

# Hardee 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	Kristen Rivas	Director of Elementary Curriculum and Instruction	<a href="mailto:krivas@hardee.k12.fl.us">krivas@hardee.k12.fl.us</a>	(863) 773-9058 ext. 1225
Responsibility	Name	Title	Email	Phone
Elementary ELA	Kristen Rivas	Director of Elementary Curriculum and Instruction	<a href="mailto:krivas@hardee.k12.fl.us">krivas@hardee.k12.fl.us</a>	(863) 773-9058 ext. 1225
Secondary ELA	Melanie Henderson	Director of Secondary Curriculum and Instruction	<a href="mailto:mhenderson@hardee.k12.fl.us">mhenderson@hardee.k12.fl.us</a>	(863) 773-9058 ext. 1215
Reading Endorsement	Melanie Henderson	Director of Secondary Curriculum and Instruction	<a href="mailto:mhenderson@hardee.k12.fl.us">mhenderson@hardee.k12.fl.us</a>	(863) 773-9058 ext. 1215
Reading Curriculum	Kristen Rivas	Director of Elementary Curriculum and Instruction	<a href="mailto:krivas@hardee.k12.fl.us">krivas@hardee.k12.fl.us</a>	(863) 773-9058 ext. 1225
Professional Development	Becky Harrelson	Human Resources	<a href="mailto:bharrelson@hardee.k12.fl.us">bharrelson@hardee.k12.fl.us</a>	(863) 773-9058 ext. 1243
Assessment	Teresa Hall	Director of Student Academic Services & Federal Programs	<a href="mailto:thall@hardee.k12.fl.us">thall@hardee.k12.fl.us</a>	(863) 767-0662 ext. 1310
Data Element	Julie Farr	District Data Coach	<a href="mailto:jfarr@hardee.k12.fl.us">jfarr@hardee.k12.fl.us</a>	(863) 767-0662 ext. 1316
Summer Reading Camp	Teresa Hall	Director of Student Academic Services & Federal Programs	<a href="mailto:thall@hardee.k12.fl.us">thall@hardee.k12.fl.us</a>	(863) 767-0662 ext. 1310
3 <sup>rd</sup> Grade Promotion	Julie Farr	District Data Coach	<a href="mailto:jfarr@hardee.k12.fl.us">jfarr@hardee.k12.fl.us</a>	(863) 767-0662 ext. 1316

## Plan Information

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

The Directors of Elementary and Secondary Curriculum and Instruction serve as the lead presenters of the Comprehensive Evidence-Based Reading Plan to district level and school level administrators. The Reading Plan is presented and reviewed during district administrative meetings and literacy coach meetings. After administrative review, school leaders and literacy coaches provide all instructional staff with the contents of the plan at their school sites. During all meetings, specific details are reviewed and discussed to ensure all steps and procedures are followed to the full extent of the Comprehensive Evidence-Based Reading Plan's expectations. To disseminate this information to outside stakeholders, the Reading Plan is posted on the district website, and is available, upon request, to any interested individual.

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**

<b>Component of Reading</b>	<b>What data is being collected?</b>	<b>Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)</b>	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
<i>Oral language</i>	Informal Observations	Progress Monitoring	Data will be collected by classroom teachers	On an individual student basis, as needed
<i>Phonological awareness</i>	i-Ready	Diagnostic, Progress Monitoring	District, School, & Classroom Reports	Diagnostic-3 time a year; Progress Monitoring-monthly
<i>Phonics</i>	i-Ready	Diagnostic, Progress Monitoring	District, School, & Classroom Reports	Diagnostic-3 time a year; Progress Monitoring-monthly
<i>Fluency</i>	Renaissance STAR Reading	Diagnostic, Progress Monitoring	District, School, & Classroom Reports	Diagnostic-3 time a year; Progress Monitoring-monthly
<i>Vocabulary</i>	i-Ready	Diagnostic, Progress Monitoring	District, School, & Classroom Reports	Diagnostic-3 time a year; Progress Monitoring-monthly
	Florida Standards Assessment	Summative	District, School, & Classroom Reports	Yearly
<i>Comprehension</i>	i-Ready	Diagnostic, Progress Monitoring	District, School, & Classroom Reports	Diagnostic-3 time a year; Progress Monitoring-monthly
	Florida Standards Assessment	Summative	District, School, & Classroom Reports	Yearly

**6-12**

<b>Progress Monitoring Tool</b>	<b>What data is being collected?</b>	<b>Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)</b>	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
i-Ready (6-8)	Vocabulary & Comprehension Data	Diagnostic, Progress Monitoring	District, School, & Classroom Reports	Diagnostic- 3 time a year; Progress Monitoring-monthly
School-based Benchmarks	Vocabulary & Comprehension Data	Progress Monitoring	School & Classroom Reports	Quarterly

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

<b>Data Analysis and Decision-making</b>				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>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?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
Data will be reviewed quarterly during administrative team meetings.	The district will follow the Continuous Improvement Model for problem-solving.	The District Data Coach will share data results with school leadership and literacy coaches.	Collaborative data chats between school leadership and district leadership will determine if the K-12 Reading Plan is being implemented in an explicit manner.	The Directors of Curriculum will be responsible for plan implementation oversight, support, and follow-up.

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	School-based leadership and literacy coaches	During faculty meetings and/or trainings	Weekly	Data is shared through collaborative data chats between school leadership, instructional teams, and/or teachers.	Data will be reviewed weekly by school-based leadership.
Data chats	School-based leadership and grade chairs	During Professional Learning Communities	Monthly	Data is shared during Professional Learning Communities by grade/department chairs and literacy coaches.	Data will be reviewed monthly by school-based leadership and grade/department chairs.
Reading Leadership Team per 6A-6.053(3) F.A.C.	School-based leadership and literacy coaches	Through meetings and agendas	Quarterly	Data is shared during collaborative meetings between Reading Leadership Team members.	Data will be reviewed quarterly by the Reading Leadership Team.
Monitoring of plan implementation	School-based leadership, literacy coaches, and Directors of Curriculum	Through administrative meetings	Quarterly	Data is shared during collaborative meetings and through school and district reports.	Data will be reviewed quarterly by school-based leadership, literacy coaches, and the Directors of Curriculum.
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 district will follow the Continuous Improvement Model for problem-solving.		Collaborative meetings between school leadership and district leadership will serve as the method of communication for stating concerns if it is determined the plan is not being implemented in a systematic and explicit manner.		District leadership will conduct data review and provide technical assistance based on data, as needed.	

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 Directors of Curriculum and Instruction will provide a train the trainer session on multisensory reading interventions to literacy coaches at each school site. The literacy coaches will then provide a training to all school instructional staff and school leadership.	Principals and literacy coaches will collaborate to ensure that all instructional staff has received the training. Additionally, principals will conduct weekly classroom walkthroughs and check weekly lesson plans to ensure that multisensory reading interventions are found within daily classroom reading instruction.	Each school site training will be included on a district professional development calendar that is accessible by district administration. Sign in sheets for participants will be submitted to the district upon conclusion of the training and will help district administration keep track of instructional participants.	The interactive professional development calendar will be shared with both Directors of Curriculum and Instruction, the Director of Student Academic Services, ESE Director, and the District Data Coach.	The Directors of Curriculum and Instruction are responsible for ensuring that literacy coaches are providing professional development to the instructional staff.
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	The literacy coaches will collaborate with principals to determine which teachers are not demonstrating adequate growth and achievement. Together, they will plan professional	Principals and literacy coaches will collaborate to review strategies being implemented with identified teachers. Principals will review improvements in performance with identified teachers to determine if	Monthly coaching logs will be submitted to the Directors of Curriculum and Instruction for review and professional development documentation. Additionally, a list of model classrooms is reported to the district at the beginning of each	Logs and reports will be submitted to the Directors of Curriculum and Instruction for review.	The Directors of Curriculum and Instruction are responsible for ensuring that differentiated professional development is being provided by the literacy coaches to the instructional staff not demonstrating adequate growth.

	development sessions to provide support for identified teachers, which includes: side by side coaching, model classroom observations, and providing mentor teachers.	growth and achievement is taking place as a result of the intensified professional development opportunities. Additionally, principals will conduct weekly classroom walkthroughs to observe improved instructional performance of identified teachers.	school year and is updated as needed		
Identification of mentor teachers	Principals are provided with a list of teacher/mentor partnerships. The literacy coaches serve as mentors teachers to all novice classroom teachers.	The principals, literacy coaches, and beginning teachers will meet monthly to review teachers' performance in classroom instruction and job related duties.	Mentor/Mentee Logs are submitted to the Directors of Curriculum and Instruction on a monthly basis. The logs include a FEAPs discussion checklist, time/date of meetings, and a feedback and comments section.	Mentor/Mentee Logs are provided to the Directors of Curriculum and Instruction.	The Directors of Curriculum and Instruction are responsible to ensure that professional development is being provided to beginning teachers by the literacy coaches/mentors.
Establishing of model classrooms within the school	This requirement will be shared with principals during an administrative team meeting at the beginning of each school year. Characteristics of model	Principals and literacy coaches will schedule structured dates/times for instructional staff to visit model classrooms. Principals will conduct weekly walkthroughs in	It is reported to the district at the beginning of each school year and is updated as needed.	A list of model classrooms/teachers and a list of visiting instructional staff will be provided to both Directors of Curriculum and Instruction for each school site.	The Directors of Curriculum and Instruction will be responsible for ensuring that model classrooms are present at every school site and that teachers (especially novice) have ample opportunities to observe in selected classrooms.

	classrooms and specific look-fors will be shared with principals to help them identify exemplary model classrooms within their school.	the model classrooms to ensure that high quality instructional strategies, rigor, and active student engagement is taking place within the identified classrooms.			
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	This requirement will be shared with principals during an administrative team meeting at the beginning of each school year. Common planning time will be provided at each school.	Principals will require grade level teams and/or departments to submit sign in sheets and agendas for all weekly meetings.	An interactive calendar will be supplied to the district that includes all professional development opportunities, PLCs, etc. for each school site. This calendar will be accessible by all district administrators.	The interactive calendar will be shared with both Directors of Curriculum and Instruction, the Director of Student Academic Services, and the District Data Coach.	All school level professional development calendars will be shared with the district, and the Directors of Curriculum and Instruction will perform continuous checks to ensure instructional collaboration and planning time is being performed at all school sites.

## 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	The Directors of Curriculum and Instruction will review the FCRR Reading Walkthrough Checklist with school principals prior to school visits and	Principals, Literacy Coaches, and Directors of Curriculum will conduct monthly classroom walkthroughs as fidelity checks to ensure whole group instruction utilizing	The Directors of Curriculum and Instruction and principals will conduct an instructional performance review at the conclusion of the classroom observations.	The Directors of Curriculum and Instruction	This district-school level collaboration will take place each semester.

	<p>classroom observations taking place. This review will inform school leadership of specific reading strategies district administrators will be looking for while conducting instructional observations.</p>	<p>evidence-based sequence of reading instruction is taking place. In addition, classroom teachers will submit weekly lesson plans to principals that provide evidence of such strategies taking place during reading instruction.</p>			
<p>Small group differentiated instruction in order to meet individual student needs</p>	<p>The Directors of Curriculum and Instruction will review the FCRR Reading Walkthrough Checklist with school principals prior to school visits and classroom observations taking place. This review will inform school leadership of specific reading strategies district administrators will be looking for while conducting instructional observations.</p>	<p>Principals and Directors of Curriculum will conduct monthly classroom walkthroughs as fidelity checks to ensure small group differentiated instruction in order to meet individual student needs is taking place. In addition, classroom teachers will submit weekly lesson plans to principals that provide evidence of such strategies taking place during reading instruction.</p>	<p>The Directors of Curriculum and Instruction and principals will conduct an instructional performance review at the conclusion of the classroom observations.</p>	<p>The Directors of Curriculum and Instruction</p>	<p>This district-school level collaboration will take place each semester</p>



## 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?

Student achievement data has indicated a need for a literacy coach at every elementary school site. Therefore, the district provides a literacy coach position at each elementary school site to assist with improving student performance in reading. Literacy coaches will provide instructional support to teachers with students demonstrating substantial reading difficulties, with a focus on K-3 students. Literacy coaches will provide assistance in improving foundational skills in reading by assisting with whole class and small group instruction in reading. Literacy coaches will train teachers in data analysis and how to effectively use data to differentiate instruction. Additionally, literacy coaches will provide intensified professional development in effective instructional reading strategies to enhance the teaching capacity of K-3 teachers.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	n/a
District expenditures on reading coaches assigned to elementary schools	\$175,802
District expenditures on reading coaches assigned to secondary schools	\$105,461
District expenditures on intervention teachers assigned to elementary schools	\$0
<small>*Intervention teachers at the elementary level are supported through the Supplemental Academic Instruction allocation.</small>	
District expenditures on intervention teachers assigned to secondary schools	\$0
<small>*Intervention teachers at the secondary level are supported through the Supplemental Academic Instruction allocation.</small>	
District expenditures on supplemental materials or interventions for elementary schools	\$1,275
District expenditures on supplemental materials or interventions for secondary schools	\$1,275
District expenditures on professional development	
District expenditures on helping teachers earn the reading endorsement	\$35,000
District expenditures on summer reading camps	\$0
<small>*Summer reading camps are supported through the Supplemental Academic Instruction allocation.</small>	
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	\$318,813
<small>*Roll forward funds from 19-20 will be used to offset the cost of expenditures beyond the 20-21 allocation.</small>	
Amount of District Research-Based Reading Instruction Allocation	\$311,244.00

## Summer Reading Camp

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

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

Test Ready Plus Reading- Curriculum Associates; Measuring Up to the Florida Standards ELA, Level C- Mastery Education; Becoming a Better Reader, Level C- Rally Education; SRA Kaleidoscope- Level B

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

If yes, which grade levels? \_\_\_\_\_

## Reading Allocation Literacy Coaches

### Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:

Coaches must meet the following criteria:

- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills
- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information.

What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

All schools within the Hardee County School District are Title I schools. Therefore, all schools are provided a Literacy Coach to help support student growth and development in reading.

How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

The Just Read, Florida coaching model was shared with district level and school level administrators during the first administrative meeting of the school year. Additionally, the Directors of Curriculum and Instruction shared the coaching model with literacy coaches, and conducted an extensive review during the first coaches' meeting of the school year. A particular emphasis was placed on the importance of literacy coaches refraining from performing any administrative duties, which include conducting instructional evaluations and administering and/or coordinating assessments. Coaches were required to disseminate the responsibilities of the literacy coach position, based on Just Read, Florida's model, to all classroom teachers to ensure they understand coaches are not in an administrative capacity.

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

The Directors of Curriculum and Instruction ensure coaches are staying within the parameters of their assigned duties. Literacy coaches are to report directly to the Directors of Curriculum and Instruction, the Deputy Superintendent, and/or the Superintendent with any deviations from the Just Read, Florida's coaching model guidelines.

### 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

<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
The Directors of Curriculum and Instruction share and review the JRF coaching model guidelines with school based administrators during the first administrative team meeting of the school year.	Coaches will keep a monthly log of their time and tasks, which is signed and approved by their school site administrator prior to submission to the Directors of Curriculum and Instruction.	The Directors of Curriculum and Instruction are monitoring the time and tasks of every district literacy coach.	Literacy coach data will be reviewed on a monthly basis.	Student level achievement data will be reviewed by the school administrators and literacy coach to determine which instructional personnel need additional support. Coaching logs will be reviewed by district administration to determine which literacy coaches need additional support.

**Other Considerations**

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

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

**Charter schools per 6A-6.053(5)**

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

## Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): Kindergarten- 2<sup>nd</sup> Grade**

**IF:** Student meets the following criteria at beginning of school year:  
**STAR Early Literacy (FLKRS):** student receives a Scaled Score of 497-529  
**STAR Reading:** student's Percentile Rank is >39%  
**i-Ready Diagnostic:** student's score is On or Above Grade Level (Green)- Standard View

**THEN:** **TIER 1 Only**

**TIER 1**

*Initial instruction:*

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

**Core Curriculum**

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

Pearson Reading Street serves as the core curriculum for the Hardee County School District, and its use is supported by Promising Evidence. According to the publisher, a study on Early Reading Success found that Kindergarten students learning with Reading Street outperformed their peers by 15 percentile points.

This curriculum was adopted per the Florida Instructional Materials Adoption Schedule. Pearson Reading Street literacy curriculum provides students with the opportunity to improve language development through leveled texts, conceptual thinking, cooperative learning, explicit instruction, and differentiated lessons that fully support the Response to Intervention process.

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

1. **STAR Reading-** Beginning, Middle, & End of the school year
2. **i-Ready Reading Diagnostics-** Beginning, Middle, & End of the school year

**STAR Reading:** student's Percentile Rank is >39%  
**i-Ready Diagnostic:** student's score is On or Above Grade Level (Green)- Standard View

**STAR Reading:** student's Percentile Rank is 26%-39%  
**i-Ready Diagnostic:** student's score is One Grade Level Below (Yellow)- Standard View

***How is the effectiveness of Tier 1 instruction being monitored?***

Student data analysis and progress monitoring will determine the effectiveness of Tier I instruction being provided to students.

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

Administrative instructional walkthroughs/observations and weekly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier 1 instruction.

***How is the effectiveness of Tier 1 curriculum being monitored?***

Formative assessments, summative assessments, teacher observations, and progress monitoring

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

Instructional materials adopted by the Hardee County School District must be found within the Florida Department of Education's approved instructional materials list. An instructional design rubric will be completed prior to adoption to ensure that curriculum is fully aligned to the Florida Standards. Additionally, administrative instructional walkthroughs/observations and weekly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier 1 curriculum.

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

Distance learning takes place via Chromebooks for students with online access. Teachers facilitate distance learning via Google Classroom using online instructional materials and curriculum. Hard copy curriculum materials are provided to students who are unable to access online resources at home or those with disabilities that require this accommodation. Instructional staff provides daily additional supports to all students via phone, Google Meets, and email.

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 3<sup>rd</sup> Grade- 5<sup>th</sup> Grade**

**IF:**

Student meets the following criteria at beginning of school year:  
**Florida Standards Assessment:** student's Achievement level is a 3, 4, or 5  
**STAR Reading:** student's Percentile Rank is >39%  
**i-Ready Diagnostic:** student's score is On or Above Grade Level (Green)

**THEN:**

**TIER 1 Only**

*Initial instruction:*

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

*Core Curriculum*

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

Pearson Reading Street serves as the core curriculum for the Hardee County School District and its use is supported by Promising Evidence. According to the publisher, a study on Early Reading Success found that Kindergarten students learning with Reading Street outperformed their peers by 15 percentile points. This curriculum was adopted per the Florida Instructional Materials Adoption Schedule. Pearson Reading Street literacy curriculum provides students with the opportunity to improve language development through leveled texts, conceptual thinking, cooperative learning, explicit instruction, and differentiated lessons that fully support the Response to Intervention process.

*Progress Monitoring*

*Assessment & Frequency*

*Performance Criteria that indicates Tier 1 is sufficient*

*Performance Criteria to that would prompt addition of Tier 2 interventions*

1. **Florida Standards Assessment**- End of the school year
2. **STAR Reading**- Beginning, Middle, & End of the school year
3. **i-Ready Reading Diagnostics**- Beginning, Middle, & End of the school year

1. **Florida Standards Assessment (FSA)** - Levels 3, 4, 5
2. **STAR Reading** - Percentile Ranking 40-100%
3. **iReady Reading Diagnostics** - On or Above Grade Level (Green)
4. **District Developed Benchmark** - 80-100%

1. **Florida Standards Assessment (FSA)** - Level 2
2. **STAR Reading** - Percentile Rank 26-39%
3. **iReady Reading Diagnostics** – One Grade Level Below (yellow)
4. **District developed Benchmark** - 60-79%

*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?*

**TIER 1**

	<p>Student data analysis and progress monitoring will determine the effectiveness of Tier I instruction being provided to students.</p>	<p>Administrative instructional walkthroughs/observations and weekly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier 1 instruction.</p>
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>Formative assessments, summative assessments, teacher observations, and progress monitoring.</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <p>Instructional materials adopted by the Hardee County School District must be found within the Florida Department of Education’s approved instructional materials list. An instructional design rubric will be completed prior to adoption to ensure that curriculum is fully aligned to the Florida Standards. Additionally, administrative instructional walkthroughs/observations and weekly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier 1 curriculum.</p>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b></p> <p>Distance learning takes place via Chromebooks for students with online access. Teachers facilitate distance learning via Google Classroom using online instructional materials and curriculum. Hard copy curriculum materials are provided to students who are unable to access online resources at home or those with disabilities that require this accommodation. Instructional staff provides daily additional supports to all students via phone, Google Meets, and email.</p>	



## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 6<sup>th</sup> Grade – 8<sup>th</sup> Grade**

**IF:**

Student meets the following criteria at beginning of school year:

- FSA ELA Level 3-5 (or)
- FSA ELA Level 2 (with a history of level 3 or above)
- I-Ready Diagnostic Overall Grade Level Placement above, on, or ≤ 2 years below level (AP3)

**THEN:**

**TIER 1 Only**

*Initial instruction:*

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

**Core Curriculum**

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

All students receive core instruction from Houghton Mifflin Harcourt- Collections. The program is supported by [strong evidence](#) of providing socially and cognitively engaging effective instructional practices and materials aligned to the Florida Standards.

**Progress Monitoring**

**TIER 1**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

I-Ready Reading Diagnostic Assessment and Florida Standards Assessment ELA.

**Assessment Period:**  
AP1-August 2020  
AP2- December 2020  
AP3- April 2021

**Benchmark:** Student’s overall scale score is on or above grade level.

Grade 6- 598 or above  
Grade 7- 609 or above  
Grade 8- 620 or above

Student’s overall scale score is 2 levels below:

Grade 6- 542-565  
Grade 7- 566-582  
Grade 8- 583-593

**How is the effectiveness of Tier 1 instruction being monitored?**

Administrative walkthroughs and observations, desegregation of school wide data that includes statewide assessments and district level assessment such as benchmarks and diagnostic testing for ongoing progress monitoring.

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

Administrative instructional walkthroughs/observations and monthly data chats of common formative assessments and diagnostic data during PLCs will help identify problems and improve the effectiveness of Tier 1 instruction.

	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>Class grades, formative and summative assessments, teacher recommendations or anecdotal evidence, or prior RtI services and documentation</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <p>Instructional materials adopted by the Hardee County School District must be found within the Florida Department of Education’s approved instructional materials list. An instructional design rubric will be completed prior to adoption to ensure that curriculum is fully aligned to the Florida Standards. Additionally, administrative instructional walkthroughs/observations and monthly data chats of common formative assessments and diagnostic data during PLCs will help identify problems and improve the effectiveness of Tier 1 curriculum.</p>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b></p> <p>Distance learning takes place via Chromebooks for students with online access. Teachers facilitate distance learning via Google Classroom using online instructional materials and curriculum. Hard copy curriculum materials are provided to students who are unable to access online resources at home or those with disabilities that require this accommodation. Instructional staff provides daily additional supports to all students via phone, Google Meets, and email.</p>	

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s): 9<sup>th</sup> Grade – 12<sup>th</sup> Grade**

**IF:**

Student meets the following criteria at beginning of school year:

- FSA ELA Level 3-5 (or)
- FSA ELA Level 2 (with a history of level 3 or above)

**THEN:**

**TIER 1 Only**

**TIER 1**

- Core instruction is delivered using texts of appropriate complexity, and provides an integrated language arts study in reading, writing, speaking and listening, and language for college and career preparation and readiness.
- Differentiated instruction within the classroom is provided including:
  - Whole group and small group delivery
  - Flexible grouping
  - Explicit and systematic instruction
  - Virtual Instruction
  - Target specific needs of students
  - Scaffolded support
  - Progress monitor instruction

*Core Curriculum*

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

All students receive core instruction from Houghton Mifflin Harcourt- [Florida Collections](#) (supported by strong evidence) and/or Springboard – [Moderate evidence rating](#). These programs are supported by strong evidence of providing socially and cognitively engaging effective instructional practices and materials aligned to the Florida Standards.

*Progress Monitoring*

*Assessment & Frequency*

*Performance Criteria that indicates Tier 1 is sufficient*

*Performance Criteria to that would prompt addition of Tier 2 interventions*

\*Benchmark Assessments  
 BM1-August 2020  
 BM2-December 2020  
 BM3-April 2021  
 \*Bi-monthly classroom mini-assessments

Grade Level Performance  
 If Student's Probability of Literacy Success (PLS) score is at or above 70%

If Student's Probability of Literacy Success (PLS) score is at or below 69%

***How is the effectiveness of Tier 1 instruction being monitored?***

Administrative walkthroughs and observations, desegregation of school wide data that includes statewide assessments and

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

Administrative instructional walkthroughs/observations and weekly/bi-monthly/monthly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier 1 instruction.

	<p>district level assessment such as benchmarks and diagnostic testing for ongoing progress monitoring.</p>	
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>Class grades, formative and summative assessments, teacher recommendations/observations or anecdotal evidence, and progress monitoring.</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <p>Instructional materials adopted by the Hardee County School District must be found within the Florida Department of Education’s approved instructional materials list. An instructional design rubric will be completed prior to adoption to ensure that curriculum is fully aligned to the Florida Standards. Additionally, administrative instructional walkthroughs/observations and weekly/bi-monthly/monthly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier 1 curriculum.</p>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b></p> <p>One-to-one Chromebooks will be provided to all students. Google Classroom will be utilized as the platform for instruction by all teachers. Hard copy curriculum materials are provided to students who are unable to access online resources at home or those with disabilities that require this accommodation. Each teacher will have established “office hours” by which they could be contacted by phone or during an in -person setting. Instructional staff provides daily additional supports to all students via phone, Google Meets or Zoom, and email.</p>	

<b>IF:</b>	Student meets the following criteria at beginning of school year: FLRKS Scale Score – 438-496 STAR Reading – Percentile Rank 26%-39% iReady Reading Diagnostics – One Grade Level Below (yellow) in Standard View				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions (Kindergarten- 2<sup>nd</sup> Grade)</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<i>Interventions:</i> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	Pearson Reading Street "Response to Intervention" kit	3 times/week	<b>FLKRS</b> – Scale Score 491-529  <b>STAR Reading</b> – Percentile Rank 40-100%  <b>iReady Reading Diagnostics</b> – On or Above Grade Level	<b>FLKRS</b> – Scale Score 438-496  <b>STAR Reading</b> – Percentile Rank 26-39%  <b>iReady Reading Diagnostics</b> - Below One Grade Level	<b>FLKRS</b> – Scale Score 437 and below  <b>STAR Reading</b> – Percentile Rank below 25%  <b>iReady Reading Diagnostics</b> – Two or more years below grade level
District-approved Supplemental Intervention Reading Programs – iReady Teacher Toolbox	3 times/week	<b>FLKRS</b> – Scale Score 491-529  <b>STAR Reading</b> – Percentile Rank 40-100%	<b>FLKRS</b> – Scale Score 438-496  <b>STAR Reading</b> – Percentile Rank 26-39%  <b>iReady Reading</b>	<b>FLKRS</b> – Scale Score 437 and below  <b>STAR Reading</b> – Percentile Rank below 25%	

		<b>iReady Reading Diagnostics – On or Above Grade Level</b>	<b>Diagnostics - Below One Grade Level</b>	<b>iReady Reading Diagnostics – Two or more years below grade level</b>
Small group targeted to meet students’ instructional needs	3 times/week	<b>FLKRS – Scale Score 491-529</b> <b>STAR Reading – Percentile Rank 40-100%</b> <b>iReady Reading Diagnostics – On or Above Grade Level</b>	<b>FLKRS – Scale Score 438-496</b> <b>STAR Reading – Percentile Rank 26-39%</b> <b>iReady Reading Diagnostics - Below One Grade Level</b>	<b>FLKRS – Scale Score 437 and below</b> <b>STAR Reading – Percentile Rank below 25%</b> <b>iReady Reading Diagnostics – Two or more years below grade level</b>
<b>Number of times a week intervention provided</b>	3+	<b>Number of minutes per intervention session</b>	20+ minutes	
<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></b></p> <p>Instructional materials adopted by the Hardee County School District must be found within the Florida Department of Education’s approved instructional materials list. An instructional design rubric will be completed prior to adoption to ensure that curriculum is fully aligned to the Florida Standards. Additionally, administrative instructional walkthroughs/observations and weekly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier II curriculum.</p>				
<p><b><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></b></p> <ul style="list-style-type: none"> <li>➤ Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the K-2 grade complexity band: <ul style="list-style-type: none"> <li>○ Phonological Awareness</li> <li>○ Phonics</li> <li>○ High Frequency Words</li> <li>○ Vocabulary</li> <li>○ Background Knowledge</li> <li>○ Comprehension: Fiction and Nonfiction</li> <li>○ Skill Support</li> <li>○ Volume of Reading</li> </ul> </li> <li>➤ Consult the student profile in I-Ready (<a href="#">promising evidence</a>) and provide targeted instruction based on individual domain deficiency such as vocabulary and comprehension.</li> </ul>				

- 45 minutes of prescribed I-Ready Reading online instruction per week.
- Pearson Reading Street evidence rating & source is described within Core curriculum (T1).

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

Distance learning takes place via Chromebooks for students with online access. Teachers facilitate distance learning via Google Classroom using online instructional materials and curriculum. Hard copy curriculum materials are provided to students who are unable to access online resources at home or those with disabilities that require this accommodation. Instructional staff provides daily additional supports to all students via phone, Google Meets, and email. Students receiving Tier 2 interventions will be provided with online small group meetings via Google Meet with Reading Remediation teachers.

<b>IF:</b>	Student meets the following criteria at beginning of school year: Florida Standards Assessment (FSA) – Level 2 STAR Reading – Percentile Ranking 26-39% iReady Reading Diagnostics – One Grade Level Below (yellow) in Standard View District Developed Benchmark Assessments – 60-79%				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions (3<sup>rd</sup> Grade- 5<sup>th</sup> Grade)</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<i>Interventions:</i> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students’ ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	Pearson Reading Street “Response to Intervention” kit	3 times/week	<b>Florida Standards Assessment – Level 3,4,5</b>  <b>STAR Reading – Percentile Rank 40-100%</b>  <b>iReady Reading Diagnostics – On or Above Grade Level</b>  <b>District Developed Benchmark Assessments – 80-100%</b>	<b>Florida Standards Assessment – Level 2</b>  <b>STAR Reading – Percentile Rank 26-39%</b>  <b>iReady Reading Diagnostics - Below One Grade Level</b>  <b>District Developed Benchmark Assessments – 60-79%</b>	<b>Florida Standards Assessment – Level 1</b>  <b>STAR Reading – Percentile Rank below 25%</b>  <b>iReady Reading Diagnostics – Two or more years below grade level</b>  <b>District Developed Benchmark Assessments – 0-59%</b>
iReady Teacher Toolbox Computer and Paper Based	3 times/week	<b>Florida Standards Assessment – Level 3,4,5</b>	<b>Florida Standards Assessment – Level 2</b>	<b>Florida Standards Assessment – Level 1</b>	



			<b>STAR Reading – Percentile Rank 40-100%</b>  <b>iReady Reading Diagnostics – On or Above Grade Level</b>  <b>District Developed Benchmark Assessments – 80-100%</b>	<b>STAR Reading – Percentile Rank 26-39%</b>  <b>iReady Reading Diagnostics - Below One Grade Level</b>  <b>District Developed Benchmark Assessments – 60-79%</b>	<b>STAR Reading – Percentile Rank below 25%</b>  <b>iReady Reading Diagnostics – Two or more years below grade level</b>  <b>District Developed Benchmark Assessments – 0-59%</b>
	Small group targeted to meet students’ instructional needs	3 times/week	<b>Florida Standards Assessment – Level 3,4,5</b>  <b>STAR Reading – Percentile Rank 40-100%</b>  <b>iReady Reading Diagnostics – On or Above Grade Level</b>  <b>District Developed Benchmark Assessments – 80-100%</b>	<b>Florida Standards Assessment – Level 2</b>  <b>STAR Reading – Percentile Rank 26-39%</b>  <b>iReady Reading Diagnostics - Below One Grade Level</b>  <b>District Developed Benchmark Assessments – 60-79%</b>	<b>Florida Standards Assessment – Level 1</b>  <b>STAR Reading – Percentile Rank below 25%</b>  <b>iReady Reading Diagnostics – Two or more years below grade level</b>  <b>District Developed Benchmark Assessments – 0-59%</b>
	<b>Number of times a week intervention provided</b>	3+	<b>Number of minutes per intervention session</b>	20+ minutes	
	<b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></b>  Instructional materials adopted by the Hardee County School District must be found within the Florida Department of Education’s approved instructional materials list. An instructional design rubric will be completed prior to adoption to ensure that curriculum is fully aligned to the Florida Standards. Additionally, administrative instructional walkthroughs/observations and weekly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier II curriculum.				

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

- Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 3-5 grade complexity band:
  - Phonological Awareness
  - Phonics
  - High Frequency Words
  - Vocabulary
  - Background Knowledge
  - Comprehension: Fiction and Nonfiction
  - Skill Support
  - Volume of Reading
- Consult the student profile in I-Ready ([promising evidence](#)) and provide targeted instruction based on individual domain deficiency such as vocabulary and comprehension.
- 45 minutes of prescribed I-Ready Reading online instruction per week.
- Pearson Reading Street evidence rating & source is described within Core curriculum (T1).

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

Distance learning takes place via Chromebooks for students with online access. Teachers facilitate distance learning via Google Classroom using online instructional materials and curriculum. Hard copy curriculum materials are provided to students who are unable to access online resources at home or those with disabilities that require this accommodation. Instructional staff provides daily additional supports to all students via phone, Google Meets, and email. Students receiving Tier 2 interventions will be provided with online small group meetings via Google Meet with Reading Remediation teachers.

**IF:** Student meets the following criteria at beginning of school year:  
 -FSA ELA Level 1 or 2  
 -I-Ready Diagnostic Overall Grade Level Placement >2 years below level (AP3)  
 -I-Ready Diagnostic Overall Grade Level Placements >2 years below level (AP2)  
 -I-Ready Diagnostic Phonics and Phonological Awareness tested out (AP2 and AP3)

**THEN:** **TIER 1 instruction and TIER 2 interventions (6<sup>th</sup> Grade- 8<sup>th</sup> Grade)**

**Tier 2 Instruction**

- Continue with standards-aligned core instruction
- Progress monitor monthly using I-Ready
- Consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as vocabulary and comprehension
- Addresses gaps and reduces barriers to students’ ability to meet Tier 1 expectations
- Provides systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
- Based on student needs
- Provides multiple opportunities to practice targeted skill(s) in addition to core instruction
- Accommodations for ESE, 504 and ELL provided

Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 6-8 grade complexity band and grade level Florida Standards:

- Vocabulary
- Background Knowledge
- Comprehension
- Skill Support
- Volume of Reading

**TIER 1 instruction and TIER 2 interventions**

<i>TIER 2 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 2 Progress Monitoring</i>			
	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>
Intensive Language Arts <ul style="list-style-type: none"> <li>➤ I-Ready Learning Path</li> <li>➤ Performance Coach Workbook</li> </ul>	AP1- Aug. 2020 AP2-Dec. 2020 AP3-April 2021	½ Year Growth Expectation on I-Ready Diagnostic: 6 <sup>th</sup> Grade- +8 Points 7 <sup>th</sup> Grade- +7 Points 8 <sup>th</sup> Grade-+7 points	Student’s overall scale score is 2 levels below”  Grade 6- 542- 565  Grade 7- 565 or below  Grade 8- 583-593	Student’s overall scale score is >2 grade levels below: Grade 6- 541 or below Grade 7- 565 or below Grade 8- 582 or below
<i>Number of times a week intervention provided</i>	5	<i>Number of minutes per intervention session</i>	52 minutes	

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

Teachers consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as *vocabulary* or *comprehension* in the intensive language arts program. Teachers provide tier 2 instruction within the Florida Standards. Student progress is monitored through teacher observations, weekly assessments, weekly I-Ready lesson performance and I-Ready Diagnostic results. Students who are ***not*** making progress are referred for Problem Solving Team meetings. Team members determine interventions and intensity of interventions while providing ongoing progress monitoring. Student needs for additional supports are provided through this process.

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

Performance monitoring involves regular collection and analysis of data to track student progress. Additional monitoring helps to identify whether key elements of a research-based program are addressing student needs. Consistent analysis of relevant data will support the monitoring of student performance and segue as necessary changes are made to address continuous improvement.

- Performance Coach (promising evidence) provides great reinforcement of priority grade-level skills with extensive scaffolding to help struggling students achieve success with Tier 2 interventions

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

Distance learning takes place via Chromebooks for students with online access. Teachers facilitate distance learning via Google Classroom using online instructional materials. Hard copy curriculum materials are provided to students who are unable to access online resources at home or those with disabilities that require this accommodation. Instructional staff provides daily additional supports to all students via phone, Google Meets, and email.

<b>IF:</b>	Student meets the following criteria at beginning of school year: 9 <sup>th</sup> /10 <sup>th</sup> Grade Students Scoring FSA ELA Level 2 (with a history of level 3) 9 <sup>th</sup> Grade Students Scoring Achievement level of 328-342 will be TIER 2 10 <sup>th</sup> Grade Students Scoring Achievement level of 334-349 will be TIER 2				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions (9<sup>th</sup> Grade- 12<sup>th</sup> Grade)</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><b>Tier 2 Instruction</b></p> <ul style="list-style-type: none"> <li>➤ Continue with standards-aligned core instruction</li> <li>➤ Progress monitor monthly using teacher developed mini-assessments</li> <li>➤ Consult the student profile in Khan Academy/USA Test Prep and provide targeted instruction based on individual domain deficiency such as vocabulary and comprehension</li> <li>➤ Addresses gaps and reduces barriers to students' ability to meet Tier 1 expectations</li> <li>➤ Provides systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>➤ Based on student needs</li> <li>➤ Provides multiple opportunities to practice targeted skill(s) in addition to core instruction</li> <li>➤ Accommodations for ESE, 504 and ELL provided</li> </ul> <p>Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 9-12 grade complexity band and grade level Florida Standards:</p> <ul style="list-style-type: none"> <li>➤ Vocabulary</li> <li>➤ Background Knowledge</li> <li>➤ Comprehension</li> <li>➤ Skill Support</li> <li>➤ Volume of Reading</li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
	Intensive Language Arts: <ul style="list-style-type: none"> <li>➤ USA Test Prep</li> <li>➤ Khan Academy</li> <li>➤ Common Lit</li> <li>➤ Actively Learn</li> </ul>	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	BM1- Aug. 2020 BM2-Dec. 2020 BM3-April 2021	Grade Level Performance If Student's Probability of Literacy Success (PLS) score is at or above 70%	FSA ELA Level 1 or 2: 9 <sup>th</sup> Grade Students Scoring Achievement level of 342 or below 10 <sup>th</sup> Grade Students Scoring Achievement level of 349 or below OR: Any student falling between 69%-31%	FSA ELA Level 1: 9 <sup>th</sup> Grade Students Scoring Achievement level of 327 or below 10 <sup>th</sup> Grade Students Scoring Achievement level of 332 or below OR: Any student falling 30% or below on	

				Probability of Literacy Success (PLS)	Probability of Literacy Success (PLS)
	<b>Number of times a week intervention provided</b>	3-5	<b>Number of minutes per intervention session</b>	50-90	
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers consult the student profile in USA Test Prep/Khan Academy and provide targeted instruction based on individual domain deficiency such as <i>vocabulary</i> or <i>comprehension</i> in the intensive language arts program. Teachers provide tier 2 instruction within the Florida Standards. Student progress is monitored through teacher observations, weekly assessments, weekly USA Test Prep/Khan Academy lesson performance and Diagnostic results. Students who are <b>not</b> making progress are provided additional small teacher grouped targeted instruction while providing ongoing progress monitoring.</p>				
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>• A growing body of research indicates the impact that Khan Academy’s personalized mastery learning has on driving learning outcomes. <a href="#">(Strong evidence)</a></li> <li>• According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance. <a href="#">(Promising evidence)</a></li> <li>• CommonLit has proven to be an effective, engaging, research-based reading program. <a href="#">(Strong evidence)</a></li> <li>• Actively Learn ELA equips students to become better readers, writers, and thinkers by embedding rigorous instruction into short stories, current events, articles, close reading excerpts and even full-length novels.<a href="#">(Promising evidence)</a></li> </ul>				
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Distance learning takes place via Chromebooks for students with online access. Teachers facilitate distance learning via Google Classroom using online instructional materials. Hard copy curriculum materials are provided to students who are unable to access online resources at home or those with disabilities that require this accommodation. Instructional staff provides daily additional supports to all students via phone, Google Meets, and email.</p>					

<b>IF:</b>	Student meets the following criteria at beginning of school year: FLKRS – Scale Score 437 and below STAR Reading – Percentile Ranking below 25% iReady Reading Diagnostics – Two or More Years Below (red) in Standard View			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions (Kindergarten-2<sup>nd</sup> Grade)</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<i>TIER 3 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	Pearson Reading Street “Response to Intervention” kit	5 days/week	<b>FLKRS</b> – Scale Score 438-496  <b>STAR Reading</b> – Percentile Rank 26-39%  <b>iReady Reading Diagnostics</b> - Below One Grade Level	<b>FLKRS</b> – Scale Score 437 and below  <b>STAR Reading</b> – Percentile Rank below 25%  <b>iReady Reading Diagnostics</b> – Two or more grade levels below
	Daily small group (no more than 5 students) Immediate Intensive Intervention – outside of 90 Minute Reading Block (with certified teacher)	5 days/week	<b>FLKRS</b> – Scale Score 438-496  <b>STAR Reading</b> – Percentile Rank 26-39%  <b>iReady Reading Diagnostics</b> - Below One Grade Level	<b>FLKRS</b> – Scale Score 437 and below  <b>STAR Reading</b> – Percentile Rank below 25%  <b>iReady Reading Diagnostics</b> – Two or more grade levels below
iReady Teacher Toolbox Computer and Paper Based – for targeted instruction and intervention	5 days/week	<b>FLKRS</b> – Scale Score 438-496  <b>STAR Reading</b> – Percentile Rank 26-39%	<b>FLKRS</b> – Scale Score 437 and below  <b>STAR Reading</b> – Percentile Rank below 25%	

			<b>iReady Reading Diagnostics - Below One Grade Level</b>	<b>iReady Reading Diagnostics – Two or more grade levels below</b>
<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>				
<b>Number of times a week intervention provided</b>	<b>5 days/ week</b>	<b>Number of minutes per intervention session</b>	<b>30 minutes /day</b>	
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>				
<p>Instructional materials adopted by the Hardee County School District must be found within the Florida Department of Education’s approved instructional materials list. An instructional design rubric will be completed prior to adoption to ensure that curriculum is fully aligned to the Florida Standards. Additionally, administrative instructional walkthroughs/observations and weekly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier III curriculum.</p>				
<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>				
<p><u>Instruction</u>- Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the K-2 grade complexity band:</p> <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Background Knowledge</li> <li>○ Comprehension: Fiction and Nonfiction</li> <li>○ Skill Support</li> <li>○ Volume of Reading</li> </ul> <p><u>Intervention</u>- Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the K-2 grade complexity band:</p> <ul style="list-style-type: none"> <li>○ Phonics</li> <li>○ Phonological Awareness</li> <li>○ Word Attack Skills</li> <li>○ Word Recognition</li> <li>○ Syntax</li> <li>○ Text Structure</li> <li>○ Pace/Expression</li> </ul> <p>Small group instruction and/or interventions should be provided in a reading support class as appropriate (no more than 5 students per group)</p> <ul style="list-style-type: none"> <li>○ Prescriptive and targeted instruction for specific skill development</li> <li>○ Variety of opportunities for repetition (repeated exposures)</li> <li>○ Smaller chunks of text or content</li> <li>○ Guided and independent reading practice</li> <li>○ Skill development and practice integrated into all activities</li> <li>○ Frequent monitoring</li> </ul> <p>Consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as phonics, phonological awareness, vocabulary and comprehension. 45 minutes of prescribed I-Ready Reading online instruction per week.</p>				



	<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Google Classroom/Paper Packet          Google Meet – small groups with Reading Remediation (plus additional time)          Use of Kami for providing additional accommodations          Teacher created videos</p>
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<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:          Florida Standards Assessment – Level 1          STAR Reading – Percentile Ranking below 25%          iReady Reading Diagnostics – Two or More Years Below (red) in Standard View          District Developed Benchmark Assessments – 0-59%</p>			
<b>THEN:</b>	<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions          (3<sup>rd</sup> Grade- 5<sup>th</sup> Grade)</b></p>			
<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b></p>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	Pearson Reading Street “Response to Intervention” kit	5 days/week	<p><b>Florida Standards Assessment</b> – Level 2</p> <p><b>STAR Reading</b> – Percentile Rank 26-39%</p> <p><b>iReady Reading Diagnostics</b> - Below One Grade Level</p> <p><b>District Developed Benchmark Assessments</b> – 60-79%</p>	<p><b>Florida Standards Assessment</b> – Level 1</p> <p><b>STAR Reading</b> – Percentile Rank below 25%</p> <p><b>iReady Reading Diagnostics</b> – Two or more years below grade level</p> <p><b>District Developed Benchmark Assessments</b> – 0-59%</p>
Daily small group (no more than 5 students) Immediate Intensive Intervention – outside of 90 Minute Reading Block (with certified teacher)	5 days/week	<p><b>Florida Standards Assessment</b> – Level 2</p> <p><b>STAR Reading</b> – Percentile Rank 26-39%</p>	<p><b>Florida Standards Assessment</b> – Level 1</p>	

		<b>iReady Reading Diagnostics</b> - Below One Grade Level  <b>District Developed Benchmark Assessments</b> – 60-79%	<b>STAR Reading</b> – Percentile Rank below 25%  <b>iReady Reading Diagnostics</b> – Two or more years below grade level  <b>District Developed Benchmark Assessments</b> – 0-59%
iReady Teacher Toolbox Computer and Paper Based – for targeted instruction and intervention	5 days/week	<b>Florida Standards Assessment</b> – Level 2  <b>STAR Reading</b> – Percentile Rank 26-39%  <b>iReady Reading Diagnostics</b> - Below One Grade Level  <b>District Developed Benchmark Assessments</b> – 60-79%	<b>Florida Standards Assessment</b> – Level 1  <b>STAR Reading</b> – Percentile Rank below 25%  <b>iReady Reading Diagnostics</b> – Two or more years below grade level  <b>District Developed Benchmark Assessments</b> – 0-59%
<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
<b>Number of times a week intervention provided</b>	<b>5 days/week</b>	<b>Number of minutes per intervention session</b>	<b>30 minutes/day</b>
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b>  Instructional materials adopted by the Hardee County School District must be found within the Florida Department of Education’s approved instructional materials list. An instructional design rubric will be completed prior to adoption to ensure that curriculum is fully aligned to the Florida Standards. Additionally, administrative instructional walkthroughs/observations and weekly data reviews of common formative assessments during PLCs will help identify problems and improve the effectiveness of Tier III curriculum.			
<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>  <u>Instruction-</u> Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 3-5 grade complexity band: <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Background Knowledge</li> <li>○ Comprehension: Fiction and Nonfiction</li> </ul>			

	<ul style="list-style-type: none"> <li>○ Skill Support</li> <li>○ Volume of Reading</li> </ul> <p><u>Intervention</u>- Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 3-5 grade complexity band:</p> <ul style="list-style-type: none"> <li>○ Phonics</li> <li>○ Phonological Awareness</li> <li>○ Word Attack Skills</li> <li>○ Word Recognition</li> <li>○ Syntax</li> <li>○ Text Structure</li> <li>○ Pace/Expression</li> </ul> <p>Small group instruction and/or interventions should be provided in a reading support class as appropriate (no more than 5 students per group)</p> <ul style="list-style-type: none"> <li>○ Prescriptive and targeted instruction for specific skill development</li> <li>○ Variety of opportunities for repetition (repeated exposures)</li> <li>○ Smaller chunks of text or content</li> <li>○ Guided and independent reading practice</li> <li>○ Skill development and practice integrated into all activities</li> <li>○ Frequent monitoring</li> </ul> <p>Consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as phonics, phonological awareness, vocabulary and comprehension.</p> <p>45 minutes of prescribed I-Ready Reading online instruction per week.</p> <p><b><i>How are Tier 3 interventions modified for students who receive interventions through distance learning?</i></b></p> <p>Google Classroom/Paper Packet  Google Meet – small groups with Reading Remediation (plus additional time)  Use of Kami for providing additional accommodations  Teacher created videos</p>
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<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>-FSA ELA Level 1</li> <li>-I-Ready Diagnostic Overall Grade Level Placement &gt;3 years below level (AP2)</li> <li>-I-Ready Diagnostic Overall Grade Level Placement &gt; 3 years below level (AP3)</li> <li>-I-Ready Diagnostic Phonics and Phonological Awareness not tested out (AP2 and AP3)</li> </ul>
<b>THEN:</b>	<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions (6<sup>th</sup> Grade- 8<sup>th</sup> Grade)</b></p>
<p><b>TIER 1 instruction, TIER 2 interventions, and</b></p>	<p>Immediate, intensive intervention includes:</p> <ul style="list-style-type: none"> <li>➤ Continue with standards-aligned core instruction</li> <li>➤ Progress monitor weekly using I-Ready</li> <li>➤ Consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as vocabulary or comprehension</li> <li>➤ Addresses gaps and reduces barriers to students' ability to meet Tier 1 expectations</li> <li>➤ Provides systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>➤ Based on individual student needs</li> <li>➤ Provides multiple opportunities to practice targeted skill(s) in addition to core instruction</li> </ul>

- Accommodations for ESE, 504 and ELL provided
- More frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- Instruction- Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 6-8 grade complexity band:
  - Vocabulary
  - Background Knowledge
  - Comprehension: Fiction and Nonfiction
  - Skill Support
  - Volume of Reading
- Intervention- Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the 6-8 grade complexity band:
  - Phonics
  - Phonological Awareness
  - Word Attack Skills
  - Word Recognition
  - Syntax
  - Text Structure
  - Pace/Expression
- Small group instruction and/or interventions should be provided in a reading support class as appropriate (5-8 students per group)
  - Prescriptive and targeted instruction for specific skill development
  - Variety of opportunities for repetition (repeated exposures)
  - Smaller chunks of text or content
  - Guided and independent reading practice
  - Skill development and practice integrated into all activities
  - Frequent monitoring

<i><b>TIER 3 Programs/Materials/Strategies &amp; Duration</b></i>	<i><b>TIER 3 Progress Monitoring</b></i>		
	<i><b>Assessment &amp; Frequency</b></i>	<i><b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b></i>	<i><b>Performance Criteria that would prompt changes to Tier 3 interventions</b></i>
Intensive Reading <ul style="list-style-type: none"> <li>➤ I-Ready Learning Path</li> <li>➤ Support Coach Workbook</li> </ul>	AP1- Aug. 2020 AP2-Dec. 2020 AP3-April 2021	If a student's score is still $\geq 2$ years below grade level, AND has not made $\frac{1}{2}$ year's growth on the AP2 diagnostic, then refer student to Problem Solving Team.  $\frac{1}{2}$ Year Growth Expectation on I-Ready Diagnostic:  6 <sup>th</sup> Grade- +8 Points  7 <sup>th</sup> Grade- +7 Points  8 <sup>th</sup> Grade-+7 points	FSA Level 1 and 2 students scoring $\geq 2$ levels below may need to receive intensified interventions (more time and smaller group size).  Student's overall scale scores is $> 2$ grade levels below:  Grade 6- 541 or below  Grade 7- 565 or below  Grade 8- 582 or below

	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>		
	<b>Number of times a week intervention provided</b>	<b>5</b>	<b>Number of minutes per intervention session</b>
	<b>52 minutes</b>		
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>Teachers consult the student profile in I-Ready and provide targeted instruction based on individual domain deficiency such as <i>vocabulary</i> or <i>comprehension</i> in the intensive language arts program. Teachers provide tier 3 instruction within the Florida Standards using small group targeted instruction and instructional focus (group/student level needs.) Teachers meet and plan with ELA teachers to ensure alignment of instruction and materials to the Florida Standards. Student progress is monitored through teacher observations, weekly assessments, weekly I-Ready lesson performance and I-Ready Diagnostic results. Students who are <b>not</b> making progress are referred for Problem Solving Team meetings. Team members determine interventions and intensity of interventions while providing ongoing progress monitoring. Student needs for additional supports are provided through this process.</p>		
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Performance monitoring involves regular collection and analysis of data to track student progress. Additional monitoring helps to identify whether key elements of a research based program are addressing student needs. Consistent analysis of relevant data will support the monitoring of student performance and segway as necessary changes are made to address continuous improvement.</p> <ul style="list-style-type: none"> <li>➤ Support Coach (promising evidence) provides great reinforcement of priority grade-level skills with extensive scaffolding to help struggling students achieve success with Tier 2 &amp; 3 interventions</li> </ul>			
<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Distance learning takes place via Chromebooks for students with online access. Teachers facilitate distance learning via Google Classroom using online instructional materials. Hard copy curriculum materials are provided to students who are unable to access online resources at home or those with disabilities that require this accommodation. Instructional staff provides daily additional supports to all students via phone, Google Meets, and email.</p>			

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:  FSA ELA Level 1 or 2 from previous school year  9<sup>th</sup> Grade Students Scoring Achievement level of 328-342 will be TIER 2  9<sup>th</sup> Grade Students Scoring Achievement level of 276-327 will be TIER 3  10<sup>th</sup> Grade Students Scoring Achievement level of 334-349 will be TIER 2  10<sup>th</sup> Grade Students Scoring Achievement level of 284-333 will be TIER 3</p>
<b>THEN:</b>	<p><b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions (9<sup>th</sup> Grade- 12<sup>th</sup> Grade)</b></p>
<b>TIER 1 instruction, TIER 2 interventions, and</b>	<p>Immediate, intensive intervention includes:</p> <ul style="list-style-type: none"> <li>➤ Continue with standards-aligned core instruction</li> <li>➤ Progress monitor weekly using mini-assessments and/or USA Test Prep online program</li> <li>➤ Consult the student profile in USA Test Prep and provide targeted instruction based on individual domain deficiency such as vocabulary or comprehension</li> <li>➤ Address gaps and reduce barriers to students' ability to meet TIER 1 expectations</li> <li>➤ Provides systematic, explicit, and interactive small group instruction targeting foundational/barrier skills based on individual student needs</li> <li>➤ Provide multiple opportunities to practice targeted skill(s) in addition to core instruction</li> </ul>

- Provide accommodations for ESE, 504 and ELL
- More frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- Instruction- Instruction in the following areas should be provided to increase reading fluency and endurance of texts within the grade complexity band:
  - Vocabulary
  - Background Knowledge
  - Comprehension: Fiction and Nonfiction
  - Skill Support
  - Volume of Reading
- Intervention- Explicit and systematic instruction in the following areas should be provided to increase reading fluency and endurance of texts within the grade complexity band:
  - Phonics
  - Phonological Awareness
  - Word Attack Skills
  - Word Recognition
  - Syntax
  - Text Structure
  - Pace/Expression
- Small group instruction and/or interventions should be provided in a reading support class as appropriate (5-6 students per group)
  - Prescriptive and targeted instruction for specific skill development
  - Variety of opportunities for repetition (repeated exposures)
  - Smaller chunks of text or content
  - Guided and independent reading practice
  - Skill development and practice integrated into all activities
- Frequent monitoring

<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
Houghton Mifflin Florida Collections Newsela Common Lit Actively Learn USA Test Prep Scholastic Action Magazine Nearpod  Kagan Strategies AVID Strategies ( <a href="#">promising evidence</a> )  Ongoing during the school year	*FSA ELA yearly *Mini-Assessments bi-weekly *Benchmarks three times per year: BM1-August 2020 BM2-December 2020 BM3-April 2021	FSA ELA Test Results of:  9 <sup>th</sup> Grade Students scoring achievement levels 328-342 will be TIER 2  10 <sup>th</sup> Grade Students scoring achievement levels 334-349 will be TIER 2	FSA ELA Test Results of:  9 <sup>th</sup> Grade Students scoring achievement levels 276-327 will be TIER 3  10 <sup>th</sup> Grade Students scoring achievement levels 284-333 will be TIER 3
Classroom Libraries (Teen Read Books)	Daily reading materials in intensive reading classrooms	FSA ELA Test Results of:  9 <sup>th</sup> Grade Students scoring achievement	FSA ELA Test Results of:  9 <sup>th</sup> Grade Students scoring

			<p>levels 328-342 will be TIER 2</p> <p>10<sup>th</sup> Grade Students scoring achievement levels 334-349 will be TIER 2</p>	<p>achievement levels 276-327 will be TIER 3</p> <p>10<sup>th</sup> Grade Students scoring achievement levels 284-333 will be TIER 3</p>
<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>				
<p><b>Number of times a week intervention provided</b></p>	<p>3-5</p>	<p><b>Number of minutes per intervention session</b></p>	<p>50-90 min</p>	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>Instructional materials have been adopted by the Hardee County School District found within the Florida Department of Education’s approved instructional materials list in order that curriculum is fully aligned to the Florida Standards. Administrative instructional walkthroughs/observations and weekly/bi-monthly/monthly data reviews of common formative assessments during grade level department PLCs will help identify problems and improve the effectiveness of TIER 3 curriculum and instruction.</p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Performance monitoring of our students will involve regularly collecting and analyzing data during PLC’s to track progress to ensure that appropriate interventions are meeting the needs of students.</p> <ul style="list-style-type: none"> <li>• CommonLit has proven to be an effective, engaging, research-based reading program. (<a href="#">Strong evidence</a>)</li> <li>• Actively Learn ELA equips students to become better readers, writers, and thinkers by embedding rigorous instruction into short stories, current events, articles, close reading excerpts and even full-length novels.(<a href="#">Promising evidence</a>)</li> <li>• According to a year-long independent study by an educational research firm, students who use USATestprep gain up to a full year's growth in academic performance. (<a href="#">Promising evidence</a>)</li> <li>• Scholastic Classroom Magazines’ approach to building literacy and knowledge is backed by 100 years of circulation as well as a strong research foundation and theory of change. Check out the <a href="#">recent research foundation paper</a> to learn about magazines’ impact on educational outcomes and <a href="#">related logic model</a> detailing how Scholastic Classroom Magazines in particular support students and teachers in their educational goals.</li> <li>• Through a series of independent research studies, Nearpod has demonstrated Level 2 “Moderate Evidence” of meeting ESSA requirements. Read more at <a href="#">nearpod.com/case-studies</a></li> <li>• There is a wealth of theory supporting the use of Kagan structures. (<a href="#">Promising support</a>)</li> <li>• AVID improves students’ academic achievement across all subject areas by raising the level of rigor and equipping students with skills to tackle complex issues, problems, and texts.</li> </ul>				
<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Distance learning takes place via Chromebooks for students with online access. Teachers facilitate distance learning via Google Classroom using online instructional materials. Hard copy curriculum materials are provided to students who are unable to access online resources at home or those with disabilities that require this accommodation. Instructional staff provides daily additional supports to all students via phone, Google Meets or Zoom, and email.</p>				