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

Contact Information

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

	Name	Title	Email	Phone
Main District Reading Contact	Jennifer Leach	Director of Curriculum & Instruction	jmoses@franklincountyschools.org	(850)670-2810

Responsibility	Name	Title	Email	Phone
Elementary ELA	Jennifer Leach	Director of Curriculum & Instruction	jmoses@franklincountyschools.org	(850)670-2810
Secondary ELA	Jennifer Leach	Director of Curriculum & Instruction	jmoses@franklincountyschools.org	(850)670-2810
Reading Endorsement	Jill Rudd	Director of Special Programs	jrudd@franklincountyschools.org	(850)670-2810
Reading Curriculum	Jennifer Leach	Director of Curriculum & Instruction	jmoses@franklincountyschools.org	(850)670-2810
Professional Development	Jill Rudd	Director of Special Programs	jrudd@franklincountyschools.org	(850)670-2810
Assessment	Richie Herrington	Director of Assessment, Technology, and Information Systems	rherrington@franklincountyschools.org	(850)670-2810
Data Element	Richie Herrington	Director of Assessment, Technology, and Information Systems	rherrington@franklincountyschools.org	(850)670-2810
Summer Reading Camp	Jennifer Leach	Director of Curriculum & Instruction	jmoses@franklincountyschools.org	(850)670-2810
3rd Grade Promotion	Jennifer Leach	Director of Curriculum & Instruction	jmoses@franklincountyschools.org	(850)670-2810

Plan Information

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

• Administrators are provided with the information included in the 2020-2021 Comprehensive Evidence-based Reading plan during the initial Principal's meeting. This information is shared with school admin and instructional coaches during the initial School-based Leadership Team meeting.

• Instructional personnel are provided with information included in the 2020-2021 Comprehensive Evidence-based Reading Plan during ELA staff meetings.

• The 2020-2021 plan is posted on the district website for all stakeholders to access.

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 information is presented in a logical sequence, and expressing thoughts, feelings and ideas clearly, using appropriate volume, clear pronunciation, and appropriate pacing.	Screener/progress monitoring Diagnostic/Summative	Teacher Observations, Anecdotal Reading, Records- Journey's Leveled Readers SELF-SLP	Weekly As referred by teacher
Phonological awareness	Recognition/production of rhyming words; understanding of blending syllables; knowledge of segmenting syllables; blending and segmenting onset and rime	Screener Diagnostic Progress monitoring Formative/Summative	K FLKRS K-2 STAR Early Literacy 3-5 STAR Literacy NWEA MAP	Monthly 3 x Year
Phonics	Recognize letters (upper and lowercase); decode one syllable & multisyllabic words; sound/spelling correspondence; decode CVC & CVCC words; decode words with inflectional endings	Screener Diagnostic Progress monitoring Formative/Summative	K FLKRS K-2 Cindy Cupp Phonics K-2 STAR Early Literacy 3-5 STAR Literacy NWEA MAP	Monthly 3 x Year
Fluency	Recognizing grade level high frequency; oral reading fluency; ability to read with sufficient accuracy to support comprehension	Progress Monitoring, Formative	Weekly Fluency Checks Journeys/FCRR	Weekly
Vocabulary	Understand word meaning and relationships; prefixes, suffixes, & word roots; grade level specific general academic and domain specific vocabulary	Diagnostic Progress Monitoring Formative/Summative	K-2 STAR Early Literacy 3-5 STAR Literacy Journeys NWEA MAP	Monthly Weekly 3 X Year
Comprehension	Determine word meaning in context; determine main idea; analyze setting in literary texts; interpret authors' use of language; compare & contrast within	Screener Diagnostic Progress monitoring Formative/Summative	Journeys NWEA	Weekly 3 X Year

	informational text; answer questions about key ideas & details; make inferences based on text			

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
NWEA MAP	Phonological Awareness, Phonics, Vocabulary, Comprehension of Literature, Comprehension of Informational Text	Diagnostic Progress Monitoring	Online Assessment	3 x Year
Write Score Reading and Writing	Comprehension of Literary and Informational Texts using qualitative and quantitative measures on structure, purpose, and language complexity of standards that include: Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Language & Conventions.	Progress Monitoring Summative	Computer-based and/or Paper based	2 x year
Achieve 3000	Lexile and Activity Performance	Screener Diagnostic Progress Monitoring	Computer-based	Monthly

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps 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 at PLC meetings	See decision tree for student placement in programs. Use EWS to determine at-risk students.	Director of MIS/Assessment reports to admin. Quarterly meeting between district/admin/teachers.	Quarterly meetings between PLC and admin to go over data and growth patterns for students in order to determine where additional support is needed.	The Director of Curriculum & Instruction

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	principal/Asst principals	Dept/Faculty meeting Email	Weekly	PLC Meetings Faculty Meetings Informal/Formal Evaluations Individual Faculty By school administration	Weekly School administration
Data chats	School Administration	Faculty Meeting	Monthly	Shared between teachers and administration	Monthly by teachers and administration
Reading Leadership Team per 6A-6.053(3) F.A.C.	School Admin Team Reading Coaches	Team meetings	Monthly	Admin will share outcomes of walkthroughs and progress monitoring with district team	Monthly
Monitoring of plan implementation	School Admin Team Reading Coaches	Monthly meetings with District Reading Contact	Monthly	Progress of Implementation along with documentation is reviewed at Monthly Reading Meeting.	Monthly by Director of Curriculum & Instruction
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?	

Decision Trees for moving students forward in MTSS process based on the EWS.	Faculty Meetings Individual meeting with faculty members Monthly District Meetings	If student data reflects that the reading plan is not being implemented with fidelity or effectively, the plan is reassessed and problem-solving steps applied. If the problem lies in the content or structure of the plan itself, the plan undergoes revision. If the problems lies in implementation additional professional development is provided.

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	Requirements for the reading endorsement and training are conveyed to principal at monthly administrative meetings.	On the epdc tab of the Panhandle Area Educational Consortium (PAEC) website	Upon completion by Panhandle Area Educational Consortium	Director of Special Programs	Director of Special Programs and the Director of Human Resources
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Assist Principals Instructional Coaches	Classroom walk-throughs Communication with Instructional Coaches Prof. Dev. Plans Lesson Plan Reviews	Needs assessment survey, referral form, Reported as needed and documented from walkthrough notes, conference notes, observations records, and evaluations.	Director of Special Programs	Director of Special Programs
Identification of mentor teachers	HR will make the principal aware of the candidate pool. These candidates have to have Clinical Ed. Certification.	PAEC sends an email that training has been attended. PAEC comes in for regular training in areas of need.	PAEC reports to the district via email as soon as clinical ed. training is complete.	Director of Special Programs and Director of Human Resources	Director of Special Programs and Director of Human Resources

Establishing of model classrooms within the school	Direct request to teacher from principal or Director of Curriculum and Instruction	Visiting teachers submit a form describing what they learned	At quarterly meetings a verbal report will be given	Director of Curriculum & Instruction	Director of Curriculum & Instruction and Director of Special Programs
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Emails District Mtg	Schedules Sign in Sheets Monitoring of PLC Notes in Google Folders	Monthly, in writing	Director of Special Programs	Director of Special Programs

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	Schedules and lesson plans	Weekly Reviewing lesson plans and walk throughs	Sharing schedules and sharing online folders of lesson plans	Director of Curriculum & Instruction	As plans are uploaded (weekly)
Small group differentiated instruction in order to meet individual student needs	lesson plans	Weekly Reviewing lesson plans and walk throughs	Sharing schedules and sharing online folders of lesson plans	Director of Curriculum & Instruction	As plans are uploaded (weekly)

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?

> We have a Reading Coach for those grades who monitors fidelity of program delivery as well as assisting with small groups. We have included them in our summer reading camp.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	47,382.00
District expenditures on reading coaches assigned to elementary schools	74,834.97
District expenditures on reading coaches assigned to secondary schools	0
District expenditures on intervention teachers assigned to elementary schools	0
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	16,520.17
District expenditures on supplemental materials or interventions for secondary schools	9,625.43
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	5,882.50
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	9,141.93
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	
Sum of Expenditures	163,387.00
Amount of District Research-Based Reading Instruction Allocation	163,387.00

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?

> Cindy Cupp Phonics and Leveled Literacy Instruction

Will students in grades other than 3 be served also? Yes ☒ No ☐
If yes, which grade levels? _K-2 and 4-5_____

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)

> We only have one school which serves all students K-12.

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?

> Job Description for Reading Coach (Attached), emailed

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

> Direct Supervisor, Director of Curriculum and Instruction

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

Is your district using the Just Read, Florida! coaching model? Yes ☒ No ☐
If you checked no, please complete and submit the Alternative Coaching Model document.
If you checked yes, please fill out the following chart:

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

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

How are these requirements being communicated to principals?	How are coaches recording their time and tasks?	Who at the district level is monitoring this?	How often is the data being reviewed?	What problem-solving steps are in place for making decisions based on the data?
Email	Daily log of activities	Director of Curriculum and Instruction	Monthly	Data is reviewed monthly with Director of Curriculum and Instruction. Concerns are

				addressed with admin. Problem is defined and analyzed. A plan is put into place to be evaluated monthly.

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): Kindergarten through 2nd grade

IF:	Student meets the following criteria at beginning of school year: *K: FLKRS score of 501 or above* *1st: MAP score of 161 or above; STAR Early Literacy score of 634 or above* *2nd: MAP score of 176 or above; STAR Early Literacy score of 727 or above*

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.
	Cindy Cupp Phonics: Strong Evidence- With the national emphasis on phonics in early reading, Dr. Cupp's Ten Minute Phonics™ component is a particularly important element. By explicitly and sequentially introducing phonics from the very first lesson, this essential skill is woven into the overall approach along with other elements such as fluency and comprehension. **Journey's: Strong Evidence-** Houghton Mifflin Harcourt Journeys is a comprehensive reading and language arts program designed for kindergarten to 6th grade, but it has only been evaluated in grades K-2. The program provides teachers with materials and guidelines that emphasize whole group and small group activities. Whole group activities involve a "big idea" and "essential question" for the day, a teacher read-aloud, and vocabulary, phonics, comprehension, and fluency activities. Small group activities follow up these same skills in small, homogeneous groups. **Smarty Ants**: **promising evidence-** As a part of the Achieve3000 program, designed for K-2, Smarty Ants builds foundational reading skills in an interactive and adaptive learning environment designed to build a love of reading for students in PreK-2. "Coach", their personal ant guide, leads students through animated lessons and activities while providing encouragement along the way. evidenceforessa.org https://www.evidenceforessa.org/programs/reading/journeys https://www.evidenceforessa.org/programs/reading/smarty-ants

Progress Monitoring		
Assessment & Frequency	**Performance Criteria that indicates Tier 1 is sufficient**	**Performance Criteria to that would prompt addition of Tier 2 interventions**
MAP: Fall, Winter and Spring		

Grade	Fall	Winter	Spring
K	≥141	≥151	≥158
1st	≥161	≥172	≥178
2nd	≥175	≥184	≥189

Grade	Fall	Winter	Spring
K	<141	<151	<158
1st	<161	<172	<178
2nd	<175	<184	<189

STAR Early Literacy

Grade	Fall	Wntr	Sprg
K	≥518	≥595	≥673
1	≥635	≥706	≥766
2	≥728	≥771	≥806

Grade	Fall	Wntr	Spring
K	<518	<595	<673
1	<635	<706	<766
2	<728	<771	<806

How is the effectiveness of Tier 1 instruction being monitored? Admin observations and data monitoring. Reading Coach does walk-throughs.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** Principals monitor teacher-level data, incorporate formal and informal observations, monitor lesson plans. Reading Coach reports to Reading Leadership Team and Admin any discrepancies in instruction. Coaching Cycles are implemented when deemed appropriate.
How is the effectiveness of Tier 1 curriculum being monitored? PLCs disaggregate progress	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Teachers identify supplemental materials to meet standards not addressed by the curriculum. Reading Coaches alert Reading Leadership team of deficiencies in curriculum and makes available supplemental materials.

monitoring data. Reading Coaches complete fidelity checks on curriculum implementation.	

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

Devices are provided, Google Classroom is used as the platform, and Zoom meetings are incorporated for instruction.

IF:	Student meets the following criteria at beginning of school year: *(K: FLKRS score below 500 ; MAP score below 142; STAR Early Literacy score below 517* *1st: MAP score below 161; STAR Early Literacy score below 634* *2nd: MAP score below 176; STAR Early Literacy score below 727Enter assessment criteria that will be used)*
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions

Interventions:
- *are standards-aligned*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students*
- *provide multiple opportunities to practice the targeted skill(s) and receive feedback*
- *occurs during time allotted in addition to core instruction*
- *includes accommodations (IEP, ESOL or 504)*

TIER 2 Programs/Materials/Strategies & Duration	**TIER 2 Progress Monitoring**			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
Smarty Ants- Achieve 3000	Level set- 3x per yr	Students scoring on grade level. MEETS: 190L—530L EXCEEDS: 535L>	Students not earning scores on grade level. BELOW: <BR115 APPROACHES: BR110 to 185L	Lack of learning gains with the presence of 3 out of 5 EWS indicators
STAR Early Literacy	Monthly STAR assessment	STAR Early Literacy scores indicative of grade level	Cut scores below: Fall MY Spr K- 496 568 644 1-606 678 742 2-73 87 133	Lack of learning gains with the presence of 3

				out of 5 EWS indicators

Number of times a week intervention provided	>3 wk	*Number of minutes per intervention session*	15-20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Tier 2 student diagnostic and progress monitoring data is examined to determine effectiveness of Tier 2 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. The MTSS problem solving team meets monthly to identify and solve problems.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Smarty Ants: **promising evidence-** As a part of the Achieve3000 program, designed for K-2, Smarty Ants builds foundational reading skills in an interactive and adaptive learning environment designed to build a love of reading for students in PreK-2. "Coach", their personal ant guide, leads students through animated lessons and activities while providing encouragement along the way.

• FCRR Literacy Student Center Activities-strong evidence- Florida Center for Reading Research data base for student centered activities. A team of teachers at FCRR collected ideas and created Student Center Activities for use in kindergarten through fifth grade classrooms. Accompanying these Student Center Activities is a Teacher Resource Guide that offers important insights on differentiated instruction and how to use the Student Center materials.
• Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies
• Paired and independent reading across various genres
• Multisensory materials and manipulatives

evidenceforessa.org
https://www.evidenceforessa.org/programs/reading/smarty-ants
http://www.bestevidence.org/reading/begin_read/begin_read.htm
https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy

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

Students who receive Tier 2 interventions are given teacher assigned lessons that target skills identified on their individualized intervention plan. Teachers make weekly contact with the student and parent.

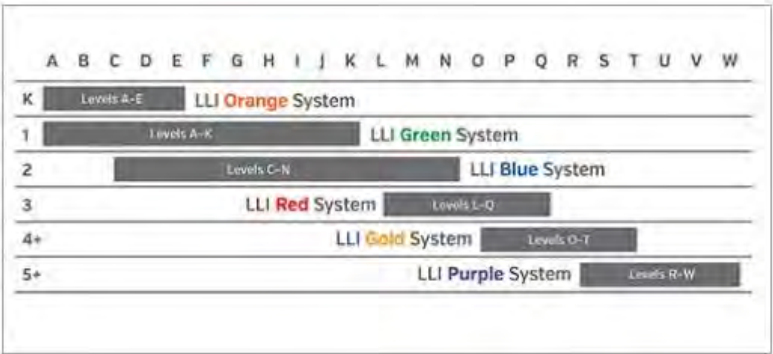| IF:	Student meets the following criteria at beginning of school year: **Scores that fall below the Tier 2 levels AND meets at least 3 of the 5 EWS indicators (Attendance less than 90%, Core Course Failure (ELA/Math), Retention, FSA Score Level 1, Discipline Issues).**
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:
- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional **time allotted is in addition** to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
Leveled Literacy Intervention	Weekly teacher observation and measures.	Scores that improve to Tier 2 level and the decrease of EWS indicators	Student is not showing learning gains. See chart below.

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

Number of times a week intervention provided	*2-3*	*Number of minutes per intervention session*	*15-20*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Tier 3 student diagnostic and progress monitoring data is examined to determine effectiveness of Tier 3 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. The MTSS problem solving team meets monthly to identify and solve problems. Fidelity checks monthly.

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

• LLI- strong evidence- Leveled Literacy Intervention (LLI) is a one-to-three small-group tutoring model taught by literacy specialists to struggling readers in grades K-2. Sessions are 30 minutes each day for about 16-18 weeks. The content focuses on oral language, phonics, fluency, vocabulary, and comprehension. Lessons alternate between "independent level" texts and more challenging "instructional level" texts, which students may also take back to their classrooms or homes.

evidenceforessa.org
https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli

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

Students who receive Tier 3 interventions are given teacher assigned lessons that target specific identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 3rd-5th grades

IF:	Student meets the following criteria at beginning of school year: *Grades 4-6: Level 3 or higher on previous years FSA test* *Grade 3: STAR score at or above 362; MAP RIT score at or above 200* *Grade 4: STAR score at or above 465; MAP RIT score at or above 202* *Grade 5: STAR score at or above 570; MAP RIT score at or above* Grade level proficiency on Harcourt Journeys, Grade Level Benchmark assessment
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.*** Harcourt Journeys (strong evidence) is used as the core curriculum to provide a comprehensive ELA program as an instructional system for reading both literature and informational texts, acquiring foundational skills, and developing mastery of speaking, listening and writing. Harcourt Journeys includes anchor text reading instruction with a 3-part approach: grasp big ideas, analyze short passages, independent close reading and leveled readers for guided reading and individualized practice. Classroom teachers supplement Harcourt Journeys with a variety of other materials.

evidenceforessa.org
https://www.evidenceforessa.org/programs/reading/journeys

Progress Monitoring		
Assessment & Frequency	**Performance Criteria that indicates Tier 1 is sufficient**	**Performance Criteria to that would prompt addition of Tier 2 interventions**
MAP: Fall, Winter and Spring	<table><tr><td>3</td><td>≥190</td><td>≥197</td><td>≥200</td></tr><tr><td>4</td><td>≥202</td><td>≥207</td><td>≥209</td></tr><tr><td>5</td><td>≥209</td><td>≥213</td><td>≥215</td></tr><tr><td>6</td><td>≥212</td><td>≥216</td><td>≥217</td></tr></table>	<table><tr><td>3</td><td><190</td><td><197</td><td><200</td></tr><tr><td>4</td><td><202</td><td><207</td><td><209</td></tr><tr><td>5</td><td><209</td><td><213</td><td><215</td></tr><tr><td>6</td><td><212</td><td><216</td><td><217</td></tr></table>
STAR Reading— Fall, Winter and Spring	<table><tr><td>Grade</td><td>F</td><td>W</td><td>S</td></tr><tr><td>3</td><td>≥362</td><td>≥394</td><td>≥435</td></tr><tr><td>4</td><td>≥465</td><td>≥494</td><td>≥522</td></tr><tr><td>5</td><td>≥570</td><td>≥606</td><td>≥640</td></tr><tr><td>6</td><td>≥684</td><td>≥731</td><td>≥795</td></tr></table>	<table><tr><td>Grade</td><td>F</td><td>W</td><td>S</td></tr><tr><td>3</td><td><362</td><td><394</td><td><435</td></tr><tr><td>4</td><td><465</td><td><494</td><td><522</td></tr><tr><td>5</td><td><570</td><td><606</td><td><640</td></tr><tr><td>6</td><td><684</td><td><731</td><td><795</td></tr></table>
How is the effectiveness of Tier 1 instruction being monitored? Admin observations and data monitoring. Reading Coach does walk-throughs.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** Principals monitor teacher-level data, incorporate formal and informal observations, monitor lesson plans. Reading Coach reports to Reading Leadership Team and Admin any discrepancies in instruction. Coaching Cycles are implemented when deemed appropriate.	
How is the effectiveness of Tier 1 curriculum being monitored? PLCs disaggregate progress monitoring data.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Teachers identify supplemental materials to meet standards not addressed by the curriculum. Reading Coaches alert Reading Leadership team of deficiencies in curriculum and makes available supplemental materials.	

	Reading Coaches complete fidelity checks on curriculum implementation.	
	How is instruction modified for students who receive instruction through distance learning? Devices are provided, Google Classroom is used as the platform, and Zoom meetings are incorporated for instruction.	

IF:	Student meets the following criteria at beginning of school year: Student scores Level 1 or 2 on FSA, Student scores below grade level on MAP or STAR diagnostic assessment, Below grade level proficiency on Harcourt Journeys Grade Level Benchmark assessments, Teacher observations indicate deficiency
THEN:	**TIER 1 instruction and TIER 2 interventions**

Interventions:
- *are standards-aligned*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills*
- *are matched to the needs of the students*
- *provide multiple opportunities to practice the targeted skill(s) and receive feedback*
- *occurs during time allotted in addition to core instruction*
- *includes accommodations (IEP, ESOL or 504)*

TIER 1 instruction and TIER 2 interventions

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*
STAR Literacy	Monthly STAR assessment	Grade, F, W, S 3: ≥362, ≥394, ≥435 4: ≥465, ≥494, ≥522 5: ≥570, ≥606, ≥640 6: ≥684, ≥731, ≥795	Grade, F, W, S 3: ≥362, ≥394, ≥435 4: ≥465, ≥494, ≥522 5: ≥570, ≥606, ≥640 6: ≥684, ≥731, ≥795	Lack of learning gains with the presence of 3 out of 5 EWS indicators
Pathblazers	At the end of each section	Students tests out of all sections	Students lack progress in pathway sections	Lack of learning gains with the presence of 3

				out of 5 EWS indicators
Connect to Comprehension- with research-based strategies	As students complete a level, bi-weekly	Students test out of all six levels	Students do not make progress through the six levels.	Lack of learning gains with the presence of 3 out of 5 EWS indicators

Number of times a week intervention provided	>3 wk	***Number of minutes per intervention session***	15-20

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

Tier 2 student diagnostic and progress monitoring data is examined to determine effectiveness of Tier 2 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. The MTSS problem solving team meets monthly to identify and solve problems.

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

Pathblazers- strong evidence- Edgenuity's Pathblazer is a supplemental, online intervention program that helps struggling learners in grades K–8 achieve grade-level proficiency in mathematics and reading. Pathblazer offers students individualized learning progression paths with fun, motivating content that addresses skill and concept gaps.

Connect to Comprehension- a comprehensive, skill-based, intervention reading program for struggling readers in grades 1-8. It is effective for small group intervention as well as for one-on-one tutoring. This program was developed to provide students who struggle with decoding access to upper-level comprehension instruction.

- decodable books for explicit teaching of word analysis and decoding strategies (direct Instruction- .59 effect size)
- decodable text to "reinforce and transfer the reading of words with particular patterns from isolated cards to connected text"
- frequent review of high-frequency words
- practice of phrases for fluency
- pre-reading instruction as "important for all students but critical for those with reading difficulties and ELL's…."
- teaching comprehension strategies through modeling, discussing, and checking for understanding (.60 effect size)
- introduction and frequent practice of new vocabulary words
- consistent pairing of reading with writing to reinforce the reading/writing connection

evidenceforessa.org
https://www.evidenceforessa.org/programs/reading/pathblazer
http://www.connecttocomprehension.com/default.html

	How are Tier 2 interventions modified for students who receive interventions through distance learning?
	Students who receive Tier 2 interventions are given teacher assigned lessons that target skills identified on their individualized intervention plan. Teachers make weekly contact with the student and parent.

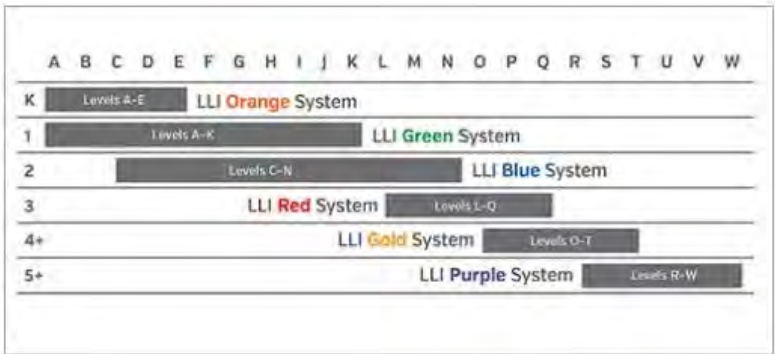| **IF:**	Student meets the following criteria at beginning of school year: *Scores that fall below the Tier 2 levels AND meets at least 3 of the 5 EWS indicators (Attendance less than 90%, Core Course Failure (ELA/Math), Retention, FSA Score Level 1, Discipline Issues).*
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions

Immediate, intensive intervention:
- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional **time allotted is in addition** to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
LLI	Weekly teacher observation and measures.	Scores that improve to Tier 2 level and the decrease of EWS indicators	Student is not showing learning gains

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

Number of times a week intervention provided	*2-3*	*Number of minutes per intervention session*	*15-20*

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

Tier 3 student diagnostic and progress monitoring data is examined to determine effectiveness of Tier 3 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. The MTSS problem solving team meets monthly to identify and solve problems. Fidelity checks monthly.

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

• LLI- strong evidence- Leveled Literacy Intervention (LLI) is a one-to-three small-group tutoring model taught by literacy specialists to struggling readers in grades K-2. Sessions are 30 minutes each day for about 16-18 weeks. The content focuses on oral language, phonics, fluency, vocabulary, and comprehension. Lessons alternate between "independent level" texts and more challenging "instructional level" texts, which students may also take back to their classrooms or homes.

• FCRR Literacy Student Center Activities-strong evidence

• Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies

• Paired and independent reading across various genres

• Multisensory materials and manipulatives

evidenceforessa.org
https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli
http://www.bestevidence.org/reading/begin_read/begin_read.htm
https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy

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

Students who receive Tier 3 interventions are given teacher assigned lessons that target specific identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6ᵗʰ-12ᵗʰ grades

IF:	Student meets the following criteria at beginning of school year: Level 3 or above on FSA , MAP/APM Grade level proficiency

THEN:	**TIER 1 Only**

<table>
<tr>
<td rowspan="10" style="writing-mode:vertical-lr">TIER 1</td>
<td>
<i>Initial instruction:</i>

<i>is standards-aligned</i>
<i>builds background and content knowledge, motivation</i>
<i>provides print rich, systematic, scaffolded, and differentiated instruction</i>
<i>incorporates writing in response to reading</i>
<i>includes accommodations (IEP, ESOL or 504)</i>
<i>incorporates the principles of Universal Design for Learning</i>
<i>includes specially designed instruction for students with disabilities</i>

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

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.

Perfection Learning- Connections: English Language Arts- Develop students' critical reading, analysis, and writing skills with high-interest themes and thought-provoking essential questions, build engagement as students become immersed in outstanding literary and nonfiction selections, with step-by-step lesson design focuses students on a key learning objective as they read the selection; annotate the text; apply the targeted skill; and respond through discussion, writing, and collaborative activities.

Evidenceforessa.org
https://www.perfectionlearning.com/pub/common/series/cela-research.pdf

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
MAP: Fall, Winter and Spring	<table><tr><td colspan="7">2020 Reading Student Achievement Norms</td></tr><tr><td></td><td colspan="2">Fall</td><td colspan="2">Winter</td><td colspan="2">Spring</td></tr><tr><td>Grade</td><td>Mean</td><td>SD</td><td>Mean</td><td>SD</td><td>Mean</td><td>SD</td></tr><tr><td>K</td><td>136.65</td><td>12.22</td><td>146.28</td><td>11.78</td><td>153.09</td><td>12.06</td></tr><tr><td>1</td><td>155.93</td><td>12.66</td><td>165.85</td><td>13.21</td><td>171.40</td><td>14.19</td></tr><tr><td>2</td><td>172.35</td><td>15.19</td><td>181.20</td><td>15.05</td><td>185.57</td><td>15.49</td></tr><tr><td>3</td><td>186.62</td><td>16.65</td><td>193.90</td><td>16.14</td><td>197.12</td><td>16.27</td></tr><tr><td>4</td><td>196.67</td><td>16.78</td><td>202.50</td><td>16.25</td><td>204.83</td><td>16.31</td></tr><tr><td>5</td><td>204.48</td><td>16.38</td><td>209.12</td><td>15.88</td><td>210.98</td><td>15.97</td></tr><tr><td>6</td><td>210.17</td><td>16.46</td><td>213.81</td><td>15.98</td><td>215.36</td><td>16.03</td></tr><tr><td>7</td><td>214.20</td><td>16.51</td><td>217.09</td><td>16.21</td><td>218.36</td><td>16.38</td></tr><tr><td>8</td><td>218.01</td><td>17.04</td><td>220.52</td><td>16.69</td><td>221.66</td><td>16.87</td></tr><tr><td>9</td><td>218.90</td><td>19.02</td><td>220.52</td><td>18.73</td><td>221.40</td><td>19.03</td></tr><tr><td>10</td><td>221.47</td><td>17.92</td><td>222.91</td><td>17.81</td><td>223.51</td><td>18.20</td></tr><tr><td>11</td><td>223.53</td><td>17.73</td><td>224.64</td><td>17.80</td><td>224.71</td><td>18.50</td></tr><tr><td>12</td><td>223.80</td><td>19.32</td><td>223.85</td><td>21.21</td><td>224.33</td><td>23.08</td></tr></table>	Student scored below grade level on progress monitoring, prompting closer examination of individual data and potential referral to Tier 2

Curriculum-Based Measures (weekly)	Student performance on assessments indicates consistent and adequate mastery of grade level standards	Failure to show mastery on standards-based assessments
FSA (yearly)	Level 3 or higher	Score of a Level 1 or 2

How is the effectiveness of Tier 1 instruction being monitored? Admin observations and data monitoring. Reading Coach does walk-throughs.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** Principals monitor teacher-level data, incorporate formal and informal observations, monitor lesson plans. Reading Coach reports to Reading Leadership Team and Admin any discrepancies in instruction. Coaching Cycles are implemented when deemed appropriate.
How is the effectiveness of Tier 1 curriculum being monitored? PLCs disaggregate progress monitoring data. Reading Coaches complete fidelity checks on curriculum implementation.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Teachers identify supplemental materials to meet standards not addressed by the curriculum. Reading Coaches alert Reading Leadership team of deficiencies in curriculum and makes available supplemental materials.

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

Devices are provided, Google Classroom is used as the platform, and Zoom meetings are incorporated for instruction.

IF:	Student meets the following criteria at beginning of school year: Student scores Level 1 or 2 on FSA , below grade level on MAP, Below grade level proficiency on Grade Level Benchmark assessments, Teacher observations indicate deficiency
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions	*Interventions:* • *are standards-aligned* • *address gaps and reduce barriers to students' ability to meet Tier 1 expectations* • *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills* • *are matched to the needs of the students* • *provide multiple opportunities to practice the targeted skill(s) and receive feedback* • *occurs during time allotted in addition to core instruction* • *includes accommodations (IEP, ESOL or 504)*

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
Achieve3000 w/ close reading strategies	Level Set 3 times per year	Level 3 or higher on FSA or achieving the concordance score for the 10th grade FSA ELA	Students not earning scores on grade level.	Student is not showing learning gains even with the additional support.

Number of times a week intervention provided	>3 wk	***Number of minutes per intervention session***	15-20

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Tier 2 student diagnostic and progress monitoring data is examined to determine effectiveness of Tier 2 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. The MTSS problem solving team meets monthly to identify and solve problems.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Achieve3000: Strong Evidence, Achieve3000 offers digital, supplemental literacy programs for grades 2-12 and includes differentiated content to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills.

Evidenceforessa.org

A Final Report for the Evaluation of the Achieve3000 Programs (Shannon and Grant, 2015);
The District-Wide Effectiveness of the Achieve3000 Program: A Quasi-Experimental Study (Borman, Park & Min, 2015)

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

Students who receive Tier 2 interventions are given teacher assigned lessons that target skills identified on their individualized intervention plan. Teachers make weekly contact with the student and parent.

IF:	Student meets the following criteria at beginning of school year: ***Scores that fall below the Tier 2 levels AND meets at least 3 of the 5 EWS indicators (Attendance less than 90%, Core Course Failure (ELA/Math), Retention, FSA Score Level 1, Discipline Issues).***
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

Immediate, intensive intervention:
- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional **time allotted is in addition** to core instruction and tier 2 interventions*

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
Research-based reading strategies used in small group within Intensive Reading Class using Achieve3000. Ted Tutors- SAT/ACT prep	Weekly teacher observation and measures.	Scores that improve to Tier 2 level and the decrease of EWS indicators	Student is not showing learning gains

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

Number of times a week intervention provided	*2-3*	*Number of minutes per intervention session*	*15-20*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Tier 3 student diagnostic and progress monitoring data is examined to determine effectiveness of Tier 3 intervention plan and to identify specific skills which are not successfully addressed by intervention. Principals and the Reading Coach conduct frequent walkthroughs and observations providing meaningful and timely feedback. Lesson plans are routinely reviewed. The MTSS problem solving team meets monthly to identify and solve problems. Fidelity checks monthly.

(Sidebar label, vertical: TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions)

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

Achieve3000: Strong Evidence, Achieve3000 offers digital, supplemental literacy programs for grades 2-12 and includes differentiated content to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills.

• Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies

 • Paired and independent reading across various genres

Ted Tutors- SAT/ACT prep- promising

Evidenceforessa.org
https://www.evidenceforessa.org/programs/reading/achieve3000-secondary

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Students who receive Tier 3 interventions are given teacher assigned lessons that target specific identified on their individualized intervention plan. Teachers and interventionists make weekly contact with the student and parent.

SCHOOL DISTRICT OF FRANKLIN COUNTY

JOB DESCRIPTION

READING COACH

QUALIFICATIONS:

1. Master degree or higher in Reading

2. Reading Endorsement Certification

3. Related teaching experience totaling at least five (5) years.

4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: PRINCIPAL/DIRECTOR OF CURRICULUM AND INSTRUCTION

JOB GOAL:

To assist and support classroom teachers in providing a balanced and effective literacy program (K – 12) producing measurable learning gains for all students, particularly low performing students.

SUPERVISES: NA

PERFORMANCE RESPONSIBILITIES:

1) Create a literacy environment conducive to effective reading instruction.

2) Assist in the compilation of data to evaluate reading programs and assist in identifying appropriate strategies to enhance student learning gains.

3) Model appropriate use of materials technology, and other resources to help classroom teachers meet learning needs of all students; conduct staff development activities to assist teachers in helping students improve literacy skills.

4) Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction; assist teachers with instructional strategies to improve student performance on state-wide reading assessments.

5) Provide individual diagnostic testing and interpretation of results for teachers, parents, and students.

SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION- READING COACH

6) Collaborate with School-Based Leadership Team and District Literacy Leadership Team to improve students' reading, writing, and communication skills in all content areas.

7) Enlist the support of SAC, community partners, mentors, and volunteers to support literacy initiatives.

8) Perform other duties as assigned by Supervisor and/or Superintendent.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT: (Instructional Personnel, 196 Days)
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District. *Some variation may occur in specialized service areas requiring a Masters Degree (speech pathology) or no degree at all (non-degreed vocational).

Instructional Personnel Paid Holidays
Labor Day (1)
Thanksgiving (2)
Christmas (2)
New Year (1)

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.

I have read and discussed with my administrator the above job description. I am aware of the professional development opportunities available to meet these expectations.

SCHOOL DISTRICT OF FRANKLIN COUNTY
JOB DESCRIPTION-READING COACH

_____   _____

Supervisor's Signature   Employee's Signature

_____   _____

Date   Date

_____

FCSB Approval Date
Printed - 5/29/2014