FAMU Lab School 2020-2021 District K-12
Comprehensive Evidence-Based Reading Plan Template

Contact Information

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

	Name/Title	Email	Phone
Main District Reading Contact	G. Star Swain	genleah.swain@famu.edu	850.583.0593

Responsibility	Name/Title	Email	Phone
Elementary ELA	G. Star Swain, Elementary Principal	Genleah.Swain@famu.edu	850.583.0593
Secondary ELA	Pink Hightower, Secondary Principal	Pink.Hightower@famu.edu	850.412.5930
Reading Endorsement	Patricia West, Assistant Superintendent Cami Bernales, Elementary Curriculum Coordinator Zellee Barnes, Secondary Assistant Principal	Patricia.West@famu.edu Cami.Bernales@famu.edu Zellee.Barnes@famu.edu	850.412.5930
Reading Curriculum	Patricia West, Assistant Superintendent Cami Bernales, Elementary Curriculum Coordinator Zellee Barnes, Secondary Assistant Principal	Patricia.West@famu.edu Cami.Bernales@famu.edu Zellee.Barnes@famu.edu	850.412.5930
Professional Development	Patricia West, Assistant Superintendent Cami Bernales, Elementary Curriculum Coordinator Zellee Barnes, Secondary Assistant Principal	Patricia.West@famu.edu Cami.Bernales@famu.edu Zellee.Barnes@famu.edu	850.412.5930
Assessment	Patricia West, Assistant Superintendent Cami Bernales, Elementary Curriculum Coordinator Zellee Barnes, Secondary Assistant Principal Raquista Claitt, Assessment & Accountability Coordinator	Patricia.West@famu.edu Cami.Bernales@famu.edu Zellee.Barnes@famu.edu Raquista.Claitt@famu.edu	850.412.5930
Data Element	Patricia West, Assistant Superintendent Cami Bernales, Elementary Curriculum Coordinator Zellee Barnes, Secondary Assistant Principal Raquista Claitt, Assessment & Accountability Coordinator	Patricia.West@famu.edu Cami.Bernales@famu.edu Zellee.Barnes@famu.edu Raquista.Claitt@famu.edu	850.412.5930
Summer Reading Camp	Cami Bernales, Elementary Curriculum Coordinator	Cami.Bernales@famu.edu	850.412.5930
3rd Grade Promotion	G. Star Swain	Genleah.Swain@famu.edu	850.583.0593

Plan Information

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

The contents of the FAMU DRS Comprehensive Evidence-Based Reading Plan will be communicated to all stakeholders by posting on the FAMU DRS School Website, email to parents, teachers and staff, and also through written communication to teachers and staff.

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	• Grade level proficiency	• HMH Diagnostic (KG) • HMH Progress Monitoring		• Beginning of the Year • Weekly, Monthly
Phonological awareness	• Grade level proficiency • Grade equivalent • Lexile/reading levels • Growth levels • Projected growth & proficiency • Standards mastery	• Diagnostic (HMH, STAR, NWEA) • Progress/Growth Monitoring (STAR, NWEA) • Formative (HMH)	• PBT (HMH) • CBT (STAR, NWEA)	• Beginning of the Year • Weekly • Monthly • Quarterly
Phonics				
Fluency				
Vocabulary				
Comprehension				

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?
NWEA	• Grade level Proficiency • Projected growth and proficiency • Growth/Progress	• Diagnostic • Progress/Growth Monitoring	CBT	Quarterly
STAR Assessments	• Grade level equivalent • Lexile/reading levels	• Diagnostic • Progress/Growth Monitoring • Formative	CBT	Monthly
Read 180	• Lexile/reading levels • Grade level proficiency	• Diagnostic • Progress/Growth Monitoring Formative	CBT	Monthly

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 are 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?*
Bi-Weekly by School and District Administration, Reading Coaches, and Teachers	1. Data reports are collected. 2. Data is disaggregated and grouped according to grade levels, courses, and teachers. 3. Data is shared with district and school leaders and implications are discussed in leadership data chats. 4. District and school leadership identify areas of weakness, lowest 25%, areas of focus, etc. based on data reports. School principals use the data discussions to inform decisions about instructional planning to address needs reflected in the data.	The district ensures disaggregated data reports are shared with school principals in district leadership data meetings. School principals then share data with teachers and reading coaches in bi-weekly data chats.	Concerns are communicated in scheduled meetings with district and school leadership as well as with teachers in grade level/content area team meetings.	The assistant superintendent is responsible for providing plan implementation oversight, support, and follow-up.

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

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	School Principals APs Reading Coaches	• Email Communication • One-on-One teacher meetings	Weekly	• Feedback Meetings (Principals, Aps, Reading Coaches) • Data Chats (Principals, Aps, Reading Coaches) • Faculty Meetings (Principals, Aps) • Reading Leadership Team Meetings (Reading Coaches) • Grade Level Team Meetings (Team Leaders) • Department Meetings (Department Chair) • MTSS Meetings (APs, MTSS Coordinator)	Weekly by School principals and reading coaches
Data chats	School Principals APs Reading Coaches MTSS Coordinator	• Meeting Agendas • Email Communication • MTSS Meetings • Teacher Data Chats	Bi-Weekly		Monthly by the Reading Leadership Team
Reading Leadership Team per 6A-6.053(3) F.A.C.	School Principals Reading Coaches MTSS Coordinator	• Meeting Agendas • Email Communication • Reading Leadership Team Guidance document	Monthly		
Monitoring of plan implementation	Elementary Principal Secondary Principal	• Email Communication • K-12 Comprehensive Reading Plan	Monthly		Monthly by Principals, APs, and Reading Coaches
Other: (Specify)					

Implementation and Progress-monitoring		
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
1. Data is gathered from district leadership data meetings and implications are outlined. 2. Identified areas of weakness, lowest 25%, areas of focus, etc. based on data reports used to inform decisions about instructional planning to address needs as reflected in the	• Data Chats • Reading Leadership Team Meetings • Feedback Meetings with Teachers • Faculty Meetings • Grade Level Team Meetings • Department Meetings • MTSS Meetings	• Monthly Plan Monitoring Meetings with school leaders • Bi-Weekly Data Analysis of reading assessment data • Monthly Meetings with Reading Leadership Team

data.
3. Students are appropriately identified as Tier I, II, or III and instructional strategies are provided to address the needs of each student.		

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	• Email communications • Weekly School Administration Meetings • Monthly Reading Leadership Team Meetings • Faculty webpages	• Meetings with reading coaches • Instructional walkthroughs and observations • Data Chats • Analysis of Assessment data reports	• Monthly (or as trainings are scheduled) • Reported to the district through training agendas, email communications, training resources, and training materials utilized	Superintendent and Assistant Superintendent	Assistant Superintendent
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth					
Identification of mentor teachers		Monthly mentor meetings with mentors and mentees	Monthly through email communications		
Establishing of model classrooms within the school		• Instructional walkthroughs and observations • Lesson/Unit plans review • Review of IFC implementation • Teacher feedback meetings	• Bi-annually • Reported through email communications • FAMU DRS Professional Learning Community ShareFile (OneDrive)		

Providing teachers with time weekly to meet together for professional development including lesson study and PLCs		• PD Agendas • Sign-in sheets • PD Calendar • Scheduling (Common Planning)	• Monthly (or as trainings are scheduled) • Reported to the district through training agendas, email communications, training resources, and training materials utilized • FAMU DRS Professional Learning Community ShareFile (OneDrive)		

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 Small group differentiated instruction in order to meet individual student needs	• Teacher daily schedules • Reading coach meetings • Lesson Plans • Data Chats	• Lesson Plans • Walkthroughs and Observations • Scheduling • MTSS Meetings	• Walkthrough and Observation Data • Leadership learning walks • Master schedules • Administration Meetings	Superintendent and Assistant Superintendent	Monthly

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

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

> The district is prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds by applying more funding to supplemental materials needed for interventions for those students and providing the summer reading and intervention camps for K-3 students.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on intervention teachers assigned to elementary schools	
District expenditures on intervention teachers assigned to secondary schools	$50,000
District expenditures on supplemental materials or interventions for elementary schools	$31,926
District expenditures on supplemental materials or interventions for secondary schools	$15,000
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	$6,000
District expenditures on helping teachers earn the reading endorsement	$5,000
District expenditures on summer reading camps	$30,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	$137, 926
Amount of District Research-Based Reading Instruction Allocation	$137,926

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?

> Lit Camp Summer reading curriculum
>
> iReady Reading Instruction Books

Will students in grades other than 3 be served also? Yes ☒ No ☐
If yes, which grade levels? _____K-2_____

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)

FSA ELA-Reading data reported class subject grades, as well as the school's NWEA data from the previous school year was disaggregated, analyzed, and interpreted within data discussions amongst school and district leadership. Grade levels with less than 50% percent proficiency on FSA, or less than 50% of the students are at the 21st percentile or higher on NWEA, are identified as the grade levels with the greatest need. The school (elementary, middle, or high) with the most grade levels in these categories is determined to have the greatest need.

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?

Coaches' roles and responsibilities will be communicated to principals, coaches, teachers, and district staff. These roles and responsibilities will be reviewed with these stakeholders in group meetings to ensure the reading coaches' role is not confused.

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

School principals will monitor the adherence to, and understanding of, the reading coaches' role. Reading coaches will report to their school principal should concerns arise.

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

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

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

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

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

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

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?*
- Distribution of K-12 Comprehensive Reading Plan to principals - Dissemination of JRF! Coaching Model Requirements Document	Coaching logs	Assistant Superintendent	- Bi-Weekly with Teachers - Monthly with Reading Leadership Team	1. Reading Coaches meet with school principals to receive disaggregated data from school principals and have discussions regarding identified deficiencies, weaknesses, growth, and current proficiency levels. 2. Struggling groups of students are identified based on data. 3. Identified students are appropriately assigned to Tier I, II, or III and instructional strategies and interventions are planned. 4. Information from leadership data discussions is shared with teachers by the reading coach in data meetings. 5. Reading coaches plan and work with teachers on intervention plans to address any deficiencies students may have based on data

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): KG - 5	
IF:	Student meets the following criteria at beginning of school year: **Greater than the 21st percentile (NWEA) or 70% accuracy/mastery (HMH Diagnostic) AND Greater than 399 on FLKRS assessment**
THEN:	**TIER 1 Only**

<table>
<tr>
<td rowspan="6">TIER 1</td>
<td>

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 align="center">Core Curriculum</td>
</tr>
<tr>
<td 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>The core curriculum is Houghton-Mifflin Harcourt Into Reading. Its use by the students served currently demonstrates a rationale. However, due to upcoming adoption periods and transitions to new state standards, future curriculum adoption decisions will be made with ESSA's tiered system in mind. and</td>
</tr>
<tr>
<td align="center">Progress Monitoring</td>
</tr>
</table>

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
- Florida Kindergarten Readiness Screener (FLKRS): Beginning of the year - STAR Assessment: Monthly - NWEA: Quarterly - HMH *Into Reading* Weekly Assessment: Weekly	Students are at greater than the 21st percentile (NWEA) or 70% accuracy/mastery (HMH).	After a minimum of 6 weeks, student(s) continuing to perform at less than the 21st percentile (NWEA) or less than 70% accuracy/mastery of standards (HMH).

How is the effectiveness of Tier 1 instruction being monitored? The effectiveness of Tier I instruction is frequently monitored through analysis of formative assessment data from HMH weekly curriculum assessments and STAR monthly progress monitoring assessments, as well as Study Island standards assessments. • Frequent monitoring of weekly/bi-weekly assessment data • Weekly instructional walkthroughs and observations by principals, APs, and reading coaches • Bi-Weekly data chats ***How is the effectiveness of Tier 1 curriculum being monitored?*** The effectiveness of Tier I curriculum is being monitored by frequent analysis of the curriculum's scope and sequence alignment to Florida State standards and the ability of teachers to provide implementation of the curriculum with fidelity. The effectiveness of curriculum is also being monitored by observation of the level of student engagement in instruction being provided through curriculum resources. Student engagement and interactions can be indicative of the level in which students are responding to instruction through the curriculum.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** 1. Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier I performance criteria. 2. Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.

How is instruction modified for students who receive instruction through distance learning?
Differentiated instruction is provided to students through access to live direct instruction, instructional recordings, and scheduled small group instruction sessions with the general education teacher via the Zoom meeting platform.

IF:	Student meets the following criteria at beginning of school year: **Less than the 21st percentile (NWEA) and less than 70% accuracy/mastery of standards (HMH)**
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
• HMH *Into Reading* Supplemental Resources for Intervention (iRead & Read180) • Guided Reading in small group instruction • Fundations Language Basics Program	• STAR Assessment: Monthly • NWEA: Quarterly • HMH *Into Reading* Weekly Assessment: Weekly	Students are at greater than the 21st percentile (NWEA) AND 70% accuracy/mastery (HMH).	Less than the 21st percentile (NWEA) and less than 70% accuracy/mastery of standards (HMH)	After a minimum of 6 weeks, students continuing to perform at less than the 21st percentile or less than 70% accuracy/mastery.

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 2 intervention, including alignment with core curriculum and instruction?

1. Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier I performance criteria.
2. Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
- **iRead:** *Moderate Evidence* (https://www.hmhco.com/research/iread-early-outcomes-from-a-matched-comparison-group-qed-study) and *Demonstrates a Rationale* (https://www.hmhco.com/research/iread-research-foundations)
- **Read180:** *Promising Evidence* (https://www.hmhco.com/research/read-180-universal-mindset-study-early-outcomes) and *Strong Evidence* (https://www.hmhco.com/research/what-works-clearinghouse-intervention-report-adolescent-literacy-read-180)
- **Guided Reading Instruction:** *Demonstrates a Rationale* (http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf)

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Students on Tier 2 who are participating in distance learning will receive guided small group instruction via scheduled Zoom sessions with the classroom teacher. Students will have internet/web access to iRead and Read180 instructional software programs so as to access it at any remote location.

IF:	Student meets the following criteria at beginning of school year: **Students continuing to perform at less than the 21st percentile or less than 70% accuracy/mastery.**
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*
• Fundations Language Basics Program	• STAR Assessment: Monthly • NWEA: Quarterly • HMH *Into Reading* Weekly Assessment: Weekly	Students are at greater than the 21st percentile (NWEA) AND 70% accuracy/mastery (HMH).	After a minimum of 6 weeks, students continuing to perform at less than the 21st percentile or less than 70% accuracy/mastery.

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*	20-30

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
1. Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier II performance criteria.
2. Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
- **Fundations:** *Demonstrates a Rationale* (https://www.wilsonlanguage.com/programs/research-results/research-base/)

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Students on Tier 3 who are participating in distance learning will receive one-on-on instruction with the Fundations intervention program via scheduled Zoom sessions with the classroom teacher. Student resources and materials will be provided to students in a hard copy format and electronically on the school's online learning platform.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-12	

IF:	Student meets the following criteria at beginning of school year: **Greater than the 21st percentile (NWEA) or 70% accuracy/mastery of standards (Pearson)**
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.
The core curriculum is Pearson Reading. Its use by the students served currently demonstrates a rationale. However, due to upcoming adoption periods and transitions to new state standards, future curriculum adoption decisions will be made with ESSA's tiered system in mind. and

Progress Monitoring		
Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient***	***Performance Criteria to that would prompt addition of Tier 2 interventions***
• STAR Assessment: Monthly • NWEA: Quarterly • Pearson Reading Weekly Assessment: Weekly	Students are at greater than the 21st percentile (NWEA) or 70% accuracy/mastery (Pearson).	After a minimum of 6 weeks, student(s) continuing to perform at less than the 21st percentile (NWEA) or less than 70% accuracy/mastery of standards (Pearson).

How is the effectiveness of Tier 1 instruction being monitored? The effectiveness of Tier I instruction is frequently monitored through analysis of formative assessment data from HMH weekly curriculum assessments and STAR monthly progress monitoring assessments, as well as Study Island standards assessments. • Frequent monitoring of weekly/bi-weekly assessment data • Weekly instructional walkthroughs and observations by principals, APs, and reading coaches • Bi-Weekly data chats **How is the effectiveness of Tier 1 curriculum being monitored?** The effectiveness of Tier I curriculum is being monitored by frequent analysis of the curriculum's scope and sequence alignment to Florida State standards and the ability of teachers to provide implementation of the curriculum with fidelity. The effectiveness of curriculum is also being monitored by observation of the level of student engagement in instruction being provided through curriculum resources. Student engagement and interactions can be indicative of the level in which students are responding to instruction through the curriculum.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** 3. Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier I performance criteria. 4. Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.

How is instruction modified for students who receive instruction through distance learning?
Differentiated instruction is provided to students through access to live direct instruction, instructional recordings, and scheduled small group instruction sessions with the general education teacher via the Zoom meeting platform.

IF:	Student meets the following criteria at beginning of school year: **Less than the 21st percentile (NWEA) and less than 70% accuracy/mastery of standards (Pearson)**
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
• Read180 • Guided Reading in small group instruction	• STAR Assessment: Monthly • NWEA: Quarterly • HMH *Into Reading* Weekly Assessment: Weekly	Students are at greater than the 21st percentile (NWEA) AND 70% accuracy/mastery (HMH).	Less than the 21st percentile (NWEA) and less than 70% accuracy/mastery of standards (HMH)	After a minimum of 6 weeks, students continuing to perform at less than the 21st percentile or less than 70% accuracy/mastery.

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 2 intervention, including alignment with core curriculum and instruction?

3. Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier I performance criteria.
4. Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
- **Read180:** *Promising Evidence* (https://www.hmhco.com/research/read-180-universal-mindset-study-early-outcomes) and *Strong Evidence* (https://www.hmhco.com/research/what-works-clearinghouse-intervention-report-adolescent-literacy-read-180)
- **Guided Reading Instruction:** *Demonstrates a Rationale* (http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf)

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Students on Tier 2 who are participating in distance learning will receive guided small group instruction via scheduled Zoom sessions with the classroom teacher. Students will have internet/web access to the Read180 instructional software program so as to access it at any remote location.

IF:	Student meets the following criteria at beginning of school year: **Students continuing to perform at less than the 21st percentile or less than 70% accuracy/mastery.**
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

<table>
<tr><td rowspan="10">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*
• Read180	• STAR Assessment: Monthly • NWEA: Quarterly • Pearson Weekly Assessment: Weekly	Students are at greater than the 21st percentile (NWEA) AND 70% accuracy/mastery (HMH).	After a minimum of 6 weeks, students continuing to perform at less than the 21st percentile or less than 70% accuracy/mastery.

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*	50

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
3. Bi-Weekly data chats are conducted to discuss formative assessment data and identify students consistently not meeting Tier III performance criteria.
4. Bi-Weekly MTSS meetings problem-solving meetings are scheduled to include support services team members, general education teacher(s), intervention teachers, reading coaches, and principals/APs to discuss possible intervention strategies or strategies currently being implemented and the effectiveness of the strategies.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
- **Read180:** *Promising Evidence* (https://www.hmhco.com/research/read-180-universal-mindset-study-early-outcomes) and *Strong Evidence* (https://www.hmhco.com/research/what-works-clearinghouse-intervention-report-adolescent-literacy-read-180)

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Students on Tier 3 who are participating in distance learning will receive one-on-on instruction with the Fundations intervention program via scheduled Zoom sessions with the classroom teacher. Student resources and materials will be provided to students in a hard copy format and electronically on the school's online learning platform.