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

Contact Information

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

	Name	Title	Email	Phone
Main District Reading Contact	Tracie Bergman	Executive Director of Literacy	Tracie.Bergman@hcps.net	
Responsibility	**Name**	**Title**	**Email**	**Phone**
Elementary ELA	Meagan Parenteau Ann Yaros	K-2 Literacy 3-5 Literacy	Meagan.Parenteau@hcps.net Ann.Yaros@hcps.net	
Secondary ELA	Mary Navarre Lory Reddel	6-8 Literacy 9-12 Literacy	Mary.Navarre@sdhc.k12.fl.us Lory.Reddel@sdhc.k12.fl.us	
Reading Endorsement	Kathryn Robinson	Coordinator, Reading Endorsement	Kathryn.Robinson@sdhc.k12.fl.us	
Reading Curriculum	Meagan Parenteau Ann Yaros Mary Navarre Lory Reddel	K-2 Literacy 3-5 Literacy 6-8 Literacy 9-12 Literacy	Meagan.Parenteau@hcps.net Ann.Yaros@hcps.net Mary.Navarre@sdhc.k12.fl.us Lory.Reddel@sdhc.k12.fl.us	
Professional Development	Jamalya Jackson	Executive Director, Professional Development	Jamalya.Jackson@sdhc.k12.fl.us	
Assessment	Nicole Binder	Executive Director, Assessment and Accountability	Nicole.Binder@sdhc.k12.fl.us	
Data Element	Nicole Binder	Executive Director, Assessment and Accountability	Nicole.Binder@sdhc.k12.fl.us	
Summer Reading Camp	Amy Zilbar	Executive Director of Instructional Leadership	Amy.Zilbar@sdhc.k12.fl.us	
3rd Grade Promotion	Amy Zilbar	Executive Director of Instructional Leadership	Amy.Zilbar@sdhc.k12.fl.us	

Plan Information

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

The Comprehensive Reading Plan (CRP) expectations will be communicated by the Superintendent to all district stakeholders. Academic Services will share a deeper understanding with Regional Superintendents. Regional Superintendents will communicate the expectations to site-based Administrators. Academic Services will share the implementation expectations of the CRP with all instructional leaders, which includes, but is not limited to: ELA Contacts, Subject Area Leaders, Department Heads, and K-12 Reading Coaches. Once the CRP has been finalized and shared with all district stakeholders, it will be posted on the district website for all community members.

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.

Kindergarten

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	Star	Star Early Literacy (screener and diagnostic)	Classroom teacher will administer the assessment in a one on one setting	The first 30 days of school
	SIPPS	SIPPS Mastery Assessment and Placement Test for K-2 (screener, diagnostic, progress monitoring)	Classroom teacher will administer the assessment in a one on one setting	Every 5 lessons the teacher collects data through a criterion referenced test
Phonological Awareness	Star	Star Early Literacy (screener and diagnostic)	Classroom teacher will administer the assessment in a one on one setting	The first 30 days of school
	SIPPS	SIPPS Mastery Assessment and Placement Test for K-2 (screener, diagnostic, progress monitoring)	Classroom teacher will administer the assessment in a one on one setting	Every 5 lessons the teacher collects data through a criterion referenced test
	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily
Phonics	Star	Star Early Literacy (screener and diagnostic)	Classroom teacher will administer the assessment in a one on one setting	The first 30 days of school
	SIPPS	SIPPS Mastery Assessment and Placement Test for K-2 (screener, diagnostic, progress monitoring)	Classroom teacher will administer the assessment in a one on one setting	Every 5 lessons the teacher collects data through a criterion referenced test
	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily
Fluency	SIPPS	SIPPS Mastery Assessment and Placement Test for K-2 (screener, diagnostic, progress monitoring)	Classroom teacher will administer the assessment in a one on one setting	Every 5 lessons the teacher collects data through a criterion

				referenced test
	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily
Vocabulary	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily
Comprehension	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily

Grades 1-2

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	SIPPS	SIPPS Mastery Assessment and Placement Test for K-2 (screener, diagnostic, progress monitoring)	Classroom teacher will administer the assessment in a one on one setting	Every 5 lessons the teacher collects data through a criterion referenced test
Phonological Awareness	SIPPS	SIPPS Mastery Assessment and Placement Test for K-2 (screener, diagnostic, progress monitoring)	Classroom teacher will administer the assessment in a one on one setting	Every 5 lessons the teacher collects data through a criterion referenced test
	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily
Phonics	SIPPS	SIPPS Mastery Assessment and Placement Test for K-2 (screener, diagnostic, progress monitoring)	Classroom teacher will administer the assessment in a one on one setting	Every 5 lessons the teacher collects data through a criterion referenced test
	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily
Fluency	SIPPS	SIPPS Mastery Assessment and Placement Test for K-2 (screener, diagnostic, progress monitoring)	Classroom teacher will administer the assessment in a one on one setting	Every 5 lessons the teacher collects data through a criterion referenced test
	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily
Vocabulary	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily
Comprehension	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily

Grades 3-5

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?
Phonological awareness	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily
Phonics	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily
Fluency	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily
Vocabulary	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily
	Achieve3000	Diagnostic and progress monitoring	Computer-based and print instruction	Diagnostic-3 times a year Progress Monitoring-weekly
Comprehension	i-Ready	i-Ready (diagnostic and progress monitoring)	Computer-based	Diagnostic-3 times a year Progress Monitoring-Daily
	Achieve3000	i-Ready (diagnostic and progress monitoring)	Computer-based and print instruction	Diagnostic-3 times a year Progress Monitoring-weekly

Grades 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?
Achieve3000	Criterion referenced; Lexile level and standards-aligned comprehension performance	Diagnostic and progress monitoring	Computer-based and print instruction	Diagnostic - 3 times a year Progress Monitoring-weekly
ELA and Reading Semester Exams	Standards-aligned comprehension performance	Summative	Paper-pencil	Mid-year
ELA Writing Baseline and Midyear	Standards-aligned writing performance	Formative	Paper-pencil or computer-based	2 times a year (Baseline-August/September Midyear-January)

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
Data will be reviewed daily, weekly, monthly, and quarterly depending on the assessment and its purpose. Teachers, Site-based Administrators and Leaders, Deputy Superintendent, Assistant Superintendent, Executive Directors, Supervisors, District Resource Teachers, and Coaches.	District staff will continually review assessments and progress monitoring data to identify district, school and class level trends and evaluate the fidelity of the implementation of research-based reading instruction. Based upon the data, professional development, coaching cycles, and additional supports can be determined for students, teachers, and schools.	Implement a common assessment calendar to ensure all schools are administering common assessments during the assigned window. Review assessment data as a district team to identify common trends. Capture walkthrough data to measure fidelity of implementation. District and site-based common assessment data will be shared with Regional Superintendents and then distributed to site-based Administrators and Leaders. Literacy Supervisors, District Resource Teachers and Coaches will then dissect the data to drive site-based support and instruction.	When and if a concern has been identified, district Literacy Coaches will notify the Literacy Supervisors and then Literacy Supervisors will work with Site-based Administrators to determine whether the plan is not being implemented at the teacher level, grade level or school level. If additional support is needed, the Literacy Supervisors will work with the Executive Director for Literacy, and the Assistant Superintendent will work with the Regional Superintendents. District Literacy Supervisors, ESE Supervisors and the ESOL Director in conjunction with the District Coaches and/or District Resource Teachers will then provide strategic support to schools.	The Assistant Superintendent of Curriculum and Instruction, the Executive Director of Literacy and all Literacy Supervisors, ESE Supervisors and the ESOL Director will collaborate to ensure the plan is implemented. The Literacy Supervisors, ESE Supervisors, the ESOL Director, District Resource Teachers, and Coaches will support schools by providing resources, professional development, and progress monitoring. Plan progress will then be shared with the Assistant Superintendent for Curriculum and Instruction, Executive Directors, Regional Superintendents, and other members of the Academic Services team.

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	Regional Superintendents, School Administrators, Literacy Supervisors, ESE Supervisors, the ESOL Director and District Resource Teachers, District Coaches and Site-based Coaches	The Deputy Superintendent and the Assistant Superintendent for Curriculum and Instruction will communicate purpose to Regional Superintendents. Regional Superintendents will communicate information to Site-based School Administrators. Literacy Supervisors will communicate plan to District and Site-based Coaches in collaboration with Administration.	Walkthrough data will be collected and reviewed on an ongoing basis.	Site-based Administrators and Reading Coaches will share weekly walk-through data with District Coaches and Literacy Supervisors through the upload of coaching logs, site visits, and monthly Literacy Leaders' professional development sessions.	Walkthrough data will be reviewed on an ongoing basis by the Deputy Superintendent, Regional Superintendents, School Administrators, Literacy Supervisors, District Resource Teachers, District and Site-based Coaches
Data chats	Site-based Reading Coaches, Language Arts Subject Area Leaders, English Department Heads, ELA Contacts and English Language Arts and Reading Teachers (Including ESE and ESOL Specialists and Resource Teachers)	Academic Services team and Assessment office will dissect and disseminate data to Regional Superintendents. Regional Superintendents will communicate the purpose to School Administrators.	Data will be collected at the close of each assessment window.	Data will be shared with Regional Superintendents and School Administrators, at monthly meetings. Progress monitoring data will be shared with Site-based Leaders and Teachers to be shared with students during data	Site-based Administrators, Reading Leadership Team, and District Coaches.

		Literacy Supervisors and their Coaches will then work with site-based teams.		chats/conferences after each assessment has been administered.	
Reading Leadership Team per 6A-6.053(3) F.A.C.	Site-based Administrators, Reading Coaches, Language Arts Subject Area Leaders, English Department Heads, ESE contacts, ESOL Resource/Specialist, ELA Contacts and members of the Reading Leadership Team to include content area representation	Deputy Superintendent and Assistant Superintendent for Curriculum and Instruction communicate purpose to Regional Superintendents. Regional Superintendents communicate information to School Administrators. Literacy Supervisors communicate plan to District and Site-based Coaches in collaboration with Administration.	Meeting minutes will be collected and reviewed on an ongoing basis.	Site-based Administrators and Reading Coaches will share minutes and updates with Regional Superintendents upon request.	Meeting and updates will be reviewed on an ongoing basis.
Monitoring of plan implementation	Deputy Superintendent, Assistant Superintendent, Executive Director, Literacy Supervisors, School Administrators and Coaches, District Resource Teachers and District Coaches	The Deputy Superintendent and the Assistant Superintendent for Curriculum and Instruction will communicate purpose to Regional Superintendents. Regional Superintendent will communicate information to School	Plan implementation is reviewed on an ongoing basis through evaluation of classroom walkthroughs, data analysis, and minutes from Reading Leadership Teams. Consistent and ongoing communication	Plan implementation status will be shared in an ongoing manner with Regional Superintendents, School Administrators, Literacy Leaders, and Grade Level Chairs.	Plan implementation status will be reviewed on an ongoing basis by the Deputy Superintendent, Regional Superintendents, School Administrators, Literacy Supervisors, District Resource Teachers, and Site-based Coaches.

		Administrators. Literacy Supervisors communicate plan to district and Site-based Coaches in collaboration with Administration.	across the District Literacy Team		
Other: Literacy practices embedded across content areas.	Deputy Superintendent, Assistant Superintendent, Executive Director, Literacy Supervisors, ESE Supervisors, the ESOL Director, K-12 core and Content Supervisors and Teachers (Science, Social Studies, Math, Electives, and CTE) School Administrators and Coaches, District Resource Teachers and District Coaches	The Deputy Superintendent and the Assistant Superintendent for Curriculum and Instruction will communicate purpose to Regional Superintendents. Regional Superintendent will communicate information to School Administrators. Literacy Supervisors communicate plan to district and site-based Coaches in collaboration with Administration.	Walkthrough data focused on cross content literacy implementation will be collected and reviewed on an ongoing basis.	Site-based Administrators and Reading Coaches will share weekly walk-through data with District Coaches and Literacy Supervisors through the upload of coaching logs, site visits, and monthly Literacy Leaders' professional development sessions.	Walkthrough data will be reviewed on an ongoing basis by the Deputy Superintendent, Regional Superintendents, School Administrators, Literacy Supervisors, District Resource Teachers, and Site-based Coaches

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?
Triangulate data to identify common trends and causal issues (curriculum, instruction, assessment, or monitoring	Concerns are communicated depending upon identified problem: curriculum, instruction, assessment, or monitoring issue and based	Plan implementation status will be reviewed on an ongoing basis by the Deputy Superintendent, Regional Superintendents, School Administrators,

issue), and then determine next steps and communicate with relevant personnel: Deputy Superintendent and Assistant Superintendent for Curriculum and Instruction will communicate with Regional Superintendents. Regional Superintendents will communicate information to School Administrators. Literacy Supervisors will communicate plan to District, Site-based Coaches, ESE Specialist/Resource Teachers and ESOL Specialist/Resource Teacher in collaboration with Administration.	upon the level (class, teacher, grade, school) to Deputy Superintendent, Regional Superintendents, School Administrators, Literacy Supervisors, District Resource Teachers, District and Site-based Coaches, ESE Specialist/Resource Teachers and ESOL Specialist/Resource Teacher.	Literacy Supervisors, District Resource Teachers, District and Site-based Coaches, ESE Specialist/Resource Teachers and ESOL Specialist/Resource Teacher.

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	Deputy Superintendent and Assistant Superintendent for Curriculum and Instruction, Executive Director of Professional Development communicate purpose to Regional Superintendents. Regional	Professional development rosters sent to Principals. Principals follow-up with identified teachers, assign support, and monitor through walkthroughs.	Following each training, a list of attendees is shared digitally with district and school Administrators	Literacy Supervisors	Executive Director of Professional Development
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth			Regional Superintendents will review student progress monitoring assessment data and identify teachers in need of additional support at the end of	Regional Superintendents	Regional Superintendents

	Superintendents communicate information to School Administrators. Literacy Supervisors communicate plan to District and Site-based Coaches in collaboration with Administration.		each assessment window.		
Identification of mentor teachers		Principal identifies mentor teachers by reviewing mentor teachers' data and classroom practices.	Regional Superintendents will review student progress monitoring assessment data and identify high performing teachers.	Regional Superintendents	Regional Superintendents
Establishing of model classrooms within the school		Principal and site-based leaders identify model classrooms aligned to best practices and site-based needs.	Regional Superintendents will review student progress monitoring assessment data and teachers who demonstrate best practices in instruction.	Regional Superintendents	Regional Superintendents
Providing teachers with time weekly to meet for professional development including lesson study and PLCs		Principal sets the monthly calendar to include common planning and common PLCs.	Principals submit monthly meeting calendar to Regional Superintendents.	Regional Superintendents	Regional Superintendents

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 aligned to state standards and approved as a comprehensive core reading program.	It is communicated by the Academic Services team through the Regional Superintendents	Principal monitors instruction by reviewing data and classroom practices through walkthroughs and observations. The	The Principals will communicate the level of implementation to the Regional Superintendents on an ongoing basis.	It will be reported to the Regional Superintendents and then to the Academic Services team as	It will be reported on an ongoing basis.

	to be shared through the Instructional Frameworks and to be shared by the Principals at their sites.	current principal will review the master schedule prior to the start of the school year.		needed.	
Small group differentiated instruction in order to meet individual student needs utilizing an evidence-based sequence of reading instruction aligned to state standards using a supplemental reading program.	It is communicated by the Academic Services team through the Regional Superintendents to be shared through the Instructional Frameworks and to be shared by the Principals at their sites.	Principal monitors instruction by reviewing data and classroom practices through walkthroughs and observations. The current principal will review the master schedule prior to the start of the school year.	The Principals will communicate the level of implementation to the Regional Superintendents on in ongoing basis.	It will be reported to the Regional Superintendents and then to the Academic Services team as needed.	It will be reported on an ongoing basis.

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?

Money is being funded to support Summer Reading Camp for third grade students with substantial reading deficiency as measured by a Level1 on FSA. In addition, funds were allocated towards the Reading Recovery Program through the purchase of staff and training. This program supports the lowest 16 students in first grade through intensive 1:1 and small group intervention. Money was also allocated towards the SIPPS program which will provide students in k-2, as well as retained third graders with substantial reading deficiency a strong, comprehensive phonics program. Not only was the program purchased, but ongoing PD and support as well. All together, these purchases make up more than 51% of the reading allocation funds.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	950,382.60
District expenditures on reading Coaches assigned to elementary schools	
District expenditures on reading Coaches assigned to secondary schools	
District expenditures on intervention teachers assigned to elementary schools	624,840.00
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	3,009,900.00
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading Coaches assigned to elementary schools	1,855,945.00
District expenditures on reading Coaches assigned to secondary schools	340,573.50
District expenditures on professional development	45,438.90
District expenditures on helping teachers earn the reading endorsement	428,295.00
District expenditures on summer reading camps	2,248,439.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	9,503,814.0 0
Amount of District Research-Based Reading Instruction Allocation	9,503814.00

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?

i-Ready materials, Ready LAFS materials, MyOn, Scholastic Grab and Go materials

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

If yes, which grade levels?

_____

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)

Sites were identified by their status in the Differentiated Accountability categories of comprehensive support and improvement, targeted support and improvement, and/or Lowest 300 designation. All schools are tiered within the district and based on this review Reading Coaches are allocated to schools with the highest needs.

The work of the Site-based Coach includes coaching cycles, planning, side-by-side teaching, modeling of whole group instruction, modeling of small group differentiated instruction, analyzing data, and selecting appropriate materials for remediation. We progress monitor the impact of coaches and the growth of students with i-Ready Diagnostic Assessments for grades K-5 and Achieve3000 for grades 3-10. These assessments take place in the Fall, Winter and Spring of the year. We also look specifically at the progress of our Tier 2 and 3 students at each school to ensure our lowest performing students are making accelerated progress. As new data is made available, schools are identified, and coaches are reassigned to those with the greatest need. The intent is for coaches to be responsive to current/fresh data and support the key shifts of literacy instruction. The work of coaches is determined by the Academic Services, in particular Literacy Supervisors, in collaboration with school-based leadership.

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 Deputy Superintendent and the Assistant Superintendent for Curriculum and Instruction will communicate the Reading Coach expectations to Regional Superintendents. Regional Superintendents will communicate information to Site-based School Administrators. Literacy Supervisors will communicate the Reading Coach expectations to District and Site-based Coaches in collaboration with Administration.

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

> Monitoring is completed by Principals, Regional Superintendents, Literacy Supervisors, District Resource Teachers and Coaches. Coaches will be encouraged to first communicate with their Principal. The second line of communication would be to contact the Literacy supervisor. The Literacy Supervisor would then work with the Regional Superintendent and the Site-based Administrators.

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

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

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

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

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.
- Provide professional development on the following: - the major reading components, as needed, based on an analysis of student performance data   - administration and analysis of instructional assessments   - providing differentiated instruction and intensive intervention   - Model effective instructional strategies for teachers   - Facilitate study groups   - Train teachers in data analysis and using data to differentiate instruction   - Coach and mentor colleagues   - Provide daily support to classroom teachers   - Work with teachers to ensure that evidence-based reading programs are implemented with fidelity   - Help to increase instructional density to meet the needs of all students   - Help lead and support reading leadership teams at their school(s)   - Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies   - Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms

How are these requirements being communicated to principals?	How are Coaches recording their time and tasks?	Who at the district level is monitoring this?	How often is the data being reviewed?	What problem-solving steps are in place for making decisions based on the data?
The Deputy Superintendent and the Assistant Superintendent for Curriculum and Instruction will communicate coach expectations to Regional Superintendents. Regional Superintendents will	Coaches are expected to submit a weekly or bi-weekly coach log to Site-based Administrators and Literacy Supervisors.	Literacy Supervisors and District Resource Teachers	Weekly and/or bi-weekly.	Literacy Supervisors, District Resource teachers and District Coaches will review the data on an ongoing basis. If there are discrepancies in the data being reported or if coach work appears to not align with district expectations, the district team will

communicate coach expectations to Site-based School Administrators. Literacy Supervisors will communicate coach expectations to District and Site-based Coaches in collaboration with Administration.				work with the coach to determine the root cause for the misalignment of actions. If need be, the district team will work with the Regional Superintendents and the Site-based Administration to re-align the way of work for the coach.

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: K-56th percentile or higher on Star AND knows 21 Letter Names per SIPPS, Then an average of 80% or higher on Mastery Tests for the Beginning Level of SIPPS 1-40th percentile or higher on i-Ready Diagnostic Overall Score AND received an average of 80% or higher on Mastery Tests for the Extension Level of SIPPS 2-40th percentile or higher on i-Ready Diagnostic Overall Score AND received an average of 80% or higher on Progress Assessments for the Challenge Level of SIPPS
THEN:	**TIER 1 Only**

TIER 1

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

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

The Core Curriculum is Ready LAFS. It is used during the teacher led instruction as well as whole group instruction. The curriculum is aligned to the Florida Standards and supports the use of complex text to teach students vocabulary, reading comprehension skills, language and speaking and listening skills. Students taught through the gradual model using a read, think, talk write framework daily.

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)

Strong Evidence – Hattie Effect Sizes (Small Group Instruction)
https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf

https://www.collaborativeclassroom.org/wp-content/uploads/2019/03/pvusd-success-story.pdf

Progress Monitoring

Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
K-Star given the first 30 days	Overall score at or above 56th percentile	Overall score below the 56th percentile
K-2: i-Ready Diagnostic given (3x per year)	Overall Diagnostic score at or above 40th percentile	A score below the 40th percentile on the overall Diagnostic
SIPPS Mastery Assessments 1 and 2 - August	K- Know 21 or more letters	K- Know below 21 letters

K- October	1st-Average of 80% or more on the mastery assessments lessons 1-3 in Extension 2nd- Average of 80% or more on the mastery assessments lessons 1-2 in Challenge	1st-Average of less than 80% on the mastery assessments lessons 1-3 in Extension 2nd- Average of less than 80% on the mastery assessments lessons 1-2 in Challenge

How is the effectiveness of Tier 1 instruction being monitored? Instructional Frameworks were created to define and explain the overall Tier 1 instruction. This will help administrators and coaches monitor its delivery within their schools. It is monitored through the use of data analysis at both the school and district level. The diagnostic data for i-Ready is looked at after every assessment cycle with a focus in particular at the number of students with an overall score at least at the 40th percentile. That number should grow throughout the year with an ultimate goal of having 80% of all students at that level. SIPPs will be monitored through the grade level Mastery Assessment using the recommended timelines provided by the program. In addition, as part of measuring Kindergarten Readiness, the Star assessment will be given to all incoming kindergartners to determine readiness for core instruction. Walk throughs, formals and informals during core instruction with use of the key elements from the instructional frameworks will also ensure that core instruction is being implemented with fidelity.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** Based upon data analysis, school teams meet in weekly PLC's and bi-monthly instructional leadership teams to discuss ways to improve or enhance the delivery of the core instruction to best meet the needs of the students. All assessments are looked and data from various sources including i-Ready, walk throughs and SIPPS is triangulated. Trends are identified and district support from supervisors, coaches and DRT's is provided as needed. Principals can also seek support from mentor teachers and model classrooms on their campus to support teachers in implementing effective core.
How is the effectiveness of Tier 1 curriculum being monitored? District leadership along with content supervisors, District Resource Teachers, Coaches, and School Administrators will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards. Data analysis will include the triangulation of multiple sources. PLCs – look at common assessment/student work samples data and alignment District literacy leaders – scoring and calibration of performance tasks	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** As evidence is collected, supervisors, District Resource Teachers, and Coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, and professional development for schools and content teams as they support curriculum implementation with fidelity. Sites will utilize data-based PLCs and content/grade-level planning sessions to study the standards and insure curriculum alignment. Units will be planned using backwards design and lessons adjusted to meet individual student needs.

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

The core lesson from Ready LAFS will be provided digitally to students in a virtual model. This will happen daily. Small groups will rotate with assigned times for live lessons on the virtual platform.

IF:	Student meets the following criteria at beginning of school year: K-16th -55th percentile on STAR AND knows less than 21 letter Names per SIPPS and then an average of less than 80% on Mastery Tests for the Beginning Level of SIPPS 1st-16th -39th percentile on i-Ready Diagnostic Overall Score AND received an average of less than 80% on Mastery Tests for the Extension Level of SIPPS 2nd-16th -39th percentile on i-Ready Diagnostic Overall Score AND received an average of less than 80% on Progress Assessments for the Challenge Level of SIPPS

THEN:	**TIER 1 instruction and TIER 2 interventions**

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

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
i-Ready Online Toolbox Pre-requisite lessons taught in small group two-three times per week to support/enhance core SIPPS lessons at a level below grade level	i-Ready Diagnostic assessments (3x per year) i-ready growth Assessments monthly i-ready data chats every monthly around progress on online lessons and assessments SIPPS mastery assessment at the appropriate level for the student (Monthly as directed by program)	Students moving up to at least the 40th percentile on i-Ready AND/OR Having an average of 80% Mastery Level on the SIPPs Mastery Assessments aligned to the grade level	Students remain in the 21st-39th percentile on i-Ready and/or are making steady incremental growth on both i-Ready growth assessments and the SIPPS Mastery Assessment	Students scoring below the 21st percentile and making limited incremental growth on i-Ready growth assessments and the SIPPS Mastery Assessments

Number of times a week intervention provided	2-3	*Number of minutes per intervention session*	30

TIER 1 instruction and TIER 2 interventions

	What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
	Teachers, administrators, coaches and district staff analyze i-Ready Diagnostic reports and Star Early Literacy reports to determine targeted instruction in skill deficit. Next, they determine if students are improving with computer-adapted instruction. Then they utilize the reports as well as informal data from core instruction with LAFS to determine skills/standards in which students may be struggling. They can then review SIPPS Placement Assessment data AND SIPPS grade level Mastery Assessment data to see how students are performing in relation to grade level expectations. Then they look at the i-Ready growth assessment data and the SIPPS progress monitoring. Based on these data points, the team should discuss student progress and develop an instructional plan. Teams must work to group students fluidly based on their data points and need and progress monitor monthly at a minimum to continue to measure progress. Tier 2 instruction should be focused on closing gaps between student performance and grade level expectations. As the student shows progress in Tier 2, scaffolds should gradually be released to work the student to independence with core materials while still making adequate progress. This instruction must be monitored regularly by administrators and coaches for fidelity.
	Note: Students scoring in this range will receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
	Strong Evidence – Hattie Effect Sizes (Small Group Instruction)
	https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf
	https://www.collaborativeclassroom.org/wp-content/uploads/2019/03/pvusd-success-story.pdf
	How are Tier 2 interventions modified for students who receive interventions through distance learning?
	Students are assigned i-Ready online lessons from the teacher and met with at least weekly to review the work and reteach as needed. The students submit their work through Canvas and teachers provide specific feedback to support and move the learner.

IF:	Student meets the following criteria at beginning of school year:
	K-0-15th t percentile on STAR AND knows less than 21 letters per SIPPS and then an average of less than 80% on Mastery Tests for the Beginning Level of SIPPS
	1-1st -15th percentile on i-Ready Diagnostic Overall Score AND received an average of less than 80% on Mastery Tests for the Extension Level of SIPPS
	2-1st -15th percentile on i-Ready Diagnostic Overall Score AND received an average of less than 80% on Progress Assessments for the Challenge Level of SIPPS
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**
TIER 1 instruction, TIER 2 interventions,	Immediate, intensive intervention:
	• extended time
	• targeted instruction based on student need
	• small group or one-on-one instruction
	• accommodations (IEP, ESOL, or 504)
	• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
	• *additional* **time allotted is in addition** to core instruction and tier 2 interventions

TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
i-Ready Online Toolbox Prerequisite lessons taught in small group at least 4 times per week to support/enhance core SIPPS lessons at a level below grade level Additional I-Ready Online Toolbox lessons such as videos for reinforcement, earlier grade level material and working with students on their online lessons could also be used as needed	i-Ready Diagnostic assessments (3x per year) SIPPS mastery assessment at the appropriate level for the student (Monthly as directed by the program) i-ready growth Assessments i-ready data chats (biweekly) Easy CBM assessments such as: LNF Assessment LSF Assessment Sight Word Assessment ORF Assessment MAZE (weekly/biweekly)	Students remain in the 21st-39th percentile on i-Ready diagnostic and/or are making steady incremental growth on both i-Ready growth assessments and the SIPPS Mastery Assessment	Students scoring below the 21st percentile on the I-Ready diagnostic and making limited incremental growth on i-Ready growth assessments and the SIPPS Mastery Assessments

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	4-5	*Number of minutes per intervention session*	30

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

Once a student is placed in Tier 3, the student should be progressed monitored at least once every other week with an assessment from easy CBM that matches the students individual need aligned to one of the core components of literacy, in addition to the same processes described above in Tier 1 and Tier 2. The team should meet monthly to review these data points on individual students to determine intervention effectiveness and look to see how intensity, duration, frequency, and/or group size could be adjusted as needed to meet the needs of the student. Data across all points needs to be considered. Core instruction designed in alignment to standards, Tier 2 designed to fill in gaps the student has with core, and Tier 3 designed to fill in gaps within the components of reading needs to be provided with fidelity monitored by administration or the literacy coach and decisions need to be made as a school based team. Students making progress should have their frequency, intensity, duration and/or group size lessened, while students not should have either an adjustment in tier 2/3 instruction and/or frequency, intensity, duration and/or group size of the same intervention. The decision after multiple data reviews may then be to consider beginning a formal process to look at more intensive services.

Note: Students scoring in this range will receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.

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

Strong Evidence – Hattie Effect Sizes (Small Group Instruction)
https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf

https://www.collaborativeclassroom.org/wp-content/uploads/2019/03/pvusd-success-story.pdf

https://www.collaborativeclassroom.org/wp-content/uploads/2019/03/pvusd-success-story.pdf

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Students are assigned i-Ready online lessons from the teacher and met with at least weekly to review the work and reteach as needed. The students submit their work through Canvas and teachers provide specific feedback to support and move the learner. Additional instruction is provided face to face through zoom to support student learning and to ensure feedback and monitoring can occur.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 3-5	
IF:	Student meets the following criteria at beginning of school year: 3rd-40th percentile or higher on i-Ready Diagnostic Overall Score AND Lexile at or above 480L on Achieve3000 LevelSet Assessment 4th-40th percentile or higher on i-Ready Diagnostic Overall Score AND Lexile at or above 615L on Achieve3000 LevelSet Assessment 5th-40th percentile or higher on i-Ready Diagnostic Overall Score AND Lexile at or above 735L on Achieve3000 LevelSet 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.* **Strong Evidence – Hattie Effect Sizes (Small Group Instruction)** https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf **Strong Evidence – WWC** https://ies.ed.gov/ncee/wwc/InterventionReport/692

https://ies.ed.gov/ncee/wwc/FWW/CompareInterventions?selinterventions=%5B%7B%22id%22:%22742%22,%22match%22:-1%7D,%7B%22id%22:%22464%22,%22match%22:-1%7D,%7B%22id%22:%22325%22,%22match%22:-1%7D,%7B%22id%22:%221284%22,%22match%22:-1%7D,%7B%22id%22:%22230%22,%22match%22:-1%7D,%7B%22id%22:%22210%22,%22match%22:-1%7D,%7B%22id%22:%22361%22,%22match%22:-1%7D,%7B%22id%22:%22738%22,%22match%22:-1%7D%5D

https://ies.ed.gov/ncee/wwc/Study/84959

Progress Monitoring		
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
i-Ready Diagnostic given (3x per year)	Student performance at or above the 40th percentile	Students performing below the 40th percentile
Achieve 3000 LevelSet Assessment (3x per year)	Continued LevelSet Assessment within the Level 3 FSA range cutscore at that time of year.	LevelSet Assessment below the Level 3 cut score determined for that time of year.

How is the effectiveness of Tier 1 instruction being monitored?
Instructional Frameworks were created to define and explain the overall Tier 1 instruction. This will help administrators and coaches monitor its delivery within their schools. It is monitored through the use of data analysis at both the school and district level. The diagnostic data for i-Ready is looked at after every assessment cycle with a focus in particular at the number of students with an overall score at least at the 40th percentile. That number should grow throughout the year with an ultimate goal of having 80% of all students at that level. The Achieve3000 LevelSet Assessment is given multiple times to determine student overall reading progress and their ability to read and comprehend grade level text. The criteria is determined

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

Based upon data analysis, school teams meet in weekly PLC's and bi-monthly instructional leadership teams to discuss ways to improve or enhance the delivery of the core instruction to best meet the needs of the students. All assessments are looked and data from various sources including i-Ready, walk throughs and School City is triangulated. Trends are identified and district support from supervisors, coaches and DRT's is provided as needed. Principals can also seek support from mentor teachers and model classrooms on their campus to support teachers in implementing effective core.

	based upon the score correlation for a Level 3 on the FSA. Students should progress up to and through that level at minimum across the school year. Walk throughs, formals and informals during core instruction with use of the key elements from the instructional frameworks will also ensure that core instruction is being implemented with fidelity.	
	How is the effectiveness of Tier 1 curriculum being monitored? District leadership along with content supervisors, District Resource Teachers, Coaches, and School Administrators will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards. Data analysis will include the triangulation of multiple sources. PLCs – look at common assessment/student work samples data and alignment District literacy leaders – scoring and calibration of performance tasks	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* As evidence is collected, supervisors, District Resource Teachers, and Coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, and professional development for schools and content teams as they support curriculum implementation with fidelity. Sites will utilize data-based PLCs and content/grade-level planning sessions to study the standards and insure curriculum alignment. Units will be planned using backwards design and lessons adjusted to meet individual student needs.
	How is instruction modified for students who receive instruction through distance learning? The core lesson from Ready LAFS will be provided digitally to students in a virtual model. This will happen daily. Small groups will rotate with assigned times for live lessons on the virtual platform.	

IF:	Student meets the following criteria at beginning of school year: 3rd-16th -39th percentile on i-Ready Diagnostic Overall Score OR Lexile between 300L-475L on Achieve3000 LevelSet Assessment 4th-16th -39th percentile on i-Ready Diagnostic Overall Score OR Lexile between 445L-610L on Achieve3000 LevelSet Assessment 5th-16th -39th percentile on i-Ready Diagnostic Overall Score OR Lexile between 530L-730L on Achieve3000 LevelSet Assessment

THEN:	**TIER 1 instruction and TIER 2 interventions**

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

TIER 2 Programs/Materials/Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
i-Ready Online Toolbox Pre-requisite lessons taught in small group two-three times per week to support/enhance core	i-Ready Diagnostic assessments (3x per year) i-Ready Growth Assessments (Monthly) i-Ready student Data chats (monthly)	Students moving up to at least the 40th percentile on i-Ready	Students remain in the 21st-39th percentile on i-Ready and/or making steady incremental growth.	Students scoring below the 21st percentile and making limited incremental growth.
Achieve3000	Achieve3000 Level Set Assessment (3x per year) Achieve3000 progress monitoring assessments (monthly) Achieve3000 student data chats (monthly)	Student performance on Achieve3000 LevelSet assessment moving to the within the pre-determined Level 3 FSA range	Small but consistent growth on Achieve3000 LevelSet Assessment and progress monitoring assessments.	Lack of adequate or consistent growth on Achieve3000 LevelSet Assessment and progress monitoring assessments

(Left vertical header: **TIER 1 instruction and TIER 2 interventions**)

Number of times a week intervention provided	2-3	*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?

Teachers, administrators, coaches and district staff analyze i-Ready Diagnostic reports Achieve3000 LevelSet Assessment reports to determine targeted instruction in skill deficit. Next, they determine if students are improving with computer-adapted instruction. Then they utilize the reports as well as informal data from core instruction with LAFS to determine skills/standards in which students may be struggling. Then they look at the i-Ready growth assessment data and review the Achieve3000 progress monitoring assessments to see how students are progressing. Based on these data points, the team should discuss student progress and develop an instructional plan. Teams must work to group students fluidly based on their data points and need and progress monitor monthly at a minimum to continue to measure progress. Tier 2 instruction should be focused on closing gaps between student performance and grade level expectations. As the student shows progress in Tier 2, scaffolds should gradually be released to work the student to independence with core materials while still making adequate progress. This instruction must be monitored regularly by administrators and coaches for fidelity. Note: Students scoring in this range will receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.

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

Strong Evidence
Achieve3000 – What Works Clearinghouse
https://ies.ed.gov/ncee/wwc/Intervention/1284#ta-8
Strong Evidence – Hattie Effect Sizes
https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf

Strong Evidence – WWC
https://ies.ed.gov/ncee/wwc/InterventionReport/692

https://ies.ed.gov/ncee/wwc/FWW/CompareInterventions?selinterventions=%5B%7B%22id%22:%22742%22,%22match%22:-1%7D,%7B%22id%22:%22464%22,%22match%22:-1%7D,%7B%22id%22:%22325%22,%22match%22:-1%7D,%7B%22id%22:%221284%22,%22match%22:-1%7D,%7B%22id%22:%22230%22,%22match%22:-1%7D,%7B%22id%22:%22210%22,%22match%22:-1%7D,%7B%22id%22:%22361%22,%22match%22:-1%7D,%7B%22id%22:%22738%22,%22match%22:-1%7D%5D

https://ies.ed.gov/ncee/wwc/Study/84959

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

Students are assigned i-Ready online lessons from the teacher and met with at least weekly to review the work and reteach as needed. The students submit their work through Canvas and teachers provide specific feedback to support and move the learner.

IF:	Student meets the following criteria at beginning of school year: 3rd-1st -15th percentile on i-Ready Diagnostic Overall Score AND Lexile below 300L on Achieve3000 LevelSet Assessment 4th-1st 15th percentile on i-Ready Diagnostic Overall Score AND Lexile below 445L on Achieve3000 LevelSet Assessment 5th-1st -15th percentile on i-Ready Diagnostic Overall Score AND Lexile below 530L on Achieve3000 LevelSet Assessment
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

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

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

TIER 3 Programs/Materials/Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
i-Ready Online Toolbox Pre-requisite lessons taught in small group two-three times per week to support/enhance core	i-Ready Diagnostic assessments (3x per year) i-Ready Growth Assessments (Monthly) i-Ready student Data chats (biweekly)	Students moving up to be I the 21st-39th percentile on i-Ready and making incremental, steady growth on the growth assessments	Students remain in the 1st-20th percentile on i-Ready diagnostic and making little incremental growth and the growth assessments. Students scoring below the 21st percentile and making limited incremental growth.
SIPPS Challenge Level Program (grade 3)	Challenge level Mastery Assessment (monthly as recommended by the program)	80% average on the SIPPS Mastery Assessments	Below 80% average on the SIPPS Mastery Assessments
Achieve3000	Achieve3000 Level Set Assessment (3x per year) Achieve3000 progress monitoring assessments (monthly)	Small but consistent growth on Achieve3000 LevelSet Assessment and progress monitoring assessments.	Lack of adequate or consistent growth on Achieve3000 LevelSet Assessment and progress monitoring assessments Lack of adequate or consistent growth on Achieve3000 and other common assessment measures despite

		Achieve3000 student data chats (biweekly) Easy CBM assessments such as: LNF Assessment LSF Assessment Sight Word Assessment ORF Assessment MAZE (weekly/biweekly)		teacher-led small group instruction

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	4-5	*Number of minutes per intervention session*	30

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

Once a student is placed in Tier 3, the student should be progressed monitored at least once every other week with an assessment from easy CBM that matches the students individual need aligned to one of the core components of literacy, in addition to the same processes described above in Tier 1 and Tier 2. The team should meet monthly to review these data points on individual students to determine intervention effectiveness and look to see how intensity, duration, frequency, and/or group size could be adjusted as needed to meet the needs of the student. Data across all points needs to be considered. Core instruction designed in alignment to standards, Tier 2 designed to fill in gaps the student has with core, and Tier 3 designed to fill in gaps within the components of reading needs to be provided with fidelity monitored by administration or the literacy coach and decisions need to be made as a school based team. Students making progress should have their frequency, intensity, duration and/or group size lessened, while students not should have either an adjustment in tier 2/3 instruction and/or frequency, intensity, duration and/or group size of the same intervention. The decision after multiple data reviews may then be to consider beginning a formal process to look at more intensive services.

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

Strong Evidence
Achieve3000 – What Works Clearinghouse
https://ies.ed.gov/ncee/wwc/Intervention/1284#ta-8
Strong Evidence – Hattie Effect Sizes
https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf

Strong Evidence – WWC
https://ies.ed.gov/ncee/wwc/InterventionReport/692

https://ies.ed.gov/ncee/wwc/FWW/CompareInterventions?selinterventions=%5B%7B%22id%22:%22742%22,%22match%22:-1%7D,%7B%22id%22:%22464%22,%22match%22:-1%7D,%7B%22id%22:%22325%22,%22match%22:-1%7D,%7B%22id%22:%221284%22,%22match%22:-1%7D,%7B%22id%22:%22230%22,%22match%22:-1%7D,%7B%22id%22:%22210%22,%22match%22:-1%7D,%7B%22id%22:%22361%22,%22match%22:-1%7D,%7B%22id%22:%22738%22,%22match%22:-1%7D%5D

	https://ies.ed.gov/ncee/wwc/Study/84959
	How are Tier 3 interventions modified for students who receive interventions through distance learning? Analyze i-Ready Diagnostic reports and Achieve3000 reports to determine targeted instruction in skill deficit. Determine if students are improving with computer-adapted instruction. If additional instruction is needed, use recommended i-Ready lessons in a small group, teacher-directed remedial setting. Provide face to face zoom lessons using i-Ready materials with students to adequately monitor progress and provide actionable feedback.

Curriculum, Instruction, and Assessment Decision Tree	
Grade Level(s): 6-8	
IF:	Student meets the following criteria at beginning of school year: Initial Placement into Tier 1 Reading courses based upon the FSA ELA Levels 3, 4, or 5: Then, after Achieve3000 Level Set Lexile test, students will remain in a Tier 1 Reading course if they fall into the Lexile ranges listed below: 6th Grade: above 770L 7th Grade: above 850L 8th Grade: above 895L
THEN:	**TIER 1 Only**
TIER 1	***Initial instruction:*** Students will be scheduled in Language Arts Regular/Advanced only OR The students will be scheduled in a Reading Advanced, Advanced Honors, or Elective Course (course numbers 10080205; 10080200; 10080805) and Language Arts Regular/Honors Course.
	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.
	Grades 6-8 Language Arts Regular and Advanced - SpringBoard; SpringBoard Close Reading Workshops; SpringBoard Writing Workshops; Zinc-Digital Learning; SpringBoard Language Workshops; Classroom Novel Sets; Achieve3000 Grades 6-8 Advanced and Advanced Honors Reading-Literacy Design Collaborative or PCG Paths to College and Career; Classroom Novel Sets; Achieve3000 **Strong Evidence** **Achieve3000 – What Works Clearinghouse** https://ies.ed.gov/ncee/wwc/Intervention/1284#ta-8 **Strong Evidence** **Paths to College and Careers -** *https://www.edreports.org/reports/overview/paths-to-college-and-career-2016* **Strong Evidence** **SpringBoard ELA ©2018 -** https://www.edreports.org/reports/overview/springboard-english-language-arts-common-core-edition-2018

Strong Evidence – Hattie Effect Sizes
https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf

Strong Evidence
Literacy Design Collaborative
http://cresst.org/publications/r867/

Progress Monitoring		
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria that would prompt addition of Tier 2 interventions*
Achieve3000 – diagnostic (Level Set) and progress monitoring two times a year (all students) Achieve3000 – monthly Lexile level update	Level Set-criterion referenced grade/Lexile level performance	Teachers will use both the diagnostic/progress monitoring and the monthly Lexile level updates to determine necessary small group and skills-based instruction for students.

How is the effectiveness of Tier 1 instruction being monitored? District leadership along with content supervisors, District Resource Teachers, Coaches, and School Administrators will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards. Data analysis will include the triangulation of multiple sources.	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* As evidence is collected, supervisors, District Resource Teachers, and Coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, and professional development for schools and content teams.
How is the effectiveness of Tier 1 curriculum being monitored? District leadership along with content supervisors, District Resource Teachers, Coaches, and School Administrators will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards. Data analysis will include the triangulation of multiple sources. PLCs – look at common assessment/student work samples data and alignment District literacy leaders – scoring and calibration of performance tasks	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* As evidence is collected, supervisors, District Resource Teachers, and Coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, and professional development for schools and content teams as they support curriculum implementation with fidelity. Sites will utilize data-based PLCs and content/grade-level planning sessions to study the standards and insure curriculum alignment. Units will be planned using backwards design and lessons adjusted to meet individual student needs.

How is instruction modified for students who receive instruction through distance learning?
All instruction will be loaded into the Canvas Learning Management Systems to be delivered via eLearning. Students may also attend Hillsborough Virtual School.

IF:	Student meets the following criteria at beginning of school year:
	Initial Placement into Tier 2 Reading courses based upon the FSA ELA scale scores criteria listed below:
	6th grade: 267-310
	7th grade: 273-320
	8th grade: 276-325
	Then, after Achieve3000 Level Set Lexile test, students will remain in a Tier 2 Reading course if they fall into the Lexile ranges listed below:
	6th Grade 200L-770L
	7th Grade 295L-850L
	8th Grade 360L-895L

THEN:	**TIER 1 instruction and TIER 2 interventions**

Interventions:
Students will be scheduled in Regular/Advanced Language Arts
and
Students will be scheduled in Developmental Reading Course (100001055; 100001075; 100001095)
and
The Tier 2 students will be pulled for small group targeted skills-based instruction.

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*
Grades 6-8 Regular and Honors Language Arts-SpringBoard; SpringBoard Close Reading Workshops; SpringBoard Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development; Classroom Novel Sets; small group instruction; Achieve 3000	Achieve3000	As students progress to performing on grade level expectations, small group instruction will shift from remediation to acceleration.	Small but consistent growth on Achieve3000 and other common assessment measures, including teacher-led small group instruction	Lack of adequate or consistent growth on Achieve3000 and other common assessment measures despite teacher-led small group instruction
Grades 6-8 PCG-Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS (48-minute class period) Grades 6-8 (Level 1 Students); small	Achieve3000 BrightFish	As students progress to performing on grade level expectations, small group	Small but consistent growth on Achieve3000 and other common	Lack of adequate or consistent growth on Achieve3000 and other

The left side of the table spans with the rotated text: **TIER 1 instruction and TIER 2 interventions**

group instruction BrightFish Learning Program		instruction will shift from remediation to acceleration.	assessment measures, including teacher-led small group instruction	common assessment measures despite teacher-led small group instruction

Number of times a week intervention provided	2	*Number of minutes per intervention session*	24

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

District leadership along with content supervisors, District Resource Teachers, Coaches, and School Administrators will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards. Data analysis will include the triangulation of multiple sources. As evidence is collected, supervisors, District Resource Teachers, and Coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, and professional development for schools and content teams.

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

Strong Evidence
Achieve3000 – What Works Clearinghouse
https://ies.ed.gov/ncee/wwc/Intervention/1284#ta-8

Strong Evidence
Paths to College and Careers - https://www.edreports.org/reports/overview/paths-to-college-and-career-2016

Strong Evidence
SpringBoard ELA ©2018 - https://www.edreports.org/reports/overview/springboard-english-language-arts-common-core-edition-2018

Strong Evidence – Hattie Effect Sizes (Small Group Instruction)
https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf

Strong Evidence
Literacy Design Collaborative
http://cresst.org/publications/r867/

Promising Evidence
 https://www.brightfishlearning.com/wp-content/uploads/ESSA.alignment.pdf
1. A research study with WhiteHall School District in Ohio for Tier II and Tier III students in grades 2-11:
https://eps.schoolspecialty.com/EPS/media/Site-Resources/downloads/studies/ES_randomized_acadread.pdf
2. A metastudy review posted from the What Works Clearinghouse:
https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_academy_reading_121614.pdf

Rewards

Six-Minute Solutions

	How are Tier 2 interventions modified for students who receive interventions through distance learning? Small group Zooms provided, allowing for more synchronous learning and specific feedback.

IF:	Student meets the following criteria at beginning of school year: Initial Placement into Tier 3 Reading courses based upon FSA ELA scale scores criteria listed below: 6th grade: 251-266 7th grade: 257-272 8th grade: 259-275 Then, after Achieve3000 Level Set Lexile test, students will remain in a Tier 3 Reading course if they fall into the Lexile ranges listed below: 6th Grade 5L-195L 7th Grade 100L-290L 8th Grade 180L-355L
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*
Grades 6-8 Regular and Honors Language Arts; Language Arts through ESOL – SpringBoard ELA; SpringBoard Close Reading Workshops; SpringBoard Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development; Classroom Novel Sets; small group instruction; Achieve 3000	Achieve3000	Small but consistent growth on Achieve3000 and other common assessment measures, including teacher-led small group instruction	Lack of adequate or consistent growth on Achieve3000 and other common assessment measures despite teacher-led small group instruction
Grades 6-8 PCG-Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS (47-minute class period) Grades 6-8 (Level 1 Students); small group instruction	Achieve3000 BrightFish	Small but consistent growth on Achieve3000 and other common assessment measures, including teacher-led small group instruction	Lack of adequate or consistent growth on Achieve3000 and other common assessment measures despite

			teacher-led small group instruction
BrightFish Learning Program			
ELL Developmental Language Arts – LYA – National Geographic, Inside B, Units 1-4 LYB – National Geographic, Inside B, Units 5-8	Achieve3000 BrightFish		

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	*Number of minutes per intervention session*	24

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

District leadership along with content supervisors, District Resource Teachers, Coaches, and School Administrators will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards. Data analysis will include the triangulation of multiple sources. As evidence is collected, supervisors, District Resource Teachers, and Coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, and professional development for schools and content teams.

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

Strong Evidence
Achieve3000 – What Works Clearinghouse
https://ies.ed.gov/ncee/wwc/Intervention/1284#ta-8

Strong Evidence
Paths to College and Careers - https://www.edreports.org/reports/overview/paths-to-college-and-career-2016

Strong Evidence
SpringBoard ELA ©2018 - https://www.edreports.org/reports/overview/springboard-english-language-arts-common-core-edition-2018

Strong Evidence – Hattie Effect Sizes (Small Group Instruction)
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Strong Evidence
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http://cresst.org/publications/r867/

Promising Evidence
https://www.brightfishlearning.com/wp-content/uploads/ESSA.alignment.pdf
1. A research study with WhiteHall School District in Ohio for Tier II and Tier III students in grades 2-11:
https://eps.schoolspecialty.com/EPS/media/Site-Resources/downloads/studies/ES_randomized_acadread.pdf
2. A metastudy review posted from the What Works Clearinghouse:
https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_academy_reading_121614.pdf

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

Small group Zooms provided, allowing for more synchronous learning and specific feedback.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9-12

IF:	Student meets the following criteria at beginning of school year:
	Initial Placement into Tier 1 Reading courses based upon the FSA ELA Levels 3, 4, or 5:
	Then, after Achieve3000 Level Set Lexile test, students will remain in a Tier 1 Reading course if they fall into the Lexile ranges listed below:
	9th Grade: above 965L
	10th Grade: above 1045L
	11th Grade: above 1045L
	12th Grade: above 1045L

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.

Grades 9-12 Regular and Advanced English – SpringBoard ELA; SpringBoard Close Reading Workshops; SpringBoard Writing Workshops; Zinc-Digital Learning; SpringBoard Language Workshops; Classroom Novel Sets; Achieve 3000

Grade 9 Reading Honors, Semantics and Logic - Literacy Design Collaborative, Classroom Novel Sets, Achieve 3000

Strong Evidence
Achieve3000 – What Works Clearinghouse
https://ies.ed.gov/ncee/wwc/Intervention/1284#ta-8

Strong Evidence
Paths to College and Careers - https://www.edreports.org/reports/overview/paths-to-college-and-career-2016

Strong Evidence
SpringBoard ELA ©2018 - https://www.edreports.org/reports/overview/springboard-english-language-arts-common-core-edition-2018

Strong Evidence – Hattie Effect Sizes (Small Group Instruction)
https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf

Strong Evidence
Literacy Design Collaborative
http://cresst.org/publications/r867/

Progress Monitoring		
Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
Achieve3000 – diagnostic (Level Set) and progress monitoring two times a year (all students) Achieve3000 – monthly Lexile level update	Level Set-criterion referenced grade/Lexile level performance	Teachers will use both the diagnostic/progress monitoring and the monthly Lexile level updates to determine necessary small group and skills-based instruction for students.
How is the effectiveness of Tier 1 instruction being monitored? District leadership along with content supervisors, District Resource Teachers, Coaches, and School Administrators will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards. Data analysis will include the triangulation of multiple sources.	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* As evidence is collected, supervisors, District Resource Teachers, and Coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, and professional development for schools and content teams.	
How is the effectiveness of Tier 1 curriculum being monitored? District leadership along with content supervisors, District Resource Teachers, Coaches, and School Administrators will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards. Data analysis will include the triangulation of multiple sources. PLCs – look at common assessment/student work samples data and alignment District literacy leaders – scoring and calibration of performance tasks	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* As evidence is collected, supervisors, District Resource Teachers, and Coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, and professional development for schools and content teams as they support curriculum implementation with fidelity. Sites will utilize data-based PLCs and content/grade-level planning sessions to study the standards and insure curriculum alignment. Units will be planned using backwards design and lessons adjusted to meet individual student needs.	

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

All instruction will be loaded into the Canvas Learning Management Systems to be delivered via eLearning. Students may also attend Hillsborough Virtual School.

IF:	Initial Placement into Tier 2 Reading courses based upon the FSA ELA scale scores criteria listed below:
	9th grade: 284-332
	10th grade: 290-336
	11th grade: 284-349
	12th grade: 284-349
	Then, after Achieve3000 Level Set Lexile test, students will remain in a Tier 2 Reading course if they fall into the Lexile ranges listed below:
	9th Grade 410L-965L
	10th Grade 490L-1045L
	11th Grade 490L-1045L
	12th Grade 490L-1045L

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*
Grades 9-12 English Regular and Honors; English through ESOL - SpringBoard ELA; SpringBoard Close Reading Workshops; SpringBoard Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Workshops; Classroom Novel Sets; Small group instruction; Achieve3000	Achieve3000	As students progress to performing on grade level expectations, small group instruction will shift from remediation to acceleration.	Small but consistent growth on Achieve3000 and other common assessment measures, including teacher-led small group instruction	Lack of adequate or consistent growth on Achieve3000 and other common assessment measures despite teacher-led small group instruction
Grades 9-10 PCG-Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS	Achieve3000 BrightFish	As students progress to performing on	Small but consistent growth on Achieve3000/	Lack of adequate or consistent

(48-minute class period) Grades 9-12 - small group instruction BrightFish Learning Program Achieve3000		grade level expectations, small group instruction will shift from remediation to acceleration.	BrightFish and other common assessment measures, including teacher-led small group instruction	growth on Achieve3000/ BrightFish and other common assessment measures despite teacher-led small group instruction
9-10 Developmental Language Arts LYA – National Geographic, Edge A LYB – National Geographic, Edge C	Achieve3000 BrightFish	As students progress to performing on grade level expectations, small group instruction will shift from remediation to acceleration.	Small but consistent growth on Achieve3000/ BrightFish and other common assessment measures, including teacher-led small group instruction	Lack of adequate or consistent growth on Achieve3000/ BrightFish and other common assessment measures despite teacher-led small group instruction

Number of times a week intervention provided	2	*Number of minutes per intervention session*	24

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

District leadership along with content supervisors, District Resource Teachers, Coaches, and School Administrators will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards. Data analysis will include the triangulation of multiple sources. As evidence is collected, supervisors, District Resource Teachers, and Coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, and professional development for schools and content teams.

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

Grades 9-12 Regular and Advanced English – SpringBoard ELA; SpringBoard Close Reading Workshops; SpringBoard Writing Workshops; Zinc-Digital Learning; SpringBoard Language Workshops; Classroom Novel Sets; Achieve 3000

Grades 9-10 - PCG Paths to College and Career; Classroom Novel Sets; BrightFish Learning

Strong Evidence
Achieve3000 – What Works Clearinghouse
https://ies.ed.gov/ncee/wwc/Intervention/1284#ta-8

Strong Evidence
Paths to College and Careers - *https://www.edreports.org/reports/overview/paths-to-college-and-career-2016*

Strong Evidence

	SpringBoard ELA ©2018 - https://www.edreports.org/reports/overview/springboard-english-language-arts-common-core-edition-2018 **Strong Evidence – Hattie Effect Sizes (Small Group Instruction)** https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf **Strong Evidence** **Literacy Design Collaborative** http://cresst.org/publications/r867/ **Promising Evidence** https://www.brightfishlearning.com/wp-content/uploads/ESSA.alignment.pdf 1. A research study with WhiteHall School District in Ohio for Tier II and Tier III students in grades 2-11: https://eps.schoolspecialty.com/EPS/media/Site-Resources/downloads/studies/ES_randomized_acadread.pdf 2. A metastudy review posted from the What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_academy_reading_121614.pdf
	How are Tier 2 interventions modified for students who receive interventions through distance learning? All instruction will be loaded into the Canvas Learning Management Systems to be delivered via eLearning. Students may also attend Hillsborough Virtual School. **Rewards** **Six-Minute Solutions**

IF:	Student meets the following criteria at beginning of school year: Initial Placement into Tier 3 Reading courses based upon FSA ELA scale scores criteria listed below: 9th grade: 267-283 10th grade: 274-289 11th grade: 284-300 12th grade: 284-300 Then, after Achieve3000 Level Set Lexile test, students will remain in a Tier 3 Reading course if they fall into the Lexile ranges listed below: 9th Grade 200L-405L 10th Grade 295L-485L 11th Grade 295L-485L 12th Grade 295L-485L
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**
TIER 1 instruction, TIER 2 interventions, and	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 Intensive 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*
	Grades 9-12 Regular and Honors English; English through ESOL – SpringBoard ELA; SpringBoard Close Reading Workshops; SpringBoard Writing Workshops; Zinc-Digital Learning; SpringBoard English Language Development; Classroom Novel Sets; small group instruction; Achieve 3000	Achieve3000	Small but consistent growth on Achieve3000 and other common assessment measures, including teacher-led small group instruction	Lack of adequate or consistent growth on Achieve3000 and other common assessment measures despite teacher-led small group instruction
	Grades 6-8 PCG-Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS (47-minute class period)

Grades 6-8 (Level 1 Students); small group instruction

BrightFish Learning Program | Achieve3000

BrightFish | Small but consistent growth on Achieve3000 and other common assessment measures, including teacher-led small group instruction | Lack of adequate or consistent growth on Achieve3000 and other common assessment measures despite teacher-led small group instruction |
| | ELL Developmental Language Arts – LYA – National Geographic, Inside B, Units 1-4 LYB – National Geographic, Inside B, Units 5-8 | Achieve3000

BrightFish | | |

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	*Number of minutes per intervention session*	24

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

District leadership along with content supervisors, District Resource Teachers, Coaches, and School Administrators will conduct classroom walkthroughs to evaluate whether instruction is aligned to grade-level standards. Data analysis will include the triangulation of multiple sources. As evidence is collected, supervisors, District Resource Teachers, and Coaches will be deployed to support leaders and teachers through side-by-side coaching, professional learning community support, and professional development for schools and content teams.

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

Grades 9-12 Regular and Advanced English – SpringBoard ELA; SpringBoard Close Reading Workshops; SpringBoard Writing Workshops; Zinc-Digital Learning; SpringBoard Language Workshops; Classroom Novel Sets; Achieve3000

Grades 9-10 - PCG Paths to College and Career; Classroom Novel Sets; BrightFish Learning

Strong Evidence
Achieve3000 – What Works Clearinghouse
https://ies.ed.gov/ncee/wwc/Intervention/1284#ta-8

Strong Evidence
Paths to College and Careers - https://www.edreports.org/reports/overview/paths-to-college-and-career-2016

Strong Evidence
SpringBoard ELA ©2018 - https://www.edreports.org/reports/overview/springboard-english-language-arts-common-core-edition-2018

Strong Evidence – Hattie Effect Sizes (Small Group Instruction)
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Strong Evidence
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Promising Evidence
 https://www.brightfishlearning.com/wp-content/uploads/ESSA.alignment.pdf
1. A research study with WhiteHall School District in Ohio for Tier II and Tier III students in grades 2-11:
https://eps.schoolspecialty.com/EPS/media/Site-Resources/downloads/studies/ES_randomized_acadread.pdf
2. A metastudy review posted from the What Works Clearinghouse:
https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_academy_reading_121614.pdf

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

All instruction will be loaded into the Canvas Learning Management Systems to be delivered via eLearning. Students may also attend Hillsborough Virtual School.