum and	how its use by the students served is sup evidence, or promising evidence.	oported by strong evidence, moderate			
during small group instruction, Reciprocal To curriculum. This core curriculum is supporte passage rate of kindergarteners. Success For All – strong - <u>Evidence for ESSA</u>	eaching and multisensory activities are u ed with strong evidence based on iReady	sed in the delivery of the core			
	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	at or above 80 percent with growth to 100 percent	at or below 79 percent with lack of growth toward mastery			
iReady diagnostic – 3 times per year	D1 - August - September ≥342 D2 - December ≥366 D3 - May ≥392	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	grade level and individual levels are	struction? ions, assessment data from both ed data chats with reading coach at e used to identify problems.			
	Evel(s): Kindergarten Student meets the following criteria - iReady scale score of 342 or - 497 or higher on FLKRS Initial instruction: - is standards-aligned - builds background and content - provides print rich, systematic, - incorporates writing in respons - includes accommodations (IEP, - incorporates the principles of U - includes specially designed inst Please indicate your core curriculum and The core curriculum used for kindergarten i during small group instruction, Reciprocal T curriculum. This core curriculum is supporter passage rate of kindergarteners. Success For All – strong - Evidence for ESSA Saxon Phonics – strong - Saxon Phonics and Assessment & Frequency Educational Software for Guiding Instruction (ESGI) – minimal of 2 times per quarter iReady diagnostic – 3 times per year How is the effectiveness of Tier 1 instruction being monitored? Classroom walkthroughs, observations, assessment data from both ESGI, and iReady diagnostics,	Student meets the following criteria at beginning of school year: iReady scale score of 342 or higher on with a minimal percent - 497 or higher on FLKRS TIER 1 Only Initial instruction: is standards-aligned builds background and content knowledge, motivation provides print rich, systematic, scaffolded, and differentiated instruct 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 sugevidence, or promising evidence. The core curriculum used for kindergarten is Success for All Kinder Corner and Saxor during small group instruction, Reciprocal Teaching and multisensory activities are u curriculum. This core curriculum is supported with strong evidence based on iReady passage rate of kindergarteners. Success For All – strong - <u>Evidence for ESSA</u> Saxon Phonics – strong - <u>Saxon Phonics and Spelling Meets ESSA Criteria</u> Educational Software for Guiding Instruction (ESGI) – minimal of 2 times per quarter iReady diagnostic – 3 times per year How is the effectiveness of Tier 1 instruction being monitored? Classroom walkthroughs, observations, assessment data from both ESGI, and iReady diagnostics, share SGI, and iReady diagnostic			

	-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 an effective tool for the Tier 1 curriculum.
Students who receive distance learning platform for instruction as well as Zoom	ts who receive instruction through distance learning? will have a modified instruction plan using Google classroom as the n, Kahn Academy, iReady and online ReadWorks for students who have ot have internet access, work packets, FaceTime, and phone calls are nts.

IF:	Student meets the following criteria a - iReady scale score between 34 - between 438 and 496 on FLKF					
THEN:	TIER 1 ir					
1 instruction and TIER 2 interventions	Interventions: are standards-aligned address gaps and reduce barrier. provide systematic, explicit, and are matched to the needs of the provide multiple opportunities to occurs during time allotted in ad includes accommodations (IEP, E TIER 2 Programs/Materials/Strategies & Duration	interactive small students practice the tar dition to core ins	group instruction t geted skill(s) and re truction	argeting foundation	al/barrier skills Performance Criteria that would prompt addition of Tier 3 interventions	
TIER 1	Great Leaps	-Great Leaps assessment charts – with each lesson	Consistently passing lessons with <u><</u> one error per	Inconsistently passing lessons with <u><</u> one error per lesson after	Not passing lessons with <u><</u> one error per lesson after	Commented [SC1]: Please indicate level of evidence and cite where it was found.
	Phonics Instruction, Repeated Reading Program, Individualized		lesson	three attempts		

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Instruction Moderate Evidence – John Hattie Effect Size 3-12 minutes per lesson	-ESGI assessed triweekly- minimal -iReady Diagnostic Three times per year	Accelerated growth as documented with ESGI and/or -August - September D1 ≥342 -December D2 ≥ 366 and making at or above 50% of typical growth -May D3 ≥ 392 and making 100% typical growth	Growth as documented with ESGI and/or -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	three attempts Lack of growth documented with ESGI and/or -August − September D1 scale score ≤332 -December D2 scale score ≤353 and making below S0% of typical growth -May D3 ≤ 374 and making less than 100% typical growth
iReady Promising - <u>iReady</u> 45 minutes per week	-iReady lesson at grade level passed with 80% accuracy -ESGI assessed tri- weekly- minimal -iReady	Consistently passing lessons at grade level with 80% accuracy per lesson Accelerated growth as documented with ESGI and/or -August -	Inconsistently passing lessons at grade level with 80% accuracy per lesson Growth as documented with ESGI and/or -August –	Not passing lessons at grade level with 80% accuracy per lesson Lack of growth documented with ESGI and/or -August –
	Diagnostic Three times per year	September D1 ≥342 -December D2 ≥ 366 and making at or above 50% of typical growth -May D3 ≥ 392 and making 100% typical growth	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	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

-Sequential Phonics review	passing review lesson with	Inconsistently passing lessons with 90% or	Not passing review lessons with 90% or	Commented [SC2]: Please indicate level of evidence cite where it was found.
lesson after every 5 lessons	90% or higher	higher	higher	
-ESGI assessed triweekly - minimal	Accelerated growth as documented with ESGI	Growth as documented wit ESGI	Lack of growth documented with ESGI	
	and/or	and/or	and/or	
-iReady Diagnostic Three times per year	-August - September D1 ≥342 -December D2 ≥ 366 and making at or above 50% of typical growth -May D3 ≥ 392 and making 100% typical growth	353 and making below 50% of typical growth -May D3 between 392 an	50% of typical growth -May D3 <u><</u> 374	
3-5 times per week, depending on area of need			10-15 minutes per session, depending on area of need	
htify and solve p th core curriculu tored through dat	um and instructio ta chats, iReady dat	n? ta, standards based	report cards, and	
t	Phonics review lesson after every 5 lessons -ESGI assessed triweekly - minimal -iReady Diagnostic Three times per year 3-5 times per week, depending on area of need the core curricule cored through data	Phonics passing review review lesson with lesson after 90% or higher every 5 lesson with lessons - -ESGI Accelerated assessed growth as triweekly - minimal with ESGI and/or -iReady -August - Diagnostic September Three times D1 ≥342 per year -December D2 ≥ 366 and making at or above 50% of typical growth -May D3 ≥ 392 and making 100% typical growth stypical growth Intervention sest 3-5 times per Number of minu week, depending on area of need tify and solve problems to impro th core curriculum and instruction cored through data chats, iReady data	Phonics review passing review lesson with 90% or higher passing lessons with 90% or higher -ESGI assessed triweekly - minimal Accelerated growth as documented with ESGI Growth as documented with ESGI -iReady Diagnostic Three times per year -August - September D1 ≥342 -August - September D1 scale score 2 ≥ 366 and making at or above 50% of typical growth -May D3 below 50% of typical growth Joal and/or -May D3 between 326 and making 100% 3-5 times per week, depending on area of need Number of minutes per intervention session	Phonics review passing review passing lessons review lessons lesson after every 5 90% or higher passing lessons review lessons -ESGI assessed triweekly - minimal Accelerated growth as documented with ESGI Growth as documented with ESGI Lack of growth documented with ESGI -iReady Diagnostic Three times per year -August - September D1 ≥342 -August - September D1 scale score -August - September D1 scale score -August - September D1 scale score > 366 and trypical growth -May D3 ≥ 392 and making 100% between 366 and 353 and making below 50% of typical growth -May D3 below 50% of typical growth ≤ 353 and making 100% 3-5 times per week, depending on area of need Number of minutes per intervention session 10-15 minutes per session, depending on area of need

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 criter - iReady scale score < 376, v				
THEN:	TIER 1 instruction, T	IER 2 intervention	ns, and TIER 3 intensive in	iterventions	
tions	• additional time allotted is in	struction or 504) itoring than TIER 1 ins	struction and TIER 2 interventi uction and tier 2 interventions		
erver	TIER 3 Programs/Materials/Strategies & Duration	Accessment 8	TIER 3 Progress Monitoria	-	
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria the would prompt changes t Tier 3 interventions	
ER 3 Inte	Lalilo Phonics instructions, feedback, intervention for students with	Each Lalilo lesson	Consistently scoring 80% or higher on each lesson	Lack of 80% passage rat on activities	Commented [SC3]: General comment: Each program materiall, or strategy must be evidence-based and documented on the decision trees (please include level a
	learning needs Moderate Evidence – John Hattie	DIBLES – Progress	August – October LNF per minute >6	August – October LNF per minute <6	cite).
ons, an	Effect Size	Monitoring monthly	November – January LNF per minute <u>></u> 27	November – January LNF per minute <27	
erventio	3 lessons per week		PSF per minute <u>></u> 28 NWF-CLS per minute <u>></u> 15 WUF per minute <u>></u> 1	PSF per minute <28 NWF-CLS per minute <1 WUF per minute <1	15
inte			February – May LNF per minute >42	February – May LNF per minute <42	
ı, TIER 2			NWF-CLS per minute <u>></u> 35 WUF per minute <u>></u> 24	NWF-CLS per minute <3 NWF-WRC <1 WUF per minute <24	
uction			and /or	and/or	
TIEK 1 Instr		iReady Diagnostic three times per year	-August – September D1 scale score between 342 -December D2 scale score between 366 and 353 and	Lack of growth on iRead diagnostic	iy
			making below 50% of typical growth -May D3 between 392 and 374 and making less than 100% typical growth		

Decodable Phonics Readers – Repeated Reading - Moderate Evidence – <u>John Hattie Effect Size</u>	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	August – October LNF per minute ≥6 November – January LNF per minute ≥27 PSF per minute ≥28 NWF-CLS per minute ≥15 WUF per minute ≥1 February – May LNF per minute ≥42 NWF-CLS per minute ≥35 WUF per minute ≥24	August – October LNF per minute <6 November – January LNF per minute <27 PSF per minute <28 NWF-CLS per minute <15 WUF per minute <1 February – May LNF per minute <42 NWF-CLS per minute <35 NWF-WRC <1 WUF per minute <24
	iReady Diagnostic three times per year	and/or -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	and/or Lack of growth on iReady diagnostic
Mulitsensory Reading Activities ie Reading First games, Cards, Premade Games and Teacher made games In accordance to 6A-6.053 multisensory activities are an appropriate intervention.	DIBELS – Progress Monitoring monthly	August – October LNF per minute ≥6 November – January LNF per minute ≥27 PSF per minute ≥28 NWF-CLS per minute ≥15 WUF per minute ≥1 February – May LNF per minute ≥42 NWF-CLS per minute ≥35 WUF per minute ≥24	August – October LNF per minute <6 November – January LNF per minute <27 PSF per minute <28 NWF-CLS per minute <15 WUF per minute <1 February – May LNF per minute <42 NWF-CLS per minute <35 NWF-WRC <1 WUF per minute <24
	iReady Diagnostic	and/or -August – September D1 scale score between 342	and/or Lack of growth on iReady diagnostic

	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 p Tier 3 interventions are provided			the reading endorsemen
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
	ent with core curriculu		
The effectiveness of Tier 3 is being ESGI data. Tier 3 lesson plans and Explain how the use of the progra	ent with core curriculu g monitored through dat I instruction are reviewed	am and instruction? a chats, iReady data, standard d for alignment with core curri	is based report cards, and iculum and instruction.
ESGI data. Tier 3 lesson plans and Explain how the use of the progra or promising evidence. The materials, strategies and program based report cards and the passage ra iReady - <u>Research Support for Read</u>	ent with core curriculu g monitored through dat d instruction are reviewed ams/materials/strategie ns are supported with stron ate of kindergarteners. dy and ESSA, Promising	a chats, iReady data, standard d for alignment with core curri s is supported by strong evide g evidence based on iReady data, g - <u>iReady</u>	Is based report cards, and iculum and instruction. ence, moderate evidence, ESGI assessments, standard
The effectiveness of Tier 3 is being ESGI data. Tier 3 lesson plans and Explain how the use of the progra or promising evidence. The materials, strategies and program based report cards and the passage re-	ent with core curriculu g monitored through dat d instruction are reviewed ams/materials/strategie ns are supported with stron ate of kindergarteners. dy and ESSA, Promising cies – In accordance to	a chats, iReady data, standard d for alignment with core curri s is supported by strong evide g evidence based on iReady data, g - <u>iReady</u>	Is based report cards, and iculum and instruction. ence, moderate evidence, ESGI assessments, standard

	Curriculum, Instruction, and Assessment Decision Tree					
Grade Le	Grade Level(s): First Grade					
IF:	Student meets the following criteria at beginning of school year: - iReady scale score of 394 or higher on with a minimal percentile ranking of 40					
THEN:	TIER 1 Only					
μ = Ψ	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 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 – <u>Journeys Research</u>

Saxon Phonics – strong -<u>Saxon Phonics and Spelling Meets ESSA Criteria</u> Ready Reading - <u>Research Support for Ready and ESSA</u> **Promising** - <u>iReady</u>

	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 id improve effectiveness of Tier 1 ins Classroom walkthroughs, observati ESGI, and iReady diagnostics, share grade level and individual levels are Procedures to improve effectivenes -Modeled lessons by the reading co effective teacher, -Co-teaching model with reading co teacher, -Time to observe in classrooms of e teachers.	truction? ons, assessment data from both d data chats with reading coach at e used to identify problems. ss of Tier 1 instruction include: bach, or an effective or highly bach or effective or highly effective

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.
Students who receive distance learning platform for instruction as well as Zoom internet access. For students who do no	ts who receive instruction through distance learning? will have a modified instruction plan using Google classroom as the h, Kahn Academy, iReady and online ReadWorks for students who have ot have internet access, work packets that will include printed are used to ensure instruction for all students.

IF:	Student meets the following criteria a - iReady scale score between 3	nd 26.								
THEN:	TIER 1 in									
tions	Interventions: are standards-aligned address gaps and reduce barrier provide systematic, explicit, and are matched to the needs of the provide multiple opportunities to occurs during time allotted in and includes accommodations (IEP, E	interactive small students practice the tar dition to core ins	group instruction t	argeting foundationa	ıl/barrier skills	rrier skills				
rvent	TIER 2 Programs/Materials/Strategies & Duration									
TIER 1 instruction and TIER 2 interventions		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					
tructio	Great Leaps	-Great Leaps assessment	Consistently passing lessons	Inconsistently passing lessons	Not passing lessons with <u><</u>	Commented [SC4]: Please indicate level of evidence and				
rIER 1 ins	Phonics Instruction, Repeated Reading Program, Individualized Instruction Moderate Evidence	charts – with each lesson	with <u><</u> one error per lesson	with <u><</u> one error per lesson	one error per lesson	cite where it was found.				
	– <u>John Hattie Effect Size</u>		and/or	and/or	and/or					
	3-12 minutes per lesson	-ESGI assessed triweekly- minimal	Accelerated growth as documented with ESGI	Growth as documented with ESGI	Lack of growth documented with ESGI					

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

-ESGI assessed triweekly - minimal -iReady Diagnostic three times per year	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	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	-December D2 scale score ≤ 405 and making below 50% of typical growth -May D3 ≤ 424 and making
Diagnostic three times	August – September D1 ≥394 -December D2 ≥ 423 and making at or above 50% of typical growth -May D3 ≥ 450 and making 100%	-August – September D1 between 394 and 376 -December D2 scale score between 423 and 405 and making below 50% of typical growth -May D3	-August - September D1 ≤376 -December D2 scale score ≤ 405 and making below 50% of typical growth -May D3 ≤ 424 and making
Diagnostic three times	September D1 ≥394 -December D2 ≥ 423 and making at or above 50% of typical growth -May D3 ≥ 450 and making 100%	September D1 between 394 and 376 -December D2 scale score between 423 and 405 and making below 50% of typical growth -May D3	September D1 <pre>≤376</pre> -December D2 scale score <pre>≤ 405 and making below 50% of typical growth -May D3 < 424 and making</pre>
		424 and making less than 100% typical growth	typical growth
1		1	
3-5 times per week, depending on area(s) of need		sion	10-20 minutes pe session, depending on area(s) of need
th core curricul tored through da	u m and instructio ta chats, iReady dat	n? ta, Standards based	report cards, and
		-	
	week, depending on area(s) of need htify and solve p th core curricul tored through da ction are reviewe	week, depending on area(s) of need htify and solve problems to impro- th core curriculum and instruction tored through data chats, iReady dat ction are reviewed for alignment with the core curriculum and instruction to are reviewed for alignment with the core curriculum and instruction are reviewed for alignment with the core curriculum and instruction are reviewed for alignment with the core curriculum and instruction are reviewed for alignment with the core curriculum and instruction are reviewed for alignment with the core curriculum and instruction are reviewed for alignment with a subscripts of the curriculum and instruction are reviewed for alignment with a subscripts of the curriculum and instruction are reviewed for alignment with a subscripts of the curriculum and instruction are reviewed for alignment with a subscripts of the curriculum and instruction are reviewed for alignment with a subscripts of the curriculum and instruction are reviewed for alignment with a subscripts of the curriculum and the curriculum and instruction are reviewed for alignment with a subscripts of the curriculum and the curriculum and the curriculum and instruction are reviewed for alignment with a subscripts of the curriculum and the curriculum and the curriculum and the curriculum and the curriculum are curriculum and the curriculum are curriculu	3-5 times per week, Number of minutes per intervention session 3-5 times per week, Number of minutes per intervention session area(s) of need need attify and solve problems to improve effectiveness of the core curriculum and instruction? tored through data chats, iReady data, Standards based of the core curriculum and instruction? tored through data chats, iReady data, Standards based of the core curriculum and instruction? tored through data chats, iReady data, Standards based of the core curriculum and instruction? tored through data chats, iReady data, Standards based of the core curriculum and instruction? tored through data chats, iReady data, Standards based of the core curriculum and instruction? tored through data chats, iReady data, Standards based of the core curriculum and instruction? tored through data chats, iReady data, Standards based of the core curriculum and instruction? tored through data chats, iReady data, Standards based of the core curriculum and instruction? tored through data chats, include the core curriculum and instruction? tored through data chats, include the core curriculum and instruction? tored through data chats, include the core curriculum and instruction? tored through data chats, include the core curriculum and instruction? tored through data chats, include the curriculum and instruction? tored through data chats, include the curric

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							
entions	 small group or one-on-one accommodations (IEP, ESO more frequent progress me additional time allotted is 							
terv	TIER 3 Programs/Materials/Strategies &		TIER 3 Progress Monitoring	9				
itensive Int	Duration	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				
rier 3 h	Lalilo Phonics instructions, feedback, intervention for students with	Each Lalilo lesson	Consistently scoring 80% or higher on each lesson	Lack of 80% passage rate on activities				
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	learning needs Moderate Evidence – <u>John</u> <u>Hattie Effect Size</u> 3 lessons per week	DIBLES – 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 ≥30 ORF words correct per minute ≥13 ORF accuracy per minute ≥35 February – May NWF-CLS per minute ≥35 February – May NWF-CLS per minute ≥50 ORF words correct per minute ≥31 ORF accuracy per minute ≥51 ORF accuracy p	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 <30 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 <50 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 – <u>John Hattie Effect</u> <u>Size</u>	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.
		and/or	and/or
	DIBELS – Progress Monitoring monthly	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 ≥30 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 ≥14	August – October LNF per minute <33 NWF-CLS per minute <19 NWF-WRC <1 WUF per minute >14 November – January NWF-CLS 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-CLS per minute <5
		minute ≥31 ORF accuracy per minute ≥81% WUF per minute ≥38 and/or	ORF words correct per minute <31 ORF accuracy per minute <81% WUF per minute <38 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

Mulitsensory Reading Activities ie. Reading First games, Cards, Premade Games and Teacher made games In accordance to 6A-6.053 multisensory activities are an appropriate intervention.	DIBELS – Progress Monitoring monthly -iReady Diagnostics three times per year	August – October LNF per minute ≤33NWF-CLS per minute ≥19 NWF-WRC ≥1WUF per minute ≥14 November – JanuaryNWF-CLS per minute ≥48NWF-WRC per minute ≥33 ORF words correct per minute ≥13ORF accuracy per minute ≥46% WUF per minute ≥35 February – May NWF-CLS per minute ≥35 February – May NWF-CLS per minute ≥50 ORF words correct per minute ≥31ORF accuracy per minute ≥35 ORF words correct per minute ≥31ORF accuracy per minute ≥32 ORF words correct per minute ≥31ORF accuracy per minute ≥31 ORF accuracy per minute ≥38 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	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 <33 ORF accuracy per minute <50 RF accuracy per minute <35 February – May NWF-CLS per minute <35 ORF words correct per minute <31 ORF accuracy per minute <50 ORF words correct per minute <31 ORF accuracy per minute <38 WUF per minute <38 and/or -Lack of Growth on iReady Diagnostic				
-							
of need 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, and standards based report cards.							
iReady Reading - <u>Research Support fo</u>	<u>r Ready and ESSA</u> Pro	mising - <u>iReady</u>					
Multisensory Reading Activitie	es – In accordance to (6A-6.053 multisensory activ	ities 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 Le	evel(s): Second Grade					
IF:	Student meets the following criteria at beginning of school year: - iReady scale score of 452 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					
rier 1	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.					
F	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					
	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 ≥452 D2 - December ≥479 D3 - May ≥495	D1 - August - September <u><</u> 451 D2 - December <u><</u> 478 D3 - May <u><</u> 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.		
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 in improve effectiveness of Tier 1 cur To improve the effectiveness of Tie maps are reviewed and updated ar instruction is used to meet studen strategies are used along with scaf additional supports with the Tier 1 report cards also are used an effect	rriculum? er 1 curriculum, the curriculum s needed. Differentiated ts' needs and a wide variety of folding students who need curriculum. The standards based
How is instruction modified for student Students who receive distance learning platform for instruction as well as Zoom internet access. For students who do no ReadWorks, FaceTime, and phone calls	will have a modified instruction plan , Kahn Academy, iReady and online I ot have internet access, work packet	using Google classroom as the ReadWorks for students who have s that will include printed

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 in	struction and TIER 2 interventions			
TIER 1 instruction and TIER 2 interventions	 provide systematic, explicit, and are matched to the needs of the 	practice the targeted skill(s) and receive feedback dition to core instruction			
		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	
Great Leaps Phonics Instruction, Repeated Reading Program, Individualized Instruction Moderate Evidence – John Hattie Effect Size	-Great Leaps assessment charts – with each lesson	Consistently passing lessons with ≤ one error per lesson and/or	Inconsistently passing lessons with ≤ one error per lesson and/or	Not passing lessons with ≤ one error per lesson and/or	Commented [SC6]: Please indicate level of evidence and cite where it was found.
3-12 minutes per lesson	-iReady Diagnostic three times per year	-August – September D1 ≥452- December D2 ≥ 479 and making at or above 50% of typical growth -May D3 ≥ 495 and making 100% typical growth	- 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	- August – September D1 ≤430 -December D2 scale score ≤ 454 and making below 50% of typical growth -May D3 ≤ 474 and making less than 100% typical growth	
iReady Promising - <u>iReady</u> 45 minutes per week	-iReady lesson at grade level passed with 80% accuracy -iReady Diagnostic three times per year	Consistently passing lessons at grade level with 80% accuracy per lesson and/or -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	Inconsistently passing lessons at grade level with 80% accuracy per lesson 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	Not passing lessons at grade level with_80% accuracy per lesson and/or -August – September D1 ≤430 -December D2 scale score ≤ 454 and making below 50% of typical growth -May D3 ≤ 474 and making less than 100% typical growth	

			100% typical growth	
Sequential Phonics Moderate Evidence – <u>John Hattie</u> <u>Effect Size</u> 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 lesson with 80% or higher
		and/or	and/or	and/or
	-iReady Diagnostic three times per year	-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	-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	-December D: scale score ≤ 454 and making below 50% of typica growth -May D3 ≤ 47 and making less than 100° typical growth
		typical growth	100% typical growth	
			100% typical	
Number of times a week intervention provided	3-5 times per week depending on area(s) of need	Number of minu	100% typical growth tes per	
-	week depending on area(s) of need tify and solve p th core curricule ored through dat viewed for alignn	Number of minu intervention ses: problems to impro- um and instruction ta chats, iReady data thent with core curr	100% typical growth tes per sion ove effectiveness in? ia, and standards b iculum and instruct	10-15 minutes p session, depending on area(s) of need of Tier 2 ased report cards ion.

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							
ventions		struction and TIER 2 interventi uction and tier 2 interventions TIER 3 Progress Monitoring						
sive Inter	Programs/Materials/Strategies & Duration	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in	Performance Criteria that would prompt changes to Tier 3 interventions				
nd TIER 3 Inte	Lalilo Phonics instructions, feedback, intervention for students with learning needs	Each Lalilo lesson	addition to Tier 1 instruction Consistently scoring 80% or higher on each lesson and/or	Lack of 80% passage rate on activities and/or				
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Moderate Evidence – <u>John</u> <u>Hattie Effect Size</u> 3 lessons per week	DIBLES – Progress Monitoring monthly	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 – 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 – <u>John Hattie Effect</u> <u>Size</u>	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 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 >92% WUF per minute >40 August - 20 August	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 <92% 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 Diagnostics

	Mulitsensory Reading Activities ie Reading First games, Cards, Premade Games and Teacher made games In accordance to 6A-6.053 multisensory activities are an appropriate intervention.	DIBELS – Progress Monitoring monthly	August – October NWF-CLS per minute >52 NWF-VRC >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	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 iReady Diagnostics				
	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, and standards based report cards. 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 and standards based report cards. iReady Reading - <u>Research Support for Ready and ESSA</u> Promising - <u>iReady</u>								
	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, Instructi	on, and Assessment Decis	ion 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 40Fourth Grade- iReady scale score of 517 or higher on with a minimal percentile ranking of 40Fifth 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.					
TIER 1	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 – <u>Saxon Phonics and Spelling Meets ESSA Criteria</u> Ready Reading - <u>Research Support for Ready and ESSA</u> Promising - <u>iReady</u>					
	Progress Monitoring					
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that woul prompt addition of Tier 2 interventions	d		
	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			

				Fifth Grade ≥556 D3 - May Third grade ≥522 Fourth Grade≥539 Fifth Grade ≥562	Fifth Grade <u><</u> 555 D3 - May Third Grade <u><</u> 521 Fourth Grade <u><</u> 538 Fifth Grade <u><</u> 560	
		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? 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.		
		<i>curriculum b</i> The effective monitored th	fectiveness of Tier 1 eing monitored? ness of Tier 1 is being rough data chats, iReady ndards mastery	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.		
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 class platform for instruction as well as Zoom, Kahn Academy, iReady and Achieve for students who access. For students who do not have internet access, work packets that will include printed A FaceTime, and phone calls are used to ensure instruction for all students.				using Google classroom as the e for students who have internet		
IF:	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 25Fourth Grade-iReady scale score between 538 and 517, with a percentile ranking between 39 and 25Fifth Grade-iReady scale score between 543 and 518, with a percentile ranking between 39 and 25					
THEN:	TIER 1 instruction and TIER 2 interventions					
TIER 1 instruction and TIER 2 interventions	Interventions: are standards-aligned address gaps and reduce barriers to students' ability to meet Tier 1 expectations provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills are matched to the needs of the students provide multiple opportunities to practice the targeted skill(s) and receive feedback occurs during time allotted in addition to core instruction includes accommodations (IEP, ESOL or 504) 					
- ·		TIER 2 Progress Monitoring				

TIER 2 Programs/Material s/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
Houghton Mifflin Harcourt Florida Journeys Intervention lessons Strong – <u>Journeys</u> <u>Research</u>	Cold Reads -3 times per quarter -iReady Diagnostic three times per year	Average score above ≥70% and/or D1 - August -September Third grade ≥495 Fourth Grade≥517 Fifth Grade ≥514 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	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 530 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 533 and 515 Fifth Grade between	Average score below 59% and/or D1 - August -September Third grade \leq 4472 Fourth Grade \leq 494 Fifth Grade \leq 516 D2 - December Third grade \leq 490 Fourth Grade \leq 509 Fifth Grade \leq 530 and making less than 50% of typical annual growth D3 - May Third grade \leq 510 Fourth Grade \leq 513 Fifth Grade \leq 538 and making less than 100% of typical annual growth
Leveled Texts 15 – 20 minutes Repeated Reading - Moderate Evidence – <u>John</u> <u>Hattie Effect Size</u>	Running Records -3 times per quarter	August – October 3^{rd} grade - \geq 96% 4^{th} grade - \geq 98% November – January 3^{rd} grade - \geq 99% 4^{th} grade - \geq 99% February – May 3^{rd} grade - \geq 99% 5^{th} grade - \geq 99% 5^{th} grade - \geq 99% 5^{th} grade - \geq 99%	August – October 3 rd grade - between 92 95% 4 th grade - between 92 95% 4 th grade - between 91 and 95% 5 th grade - between 95 and 97% November – January 3 rd grade – between 94 and 97% 4 th grade – between 96 and 97% 5 th grade – between 96 and 98% February – May 3 rd grade – between 97 and 98%	August – October 3^{rd} grade - $\leq 91\%$ 4^{th} grade - $\leq 90\%$ 5^{th} grade - $\leq 94\%$ November – January 3^{rd} grade - $\leq 95\%$ 5^{th} grade - $\leq 95\%$ 5^{th} grade - $\leq 95\%$ February – May 3^{rd} grade - $\leq 96\%$ 4^{th} grade - $\leq 95\%$ 5^{th} grade - $\leq 96\%$ 5^{th} grade - $\leq 96\%$ 5^{th} grade - $\leq 96\%$

-iReady Diagno three times per year		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	4 th grade – between 96 and 97 % 5 th grade – between 97 and 98% 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 538 and 538 and making below 100% of typical annual growth	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 ≤510 Fourth Grade ≤513 Fifth Grade ≤538 and making below 100% of typical annual growth
iReady Lessons 45 minutes per week Promising <u>Research Support</u> for Ready and <u>ESSA</u> Promising <u>iReady</u>	iReady lessons -weekly -iReady diagnostics three times per year	Passage rate average between 80% and 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	Passage rate average above ≥80% 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	Passage rate average below 60% and/or D1 - August -September Third grade ≤4472 Fourth Grade ≤16 D2 - December Third grade ≤490 Fourth Grade≤509 Fifth Grade ≤530 and making below 50% of typical annual growth D3 - May Third 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 - <u>John</u> <u>Hattie Effect Size</u>	-iReady Standards Mastery Assessments -three times per quarter		Average score between 65% and 45% Average score ≥65%		Average score below 45%
			and/or	and/or	and/or
	-I Ready Diagnostics three times per year		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
Number of times a week intervention provided 3-5 times per week depending on areas of need		Number of minutes per in	15-20 minutes depending on areas of need		

	<i>incl</i> The	nat procedures are in place to a luding alignment with core cu e effectiveness of Tier 2 is being m riewed for alignment with core cu						
	pro The	olain how the use of the program omising evidence. e materials, strategies and programs a ody Reading - <u>Research Support for</u>		te. Commented [SC8]: 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, 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							
IF		Student meets the following Third Grade - iReady scale Fourth Grade - iReady scale Fifth Grade - iReady scale						
2 interventions, and TIER 3 H		TIER 1 instruction						
ER		TIER 3 Programs/Materials/Strategies & Duration	Assessement & Frequency	TIER 3 Progress Monitoring 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			
TIER 1 instruction, TI Intensi		Great Leaps Phonics Instruction, Repeated Reading Program, Individualized Instruction Moderate	-Great Leaps assessment charts – with each lesson	Consistently passing lessons with <u><</u> one error per lesson with 3 or less attempts	Not passing lessons with one error per lesson with 3 or less attempts	Commented [SC9]: Please indicate level of evidence and cite where it was found.		
TIER		Evidence – John Hattie Effect		and/or D1 - August -September	and/or			

Size 3-12 minutes	-iReady Diagnostics three times per year	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 521 and 500 Fourth Grade between 538 and 515 Fifth Grade between 561 and 538 and making below 100% of typical annual growth	-Lack of growth on the iReady diagnostics
REWARDS 15-30 minutes <u>REWARDS</u> Strong	-DIBELS Monthly progress monitoring	August – October 3 rd grade - between 92 – 95% 4 th grade - between 91 and 95% 5 th grade - between 95 and 97% November – January 3 rd grade – between 94 and 97% 4 th grade – between 96 and 97% 5 th grade – between 96 and 98% February – May 3 rd grade – between 97 and 98%	Lack of ORF progress made with DIBELS monthly progress monitoring
	-iReady Diagnostics three times per year	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	and/or -Lack of growth on the iReady Diaagnostic

		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	
Mulitsensory 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.	-DIBELS Monthly progress monitoring	August – October 3 rd grade - between 92 – 95% 4 th grade - between 91 and 95% 5 th grade - between 95 and 97% November – January 3 rd grade – between 94 and 97% 4 th grade – between 96 and 97% 5 th grade – between 96 and 98% February – May 3 rd grade – between 97 and 98%	Lack of ORF progress made with DIBELS monthly progress monitoring
	-iReady Diagnostics three times per year	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	and/or Lack of growth on the iReady Diagnostics

			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	Grade Level Cold Read Comprehension Check		Average scoring 60% or higher and/or	Average scoring 59% or lower and/or
strategies and graphic organizers strong - John Hattie Effect Size	Comprehension Check and/or iReady Diagnostics three times per year		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	Lack of growth of the iReady diagnostic Less than 50% of the typical annu growth mad by D Less than 100% of the typical grow
All Tier 3 Interventions must be endorsement. All Tier 3 instruc	• •			e reading
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

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

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

iReady Reading - <u>Research Support for Ready and ESSA</u> Promising - <u>iReady</u>

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 L	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								
TIER 1	Initial instruction: is standards-aligned builds background and content knowledge, motivation provides print rich, systematic, scaffolded, and differentiated instruction incorporates writing in response to reading includes accommodations (IEP, ESOL or 504) incorporates the principles of Universal Design for Learning includes specially designed instruction for students with disabilities Core Curriculum Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.								
	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								

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions			
 Standards Based Benchmark Assessments (3x/year) iReady Diagnostic (3x/year) i-Ready Growth Monitoring (monthly) 	Student is performing at or above grade level grade level				
How is the effectiveness of Tier 1 instruction being monitored? • 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? 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 video chat method (Google Meet – group and/or individual) and/or conversations through phone Instructional materials and tasks are shared through Google Classroom. Paper packets and phone 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							
instruction and TIER 2 interventions	Interventions: are standards-aligned address gaps and reduce barriers to students' ability to meet Tier 1 expectations provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills are matched to the needs of the students provide multiple opportunities to practice the targeted skill(s) and receive feedback occurs during time allotted in addition to core instruction includes accommodations (IEP, ESOL or 504) 							
struc nterv	TIER 2 Programs/Materials/Strategies & Duration		TIER 2 Pro	ogress Monitoring				
TIER 1 in İ	501000	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions			

							-
6-8 th 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 i- Ready lessons and other standards based materials based on students' needs as shown by data. Intervention of students with learning needs -strong <u>John Hattie</u> <u>Differentiated Small Group instruction</u>	i-Rea Grov Monit (moni	, vth oring	Student data shows that student is performing at or above grade level	Student data shows that student is performing below grade level	show stud perfor 2 or grade	nt data vs that ent is ming at more ! levels low	
							-
Number of times a week intervention pro	15	-					
What procedures are in place to ident intervention, including alignment wit The Reading Leadership Team will analyze these students. The types of small group aligned to core curriculum and instruction collaborate with the reading teacher in as student groups.	are ach will						
Explain how the use of the programs/mo or promising evidence. Programs/Materials: iReady Lessons - <u>Research Support for Re</u>	dence,						
Other Standards Based materials The Ma Standards Based-Classrooms							
Strategies: Differentiated Small Teacher Led Group Instruction – strong <u>John Hattie</u> , <u>Small Group Instruction Research</u> ,							
Differentiated Small Group instruction							Commented [SC10]: Please see general comment.
How are Tier 2 interventions modified for Tier 2 Interventions for students who reconnected with the student, additional instr virtual meetings. Student support need is parent.	eive inter uction th	ventio rough	ns through distanc video chat or phon	e learning is modified e methods, individual	by increas	sed r group	

IF:	Student meets the following criteria a At least 3 of the following:						
THEN:	TIER 1 instruction, TIER 2	interv	entions, a	and TIER 3 intensive inter	rventions		
ntions	Immediate, intensive intervention: • extended time • targeted instruction based on stu • small group or one-on-one instru • accommodations (IEP, ESOL, or 5 • more frequent progress monitori • additional time allotted is in add						
ervel	TIER 3 Programs/Materials/Strategies & Duration			TIER 3 Progress Monitoring			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions		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 orDifferentiated Small Teacher Led Group Instruction, interventions for students with learning needs – strong <u>John Hattie</u> , <u>Small Group Instruction Research</u> , <u>Differentiated Small Group instruction</u>	i-Ready Growth Monitoring (monthly)		Student is closing the achievement gap	Student is still not closing the achievement gap		Commented [SC11]: Please see general comment.
	i-Ready individual pathway Promising <u>iReady</u>	i-Ready Growth Monitoring (monthly)					
	All Tier 3 Interventions must be provided endorsement.						
	Number of times a week intervention pro	ovided	3	Number of minutes per inte session	rvention	20	
TIER	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 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. Program/Materials: i-Ready intervention lessons (teacher led one on one or smaller group) Promising <u>iReady</u> i-Ready individual pathway <u>Research Support for Ready and ESSA</u> Promising - <u>iReady</u> Strategy: Individual or Differentiated Small Teacher Led Group Instruction, interventions for students with learning need	ds	
 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 w the parent. 		Commented [SC12]: Please see general comment.

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 scor Study Island data										
THEN:	TIER 1 Only									
1	Initial instruction: is standards-aligned builds background and content knowledge, motivation provides print rich, systematic, scaffolded, and differentiated instruction incorporates writing in response to reading includes accommodations (IEP, ESOL or 504) incorporates the principles of Universal Design for Learning includes specially designed instruction for students with disabilities									
TIER	Core Curriculum Please indicate your core curriculum and how its use by the students served <mark>is supported by strong evidence,</mark> 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 strong - The Marzano Focused, Scientific-Behavioral Evaluation Model for Standards Based-Classrooms									
	Progress Monitoring									

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions				
 Standards Based Benchmark Assessments (3x/year) Study Island (monthly) 	50% or higher60% or higher	Below 50%Below 60%				
How is the effectiveness of Tier 1 instruction being monitored? • 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? • 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.					
Students who receive instruction thro video chat method (Google Meet – gr Instructional materials and tasks are s	udents who receive instruction through distance learning? through distance learning are provided online instruction through a – group and/or individual) and/or conversations through phone calls. re shared through Google Classroom. Paper packets and phone calls					

are available for students without internet access.

IF:	• Student meets the following c on the Standards Based Bench	•	o ,						
THEN:	TIER 1 ir	nstruction an	d TIER 2 interve	ntions					
TIER 2 interventions	Interventions: are standards-aligned address gaps and reduce barriers to students' ability to meet Tier 1 expectations provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills are matched to the needs of the students provide multiple opportunities to practice the targeted skill(s) and receive feedback occurs during time allotted in addition to core instruction includes accommodations (IEP, ESOL or 504)								
1 instruction and TIER	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				
TIER	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%				

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 orDifferentiated Small Teacher Led Group Instruction, interventions for students with learning needs – strong John Hattie, Small Group Instruction Research, Differentiated Small Group instruction	Assessments (3x/year) Study Island (monthly)	consistently above 50% Student preforming at 60% or better on Study Island	consistently below 50% Student is performing below 60%	and 60% and not making adequate gains to close the gap.	Commented [SC13]: Please see general comment.
10 th 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 orDifferentiated Small Teacher Led Group Instruction, interventions for students with learning needs – strong John Hattie, Small Group Instruction Research, Differentiated Small Group instruction	Standards Based Benchmark Assessments (3x/year) Study Island (monthly)	Student is performing consistently above 50% Student preforming at 60% or better on Study Island	Student is performing consistently below 50% Student is performing below 60%	Consistently performing below 50% and 60% and not making adequate gains to close the gap.	Commented [SC14]: Please see general comment.
	L				
Number of times a week intervention pro	ovided 3	Number of minu	tes per intervention s	ession 15	
What procedures are in place to idem intervention, including alignment wit The Reading Leadership Team will analyze these students. The types of small group aligned to core curriculum and instruction collaborate with the reading teacher in as student groups.	of growth of that they are ading coach will				

	Explain how the use of the programs/mate or promising evidence.	erials/strategies is :	supported by strong evidence,	, moderate evidence,	
	Programs/Materials: iReady Lessons - <u>Research Support for Read</u>	<u>dy and ESSA</u> , Pron	nising - <u>iReady</u>		
	Other Standards Based materials Strong - <u>Tl</u> <u>Standards Based-Classrooms</u>	<u>he Marzano Focus</u>	<u>sed, Scientific-Behavioral Ev</u>	aluation Model for	
	Study Island Moderate - ESSA Evidence-Ba	.sed Intervention:Str	<u>udy Island</u>		
	Strategies: Individual or Differentiated Small Teacher L strong <u>John Hattie</u> , <u>Small Group Instruct</u>				Commented [SC15]: Please see general comment.
	How are Tier 2 interventions modified for s Tier 2 Interventions for students who receiv contact with the student, additional instruct virtual meetings. Student support need is en parent.	ive interventions thread in the second se	rough distance learning is mod chat or phone methods, indivi	lified by increased idual or smaller group	
IF:	Student meets the following criteria at At least 3 of the following:	endations		: gap	
THEN:	TIER 1 instruction, TIER 2	interventions, a	and TIER 3 intensive inter	rventions	
ruction, TIER 2 ons, and TIER 3 Interventions		uction 504) ing than TIER 1 instru		15	
TIER 1 instruct interventions, Intensive Inte	TIER 3 Programs/Materials/Strategies & Duration		TIER 3 Progress Monitoring		
TIER inter Inte		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	
	L1	I	·		1

Individual orDifferentiated Small Teacher Led Group Instruction, interventions for students with learning needs – strong <u>John Hattie</u> , <u>Small Group Instruction Research</u> , <u>Differentiated Small Group instruction</u>		/ Island nthly)	Score consistently above 40%	Student is sti closing the achievement		Commented [SC16]: Please see general comment.
All Tier 3 Interventions must be provided endorsement.	l by a tea	cher who i	s certified in reading or has th	e reading		
Number of times a week intervention pr	ovided	3	Number of minutes per inte session	ervention	20	
What procedures are in place to iden intervention, including alignment wit The Reading Leadership Team will analyz these students. The types of small group aligned to core curriculum and instructio will collaborate with the reading teacher student groups.	e data of instruction. If the d	urriculum Tier 3 stud on and mat ata shows	and instruction? ents to measure the growth a erials will be discussed to mak that students are not growing	nd rate of grow e sure that they , the reading co	/ are ach	
Explain how the use of the programs/mo evidence, or promising evidence.	aterials/s	trategies i	s supported by strong evidend	e, moderate		
Programs/Materials (iReady is used in 9 th iReady Individual Pathway iReady Teacher Led Lessons -		n Support f	o <u>r Ready and ESSA</u> , Promisir	ng - <u>iReady</u>		
Other Standards Based materials- strong for Standards Based-Classrooms Study Island Moderate ESSA Evidence-Ba				Evaluation M	odel	
Strategies: Individual or Differentiated Small Teache – strong John Hattie, Small Group Inst		•			needs	Commented [SC17]: Please see general comment.
		<u>escuren</u> , <u>p</u>				Commented [SC17]: Please see general comment.
How are Tier 3 interventions modified for Tier 3 Interventions for students who rec contact with the student, additional instr group virtual meetings. Student support of the parent.	eive inter uction th	ventions tl rough vide	nrough distance learning is mo o chat or phone methods, ind	dified by increativity of the second se	ased er	

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								
	Initial instruction: Initial instruction: Initial instruction: Initial instruction: Is standards-aligned Is 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- strong The Marzano Focused, Scientific-Behavioral Evaluation Model for Standards Based-Classrooms								
R 1									
TIER	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions						
	 Standards Based Benchmark Assessments (3x/year) 	• 60% or higher	• Below 60%						
	How is the effectiveness of Tier 1 instruction being monitored? • 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? • Student data	reading coach and/or mentor teachers. 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 or graduation requirements (ELA)	•	• •	ear: Student has not	met ELA	
THEN:	TIER 1 in	nstruction an	d TIER 2 interve	entions		
	Interventions: are standards-aligned address gaps and reduce barrier provide systematic, explicit, and are matched to the needs of the provide multiple opportunities to occurs during time allotted in and includes accommodations (IEP, E	interactive sma students practice the ta dition to core in	ll group instruction rgeted skill(s) and r	targeting foundationa	Il/barrier skills	
	TIER 2 Programs/Materials/Strategies & Duration		TIER 2 Pro	ogress Monitoring		
nterventions		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	Commented [SC19]: Please see general comment
TIER 1 instruction and TIER 2 interventions	11 th -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. Khan Academy Moderate Evidence - Microteaching/video review of lessons, Deliberate practice, Direct instruction, Mastery learning,	Standards Based Benchmark Assessments (3x/year) Khan Academy (monthly)	Student is performing consistently above 50% Student preforming at 60% or better on Khan Academy	Student is performing consistently below 50% Student is performing below 60% on Khan Academy	Consistently performing below 50% on BA and 60% on Khan Academy and not making adequate gains to close the gap.	
	Technology in other subjects, Practice testing <u>John Hattie</u> <u>Effect Size</u> 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 Kahn Academy PSAT practice Demonstrates rationale <u>– KHAN</u> research ACT Practice	ACT practi test 1/wee	ice s	Consistently score 60% and above	Consistently score below 60%	Consis score b 50%		Commented [SC20]: Please see general comment.
	ļ						
Number of times a week intervention pr	ovided	3	Number of minu	tes per intervention se	ession	15	
The Reading Leadership Team will analyz these students. The types of small group aligned to core curriculum and instructio collaborate with the reading teacher in a student groups. Explain how the use of the programs/me or promising evidence. Programs/Materials:	instruction n. If the da ssist in less	n and ata sho son pl	materials will be di ows that students a anning and delivery	scussed to make sure are not growing, the re y of appropriate lessor	that they ading co is for the	/ are ach will	
Other Standards Based material: strong <u>Standards Based-Classrooms</u>	The Marza	ano F	ocused, Scientific	-Behavioral Evaluation	on Mod	<u>el for</u>	
Khan Academy – Moderate Evidence - instruction, Mastery learning, Techno		-					
Strategies: Individual or Differentiated Small Teache strong <u>John Hattie</u> , <u>Small Group Instru</u>			-		earning r	needs –	Commented [SC21]: Please see general comment.
How are Tier 2 interventions modified for Tier 2 Interventions for students who rec contact with the student, additional instr virtual meetings. Student support need is parent.	sed er group						

	 at least 2 grade levels below failing 1 or more classes teacher concerns or recomm not making adequate growth 			toring assessments to close	gap		
	TIER 1 instruction, TIER	2 interve	ntions, a	and TIER 3 intensive inte	rventions		
	Immediate, intensive intervention: extended time targeted instruction based on strustion small group or one-on-one instrustion accommodations (IEP, ESOL, or 5) more frequent progress monitor additional time allotted is in additional time additional time allotted is in additional time allotted is in additional time additional time additional time allotted is in additional time additionadditional time additional time additional time a	iction 04) ing than T	IER 1 instr		s		
	TIER 3 Programs/Materials/Strategies & Duration			TIER 3 Progress Monitoring			
	bullion		ment & uency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance that would changes to intervent	prompt Tier 3	
	Differentiated Individual / smaller teacher led group instruction Individual or Differentiated Small Teacher Led Group Instruction, interventions for students with learning needs – strong <u>John Hattie</u> , <u>Small Group Instruction Research</u> ,		ce tests eekly	Score consistently above 50% and shows that they are closing the achievement gap	Student is st closing the achievement		
-	Differentiated Small Group instruction						Commented [SC22]: Please see general comm
	All Tier 3 Interventions must be provided endorsement.	l by a tead	her who i	s certified in reading or has th	e reading		
	Number of times a week intervention pr	ovided	3	Number of minutes per inte session blems to improve effectiver	rvention	20	

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 - <u>The Marzano Focused, Scientific-Behavioral Evaluation Model</u> <u>for Standards Based-Classrooms</u>	
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	Commented [SC23]: Please see general comment.
	Commented [SC24]: Remember to state level.
How are Tier 3 interventions modified for students who receive interventions through distance learning?	1
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	