Dade County 2020-2021 District K-12
Comprehensive Evidence-Based Reading Plan Template

Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education's (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

	Name	Title	Email	Phone
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Responsibility	Name	Title	Email	Phone
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Reading Endorsement	Dr. Isela Rodriguez	Teacher Director	iselarodriguez@dadeschools.net	305-887-2002
Reading Curriculum	Vanessa De La Pena Elena Cabrera	Executive Directors	vdelapena@dadeschools.net elenacabrera@dadeschools.net	305-995-3122
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Assessment	Gisela Feild	Administrative Director- Assessment, Research, and Data Analysis	gfeild@dadeschools.net	305-995-7512
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Summer Reading Camp	Vanessa De La Pena	Executive Director	vdelapena@dadeschools.net	305-995-3122
3rd Grade Promotion	Gisela Feild	Administrative Director- Assessment, Research, and Data Analysis	gfeild@dadeschools.net	305-995-7512

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 the Comprehension Evidence-Based Reading Plan to all stakeholders by establishing monthly meetings with all stakeholders to communicate our goals, align resources, and analyze data to progress monitor the goals set. Additionally, the strategies and protocols in the plan are revisited throughout the year to ensure the goals set are met.

Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation as required by 6A-6.053(1)(a) F.A.C.

District-Level Leadership 6A-6.053(7) F.A.C.

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	The core program being used includes oral language development informal and formal assessments. For ESOL students, teachers have the ACCESS for ELLs, annual state language assessment, that provides annual data on how students perform within the speaking and listening domain. Imagine Learning provides ESOL Level 1 students with oral language and fluency practice.	Oral language is assessed via formative, summative, and progress monitoring tools on a weekly/bi-weekly basis. The core program has speaking and listening checklists by grade-level for teachers to use as a rubric when assessing oral language skills.	The data collected that assesses oral language is maintained and shared at the school-site as an additional data point for teachers to use when diagnosing reading deficiencies.	Oral Language data is collected daily informally and weekly for grades K-1 and bi-weekly for grades 2-5 using formative assessments.
Phonological awareness	The District collects data using the following instruments: 1. i-Ready Diagnostic (two to three times a year) 2. i-Ready Growth Monitoring Assessments (every 21 instructional days) 3. Standards based on grade level Formative Assessments based on the grade level standards taught are administered weekly for grades K-1 and bi-weekly for grades 2-5.	All students in grades K-5 take an online adaptive diagnostic assessment that assesses the following reading domains: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension.	i-Ready diagnostic data is uploaded onto our data management/collection system to provide student performance data to all necessary stakeholders.	The i-Ready diagnostic data is collected twice per year for students reading on grade level. Students in grades K-2, grade 3 (below the 40th percentile on SAT-10) and students in grades 3-8 who scored an FSA Level 1 or 2 are required to have three diagnostics. Progress monitoring data is collected every 21 instructional days for students reading below grade level.
Phonics	The District collects data using the following instruments: 4. i-Ready Diagnostic (two to three times a year) 5. i-Ready Growth Monitoring Assessments (every 21 instructional days) Standards based on grade level Formative Assessments based on the grade level standards taught are administered weekly for grades K-1 and bi-weekly for grades 2-5.	All students in grades K-5 take an online adaptive diagnostic assessment that assesses the following reading domains: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension.	i-Ready diagnostic data is uploaded onto our data management/collection system to provide student performance data to all necessary stakeholders.	The i-Ready diagnostic data is collected twice per year for students reading on grade level. Students in grades K-2, grade 3 (below the 40th percentile on SAT-10) and students in grades 3-8 who scored an FSA Level 1 or 2 are required to have three diagnostics. Progress monitoring data is collected every 21 instructional days for students reading below grade level.
Fluency	The District collects data using the following instruments: 6. i-Ready Diagnostic (two to three times a	All students in grades K-5 take an online adaptive diagnostic assessment that assesses the	i-Ready diagnostic data is uploaded onto our data	The i-Ready diagnostic data is collected twice per year for students reading on grade level. Students in grades K-2, grade

	year) 7. i-Ready Growth Monitoring Assessments (every 21 instructional days) 1. Standards based on grade level Formative Assessments based on the grade level standards taught are administered weekly for grades K-1 and bi-weekly for grades 2-5.	following reading domains: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension.	management/collection system to provide student performance data to all necessary stakeholders.	3 (below the 40th percentile on SAT-10) and students in grades 3-8 who scored an FSA Level 1 or 2 are required to have three diagnostics Progress monitoring data is collected every 21 instructional days for students reading below grade level.
Vocabulary	The District collects data using the following instruments: 8. i-Ready Diagnostic (two to three times a year) 9. i-Ready Growth Monitoring Assessments (every 21 instructional days) 1. Standards based on grade level Formative Assessments based on the grade level standards taught are administered weekly for grades K-1 and bi-weekly for grades 2-5.	All students in grades K-5 take an online adaptive diagnostic assessment that assesses the following reading domains: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension.	i-Ready diagnostic data is uploaded onto our data management/collection system to provide student performance data to all necessary stakeholders.	The i-Ready diagnostic data is collected twice per year for students reading on grade level. Students in grades K-2, grade 3 (below the 40th percentile on SAT-10) and students in grades 3-8 who scored an FSA Level 1 or 2 are required to have three diagnostics. Progress monitoring data is collected every 21 instructional days for students reading below grade level.
Comprehension	The District collects data using the following instruments: 10. i-Ready Diagnostic (two to three times a year) 11. i-Ready Growth Monitoring Assessments (every 21 instructional days) 1. Standards based on grade level Formative Assessments based on the grade level standards taught are administered weekly for grades K-1 and bi-weekly for grades 2-5.	All students in grades K-5 take an online adaptive diagnostic assessment that assesses the following reading domains: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension.	i-Ready diagnostic data is uploaded onto our data management/collection system to provide student performance data to all necessary stakeholders.	The i-Ready diagnostic data is collected twice per year for students reading on grade level. Students in grades K-2, grade 3 (below the 40th percentile on SAT-10) and students in grades 3-8 who scored an FSA Level 1 or 2 are required to have three diagnostics. Progress monitoring data is collected every 21 instructional days for students reading below grade level.

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
i-Ready 6-8	The District collects data using the following instrument: 1. i-Ready Diagnostic (three times a year) 2. i-Ready Progress Monitoring Assessments (three times a year) The data that is collected from these assessments addresses the overall results, emphasizes placement by domain, provides a summary/needs analysis by grade, class, or report groups.	All students in grades 6-8 take an online adaptive diagnostic assessment that measures performance in the following domains: Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension.	The data is exported from i-Ready and sent through our internal system Performance Matters/Power BI to all necessary stakeholders.	The i-Ready diagnostic data is collected twice a year for all students in grades 6-8 and three times per year for those students who scored Level 1 and 2 on the FSA
FAIR-FS 9-10	The District collects data using the following instrument: 1. FAIR Diagnostic (three times a year) The data that is collected from these assessments addresses the following domains: Fluency, Vocabulary, and Reading Comprehension.	All FSA Level 1 & 2 students in grades 9-10 take an online adaptive diagnostic assessment that measures performance in the following domains: Fluency, Vocabulary, and Reading Comprehension.	The data is exported from FAIR and sent through our internal system Power BI to all necessary stakeholders.	The FAIR diagnostic data is collected three times per year for all 9-10 grade students who scored Level 1 and 2 on the FSA.
Mid-Year Assessment Grades 6-10 and Grades 11-12 FSA Level 1-2 students	The District collects data using the following instrument: 1. Mid-Year Assessment (1 time a year) The data that is collected from this assessment addresses the Florida Standards.	All students in grades 6-10 and select 11th-12th grade FSA Level 1 & 2 students take the mid-year online assessment that measures performance on the Florida Standards.	The data is collected through Performance Matters and uploaded to Power BI for all necessary stakeholders.	The Mid-Year Assessment data is collected one time per year.

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

Data Analysis and 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?*
Data is reviewed on an ongoing basis and varies in frequency based on each tier of instruction listed below. The data is reviewed by district, region, and school level administration as well as by teachers and department chairs/coaches.

Tier 1 – Data is collected at least 3-4 times during the school year and is used for screening and benchmarking for all students.

Tier 2 – Data is collected as frequently as every two weeks to determine if the extra instruction and interventions are making a difference or if changes are needed. Additionally, growth monitoring data is collected every 21 days to track student progress within the trajectory to narrow the achievement gap.

Tier 3 – Data is collected for the same reason as Tier 2, but it is collected more frequently so that decisions and possible changes to the student's instructional plan can be made quickly. Additionally, growth monitoring data is collected every 21 days to track student progress within the trajectory to narrow the achievement gap. | The 4-step problem-solving model involves:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategy to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals. | The District provides Instructional Reviews/Rounds visits to school sites with emphasis on classroom instruction, data, and the School Improvement Plan. The team that visits the school sites is comprised of content experts who use the Framework of Effective Instruction as a tool to guide their visit as well as provide feedback to the school site. During the feedback portion of the visit, the team discusses with the school site administrative team and additional key curriculum personnel their findings. Data reports that are generated from i-Ready, FAIR, Mid-Year Assessment from Performance Matters/Power BI are shared and discussed as well as shifts in instructional support and/or practices. | The District monitors the data of the schools very diligently through Performance Matters/Power BI. When a school is demonstrating a decline in performance, the district reaches out to the school site's administrative team to discuss the decrease and usually an Instructional Review/Round will be scheduled to better assist the school site. Instructional support is usually given to the school site, but if they are receiving support then instructional decisions are made or shifted to help support the school site. Data drives the conversation and instructional decisions are made in collaboration with the school site, region and district to assist the school to meet the needs of the students. | The following District departments are responsible for providing plan implementation oversight, support, and follow-up:

•Division of Academics
•Department of English Language Arts-Elementary
• Department of English Language Arts-Secondary
• Division of Academic Support
• Office of Exceptional Student Education
• Department of Bilingual Education and World Languages |

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 focusing on the needs that are addressed in the School Improvement Plan (SIP)	Collaboration between district and regional offices ensure weekly walkthroughs are driven by student reading data.	Student reading data guides the purpose of weekly walkthroughs by school site administration. Monthly principal and assistant principal meetings held by Regional staff provide focus and purpose.	The data from the formative assessments are reported on a weekly basis for grades K-1 and biweekly for grades 2-5. Additionally, diagnostic and formative standard aligned assessments will be provided through Performance Matters to grades 6-10 three times per year to ensure progress monitoring of standards. Diagnostic data is gathered three times a year in all grade levels K-12 that provide growth analysis and targets. Observational data from walkthroughs are gathered weekly.	All administrators and teachers have access to the student reading data gathered from formative and diagnostic assessments. Observational data gathered by school site administrators is shared with teachers within a day of the walkthrough.	Student reading data used to inform, and guide walkthroughs of reading classes are available to teachers and administrators immediately after assessments. This data is shared with students and parents biweekly or biquarterly, as necessary.
Data chats	Data chats are conducted at the school site minimally three times per year. Data chats are led by the reading leadership team with teachers and grade levels, and then with students.	School site administrators, in collaboration with Regional and District staff, communicate the purpose of the data chats.	The data from the formative assessments are reported on a weekly basis for grades K-1 and biweekly for grades 2-5. Additionally, diagnostic and formative standard aligned assessments will be provided through Performance Matters to grades 6-10 three times per year to ensure progress monitoring of standards. Diagnostic data is gathered three times a year in all grade levels K-12 that provide growth analysis and targets.	All administrators and teachers have access to the student reading data gathered from formative and diagnostic assessments. This data is shared among the grade level teachers and with students.	Student reading data is available to teachers and administrators immediately after assessments. This data is share with students and parents biweekly or biquarterly, as necessary.
Reading Leadership Team per 6A-6.053(3) F.A.C.	School sites create reading leadership teams as directed by 6A-6.053(3) F.A.C. This	This information is provided to schools as part of the dissemination of the K-	School sites identify members of the reading leadership teams, maintain minutes of meetings, which are made available upon	The work of the school-based reading leadership team is shared with all stakeholders during	The work of the school-based reading leadership team is available for review by Regional and

	information is provided to schools as part of the dissemination of the K-12 CRRP through the District's Weekly Briefing system of communication.	12 CRRP through the District's Weekly Briefing system of communication.	request of Regional or District leadership.	regular staff meetings as needed.	District staff as requested.
Monitoring of plan implementation	The Office of Academics, Department of English Language Arts is responsible for monitoring the implementation of the K-12 CRRP.	The K-12 CRRP is shared with all stakeholders via Weekly Briefing, the District's communication system, Scaled Leadership meetings, and monthly Instructional Content Academies.	School site visits and instructional support are prioritized based on student reading data. School support is provided weekly in schools with the most need.	Action plans are created for schools requiring support in collaboration with the administrators and reading leadership team at the school site, and Regional Centers as needed.	Action Plans are reviewed and revised quarterly by all stakeholders.

Implementation and Progress-monitoring		
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support, and follow-up?
Student reading achievement data is used to identify schools and populations of students needing additional support. These schools and students are prioritized, and resources are deployed to collaboratively develop a plan to address needs. The plan includes actionable steps that is reviewed and calibrated quarterly based on achievement and observational data. The problem-solving steps that are in place are as follows: **Step 1:** Define, in objective and measurable terms, the goal(s) to be	Concerns regarding the implementation of the plan are communicated directly to school site leadership. Student achievement data and observational data is used to determine the effective implementation of the plan.	District and Regional leadership collaborate to aid schools needing additional support to implement the plan. This plan may include professional development for the school site administration, teachers, and/or leadership teams. Reading Coaches provide opportunities to plan for successful problem-solving implementation, identify model classrooms, and/or adjust support based on data

attained (what is it we want students/educators/systems to know and be able to do). **Step 2:** Identify possible reasons why the desired goal(s) is not being attained. **Step 3:** Develop and implement a well-supported plan involving evidence-based strategy to attain the goal(s) (based on data that verified the reasons identified in Step 2). **Step 4:** Evaluate the effectiveness of the plan in relation to stated goals.		

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	• Weekly Briefings on Course Offerings and Registration Dates • Region Scaled Leadership Meetings • Publications from student Services Department • WORKPLACE Facebook Posts • MyLearningPlan PDMS	• Region Scaled Meetings • Professional Social Media Platforms • Completed course transcripts • Staff Development Records or Employee's Professional Development History	• Upon completion of each offered course by the instructors, PD course proposers, and directors spearheading the sessions received on • On MyLearningPlan (MLP) Management System reports • receive what kind of report? • Data Center Uploads – Office of Professional Development and Evaluation	• Office of Exceptional Student Education • Office of Professional Development & Evaluation as needed • Division of Academics • Department of Student Services • Division of Academic Support	• Office of Exceptional Student Education • Office of Professional Development as needed • Division of Academics • Division of Academic Support
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	• Weekly Briefings on MyLearning Plan (MLP) Course Offerings and Registration Dates • Region Scaled Leadership Meetings • Publications • WORKPLACE @ Facebook Posts • MyLearningPlan PDMS	• Region Scaled Meetings • Professional Social Media Platforms • Completed course transcripts • Staff Development Records or Employee's Professional Development History • Submittal of annual IPEGS – Deliberate Practice Growth Target (DPGT) and conducting feedback reviews	• Ongoing • Upon completion of each offered courses by the instructors, PD course proposers, and directors spearheading the sessions received on MyLearningPlan (MLP) Management System reports • Data Center Uploads – Office of Professional Development and Evaluation	• Office of Professional Development and Evaluation as needed to support Academics • Division of Academics • Division of Academic support • Division of Language Arts-Elementary • Division of Language Arts-Secondary • Office of Exceptional Student Education • Department of Bilingual Education and World Languages	• Office of Professional Development and Evaluation as needed • Division of Academics • Division of Academic support • Office of Exceptional Student Education

			mid-year and end of year		
Identification of mentor teachers	• Weekly Briefings sent to school site leaders • Scaled Leadership Meetings	Monitored by OPD&E New Teacher Support through the HR Mentor Tracking Tool	• Throughout the school year as soon as new teachers are hired.	• OPD&E New Teacher Support via the HRMe Mentor Tracking Tool	• OPD&E New Teacher Support as needed • Executive Director • Instructional Supervisor • Curriculum Support Specialists
Establishing of model classrooms within the school	• Weekly Briefings sent to school site leaders • Scaled Leadership Meetings • Publications	• School Based Leadership Teams • Instructional Leadership Teams	• Throughout the school year.	• OPD&E Teacher Support as needed by Academics • Division of Academic Support • Division of Academics • Site Instructional Leadership Teams	• School-based coaches and mentors • Curriculum Support Specialists • Instructional Leadership Teams
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	• Weekly Briefings on Course Offerings and Registration Dates • Region Scaled Leadership Meetings • WORKPLACE @ Facebook Posts • TWITTER Publications • Email Communications • Reading Endorsement Sessions • Master Schedule Review protocols and guidelines	• Enrollment in course offerings • Completed course transcripts • Staff Development Records or Employee's Professional Development History • School Based Leadership Team • Instructional Leadership Team • Common Planning Schedules created by schools	• Upon completion of each offered courses by the instructors, the PD Data Center processes course Master Plan Points • Instructors cancan report completion data and attendance • Attendance rosters on MyLearningPlan (PDMS) • School Based Leadership Team • Instructional Leadership Team • Master Schedule Reviews conducted by Regions and Office of Academics and Transformation	• Directors and Executive Directors at the Office of Professional Development & Evaluation • School site administrators • Division of Academics • Division of Academic Support	• Office of Professional Development and Evaluation • Division of Academics • Division of Academic support

Instruction

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

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
Whole group instruction utilizing an evidence-based sequence of reading instruction	The bell-to-bell K-5 English Language Arts frameworks are communicated to principals via professional development sessions. Principals are trained in the implementation and "look-fors" of the frameworks for whole group that follow a sequence of reading instruction that is standards-aligned, explicit, rigorous, and purposeful.	Principals monitor the implementation of the instructional frameworks daily via classroom walkthroughs, informal/formal observations, and student work folders.	The effectiveness of whole group instruction is measured by the results of the weekly/bi-weekly standards-based formative assessments.	The data from the formative assessments are uploaded into our data management system for the Division of Academics-Department of English Language Arts to review, analyze grade-level trends, and professional development sessions based on the trends noted in the data.	The data from the formative assessments are reported on a weekly basis for grades K-1 and biweekly for grades 2-5.
Small group differentiated instruction in order to meet individual student needs	The bell-to-bell K-5 English Language Arts frameworks are communicated to principals via professional development sessions for administrators. Principals are trained in the implementation and "look-fors" of small group differentiated instruction that meet individual student needs based on data.	Principals monitor the implementation of small group differentiated instruction daily via classroom walkthroughs, informal/formal observations, and student work folders.	The effectiveness of small group instruction will be measured by an increase in i-Ready data in each of the reading domains when comparing diagnostic assessments, growth monitoring data tools, and weekly/bi-weekly formative assessments.	i-Ready diagnostic data is uploaded onto our data management/collection system and provided to all stakeholders with student performance data on each of the reading domains.	The i-Ready diagnostic data is collected twice per year for students reading on grade level. Students in grades K-2, grade 3 (below the 40th percentile on SAT-10) and students in grades 3-8 who scored an FSA Level 1 or 2 are required to have three diagnostics Progress monitoring data is collected every 21 instructional days for students reading below grade level.

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

The district is prioritizing K-3 students with substantial reading deficiencies by providing grade-level specific professional development to teachers monthly to address the implementation and use of multisensory strategies, explicit phonics instruction, research-based strategies, and effective data-driven small group differentiated instruction.

Research-Based Reading Instruction Allocation funds?

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	$3,064,702
District expenditures on reading coaches assigned to elementary schools	$4,288,000
District expenditures on reading coaches assigned to secondary schools	
District expenditures on intervention teachers assigned to elementary schools	$1,200,000
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	$ 964,581
District expenditures on supplemental materials or interventions for secondary schools	$ 232,107
District expenditures on professional development	$ 800,000
District expenditures on helping teachers earn the reading endorsement	$ 250,000
District expenditures on summer reading camps	$1,530,487
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	$2,500,000
Flexible Categorical Spending	
Sum of Expenditures	$14,829,877
Amount of District Research-Based Reading Instruction Allocation	$14,829,877

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?

> The Summer Reading Camp programs used are: **Exploring Reading, Building Vocabulary, and SAT-10** practice from Teacher Created Materials**.**
>
> **Exploring Reading** is a research-based strategic, comprehensive intervention program that supports a range of reading experiences. This program directly engages students in their progressive development of the reading and comprehension skills described throughout the Language Arts Florida Standards. With Exploring Reading, students will master essential comprehension strategies, integrate multiple strategies to comprehend complex text, and apply the strategies to read a wide range of authentic texts. The Exploring Reading program contains a suite of assessment options in order to track student progress and growth.
>
> **Building Vocabulary** is a flexible vocabulary program that helps students uncover the meaning of words through the effective use of word families and words roots that are common across languages. Using this resource, students can develop an extensive vocabulary and demonstrate independence in building their vocabulary knowledge.
>
> **Practicing for Success: SAT-10** is a test preparation resource that presents sample test questions modeled after the Stanford Achievement Test. Students gain confidence as they become more familiar with this testing format while practicing the reading-comprehension skills needed for success

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

If yes, which grade levels? 2nd grade

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills
- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

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

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

School sites are encouraged to meet during weekly leadership team meetings to discuss Transformation Coach calendars, logs and cycles to calibrate the support that has been provided and ensure instructional practices are leading to improved student outcomes. The Educational Transformation Support team visits schools on a weekly basis to monitor and problem-solve any concerns regarding the role and responsibilities of a Transformation Coach.

A District Support Formula (DSF) is used to determine the level of support needed for each school within the District. This data-driven approach utilizes the sum of all academic components to determine the school tier. Each grade level configuration is ranked separately. Schools are then ranked based on their DSF score from lowest to highest. Reading proficiency is rated double to ensure students demonstrating the lowest literacy skills receive the maximum support to accelerate closing the achievement gap.

Each year, all the schools in the district are categorized into tiers based on their performance on previous year Florida Standards Assessments (FSA) in reading and math as well as End-of-Course (EOC) Assessments. Schools are designated as Tier 1, Tier 1 Watch, Tier 2, or Tier 3 and receive individualized support based on their distinctive tier. Schools that are identified as needing Comprehensive Support and Improvement are categorized as Tier 3 schools and receive the highest level of support.

M-DCPS designates additional funding to hire Transformation Coaches to provide ongoing support to teachers and interventionists in Tier 1 Watch, Tier 2, and Tier 3 schools. These Transformation Coaches are fully released and play an integral role in teacher development and implementing school-wide interventions. The content-specific school site Transformation Coaches are provided with an additional stipend of $4,500 to recruit and retain the brightest in the field. Through the negotiated Letter of Understanding (LOU) eighty percent of the coaches' time is to provide direct instructional services related to improving and supporting classroom instruction in schools that receive support from the District's ETO. Transformation Coaches provide support to teachers through coaching cycles, pre-planning, modeling, observing, and debriefing) to support teachers in effective evidenced-based instructional strategies that improve students' academic performance. Additionally, the Transformation Coach assists and provides support to teachers in the development of rigorous standard-based lessons through effective common planning.

How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

The development and approval of the Letter of Understanding (LOU) that outlines the roles and responsibilities of a Transformation Coach. Facilitation of professional development sessions regarding Transformation Coach expectations. The LOU is attached in a weekly briefing and distributed to all stakeholders when recruiting potential reading coaches. According to the LOU, 80% of the work week must be spent in direct contact with classroom teachers improving instructional practices.

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

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

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

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

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

How are these requirements being communicated to principals?	How are coaches recording their time and tasks?	Who at the district level is monitoring this?	How often is the data being reviewed?	What problem-solving steps are in place for making decisions based on the data?
- Strategic Planning meetings - Opening of Schools Coordination meetings - Principal Rounds - Bi-Weekly Updates - Mid-Year Leadership Conference - Mid-Year reflection meeting - End-of-Year reflection meeting	Coaching logs Coaching calendar	Administrative Directors Executive Directors Instructional Supervisors Curriculum Support Specialists	Weekly	The 4-step problem-solving model involves: **Step 1:** Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do). **Step 2:** Identify possible reasons why the desired goal(s) is not being attained. **Step 3:** Develop and implement a well-supported plan involving evidence-based strategy to attain the goal(s) (based on data that verified the reasons identified in Step 2). **Step 4:** Evaluate the effectiveness of the plan in relation to stated goals.

Other Considerations

Reading Intervention Data Element per 6A-6.053(7)(e)

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

Charter schools per 6A-6.053(5)

Charter schools must utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a., and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Instructional Continuity Plan

Given that it is important to plan ahead for any contingency, please attach your Instructional Continuity Plan for 2020-2021 if you wish to have it reviewed by Just Read, Florida! We will offer feedback and suggest resources.

Curriculum/Instruction/Assessment Decision Trees per 6A-6.053(9)(c)

Use the following decision tree template to address ALL district students. What follows is one tree that can be copied as needed. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:
- The grade level(s) of students the decision tree is addressing
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided
- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum and K-12 intervention materials that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K-5

IF:	Student meets the following criteria at beginning of school year: *All students receive 90 minutes of uninterrupted reading instruction daily.*

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.

McGraw-Hill Reading Wonders is the core curriculum in English Language Arts for grades K-5 for all students and it is supported by strong evidence https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/wonders-research-evidence-compendium.pdf .   It is used for a total of 90 minutes of uninterrupted reading instruction that includes explicit, systematic, and differentiated instruction in both whole group and small group instruction.

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 formative assessments are administered weekly for grades K-1 and bi-weekly for grades 2-5 to determine mastery of the standards taught during whole group instruction.	The performance criteria that indicated Tier 1 a score of 70% or higher on the standards-based assessments.	If the performance criteria is less than 70% across three or more assessments then Tier 2 interventions have to be considered for the student.

How is the effectiveness of Tier 1 instruction being monitored? The effectiveness of Tier 1 instruction is being monitored via formal/informal classroom walkthroughs, formative assessment data, and student work folders.	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* 1. Conduct weekly planning meetings to plan for effective Tier 1 instruction. 2. Analyze student data from the weekly/bi-weekly formative assessments. Identify areas of opportunity to reteach/remediate/or enrich. 3. Plan for small group differentiated activities that work on data driven skills to meet student needs. 4. If the data reveals that most of the class did not master the skills taught, the teacher provides reteaching opportunities in whole group and/or small group.

How is the effectiveness of Tier 1 curriculum being monitored?	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?***
The effectiveness of Tier 1 curriculum being monitored via formal/informal classroom walkthroughs, formative assessment data, and student work folders.	The M-DCPS ELA Elementary Department provides K-5 teachers with a bell-to-bell instructional framework that includes all the reading components during the initial 90-minute Reading block for both Schoolhouse and My School Online models. Within the 90-minute Reading block there is time allotted for small group differentiated instruction for teachers to provide data-driven reteaching and/or enrichment of the standards and skills using scaffolding techniques to accelerate students' learning regardless of modality. The pacing guides for teachers include student-facing learning maps that guide students through the course of instruction weekly for K-1 and bi-weekly for grades 2-5. In addition, sample response mechanism questions are included in the pacing guide that ensure the level of questioning is rigorous. Lastly, Wonders provides teachers support in the Teacher's Edition with suggested scaffolding for English Language Learners and Students with Disabilities during whole group and small group differentiated instruction.

How is instruction modified for students who receive instruction through distance learning?
Curriculum materials for Tier 1 are available digitally. Teachers have access to the core text and can assign students work to be completed independently on-line in an asynchronous model. The teacher will also be able to use the core digital resources to teach whole group instruction synchronously using Microsoft Teams/Zoom. Small group, differentiated instruction is provided via online breakout rooms or during an established time to meet with the teachers.

IF:	Student meets the following criteria at beginning of school year: *Students who score one grade level below (yellow) in reading based on the i-Ready Diagnostic.*
THEN:	**TIER 1 instruction and TIER 2 interventions**

<table>
<tr><td rowspan="8">TIER 1 instruction and TIER 2 interventions</td><td colspan="5">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)</td></tr>
<tr><td rowspan="2">TIER 2 Programs/Materials/ Strategies & Duration</td><td colspan="4">TIER 2 Progress Monitoring</td></tr>
<tr><td>Assessment & Frequency</td><td>Performance Criteria to discontinue Tier 2 intervention</td><td>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</td><td>Performance Criteria that would prompt addition of Tier 3 interventions</td></tr>
<tr><td rowspan="2">McGraw-Hill Wonder Works daily for 30 minutes of Tier 2 Intervention</td><td>i-Ready Growth Monitoring (every 21 days)</td><td>2 consecutive biweekly assessments of Tier 1 assessment at 80%</td><td rowspan="2">Positive response to i-Ready Growth Monitoring assessments, but still functioning below grade level.</td><td rowspan="2">Negative response to Tier 2 intervention as indicated on i-Reading Growth Monitoring assessments.</td></tr>
<tr><td>Fluency checks biweekly</td><td>i-Ready diagnostic results on grade level</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Number of times a week intervention provided</td><td>Daily</td><td>Number of minutes per intervention session</td><td colspan="2">30 Minutes</td></tr>
</table>

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Tier 2 intervention is aligned to the core reading program. The Tier 2 intervention content is aligned topically to the Tier 1 core curriculum and uses the same vocabulary. The District employs MTSS problem solving strategies to evaluate the effectiveness of the whole group of intervention and individual students.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
McGraw-Hill Reading Wonders has independent efficacy studies, in which students showed gains from beginning-of-year to end-of-year exams. Their research includes case studies from large urban districts that demonstrate successful implementation and measured growth of students using the program.

McGraw-Hill WonderWorks Research
Category 1: ESSA Rating Strong
https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/wonders-research-evidence-compendium.pdf

https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/west-virginia/wonders-reviewers-guide.pdf

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

	Curriculum materials for Tier 2 are available digitally. Teachers have access to the intervention text and can assign students work to be completed independently on-line in an asynchronous model. The teacher will also be able to use the Tier 2 digital resources to teach intervention in small groups synchronously using Microsoft Teams/Zoom.

IF:	Student meets the following criteria at beginning of school year: *Students who score two grade levels below (red) in reading based on the i-Ready Diagnostic.*
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*
i-Ready Tools for Instruction	60 minutes Weekly	70% or higher passing rate on prescribed i-Ready Instructional Pathway and increase in scale score on i-Ready Growth Monitoring assessments.	Consistently scoring less than 70% on prescribed i-Ready Instructional Pathway and scale score regression on i-Ready Growth Monitoring. No progress made towards stretch or typical goal individually set by the student's Diagnostic assessment.

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	2-3	*Number of minutes per intervention session*	20-30

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 District employs MTSS problem solving strategies to evaluate the effectiveness of the whole group of intervention and individual students. Tier 3 instruction is aligned to student deficiencies.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Each of the programs used employ multi-sensory strategies to engage learners. Each of the programs have implementation case studies that show improvement in reading achievement in large urban districts and have had success in narrowing the achievement gap of struggling readers.

McGraw-Hill Wonders Adaptive Learning
Category 1: ESSA Rating Strong
https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/wonders-research-evidence-compendium.pdf

https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/west-virginia/wonders-reviewers-guide.pdf

Words their Way Research
Category 1: ESSA Rating Strong
https://www.fsd157c.org/Documents/TeacherFiles/WordstheirWayresearch_11_13_2013_11_04_44_AM.pdf

Quick Reads Research
Category 1: ESSA Rating Strong
http://textproject.org/teachers/students/commercially-available-products-powered-by-text/quickreads-family-of-products/

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Adaptive Learning is a digital program for students in grades K-1. Students using Words Their Way can complete word sorts digitally while teachers use Microsoft Teams/Zoom to provide instruction synchronously. Students and teachers have access to Quick Reads passages digitally while teachers use Microsoft Teams/Zoom to provide instruction synchronously.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8	

IF:	**Student meets the following criteria at beginning of school year:** *Score at level 1 – 5 on the 2019 FSA*

THEN:	**TIER 1 Only**

<table>
<tr>
<td rowspan="10">TIER 1</td>
<td colspan="3">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
</td>
</tr>
<tr>
<td colspan="3" align="center">Core Curriculum</td>
</tr>
<tr>
<td colspan="3" align="center">Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</td>
</tr>
<tr>
<td colspan="3">Collections (Houghton Mifflin Harcourt) is used as the core curriculum in English Language Arts for all students and its use along with researched based supplemental resources is supported by strong evidence.</td>
</tr>
<tr>
<td colspan="3" align="center">Progress Monitoring</td>
</tr>
<tr>
<td align="center">Assessment & Frequency</td>
<td align="center">Performance Criteria that indicates Tier 1 is sufficient</td>
<td align="center">Performance Criteria that would prompt addition of Tier 2 interventions</td>
</tr>
<tr>
<td>

Reference FSA ELA – Spring 2019 to determine Tier placement
i-Ready Assessment will be administered two times per year for all students in grades 6-8 and three times a year to students who scored a Level 1 and 2 on the FSA to progress monitor

AP1 in Aug./Sept.
AP2 in Dec.
AP3 in May/June

</td>
<td>

Student continues to score at a proficient level on i-Ready Assessment

*please reference the attached Technical Assistance Paper for specific guidelines
</td>
<td>

Student scores at FSA ELA level 1 and 2 at the end of the year
i-Ready performance declines to low end yellow zone or red zone

*please reference the attached Technical Assistance Paper for specific guidelines
</td>
</tr>
<tr>
<td>How is the effectiveness of Tier 1 instruction being monitored?

School site administrators conduct walkthroughs
District staff conduct instructional reviews
Optional Standards-Aligned Progress Monitoring Tool through Performance Matters
</td>
<td colspan="2">What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Professional development for all ELA teachers
Literacy Coach cycle of support
District Curriculum Support Specialists school site support (planning, modeling, coaching, data analysis)
Additional instructional reviews based on data and instructional observations by administrators and District staff
</td>
</tr>
</table>

How is the effectiveness of Tier 1 curriculum being monitored? • District staff will monitor program implementation fidelity during school site support visits • District staff will collect information from literacy leaders during ICADs and school site support visits • School site administrators conduct walk-throughs using a "look-for" tool designed to ensure curriculum fidelity (?) • Optional Standards-Aligned Progress Monitoring Tool through Performance Matters	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** • District staff will meet quarterly with curriculum vendors to debrief on program effectiveness • Intensive Reading Pacing Guides are aligned to the English Language Arts Pacing Guides to support instruction of the FL standards. • English Language Arts pacing guides are enhanced to include supplemental resources for differentiated instruction. • Supplemental tools are utilized to support the content in the core curriculum.

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

All Tier 1 interventions have been designed to be utilized electronically for distance learning via eBooks, web base activities, and interactive supplemental tools. Additionally, the district utilizes Microsoft Teams as a designated platform that assists with differentiated instruction via the channel feature.

IF:	Student meets the following criteria at beginning of school year: Scores at level 1 or 2 on the 2019 FSA ELA and needs remediation in vocabulary and comprehension

THEN:	**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*
INSIDE	Unit Test- every 4 wks.; i-Ready Assessment 3 times per year	Student score at a high proficiency level on i-Ready Assessment *please reference the attached Technical Assistance Paper for specific guidelines	Student continues to score at a proficient level on i-Ready Assessment *please reference the attached Technical Assistance Paper for specific guidelines	Student scores at FSA ELA level 1 or 2 at the end of the year and i-Ready performance declines to low end yellow zone or red zone *please reference the attached Technical Assistance Paper for specific guidelines

Number of times a week intervention provided	3 to 5	*Number of minutes per intervention session*	270

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
- Intensive Reading Pacing Guides are aligned to the English Language Arts pacing guides to support instruction of the FL standards.
- Intensive Reading pacing guides are enhanced to include supplemental resources for differentiated instruction.

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

Inside (by Cengage Learning) is used as the core curriculum in Intensive Reading classes for students in need of remediation and support with vocabulary and comprehension skills. Its use, along with researched based supplemental resources to fill in the gaps and add standards-aligned tasks, is supported by moderate evidence.

Inside Research
Category 1: ESSA Rating Strong

(Left sidebar, vertical text): TIER 1 instruction and TIER 2 interventions

How are Tier 2 interventions modified for students who receive interventions through distance learning?
All Tier 2 interventions have been designed to be utilized electronically for distance learning via eBooks, web-based activities, and interactive supplemental tools. Additionally, the district utilizes Microsoft Teams as a designated platform that assists with differentiated instruction via the channel feature.

IF:	Student meets the following criteria at beginning of school year: Scores at level 1 or 2 on the 2019 FSA ELA and needs remediation in all reading foundational skills
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*
READ 180	Reading Inventory/Phonics Inventory	The end of year FSA ELA score will determine changes in Tier status; Students will be progress monitored throughout the year to determine DI placement *please reference the attached Technical Assistance Paper for specific guidelines	The end of year FSA ELA score will determine changes in Tier status; Students will be progress monitored throughout the year to determine DI placement *please reference the attached Technical Assistance Paper for specific guidelines
System 44 (reading foundational skills)	Reading Inventory/Phonics Inventory	The end of year FSA ELA score will determine changes in Tier status; Students will be progress monitored throughout the year to determine DI placement *please reference the attached Technical Assistance Paper for specific guidelines	Students may test out and be moved to Read 180 if they score 600 Lexile *please reference the attached Technical Assistance Paper for specific guidelines
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	3 to 5 plus tutoring sessions	*Number of minutes per intervention session*	60 to 120

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

- District ELA staff will work closely with teachers and administrators to ensure students are meeting the required benchmarks for the curriculum program. Comprehensive professional development will be provided to teachers as well as school site coaching support on how to effectively implement the curriculum.
- Intensive Reading Plus Pacing Guides are enhanced to include supplemental resources for differentiated instruction.

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

READ 180/System 44 (by Houghton Mifflin Harcourt) is used as the core curriculum in Intensive Reading Plus classes for students in need of remediation and support with the foundational reading skills, and its use is supported by strong research-based evidence.

SYSTEM 44 Research
Category 1: ESSA Rating Strong
https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:c82020f9-7e38-456a-8a67-1fdfc09bd68a

READ 180 Research
Category 1: ESSA Rating Strong
https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:3c699807-9666-4627-871d-172936c1ecf4

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

All Tier 3 interventions have been designed to be utilized electronically for distance learning via eBooks, web based activities, and interactive supplemental tools. Additionally, the district utilizes Microsoft Teams as a designated platform that assists with differentiated instruction via the channel feature.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9-12

IF:	**Student meets the following criteria at beginning of school year:** Score at level 1 – 5 on the 2019 FSA
THEN:	**TIER 1 Only**

<table>
<tr>
<td rowspan="10">TIER 1</td>
<td colspan="3">
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

</td>
</tr>
<tr><td colspan="3"><i>Core Curriculum</i></td></tr>
<tr><td colspan="3"><i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i></td></tr>
<tr><td colspan="3">Collections (Houghton Mifflin Harcourt) is used as the core curriculum in English Language Arts for all students and meets an ESSA "demonstrates rationale" evidence criteria.
ESSA Rating
https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:c0c7f4fc-3fef-4915-89ad-7dd43d5d28c7</td></tr>
<tr><td colspan="3"><i>Progress Monitoring</i></td></tr>
<tr>
<td><i>Assessment & Frequency</i></td>
<td><i>Performance Criteria that indicates Tier 1 is sufficient</i></td>
<td><i>Performance Criteria that would prompt addition of Tier 2 interventions</i></td>
</tr>
<tr>
<td>

Reference FSA ELA – Spring 2019 data to determine Tier placement
FAIR-FS Assessment will be administered 3 times per year to progress monitor Level 1 and 2 students in grades 9 and 10

AP1 – Aug.-Nov.
AP2 – Nov.-Feb.
AP3 – Feb.-June

</td>
<td>

Student continues to score at a proficient level on FAIR-FS Assessment

*please reference the attached Technical Assistance Paper for specific guidelines
</td>
<td>

Student scores at FSA ELA level 1 and 2 at the end of the year
FAIR-FS performance declines to low end yellow zone or red zone

*please reference the attached Technical Assistance Paper for specific guidelines
</td>
</tr>
<tr>
<td><i>How is the effectiveness of Tier 1 instruction being monitored?</i>

School site administrators conduct walkthroughs
District staff conduct instructional reviews
Optional Standards-Aligned Progress Monitoring Tool through Performance Matters

</td>
<td colspan="2"><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i>

Professional development for all ELA teachers
Literacy Coach cycle of support
District Curriculum Support Specialists school site support (planning, modeling, coaching, data analysis)
Additional instructional reviews based on data and instructional observations by administrators and District staff

</td>
</tr>
</table>

<table>
<tr><td colspan="2">How is the effectiveness of Tier 1 curriculum being monitored?</td><td colspan="2">What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</td></tr>
</table>

How is the effectiveness of Tier 1 curriculum being monitored?	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*
- District staff will monitor programs during school site support visits - District staff will collect information from literacy leaders during ICADs and school site support visits - School site administrators conduct walk-throughs using "Look-for" tool designed to ensure implementation fidelity - Optional Standards-Aligned Progress Monitoring Tool through Performance Matters	- District staff will meet quarterly with curriculum vendors to debrief on program effectiveness and analyze data reports - Intensive Reading Pacing Guides are aligned to the English Language Arts Pacing Guides to support instruction of the FL standards. - English Language Arts Pacing Guides are enhanced to include supplemental resources for differentiated instruction. - Supplemental tools are utilized to support the content in the core curriculum.

How is instruction modified for students who receive instruction through distance learning?
All Tier 1 interventions have been designed to be utilized electronically for distance learning via eBooks, web-based activities, and interactive supplemental tools. Additionally, the district utilizes Microsoft Teams as a designated platform that assists with differentiated instruction via the channel feature.

IF:	Student meets the following criteria at beginning of school year: Scores at level 1 or 2 on the 2019 FSA ELA and needs remediation in vocabulary and comprehension
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*
EDGE (Grades 9-10)	Unit Test- every 4 wks. FAIR-FS Assessment 3 times per year	Student score at a high proficiency level on FAIR-FS Assessment *please reference the attached Technical	Student continues to score at a proficient level on FAIR-FS Assessment	Student scores at FSA ELA level 1 or 2 at the end of the year and FAIR-FS performance declines to low

Paths to College and Careers (11th and 12th grade Retakers)	District Mid-Year Assessment	Assistance Paper for specific guidelines	*please reference the attached Technical Assistance Paper for specific guidelines	end yellow zone or red zone *please reference the attached Technical Assistance Paper for specific guidelines

Number of times a week intervention provided	3 to 5	***Number of minutes per intervention session***	270

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
- Intensive Reading Pacing Guides are aligned to the English Language Arts Pacing Guides to support instruction of the FL standards.
- Intensive Reading Pacing Guides are enhanced to include supplemental resources for differentiated instruction.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Edge (by Cengage Learning) is used as the core curriculum in Intensive Reading classes for students in need of remediation and support with vocabulary and comprehension skills. Its use, along with researched based supplemental resources to fill in the gaps and add standards-aligned tasks, is supported by moderate evidence.

Paths to College and Careers (by Public Consulting Group) is used as the core curriculum in the Reading classes for grades 11 and 12 and meets a high standard for strong evidence of researched based, standards aligned curriculum materials.

Edge Research
Category 1: ESSA Rating Strong
https://ngl.cengage.com/assets/downloads/edge_pro0000000030/exsum_effect_hb_edge.pdf

Paths to College
Category 1: ESSA Rating Strong
https://www.publicconsultinggroup.com/media/1275/realizing_the_promise_of_ccr_standards.pdf

How are Tier 2 interventions modified for students who receive interventions through distance learning?
All Tier 2 interventions have been designed to be utilized electronically for distance learning via eBooks, web based activities, and interactive supplemental tools. Additionally, the district utilizes Microsoft Teams as a designated platform that assists with differentiated instruction via the channel feature.

IF:	Student meets the following criteria at beginning of school year: Scores at level 1 or 2 on the 2019 FSA ELA and needs remediation in all reading foundational skills
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

<table>
<tr><td rowspan="20" style="writing-mode:vertical">TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</td><td colspan="4">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
</td></tr>
</table>

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*
READ 180	Reading Inventory/Phonics Inventory	The end of year FSA ELA score will determine changes in Tier status; Students will be progress monitored throughout the year to determine DI placement *please reference the attached Technical Assistance Paper for specific guidelines	The end of year FSA ELA score will determine changes in Tier status; Students will be progress monitored throughout the year to determine DI placement *please reference the attached Technical Assistance Paper for specific guidelines
System 44 (reading foundational skills)	Reading Inventory/Phonics Inventory	The end of year FSA ELA score will determine changes in Tier status; Students will be progress monitored throughout the year to determine DI placement *please reference the attached Technical Assistance Paper for specific guidelines	Students may test out and be moved to Read 180 if they score 600 Lexile *please reference the attached Technical Assistance Paper for specific guidelines

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times a week intervention provided	3 to 5 plus tutoring sessions	*Number of minutes per intervention session*	60 to 120

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
- District ELA staff will work closely with teachers and administrators to ensure students are meeting the required benchmarks for the curriculum program. Comprehensive professional development will be provided to teachers as well as school site coaching support on how to effectively implement the curriculum.
- Intensive Reading Plus Pacing Guides are enhanced to include supplemental resources for differentiated instruction.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
READ 180/System 44 (by Houghton Mifflin Harcourt) is used as the core curriculum in Intensive Reading Plus classes for students in need of remediation and support with the foundational reading skills, and its use is supported by strong research-based evidence.

SYSTEM 44 Research

Category 1: ESSA Rating Strong
https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:c82020f9-7e38-456a-8a67-1fdfc09bd68a

READ 180 Research
Category 1: ESSA Rating Strong
https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:3c699807-9666-4627-871d-172936c1ecf4

How are Tier 3 interventions modified for students who receive interventions through distance learning?
All Tier 3 interventions have been designed to be utilized electronically for distance learning via eBooks, web-based activities, and interactive supplemental tools. Additionally, the district utilizes Microsoft Teams as a designated platform that assists with differentiated instruction via the channel feature.