

2021-24 American Rescue Plan

Elementary and Secondary School Emergency Relief Fund

Local Educational Agency ARP ESSER Plan,

Application and Assurances

**HOLMES 30**

**Purpose**

Florida must subgrant not less than 90 percent of its total ARP ESSER allocation to local educational agencies (LEAs) (including charter schools that are LEAs) to help meet a wide range of needs arising from the coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students’ social, emotional, mental health, and academic needs resulting from the pandemic. The State must allocate these funds to LEAs on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in fiscal year (FY) 2020.

The purpose of this document is to guide districts to plan for the continued implementation of reopening and recovery through the utilization of the 2021-24 ARP ESSER and to assure federal requirements are met. Florida utilized the 2020-21 District Reopening Plan and the Spring 2021 Education Plan to respond to and mitigate the impact of the emergency and to promote the health, safety, and welfare of persons connected with Florida’s educational system.

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students’ academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this document, districts will describe how they will support the development of high-quality plans for the use of ARP ESSER funds to achieve these objectives for the following student groups: students from low-income families, from each racial or ethnic background, by gender, English Language Learners, students with disabilities, experiencing homelessness, in foster care, migratory students and other student groups.

**Directions**

Districts shall submit its ARP ESSER application to the Office of Grants Management via ShareFile **on or before November 12, 2021**. ShareFile access has been established for the ARP ESSER Lump Sum program for each LEA. The complete application shall include:

* LEA ARP ESSER Plan, Application and Assurances utilizing this template;
* DOE 100A Project Application Form; and
* DOE 101 Budget Narrative Form.

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The requirements of the Interim Final Rule are summarized in Appendix A. Each LEA shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department. Updated plans must comply with state law, including any applicable executive order, any agency emergency action, or any agency regulation or rule. No later than 60 days from receipt of its DOE 200, Project Award Notice, each LEA shall email its updated final plan to [recoveryplan@fldoe.org](mailto:recoveryplan@fldoe.org). The subject line of the email must include district name and Plan for the Safe Return of In-person Instruction. Upon the Department’s approval, the LEA shall post this plan on the LEA’s website within 90 days of the award.

**Part I: Implementation Plan**

**The LEA will submit an implementation plan, outlining planned activities for each of the following uses of funds under section 2001(e) of the ARP Act. The description must be adequate to ascertain that the proposed use of funds is necessary to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.**

**Activities should be numbered consecutively. If the LEA does not plan any activities for one or more authorized uses, please indicate that there are no planned activities. School district LEAs shall include the activities identified for charter schools within the LEA, aggregated at the district/LEA level.**

**Activity 1**: **Addressing Learning Loss (at least 20% of total allocation).** Of the total amount allocated to an LEA, the LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

1. To address learning loss due to the COVID 19 pandemic and to ensure that all students are given adequate support to meet and exceed the new B.E.S.T. ELA and mathematics standards our district will purchase a math series that is state adopted and has a focus on interventions that are evidenced based to support Tier 2 and Tier 3 students. We will also purchase a phonics program for our K-2 grade students to supplement and support the state adopted ELA program that we have in our schools.
2. The LEA will provide support for all Tier 3 students during the summer for up to 6 six weeks to continue the evidence-based ELA/Reading and Math support that they have been receiving during the school year. This ongoing support will help to move Tier 3 students back to Tier 2 or grade level and will provide continuous support so that they do not regress during the summer months. Summer school will be offered at 4 sites in the district and all students may attend to recover credits or receive interventions to address learning loss due to the pandemic. The district will hire highly effective or Effective rated teachers to work during the summer school programs.
3. On-line software subscriptions including Edmentum, I-Ready, Branching Minds, FOCUS assessment, will be purchased to provide supplemental interventions for students in ELA and Math.
4. Professional development stipends will be paid to teachers that participate in training for the new B.E.S.T. Math standards, new math curriculum, and MTSS.
5. To support the MTSS process and address learning loss and the growing number of Tier 3 students, the district will hire an MTSS coordinator to coordinate MTSS meetings, documentation, implementation of interventions and paraprofessionals to assist teachers with small group instruction for students in Tier 1 or 2.

**Activity 2** (**A**) **Any activity authorized by the Elementary and Secondary Education Act of 1965.**

1. Safe environments for learning have never been more important that they are today. Holmes District Schools will utilize ARP funding to increase the safety of our schools through the following ways. Also, the District will increase communication by adding bus and portable radios that are linked directly to the responding District staff and to the County Dispatch Center (PSAP). By increasing communication between the schools and response agencies, the District will reduce response time and decrease opportunities for those trying to enter areas without permission.
2. To increase safe environments and response to emergencies the district wants to prepare for post Covid conditions of increased cardiac problems for students and staff, the district will purchase additional AEDs, pediatric electrode pads, and mounts for all schools to have additional AEDs in multiple locations on campuses and buses for athletics at away games.
3. To support early learning in our district, professional development for VPK lead aides in evidence-based strategies that enhance student learning in early emergent literacy and math is a must. The professional development for these aides provides them with the skills and resources they need to help build a strong foundation for our VPK students to begin kindergarten.

**Activity 2** (B) **Any activity authorized by the Individuals with Disabilities Education Act.**

[Begin text here.]

**Activity 2** (C) **Any activity authorized by the Adult Education and Family Literacy Act.**

[Begin text here.]

**Activity 2** (D) **Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.**

1. The district will purchase software license agreements for CTE classrooms.

**Activity 2** (E) **Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.**

[Begin text here.]

**Activity 2** (F) **Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.**

[Begin text here.]

**Activity 2** (G) **Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.**

[Begin text here.]

**Activity 2** (H) **Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.**

[Begin text here.]

**Activity 2** (I) **Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.**

[Begin text here.]

**Activity 2** **(J**) **Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State,**

**and local requirements.**

1. Hire adjunct teachers to provide virtual courses and pay FLVS franchise fees for students electing to take virtual courses and not return to brick-and-mortar classrooms.
2. Purchase an enhanced communications platform, Blackboard communications, Blackboard Integrated App, FOCUS App to improve student and parent communication during closures.

**Activity 2(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.**

1. Purchase Microsoft Office 365 License so that Faculty, Staff, and Students will have access to software and email needed for instruction.
2. Provide educational/instructional technology for distance learning with Canvas, FLVS course content in grade 6-12 and the use of Touch Panels in our core academic courses on campus to enhance our students educational experience and keep them actively engaged in their learning.
3. Additional laptops will be purchased to provide devices for new students and to replace broken and obsolete student devices.  We will purchase charging carts for each elementary classroom so that student devices can be locked and secured overnight while efficiently providing charging capability.

**Activity 2(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.**

1. As part of the Holmes District School’s response to COVID, an additional full-time counselor was added. This position was paramount in providing increased mental health services to an already under served population. Utilizing ARP funding, Holmes District Schools will continue to fund the additional counselor. The counselor will reduce the student to mental health staff ratio and provide much needed support to our students. All schools in Holmes County are Title 1 schools. Holmes District Schools will continue to fund the increased mental health position by 1 FTE, using ARP funding. The position added will be a Licensed Mental Health Counselor, Licensed Clinical Social Worker, Certified School Counselor, or a registered intern in the previous fields. This will allow the District to increase services to our students and reduce the student to mental health staff ratio. The increased staffing will allow for mental health staff to participate in more therapeutic activities, in many settings. All school sites will have access to mental health staff, as well as students who receive virtual instruction. Students in Holmes District schools have their own laptop computers and access to wireless hotspots for mental health services. Students that are unable to utilize technology options will be given the opportunity to access mental health services at a school site. In the event that a student cannot access mental health services on-site or via telehealth, the District will review the need for home based mental health services. Home based services will be delivered unless the home is determined to be unsafe. If the home is determined to be unsafe, the District will make efforts to resolve any safety concerns to eliminate barriers to treatment. Increased staffing will allow more students to receive services in the school, therefore increasing time in class and reducing learning loss opportunities. Holmes District School Board will use the Multi-Tiered System of Support (MTSS) model to implement Mental Health Services in our District Schools. All students will receive Tier I prevention and awareness training. By a reduction in the staff to student ratio, more students will have availability to Tier II and III services.

**Activity 2(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.**

**Activity 2(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—**

**(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students’ academic progress and assist educators in meeting students’ academic needs, including through differentiating instruction;**

**(ii) implementing evidence-based activities to meet the comprehensive needs of students;**

**(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and**

**(iv) tracking student attendance and improving student engagement in distance education.**

1. The district hired a Truancy Director with ESSER II funds. That activity will be continued using ARP funds. The truancy director will continue to coordinate the efforts of schools in locating unaccounted students and contacting students that are truant. The director will work with guidance counselors and school administrators to identify unaccounted students and truant students based on attendance data and withdrawal codes within the student information system. Once the students are identified the school staff will attempt to contact the parents and student and determine if they still reside at the address in our student information system or in the district. The truancy director will make phone calls, home visits, and set up meetings to remove any barriers that are keeping the student from attending school. The director will assist with getting the student back to school and will monitor the student’s attendance to ensure the student does not become truant. If needed the district will implement the truancy procedures that are established for Holmes school district. Once all the truancy procedure steps have been taken the case will be referred to the local county judge for a truancy hearing if needed.
2. Because of COVID 19, Holmes District Schools has seen an increase in truant students. During the 2020-2021 school year attendance rates across the district were at 90.5%. This was a reduction of 4% from the previous school year. To combat the increased truancy issues, Holmes District Schools will utilize ARP funds to contract for increased School Resource Officer coverage. The increased coverage will allow school staff and SROs to expand their use of home visits and support actions that increase school attendance. According to data supplied by the Department of Education, chronically absent students are more likely to drop out of school. High School dropouts are more like to experience poverty, diminished health, and involvement in the criminal justice system. Holmes District Schools will add an SRO position to assist in combating chronic truancy issues. The additional SRO will be utilized to increase coverage at schools to allow for additional home visits and efforts to increase attendance. They will work in conjunction with school attendance staff and the District Truancy Director to reduce barriers to attendance.

**Activity 2(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**

1. Due to COVID 19 being easily transmitted through the air and the need to reduce student exposure to environmental health hazards, the LEA will use ARP funds to repair the leaking roof of three schools in the district, Holmes County High School, Ponce de Leon High School and Poplar Springs High School to improve air quality.

**Activity 2(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.**

1. Due to COVID 19 being easily transmitted through the air and the need to reduce student exposure to environmental health hazards and increase purified air inside, the LEA will use ARP funds to inspect and upgrade HVAC systems to increase the amount of outside air being used in the system at two schools in the district, Holmes County High School and Ponce de Leon High School.

**Activity 2(Q) Developing strategies and implementing public health protocols including, to the greatest extent possible and not inconsistent with state law, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.**

[Begin text here.]

**Activity 2(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.**

1. In response to COVID 19 and the school closures in the spring of 2020, the district used finds from the CARES ACT to purchase hardware and software for distance learning. During the last year and a half the hardware has been used and needs to be replaced. In order to purchase more hardware the district needs to conduct a technology needs assessment study to enable the district to plan for purchasing additional needed technology.
2. Replace existing teacher and staff desktop computers to ensure that they are up to current technology standards and capable of running Windows 11 once Windows 10 reaches its end-of-support date.
3. Upgrade and replace network components necessary to maintain the network which provides internet and data transmission for all students and employees.
4. Hire a District Secretary to assist with COVID related paperwork.
5. Provide returning staff including non-instructional staff, assistant principals, guidance counselors, social workers, licensed mental health counselors, curriculum coordinators, with a COVID stipend to offset expenses incurred related directly to COVID and to encourage retention.

**Activity 2 (S) Administration. LEAs may take reasonable and necessary administrative costs, to include direct and indirect costs. Indirect costs may be taken up to the negotiated, unrestricted indirect cost rate. However, to ensure that the total administrative costs are reasonable, the total direct and indirect costs may not exceed five percent (5%) of the LEA’s total award.**

1. Indirect costs
2. Subscription for services in CARESNet provided by Dr. Cheryl Sattler which includes technical assistance, quarterly meetings, phone and email support for district coordinators and directors as they implement the three existing COVID-19 funding packages that have been announced as of March 31, 2021, and any additional packages that may be passed by the US Congress in the future. The goal of CARESNet is to work together to collectively solve problems, to streamline management and reporting, and advocate with the Florida Department of Education to address problems; and to share best practices information.

**Part II: Ensuring Effectiveness of Interventions**

**Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.** **In your response, please include a description of interventions and strategies that are aligned to the LEA’s data (disaggregated by subgroup), and describe how the LEA will measure the effectiveness of the selected interventions.**

We are using the following progress monitoring programs to determine who and what interventions to use:  i-Ready and Exact Path.  Both programs create a learning path for our students.  Students who fall within Tiers 1 and 2 are using additional interventions based on their decision tree placement on progress monitoring.  In grades K-1 theses interventions include Sound Partners and Tyner small groups.  In grade 2-3 these interventions include QuickReads and Tyner small groups.  In grades 4-12 the interventions include Reading Horizons and Hattie's strategies being taught in small groups. See the tables below:

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| **Curriculum, Instruction, and Assessment Decision Tree** | | | |
| **Grade Level(s):** K-5 | | | |
| **IF:** | Student meets the following criteria at beginning of school year:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Tier 1** | | | | | | | **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** | | i-Ready Diagnostic Scale Score – 341 and higher | i-Ready Diagnostic Scale Score – 403 and higher | i-Ready Diagnostic Scale Score – 460 and higher | i-Ready Diagnostic Scale Score – 502 and higher | i-Ready Diagnostic Scale Score – 533 and higher | i-Ready Diagnostic Scale Score – 558 and higher | | STAR Early Literacy/FLKRS Scale Score 435 and above |  |  |  | FSA ELA Score in:  Level 3  Level 4  Level5 | FSA ELA Score in:  Level 3  Level 4  Level5 |   \*Scale Score table 2021 Curriculum Associates  **i-Ready** Diagnostics/Progress Monitoring will be administered: August/September, December/January and April/May  **STAR Early Literacy/FLKRS** swill be administered to Kindergarten in during the first 30 days of school. | | |
| **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.*** | | |
| Wonders Meets criteria- edreports.org - Moderate Evidence <https://www.edreports.org/reports/overview/reading-wonders-2017>  I-Ready Meets criteria- Curriculum Associates - Moderate Evidence [www.CurriculumAssociates.com/i-Ready-Research](http://www.CurriculumAssociates.com/i-Ready-Research) | | |
| ***Progress Monitoring*** | | |
| ***Assessment & Frequency*** | ***Performance Criteria that indicates Tier 1 is sufficient*** | ***Performance Criteria to that would prompt addition of Tier 2 interventions*** |
| **i-Ready**: three times yearly, August/September, January/February and April/May  **STAR Early Literacy/FLKRS**:  Within the first 30 days of school for kindergarten students | K – i-Ready SS 341 or higher;  Star Early Literacy/FLKRS SS 435 or higher  1 – i-Ready SS 403 or higher  2 – i-Ready SS 460 or higher  3 – i-Ready SS 502 or higher  4 – i-Ready SS 533 or higher  5 – i-Ready SS 558 or higher | K – i-Ready SS 340-326;  Star Early Literacy/FLKRS SS 434-496  1 – i-Ready SS 402-373  2 – i-Ready SS 459-420  3 – i-Ready SS 502-463  4 – i-Ready SS 532-495  5 – i-Ready SS 557-521 |
| ***How is the effectiveness of Tier 1 instruction being monitored?***  Principal observations and walk-throughs along with data monitoring. | ***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?***  Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator or an outside agency. | |
| ***How is the effectiveness of Tier 1 curriculum being monitored?***  Through the analysis of progress monitoring data. | ***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?***  Instruction for teachers, provided by the textbook companies, on how to implement the Tier 1 curriculum with fidelity. | |
| ***How is instruction modified for students who receive instruction through distance learning?***  Distance learning Students in grade K-5 will continue learning through the use of Holmes Virtual School. This allows students to work daily, virtually to continue with online curriculum. The HVS Zoom platform allows for small group instruction as if it is being provided during an “in class” setting to ensure that students are being given the support they need in the areas they are weak in. Paper based packets will only be used for household that are not able to access Blackboard Collaborate from home. Phone conferences will be held with these students. | | |

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| **IF:** | Student meets the following criteria at beginning of school year:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Tier 2** | | | | | | | **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** | | i-Ready Diagnostic Scale Score of 341-327 | i-Ready Diagnostic Scale Score of 403-375 | i-Ready Diagnostic Scale Score of 460-421 | i-Ready Diagnostic Scale Score of 502-465 | i-Ready Diagnostic Scale Score of 533-497 | i-Ready Diagnostic Scale Score of 558-523 | | STAR Early Literacy/FLKRS Scale Score 434-380 |  |  |  | FSA ELA Level 2 | FSA ELA  Level 2 |   \*Scale Score table 2021 Curriculum Associates | | | | | | |
| **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 Programs/Materials/Strategies & Duration*** | ***TIER 2 Progress Monitoring*** | | | | | |
| ***Assessment & Frequency*** | | ***Performance Criteria to discontinue Tier 2 intervention*** | ***Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*** | ***Performance Criteria that would prompt addition of Tier 3 interventions*** | |
| I-Ready | **i-Ready**: three times yearly, August/September, January/February and April/May  **STAR Early Literacy/FLKRS**:  Within the first 30 days of school for kindergarten students | | Students score above the cut mark for Tier 2 on the second diagnostic | K- i-Ready SS 371-349  1 – i-Ready SS 424-403  2 – i-Ready SS 489-450  3 – i-Ready SS 522-487  4 – i-Ready SS 548-516  5 – i-Ready SS 570-536 | K – i-Ready SS 348 and below  1 – i-Ready SS 402 and below  2 – i-Ready SS 448 and below  3 – i-Ready SS 485 and below  4 – i-Ready SS 514 and below  5 – i-Ready SS 534 and below | |
| I-Ready | Daily Groups | | Students score above the cut mark for Tier 2 on the second diagnostic | K- i-Ready SS 371-349  1 – i-Ready SS 424-403  2 – i-Ready SS 489-450  3 – i-Ready SS 522-487  4 – i-Ready SS 548-516  5 – i-Ready SS 570-536 | K – i-Ready SS 348 and below  1 – i-Ready SS 402 and below  2 – i-Ready SS 448 and below  3 – i-Ready SS 485 and below  4 – i-Ready SS 514 and below  5 – i-Ready SS 534 and below | |
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| ***Number of times a week intervention provided*** | | 5 | ***Number of minutes per intervention session*** | | | 20 |
| ***What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?***  T2 instruction has increased intensity (more instructional time; smaller group size) and increased explicitness—more focus on teaching specific skills to scaffold students to perform on grade level in core curriculum and instruction. To identify and solve problems to improve interventions’ effectiveness, teachers will collect progress monitoring data to guide instruction. Modifications will be made to intensity of interventions and learning goals (and thus intervention learning materials) for students who do not make adequate progress. T2 instruction is in conjunction with and designed to support students’ ability to maximize learning with core curriculum and instruction. | | | | | | |
| ***Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.***  I-Ready Meets criteria- Curriculum Associates - Moderate Evidence [www.CurriculumAssociates.com/i-Ready-Research](http://www.CurriculumAssociates.com/i-Ready-Research) | | | | | | |
| ***How are Tier 2 interventions modified for students who receive interventions through distance learning?***  Tier 2 students will continue on their i-Ready learning path and receive additional small group instruction via learning platforms such as Canvas as well as additional teacher contact via Reminds, Email, and phone conferences. | | | | | | |

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| **IF:** | Student meets the following criteria at beginning of school year:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Tier 3** | | | | | | | **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** | | i-Ready Diagnostic Scale Score 326 and below | i-Ready Diagnostic Scale Score 373 and below | i-Ready Diagnostic Scale Score 420 and below | i-Ready Diagnostic Scale Score 463 and below | i-Ready Diagnostic Scale Score 495 and below | i-Ready Diagnostic Scale Score 521 and below | | STAR Early Literacy/FLKRS Scale Score 379 and below |  |  | FSA ELA Level 1 (retained students) | FSA ELA Level 1 | FSA Level 1 |   \* Scale Score table 2021 Curriculum Associates | | | | | |
| **THEN:** | **TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions** | | | | | |
| **TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions** | Immediate, intensive intervention:   * extended time * targeted instruction based on student need * small group or one-on-one instruction * accommodations (IEP, ESOL, or 504) * more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions * *additional* ***time allotted is in addition*** *to core instruction and tier 2 interventions* | | | | | |
| ***TIER 3 Programs/Materials/Strategies & Duration*** | ***TIER 3 Progress Monitoring*** | | | | |
| ***Assessment & Frequency*** | | ***Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*** | ***Performance Criteria that would prompt changes to Tier 3 interventions*** | |
| Students will receive researched and evidence based reading instruction strategies, including intensive, explicit, systematic and multisensory approaches to reading instruction and interventions. Multisensory Interventions for students with substantial reading deficiency:  Visual, auditory, kinesthetic, and tactile linkages  Systematic and cumulative organization of content  Diagnostic teaching to mastery  Synthetic and analytic Presentation  (examples: word building, see it/say it, music/audio, clapping out sounds, use of playdough, sandpaper letters, color-coded word building tiles, chunking text, story sticks, idea mapping, say it/write it, tapping out sounds, use of dry erase boards, shared reading with teacher and/or peer, use of textures, read it/build it/write it, air writing, etc.) | Daily Groups | | Students score above the cut mark for Tier 3 on the second diagnostic | Students not responding to the intensive intervention will be further evaluated by a school based intervention team to find ways to accelerate reading success. The child’s teacher, principal, curriculum coordinator, parents and guidance counselor will all be members on this team. | |
| Students will receive an appropriate level of instruction in phonics, phonemic awareness, fluency, vocabulary, and reading comprehension strategies required to meet grade level standards. This will be accomplished using Reading Street and Journeys Reading Programs, Secret Stories, i-Ready reading materials, and additional supplemental materials as needed.  Teachers will monitor comprehension skills with grade level formative and summative assessments, i-Ready growth monitoring assessments, i-Ready diagnostic assessments and additional supplemental materials weekly. | Daily Groups | | Students score above the cut mark for Tier 3 on the second diagnostic | Students not responding to the intensive intervention will be further evaluated by a school based intervention team to find ways to accelerate reading success. The child’s teacher, principal, curriculum coordinator, parents and guidance counselor will all be members on this team. | |
|  |  | |  |  | |
| ***All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.*** | | | | | |
| ***Number of times a week intervention provided*** | | ***5*** | ***Number of minutes per intervention session*** | | ***20*** |

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|  | ***What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?***  All teachers have earned or are in the process of earning their Reading Endorsement. Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator or an outside agency. |
| ***Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.***  i-Ready (Strong Evidence) ESSA Evidence Based |
| ***How are Tier 3 interventions modified for students who receive interventions through distance learning?***  Tier 3 students are provided their additional daily 30 minutes of support through groups in Blackboard Collaborate. For those who do not have internet access, their additional support is provided daily through phone conferences. |

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| **Curriculum, Instruction, and Assessment Decision Tree** | | | |
| **Grade Level(s):** 6-8 | | | |
| **IF:** | Student meets the following criteria at beginning of school year:  All students in 6th -8th grade will be progressed monitored with Exact Path Diagnostic to ensure they are the path to reading proficiency. | | |
| **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.*** | | |
| 6-8 Savvas, Perspectives ESSA Evidence Based  Students will be taught using the suggested materials and resources to provide fidelity to the reading programs. | | |
| ***Progress Monitoring*** | | |
| ***Assessment & Frequency*** | ***Performance Criteria that indicates Tier 1 is sufficient*** | ***Performance Criteria to that would prompt addition of Tier 2 interventions*** |
| **Exact Path**: three times yearly, August/September, January/February and April/May | **Student grades, Assessment Results, Daily performance, Exact Path SS** | **Decline in performance, grades, and/or score of level 2 or below on FSA, Exact Path performance** |
| ***How is the effectiveness of Tier 1 instruction being monitored?***  Principal observations and walk-throughs along with data monitoring. Administrative team meets at least quarterly to analyze data and make instructional changes as needed. | ***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?***  Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator, state regional literacy director and other outside educational agencies Opportunities for team building, Strategic Instruction Model training offered with on-campus support as needed. | |
| ***How is the effectiveness of Tier 1 curriculum being monitored?***  Through the analysis of progress monitoring data. Analysis of progress in scheduled classes. | ***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?***  Instruction for teachers, provided by the textbook companies, on how to implement the Tier 1 curriculum with fidelity. Support, provided by curriculum coordinators and/or colleagues, designed to improve implementation of standards based instruction with efficiency and effectiveness. | |
| ***How is instruction modified for students who receive instruction through distance learning?***  Students in grade 6-8 will continue learning through distance learning through the use of Holmes Virtual Franchise. This allows students and teachers to continue working in their courses daily virtually. Teachers will step up Big Blue Button, through Canvas, to support lessons with students at least three times per week. Teachers will have office hours in which students can contact them for additional support. | | |

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| **IF:** | Student meets the following criteria at beginning of school year:   |  |  |  | | --- | --- | --- | | **Tier 2** | | | | **6** | **7** | **8** | | Exact Path Diagnostic Scale Score 964-1047 | Exact Path Diagnostic Scale Score 993-1088 | Exact Path Diagnostic Scale Score 1023-1121 |   \* Scale Score table 2021 Edmentum Exact Path Cut Score Tables by Testing Window | | | | | | |
| **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 Programs/Materials/Strategies & Duration*** | ***TIER 2 Progress Monitoring*** | | | | | |
| ***Assessment & Frequency*** | | ***Performance Criteria to discontinue Tier 2 intervention*** | ***Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*** | ***Performance Criteria that would prompt addition of Tier 3 interventions*** | |
| Hattie Strategies:  Direct Instruction .60  Small Group .47  \*Exact Path | **Exact Path**: three times yearly, August/September, January/February and April/May | | Students score above the cut mark for Tier 2 on the second diagnostic:  Grade 6 – 1080-1500  Grade 7 – 1116-1500  Grade 8 – 1154-1500 | Trend in student performance as compared to the peer group indicates the student is declining in performance. | Student continues to perform unsuccessfully though interventions are in place. Reflects need for even more intensive intervention. Scores in at or below the following scale score on the second diagnostic:  Grade 6 – 1079  Grade 7 – 1115  Grade 8 - 1153 | |
| Hattie Strategies:  Direct Instruction .60  Small Group .47  Phonics Instruction .7  \*Reading Horizons | Daily Groups | | Students score above the cut mark for Tier 2 on the second diagnostic:  Grade 6 – 1080-1500  Grade 7 – 1116-1500  Grade 8 – 1154-1500 | Trend in student performance as compared to the peer group indicates the student is declining in performance. | Student continues to perform unsuccessfully though interventions are in place. Reflects need for even more intensive intervention. Scores in at or below the following scale score on the second diagnostic:  Grade 6 – 1079  Grade 7 – 1115  Grade 8 - 1153 | |
| Hattie Strategies:  Direct Instruction .60  Small Group .47  \*Study Island | Daily Online Work | | Students score above the cut mark for Tier 2 on the second diagnostic:  Grade 6 – 1080-1500  Grade 7 – 1116-1500  Grade 8 – 1154-1500 | Trend in student performance as compared to the peer group indicates the student is declining in performance. | Student continues to perform unsuccessfully though interventions are in place. Reflects need for even more intensive intervention. Scores in at or below the following scale score on the second diagnostic:  Grade 6 – 1079  Grade 7 – 1115  Grade 8 - 1153 | |
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| ***Number of times a week intervention provided*** | | 5 | ***Number of minutes per intervention session*** | | | 20 |
| ***What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?***  All teachers have earned their or are earning Reading Endorsement. Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator, state regional literacy director or an outside educational agency. | | | | | | |
| ***Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.***  Hattie Strategies:  Direct Instruction .60  Small Group .47  Phonics Instruction .7  \*Exact Path  \*Reading Horizons  \*Study Island | | | | | | |
| ***How are Tier 2 interventions modified for students who receive interventions through distance learning?***  Tier 2 students are provided their additional daily 20 minutes of support through Big Blue Button in Canvas. For those who do not have internet access, their additional support is provided daily through phone conferences. | | | | | | |

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| **IF:** | Student meets the following criteria at beginning of school year:   |  |  |  | | --- | --- | --- | | **Tier 3** | | | | **6** | **7** | **8** | | Exact Path Diagnostic Scale Score 500-963 | Exact Path Diagnostic Scale Score 500-992 | Exact Path Diagnostic Scale Score 500-1022 |   \* Scale Score table 2021 Edmentum Exact Path Cut Score Tables by Testing Window | | | | | |
| **THEN:** | **TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions** | | | | | |
| **TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions** | Immediate, intensive intervention:   * extended time * targeted instruction based on student need * small group or one-on-one instruction * accommodations (IEP, ESOL, or 504) * more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions * *additional* ***time allotted is in addition*** *to core instruction and tier 2 interventions* | | | | | |
| ***TIER 3 Programs/Materials/Strategies & Duration*** | ***TIER 3 Progress Monitoring*** | | | | |
| ***Assessment & Frequency*** | | ***Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*** | ***Performance Criteria that would prompt changes to Tier 3 interventions*** | |
| Hattie Strategies:  Direct Instruction .60  Small Group .47  Phonics Instruction .7  \*Students will receive researched and evidence based reading instruction strategies, including intensive, explicit, systematic and multisensory approaches to reading instruction and interventions. Multisensory Interventions for students with substantial reading deficiency:  Visual, auditory, kinesthetic, and tactile linkages  Systematic and cumulative organization of content  Diagnostic teaching to mastery  Synthetic and analytic Presentation  (examples: word building, see it/say it, music/audio, clapping out sounds, use of playdough, sandpaper letters, color-coded word building tiles, chunking text, story sticks, idea mapping, say it/write it, tapping out sounds, use of dry erase boards, shared reading with teacher and/or peer, use of textures, read it/build it/write it, air writing, etc.) | Daily Groups  Informal Weekly Assessment of targeted skills. | | Students score above the cut mark for Tier 3 on the second diagnostic:  Grade 6 -987 – 1079  Grade 7 – 1023 – 1115  Grade 8 – 1047-1153 | Students not responding to the intensive intervention will be further evaluated by a school based intervention team to find ways to accelerate reading success. The student’s teacher, principal, curriculum coordinator, parents and guidance counselor will all be members on this team. | |
| Hattie Strategies:  Direct Instruction .60  Small Group .47  Phonics Instruction .7  \*Students will receive an appropriate level of instruction in phonics, phonemic awareness, fluency, vocabulary, and reading comprehension strategies required to meet grade level standards. This will be accomplished using Savvas Perspective intervention materials, Exact Path interventions, Study Island, Reading Horizons materials, and additional supplemental materials as needed.  Teachers will monitor comprehension skills with grade level formative and summative assessments and additional supplemental materials weekly. | Daily Groups  Informal Weekly Assessment of targeted skills. | | Students score above the cut mark for Tier 3 on the second diagnostic:  Grade 6 -987 – 1079  Grade 7 – 1023 – 1115  Grade 8 – 1047-1153 | Students not responding to the intensive intervention will be further evaluated by a school based intervention team to find ways to accelerate reading success. The student’s teacher, principal, curriculum coordinator, parents and guidance counselor will all be members on this team. | |
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| ***All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.*** | | | | | |
| ***Number of times a week intervention provided*** | | ***5*** | ***Number of minutes per intervention session*** | | ***20*** |
| ***Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.***  Hattie Strategies:  Direct Instruction .60  Small Group .47  \*Exact Path  Hattie Strategies:  Direct Instruction .60  Small Group .47  Phonics Instruction .7  \*Reading Horizons  Hattie Strategies:  Direct Instruction .60  Small Group .47  \*Study Island | | | | | |
| ***How are Tier 3 interventions modified for students who receive interventions through distance learning?***  Tier 3 students are provided their additional daily 20 minutes of support through groups in Big Blue Button within Canvas. For those who do not have internet access, their additional support is provided daily through phone conferences. | | | | | |

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| **Curriculum, Instruction, and Assessment Decision Tree** | | | |
| **Grade Level(s):** 9-12 | | | |
| **IF:** | Student meets the following criteria at beginning of school year:  All students in 9th – 12thh grade will be progressed monitored with Exact Path Diagnostic to ensure they are the path to reading proficiency. | | |
| **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.*** | | |
| 9-12 Savvas, Perspectives ESSA Evidence Based  Students will be taught using the suggested materials and resources to provide fidelity to the reading programs. | | |
| ***Progress Monitoring*** | | |
| ***Assessment & Frequency*** | ***Performance Criteria that indicates Tier 1 is sufficient*** | ***Performance Criteria to that would prompt addition of Tier 2 interventions*** |
| **Exact Path**: three times yearly, August/September, January/February and April/May | **Student grades, Assessment Results, Daily performance, Exact Path SS** | **Decline in performance, grades, and/or score of level 2 or below on FSA, Exact Path performance** |
| ***How is the effectiveness of Tier 1 instruction being monitored?***  Principal observations and walk-throughs along with data monitoring. Administrative team meets at least quarterly to analyze data and make instructional changes as needed. | ***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?***  Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator, state regional literacy director and other outside educational agencies Opportunities for team building, Strategic Instruction Model training offered with on-campus support as needed. | |
| ***How is the effectiveness of Tier 1 curriculum being monitored?***  Through the analysis of progress monitoring data. Analysis of progress in scheduled classes. | ***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?***  Instruction for teachers, provided by the textbook companies, on how to implement the Tier 1 curriculum with fidelity. Support, provided by curriculum coordinators and/or colleagues, designed to improve implementation of standards based instruction rwith efficiency and effectiveness. | |
| ***How is instruction modified for students who receive instruction through distance learning?***  Students in grade 9-12 will continue learning through distance learning through the use of Holmes Virtual Franchise. This allows students and teachers to continue working in their courses daily virtually. Teachers will step up Big Blue Button, through Canvas, to support lessons with students at least three times per week. Teachers will have office hours in which students can contact them for additional support. | | |

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| **IF:** | Student meets the following criteria at beginning of school year:   |  |  |  |  | | --- | --- | --- | --- | | **Tier 2** | | | | | **9** | **10** | **11** | **12** | | Exact Path Diagnostic Scale Score 1023 - 1121 | Exact Path Diagnostic Scale Score 1023 - 1121 | Exact Path Diagnostic Scale Score 1023 - 1121 | Exact Path Diagnostic Scale Score 1023 - 1121 |   \* Scale Score table 2021 Edmentum Exact Path Cut Score Tables by Testing Window |

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| **IF:** | Student meets the following criteria at beginning of school year:   |  |  |  |  | | --- | --- | --- | --- | | **Tier 2** | | | | | **9** | **10** | **11** | **12** | | Exact Path Diagnostic Scale Score 1023 - 1121 | Exact Path Diagnostic Scale Score 1023 - 1121 | Exact Path Diagnostic Scale Score 1023 - 1121 | Exact Path Diagnostic Scale Score 1023 - 1121 |   \* Scale Score table 2021 Edmentum Exact Path Cut Score Tables by Testing Window | | | | | | |
| **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 Programs/Materials/Strategies & Duration*** | ***TIER 2 Progress Monitoring*** | | | | | |
| ***Assessment & Frequency*** | | ***Performance Criteria to discontinue Tier 2 intervention*** | ***Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*** | ***Performance Criteria that would prompt addition of Tier 3 interventions*** | |
| Hattie Strategies:  Direct Instruction .60  Small Group .47  \*Exact Path | **Exact Path**: three times yearly, August/September, January/February and April/May | | Students score above the cut mark for Tier 2 on the second diagnostic:  Grade 9-12 – 1154 or above | Trend in student performance as compared to the peer group indicates the student is declining in performance. | Student continues to perform unsuccessfully though interventions are in place. Reflects need for even more intensive intervention. Scores in at or below the following scale score on the second diagnostic:  Grade 9-12 – 1153 or below | |
| Hattie Strategies:  Direct Instruction .60  Small Group .47  Phonics Instruction .7  \*Reading Horizons | Daily Groups | | Students score above the cut mark for Tier 2 on the second diagnostic:  Grade 9-12 – 1154 or above | Trend in student performance as compared to the peer group indicates the student is declining in performance. | Student continues to perform unsuccessfully though interventions are in place. Reflects need for even more intensive intervention. Scores in at or below the following scale score on the second diagnostic:  Grade 9-12 – 1153 or below | |
| Hattie Strategies:  Direct Instruction .60  Small Group .47  \*Study Island | Daily Online Work | | Students score above the cut mark for Tier 2 on the second diagnostic:  Grade 9-12 – 1154 or above | Trend in student performance as compared to the peer group indicates the student is declining in performance. | Student continues to perform unsuccessfully though interventions are in place. Reflects need for even more intensive intervention. Scores in at or below the following scale score on the second diagnostic:  Grade 9-12 – 1153 or below | |
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| ***Number of times a week intervention provided*** | | 5 | ***Number of minutes per intervention session*** | | | 20 |
| ***What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?***  All teachers have earned their or are earning Reading Endorsement. Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator, state regional literacy director or an outside educational agency. | | | | | | |
| ***Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.***  Hattie Strategies:  Direct Instruction .60  Small Group .47  Phonics Instruction .7  \*Exact Path  \*Reading Horizons  \*Study Island | | | | | | |
| ***How are Tier 2 interventions modified for students who receive interventions through distance learning?***  Tier 2 students are provided their additional daily 20 minutes of support through Big Blue Button in Canvas. For those who do not have internet access, their additional support is provided daily through phone conferences. | | | | | | |

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| **IF:** | Student meets the following criteria at beginning of school year:   |  |  |  |  | | --- | --- | --- | --- | | **Tier 3** | | | | | **9** | **10** | **11** | **12** | | Exact Path Diagnostic Scale Score 500 - 1022 | Exact Path Diagnostic Scale Score 500 - 1022 | Exact Path Diagnostic Scale Score 500 - 1022 | Exact Path Diagnostic Scale Score 500 - 1022 |   \* Scale Score table 2021 Edmentum Exact Path Cut Score Tables by Testing Window | | | | | |
| **THEN:** | **TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions** | | | | | |
| **TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions** | Immediate, intensive intervention:   * extended time * targeted instruction based on student need * small group or one-on-one instruction * accommodations (IEP, ESOL, or 504) * more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions * *additional* ***time allotted is in addition*** *to core instruction and tier 2 interventions* | | | | | |
| ***TIER 3 Programs/Materials/Strategies & Duration*** | ***TIER 3 Progress Monitoring*** | | | | |
| ***Assessment & Frequency*** | | ***Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*** | ***Performance Criteria that would prompt changes to Tier 3 interventions*** | |
| Hattie Strategies:  Direct Instruction .60  Small Group .47  Phonics Instruction .7  \*Students will receive researched and evidence based reading instruction strategies, including intensive, explicit, systematic and multisensory approaches to reading instruction and interventions. Multisensory Interventions for students with substantial reading deficiency:  Visual, auditory, kinesthetic, and tactile linkages  Systematic and cumulative organization of content  Diagnostic teaching to mastery  Synthetic and analytic Presentation  (examples: word building, see it/say it, music/audio, clapping out sounds, use of playdough, sandpaper letters, color-coded word building tiles, chunking text, story sticks, idea mapping, say it/write it, tapping out sounds, use of dry erase boards, shared reading with teacher and/or peer, use of textures, read it/build it/write it, air writing, etc.) | Daily Groups  Informal Weekly Assessment of targeted skills. | | Students score above the cut mark for Tier 3 on the second diagnostic:  Grade 9-12 – 1047 - 1153 | Students not responding to the intensive intervention will be further evaluated by a school based intervention team to find ways to accelerate reading success. The student’s teacher, principal, curriculum coordinator, parents and guidance counselor will all be members on this team. | |
| Hattie Strategies:  Direct Instruction .60  Small Group .47  Phonics Instruction .7  \*Students will receive an appropriate level of instruction in phonics, phonemic awareness, fluency, vocabulary, and reading comprehension strategies required to meet grade level standards. This will be accomplished using Savvas Perspective intervention materials, Exact Path interventions, Study Island, Reading Horizons materials, and additional supplemental materials as needed.  Teachers will monitor comprehension skills with grade level formative and summative assessments and additional supplemental materials weekly. | Daily Groups  Informal Weekly Assessment of targeted skills. | | Students score above the cut mark for Tier 3 on the second diagnostic:  Grade 9-12 – 1047 - 1153 | Students not responding to the intensive intervention will be further evaluated by a school based intervention team to find ways to accelerate reading success. The student’s teacher, principal, curriculum coordinator, parents and guidance counselor will all be members on this team. | |
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| ***All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.*** | | | | | |
| ***Number of times a week intervention provided*** | | ***5*** | ***Number of minutes per intervention session*** | | ***20*** |
| ***What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?***  All Tier 3 teachers have earned their Reading Endorsement. Additional professional development for teachers in areas that they are found weak in provided by the curriculum/reading coordinator, state regional literacy director or an outside educational agency. | | | | | |
| ***Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.***  Hattie Strategies:  Direct Instruction .60  Small Group .47  Phonics Instruction .7  \*Exact Path  \*Reading Horizons  \*Study Island | | | | | |
| ***How are Tier 3 interventions modified for students who receive interventions through distance learning?***  Tier 3 students are provided their additional daily 20 minutes of support through groups in Big Blue Button within Canvas. For those who do not have internet access, their additional support is provided daily through phone conferences. | | | | | |

**Part III LEA Plan for Safe Return of In-Person Instruction**

Each LEA developed and made publicly available on the LEA’s website a plan for the safe return of in-person learning in the Fall of 2020. This was before the enactment of the ARP Act. This plan must be updated to address the requirements of the U.S. Department of Education’s Interim Final Rule, 88 FR 21195. The Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Note specifically that LEA policies must comply with section 381.00316, Florida Statutes, and that any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

Each LEA must seek public comment on the plan and take such comments into account prior to submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

By checking this box, the LEA acknowledges the requirement that each LEA shall update its Plan for Safe Return of In-Person Instruction to reflect the requirements stated above, shall seek public comment on the updated plan and take such comments into account prior to the submission of the final plan to the Department within 60 days of the award. Upon the Department’s approval, the LEA shall post this updated plan on the LEA’s website within 90 days of the award.

**Part IV: Assurances**

**The district must agree to ALL of the assurances by checking the corresponding boxes.**

**Assurance 1: LEA Periodic Plan Update with Public Comment.**  As required in the U.S. Department of Education’s Interim Final Rule, 88 FR 21195, the LEA must regularly, but no less frequently than every six months, review and as appropriate, revise its plan for the safe return to in-person instruction and continuity of services. In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account. If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any policies, for each of the updated safety recommendations. Significantly, the Interim Final Rule “does not mandate that an LEA adopt the CDC guidance, but only requires that the LEA describe in its plan the extent to which it has adopted the key prevention and mitigation strategies identified in the guidance.” 88 FR at 21200. Any updated LEA plan must be consistent with state law, including any applicable executive order, any agency emergency order, or any agency regulation or rule. Specifically, LEA policies must comply with section 381.00316, Florida Statutes, and any policies implemented after August 9, 2021 must comply with Florida Department of Health Rule 64DER21 -12, F.A.C., and any policies implemented after September 22, 2021 must comply with Florida Department of Health Rule 64DER21-15, F.A.C.

**Assurance 2: Continue progress monitoring and interventions.** The district agrees to provide robust progress monitoring and requisite interventions must be extended to all students with tiered support for students who are performing below grade level and are not making adequate progress. Students who are receiving instruction through innovative teaching methods must transition to another teaching method if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parent/guardians for students identified as performing below grade level and/or demonstrating decline on the district’s progress monitoring system.

**Assurance 3: Allowable Uses of Funds.** The LEA will use funds for activities allowable under section 2001(e) of the CRRSA Act.

**Assurance 4: Maintenance of Equity.** The LEA will comply with all requirements relating to Maintenance of Equity, in accordance with section 2004(c) of the ARP Act.

**Assurance 5: Reporting.** The LEA will comply with all reporting requirements, and submit required reports to the Florida Department of Education at such time and in such manner and containing such information as the department may subsequently require.

**Assurance 6: Audits, Inspections or Examinations.** The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Florida Department of Education, the Florida Auditor General; (ii) the Department and/or its Inspector General; or (iii) any other federal or state agency, commission, or department in the lawful exercise of its jurisdiction and authority.

**Acknowledgement**

Local Educational Agency Chief Executive Officer or Authorized Representative

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| --- |
| **Name and title of person responsible for completion and submission** |
| Carmen Bush |
| **Contact information: email, phone number** |
| [Carmen.bush@hdsb.org](mailto:Carmen.bush@hdsb.org) 850-547-9341 x1253 |
| **Superintendent signature (or authorized representative)** |
|  |