Liberty 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	Gay Lewis	Director of Instruction	Gay.lewis@lcsb.org	850-643-2275
Responsibility	**Name**	**Title**	**Email**	**Phone**
Elementary ELA	Gay Lewis	Director of Instruction	Gay.lewis@lcsb.org	850-643-2275
Secondary ELA	Gay Lewis	Director of Instruction	Gay.lewis@lcsb.org	850-643-2275
Reading Endorsement	Gay Lewis	Director of Instruction	Gay.lewis@lcsb.org	850-643-2275
Reading Curriculum	Gay Lewis	Director of Instruction	Gay.lewis@lcsb.org	850-643-2275
Professional Development	Gay Lewis	Director of Instruction	Gay.lewis@lcsb.org	850-643-2275
Assessment	Amy Combs	Coordinator of Assessments	Amy.combs@lcsb.org	850-643-2275
Data Element	Jenna Chason	District MIS	Jenna.chason@lcsb.org	850-643-2275
Summer Reading Camp	Gay Lewis	Director of Instruction	Gay.lewis@lcsb.org	850-643-2275
3rd Grade Promotion	Gay Lewis	Director of Instruction	Gay.lewis@lcsb.org	850-643-2275

Plan Information

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

The district communicates the contents of the Comprehensive Evidence-Based Reading Plan with stakeholders in a variety of ways. The plan is reviewed for feedback at the District Advisory Council Meeting held during August of each year and then quarterly during the school year. The DAC is composed on stakeholders to include administrators, teachers, staff, students, parents, and community stakeholders. The completed plan is reviewed and approved by the Liberty County School Board. Copies of the plan are made available on the district website, as well as published by FLDOE.

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

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

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	Running records, classroom assessments, Norm-referenced and criterion-referenced scores that will help in the planning of instruction by pinpointing strengths and knowledge gaps, as well as, monitor student progress throughout the year.	Screener – STAR/STAR Early Literacy Diagnostic – iReady Progress monitoring, formative and summative assessment – STAR/STAR Early Literacy and iReady	Data is being collected by the administration of the STAR Early Literacy/ FLKRS, STAR Reading Assessment, Reading Horizons, Fountas and Pinnell and running records.	Progress monitoring data is collected and reviewed three times a year unless data determines more frequent is needed. This data is viewed via electronic platform and is available in printed format.
Phonological awareness	Norm -referenced (iReady) and criterion-referenced (STAR Early Literacy) data to help in the planning of instruction by pinpointing strengths and knowledge gaps, as well as, monitor student progress throughout the year.	Screener – STAR/STAR Early Literacy Diagnostic – iReady Progress monitoring, formative and summative assessment – STAR/STAR Early Literacy and iReady	Data is being collected by the administration of STAR Early Literacy, STAR Reading Assessment, iReady, Reading Horizons Discovery, Fountas and Pinnell and running records.	Progress monitoring data is collected and reviewed three times a year at the district level. This data is viewed via electronic platform and is available in printed format.
Phonics	Norm -referenced (iReady) and criterion-referenced STAR Early Literacy and STAR) data that will help in the planning of instruction by pinpointing strengths and knowledge gaps, as well as, monitor student progress throughout the year.	Screener – STAR/STAR Early Literacy Diagnostic – iReady Progress monitoring, formative and summative assessment – STAR/STAR Early Literacy and iReady	Data is being collected by the administration of the STAR Early Literacy/ Flickers, STAR Reading Assessment, Reading Horizons, Fountas and Pinnell and running records.	Progress monitoring data is collected and reviewed three times a year at the district level. This data is viewed via electronic platform and is available in printed format.
Fluency	Norm -referenced (iReady) and criterion-referenced (STAR Early Literacy and STAR) scores that will help in the planning of instruction	Screener – STAR/STAR Early Literacy Diagnostic – iReady Progress monitoring, formative and summative assessment – STAR/STAR	Data is being collected by the administration of the STAR Early Literacy/ Flickers, STAR Reading	Progress monitoring data is collected and reviewed three times a year at the district

	by pinpointing strengths and knowledge gaps, as well as, monitor student progress throughout the year.	Early Literacy and iReady	Assessment, Reading Horizons, Fountas and Pinnell and running records.	level. This data is viewed via electronic platform and is available in printed format.
Vocabulary	Norm -referenced and criterion-referenced scores that will help in the planning of instruction by pinpointing strengths and knowledge gaps, as well as, monitor student progress throughout the year.	Screener – STAR/STAR Early Literacy Diagnostic – iReady Progress monitoring, formative and summative assessment – STAR/STAR Early Literacy and iReady	Data is being collected by the administration of the STAR Early Literacy/ Flickers, STAR Reading Assessment, Reading Horizons, Fountas and Pinnell and running records.	Progress monitoring data is collected and reviewed three times a year at the district level. This data is viewed via electronic platform and is available in printed format.
Comprehension	Norm -referenced and criterion-referenced scores that will help in the planning of instruction by pinpointing strengths and knowledge gaps, as well as, monitor student progress throughout the year.	Screener – STAR/STAR Early Literacy Diagnostic – iReady Progress monitoring, formative and summative assessment – STAR/STAR Early Literacy and iReady	Data is being collected by the administration of the STAR Early Literacy/ Flickers, STAR Reading Assessment, Reading Horizons, Fountas and Pinnell and running records.	Progress monitoring data is collected and reviewed three times a year at the district level. This data is viewed via electronic platform and is available in printed format.

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?
STAR Reading iReady Common Lit Classroom assessments	Norm -referenced and criterion-referenced scores that will help in the planning of instruction by pinpointing strengths and knowledge gaps, as well as, monitor student progress throughout the year. Classroom assessments to measure impact of daily instruction.	Screener – STAR Reading Progress monitoring, formative and summative assessment – STAR Reading Diagnostic – Common Lit, EDGE Classroom Assessments – formative and summative	Data is being collected by the administration of STAR, Common Lit, Write Score, and IXL. Assessment is conducted at three scheduled dates throughout the school year. More frequently for problem solving/Rti meetings.	Progress monitoring data is collected and reviewed three times a year at the district level. This data is viewed via electronic platform and is available in printed format. Data is collected weekly or every two weeks for problem solving and Rti purposes.

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
Data is reviewed by the District Leadership Team, School Leadership Teams, Grade Level Teams and Individual teachers following each progress monitoring window. Data is also reviewed prior to survey 2 and 3 by the Director of Instruction and Director of ESE in conjunction with school-based staff to ensure that all students are appropriately identified and receiving Tier II and III interventions.	The district problem solving team reviews district level data to identify areas of success and areas in need of improvement. The team engages in problem solving to design strategies for improvement. The success of strategies are measured by a review of progress monitoring data. If strategies are not successful, they are modified through the problem-solving team. This process is repeated at the school, grade level and individual teacher level. Problem solving teams support teachers in the development of interventions for students requiring Tier II and III interventions. The team assist with the review of data and assist with the development of modifications as needed.	The district reviews summative data at the end of each school year. This data is reviewed via the Performance Matters platform a data warehouse that allows review of data at the building, classroom, and student level. The results of data review are shared with principals during face to face data chats. Additional data chats are scheduled at schools to meet face to face with teachers at each grade level to review and discuss data and student progress.	Continuing review of data by district and school leadership will determine if the K-12 Reading Plan is being implemented to meet the needs of students.	Director of Instruction

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

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly walkthroughs by administrators	School administration ensures the practice is informed by a specific purpose using the Danielson Framework for Teaching.	Purpose is communicated electronically and a hard copy.	Data is collected biweekly by the school administration.	School administration communicates data collected electronically and via paper to the teacher. Face to face conferencing is used as needed.	Data is reviewed biweekly by the school administration and teacher.
Data chats	School administration and teachers ensure the practice is informed by a specific purpose.	Purpose is communicated through conferencing.	Data is collected quarterly by school administration and teachers.	School administration and teachers communicate data to students through one to one conferencing.	Data is reviewed quarterly by the school administration, teachers and students.
Reading Leadership Team per 6A-6.053(3) F.A.C.	School administration ensures the practice is informed by a specific purpose using the Danielson Framework for Teaching.	Purpose is communicated electronically and a hard copy.	Data is collected quarterly by Reading Leadership Team.	School administration and Reading Leadership communicates data collected electronically and conferencing.	Data is reviewed quarterly by the school administration and Reading Leadership Team. If needed team will meet more frequently.
Monitoring of plan implementation	School administration ensures the practice is informed by a specific purpose.	Purpose is communicated electronically, a hard copy and walk throughs by administration.	Data is collected biweekly by the school administration.	School administration communicates data collected electronically and via paper to the teacher. Face to face conferencing is used as needed.	Data is reviewed biweekly by school administration. Progress monitoring is reviewed quarterly by both the school administration and teachers and students.
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?	
Reading leadership team meets quarterly with teachers to discuss progress of students based on data collected from the progress monitoring.		Concerns are communicated that the plan is not being implemented through conferences with teachers and school leadership. Support is provided to schools/teachers if the plan is not being implemented.		District leadership meets quarterly with school leadership and teachers to review data and develop plan of action. Differentiated support is provided to schools that may experience difficult with plan implementation. The Director of Instruction, Director of ESE, and Instructional Technology Coach, Guidance Counselors, and Principals assist with follow up support.	

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	Through administrative meetings, email and calendar.	Principals monitor participation by the review of professional development sign in sheets. Principals are invited to participate.	After each scheduled training.	Director of Instruction, and other district leaders.	Director of Instruction
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Through administrative meetings, email and calendar.	Principals review progress monitoring data and determine teachers whose data is not showing adequate growth.	At least quarterly.	Director of Instruction and Director of Exceptional Education.	Director of Instruction
Identification of mentor teachers	Through administrative meetings and email.	Principal meets with assign mentor to review concerns and stay up to date on progress.	Monthly or more frequently. Email, face to face meeting to review data and discuss progress.	Director of Instruction and Director of Exceptional Education.	Director of Instruction
Establishing of model classrooms within the school	Through administrative meetings, and email.	Principal walk throughs and progress monitoring data help identify teachers needing assistance. Model classrooms are identified, and teachers have opportunities to observe best practices in the	As needed based on individual teacher needs.	Director of Instruction	Director of Instruction

		classroom setting.			
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Administrative meetings	Review of agendas	Quarterly, face to face meeting.	Director of Instruction	Director of Instruction

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	Face to face in administrative meetings, individual face to face meetings.	Review of schedules and classroom walk throughs.	Hard copy and electronic copy of school and individual student schedules.	Director of Instruction and Director of ESE	During schedule development – ongoing weekly. After schedule development, during survey 2 and 3 schedule review.
Small group differentiated instruction in order to meet individual student needs	Face to face in administrative meetings, individual face to face meetings.	Review of schedules and classroom walk throughs.	Hard copy and electronic copy of school and individual student schedules.	Director of Instruction and Director of ESE	During schedule development – ongoing weekly. After schedule development, during survey 2 and 3 schedule review.

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

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

> The district prioritizes the use of Research-Based Reading instruction funds to support K-3 students with substantial reading deficiencies by supporting teacher salaries in K-3 to ensure small class size in these targeted grade levels.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	0
District expenditures on reading coaches assigned to elementary schools	0
District expenditures on reading coaches assigned to secondary schools	0
District expenditures on intervention teachers assigned to elementary schools	153,000
District expenditures on intervention teachers assigned to secondary schools	One teacher here
District expenditures on supplemental materials or interventions for elementary schools	6,268.00
District expenditures on supplemental materials or interventions for secondary schools	4,500.00
District expenditures on professional development	0
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	2,850.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	
Sum of Expenditures	
Amount of District Research-Based Reading Instruction Allocation	166,618.00

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?

> Great Leaps, Leveled Text, Ready, Journey's Write in Readers, iReady paper based supplemental materials based on student pathway, Journey's Intervention, Jamestown Fluency, My Sidewalks, Rewards, Words Their Way, iReady, iReady Toolkit, iReady Standards Mastery, IXL, STAR 180, and Top Score.

Will students in grades other than 3 be served also? Yes ☒ No ☐
If yes, which grade levels? 2nd grade if numbers are small enough to accommodate additional students.

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)

NA – No Reading Coach

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 district does not have any reading coaches.

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

NA

Coaching Model per 6A-6.053(6)(b) F.A.C. – No reading coaches

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?
NA				

Other Considerations

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

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:
- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

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

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

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

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

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K - 5	
IF:	Student meets the following criteria at beginning of school year: *Student scores 40 percent or greater on the STAR Reading Assessment (*Percentile rank (PR), ranging from 1–99)
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.

Journey's K-5, Houghton Mifflin Harcourt, is used to provide Tier I instruction to students in grades K-5. This includes whole group, and small group instruction.

Evidence: Strong based on ESEA guidelines.

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
• *STAR Early Literacy/STAR/iReady* • *3 times a year*	*40% or higher according to STAR Early Literacy/STAR K-1, STAR grade 2.* *40% or higher STAR and FSA ELA Level 3, grades 3-5.*	*Less than 40% according to STAR/STAR Early Literacy for grades K-1, STAR grade 2.* *Less than 40% STAR or Level 2 on FSA ELA.*
How is the effectiveness of Tier 1 instruction being monitored? *Progress monitoring results, running records, formative assessments, standards mastery, class work, fluency checks all assist in determining if core instruction is effective.*	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** • *Grade level teams review data together and problem solve to determine the most effective reading strategies.* • *The school MTSS/Reading Leadership Team review individual classroom data to determine if current reading practice is effective.* • *Classroom walk throughs by principals, assistant principals, identify classroom that are delivering high impact, effective instruction.*

How is the effectiveness of Tier 1 curriculum being monitored? • *Progress monitoring* • *Classroom walkthroughs*	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** • *Review of school and class schedules* • *Classroom walkthroughs* • *Professional development*

How is instruction modified for students who receive instruction through distance learning?
Instruction is modified for students receiving distance learning by providing weekly assignment via the Clever Teacher Page. Teachers utilize the core program Journeys as much as possible, other programs such as iReady, Renaissance Learning, IXL, SeeSaw, and face to face instruction via ZOOM are used. Teachers make contact via Clever, phone calls, text and email to answer questions throughout the week.

IF:	Student meets the following criteria at beginning of school year: *Student Scores 11 percent -39 percent on the STAR Reading Assessment* (PR), ranging from 1–99)
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***
• iReady • iReady, Standards Mastery • FCRR • Journey's Intervention • Reading Horizons • Great Leaps • Rewards • My Sidewalks • Fountas and Pinnell • Fast Forward	Every two weeks	The student consistently scores 40% or above on STAR or iReady measure and classroom work samples indicate mastery of standards.	The student is making progress, but not closing the achievement gap.	If the student does not make progress with the initial Tier 2 intervention, the intervention will be changed by increasing time or intensity or changing the strategy. If progress is not made or progress is too slow, we would add Tier 3 interventions.

Number of times a week intervention provided	2 to 3	Number of minutes per intervention session	20-30 30-45	30-60 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
- *Tier 2 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case by case basis during quarterly meetings.*
- *Problem solving teams ensure continuity of tier 2 instruction*

Tier 2 interventions provided by classroom teacher when possible to ensure core curriculum alignment.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.		All materials and/or strategies are supported by strong, moderate or promising evidence as defined by ESEA.	

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

- *Tier 2 interventions are modified for students receiving distance learning through the use of inclusion teachers. These teachers collaborate with general education teachers to determine the interventions needed and support the core curriculum via distance learning tools.*

IF:	Student meets the following criteria at beginning of school year: *Student Scores 10 percent or less 39 on the STAR Reading Assessment* (PR), ranging from 1–99)
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
Fountas and Pinnell	Weekly	*Student scores 11 -39 percent on STAR/STAR Early Literacy. Student shows significant improvement with classroom assignments*	*The student is not responding to the Tier 3 intervention as measured by progress monitoring data.*

			and other anecdotal measures.	
iReady Toolkit		Weekly	Same	Same
Spire		Weekly	Same	Same

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

Number of times a week intervention provided	*3-5*	*Number of minutes per intervention session*	*30-60*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
- *Tier 3 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case by case basis during quarterly meetings.*
- *Problem solving teams ensure continuity of Tier 3 instruction.*

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

All programs are supported by strong, moderate, or promising evidence.

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

- *Tier 3 interventions are modified for students receiving distance learning through the use of exceptional student education teachers, inclusion teachers, and general education teacher as appropriate. These teachers collaborate with general education teachers to determine the interventions needed and support the core curriculum via distance learning tools.*

	Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8

IF:	Student meets the following criteria at beginning of school year: *Student scores 40 percent or greater on the STAR Reading Assessment and Level 3 of FSA-ELA.*
THEN:	**TIER 1 Only**

<table>
<tr><td rowspan="10">TIER 1</td><td colspan="3">Initial instruction:
is standards-aligned
builds background and content knowledge, motivation
provides print rich, systematic, scaffolded, and differentiated instruction
incorporates writing in response to reading
includes accommodations (IEP, ESOL or 504)
incorporates the principles of Universal Design for Learning
includes specially designed instruction for students with disabilities</td></tr>
<tr><td colspan="3">Core Curriculum</td></tr>
<tr><td colspan="3">Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</td></tr>
<tr><td colspan="3">Springboard, is used to provide Tier I instruction to students in grades 6-8. This includes whole group, and small group instruction.</td></tr>
<tr><td colspan="3">Progress Monitoring</td></tr>
<tr><td>Assessment & Frequency</td><td>Performance Criteria that indicates Tier 1 is sufficient</td><td>Performance Criteria to that would prompt addition of Tier 2 interventions</td></tr>
<tr><td>STAR/iReady
3 times a year</td><td>40% or higher according to STAR Reading Assessment</td><td>Less than 40% (25 – 39) according to STAR Reading Assessment</td></tr>
<tr><td>How is the effectiveness of Tier 1 instruction being monitored?
Progress monitoring results, running records, formative assessments, standards mastery, class work, fluency checks all assist in determining if core instruction is effective.</td><td colspan="2">What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
Grade level teams review data together and problem solve to determine the most effective reading strategies.
The school MTSS/Reading Leadership Team review individual classroom data to determine if current reading practice is effective.
Classroom walk throughs by principals, assistant principals, identify classroom that are delivering high impact, effective instruction.</td></tr>
<tr><td>How is the effectiveness of Tier 1 curriculum being monitored?</td><td colspan="2">What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</td></tr>
</table>

	How is instruction modified for students who receive instruction through distance learning? *Instruction is modified for students receiving distance learning by providing weekly assignment via the Clever Teacher Page. Teachers utilize the core program Journeys as much as possible, other programs such as iReady, Renaissance Learning, IXL, and face to face instruction via ZOOM are used. Teachers make contact via Clever, phone and email to answer questions throughout the week.*

IF:	Student meets the following criteria at beginning of school year: *Student Scores 20 -39 percent on the STAR Reading Assessment* (PR), ranging from 1–99) and/or the student scores a Level 2 on FSA-ELA

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*
iReady learning path	Every two weeks or more often	The student consistently scores 40% or above on STAR or iReady measure and classroom work samples indicate mastery of standards	The student is making progress, but not closing the achievement gap.	If the student does not make progress with the initial Tier 2 intervention, the intervention will be changed by increasing time or intensity or changing the strategy. If progress is not made or progress is too slow, we would add Tier 3 interventions.
IXL	Same	Same	Same	Same

(Vertical label on left: TIER 1 instruction and TIER 2 interventions)

Common Lit	Same	Same	Same	Same

FCRR				
Number of times a week intervention provided	2 to 3	**Number of minutes per intervention session**		20-30 30-45 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
- *Tier 2 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case by case basis during quarterly meetings.*
- *Problem solving teams ensure continuity of tier 2 instruction*

Tier 2 interventions provided by classroom teacher when possible to ensure core curriculum alignment.

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

All programs used are supported by strong, moderate, or promising evidence based on ESEA criteria.

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

Tier 2 interventions are modified for students receiving distance learning through the use of inclusion teachers. These teachers collaborate with general education teachers to determine the interventions needed and support the core curriculum via distance learning tools

IF:	Student meets the following criteria at beginning of school year: *Student Scores 10 percent or less on the STAR Reading Assessment* (PR), ranging from 1–99) and/or scores a Level 1 on FSA-ELA.			
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**
iReady Tool Kit	Weekly	*Student scores 11 -39 percent on STAR/STAR Early Literacy. Student*	*The student is not responding to the Tier 3 intervention*

		shows significant improvement with classroom assignments and other anecdotal measures.	*as measured by progress monitoring data.*
Common Lit	Same	Same	Same
FCRR	Same	Same	Same

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

Number of times a week intervention provided	**3-5**	**Number of minutes per intervention session**	**30-60**

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
- *Tier 3 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case by case basis during quarterly meetings.*
- *Problem solving teams ensure continuity of Tier 3 instruction.*

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

All programs utilized are supported by strong, moderate, or promising evidence as defined by ESEA.

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

- *Tier 3 interventions are modified for students receiving distance learning through the use of exceptional student education teachers, inclusion teachers, and general education teacher as appropriate. These teachers collaborate with general education teachers to determine the interventions needed and support the core curriculum via distance learning tools.*

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9-12	

IF:	Student meets the following criteria at beginning of school year: *Student scores 40 percent or greater on the STAR Reading Assessment (*Percentile rank (PR), ranging from 1–99) and/or scores a Level 3 on FSA-ELA.

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.

Springboard is used to provide Tier I instruction to students in grades K-5. This includes whole group, and small group instruction.

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
STAR *3 times a year*	*40% or higher according to STAR Reading Assessment*	*Less than 40% according to STAR Reading Assessment*

How is the effectiveness of Tier 1 instruction being monitored? *Progress monitoring results, running records, formative assessments, standards mastery, class work, fluency checks all assist in determining if core instruction is effective.*	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** *Grade level teams review data together and problem solve to determine the most effective reading strategies.* *The school MTSS/Reading Leadership Team review individual classroom data to determine if current reading practice is effective.* *Classroom walk throughs by principals, assistant principals, identify classroom that are delivering high impact, effective instruction.*

How is the effectiveness of Tier 1 curriculum being monitored? • *Progress monitoring* • *Classroom walkthroughs*	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* • *Review of school and class schedules* • *Classroom walkthroughs* • *Professional development*

How is instruction modified for students who receive instruction through distance learning?
Instruction is modified for students receiving distance learning by providing weekly assignment via the Clever Teacher Page. Teachers utilize the core program Journeys as much as possible, other programs such as Common Lit, SAT Practice Lessons, extended response writing and to face instruction via ZOOM are used. Teachers make contact via Clever Teacher Page, phone calls, text and email to answer questions throughout the week.

IF:	Student meets the following criteria at beginning of school year: *Student Scores 11 percent -25 percent on the STAR Reading Assessment* (PR), ranging from 1–99) or a Level 2 on FSA-ELA.
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**
Common Lit	Every 1 to 2 weeks	The student scores a Level 3, FSA ELA and above 40% on STAR Reading	The student has not met benchmark standards.	The student is making progress that is too slow to close the achievement gap and score proficient on all measures using Tier 2 interventions.
IXL	Same			
SAT Prep Materials	Same			

(left vertical label: TIER 1 instruction and TIER 2 interventions)

Number of times a week intervention provided	2-3	Number of minutes per intervention session	20 -30 30 -45

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
- Tier 2 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case by case basis during quarterly meetings.
- Problem solving teams ensure continuity of tier 2 instruction

Tier 2 interventions provided by classroom teacher when possible to ensure core curriculum alignment.

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

All programs/strategies demonstrate strong, moderate, or promising evidence based on ESEA guidelines.

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Tier 2 interventions are modified for students receiving distance learning through the use of inclusion teachers. These teachers collaborate with general education teachers to determine the interventions needed and support the core curriculum via distance

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IF:	Student meets the following criteria at beginning of school year: *Student Scores 10 percent or less on the STAR Reading Assessment* (PR), ranging from 1–99) and/or the student has scored Level 1 on FSA-ELA.
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
Edge	Weekly	Student scores 11 -39 percent on STAR/STAR Early Literacy. Student shows significant improvement with classroom assignments	The student is not responding to the Tier 3 intervention as measured by progress monitoring data.

			and other anecdotal measures.	
	Common Lit	Same	Same	Same
	FCRR Strategies	Same	Same	Same

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

Number of times a week intervention provided	**3-5**	*Number of minutes per intervention session*	**30-6-**

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

- *Tier 3 interventions are developed in conjunction with grade level teams, the instructional coach, and guidance counselor. The school-based teams, as well as the district/school team review interventions, on a case by case basis during quarterly meetings.*
- *Problem solving teams ensure continuity of Tier 3 instruction.*

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

All programs, materials and strategies are supported by strong, moderate or promising evidence.

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

- *Tier 3 interventions are modified for students receiving distance learning through the use of exceptional student education teachers, inclusion teachers, and general education teacher as appropriate. These teachers collaborate with general education teachers to determine the interventions needed and support the core curriculum via distance learning tools.*

Program	Rating	Evidence
Common Lit	Moderate	Evidence Overview
Edge	ESSA Tier 1 indicates strong evidence	Evidence Overview
FCRR	Strong Evidence	Evidence Overview
Fountas and Pinnell	ESSA Tier 1 indicates strong evidence	Evidence Overview
Great Leaps	ESSA Tier 1 indicates strong evidence	Evidence Overview
IXL	Moderate	Evidence Overview
Journeys Reading Kit/Intervention	ESSA Tier 1 indicates strong evidence	Evidence Overview
Khan Academy	Promising evidence	Evidence Overview
PCI	Promising evidence	Evidence Overview
Ready Toolkit	ESSA Tier 2 Indicates moderate evidence	Evidence Overview
Rewards	ESSA Tier 1 indicates strong evidence	Evidence Overview
Peer-Assisted Learning Strategies (PALS)	ESSA Tier 1 Rating Strong	Evidence Overview
SpringBoard	Strong Evidence	Evidence Overview