FLVS 2020-2021 District K-12
Comprehensive Evidence-Based Reading Plan

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	Patricia Hunt	Literacy Manager	phunt@flvs.net	239-826-7564
Responsibility	**Name**	**Title**	**Email**	**Phone**
Elementary ELA	Richard Rizzo	Director of FLEX Elementary & Literacy	rrizzo@flvs.net	407-734-3910
Secondary ELA	Katie Santana	Direction of Instruction – Full-Time	Ksantana@flvs.net	954-899-2259
Reading Endorsement	Patricia Hunt	Literacy Manager	phunt@flvs.net	239-826-7564
Reading Curriculum	K-5 Taylor Harris 6-12 Amanda Messer	Curriculum Specialist ELA Curriculum Manager ELA	tharris@flvs.net amesser@flvs.net	407-756-4171 304-972-6569
Professional Development	Patricia Hunt	Literacy Manager	phunt@flvs.net	239-826-7564
Assessment	Dr. Alicia Parker	Sr. Manager – Analysis, Assessment, & Accountability	aparker@flvs.net	386-847-5032
Data Element	Student data: Elizabeth Gagne Staff data: Jill Ogletree	Full Time School Operations Admin. Certification Specialist	egagne@flvs.net jogletree@flvs.net	941-322-7217 321-297-3921
Summer Reading Camp	Sheri Sico	FTES Assistant Principal	ssico@flvs.net	850-361-8697
3rd Grade Promotion	Sheri Sico	FTES Assistant Principal	ssico@flvs.net	850-361-8697

Plan Information

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

The reading plan is shared with all stakeholders by the literacy manager with district and school level leadership to be distributed across their teams. The plan can also be found on our internal literacy site and the FLVS website that is accessible to all stakeholders including families and community members. Additionally, the plan will be shared at our School Advisory Council meetings at each school.

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	Oral Language and Word Knowledge Screening	Progress Monitoring	Individual Assessments	3x per year
Phonological awareness	Dibels Beginning, Middle, and End PSF Assessment	Progress Monitoring	Individual Assessments	3x per year
Phonics	Dibels Beginning, Middle, and End NWF, WRF	Progress Monitoring	Individual Assessments	4x per year
Fluency	Dibels Beginning, Middle, and End ORF	Progress Monitoring	Individual Assessments	4x per year
Vocabulary	K-1 Module Assessments/DBAs 2-5 iReady Diagnostic	Summative/Formative Diagnostic/Progress Monitoring	Individual Assessments	8 times per year 3 times per year
Comprehension	K-1 Module Assessments/DBAs 2-5 iReady Diagnostic	Summative/Formative Diagnostic/Progress Monitoring	Individual Assessments	8 times per year 3 times per year

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
6-12 iReady	iReady – Reading skill levels of students that are identified as performing below grade level	Diagnostic Growth Check Assessments – Progress Monitoring	Individual Assessments Int. Reading Classes	3X per year
9-12 Scantron	Reading skill levels/Standard mastery of students that are identified as performing below grade level	Diagnostic Progress Monitoring	Individual Assessments Int. Reading Classes	3X per year
Discussion Based Assessments	Student performance/grades	Formative	Individual Assessments	Quarterly
Module Assessments/Exams	Student performance/grades	Summative	Individual Assessments	Quarterly

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?*
Monthly	1) School and district teams identify trends based on data. 2) Goal for student improvement is created with schools 3) Identify challenges and resources 4) Provide training if needed 5) Implement use of resources and strategies 6) Review data and analyze effectiveness 7) Reflect and continue, revisit, or choose new goal	The Literacy Manager monitors the progress monitoring data monthly through data baseball cards and through supplemental program reports. Additionally, the Literacy Manager reviews the data that demonstrates our students' proficiency on the FSA as it correlates to our ELA curriculums. The Literacy Manager meets with the Directors of Instruction and the school administration to discuss findings. School administration meets regularly with the Directors of Instruction to discuss data and student progress to create school goals.	The Literacy Manager meets with the directors of instruction and the school administration to discuss plan implementation through small group meetings. School administration meets regularly with the Directors of Instruction to discuss data and student progress the need for specific goals within the school.	Literacy Manager Director of FLEX Elementary and Literacy Director of Instruction FT

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	Principals Assistant Principals	Grade level meetings SH Meetings One on One calls Email	**FTES** – Weekly **FTMS** – Teachers collect weekly, Admin. monthly **FTHS** - Teachers collect weekly, including our Homeroom Student Progress Monitoring Report, HRSPR. Data collected by Admin. will be monthly.	**FTES** - Data is shared one-on-one and in groups by administration. **FTMS -** Supervising Assistant Principal will share data via weekly updates, faculty meetings, department meetings, team meetings, & one-on-one calls	Reviewed monthly by Principal and/or Assistant Principals **FTMS** - Weekly by supervising Assistant Principal **FTHS** - Weekly by supervising Assistant Principal.
Data chats	Principals Assistant Principals	**FTES** - Grade level and schoolhouse meetings, school calendars, and email. **FTMS & HS** – One-on-one calls	**FTES** - Every 6 weeks **FTMS & HS** – Monthly	**FTES** - Data is shared on the School Data Sheet. Discussions include teachers, Admin, RTI Specialist, Intervention Teachers, and Literacy Coach **FTMS & HS** - Supervising Assistant Principal will share data via weekly updates, faculty meetings, department meetings, team meetings, & one-on-one calls	**FTES** - Every 8 weeks or on an as needed basis by RTI Specialist, Intervention Teachers, Admin, and Literacy Coach **FTMS & HS** – Monthly by supervising Asst. Principal
Reading Leadership Team per 6A-6.053(3) F.A.C.	Principals Assistant Principals Literacy Coach	Pre-planning in-service, School house meetings, email/Teams	**FTES** – Monthly **FTMS & HS** - Quarterly	**FTES** - Shared quarterly at School House meetings by Literacy Coach and team members **FTMS & HS**- Principal, During one-on-one calls, team meetings, &	**FTES** - Reviewed by team quarterly **FTMS & HS** - Quarterly by Principal

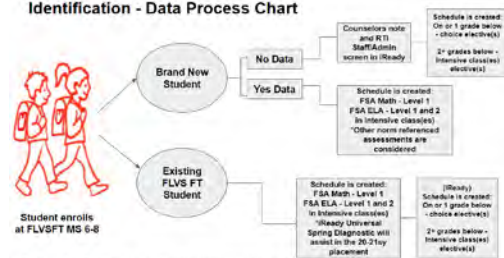|					
					email/Teams
Monitoring of plan implementation	Principals Assistant Principals	Grade level meetings School house meetings One-on-one calls Email/Teams	**FTES** – On-going **FTMS & HS** - Quarterly	**FTES** – School house meetings, grade level meetings, by Administration Team **FTMS & HS** - Principal, During one-on-one calls, team meetings, & email/Teams	**FTES** - Monthly by Administrative team **FTMS & HS** – Quarterly by Principal
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?
FTES - Reading Plan data and Teacher-Student Progress (TSP) report will be reviewed during weekly administrators' meetings. Data will be analyzed per teacher, per grade level, and overall school. The specific area of concern will drive the next step. **FTMS** – Please see the above graphic for identification and course placement plan. Additional problem-solving steps include Reading Leadership team meetings, administrative team meetings, and school wide data review. **FTHS –** Reading Plan data will be reviewed during weekly administrators' meetings. Data	**FTES -** If the concern is at teacher level, it is addressed by the immediate supervisor 1:1 with the teacher. Outcome is reviewed during the subsequent weekly administrators' meeting. If the concern is at a grade level, it is addressed at the weekly grade level meeting by the immediate supervisor. Outcome is reviewed during the subsequent weekly administrators' meeting. If the concern is schoolwide, the concern is addressed by the principal at a School House meeting. Concern is also discussed at the weekly 12-month staff meeting and at the bi-weekly meeting with the district curriculum manager. **FTMS & HS** – The administration team will meet individually with the reading teachers and in team meetings with the reading team.	**FTES -** The TSP school report will be reviewed by the Director of Instruction (immediate supervisor of the principal) during a weekly 1:1 call with the principal. Concerns are discussed, plan is developed if needed, plan is reviewed weekly. **FTMS & HS** – The Director of Instruction for Full-time meets weekly with the principal. Concerns are discussed, plan is developed if needed, plan is reviewed weekly.

will be analyzed per teacher, per grade level, and overall school. The specific area of concern will drive the next step. Additional problem-solving steps include Reading Leadership team meetings, administrative team meetings, and school wide data review.					

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	Training opportunities are shared by the Literacy Manager and Professional Learning Team to principals through emails and meetings.	Principals conduct Monthly Walkthrough conversations with teachers. This training is part of the annual back-to-school required trainings.	Training is tracked continuously through Pathways.	Literacy Manager	Literacy Manager
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Training opportunities are shared by the Literacy Manager to principals through emails and meetings.	Principals conduct Monthly Walkthrough conversations with teachers	Training is continuously tracked in Pathways. Coaches record specific professional development and coaching in monthly coaching logs.	Full-Time schools – Director of FT Instruction

FLEX programs – Director of FLEX Elementary & Literacy | Full-Time schools – Director of FT Instruction

FLEX programs – Director of FLEX Elementary & Literacy |
| Identification of mentor teachers | Training opportunities are shared by the Literacy Manager to principals | School-based administrative teams work together to identify mentors | Reported quarterly or per segment. Excel/Word document shared with admin/lead teacher team. | Full-Time schools – Director of FT Instruction

FLEX programs – Director of FLEX | Full-Time schools – Director of FT Instruction

FLEX programs – Director of FLEX Elementary & Literacy |

	through emails and meetings			Elementary & Literacy	
Establishing of model classrooms within the school	Training opportunities are shared by the Literacy Manager & Professional Learning to principals through emails and meetings	School-based administrative teams work together to identify model classrooms	Pre-planning and start of segment 2 Excel/Word document shared with admin/lead team.	Full-Time schools – Director of FT Instruction FLEX programs – Director of FLEX Elementary & Literacy	Full-Time schools – Director of FT Instruction FLEX programs – Director of FLEX Elementary & Literacy
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Directors of Instruction share need for weekly PD and collaboration for instructional staff with school administration	School administration creates schedule and monitors participation. Administration discusses with teachers during scheduled data chats and classroom walkthroughs.	PLC work is tracked in Pathways in conjunction with Professional Learning	Full-Time schools – Director of FT Instruction FLEX programs – Director of FLEX Elementary & Literacy	Full-Time schools – Director of FT Instruction FLEX programs – Director of FLEX Elementary & Literacy

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	Literacy Manager reviews plan with Directors of Instruction and meets with principal to review	Principal reviews walk through data with assistant principals weekly.	Principal will meet with Director of Instruction, Literacy Manager and Senior Manager of Elementary Curriculum Development.	Director of Instruction-Full Time, Literacy Manager and Senior Manager of Elementary Curriculum Development	Weekly with Director of Instruction, Bi-weekly with Senior Manager of Elementary Curriculum Development, Quarterly with Literacy Manager

Small group differentiated instruction in order to meet individual student needs	Literacy Manager reviews plan with Directors of Instruction and meets with principal to review	Principal reviews walk through data with assistant principals weekly. Principal reviews during weekly call with RtI Specialist.	Principal will meet with Director of Instruction, Literacy Manager, and Senior Manager of Elementary Curriculum Development	Director of Instruction-Full Time, Literacy Manager and Senior Manager of Elementary Curriculum Development	Weekly with Director of Instruction, Bi-weekly with Senior Manager of Elementary Curriculum Development, Quarterly with Literacy Manager

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 several ways. We have utilized funds to purchase progress monitoring resources, continued professional development in multisensory instructional methodologies such as Orton-Gillingham, and by providing a full-time literacy coach to the elementary school along with additional coach support to deliver specific PD as needed. Additionally, we continue to support the Full-Time Elementary school with supplemental instructional resources as needed.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	0
District expenditures on reading coaches assigned to elementary schools	$652,688.00
District expenditures on reading coaches assigned to secondary schools	$52,604.00
District expenditures on intervention teachers assigned to elementary schools	0
District expenditures on intervention teachers assigned to secondary schools	$567,224.96
District expenditures on supplemental materials or interventions for elementary schools	$227,231.00
District expenditures on supplemental materials or interventions for secondary schools	$10,000.00
District expenditures on professional development	$51,114.04
District expenditures on helping teachers earn the reading endorsement	$20,000.00
District expenditures on summer reading camps	$32,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	
Amount of District Research-Based Reading Instruction Allocation	$1,612,862.00

Summer Reading Camp

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. An addendum will be sent out the last week of August 2020 requesting specific information.

What evidence-based instructional materials are being used for Summer Reading Camp?

iReady – Moderate - https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact

Learning A-Z (Raz-Plus) Moderate - https://www.learninga-z.com/site/resources/research-and-efficacy/tutoring-reading-study?product=5324
This study meets moderate evidence standards because it used a well-controlled quasi-experimental design and produced statistically significant positive effects with a large sample size across multiple sites. * [Participants] were 359 second-grade students from rural communities in Ohio. Students were either receiving Title I services or exhibited cognitive or learning disabilities.

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

If yes, which grade levels? 2-4

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)

> Elementary – Each grade level has a literacy coach K-5, we also have a district elementary coach that provides overall support to all principals and coaches as needed.
>
> Middle – We have one coach that supports FLEX middle and one that supports Full-time middle
>
> High – We have coaches that provide secondary support to our FLEX high school schoolhouses and one ½ time coach for the Full-time high school.
>
> Literacy Manager – Supports all facets of the district, supervises FLEX literacy coaches, provides professional development to the literacy team and district-wide literacy professional development.

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 Literacy Manager has shared the Literacy Coach job description with all instructional administration. Literacy Coaches meet bi-weekly with the Literacy Manager to discuss their work in schools. School level administration work with the teaching staff to ensure coaches are working within their roles.

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

> Coaches meet monthly with the Literacy Manager. If there are any concerns reported to the manager, it is then shared with the Directors of Instruction for further action.

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

Is your district using the Just Read, Florida! coaching model? Yes X 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?*
The Literacy Manager is presenting the coach responsibilities to the FLEX ILs at their IL meeting. The literacy coach job description is being shared with all administrators through email and/or small group meetings.	Monthly through a Google Form	Literacy Manager	Monthly	1) Data is reviewed with coaches during Monthly Walk Through meetings. 2) Areas for growth are identified and analyzed. 3) Ideas for change are identified by coach and manager. 4) New goals and implementation plan are developed by coach. 5) Plan is implemented. 6) Plan is evaluated and goal is revised or rewritten during the next month.

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-2

IF:	Student meets the following criteria at beginning of school year: **Kindergarten** • DIBELS (see chart below) • Florida Kindergarten Readiness Screener Scale Score of 499-521 (Benchmark) **1st Grade** • DIBELS (see chart below) **2nd Grade** • DIBELS (see chart below) • iReady Reading (see chart below)

DIBELS 8th Edition Core Support Levels (Green Range)

	LNF	PSF	NWF-CLS	WRF	ORF
Beginning	KG: 25+ 1st: NA 2nd: NA	KG: 12-19 1st: 39-50 2nd: NA	KG: 10-19 1st: 42-46 2nd: NA	KG: NA 1st: 15-19 2nd: NA	KG: NA 1st: 21-34 2nd: 51-84
Middle	KG: 37 + 1st: NA 2nd: NA	KG: 32-42 1st: 43-56 2nd: NA	KG: 26-35 1st: 54-67 2nd: NA	KG: NA 1st: 17-31 2nd: NA	KG: NA 1st: 35-50 2nd: 73-104
End	KG: 42+ 1st: NA 2nd: NA	KG: 47-52 1st: 45-60 2nd: NA	KG: 33-40 1st: 60-86 2nd: NA	KG: NA 1st: 25-49 2nd: NA	KG: NA 1st: 44-75 2nd: 94-127

iReady On-Level Range	
Beginning	2nd Grade 489-512
Middle	2nd Grade 513-536
End	537-560

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* Students receive Tier 1 instruction using K-2 ELA curriculum with classroom teacher.

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.
FLVS uses the FLVS K-2 ELA curriculum as its core curriculum. The curriculum is built in house and is aligned to the Florida Standards. The standards are taught with a spiraled instructional approach; building on the complexity of a standard until the standard is addressed at a mastery level. This approach gives teachers the ability to pinpoint where a student is struggling and provide additional support before students are expected to have full mastery of a standard. Lesson level and Module assessments are used to demonstrate standards mastery, as well as Discussion Based Assessments (DBAs). The school administration works closely with the Curriculum Manager to share student progress data to monitor curriculum effectiveness. Additionally, FLVS Grade 2 uses iReady with all students – Moderate Level of Evidence - https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact

Progress Monitoring		
Assessment & Frequency	***Performance Criteria that indicates Tier 1 is sufficient***	***Performance Criteria to that would prompt addition of Tier 2 interventions***
● Module Exams, every 2-3 weeks ● Discussion Based Assessments, 2x per semester ● DIBELS 3x a year	● Module Exams with a 70% or higher ● Discussion Based Assessments with a 70% or greater ● DIBELS- Benchmark Scores	Students identified as below grade level on DIBELS (K-2) and/or iReady (2nd grade) may be referred for Tier 2 interventions.
How is the effectiveness of Tier 1 instruction being monitored? Data Collection Spreadsheet, Data Chats with administration team, Lead Teachers, Literacy Coach, RtI Specialist, Intervention team.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** ***Weekly team meetings, data chats, review of grade level skills through classwork, modify*** ● Teachers review classroom performance and curriculum assessments. ● Teachers review data from DIBELS/Oral Language assessments (K-2) and iReady Diagnostic to determine level of performance (on, below, or above grade level). ● Teachers modify classroom instruction as needed. ● Teachers revisit data after interventions are implemented. ● A referral to the Intervention Team is initiated for possible Tier 2 placement if Tier 1 instruction is not successful.	

	How is the effectiveness of Tier 1 curriculum being monitored? School-based administration meets regularly with grade-level teams in weekly data chats to discuss student progress. School-based administration meets bi-weekly with the Curriculum Manager to discuss student data and curriculum effectiveness.	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? The curriculum and Analysis, Assessment, & Accountability departments analyze student performance data. State assessments and item analysis help us gauge the success of our curriculum. Our curriculum department stays up to date with changes to standards, revising courses on a schedule accordingly. The student data baseball card report helps to identify great areas of need within the curriculum based on student performance data.

How is instruction modified for students who receive instruction through distance learning?
All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS K-5 ELA curriculum through our Learning Management System, Educator. Additionally, all FLVS students in grades 2-5 utilize iReady. They complete their core module course work independently. These modules contain a variety of activities for student to engage in for practice. Students attend live lessons for standards aligned instruction based on the district pacing chart.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 3rd-5th

IF:

Student meets the following criteria at beginning of school year:
- DIBELS ORF
  - see chart below

- i-Ready Reading
  - see chart below

DIBELS 8th Edition Core Support Levels (Green Range)	
	ORF
Beginning	3rd- 71-103 Words Per Minute 4th-87-130 Words Per Minute 5th-103-138 Words Per Minute
Middle	3rd- 105-131 Words Per Minute 4th 121-146 Words Per Minute 5th- 125-150 Words Per Minute
End	3rd 112-135 Words Per Minute 4th- 122-148 Words Per Minute 5th- 138-156 Words Per Minute

i-Ready On Level	
	i-Ready
Beginning	3rd- 511-544 4th- 557-578 5th-581-608
Middle	3rd- 545-560 4th-579-602

		5th-609-629
	End	3rd-561-602 4th- 603-629 5th- 630-640

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.

FLVS Grades 3-5 uses iReady with all students – Moderate Level of Evidence - https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact

Additionally, FLVS uses the FLVS 3-5 ELA curriculum as its core curriculum. The curriculum is built in-house and is aligned to the Florida Standards. The school administration works closely with the Curriculum Manager to share student progress data to monitor curriculum effectiveness. Each year our Analysis, Assessment & Accountability team completes a detailed analysis of FSA assessed items and FLVS' student performance. A comparison is made between standard frequency and student performance on the assessed standards. The data is shared with the curriculum team, district, and school administration. Curriculum update recommendations based on student data are made along with suggestions for classroom instruction.

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
● Module exams every 2-3 weeks ● Discussion Based Assessment (DBA) - 1x a semester ● DIBELS ORF (3 times per year) ● iReady Diagnostic (3 times per year)	● iReady diagnostic see above chart for on grade level cut off scores ● Discussion Based Assessments & Module Exams with a 70% or greater ● DIBELS- Benchmark Scores	Students identified as below grade level on DIBELS or iReady may be referred for Tier 2 interventions.
How is the effectiveness of Tier 1 instruction being monitored? Data Collection Spreadsheet, data chats with Administration Team, Lead Teachers, Literacy Coach, Intervention Team.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** ● Teachers review classroom performance and curriculum assessments.	

		• Teachers review data from DIBELS/Oral Language and iReady assessments to determine level of performance (on, below, or above grade level) • Teachers modify classroom instruction as needed. • Teachers revisit data after interventions are implemented. Then referral to Intervention Team for possible Tier 2 placement if Tier 1 instruction is not successful.
	How is the effectiveness of Tier 1 curriculum being monitored? School-based administration meets regularly with grade-level teams in weekly data chats to discuss student progress. School-based administration meets bi-weekly with the Curriculum Manager to discuss student data and curriculum effectiveness.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** The curriculum department and AAA team analyze student performance data. State assessments and item analysis help us gauge the success of our curriculum. Our curriculum department stays up to date with changes to standards, revising courses on a schedule accordingly. The student data baseball card report helps to identify great areas of need within the curriculum based on student performance data.
	How is instruction modified for students who receive instruction through distance learning? All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS K-5 ELA curriculum through our Learning Management System, Educator. They complete their core module course work independently. These modules contain a variety of activities for student to engage in for practice. Students in grades 2-5 also utilize iReady programming. Students attend live lessons for standards aligned instruction based on the district pacing chart.	

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

1 or more years below grade level on -
- DIBELS
- Tier 2 progress monitoring assessments (based on current skill group and literacy skills being learned. For example, these can include but are not limited to letter names and sounds, letter combinations, fluency, etc.)
- and/or Discussion Based Assessments (DBA)

Kindergarten
- DIBELS (see chart below)
- Florida Kindergarten Readiness Screener Scale Score of 455-498

1st grade
- DIBELS (see chart below)

2nd grade
- DIBELS (see chart below)
- iReady Reading (see chart below)

DIBELS 8th Edition Strategic Support Levels (Yellow Range)					
	LNF	PSF	NWF-CLS	WRF	ORF
Beginning	KG: 16-24 1st: NA 2nd: NA	KG: 7-11 1st: 29-38 2nd: NA	KG: 4-9 1st: 25-41 2nd: NA	KG: NA 1st: 8-14 2nd: NA	KG: NA 1st: 5-20 2nd: 35-50
Middle	KG: 31-36 1st: NA 2nd: NA	KG: 23-31 1st: 34-42 2nd: NA	KG: 17-25 1st: 41-53 2nd: NA	KG: NA 1st: 13-16 2nd: NA	KG: NA 1st: 10-34 2nd: 59-72
End	KG: 35-41 1st: NA 2nd: NA	KG: 37-46 1st: 40-44 2nd: NA	KG: 24-32 1st: 49-59 2nd: NA	KG: NA 1st: 20-24 2nd: NA	KG: NA 1st: 28-43 2nd: 79-93

iReady Strategic Support Range	
Beginning, Middle, End (Same range will be used)	2nd Grade 419-488

THEN:	TIER 1 instruction and TIER 2 interventions K-2
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)*

Students receive Tier 1 instruction using K-2 ELA curriculum with their classroom teachers. Additionally, students are placed into small groups and receive additional skill support for Tier 2 interventions directed by the classroom teacher.

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
Reading A-Z (Raz Plus)	Once every 5 weeks students will be assessed on the skills for the intervention they are receiving. These assessments will include but are not limited to phonics, phonemic awareness, etc. and/or reading comprehension.	3 consecutive Tier 2 progress monitoring assessments scoring an 80% or higher.	Tier 2 progress monitoring assessments showing students are below one or more grade levels.	Students will be considered as working below grade level if they receive a score below 70% on three consecutive Tier 2 progress monitoring assessments. At this point, students would be placed in a skill group that would be more beneficial to their needs. For example: if a student is currently working below grade level in a Tier 2 Fluency skills group, they will be placed in a lower-level group such as Decoding.

Number of times a week intervention provided	2	*Number of minutes per intervention session*	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?

After assessing students and analyzing data (DIBELS, T2 progress monitoring assessments, grade level module exams), data chats are scheduled every five weeks with individual teachers, School-Based Administration, RTI Specialist, Intervention Teacher, and Literacy Coach to determine placement of students based on need.

Students are placed in one of the following small groups:
Kindergarten - Letters & Sounds; Phoneme Segmentation & Nonsense Words; Blending & Reading Foundations
1st Grade - Letters & Sounds; Letter Combos & Sounds; Rhyming & Fluency
2nd Grade - Blending & Word Families; Syllables & Reading Foundation; Fluency; and Vocabulary and Reading Comprehension

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

Learning A-Z (Raz-Plus) Moderate - https://www.learninga-z.com/site/resources/research-and-efficacy/tutoring-reading-study?product=5324
This study meets moderate evidence standards because it used a well-controlled quasi-experimental design and produced statistically significant positive effects with a large sample size across multiple sites. ∗ [Participants] were 359 second-grade students from rural communities in Ohio. Students were either receiving Title I services or exhibited cognitive or learning disabilities.

How are Tier 2 interventions modified for students who receive interventions through distance learning?
All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS K-5 ELA curriculum through our Learning Management System, Educator. Students in grades 2-5 also use iReady. They complete their core module course work independently. These modules contain a variety of activities for student to engage in for practice. Students attend live lessons for standards aligned instruction based on the district pacing chart. Students that receive Tier 2 interventions attend additional small group instruction time. Student groups are based on course and/or iReady data

IF:	Student meets the following criteria at beginning of school year: 1 or more years below grade level on the i-Ready diagnostic, fluency screener, and/or teacher DBA. 3rd grade ● see DIBELS chart below 4th grade ● See DIBELS chart below 5th grade ● See DIBELS chart below

DIBELS 8th Edition Intensive Support Levels (Yellow Range)	
	DIBELS Oral Reading Fluency
Beginning	3rd 61-76 Words Per Minute 4th-98-120 Words Per Minute 5th- 81-102 Words Per Minute
Middle	3rd- 88-104 Words Per Minute 4th 98-120 Words Per Minute 5th- 109-121 Words Per Minute
End	3rd 96-111Words Per Minute 4th 99--124 Words Per Minute 5th-118-130 Words Per Minute

i-Ready Yellow Range	
	i-Ready - Diagnostic Assessment
Beginning	3rd- 474-510 4th- 496-556 5th- 542-580
Middle	3rd- 474-510 4th- 496-556 5th- 542-580
End	3rd- 474-510 4th- 496-556 5th- 542-580

THEN:	**TIER 1 instruction and TIER 2 interventions 3-5**
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)*

Students receive Tier 1 instruction using 3-5 ELA curriculum with their classroom teachers. Additionally, students are placed into small groups and receive additional skill support for Tier 2 interventions directed by the classroom teacher.

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
i-Ready Teacher Assigned Lessons & iReady Toolbox 1) Students receive a 15-minute direct instruction lesson on trailing comprehension standards such as: Main Idea, Theme, Author's Purpose, Vocabulary based on Tier 1 data. 2) Students will be assigned an iReady lesson by the teacher that matches the T2 instruction.	i-Ready, weekly	3 consecutive Tier 2 Progress Monitoring assessments scoring an 80% or higher.	Tier 2 progress monitoring assessments showing students are below one or more grade levels.	Students will be considered as working below grade level if they receive a score of 70% or below on three consecutive iReady teacher assigned lessons. Students will be assigned an i-Ready lesson based on their needs. For example: if a 3rd grade student is struggling with the current skill, the intervention team will assign the student the same skill but, on their level, i.e. 1st grade. After completing the lower level lesson, the data will be reviewed, if the student is still struggling further Tier 3 evaluation will be pursued.

Number of times a week intervention provided	2	*Number of minutes per intervention session*	30 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

After assessing students and analyzing data (DIBELS, iReady Diagnostic Assessment, T2 assigned iReady lesson scores, grade level module exams), data chats are scheduled every 5 weeks with individual teachers, School-Based Administration, RTI Specialist, Intervention Teacher, and Literacy Coach to determine placement of students based on need.

Students are placed in small groups that focus on grade level literacy standards such as Theme, Main Idea, Vocabulary, etc. that have previously been assessed in Tier 1. Students that receive a 70% or below on their Tier 1 module exam will be placed in a T2 small group that provides additional instruction on the grade level literacy standard that was covered on the Tier 1 module exam.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
iReady-Research based on data from over four million students who took the i-Ready Diagnostic during the 2016–2017 school year found that students who used i-Ready Instruction experienced greater learning gains than those who did not use the program. These learning gains were not only substantial, but were also significant across key student subgroups, including non-Caucasian students, students with disabilities, economically disadvantaged students, and English learners. The strength of the evidence gathered means that i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence with Favorable Effects. **CurriculumAssociates.com/EssaResearch-wp**

How are Tier 2 interventions modified for students who receive interventions through distance learning?
All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS K-5 ELA curriculum through our Learning Management System, Educator. Students in grades 2-5 also use iReady. They complete their core module course work independently. These modules contain a variety of activities for student to engage in for practice. Students attend live lessons for standards aligned instruction based on the district pacing chart. Students that receive Tier 2 interventions attend additional small group instruction time. Student groups are based on course and/or iReady data

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

Kindergarten
- DIBELS (see chart below)
- Florida Kindergarten Readiness Screener Scale Score of below 454

1st grade
- DIBELS (see chart below)

2nd grade
- DIBELS (see chart below)
- iReady Reading (see chart below)

DIBELS 8th Edition Intensive Support Levels (Red Range)					
	LNF	PSF	NWF-CLS	WRF	ORF
Beginning	KG: 0-15 1st: NA 2nd: NA	KG: 0-6 1st: 0-28 2nd: NA	KG: 0-3 1st: 0-24 2nd: NA	KG: NA 1st: 0-7 2nd: NA	KG: NA 1st: 0-4 2nd: 0-34
Middle	KG: 0-30 1st: NA 2nd: NA	KG: 0-22 1st: 0-33 2nd: NA	KG: 0-16 1st: 0-40 2nd: NA	KG: NA 1st: 0-12 2nd: NA	KG: NA 1st: 0-9 2nd: 0-58
End	KG: 0-34 1st: NA 2nd: NA	KG: 0-36 1st: 0-39 2nd: NA	KG: 0-23 1st: 0-48 2nd: NA	KG: NA 1st: 0-19 2nd: NA	KG: NA 1st: 0-27 2nd: 0-78

iReady Intensive Support Range – Diagnostic Assessment	
Beginning, Middle, End (Same range will be used)	2nd Grade 100-418

THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions Grades K-2**

| **TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions** | Immediate, intensive intervention:
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)*
● *extended time*
● *targeted instruction based on student need*
● *small group or one-on-one instruction*
● *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*

Students will receive Tier 1 instruction using K-2 ELA curriculum with classroom teacher. Students will also receive Tier 2 interventions through small group and specific skill instruction with classroom teachers. Additionally, students will receive Tier 3 interventions through small group or one-on-one with highly qualified intervention teacher. |

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*
Fountas & Pinnell Leveled Literacy Intervention	Tier 3 Progress Monitoring – Weekly; Dibels every 6 weeks	Student performance no more than 1 grade level behind in focus skills. Criteria is gathered from fluency screener data, i-Ready Diagnostic score (grade 2), Tier 3 progress monitoring scores	Student assessments show that progress is not being made or retained in standards-based instruction (score <70% or no improvement from previous Tier 3 Progress Monitoring, i-Ready Diagnostic 2 or more grade levels behind in a specific domain. Phonological Awareness, Phonics, Sight Words, Fluency, Vocabulary, or Comprehension (grade 2), or DIBELS fluency score two or more grade levels below. Data is triangulated, all three scores are used to make a data driven decision

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	4	*Number of minutes per intervention session*	15-minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Regular Tier 3 progress monitoring is completed weekly. It is then reviewed to determine the effectiveness of Tier 3 interventions. If it is found that students are not making progress based on assessment data and individual student needs, groups will be adjusted accordingly.
Skills are standards-based and align with skills being taught in the core curriculum.

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

Fountas & Pinnell Guided Reading – Strong - https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli
LLI has been evaluated in two qualifying studies. In one, in rural and suburban Georgia and New York, students were randomly assigned to LLI or control conditions. Across 5 DIBELS scales, the average effect size was +0.17, with significant differences on Non-Word Fluency and Oral Reading Fluency. In a second study in Denver, there were very positive outcomes on the DRA2 in kindergarten but not in first or second grade, for a significant but small meaningful effect size of +0.10. Averaging the two studies, the effect size was +0.13.

How are Tier 3 interventions modified for students who receive interventions through distance learning?
All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS K-5 ELA curriculum through our Learning Management System, Educator. Students in grades 2-5 also use iReady. They complete their core module course work independently. These modules contain a variety of activities for student to engage in for practice. Students attend live lessons for standards aligned instruction based on the district pacing chart. Students that receive Tier 2 interventions attend additional small group instruction time. Students receiving Tier 3 support attend additional one-on-one or very small group support.

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

2 or more years below grade level on the iReady diagnostic and/or fluency screener.

DIBELS 8th Edition Intensive Support Levels (Red Range)4	
	DIBELS Oral Reading Fluency
Beginning	3rd 0-60 Words Per Minute 4th- 0-61Words Per Minute 5th-0-80 Words Per Minute
Middle	3rd 0-87 Words Per Minute 4th- 0-97 Words Per Minute 5th-0-108 Words Per Minute
End	3rd 0-96 Words Per Minute 4th 0-98 Words Per Minute 5th-0-117 Words Per Minute

i-Ready 2 or more grade levels below	
	i-Ready – Diagnostic Assessment
Beginning	3rd- 419-473 4th- 474-495 5th 496-556
Middle	3rd- 419-473 4th- 474-495 5th 496-556
End	3rd- 419-473 4th- 474-495 5th 496-556

DRA Grade Level Chart - 2 or more grade levels below	
Kindergarten Levels	A - 4
First Grade Levels	6 - 18
Second Grade Levels	18 - 28
Third Grade Levels	30 - 38
Fourth Grade Levels	40
Fifth Grade Levels	40 - 50

THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions Grades 3-5**
TIER 1 instruction,	Immediate, intensive intervention: *Interventions:* ● *are standards-aligned*

TIER 2 interventions, and TIER 3 Intensive Interventions	● *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)* ● *extended time* ● *targeted instruction based on student need* ● *small group or one-on-one instruction* ● *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*

Students will receive Tier 1 instruction using 3-5 ELA curriculum with classroom teacher. Students will also receive Tier 2 interventions through small group and specific skill instruction with classroom teachers. Additionally, students will receive Tier 3 interventions through small group or one-on-one with highly qualified intervention teacher.

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*
Reading A-Z (Raz Kids)	Tier 3 Progress Monitoring - every 3rd week	Student performance no more than 1 grade level below in focus skills. Criteria is gathered from fluency screener data, i-Ready Diagnostic score, Tier 3 progress monitoring scores, & DRA assessment. (DRA & i-Ready Diagnostics are done 3 times a year - beginning, middle and end)	Student assessments show that progress is not being made or retained in standards-based instruction (score <70% or no improvement from previous Tier 3 Progress Monitoring, i-Ready Diagnostic 2 or more grade levels behind in a specific domain. Phonological Awareness, Phonics, Sight Words, Fluency, Vocabulary, or Comprehension, or DIBELS fluency score two or more grade levels below. Data is triangulated, all three scores are used to make a data driven decision
Words Their Way	Tier 3 Progress Monitoring - every 3rd week	Student performance no more than 1 grade level behind in focus skills. Criteria is gathered from fluency screener data, i-Ready Diagnostic score, Tier 3 progress monitoring scores, & DRA assessment. (DRA & i-Ready Diagnostics are	Student assessments show that progress is not being made or retained in standards-based instruction (score <70% or no improvement from previous Tier 3 Progress Monitoring, i-Ready diagnostic 2 or more grade levels

	done 3 times a year - beginning, middle and end)	behind in a specific domain. Phonological Awareness, Phonics, Sight Words, Fluency, Vocabulary, or Comprehension, or DIBELS fluency score two or more grade levels below. Data is triangulated, all three scores are used to make a data driven decision

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	4	*Number of minutes per intervention session*	15 minutes

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

Tier 3 students' data is triangulated bi-monthly to monitor growth or lack of growth in targeted Florida Standards' Skills (such as phonics, vocabulary, theme, main idea, author's purpose, etc). It is then reviewed to determine the effectiveness of Tier 3 interventions. Groups will be adjusted to fit students' needs.

Skills are standards-based and aligned with the assessment data from Tier 1 and Tier 2 to instruct students in skills that would "close the gap" from previous grade levels.

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

Reading A-Z -Raz Kids – Moderate evidence Students whose teachers actively used Raz-Plus had significantly higher scores in the STAR Reading assessment compared to students whose teachers did not use Raz-Plus. Specific subgroups of students also showed significant differences in favor of Raz-Plus. Those subgroups included fourth-grade students, non-white students, and economically disadvantaged students.

https://www.learninga-z.com/site/resources/research-and-efficacy/razplus-milwaukee-study?product=5324

Words Their Way, Bear, Invernizzi, & Templeton -Promising evidence
The study focused on improving second and fourth grade intervention students' spelling, phonics, vocabulary, and word study skills in a small group, pull-out format. Students used the intervention for 20 minutes, four times a week for 18 weeks. Results were analyzed for 257 participating students, taught by 23 intervention teachers across 15 schools in 6 states, with matched pretest/posttest scores.
https://assets.savvas.com/asset_mgr/current/202038/G_FFly_581N541-ESSAWTW.pdf?_ga=2.158865330.909806736.1602097217-387373928.1602097217

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

All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS K-5 ELA curriculum through our Learning Management System, Educator. Students in grades 2-5 also use iReady. They complete their core module course work independently. These modules contain a variety of activities for student to engage in for practice. Students attend live lessons for standards aligned instruction based on the district pacing chart. Students that receive Tier 2 interventions attend additional small group instruction time. Students receiving Tier 3 support attend additional one-on-one or very small group support.

	Curriculum, Instruction, and Assessment Decision Tree
Grade Level(s): 6-8	

IF:	Student meets the following criteria at beginning of school year:
	Referencing student's previous placement and/or Spring 19/20 iReady diagnostic and/or student's most recent FSA ELA:
	● The student scored a high Level 3 or above on most recent FSA ELA and/or scored one grade level below, at, or above grade level on the Spring 19/20 iReady diagnostic, the student is placed in Tier 1.
	● The student scored a level 2 or low Level 3 on the most recent FSA ELA, the student will take the iReady diagnostic assessment to determine appropriate placement.
	● The student scored one grade level below, at, or above grade level on the iReady diagnostic, the student is placed in Tier 1.
	Student has no assessment scores when enrolled into FLVS FT MS:
	● Student will take the iReady diagnostic assessment to determine appropriate placement. If a student scored one grade level below, at or above grade level on the iReady diagnostic, the student is placed in Tier 1.
	See scale scores below for FSA ELA Level 3 placement criteria:
	Incoming Grade 6 Students: Low (311-316), High (317-324)
	Incoming Grade 7 Students: Low (321-328), High (329-335)
	Incoming Grade 8 Students: Low (326-332), High (333-338)
	See scale scores below for iReady Tier 1 placement criteria:
	Incoming Grade 6 Students: 566 or Higher
	Incoming Grade 7 Students: 583 or Higher
	Incoming Grade 8 Students: 594 or Higher

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.

Based on performance data outlined above, the student is placed into a grade level MJ Language Arts class or if applicable, advanced 8th grade students are placed in English I. Tier 1 students receive appropriate levels of instruction that provide in-depth analysis of reasoning skills, vocabulary, and reading comprehension. English I or grade level MJ Language Arts teacher will monitor student's progress with course assessments.

Curriculum is aligned with state standards, designed by FLVS Curriculum Department, vetted, and approved by the Florida Department of Education.

Progress Monitoring		
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
Weekly Module Assessments and Exams	Student performs at 60% or higher proficiency on course assessments and exams	After additional Tier 1 strategies and team/administrative support, conferencing with the family etc., the student is consistently performing below 60% in the ELA course and/or not completing module assessments and exams, the student may then be referred to the Student Support Team for further review.
Discussion Based Assessments (1 or more per semester per course)	Student performs at 60% or higher proficiency on Discussion Based Assessments (DBAs)	After additional Tier 1 strategies and team/administrative support, conferencing with the family etc., the student is consistently performing below 60% in the ELA course and/or not completing Discussion Based Assessments, the student may then be referred to the Student Support Team for further review.

How is the effectiveness of Tier 1 instruction being monitored?	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*
- Administrative Walk Throughs - Live Lessons - Student Data from Course Assignments, Module/Segment Exams, Discussion Based Assessments - Informal/Formal Observations	- Re-Teach (Shark's Skills) which provides the immediate reteaching of the essential standard in the ELA course as well as enrichment for students who were successful with the essential standard. A different certified teacher other than the initial general education teacher who was teaching the ELA lesson will provide the immediate reteach session. - Sharks' WIN (What I Need) sessions - Sharks' WIN sessions are provided as needed for students who are

		not submitting course assignments and/or are performing below 60% mastery. • PLC Study • Support with Resource Teachers and Literacy Coach • Administrative monitoring of course data • School-wide professional development on research-based literacy and metacognitive strategies (clarification, summarization, graphic organizers, outlining, prediction).
	How is the effectiveness of Tier 1 curriculum being monitored? Analyzing data from module exams, segment exams, (which are aligned to standards), DBAs to determine student retention of knowledge.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** The curriculum department and the AAA (Analysis, Assessment, and Accountability) team analyzes student performance data. State assessments and item analysis help gauge the success of curriculum. The curriculum department stays up to date with changes to standards, revising courses on a schedule accordingly. The Homeroom Student Progress Report (HRSPR) helps to identify areas of need within the curriculum based on student performance data.
	How is instruction modified for students who receive instruction through distance learning? All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS 6-8 ELA curriculum through our Learning Management System, Educator. They complete their core module course work independently. These modules contain a variety of activities for student to engage in for practice. Students attend live lessons for standards aligned instruction based on the district pacing chart.	

IF:	Student meets the following criteria at beginning of school year: Referencing student's previous placement and/or Spring 19/20 iReady diagnostic and/or student's most recent FSA ELA: ● The student scored a level 2 or low Level 3 on the most recent FSA ELA, the student will take the iReady diagnostic assessment to determine appropriate placement. ● Student scored level 1 on the most recent FSA ELA and/or scored two or more grade levels below, on the iReady diagnostic, student is placed with Tier 1 Instruction and Tier 2 Interventions. Student has no assessment scores when enrolled into FLVS FT MS: ● Student will take the iReady diagnostic assessment to determine appropriate placement. If a student scored two or more grade levels below, on the iReady diagnostic (see chart below), the student is placed with Tier 1 Instruction and Tier 2 Interventions. See scale scores below for FSA ELA Level 3 placement criteria:

Incoming Grade 6 Students: Low (311-316), High (317-324)

Incoming Grade 7 Students: Low (321-328), High (329-335)

Incoming Grade 8 Students: Low (326-332), High (333-338)

<u>See scale scores below for iReady Tier 1 Instruction with Tier 2 Interventions placement criteria:</u>

Incoming Grade 6 Students: 565 or Lower

Incoming Grade 7 Students: 582 or Lower

Incoming Grade 8 Students: 593 or Lower

	TIER 1 instruction and TIER 2 interventions
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)* The student is placed in the appropriate grade level MJ Language Arts course. The student is also placed in the MJ Intensive Reading course. The Intervention/Intensive Reading Teams will collaborate to determine if further Tier supports are needed.

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*
iReady	Weekly Teacher Assigned Standard Aligned iReady Lesson. Weekly iReady Individually Leveled Lesson Monthly Growth Monitoring	Student scores on grade level in Fall, Winter, and/or Spring iReady diagnostic and is performing at grade level proficiency as evidenced by teacher assigned, standards based iReady weekly lessons. Student progress is reviewed by	Student is actively participating in Tier 1 instruction and Tier 2 interventions and is showing progress towards individualized targeted growth goals as measured by comparison of	If the student scores 3 or more grade levels below on Fall, Winter or Spring Diagnostic, the student will be referred to the Response to Intervention Team for

assessment in iReady Fall, Winter, and Spring Progress Monitoring using the iReady Diagnostic Assessment.	family and teacher and determination is made. Review team will consider DBA data, diagnostic data, observational data from a highly qualified reading instructor in its entirety before discontinuing Tier 2 Interventions.	baseline to ongoing assessments, fluency checks/iReady lessons and iReady Fall, Winter, and/or Spring diagnostic, and observational data from a highly qualified reading instructor.	review to determine appropriate Tier 3 interventions. Review team will consider DBA data, diagnostic data, observational data from a highly qualified reading instructor in its entirety before implementing Tier 3 interventions.

Number of times a week intervention provided	2	***Number of minutes per intervention session***	Minimum 25 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

- Administrative Walk Throughs
- Informal/Formal Observations
- Live Lessons
- Student Data from Course Assignments, Module/Segment Exams, Discussion Based Assessments
- Re-Teach (Shark's Skills) which provides the immediate reteaching of the essential standard in the ELA course as well as an enrichment piece for students who were successful with the essential standard. A different certified teacher other than the initial general education teacher who was teaching the ELA lesson will provide the immediate reteach session.
- Sharks' WIN sessions. Sharks' WIN sessions are provided as needed for students who are not submitting course assignments and/or are performing below 60% mastery.
- PLC Study
- Support with Resource Teachers and Literacy Coach
- Administrative monitoring of course data
- School-wide professional development on research-based literacy and metacognitive strategies (clarification, summarization, graphic organizers, outlining, prediction).

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

iReady – Moderate evidence - HumRRO, a third-party research firm, examined the impact of *i-Ready Instruction* for Reading among middle school students in Grades 6–8 during the 2017–2018 school

	year. Using a quasi-experimental design with propensity score matching designed to meet ESSA Level 2 criteria, HumRRO identified a final sample of 24 schools and nearly 19,000 students. Using hierarchical linear modeling, HumRRO found that sixth grade students using *i-Ready Instruction* for Reading experienced statistically significantly higher spring scores than students not using *i-Ready Instruction*. Students using *i-Ready Instruction* in Grades 7 and 8 experienced higher spring scores than students not using *i-Ready Instruction*, but differences were not statistically significant.
	How are Tier 2 interventions modified for students who receive interventions through distance learning? All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS 6-8 ELA curriculum through our Learning Management System, Educator. They complete their core module course work independently. These modules contain a variety of activities for student to engage in for practice. Students in Tier 2 Intensive Reading also utilize iReady programming. Students attend live lessons for standards aligned instruction based on the district pacing chart. Students in Tier 2 also meet in small groups in Zoom twice a week for 25-30 minute sessions.

IF:	Student meets the following criteria at beginning of school year: Referencing student's previous placement and performance with Tier 1 Instruction and Tier 2 Interventions: ● iReady diagnostic data will be utilized to determine necessary levels of support. ● If the student scored three or more grade levels below on the iReady diagnostic, the student receives Tier 1 Instruction, along with Tier 2, and Tier 3 Interventions. See scale scores below for iReady Tier 1 Instruction with Tier 2 and Tier 3 Interventions placement criteria: Incoming Grade 6 Students: 541 or Lower Incoming Grade 7 Students: 565 or Lower Incoming Grade 8 Students: 582 or Lower
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* The student is placed in the appropriate grade level MJ Language Arts course. Student is also placed in the MJ Intensive Reading course, receives Tier 2 interventions from a highly qualified reading instructor, and is referred to the intervention team for appropriate Tier 3 supports.

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*

Learning A-Z	The student receives intervention from a Reading Intervention Teacher that includes bi-weekly progress monitoring.	Student is actively participating in Tier 1 instruction, Tier 2 and Tier 3 interventions and is showing progress towards individualized targeted growth goals as measured by comparison of baseline to ongoing assessments, fluency checks/iReady lessons and iReady Fall, Winter, and/or Spring diagnostic, and observational data from a highly qualified reading instructor.	A student who is not demonstrating success or growth with RTI session interventions with the Reading Intervention Teacher in a small-group or 1:1 setting is referred to the Student Support Team (SST) led by our RtI Specialist, where further instructional decisions will be made on a case-by-case basis.

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	Minimum 4	*Number of minutes per intervention session*	15 minutes

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

- Administrative Walk Throughs
- Live Lessons
- Student Data from Course Assignments, Module/Segment Exams, Discussion Based Assessments
- Formal/Informal Observations
- Re-Teach (Shark's Skills) which provides the immediate reteaching of the essential standard in the ELA course as well as an enrichment piece for students who were successful with the essential standard. A different certified teacher other than the initial general education teacher who was teaching the ELA lesson will provide the immediate reteach session.
- Sharks' WIN sessions. Sharks' WIN sessions are provided for students who are not submitting course assignments and/or are performing below 60% mastery.
- PLC Study
- Support with Resource Teachers and Literacy Coach
- School-wide professional development on research-based literacy and metacognitive strategies (clarification, summarization, graphic organizers, outlining, prediction).
- Administrative monitoring of course data

- • Data review meetings with student and family at the end of each phase facilitated by the Intervention Team
- • Attendance records of RTI sessions
- • Student Support Team (SST) led by our RtI Specialist. Student Support Team (SST) including:
  - Administration
  - RTI Specialist
  - School Psychologists
  - Social Worker
  - Resource Teachers
  - School Counselor
  - General Education Teachers
  - ESE Managers
  - 504 Coordinators
  - Additional teachers, parents, and student (as determined by team)

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

Learning A-Z (Raz-Plus) – Strong Evidence - Raz-Plus was evaluated in one randomized study involving 39 K-5 teachers from three high poverty rural elementary schools in two districts in the southeastern United States. After one semester, students in classrooms assigned to Raz-Plus as a supplemental resource scored significantly higher than control students on the STAR Reading assessment (effect size = +0.14). This qualifies Raz-Plus for the ESSA "Strong" category.

How are Tier 3 interventions modified for students who receive interventions through distance learning?
All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS 6-8 ELA curriculum through our Learning Management System, Educator. They complete their core module course work independently. These modules contain a variety of activities for student to engage in for practice. Students in Tier 2 Intensive Reading also utilize iReady programming. Students attend live lessons for standards aligned instruction based on the district pacing chart. Students in Tier 2 also meet in small groups in Zoom twice a week for 25-30 minute sessions. Additionally, students receiving Tier 3 interventions meet with the teacher one-on-one or with another student for a live session 4 times a week for 15-30 minutes.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9-12

IF:	Student meets the following criteria at beginning of school year: **Referencing student's previous placement and/or Spring 19/20 diagnostic data and/or student's most recent FSA ELA:** • Student has earned an FSA ELA score of 3, 4 or 5 OR has earned grade level score or higher on the Scantron Diagnostic Assessment/iReady OR has demonstrated exceptional academic performance on grades and relevant past test history.
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.

Based on performance data outlined above, student is placed into a grade level English Language Arts class. Tier 1 students receive appropriate levels of instruction that provide in-depth analysis of reasoning skills, vocabulary, and reading comprehension. English Language Arts teacher will monitor student's progress with course assessments.

Curriculum is aligned with state standards, designed by FLVS Curriculum Department, vetted and approved by the Florida Department of Education.

Progress Monitoring

Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
Assessments are regular and frequent according to the course pace plan. • Weekly Module Assessments and Exams • Discussion Based Assessments	Teacher observations, passing DBAs with a 60% or higher proficiency, and an average passing score of 60% or higher on assessments and/or overall grade.	After additional strategy and team/administrative support, conferencing with the family, if the student is consistently performing below 60% in the ELA course and/or not completing Discussion Based Assessments, the student may then be referred to the Student Support Team for further review.

	How is the effectiveness of Tier 1 instruction being monitored? • *Administrative Walkthroughs* • *Live Lessons* • *Student Data from Course Assignments, Module/Segment Exams, Discussion Based Assessments*	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** • PLC Study • Support with Resource Teachers and Literacy Coach • School-wide professional development on research-based literacy and metacognitive strategies (clarification, summarization, graphic organizers, outlining, prediction)
	How is the effectiveness of Tier 1 curriculum being monitored? Analyzing data from module exams, segment exams, (which are aligned to standards), DBAs to determine student retention of knowledge.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Curriculum department and AAA analyzes student performance data. State assessments and item analysis help us gauge the success of our curriculum. Our curriculum department stays up to date with changes to standards, revising courses on a schedule accordingly. Our Homeroom Student Progress Report (HRSPR) helps to identify great areas of need within the curriculum based on student performance data.
	How is instruction modified for students who receive instruction through distance learning? All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS 9-12 ELA curriculum through our Learning Management System, Educator. They complete their core module course work independently. These modules contain a variety of activities for student to engage in for practice. Students attend live lessons for standards aligned instruction based on the district pacing chart.	

IF:	Student meets the following criteria at beginning of school year: **Referencing student's previous placement and/or Spring 19/20 diagnostic data and/or student's most recent FSA ELA:** Student has earned an FSA ELA score of level 1 or 2 on their most recent test history OR a score of *one or more grade levels below* on the Scantron Diagnostic Assessment/iReady.
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)* **Student is placed in appropriate grade level English Language Arts course. Student is also placed in the Intensive Reading course and will be reviewed to the intervention teams to determine if further tier 2 supports are needed.**

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
Targeted, small group instruction monitored by a highly qualified reading instructor. Embedded authentic literacy practices in toolbox resources and lessons.	30 minutes, Once a week; exit ticket or assignment submission	Tier 2 Intervention may be discontinued based on data and student performance on grade level standard based assessments. Review team will consider DBA data, diagnostic data, observational data from a highly qualified reading instructor in its entirety before discontinuing Tier 2 Interventions.	Student is actively participating in interventions and is showing progress as measured by assessments, fluency checks Fall, Winter, and/or Spring diagnostic, and observational data from a highly qualified reading instructor.	If student scores 3 or more grade levels below on Fall, Winter or Spring Diagnostic, and/or student is not showing growth as measured by assessments/fluency checks, student will be referred to the Response to Intervention Team for review to determine appropriate Tier 3 interventions. Review team will consider DBA data, diagnostic data, observational data from a highly qualified reading instructor in its entirety before implementing Tier 3 interventions.

Number of times a week intervention provided	2	*Number of minutes per intervention session*	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?

- *Administrative Walkthroughs*
- *Live Lessons*
- *Student Data from Course Assignments, Module/Segment Exams, Discussion Based Assessments*
- *PLC Study*
- *Support with Resource Teachers and Literacy Coach*
- *School-wide professional development on research-based literacy and metacognitive strategies (clarification, summarization, graphic organizers, outlining, prediction).*
- *Embedded authentic literacy practices in course, lessons and toolbox resources.*

- ***Data driven conversations supported by our reports including Homeroom Student Progress Report (HRSPR)***

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

Research Based Literacy Strategies (as evidenced by What Works Clearinghouse, Best Evidence Encyclopedia) Targeting the Following:
- *Decoding- multisyllabic words containing both closed and open syllables by using vowels and affixes, direct instruction and modeling, morphology instruction, syllable & vowel pattern instruction & guided practice, Sounds Like / Looks Like Word Association*
- *Comprehension- Chunking the Text, previewing vocabulary, summarizing and noting the text, Say, Mean, Matter strategy, Think-Pair-Share, Text Connections, SWBS, Retelling, Predicting, Thinking Notes, Graphic organizers, Signposts for Literary Text and Non-fiction*
- *Vocabulary Development- morphemic analysis (root/prefix/suffix activities), direct instruction of academic and technical vocab, context clues, word walls, word sorts, visual vocabulary, synonyms/antonyms, Word Sorts, KWLs, Word Clouds, Vocab Prediction Strategy, Context Clues, Visuals, Graphic organizers, Word Maps*
- *Fluency*
- *Metacognitive Strategies-Clarification, summarization, graphic organizers, outlining, predicting*

Additionally, Scantron provides assessments aligned to Florida Standards to identify gaps used to then target (with small group instruction) using research-based strategies.
FLVS content is strategy-based and aligned to meet the grade-level rigor.
Small group assessment utilizing research-based strategies such as: Signposts for Nonfiction, and Literacy strategies provided by our literacy department through monthly professional development.

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

All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS 9-12 ELA curriculum through our Learning Management System, Educator. They complete their core module course work independently. These modules contain a variety of activities for student to engage in for practice. Students attend live lessons for standards aligned instruction based on the district pacing chart. Students receiving Tier 2 interventions attend small group live sessions in Zoom twice a week.

IF:	Student meets the following criteria at beginning of school year:
	Referencing student's previous placement and/or Spring 19/20 diagnostic data and/or student's most recent FSA ELA:
	Student has earned an FSA ELA score of level 1 or 2 AND a Scantron score of two or more grade levels below assigned grade (Students who are more than 2 grade levels below on Scantron are also administered the ORF assessment to determine decoding support needs.)
	Fluency Scores for Decoding: Students who receive reading intervention will be given the ORF to determine fluency needs. If needs are found, they will be targeted during Intervention Reading as determined by FORF/Scantron/Intervention placement.
	<mark style="background:green">Green Zone</mark>- Fluency score at or above 127 WRPM, student does not receive decoding intervention support.
	<mark style="background:yellow">Yellow Zone</mark>-Fluency score is at or between range of 104-126 WRPM, student is already placed in a Tier 2 English Language Arts with Reading Emphasis course and offered small group intervention services to target decoding concerns.
	<mark style="background:red">Red Zone</mark>-Fluency score is at or below 103 WRPM, student is already place in a Tier 2 English Language Arts with Reading Emphasis course and offered specially designed small group intervention services to target decoding concerns and address disfluency.

THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

4TIER 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

Student is placed in appropriate grade level English Language Arts course. Student is also placed in the Intensive Reading course and is referred to the intervention team for appropriate Tier 2 and Tier 3 supports.

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*
Intensive Reading Intervention Sessions (RTI Tier 3)	Student receives small group and/or 1:1 intervention from a Reading Intervention Teacher, they will receive additional progress monitoring on a bi-weekly basis	Tier3 Intervention may be discontinued based on data and student performance on grade level standard based assessments. Review team will consider, diagnostic data, observational data from a highly qualified reading instructor in its entirety before discontinuing Tier 3 Interventions	A student who is not demonstrating success or growth with Intervention sessions with the Reading Intervention Teacher in a small-group or 1:1 setting is referred to the Student Support Team (SST) led by our RtI Specialist, where further instructional decisions outlined below will be made on a case-by-case basis. *Students who do not respond to the specific reading interventions will be provided with (1) extended

				time for access to online content and intervention computer assisted programs, (2) Florida Higher Standards student performance tasks created by the Reading and Language Arts teams in collaboration with the literacy coach, (3) student performance tasks linked to the Florida Standards, (4) attendance monitored small group and/or 1:1 intensive intervention tutoring, (5) additional assigned skill based interventions designed to address individual skill deficiencies, (6) teacher monitored and adjusted interventions based on progress monitoring tools and CBM's, (7) additional administrator monitoring and review of fidelity of literacy based live lessons, (8) additional support from administrative team, literacy coach, model and/or lead teacher(s), and the district literacy team, (9) offerings of targeted literacy based professional development and instructional trainings.

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	4	***Number of minutes per intervention session***	15 min

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

Opportunities for collaboration with content-area teachers, regular standards-based progress monitoring administered in intervention sessions. Professional Learning Communities give teachers the opportunity to evaluate best practices, additionally teachers can work with the literacy coach, and several professional development opportunities are provided throughout the year. Data-driven conversations looking at standardized test, diagnostic test and progress monitoring assessment score information.

- PLC Study
- Instructional Support with Resource Teachers, Intervention Team, and Literacy Coach
- School-wide professional development on research-based literacy strategies (such as visible thinking routines, Close Reading strategies, morphology study etc.)
- Student Support Team (SST) led by our RtI Specialist. Student Support Team (SST) including:
    - Administration
    - RTI Specialist
    - School Psychologists
    - Social Worker
    - General Education Teachers
    - ESE Managers
    - 504 Coordinators

	o Additional teachers, parents, and student (as determined by team)

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
FLVS has worked with Just Read to identify that we need to identify an evidence-based practice or program to implement. This will be addressed in the upcoming adoption year.

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

All students at FLVS receive their instruction through distance learning. All components of the district reading plan are implemented through distance learning. Students utilize the FLVS 9-12 ELA curriculum through our Learning Management System, Educator. They complete their core module course work independently. These modules contain a variety of activities for student to engage in for practice. Students attend live lessons for standards aligned instruction based on the district pacing chart. Students receiving Tier 2 interventions attend small group live sessions in Zoom twice a week. Additionally, students receiving Tier 3 supports