Okaloosa 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	Ann Flanagan	Reading Curriculum Specialist	flanagana@okaloosaschools.com	850-833-6312
Responsibility	**Name**	**Title**	**Email**	**Phone**
Elementary ELA	Denise Berry	Curriculum Specialist	Denise.berry@okaloosaschools.com	850-833-3153
Secondary ELA	Lynn Kozak	District Instructional Coach	Lynn.kozak@okaloosaschools.com	850-833-4237
Reading Endorsement	Denise Berry	Curriculum Specialist	Denise.berry@okaloosaschools.com	850-833-3153
Reading Curriculum	Ann Flanagan	Reading Curriculum Specialist	flanagana@okaloosaschools.com	850-833-6312
Professional Development	Karen Peek	Program Director	peekk@okaloosaschools.com	850-833-5853
Assessment	Beth Barnes	Accountability Analyst	barnesb@okaloosaschools.com	850-689-7150
Data Element	Duscha Ross Wendy Meserve	Program Directors MIS	rossd@okaloosaschools.com meservew@okaloosaschools.com	850-833-5853 850-689-7149
Summer Reading Camp	Denise Berry	Curriculum Specialist	Denise.berry@okaloosaschools.com	850-833-3153
3rd Grade Promotion	Jeff Palmer	Curriculum Director	PalmerJT@okaloosaschools.com	850-833-4114

Plan Information

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

The K12 Reading Plan is distributed at our Administrators Retreat and reiterated during principals' meetings. The principals are required to disseminate the information at their schools. A link to the plan is posted on our website. The Decision Trees are also discussed with the Pupil Performance Plan Teams and the Guidance Counselors.

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

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

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	Oral Language Skills Knowledge of Language and Structures	Formative and monitoring	Teacher observation and anecdotal records	Data is collected by the teacher and used to determine student progress
Phonological awareness	Grade level equivalency Developmental analysis to include mastered skills and next steps for instruction	I-Ready diagnostic and progress monitoring	Computer-adaptive assessment	Progress Monitoring as needed Diagnostic—three times a year
Phonics	Grade level equivalency Developmental analysis to include mastered skills and next steps for instruction	i-Ready diagnostic and progress monitoring	Computer-adaptive assessment	Progress Monitoring as needed Diagnostic—three times a year
Fluency	Grade level equivalency Developmental analysis to include mastered skills and next steps for instruction	i-Ready diagnostic and progress monitoring	Computer-adaptive assessment	Progress Monitoring as needed Diagnostic—three times a year
Vocabulary	Grade level equivalency Developmental analysis to include mastered skills and next steps for instruction	i-Ready diagnostic and progress monitoring	Computer-adaptive assessment	Progress Monitoring as needed Diagnostic—three times a year
Comprehension	Grade level equivalency Developmental analysis to include mastered skills and next steps for instruction	i-Ready diagnostic and progress monitoring	Computer-adaptive assessment	Progress Monitoring as needed Diagnostic—three times a year

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
i-Ready Assessment (Grades 6-8)	The Diagnostic Status report can be used to see school, grade, class, or student progress as students complete the Diagnostic in real time.	Diagnostic and progress monitoring	Computer-adaptive assessment	Progress Monitoring as needed Diagnostic—two or three times a year
	Diagnostic Results provide a comprehensive picture of student performance and targeted instructional needs both overall and by domain: vocabulary, Literature, Informational text	Diagnostic and progress monitoring	Computer-adaptive assessment	Progress Monitoring as needed Diagnostic—two or three times a year
	Student Growth Monitoring Results monitors the likelihood that a student will meet their Typical Growth, Stretch Growth, and On-Grade measures.	Diagnostic and progress monitoring	Computer-adaptive assessment	Progress Monitoring as needed Diagnostic—two or three times a year
	Student Growth Diagnostic Report shows how progress a student has made towards Typical Growth and Stretch Growth measures and compares the student's placement levels for each domain from each Diagnostic.	Diagnostic and progress monitoring	Computer-adaptive assessment	Progress Monitoring as needed Diagnostic—two or three times a year
	Florida Standards Report to understand how students are performing against the standards and to identify areas where students need support.	Diagnostic and progress monitoring	Computer-adaptive assessment	Progress Monitoring as needed Diagnostic—two or three times a year
Achieve 3000	Lexile growth and progress towards making Learning Gains on FSA (FSA Goal Tracker)	Diagnostic and Progress Monitoring	Computer-adapted assessment	Monthly
	Florida Mastery Report to understand how students are	Diagnostic and Progress Monitoring	Computer-adapted assessment	Progress Monitoring as needed

	performing against state standards and benchmarks and identify intensity of need for each			Diagnostic two to three times a year
	Skills Mastery to understand how students are performing on specific reading and vocabulary skills and identify the intensity of need for each	Diagnostic and Progress Monitoring	Computer-adapted assessment	Progress Monitoring as needed Diagnostic two to three times a year

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?*
Okaloosa County School District monitors student progress through i-Ready Diagnostic two to three times a year depending on the grade level. Data is collected and reviewed by school administration and the district after each administration.	After review of the data, the results are shared with the Reading Leadership Team. Data chats are held with grade levels and individual teachers. Additionally, Data Chats are scheduled with each school by a district Curriculum and Instruction Team to discuss data and ascertain school-wide progress. Plans for increasing progress towards meeting district and school goals are discussed during the review.	After each assessment cycle, Joe Peterson, our MIS Program Director, creates a spreadsheet with the following information for each grade level at each school: • Grade level percent proficient • Percent proficient for subgroups • Reporting Stands • Historical Data including percent changes from test to test (+/-) if available. • Individual teacher classroom data outlined above.	Okaloosa County has a comprehensive system of reviewing school implementation of School Performance Plan (SPP} initiatives and classroom instruction based on the K-12 Reading Plan. Building administrators meet for School Site Reviews with a Central Office Administration Team to monitor student achievement and implementation of instructional methodologies based data. During these site visits, the Central Administration Team also visits classrooms to gather evidence of implementation in action. Concerns are communicated and discussed during these meetings. The number of site visits vary in intensity dependent upon the number of concerns noted.	The Assistant Superintendent for Instruction, Sheila Lightbourne, and Jeff Palmer, Curriculum Director, are responsible for reviewing and monitoring student data. The Reading Curriculum Specialist, Ann Flanagan, the Math Curriculum Specialist, Lynn Kozak, District ELA Coach, Stephanie Thetford, the Science Curriculum Specialist, Tami Ellis, the Title I Specialist, Amy Dale, the ESE Program Director, Heather Willis-Doxsee, the ELA Curriculum Denise Berry, and the Teacher on Special Assignment for ELL, Lisa Tucker, also collect and review data and monitor student progress for their programs.

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

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	Principals and Assistant Principals are responsible for setting a purpose for the walkthroughs.	The purpose of the walkthroughs is dependent upon data and communicated through the School Performance Plan (SPP) and Pupil Progressions Plan (PPP).	Data is collected weekly.	Trends from data are shared with the Reading Leadership Team at the Reading Leadership Team meetings.	Data is reviewed by the Reading Leadership Team and discussed with the Curriculum and Instruction Team during Site-based Visits and District Data Chats.
Data chats	Principals and/or assistant principals are responsible for scheduling and setting a purpose for data chats with each teacher, grade level or department at the school sites.	After the data is reviewed, the purpose of the data chat is communicated with the grade levels, department chairpersons, and teachers when scheduling the data chats.	Data from data chats is collected after each administration of I-READY DIAGNOSTIC. Monitoring and review of i-Ready and Achieve 3000 and MaxScholar is conducted monthly.	The school administrative team, shares data with the Reading Leadership Team, grade levels, teachers, and the School Advisory Council by school administration respective meetings.	Data is reviewed by the Central Administration Team during District Data Chats.
Reading Leadership Team per 6A-6.053(3) F.A.C.	The principals and/or assistant principals set the agenda and meeting frequency for the Reading Leadership Team. The purpose of the meetings are informed by data and supported by the School Performance Plan (SPP) and the	The specific purpose of the Reading Leadership Team meetings is communicated through the agenda which is sent to the team prior to the meeting.	An agenda with discussion topics is created for each Reading Leadership Team Meeting. After the meeting, minutes are recorded.	Minutes are shared with the department chairs and/or coaches to discuss with their respective members.	The data is reviewed by the principal and the assistant principal. Assistance may be requested from the Reading Curriculum Specialist.

	Pupil Progression Plan (PPP).				
Monitoring of plan implementation	The principals and/or assistant principals are responsible for monitoring the implementation the K-12 Reading Plan at their school site.	The K-12 plan is monitored through the School Performance Plan (SPP) and the Pupil Progression Plan (PPP).	Implementation data is collected and monitored at each school site monthly or quarterly dependent upon the school SPP.	Data is shared with the department chairs and/or coaches to discuss with their respective members.	The data is reviewed by the Reading Leadership Team quarterly.
Other: (Specify)					

Implementation and Progress-monitoring		
What problem-solving steps are in place for making decisions based on data	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
The school's School Performance Plan (SPP) is the guiding document for school-based initiatives. After a review of the data, the School's Performance Team identifies school initiatives and focus areas of concern. An action plan is created that includes: • the identified cause(s) for the area of focus • Targeted Strategies • Targeted Professional Development • Progress Monitoring (how it will be monitored; frequency of monitoring, responsible persons for monitoring) • Evaluation and refinement	The SPP is monitored by the Reading Leadership Team and the School Performance Team and will communicate concerns to the principal and principal who is in charge of implementation of the SPP.	Data Chats are scheduled with each school by a district Curriculum and Instruction Team to discuss data and ascertain school-wide progress. Plans for increasing progress towards meeting district and school goals are discussed during the review. Additionally, building administrators meet for School Site Reviews with a Central Office Administration Team to monitor student achievement and implementation of instructional methodologies based data. During these site visits, the Central Administration Team also visits classrooms to gather evidence of implementation in action. Concerns communicated and discussed during these meetings. The number of site visits vary in intensity dependent upon the number of concerns noted.

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	The requirement for multisensory training for their teachers is communicated to principals at principals' meetings. The principals themselves receive training at their meetings. Elementary principals also attend a MaxScholar training webinar.	Principals monitor training and implementation of multisensory reading intervention through observation of implementation during classroom walkthroughs. Attendance and implementation artifacts are monitored through Frontline.	Training in the use of Multisensory intervention is provided by the district Instructional Coaches who have had explicit training in the use of multisensory intervention through MaxScholar and the University of Florida Literacy Initiative. Data on the effectiveness of the training is monitored through classroom observation and the evaluation on Frontline.	The training is reported on Frontline and monitored by the Curriculum Specialists. Coaches also provide embedded professional development in the form of coaching cycles. These are reported to the Reading Curriculum Specialist in the form of coaching logs and partnership agreements.	The Assistant Superintendent for Instruction and the Director of Education are responsible for following up on this requirement.
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth.	The requirement is communicated through principals' meetings.	Differentiated Professional Development is monitored through Coach Logs, Partnership Agreements and Performance Improvement Plans	• Coaching Logs monthly • Partnership Agreements quarterly • Performance Improvement Plans as written in the plan	• Coaching Logs and Partnership Agreements are shared with the Reading Curriculum Specialist. • Performance Improvement Plans are kept at the school level	The Curriculum Specialists, The Assistant Superintendent for Instruction and the Director of Education are responsible for following up on this requirement.
Identification of mentor teachers	The requirement is communicated during principals'	Principals assign the mentor to their newly hired first	Principals submit mentor names within two weeks of newly	Mentor names and completion of requirements are	The Program Director of the Professional Services Department follows-up on this

	meetings and via email.	year teachers and are responsible for signing off on requirements quarterly.	hired teachers start date. Mentors submit completed and signed journals to the Professional Services Department at the conclusion of the mentoring program	submitted to the Program Director in the Professional Services Department.	requirement.
Establishing of model classrooms within the school	Information regarding model classrooms is communicated to principals at their principals' meetings.	Principals monitor the effectiveness of model classroom through walkthroughs of both the model classroom teacher and the visiting teacher.	Model classrooms are a school-based initiative. Inter/intra school visits are arranged by coaches and/or curriculum specialists based on the expertise of the model classroom administrator and the needs of the visiting teacher.	Coaches and/or curriculum specialists debrief with the teachers after each visit and create goals for the visiting teacher dependent upon needs.	This is a school-based intuitive. Principals and assistant principals work with teachers and coaches to ensure needs of the teachers are met.
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	This requirement is communicated to principals at principals' meetings	The time is reflected in the master schedule.	The master schedule is reported to Program Director before school starts. Secondary schools modify it at the semester break.	The master schedule is reported to Program Director before school starts. Secondary schools modify it at the semester break.	The Assistant Superintendent for Instruction and the Director of Education are responsible for following up on this requirement.

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	This requirement is communicated to principals at principals' meetings. It is included in the SPP Planning Process.	Principals and assistant principals monitor instruction through lesson plans, formal observations and	Formal observations and instructional walkthroughs are recorded in the Evaluation System through Frontline.	The Program Director of the Professional Services Department follows-up the evaluation system. Building administrators meet	The formal observations and instructional walkthroughs are entered into the system as they are completed.

	Curriculum Guides help with pacing of standards. Additionally, The Balanced Literacy Model is included in our Curriculum Decision Tree for grades K-5.	walkthroughs. Each school has an School Performance Plan (SPP) that includes implementation and progress monitoring of instructional initiatives.	The School Performance Plan (SPP) is reviewed by the Office of Curriculum and Instruction, the Reading Leadership Team and the School Advisory Council.	for school Site reviews with a Central Office Administration Team at the school site to monitor student achievement and implementation of instructional methodologies based data. During these site visits, the Central Administration Team also visits classrooms to gather evidence of implementation in action. Concerns communicated and discussed during these meetings.	The number of site visits vary in intensity dependent upon the number of concerns noted.
Small group differentiated instruction in order to meet individual student needs	This requirement is communicated to principals at principals' meetings as well as through the SPP planning process and PPP. The Balanced Literacy Model is included in our Curriculum Decision Tree for grades K-5.	Principals and assistant principals monitor instruction through lesson plans, formal observations and walkthroughs. Each school has an SPP that includes implementation and progress monitoring of instruction.	Formal observations and Instructional Walkthroughs are recorded in the Evaluation System through Frontline. The SPP is reviewed by the Office of Curriculum and Instruction, the Reading Leadership Team and the School Advisory Council.	The Program Director of the Professional Services Department follows-up the evaluation system. Building administrators meet for school Site reviews with a Central Office Administration Team at the school site to monitor student achievement and implementation of instructional methodologies based data. During these site visits, the Central Administration Team also visits classrooms to gather evidence of implementation in action. Concerns communicated and discussed during these meetings.	The formal observations and instructional walkthroughs are entered into the system as they are completed. The number of site visits vary in intensity dependent upon the number of concerns noted.

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?

Okaloosa uses the Research-Based Reading Instruction Allocation Funds to provide elementary coaches with a focus on training and supporting K-3 teachers to implement multisensory strategies in small group differentiated instruction. MaxScholar for students with a substantial reading deficiency. MaxScholar is a blended program that utilized the Orton Gillingham approach in differentiated small group instruction and software for practice and support both in school and at home. The program and materials are co-funded from the Research-Based Reading Instruction, Title II and Title I.

Reading Allocation Budget Item	**Amount**
Estimated proportional share distributed to district charter	58,084
District expenditures on reading coaches assigned to elementary schools	716,880
District expenditures on reading coaches assigned to secondary schools	131,830
District expenditures on intervention teachers assigned to elementary schools	0
District expenditures on intervention teachers assigned to secondary schools	215,700
District expenditures on supplemental materials or interventions for elementary schools	131,205
District expenditures on supplemental materials or interventions for secondary schools	194,310
District expenditures on professional development	24,550
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	N/A
Flexible Categorical Spending	N/A
Sum of Expenditures	$1,472,559
Amount of District Research-Based Reading Instruction Allocation	$1,472,559

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?

Students who qualify for Summer Reading Camp are provided with one-in-one virtual sessions during the month of June 2020. After reviewing data, teachers develop lessons using current instructional materials including the core curriculum, MaxScholar and i-Ready small group lessons. For the month of July 2020, face-to-face instruction using i-Ready will occur for qualifying students in grades K-3. The Toolbox will be used to develop small group and individual lessons.

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

If yes, which grade levels? K-5 (virtual in June; K-3 (face-to-face in July)

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)

A purposeful review of triangulated data is used to place coaches at schools. The following data was considered when determining the schools with the greatest need:

- Free and reduced lunch percentages
- Data from the winter administration of MAP for all grade levels. Specifically, the number of grade levels falling below 50th percentile
- Achievement Levels on 2019 FSA
- Learning Gains on 2019 FSA
- Learning Gains of lowest 25% on 2019 FSA
- School size

The size and experience of the faculty, and data collected through walkthroughs and central office site visits ae also considered.

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?

This information is communicated during the Administrator Retreat each year and included in the Manual which is distributed at that time.

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

Coaches complete a monthly log of activities which is reviewed by the Reading Curriculum Specialist who is responsible for the supervision and evaluation of coaches. If coaches have a specific concern they communicate that concern to the Reading Curriculum Specialist who will resolve it with the respective principal. If additional intervention is needed, the Director of Curriculum intervenes.

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?*
This requirement is communicated during the Administrator Retreat each year and included in the Manual which is distributed at that time.	Coaches submit Coaching Logs which include: the focus of the coaching, dates and coaching cycle component (modeling etc.). Multiple coaching cycles are documented through a Partnership Agreement between the coach and the teacher. SMART goals are included.	Reading Curriculum Specialist	Monthly	After the data is reviewed, and the amount of coaching each school will receive, the Reading Curriculum Specialist, will meet with each principal to the focus of coaching at the school as reflected in their SPP. Data Chats will be conducted after Progress Monitoring. The coaching logs will reflect the work with individual teachers and/or grade levels along with the coaching focus.

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

Okaloosa County Curriculum Decision Tree 2020-21

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Kindergarten through Third Grade

IF:

Student meets the following criteria at beginning of school year:

K: Students who scored at 497 and above on FLKRS (STAR Early Literacy) during the first 30 days of school
Grades 1-3: Students who scored above the 24th percentile on the Winter Administration of Measures of Academic Progress (MAP)

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: HMH Journeys supplemented by i-Ready

Overview of the Balanced Literacy Model

Teachers	Students
Mini-lesson	
• Use of standards, ALD/LP should be evident • Use "I do, we do, you do" gradual release to explicitly model skill/strategy/fluency leading to eventual independent practice • Phonemic awareness/phonics/word study concepts can be a focus • Through gradual release, components of Everyday Instructional Reading are "taught" and/or utilized (e.g., TDQs at the appropriate DOK, text marking, annotation, note taking, student talk, etc.)	• Articulate the focus of the mini-lesson (i.e., standards, ALD/LP) • Student talk norms are in place • When appropriate, cite text evidence to support a response • Demonstrate understanding of the mini-lesson focus through either student talk or writing
Read Aloud	
• Use of standards, ALD/LP should be evident • Purposeful text selection • Balance of both literature and informational text • Through gradual release, components of Everyday Instructional Reading are "taught" and/or utilized (e.g., TDQs at the appropriate DOK, student talk, annotation, writing through reading, etc.) • Model vocabulary and/or comprehension strategies within context	• Articulate the focus of the Read Aloud (i.e., standards, ALD/LP) • Actively engaged with text while responding to TDQs (It's all about what you do with the TDQ) • Student talk norms are in place • When appropriate, cite text evidence to support a response • Respond in writing to a given TDQ or task • Explain how a vocabulary and/or comprehension strategy assisted in comprehending the text

Targeted Teacher-led Small Group Instruction	
• Use of standards, ALD/LP, and data should be evident both in group formation and focus of lesson • Phonemic awareness/phonics/fluency concepts can be a focus or a portion of instruction • Through gradual release, components of Everyday Instructional Reading are "taught" and/or utilized (e.g., TDQs at the appropriate DOK, text marking, annotation, note taking, student talk, etc.) • Use "I do, we do, you do" gradual release to explicitly model skill/strategy leading to eventual independent practice • Use of formative data, such as running records, to create and adjust flexible groupings • Mini-lesson focus (standards, ALD/LP) could be reinforced/enriched with identified students • If meeting with a guided reading group, all students have the same level of text matching the student's instructional reading level	• Articulate the focus of the lesson (i.e., standards, ALD/LP) • Respond to TDQs by citing relevant text evidence through text markings (It's all about what you do with the TDQ) • Use annotations to make connections between and among texts • Read text to his/herself (silently, when developmentally appropriate) unless reading a segment to the teacher. Round robin reading should **not** be utilized. • After explicit modeling and guided practice, a student should be able to independently practice the focus skill/strategy
Stations	
• Teach and model routines, procedures, and expectations • Use of standards, ALD/LP should be evident • Standards and/or ALD/LP of mini-lesson focus should be reflected in at least one station • Use of a variety of text is evident • Use of data to differentiate station materials • Purposeful accountability measures are evident which can be used to adjust targeted teacher-led small group instruction and/or mini-lesson focuses • Can include Social Studies & Science informational text	• Articulate the purpose of the station (i.e., What am I doing? How will this help me become a better reader?) • Student talk norms are in place • Actively engaged with components of Everyday Instructional Reading (e.g., TDQs at the appropriate DOK, text marking, annotation, note taking, student talk, etc.) • Interact with text in a variety of ways • Complete accountability of station completion (e.g., graphic organizer, picture on iPad, etc.)

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

Core Curriculum: HMH Journeys supplemented by i-Ready Instruction. Both are aligned with Florida Language Arts Standards. EdReports was used to cross-reference the standards coverage for HMH to identify the gaps that need to be covered through i-Ready. Strong evidence was indicated on https://www.evidenceforessa.org/programs/reading for HMH. I-Ready meets ESSA Level 2.

Teachers provide explicit, standards-based instruction within the Balanced Literacy Model (whole group, small group and stations for practice) including the Gradual Release of Responsibility and Multisensory Activities based on data from i-Ready and formative assessments. District developed "Standards at a Glance" identify the standards that are taught and spiraled each nine weeks.

-Whole Group Instruction includes standards-based purposeful Read Alouds, Mini-Lessons, Shared Reading and Interactive Writing.

- Small Group differentiated instruction which includes guided reading, skill/strategy groups and multisensory instruction (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency).

-Station activities provide differentiated practice opportunities for students

	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 (Also used as a K-8 Universal Screener): Two—three times a year Growth Monitoring assessments (growth checks) within i-Ready are recommended to be administered monthly (30 days between assessments) and not within the same month.	-I-Ready scale scores on or above level (green cells) on the Reading Placement Chart at the end of this document. -Lexile score is within grade level bands. -Student scores above the 15th percentile in i-Ready	I-Ready scale scores fall one year below grade level (yellow cells) on the Reading Placement Chart -Lexile scores are below grade level bands. -student is performing below grade level on multiple standards as indicated by Learning Progressions/Achievement Level Descriptors. -Student scores between the 10th and 15th percentile on i-Ready
	How is the effectiveness of Tier 1 instruction being monitored? The effectiveness of Tier I instruction is monitored through i-Ready Reports; • Class norms • Class profile • Student profile • Standards Mastery Diagnostic Results for a School • Instructional Grouping Profile Kindergarten: Monitoring of instruction for Kindergarten students also though Skill-based Report card Instruction and curriculum is also monitored through focused administrative walkthroughs and formal evaluations.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** • Provide differentiated professional development through embedded coaching • Review the Instructional Grouping Profile to determine if students are grouped appropriately • Use the Teacher Toolbox to ensure that small group lessons are differentiated and standards-based • Consider what additional data confirms i-Ready needs (FSA, Lexile bands etc.)	
	How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of Tier 1 curriculum can be monitored through the data that informs our MTSS pyramid. If the Tier 1 curriculum is effective, the largest percentage of students will qualify for Tier 1 instruction only with decreasing percentages qualifying	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** • Identify the discrepancy between what the students are able to do and what we want them to be able to do: Cross check the Standard Master Report with the District-developed Standards at a Glance Pacing Guides • Generate hypotheses as to why the discrepancy exists: Use grade-level meetings to examine gaps in curriculum that need to be supplemented by alternate materials	

	for Tier 2 and Tier 3. There will be growth Monitoring Reports include: • Standards Mastery • Diagnostic Growth Monitoring for a school includes Placement Distribution by grade level Instruction and curriculum is also monitored through administrative walkthroughs and formal evaluations. District-developed Standards at a Glance Pacing Guides have been developed along with Cold Reads for each quarter of instruction. The results of the Cold Reads help to monitor the pacing and success of the Curriculum being implemented.	• Collaborative planning at Grade Level Meetings
	How is instruction modified for students who receive instruction through distance learning? Students enrolled in distant learning will be instructed through a distance learning platform aligned to the Florida Standards by Okaloosa teachers. Specific expectations for teachers, parents and students are in the process of being developed to ensure fidelity of implementation.	

IF:	Student meets the following criteria at beginning of school year: Kindergarten: Students who scored between 405 and 437 on FLKRS (STAR Early Literacy) during the first 30 days of school (PMP or IEP required) Grades 1-3: Students who scored between the 12th-23rd on the Winter Administration of Measures of Academic Progress (MAP) (PMP or IEP required)	
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 Progress Monitoring

	TIER 2 Programs/Materials/Strategies & Duration	*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*
	Teacher determines student's strengths and weaknesses. A PMP is developed to focus on areas of concern. Tier 2 intervention should be above and beyond what students receive in the core, stacked on top of the differentiation occurring in the core. Consider: -What domain will the intervention focus on? -what specific skills will the intervention target? -What resources will be utilized to teach the skill/standard in an "alternate" way? -How many days per week/minutes per session will the intervention occur? - Who will provide the face to face intervention?	Tier 2 intervention should be started as soon as a deficiency is suspected. Movement between tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.	-Student has experienced a growth in placement: I-Ready scores increase to grade level performance on the on the Reading Placement Chart (yellow) -Students ranking above the 15th percentile in i-Ready	-Student placed one year below the current grade on the Overall Reading Placement Chart (yellow). -Student ranked between 10th-15 percentile in i-Ready	-Student placed one or more years below on the Overall Placement Chart (red) -Student ranked below 10th percentile in i-Ready -Student is not experiencing typical growth towards expected growth on the Diagnostic Growth Report
	Instruction delivered through i-Ready. -Students will receive enhanced instruction using i-Ready software that will be customized according to their diagnostic plan. Each plan is unique to the individual because the program is adaptive. -Students will also receive differentiated small group instruction using lessons and resources contained in the Teacher Toolbox and additional supplemental programs. Lessons target student need based on data from the students' diagnostic plans. Online instruction should take place 45-60 minutes per week and should be supplemented by differentiated small group instruction 3 times a week. Small group instruction should be in addition to small group instruction that occurs as part of the Tier 1 Curriculum.	i-Ready Growth Monitoring Report and Student Response to Intervention Report can be used to analyze the specific focused skill domain. This report will show the fidelity of the i-Ready Online instruction, including the			

		student's pass rate and time on lessons, as well as the student's response to specific domain that relates to teacher-directed intervention			
	Small Group Differentiated Instruction will include the use of multisensory strategies such as those included in the Okaloosa Multisensory Instruction Strategies Book and the University of Florida Literacy Institute (UFLI). Examples: • Phonemic Segmentation • Successive Blending • Word Blending • Manipulatives • Use if Textures • Read It, Build It, Say It • Air Writing • Tapping out Sounds • Elkonin Boxes • Word Ladders • Word Work	Administrator walkthroughs formal evaluations, and lesson plans			

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

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

- Examine the gaps between the Class and Student Profile Reports, the Standards Mastery Report and other formative assessments.
- Grade level meetings and data chats
- MTSS meetings will review data on individual students, problem-solve, and/or change interventions.

Consider:
-How the supplemental learning supports are implemented and integrated into Tier 1 instruction
-How effective is the supplemental instruction for groups of students who need additional learning supports

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
I-Ready Diagnostic is approved by the Florida Board of Education as an alternate assessment for grade three retention. Instruction is driven by the student's individual instruction path based on the assessment results. I-ready third-party and independent research studies meeting ESSA Level 2 evidence standards found that students receiving i-Ready Personalized Instruction demonstrate positive and statistically significant gains (CurriculumAssociates.com/i-Ready-Research).

	The efficacy of UFLI work is studied through research programs. All studies have demonstrated that the use of the methods employed have a significant impact on students and teachers.
	How are Tier 2 interventions modified for students who receive interventions through distance learning? Students enrolled in distant learning will be instructed by Okaloosa teachers through Accelerate, a distance learning platform on the Approved Online Course Provider list by DOE. Teachers will be required to provide intervention sessions through Zoom, Microsoft Teams or Google Classroom.

IF:	Student meets the following criteria at beginning of school year: Kindergarten: Students who scored under 405 on FLKRS (STAR Early Literacy) during the first 30 days of school (PMP or IEP required) Grades 1-3: • Students who scored below the 12th percentile on the Winter Administration of Measures of Academic Progress (MAP) or retained students (PMP or IEP required)			
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***
	Student has been identified as having a substantial reading deficiency. The MTSS Team meets and discusses results of diagnostic testing, specific skills to be targeted, and intensive instructional needs. The PMP is updated and Tier 3 intervention is implemented. Tier 3 intervention should be above and beyond what students receive in the core and should be stacked on top of Tier 2 interventions.	Movement between tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.	-Student has experienced a growth in placement: I-Ready scores increase to the yellow level (one year below) -Student is showing typical growth towards grade level proficiency on the Diagnostic Growth Report -Student ranked between 10-15 percentile in i-Ready	-Student remains in the red level on the placement chart -student is not showing typical growth towards grade level proficiency -student percentile rank is not increasing Consider: -How long did the student receive intervention?

				-Was the intervention implemented with fidelity? -
	Instruction through MaxScholar, blended multisensory program based on Orton-Gillingham. -Students will receive explicit, sequential multisensory instruction during both small group differentiated lessons and web-based software for practice and support. - The sequencing of instruction moves from individual letters, blends, diagraphs and multisyllabic word. Each module contains Visual, Kinesthetic, Phonological Processing, Auditory Sound, Decoding, Fluency and Spelling and Sight Word Drills. -MaxScholar Reading Comprehension includes highlighting, summarizing, and inferential and implicit reading comprehension. Online instruction should take place 20 minutes a day 3 times per week supplemented by differentiated small group instruction 5 times a week. Small group instruction should be in addition to Tier 2 intervention.	Software reports embedded in within the program. Teachers may access them at any time. -Student Progress -Time on the program -Student Growth -Recommended Interventions Workbook Portfolio Weekly includes Fluency Checks at the end of each module Tier 3 intervention will be progress monitored weekly		

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

Number of times a week intervention provided	5	***Number of minutes per intervention session***	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?

- Examine class and group reports and identify gaps between individual student progress and class progress
- Review time spent in the program to determine if additional time is required.
- Review student trends and tendencies over the last 5 lessons to determine struggle areas
- MTSS meeting to review data, problem-solve, change interventions, and/or refer for formal evaluations. Consider:

-How the intensive, individualized support delivered
-How effective the intensive, individualized learning support is for the student

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

MaxScholar uses the Orton-Gillingham Approach and Lindamood-Bell Learning Processes. It provides explicit multisensory instruction with a Structured Literacy Approach. Structured Literacy includes the teaching of sounds of English and their association with Symbols. Each step is taught explicitly. Information provided by the International DYSLEXIA Association indicates "a growing body of evidence supporting multisensory teaching." Strategies used within the MaxScholar program are consistent with those recommended in the US Department of Education's Institute of Education Sciences (IES) What Works Clearinghouse (WWC) and University of Florida Literacy Institute. (UFLI). In addition to the explicit instructional routines used in differentiated teacher-led lessons, MaxScholar provides students with software for practice and support.

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Students enrolled in distant learning will be instructed by Okaloosa teachers through Accelerate, a distance learning platform on the Approved Online Course Provider list by DOE. Teachers will be required to provide intervention sessions through Zoom, Microsoft Teams or Google Classroom.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Grades 4 & 5

IF:

Student meets the following criteria at beginning of school year:
Students who scored at Levels 3-5 the 2019 FSA (grade 5) and between the following percentiles in the 2020 Winter Progress Monitoring Period using Measures of Academic Progress (MAP).

- Grade Four: 23rd -99th percentile
- Grade Five: 32nd-99th percentile

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: HMH Journeys supplemented by i-Ready

Overview of the Balanced Literacy Model

Teachers	Students
Mini-lesson	
• Use of standards, ALD/LP should be evident • Use "I do, we do, you do" gradual release to explicitly model skill/strategy/fluency leading to eventual independent practice • Phonemic awareness/phonics/word study concepts can be a focus • Through gradual release, components of Everyday Instructional Reading are "taught" and/or utilized (e.g., TDQs at the appropriate DOK, text marking, annotation, note taking, student talk, etc.)	• Articulate the focus of the mini-lesson (i.e., standards, ALD/LP) • Student talk norms are in place • When appropriate, cite text evidence to support a response • Demonstrate understanding of the mini-lesson focus through either student talk or writing
Read Aloud	
• Use of standards, ALD/LP should be evident • Purposeful text selection • Balance of both literature and informational text • Through gradual release, components of Everyday Instructional Reading are "taught" and/or utilized (e.g., TDQs at the appropriate DOK, student talk, annotation, writing through reading, etc.) • Model vocabulary and/or comprehension strategies within context	• Articulate the focus of the Read Aloud (i.e., standards, ALD/LP) • Actively engaged with text while responding to TDQs (It's all about what you do with the TDQ) • Student talk norms are in place • When appropriate, cite text evidence to support a response • Respond in writing to a given TDQ or task • Explain how a vocabulary and/or comprehension strategy assisted in comprehending the text
Targeted Teacher-led Small Group Instruction	
• Use of standards, ALD/LP, and data should be evident both in group formation and focus of lesson • Phonemic awareness/phonics/fluency concepts can be a focus or a portion of instruction • Through gradual release, components of Everyday Instructional Reading are "taught" and/or utilized (e.g., TDQs at the appropriate DOK, text marking, annotation, note taking, student talk, etc.) • Reinforce/enrich identified students on a portion of an Everyday Instructional Reading lesson (e.g., previewing text with scaffolding TDQs for at risk students to prepare for an upcoming Everyday Instructional Reading lesson) • Use "I do, we do, you do" gradual release to explicitly model skill/strategy leading to eventual independent practice • Use of formative data, such as running records, to create and adjust flexible groupings • Mini-lesson focus (standards, ALD/LP) could be reinforced/enriched with identified students • If meeting with a guided reading group, all students have the same level of text matching the student's/ instructional reading level	• Articulate the focus of the lesson (i.e., standards, ALD/LP) • Respond to TDQs by citing relevant text evidence through text markings (It's all about what you do with the TDQ) • Use annotations to make connections between and among texts • Read text to his/herself (silently, when developmentally appropriate) unless reading a segment to the teacher. Round robin reading should **not** be utilized. • After explicit modeling and guided practice, a student should be able to independently practice the focus skill/strategy
Stations	
• Teach and model routines, procedures, and expectations • Use of standards, ALD/LP should be evident • Standards and/or ALD/LP of mini-lesson focus should be reflected in at least one station • Use of a variety of text is evident • Use of data to differentiate station materials • Purposeful accountability measures are evident which can be used to adjust targeted teacher-led small group instruction and/or mini-lesson focuses • Can include Social Studies & Science informational text	• Articulate the purpose of the station (i.e., What am I doing? How will this help me become a better reader?) • Student talk norms are in place • Actively engaged with components of Everyday Instructional Reading (e.g., TDQs at the appropriate DOK, text marking, annotation, note taking, student talk, etc.) • Interact with text in a variety of ways • Complete accountability of station completion (e.g., graphic organizer, picture on iPad, etc.)

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

Core Curriculum: HMH Journeys supplemented by i-Ready Instruction. Both are aligned with Florida Language Arts Standards. EdReports was used to cross-reference the standards coverage for HMH to identify the gaps that need to be covered through i-Ready. Strong evidence was indicated on https://www.evidenceforessa.org/programs/reading for HMH. I-Ready meets ESSA Level 2.
Teachers provide explicit, standards-based instruction within the Balanced Literacy Model (whole group, small group and stations for practice) including the Gradual Release of Responsibility and Multisensory Activities based on data from i-Ready and formative assessments. District developed "Standards at a Glance" identify the standards that are taught and spiraled each nine weeks.
-Whole Group Instruction includes standards-based purposeful Read Alouds, Mini-Lessons, Shared Reading and Interactive Writing.
- Small Group differentiated instruction which includes guided reading, skill/strategy groups and multisensory instruction (vocabulary, oral language, phonological awareness, phonics, comprehension, and fluency).
-Station activities provide differentiated practice opportunities for students

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 (Also used as a K-8 Universal Screener): Two—three times a year Growth Monitoring assessments (growth checks) within i-Ready are recommended to be administered monthly (30 days between assessments) and not within the same month.	-I-Ready scale scores on or above level (green cells) on the Reading Placement Chart at the end of this document. -Lexile score is within grade level bands. -Student scores above the 15th percentile in i-Ready	I-Ready scale scores fall one year below grade level (yellow cells) on the Reading Placement Chart -Lexile scores are below grade level bands. -student is performing below grade level on multiple standards as indicated by Learning Progressions/Achievement Level Descriptors. -Student scores between the 10th and 15th percentile on i-Ready

How is the effectiveness of Tier 1 instruction being monitored?	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?***
The effectiveness of Tier I instruction is monitored through i-Ready Reports; • Class norms • Class profile • Student profile • Standards Mastery Diagnostic Results for a School • Instructional Grouping Profile Instruction and curriculum is also monitored through focused	• Provide differentiated professional development through embedded coaching • Review the Instructional Grouping Profile to determine if students are grouped appropriately • Use the Teacher Toolbox to ensure that small group lessons are differentiated and standards-based

	administrative walkthroughs and formal evaluations.	
	How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of Tier 1 curriculum can be monitored through the data that informs our MTSS pyramid. If the Tier 1 curriculum is effective, the largest percentage of students will qualify for Tier 1 instruction only with decreasing percentages qualifying for Tier 2 and Tier 3. There will be growth Monitoring Reports include: • Standards Mastery • Diagnostic Growth Monitoring for a school includes Placement Distribution by grade level Instruction and curriculum is also monitored through administrative walkthroughs and formal evaluations. District-developed Standards at a Glance Pacing Guides have been developed along with Cold Reads for each quarter of instruction. The results of the Cold Reads help to monitor the pacing and success of the Curriculum being implemented.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** • Identify the discrepancy between what the students are able to do and what we want them to be able to do: Cross check the Standard Master Report with the District-developed Standards at a Glance Pacing Guides • Generate hypotheses as to why the discrepancy exists: Use grade-level meetings to examine gaps in curriculum that need to be supplemented by alternate materials • Collaborative planning at Grade Level Meetings
	How is instruction modified for students who receive instruction through distance learning? Students enrolled in distant learning will be instructed through a distance learning platform aligned to the Florida Standards by Okaloosa teachers. Specific expectations for teachers, parents and students are in the process of being developed to ensure fidelity of implementation.	

IF:	Student meets the following criteria at beginning of school year: Students who scored at Level 2 the 2019 FSA (Grade 5) and between the following percentiles in the 2020 Winter Progress Monitoring Period using Measures of Academic Progress (MAP). • Grade Four: 12th-23rd percentile • Grade Five: 21st-31st percentile
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***
Teacher determines student's strengths and weakness. A PMP is developed to focus on areas of concern. Tier 2 intervention should be above and beyond what students receive in the core, stacked on top of the differentiation occurring in the core. Consider: -What domain will the intervention focus on? -what specific skills will the intervention target? -What resources will be utilized to teach the skill/standard in an "alternate" way? -How many days per week/minutes per session will the intervention occur? - Who will provide the face to face intervention?	Tier 2 intervention should be started as soon as a deficiency is suspected. Movement between tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.	-Student has experienced a growth in placement: I-Ready scores increase to grade level performance on the on the Reading Placement Chart (yellow) -Students ranking above the 15th percentile in i-Ready	Student placed one year below the current grade on the Overall Reading Placement Chart (yellow). -Student ranked between 10th-15 percentile in i-Ready	-Student placed one or more years below on the Overall Placement Chart (red) -Student ranked below 10th percentile in i-Ready -Student is not experiencing typical growth towards expected growth on the Diagnostic Growth Report

	Instruction delivered through i-Ready. -Students will receive enhanced instruction using i-Ready software that will be customized according to their diagnostic plan. Each plan is unique to the individual because the program is adaptive. -Students will also receive differentiated small group instruction using lessons and resources contained in the Teacher Toolbox and additional supplemental programs. Lessons target student need based on data from the students' diagnostic plans. Online instruction should take place 45-60 minutes per week and should be supplemented by differentiated small group instruction 3 times a week. Small group instruction should be in addition to small group instruction that occurs as part of the Tier 1 Curriculum.	i-Ready Growth Monitoring assessment and i-Ready diagnostic assessment three times a year. Growth Monitoring Report and Intervention Screener. Student Response to Intervention Report can be used to analyze the specific focused skill domain. This report will show the fidelity of the i-Ready Online instruction, including the student's pass rate and time on lessons, as well as the student's response to specific domain that relates to teacher-directed intervention			
	Small Group Differentiated Instruction may include: **-Decoding intervention (letter/sound relationship, spelling patterns, word work, affix and root word study)** **-Reading Vocabulary intervention (affix study, root words, Frazer Model etc.)** **-Reading fluency interventions (choral reading, paired reading, repeated**	On-going progress monitoring documentation Administrator walkthroughs, formal evaluations, lesson plans			

	reading) **-Reading comprehension (summarizing, use of graphic organizers, Think Aloud etc.)**				
	Number of times a week intervention provided	3	***Number of minutes per intervention session***		20-30
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction? • Examine the gaps between the Class and Student Profile Reports, the Standards Mastery Report and other formative assessments. • Grade level meetings and data chats • MTSS meetings will review data on individual students, problem-solve, and/or change interventions. Consider: -How the supplemental learning supports are implemented and integrated into Tier 1 instruction -How effective is the supplemental instruction for groups of students who need additional learning supports				
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. I-Ready Diagnostic is approved by the Florida Board of Education as an alternate assessment for grade three retention. Instruction is driven by the student's individual instruction path based on the assessment results. I-ready third-party and independent research studies meeting ESSA Level 2 evidence standards found that students receiving i-Ready Personalized Instruction demonstrate positive and statistically significant gains (CurriculumAssociates.com/i-Ready-Research). The efficacy of UFLI work is studied through research programs. All studies have demonstrated that the use of the methods employed have a significant impact on students and teachers.				
	How are Tier 2 interventions modified for students who receive interventions through distance learning? Students enrolled in distant learning will be instructed by Okaloosa teachers through Accelerate, a distance learning platform on the Approved Online Course Provider list by DOE. Teachers will be required to provide intervention sessions through Zoom, Microsoft Teams or Google Classroom.				

IF:	Student meets the following criteria at beginning of school year: Retained students and students who scored at Level 1 the 2019 FSA (Grade 5) and between the following percentiles in the 2020 Winter Progress Monitoring Period using Measures of Academic Progress (MAP). • Grade Four: 1st-11th percentile • Grade Five: 1st-20th percentile			
THEN:	**TIER 1 instruction, TIER 2 interventions, and 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***

	Student has been identified as having a substantial reading deficiency. The MTSS Team meets and discusses results of diagnostic testing, specific skills to be targeted, and intensive instructional needs. The PMP is updated and Tier 3 intervention is implemented. Tier 3 intervention should be above and beyond what students receive in the core and should be stacked on top of Tier 2 interventions.	Movement between tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.	-Student has experienced a growth in placement: I-Ready scores increase to the yellow level (one year below) -Student is showing typical growth towards grade level proficiency on the Diagnostic Growth Report -Student ranked between 10-15 percentile in i-Ready	Student remains in the red level on the placement chart -student is not showing typical growth towards grade level proficiency -student percentile rank is not increasing Consider: -How long did the student receive intervention? -Was the intervention implemented with fidelity?
	Continue with Tier 2 interventions strategies with more targeted Tier 3 intervention customized according to student's diagnostic plan. Students not responding will receive instruction through alternative materials to accelerate reading success—this may include differentiated tools form i-Ready Teacher Toolbox—LAFS Reading and Prerequisite lessons, tools for instruction, and FCRR Activities targeted to data need and specifically identified by skill.	Student Response to Instruction Report Tier 3 intervention will be progress monitored weekly.		
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
	Number of times a week intervention provided	5	***Number of minutes per intervention session***	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? • Examine class and group reports and identify gaps between individual student progress and class progress • Review time spent in the program to determine if additional time is required. • Review student trends and tendencies over the last 5 lessons to determine struggle areas • MTSS meeting to review data, problem-solve, change interventions, and/or refer for formal evaluations. Consider: -How the intensive, individualized support delivered -How effective the intensive, individualized learning support is for the student			

	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. I-Ready Diagnostic is approved by the Florida Board of Education as an alternate assessment for grade three retention. Instruction is driven by the student's individual instruction path based on the assessment results. I-ready third-party and independent research studies meeting ESSA Level 2 evidence standards found that students receiving i-Ready Personalized Instruction demonstrate positive and statistically significant gains (CurriculumAssociates.com/i-Ready-Research).
	How are Tier 3 interventions modified for students who receive interventions through distance learning? Students enrolled in distant learning will be instructed by Okaloosa teachers through Accelerate, a distance learning platform on the Approved Online Course Provider list by DOE. Teachers will be required to provide intervention sessions through Zoom, Microsoft Teams or Google Classroom.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Secondary

IF:	Student meets the following criteria at beginning of school year: Students who scored at Levels 3, 4, or 5 2019 FSA and on the 2020 Winter Map. Level 1 Winter MAP Score in Prior Grade Level: o Grade 6: 58th-99th percentile o Grade 7: 54th-99th percentile o Grade 8: 57th-99th percentile o Grade 9, 10, 11: 52nd-99th percentile o Grade 12: Students who have passed FSA
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 HMH Collections
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.
	Students will be placed in an appropriate level ELA class which is determined individually at guidance meetings. Curriculum is delivered HMH Collections, district-created Curriculum Guides, and supplemented by Odell Developing Core Proficiencies when appropriate. HMH and Odell were cross-referenced through EdReports.org determine the extent that the material meets individual standards. HMH Collections was identified as partially meeting the standards for Gateway 1 and meeting the standards for Gateway 2. Odell meets or fully meets the expectations for alignment to the standard.

	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 (Also used as a K-8 Universal Screener): Two—three times a year Growth Monitoring assessments (growth checks) within i-Ready are recommended to be administered monthly (30 days between assessments) and not within the same month. In addition, students are monitored through the use of Achievement Level Descriptors, Semester Exams and other formative assessments developed by the classroom teachers.	-I-Ready scale scores on or above level (green cells) on the Reading Placement Chart at the end of this document. -Lexile score is within grade level bands. -Student scores above the 15th percentile in i-Ready	I-Ready scale scores fall one year below grade level (yellow cells) on the Reading Placement Chart -Lexile scores are below grade level bands. -student is performing below grade level on multiple standards as indicated by Learning Progressions/Achievement Level Descriptors. -Student scores between the 10th and 15th percentile on i-Ready
	How is the effectiveness of Tier I instruction being monitored? The effectiveness of Tier I instruction is monitored through i-Ready Reports; • Class norms • Class profile • Student profile • Standards Mastery Diagnostic Results for a School • Instructional Grouping Profile Curriculum is also monitored through focused administrative walkthroughs and formal evaluations.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** • Provide differentiated professional development through embedded coaching • Review the Instructional Grouping Profile to determine if students are grouped appropriately in small and cooperative groups • Use the Teacher Toolbox in grades 6-8 to ensure that small group lessons are differentiated and standards-based. • Identify the percent of students performing at each Achievement Level Descriptor for each standard • Use the Okaloosa Standards Resource Book to identify strategies to increase the number of students performing at each Achievement Level. • Collaborative planning at department meetings	
	How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of Tier 1 curriculum can be monitored through the data that informs our MTSS pyramid. If the Tier 1 curriculum is effective, the largest percentage of students will qualify for Tier 1 instruction only with decreasing percentages qualifying for Tier 2 and Tier 3. There will be growth Monitoring Reports include:	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** • Identify the discrepancy between what the students are able to do and what we want them to be able to do: Cross check the Standard Master Report with the District-developed Pacing Guides where available • Compare the student performance on the Achievement Level Descriptors with standards alignment reported on EdReports.org. Supplement with materials such as Odell, Common Lit, NewsELA.	

	• Standards Mastery • Diagnostic Growth Monitoring for a school includes Placement Distribution by grade level Instruction and curriculum is also monitored through administrative walkthroughs and formal evaluations.	• Generate hypotheses as to why the discrepancy exists: Use grade-level meetings to examine gaps in curriculum that need to be supplemented by alternate materials • Collaborative planning at Grade Level Meetings
	How is instruction modified for students who receive instruction through distance learning? Students enrolled in distant learning will be instructed through Edgenuity, a distance learning platform aligned to the Florida Standards by Okaloosa teachers. Teachers will be required to provide intervention sessions through Zoom, Microsoft Teams or Google Classroom.	

IF:	Student meets the following criteria at beginning of school: Students who scored at Level 2 on 2019 FSA and scored at Level 2 on the 2020 Winter MAP are highly recommended for placement in an IR Class. <u>Level 2 Winter MAP Score by Prior Grade Level:</u> o Grade 6: 31st-57th percentile on 5th grade Winter MAP o Grade 7: 24th -53rd percentile on 6th grade Winter MAP o Grade 8: 29th-56th percentile on 7th grade Winter MAP o Grade 9: 25th-51st percentile on 8th grade Winter MAP o Grade 10: 25th-51st percentile on 9th grade Winter MAP o Grade 11: 25th-51st percentile on 10th grade Winter MAP Also Consider students with the following Lexile Scores from Achieve 3000 (Spring of Prior Grade Level): o Grade 7: 580-680 in Spring of grade 6 o Grade 8: 685-770 in Spring of grade 7 o Grade 9: 730-815 in Spring of grade 8 o Grade 10: 800-885 in Spring of grade 9 o Grade 11: 865-955 in Spring of grade 10
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 Progress Monitoring

	TIER 2 Programs/Materials/Strategies & Duration	*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*
	Teacher determines student's strengths and weakness. A PMP is developed to focus on areas of concern. Tier 2 intervention should be above and beyond what students receive in the core, stacked on top of the differentiation occurring in the core. Consider: -What domain will the intervention focus on? -what specific skills will the intervention target? -What resources will be utilized to teach the skill/standard in an "alternate" way? -How many days per week/minutes per session will the intervention occur? - Who will provide the face to face intervention?	Tier 2 intervention should be started as soon as a deficiency is suspected. Movement between tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.	-I-Ready scale scores on or above level (green cells) on the Reading Placement Chart. -Lexile score is within grade level bands. -Student scores above the 15th percentile in i-Ready Student has passed FSA retake or attained a concordant score on SAT or ACT	Student placed one year below the current grade on the Overall Reading Placement Chart (yellow). -Student ranked between 10th-15 percentile in i-Ready	-Student placed one or more years below on the Overall Placement Chart (red) -Student ranked below 10th percentile in i-Ready -Student is not experiencing typical growth towards expected growth on the Diagnostic Growth Report
	Differentiated small group instruction based on student need. may be delivered in an Intensive Reading, ELA or other content area class (NGCAR-PD). -Vocabulary intervention (word work, affix and root word study) -vocabulary -Reading comprehension strategies such as questioning, retelling, summarizing, and metacognition -Additional Reading strategies for text reading and efficiency	On-going progress monitoring documentation Administrator walkthroughs, formal evaluations, lesson plans			
	Instruction may be delivered through i-Ready (grades 6-8). -Students will receive enhanced instruction using i-Ready software that will be customized according to their diagnostic plan. Each plan is unique to the individual because the program is adaptive. -Students will also receive teacher-	i-Ready Growth Monitoring assessment and i-Ready diagnostic assessment three times a year. Growth			

	facilitated differentiated small group instruction using lessons and resources contained in the Teacher Toolbox and additional supplemental programs. Lessons target student need based on data from the students' diagnostic plans. Online instruction should take place 45-60 minutes per week and should be supplemented by differentiated small group instruction 3 times a week.	Monitoring Report and Intervention Screener. Student Response to Intervention Report can be used to analyze the specific focused skill domain. This report will show the fidelity of the i-Ready Online instruction, including the student's pass rate and time on lessons, as well as the student's response to specific domain that relates to teacher-directed intervention			
	Instruction may be delivered using Achieve 3000 (6-12), an online literacy program that provides non-fiction reading content and serialized fiction (6-8). -Students will receive online curriculum delivered at their Lexile level, in addition to FSA Boost Lessons delivered at grade level Lexile and aligned to FSA style. -Students will also receive teacher facilitated differentiated small group lessons using resources from the Lesson Progressions aligned to vocabulary, comprehension and writing skills. Students should complete approximately 2 lessons per week utilizing the online platform and differentiated small group instruction 3 times a week.	Progress is monitored monthly through Florida Mastery and Skills Mastery Reports monthly. FSA Goal Tracker monthly to determine progress towards learning gains.	Students attained grade level proficiency on FSA Students attained Concordant Scores on ACT or SAT	Students not receiving a passing score on FSA Boost Lessons Students not mastering grade level standards as indicated by Standards Mastery Report Lexile remaining below grade-level Lexile proficiency	Students receiving a score below 75 on Achieve lessons delivered at their individual Lexile level. FSA Goal Tracker indicates students are not making progress towards learning gains Lack of growth on Lexile level, when compared to other IR students
	Number of times a week intervention provided	3	***Number of minutes per intervention session***		20

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

- Examine the gaps between the Class and Student Profile Reports, the Standards Mastery Reports on Achieve 3000 and i-Ready, as well as, other formative assessments
- Grade level meetings and data chats
- MTSS meetings will review data on individual students, problem-solve, and/or change interventions.

Consider:
-How the supplemental learning supports are implemented and integrated into Tier 1 instruction
-How effective is the supplemental instruction for groups of students who need additional learning supports.

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

I-Ready Diagnostic is approved by the Florida Board of Education as an alternate assessment for grade three retention. Instruction is driven by the student's individual instruction path based on the assessment results. I-ready third-party and independent research studies meeting ESSA Level 2 evidence standards found that students receiving i-Ready Personalized Instruction demonstrate positive and statistically significant gains (CurriculumAssociates.com/i-Ready-Research).

A number of independent research studies have qualified Achieve 3000 for the ESSA "strong" category on https://www.evidenceforessa.org/programs/reading/achieve3000-secondary.

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

Students enrolled in distant learning will be instructed through Edgenuity, a distance learning platform aligned to the Florida Standards by Okaloosa teachers. Teachers will be required to provide intervention sessions through Zoom, Microsoft Teams or Google Classroom.

IF:

Student meets the following criteria at beginning of school year:

Students who scored at Level 1 or Lower Level 2 on 2019 FSA and at Level 1 on 2020 Winter Map. Lexile Levels are also considered. (PMP or IEP required)

Level 1 Winter MAP Score in Prior Grade Level:

- Grade 6: 1st-11th percentile (substantial reading deficiency); 12th-30th percentile (reading deficiency) on 5th grade Winter MAP
- Grade 7: 1st-23rd percentile (substantial reading deficiency) on 6th grade Winter MAP
- Grade 8: 1st-28th percentile (substantial reading deficiency) on 7th grade Winter MAP
- Grade 9: 1st-24th percentile (substantial reading deficiency) on 8th grade Winter MAP
- Grade 10: 1st-24th percentile (substantial reading deficiency) on 9th grade Winter MAP
- Grade 11: 1st-24th percentile (substantial reading deficiency) on 10th grade Winter MAP

Also Consider students with the following Lexile Scores from Achieve 3000 in Prior Year

- Grade 7: Below 575 in Spring of 6th grade
- Grade 8: Below 680 in Spring of 7th grade

<table>
<tr><td></td><td colspan="4">

o Grade 9: Below 725 in Spring of 8th grade
o Grade 10: Below 795 in Spring of 9th grade
o Grade 11: Below 860 in Spring of 10th grade

Students in grade 12 who have not passed the FSA retake or received a concordant score on SAT/ACT.

</td></tr>
<tr><td>THEN:</td><td colspan="4">TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</td></tr>
<tr><td rowspan="4">TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</td><td colspan="4">Immediate, intensive intervention:

extended time
targeted instruction based on student need
small group or one-on-one instruction
accommodations (IEP, ESOL, or 504)
more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
additional time allotted is in addition to core instruction and tier 2 interventions
</td></tr>
<tr><td rowspan="2">TIER 3 Programs/Materials/Strategies & Duration</td><td colspan="3">TIER 3 Progress Monitoring</td></tr>
<tr><td>Assessment & Frequency</td><td>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</td><td>Performance Criteria that would prompt changes to Tier 3 interventions</td></tr>
<tr><td>Students identified as needing tier 3 intervention will be placed in an Intensive Reading Class or an Intensive ELA Class. Instruction will be facilitated through a Balanced Literacy Model. The MTSS Team meets and discusses results of diagnostic testing, specific skills to be targeted, and intensive instructional needs. The PMP is updated and Tier 3 intervention is implemented. Tier 3 intervention should be above and beyond what students receive in the core and should be stacked on top of Tier 2 interventions.</td><td>Movement between tiers is based on student data using progress monitoring tools designated by the MTSS manual and school teams.</td><td>-Student has experienced a growth in placement: I-Ready scores increase to the yellow level (one year below)
-Student is showing typical growth towards grade level proficiency on the Diagnostic Growth Report
-Student ranked between 10-15 percentile in i-Ready</td><td>Student remains in the red level on the placement chart
-student is not showing typical growth towards grade level proficiency
-student percentile rank is not increasing

Consider:
-How long did the student receive intervention?
-Was the intervention implemented with fidelity?</td></tr>
<tr><td>Continue with Tier 2 interventions strategies with more targeted Tier 3 intervention customized according to student’s diagnostic plan.

Students not responding will receive instruction through alternative materials to accelerate reading success—this may include differentiated tools form i-Ready Teacher Toolbox—LAFS Reading and Prerequisite lessons, tools for</td><td>Tier 3 intervention will be progress monitored weekly</td><td></td><td></td></tr>
</table>

	instruction, and/or Achieve 3000 Lesson Progressions targeted to data need and specifically identified by skill.			
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
	Number of times a week intervention provided	***5***	***Number of minutes per intervention session***	20-30

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

- Examine class and group reports and identify gaps between individual student progress and class progress
- Review time spent in the program to determine if additional time is required.
- Review student trends and tendencies over the last 5 lessons to determine struggle areas
- MTSS meeting to review data, problem-solve, change interventions, and/or refer for formal evaluations. Consider:

-How the intensive, individualized support delivered
-How effective the intensive, individualized learning support is for the student

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

I-Ready Diagnostic is approved by the Florida Board of Education as an alternate assessment for grade three retention. Instruction is driven by the student's individual instruction path based on the assessment results. I-ready third-party and independent research studies meeting ESSA Level 2 evidence standards found that students receiving i-Ready Personalized Instruction demonstrate positive and statistically significant gains (CurriculumAssociates.com/i-Ready-Research).
A number of independent research studies have qualified Achieve 3000 for the ESSA "strong" category on https://www.evidenceforessa.org/programs/reading/achieve3000-secondary.

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

Students enrolled in distant learning will be instructed through Edgenuity, a distance learning platform aligned to the Florida Standards by Okaloosa teachers. Teachers will be required to provide intervention sessions through Zoom, Microsoft Teams or Google Classroom.

i-Ready Reading Placements – Overall

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Emerging K	0 - 361	0 - 346	NA	NA	NA	NA
Level K	362 - 479	347 - 433	0 - 418	0 - 418	0 - 418	0 - 418
Level 1	480 - 536	434 - 536	419 - 488	419 - 473	419 - 473	419 - 473
Level 2	537 - 560	537 - 560	489 - 560	474 - 510	474 - 495	474 - 495
Level 3	561 - 800	561 - 602	561 - 602	511 - 602	496 - 556	496 - 541
Level 4	NA	603 - 800	603 - 629	603 - 629	557 - 629	542 - 580
Level 5	NA	NA	630 - 800	630 - 640	630 - 640	581 - 640
Level 6	NA	NA	NA	641 - 800	641 - 653	641 - 653
Level 7	NA	NA	NA	NA	654 - 800	654 - 669
Level 8	NA	NA	NA	NA	NA	670 - 800
Level 9	NA	NA	NA	NA	NA	NA
Level 10	NA	NA	NA	NA	NA	NA
Level 11	NA	NA	NA	NA	NA	NA
Level 12	NA	NA	NA	NA	NA	NA