

Lake County Schools 2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan

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
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Responsibility	Name	Title	Email	Phone
Elementary ELA	Sherrie Smith	K-5 ELA Program Specialist	smiths2@lake.k12.fl.us	352-253-6867
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Summer Reading Camp	Sherrie Smith	K-5 ELA Program Specialist	smiths2@lake.k12.fl.us	352-253-6867
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Plan Information

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

The plan is built and reviewed in collaboration with district departments, building administrators, teachers, and literacy coaches. It is reviewed with teachers/literacy coaches during professional development sessions and referenced throughout the year. For example, teachers enrolled in Lake County's Job-Embedded Reading Endorsement use the Reading Plan to guide learning and decision-making. The Reading plan is posted on external and internal websites.

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?
<i>Oral language</i>	Progress monitoring of Foundation Standards in order to determine mastery	SIPPS Screener, Discover Intensive Phonics assessment FLKRS (Kindergarten)	Teacher one-on one-with student	Fall, Winter, and Spring
<i>Phonological awareness</i>		SIPPS Screener, Discover Intensive Phonics assessment FLKRS (Kindergarten)		Fall, Winter, and Spring
<i>Phonics</i>		SIPPS Screener, Discover Intensive Phonics assessment FLKRS (Kindergarten) i-Ready	i-Ready scores are populated into Performance Matters where district specialists disaggregate data by school and share with all stakeholders.	Three times a year for K-3 and two times a year for grade 4-5
<i>Fluency</i>	i-Ready	Three times a year for K-3 and two times a year for grade 4-5		
<i>Vocabulary</i>	i-Ready FLKRS (Kindergarten)	Three times a year for K-3 and two times a year for grade 4-5		
<i>Comprehension</i>	i-Ready FLKRS (Kindergarten)	Three times a year for K-3 and two times a year for grade 4-5		

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?
K-12 - Unique Learning System Benchmark Assessments (ESE Department) “Students on the alternate achievement standards are assessed using the Benchmark Assessments available through the Unique Learning System program.	The benchmark assessments are given to students K-12 to gather baseline data and then to monitor growth over a period of time toward standard-based learning. The results are used to determine the skills to be tracked for each individual learner.	Progress Monitoring for ELA standards	1:1 with teacher	As frequently as district assessments are given to other students.
FAIR-FS	Screening: Ability Scores and Percentile ranks for the following: Students’ ability to decode and recognize words through the Word Recognition Task (WRT); Students’ recognition of morphological patterns through the Vocabulary Knowledge Task (VKT); Students’ reading comprehension through response to questions aligned to the Language and Reading (I/L) strands of the LAFS in the Reading Comprehension Task (RCT), and; students’ Probability of Literacy Success (PLT) Diagnostic: Ability Score and Percentile rank for: Students’ ability related to syntax (connectives, pronoun references, and verb tense) in the Syntactic Knowledge Task (SKT) Descriptive and formative data including: information regarding students’ automaticity with decoding, addressing the three	Screener, Diagnostic, and Progress Monitoring	Students will be assessed one on one using the PMRN WAM platform as well as teacher administered optional, oral response tasks.	Three times a year

	components of reading fluency in the optional Oral Reading Fluency Task; Students' Reading Comprehension of grade level text in the Oral Response Comprehension Task, and; indication of students' writing production and transcription in order to set a baseline and monitor progress for improvement in writing.			
Achieve3000, LevelSet, and FSA Goal Tracker	<p>Screening: Achieve LevelSet-Students' current Lexile level.</p> <p>Progress Monitoring: FSA Goal Tracker-Students' Lexile level growth relative to College and Career Ready Lexile bands correlated to FSA ELA passages.</p> <p>Formative Assessment: Achieve3000-Reading comprehension on independent level passages and grade-appropriate passages, daily student usage.</p>	Screener, Formative, and Progress Monitoring	Achieve3000 platform develops District level, School Leadership Level, and Teacher level data dashboards. Lexile tracker for activities completed, embedded on-going assessments through activities, aggregated activity reports per student.	<p>LevelSet: Twice a year (Beginning of Year and Mid-Year)</p> <p>Lexile Growth: Monthly</p> <p>Reading Comprehension: Daily</p>
District Quarterly ELA Assessments	Item-analysis of student performance reading grade-level literary and/or informational passages and answering multi-select items aligned to LAFS (RL and RI Standards prioritized in LCS curriculum).	Formative	Assessments are computer-based through Performance Matters where data is also collected and displayed.	End of Quarters 1, 2, and 3
District Mid-Year ELA Assessments	Item-analysis of student performance reading grade-level literary and informational passages and answering multi-select items aligned to all FSA tested LAFS and aligned to FSA ELA Test Blueprints	Formative, Summative	Assessments are computer-based through Performance Matters where data is also collected and displayed; LCS Assessment Department provides data reports to school and district administrators that includes grade level comparisons and year-by-year comparisons.	Once a year (End of Quarter 2 and prior to Quarter 3 instruction).

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

Data Analysis and Decision-making				
<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>
<p>Weekly: Grades 6-10 Intensive Reading teachers</p> <p>Monthly by Literacy Coaches, district staff, and school administrators</p> <p>Quarterly by district staff, school administration, coaches, teachers</p>	<p>Schools utilize the following process to plan for aligned instruction:</p> <p>Step1: What do we expect students to learn?</p> <p>Step 2: How will they learn it?</p> <p>Step 3: How will we know when they have learned it?</p> <p>Step 4: How will we respond if they don't learn it? How will we respond to those who already know it?</p> <p>is expected to establish and</p> <p>District specialists support the school-based Problem Solving Team (PST) who meets to review school wide and student data, plan interventions, and utilize the 4-Step Problem-Solving model to make instructional decisions throughout the school year.</p>	<p>i-Ready Data Meetings facilitated by i-Ready and district specialists; Monthly Principals' and Assistant Principals' meetings</p> <p>Grades 6-12: District team routinely reviews student data via Achieve3000 and FSA Goal Tracker, Quarterly and Mid-Year Assessments to coordinate and facilitate data chats with school administrators, Literacy Coaches, and teachers when applicable.</p>	<p>Individual building level meetings that include school and district leadership Superintendent and executive cabinet facilitate leadership data chats with every school every fall and spring.</p>	<p>District Curriculum and Regional Specialists</p>

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

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	Regional Executive Directors and Building Principals	Faculty Meetings and PLC meetings	Weekly by the Principals Monthly by Assistant Superintendent	The data is shared with teachers after the walks by the principals. The collective data from all schools is at the monthly Principals' meeting by the Assistant Superintendent	By building Principals weekly Monthly by Assistant Superintendent and Regional Executive Directors
Data chats	Building principals	Faculty Meeting and PLC meetings	Every four weeks	PLC meetings	Every nine weeks
Reading Leadership Team per 6A-6.053(3) F.A.C.	Building principals and Literacy Coaches	Faculty meeting	Monthly	Monthly by Reading Leadership Team	Quarterly
Monitoring of plan implementation	Building principals and Literacy Coaches	Faculty meeting	Monthly	PLCs	Monthly
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?	
Each school is expected to establish and support a school-based Problem Solving Team (PST) who meets to review school wide and student data, plan interventions, and utilize the 4-Step Problem-Solving model to make instructional decisions during the school year. There are six types of Problem Solving Team meetings and each is unique in its purpose, outcomes, documentation, and expertise needed by the members of the Problem Solving Team. For this reason, the PST includes individuals who have a diverse skill set which can address a variety of behavioral and academic needs.		Concerns are documented during school PST meetings evidenced by the meeting protocols included in the LCS MTSS Guide.		MTSS Communication	

Professional Development per 6A-6.053(4) F.A.C.

[Learning Walk Tool](#)

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?
<p>Training in multisensory reading intervention</p> <p>MIP Component:</p> <p>#2-100-029</p> <p>#5-1007999</p> <p>#1-013-013</p> <p>#2-408-010</p>	<p>School leaders received an invitation to attend professional learning around multisensory instruction.</p>	<p>The training included examples of the implementation of multisensory instruction in lesson plans/small group interventions and evidence of instruction in lesson plans.</p>	<p>Implementation of multisensory instruction will be evident during principal and district learning walks and captured in the learning walk tool weekly.</p>	<p>The learning walk tools are captured in Google Form and reported to district leadership.</p>	<p>The multisensory team, which includes program specialists from Curriculum, ESE and Federal programs is in charge of following up and providing additional training around multisensory instruction.</p>
<p>Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth.</p> <p>Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth</p> <p>Professional Development offerings are aligned to specific strategies in the instructional framework (Robert Marzano). Offerings are recommended based on the strategy and the rating received on that strategy. (i.e., Goals and Scales Review is recommended for teachers scoring Needs Improvement and lower.) Evaluators can work with instructional staff during feedback sessions to explore the appropriate</p>	<p>Monthly principal learning walks</p> <p>TEAM Evaluation Training</p>	<p>The district has purchased an interactive system (Performance Matters) to support teacher effectiveness by managing the teacher evaluation model and professional development. During the 2011-12 school year, the district purchased and implemented an online system to collect evaluation data and provide teachers with timely feedback from observers. The system now links professional development with specific teacher growth needs to systematically improve professional practice. The system is aligned with professional development in order to achieve the goal of continuous professional improvement.</p>	<p>Principal and district learning walks captured in the school and district-based learning walk tool. Learning walks are completed daily with an average of 10 per administrator per week. It is reported daily upon completion of the learning walk. The data is collected in a dashboard and reviewed monthly. Principals collect the data using Performance Matters to manage evaluation data. It is reported in real time as soon as the principal completes the evaluation of the teacher.</p>	<p>Through the TEAM evaluations consisting of formal and informal observations, evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards. The manager of Evaluation and Compensation prepares the district wide data and it is reported to Senior Leadership, Executive Cabinet and School Board. Each school reviews their individual data annually in addition to the informal Learning Walk data.</p>	<p>Principals and their leadership teams work in conjunction with District leadership Through the TEAM evaluations consisting of formal and informal observations, evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards. The Assistant Superintendent of Teaching, Learning and Leadership is responsible for follow up.</p>

<p>professional development sessions to meet their individual needs.</p>					
<p>Identification of mentor teachers</p>	<p>Principals/assistant principals pair the peer mentors and their mentees.</p>	<p>1) Discussions during the monthly school-based New Teacher Support Team meetings 2) Conferences with mentees 3) Conferences with mentors 4) Surveys sent to the mentors and mentees 5) Review of the mentor log that is completed by the mentor and initialed by the mentee</p>	<p>Each LCS Induction session includes a reflection form encouraging teachers to let district specialists know if they do not have a peer mentor. Follow up occurs with each Teacher Induction Support Team Leader regarding a mentor for any teacher who reports that he/she does not have a mentor to ensure that every teacher is assigned a mentor. Identification of mentor teachers are reported to the district at the end of the year. Principals review, approve, and retain the Site-based Mentor Logs and submit the names of mentors to Human Resources.</p>	<p>District Program Specialist and Assistant Superintendent of Human Resources</p>	<p>Human Resources Department</p>
<p>Establishing of model classrooms within the school: Expectations for model classrooms are for instruction to match the district instructional framework which includes providing multiple opportunities for students to read, write, think and talk through authentic literacy as well as Establishing Purpose, Modeling Thinking, Guided Instruction, Collaborative Learning and Independent Learning. These will be identified through the regular daily learning walks. Model classrooms may also</p>	<p>This was communicated to principals during a monthly Principal’s meeting. It was shared Per the LCS Literacy Coach job description, “Models and demonstrates scientific-based literacy strategies.” by the Executive Directive of Curriculum, Instruction and Assessment.</p>	<p>A portion of the day will be spent with students modeling and demonstrating best practices for instruction from the instructional framework. Principal will monitor this work during learning walks. Principals and Assistant Principals are expected to conduct 10 walks a week.</p>	<p>Implementation of model classrooms within the school will be evident during principal and district learning walks and captured in the learning walk tool weekly.</p>	<p>The learning walk tools are captured in Google Form and reported to district leadership.</p>	<p>District and regional curriculum specialists will follow up and provide additional support for model classrooms.</p>

be identified through data analysis of student achievement.					
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	LCS follows an early release every Wednesday to allow schools to facilitate weekly PLCs.	Principals and their administrative staff are expected to attend all PLCs.	Master schedules are submitted in each schools' annual improvement plan and professional development plans. Expectations for how PLCs are organized and facilitated are included in each schools' submission.	Schedules, professional development plans, and School Improvement Plans are reported to regional and district leadership.	District and regional curriculum specialists will follow up and provide additional support by leading the PLCs or lesson studies.

Instruction

K-5 Uninterrupted 90 Minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.: [LCS Authentic Literacy Block](#)

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 Details are linked in the Authentic Literacy Block above.	The K-12 Reading Plan includes the districts' expectation for the Literacy Block. The authentic literacy block is linked to our district curriculum blueprints. All stakeholders have access to these documents through our portal.	Leadership classroom walk-throughs	Master schedules are submitted to the district office detailing the mandated reading block	District-based staff monitor and analyze monthly Learning Walk Data trends through Performance Matters	Monthly during the Principal meetings.
Small group differentiated instruction in order to meet individual student needs		District-based staff monitor and analyze monthly Learning Walk Data trends School-based leadership teams conduct regular data chats to monitor and analyze walkthrough data trends			

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?

To prioritize K-3 instruction, we have developed a plan to ensure a systematic phonics program for all schools, we have purchased materials, trained and continually follow up with implementation. Currently, we use Research-Based Reading Allocation funds to purchase Reading Horizons Discover Intensive phonics materials in K-3 classrooms to ensure students are provided a systemic, explicit, multi-sensory phonics curriculum. SIPPS materials and training are funded out of other sources such as SAI, Title I and Title IV. Title I and SAI funds are also used to supplement K-3 students with reading deficiencies. We have identified schools needing the most support for early intervention through the analysis of progress monitoring data and have purchased LLI kits using another funding source along with intervention teachers. In addition, we continue to add additional schools to this implementation with materials, training, and follow up. Content training and multisensory training have been developed and are funded out of Title II. Classroom libraries have also been purchased with RI funds, providing immediate access to authentic text for students. Reading Endorsement funding comes out of our general funds as well as Title II working directly with the K-3 and literacy coaches are being trained as facilitators to support embedded professional learning with the students in the classrooms in a coaching model. As we continue to build this foundation with strong instruction for literacy in grades K-3, we also must address the gaps remaining for our 4-12 students.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$326,398.00
District expenditures on reading coaches assigned to elementary schools	\$481,330.77
District expenditures on reading coaches assigned to secondary schools	\$210,183.04
District expenditures on intervention teachers assigned to elementary schools	\$13,874.36
District expenditures on intervention teachers assigned to secondary schools	\$370,483.13
District expenditures on supplemental materials or interventions for elementary schools	\$409,423.34
District expenditures on supplemental materials or interventions for secondary schools	0
District expenditures on professional development	\$50,000.00
District expenditures on helping teachers earn the reading endorsement	\$1650.00
District expenditures on summer reading camps	\$102,643.91
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	19,858.45
Sum of Expenditures	\$1,985,845.00

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?

Scholastic Lit Camp and Literacy Pro e-book platform. Our Summer camp was presented virtually. Teachers meet with students in morning and afternoon sessions. The sessions include a whole group, small group, independent reading and i-Ready practice. i-Ready Reading Instruction is monitored in Google Meets or Zoom. The students are working in their instructional pathways.

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

If yes, which grade levels? Kindergarten-Second Grade and Fourth-Fifth grades. (Summer Reading Recovery)

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)

i-Ready scores and FSA scores based on our Decision Tree and students that fall within our lowest 25 percentile are used to determine schools with greatest needs. Our District Program Specialists will be providing a two-day Coaching Boot Camp that will support new and returning coaches with guidance and training around Reading Endorsement, Authentic Literacy Block for K-5, Intensive Reading Block for 6-12, District Framework and the BEST standards. Once the coaches are trained, they will be taking the training back to their schools and the district will continue with ongoing support through their Regional and District program specialists. Regional and district program specialists work directly with the priority schools, as their focus work, based on historical student achievement data, teacher evaluation data, and teacher retention data.

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?

Coaching roles have been discussed at length during curriculum, principal, and coaches meetings. The literacy coach job description was rewritten, with specific language around the coaching role, and discussed with school leadership. Additional guidance was provided in writing by the Curriculum and Instruction Executive Director. Other tools that will be used to collect evidence of implementation of effective coaching include TEAM evaluation and their Artifact binder. [Literacy Coach Job Description](#)

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

Monthly coaches' logs are submitted to the district ELA Specialists. Coaching concerns are directed to the K-5 and 6-12 Curriculum managers.

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.				
<ul style="list-style-type: none"> ● Provide professional development on the following: <ul style="list-style-type: none"> ○ 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>
These requirements are included in the literacy coach job description and communicated during monthly	Coaches submit monthly coaching logs with time and tasks each month.	The K-5 and 6-12 ELA/Reading Program Specialists.	Monthly	Principals and district teams review data in order to identify where additional support and professional learning is needed.

principal meetings.				For example, coaches may engage in coaching cycles with district specialists in order to improve practice.
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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 Database 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

Bookmarks for Decision Trees

[Kindergarten Decision Tree](#)

[First-Fifth Grade Decision Tree](#)

[Sixth-Twelfth Grade Decision Tree](#)

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): Kindergarten

IF: Student meets the following criteria at the beginning of school year:

Kindergarten	Fall 2020 i-Ready	FLKRS
Kindergarten	360 or above	497-529

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.

Reading Wonders ©2014 core adopted instructional materials for K-5 English Language Arts. *Reading Wonders* series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. The literacy focus is of high-quality, evidence-based instruction of the Florida Standards however there is no supporting evidence of studies done by ESSA or WWC. We are looking forward to the opportunities that the next Reading Adoption will afford us.

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 is our Universal screener used to monitor progress of all students 3 times per year.

Universal data analysis is initially engaged in by the Problem Solving Team (PST) at the beginning of the school year through the Step Zero Process, followed by midyear and end-of-year data analysis and reflection on the school improvement process. The PST determines areas of academic support and enrichment needed within core instruction. A list of students is created during the data analysis to identify students in need of Tier 2 interventions.

How is the effectiveness of Tier 1 instruction being monitored?

Instruction is differentiated as needed with flexible small groups in order to provide re-teaching or enrichment. Progress monitoring will occur using grade level assessments and i-Ready Diagnostics. Instruction should be effective for 80% of all students.

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

We have a 4-step Problem Solving Plan

Step 1: What is the Problem?

- Set strategic goal
- Set targets

Step 2: Problem Analysis: Why is it occurring?

- Brainstorm resources and barriers
- Prioritize barriers and select one to address

Step 3: Intervention Design: What can be about the problem?

- Brainstorm and prioritize strategies to eliminate or reduce the selected strategy
- Provide the rationale for each strategy
- Develop an action plan for the strategy, identify who, what, when, and evidence
- Determine how the action plan will be monitored for fidelity

Step 4: Response to Intervention: Did the intervention work?

- Determine how the strategy will be monitored for effectiveness of eliminating or reducing the barrier
- Determine how progress towards the goal and targets will be monitored

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

Instruction is offered through the platform of Google Classroom in which teachers develop virtual sessions to enhance student-to-student collaboration as well as to provide direct instruction on standards and curriculum via Google Suite; teachers are encouraged to schedule regular virtual meetings with individual/small groups of students as needed to provide additional intervention and instruction. i-Ready Reading instruction is utilized as another support in providing additional learning. Teachers utilized either Reading Horizons Discover Intensive Phonics or SIPPS to deliver Phonics and Phonemic Awareness instruction. Teachers regularly review lesson pass rates and create instructional groupings based on i-Ready scale scores in order to differentiate instruction.

IF:	Student meets the following criteria at beginning of school year:		
	Kindergarten	Fall 2020 i-Ready	FLKRS
	Kindergarten	359-291	438-495
THEN:	TIER 1 instruction and TIER 2 interventions		
	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • 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 		

**TIER 1
instruction
and TIER 2
interventions**

- 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
SIPPS Reading Horizons Leveled Literacy Intervention Wonders Tier 2 Intervention FCRR (Florida Reading Research Center) i-Ready Toolbox and online instruction	Progress monitoring monthly or bi-monthly with at least 75% of students making gains.	A determination to fade intervention would be determined by the Problem Solving Team if the intervention indicates that the learning gap in relation to peer data has closed.	We have a 120 minute reading block. Tier 1 instruction is delivered during the uninterrupted 90 minute block. Tier 2 intervention is delivered outside the 90 minutes during small group instruction, but within the 120 minute block.
Number of times a week intervention provided	3-5 times a week	Number of minutes per intervention session	20-30 minutes
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>The problem solving team engages in learning walks during the specified intervention block to observe interventions and identify potential barriers to instruction. Data is collected and analyzed during problem solving meetings. See problem solving framework in the appendix.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Discover Intensive Phonics (Reading Horizons) is the core foundations curriculum for Kindergarten. This program is grounded in research to support strong evidence of its effectiveness to help students reach mastery of foundation skills when used with fidelity and taught explicitly and systemically. It is based on the Orton Gillingham. There is a curriculum within the program that allows for intervention at Tier 2. Research cited: Florida Center for Reading Research SIPPS is the other core foundations curriculum that is taught through direct instruction which has an effect size of .60 Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i>. Three different research studies were cited. i-Ready teacher-led instruction is delivered through direct instruction in small groups. We continue to educate teachers in how to use the lessons based on students' diagnostic results in order to inform Tier 2 interventions. i-Ready computer instruction and teacher directed instruction was cited by ESSA to show Moderate evidence. Wonders is our core reading curriculum due to the older copyright of 2014, we supplement literacy instruction with our Science text and Social Studies weekly. Leveled Literacy Intervention Shows Strong evidence for improvement in comprehension, vocabulary, and fluency through ESSA Wonders Tier 2 Intervention When interventions are used and progress monitored and matched to student needs the effect size is 1.07. Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i>. FCRR (Florida Reading Research Center) materials used in small groups for skill based interventions.</p>			

IF:

Student meets the following criteria at beginning of school year:

Kindergarten	Fall 2020 i-Ready	FLKRS
Kindergarten	290 or below	437 and below

**Notify parents of substantial reading deficiency as required in Section 1008.25, F.S. (determined by FLKRS, i-Ready Diagnostic, Grade level assessments) We will use our district's MTSS criteria to identify students to be referred to the school based problem-solving team.*

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

<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
SIPPS Intervention Reading Horizons Intervention LAFS i-Ready Toolbox Success for All	<p><i>Assessment & Frequency</i></p> <p>Progress monitoring occurs weekly and is monitored in Performance Matters</p>	<p><i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i></p>	<p><i>Performance Criteria that would prompt changes to Tier 3 interventions</i></p>
<p>For students documented as not progressing, interventions will be modified or increased as needed and diagnostic assessments will be given to more specifically determine learning needs through the Multi-Tiered System of Support (MTSS) Team.</p>		<p>If the student's response to intervention is positive and the achievement gap is changing at the rate of expectancy the intervention(s) would continue as implemented.</p> <p>Intervention will be adjusted according to results determined through the problem solving team.</p>	<p>Students that do not respond to reading interventions will be remediated during the intervention block scheduled outside of the mandatory reading block. Interventions occur in small group instruction based on student data in the areas of deficiency.</p>

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

	Number of times a week intervention provided	3-5 days per week in addition to Tier 1 and 2	Number of minutes per intervention session	15-30 minutes
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>The problem solving team engages in learning walks during the specified intervention block to observe interventions and identify potential barriers to instruction. Data is collected and analyzed during problem solving meetings. See problem solving framework in the appendix.</p> <p>The only difference is when comparing students to their peers in Tier 2 and Tier 3 we are looking at individual student needs.</p> <p>Students identified as in need of intensive intervention through reading data are also provided opportunities for additional tutoring that may occur before or after school or during non-instructional time within the school day.</p>			
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Our kindergarten students are taught through direct instruction (.60 effect size) Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i>. using systematic and explicit phonic programs Discover Intensive Phonics , Success for All - strong evidence ESSA and SIPPS. The students work in small groups, independently or in teacher-led groups to practice skills, .i-Ready - ESSA results show promising evidence but, when delivered through direct instruction the effect size is 0.60 Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning</i>.</p>			
	<p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <p>Student groups of 3 or less receiving Tier 3 interventions are provided virtual instruction that is explicit, systematic, and interactive using Google APPS for Education.</p>			

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 1-5

IF: Student meets the following criteria at the beginning of school year:

First-Fifth Grade Levels	Fall 2020 i-Ready	FSA ELA
First Grade	434 or above	
Second Grade	489 or above	
Third Grade	511 or above	
Fourth Grade	557 or above	Level 3 and above
Fifth Grade	581 or above	Level 3 and above

THEN:

TIER 1 Only

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.

Reading Wonders ©2014 core adopted instructional materials for K-5 English Language Arts. *Reading Wonders* series was reviewed and approved by the FLDOE for inclusion on the State Adopted List at time of adoption and purchase. *Wonders* shows moderate evidence per ESSA rubrics. Our teachers teach using direct instruction which has an effect size of .60 based on Hattie's research. *Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning.* We are looking forward to the opportunities that the next Reading Adoption will afford us.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

<p>Universal screening to monitor progress of all students 3 times per year.</p>	<p>Universal data analysis is initially engaged in by the Problem Solving Team (PST) at the beginning of the school year through the Step Zero Process, followed by midyear and end-of-year data analysis and reflection on the school improvement process. The PST determines areas of academic support and enrichment needed within core instruction. A list of students is created during the data analysis to identify students in need of Tier 2 interventions.</p>
<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>The school level PST has monthly and quarterly data chats the purpose of reviewing Universal screening and Response to Instruction and intervention data.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>District teams and school level Problem Solving Teams review assessment data in order to identify where additional support and professional learning is needed.</p>
<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>Weekly learning walks to help school leadership teams and coaches to monitor the effectiveness of our curriculum, blueprints and District Framework. Weekly PLCs with grade level help teachers to make adjustments as needed.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <ul style="list-style-type: none"> -The Curriculum & Instruction Department provides surveys to all school-based staff and analyzes data on effectiveness of Curriculum Scope & Sequence and Unit Blueprints -Curriculum & Instruction leads teams of teachers in revising and improving curriculum support documents. - We observe how peer groups respond to curricular demands, how target student groups respond to curricular demands. - The Curriculum and Instruction Department interviews stakeholders about content and outcomes, technology integration and data based decision making.
<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Instruction is offered through the platform of Google Classroom in which teachers develop virtual sessions to enhance student-to-student collaboration as well as to provide direct instruction on standards and curriculum via Google Suite; teachers are encouraged to schedule regular virtual meetings with individual/small groups of students as needed to provide additional intervention and instruction. i-Ready Reading instruction is utilized as another support in providing additional learning. Teachers regularly review lesson pass rates and create instructional groupings based on i-Ready scale scores in order to differentiate instruction.</p>	

<p>IF:</p>	<p>Student meets the following criteria at beginning of school year:</p>		
	<p>First-Fifth Grade Levels</p>	<p>Fall 2020 i-Ready</p>	<p>FSA ELA</p>
	<p>First Grade</p>	<p>336-433</p>	
	<p>Second Grade</p>	<p>400-488</p>	
	<p>Third Grade</p>	<p>453-510</p>	
	<p>Fourth Grade</p>	<p>475-556</p>	<p>Level 2</p>
	<p>Fifth Grade</p>	<p>496-580</p>	<p>Level 2</p>

THEN:

TIER 1 instruction and TIER 2 interventions

Interventions:

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

TIER 1 instruction and TIER 2 interventions

TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring		
	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
<p><i>*Explanation regarding these research-based programs can be found below.</i></p> <p>i-Ready Tools for Instruction Lessons - Promising evidence per ESSA</p> <p>SIPPS Reading Horizons Leveled Literacy Intervention - Strong Evidence per ESSA</p> <p>Wonders Tier 2 Intervention FCRR - Florida Center for Reading Research Read Naturally - WWC</p> <p>Quick Reads – 2-5 Strong Evidence per ESSA</p> <p>Reading Mastery -Significantly positive for fluency invention per WWC</p> <p>Lexia - Strong evidence per ESSA</p> <p>Success For All - Strong Evidence Per ESSA</p>	<p>Progress monitoring monthly or bi-monthly with at least 75% of students making gains.</p>	<p>A determination to fade intervention would be determined by the Problem Solving Team if the intervention indicates that the learning gap in relation to peer data has closed.</p>	<p>We have a 120 minute reading block. Tier 1 instruction is delivered during the uninterrupted 90 minute block. Tier 2 intervention is delivered outside the 90 minutes during small group instruction.</p>

Number of times a week intervention provided	2-3 times a week	Number of minutes per intervention session	20-30 minutes
<p><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></p> <p>The school-based problem solving team meets to review ongoing intervention data documented in Performance Matters. Students exhibiting a substantial reading deficiency are provided intensive, explicit, and multisensory reading instruction. The problem solving team reviews student progress of the intensive intervention documented in Performance Matters. The problem solving team engages in learning walks during the specified intervention block to observe interventions and identify potential barriers to instruction. Data is collected and analyzed during problem solving meetings. See problem solving framework in the appendix</p>			
<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>i-Ready - ESSA results show promising evidence but, when delivered through direct instruction the effect size is 0.60 Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning.</i></p> <p>Reading Horizons - There were not studies in ESSA or WWC however, this product is based on the Orton-Gillingham method with multi-sensory methods embedded with the instruction. Phonics instruction when taught systematically and explicitly has an effect size of 0.54. Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning.</i></p> <p>SIPPS - Phonics instruction when taught systematically and explicitly has an effect size of 0.54. Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning.</i></p> <p>Quick Reads – 2-5 Strong Evidence per ESSA</p> <p>LLI - Shows Strong evidence for improvement in comprehension, vocabulary, and fluency through ESSA</p> <p>Wonders Intervention Toolkit - When interventions are used and progress monitored and matched to student needs the effect size is 1.07. Hattie, J. (2012). <i>Visible learning for teachers: Maximizing impact on learning.</i></p> <p>Lexia - Strong evidence per ESSA</p> <p>FCRR: Florida Center for Reading Research materials used in small groups for skill based inventions.</p> <p>Read Naturally - WWC found to have potentially positive effects on general reading achievement.</p> <p>Success For All - Strong Evidence Per ESSA</p> <p>Reading Mastery -Significantly positive for fluency invention per WWC</p>			
<p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p> <p>Instruction is offered through the platform of Google Classroom in which teachers develop virtual sessions to enhance student-to-student collaboration as well as to provide direct instruction on standards and curriculum via Google Suite; teachers are encouraged to schedule regular virtual meetings with individual/small groups of students as needed to provide additional intervention and instruction. i-Ready Reading instruction is utilized as another support in providing additional learning. Teachers regularly review lesson pass rates and create instructional groupings based on i-Ready scale scores in order to differentiate instruction. Students meet in small groups through Google Meets to work on skills.</p>			

IF:	Student meets the following criteria at beginning of school year:		
	First-Fifth Grade Levels	Fall 2020 i-Ready	FSA ELA
	First Grade	335 or below	
	Second Grade	399 or below	
	Third Grade	452 or below	
	Fourth Grade	474 or below	Level 1
Fifth Grade	495 or below	Level 1	
*Notify parents of substantial reading deficiency as required in Section 1008.25, F.S. (determined by i-Ready Diagnostic and Grade level assessments) We will use our district's MTSS criteria to identify students to be referred to the school based problem-solving team.			

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: <ul style="list-style-type: none"> ● 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 		
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>	
	<p>-Teachers will use the Individual Student Profile from i-Ready to determine specific student needs and use the Teacher directed lessons specified in the Toolbox.</p> <p>For those students not progressing, interventions will be modified or increased as needed and diagnostic assessments will be given to more specifically determine learning needs through the Problem Solving Team. Students with significant deficits are provided with systemic, explicit, and interactive small group instruction. The intervention is matched to the student needs and delivered for 15-30 minutes per day 3-5 days per week in addition to Tier 1 and Tier 2. The intervention needs to be delivered for a sufficient</p>	<p><i>Assessment & Frequency</i></p> <p>Weekly Progress Monitoring</p>	<p><i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i></p> <p>If the student's response to intervention is positive and the achievement gap is changing at the rate of expectancy the intervention(s) would continue as implemented.</p> <p>Intervention will be adjusted according to results determined through data-based problem solving</p>

<p>period of time to allow the team to gather adequate data to determine effectiveness.</p> <p>Schools use different resources based on what resources they have. The materials are listed below.</p>		<p>by the PST.</p>	<p>and Tier 3 team will:</p> <ol style="list-style-type: none"> 1. Notify parents of supplemental supports 2. Classroom observations will occur. 3. Comparison data for peers will be collected 4. Meeting will be scheduled to decide next steps. <p>Inventions continue until PST and ESE determination is made.</p>
<p><i>*Explanation regarding these research-based programs can be found below.</i></p> <p>Materials: i-Ready Tools for Instruction Lessons - Promising Evidence per ESSA SIPPS Reading Horizons Leveled Literacy Intervention - Strong evidence per ESSA Wonders Tier 2 Intervention FCRR (Florida Reading Research Center) Read Naturally - WWC Quick Reads – 2-5 Strong Evidence per ESSA Reading Mastery - Significantly positive for fluency invention per WWC Lexia - Strong evidence per ESSA Success For All - Strong Evidence Per ESSA</p>			
<p>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</p>			
<p>Number of times a week intervention provided</p>	<p>3-5 days per week</p>	<p>Number of minutes per intervention session</p>	<p>15-30 minutes per session</p>
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? The school-based problem solving team meets to review ongoing intervention data documented in Performance Matters. The same 4-step problem solving is used for each tier. Students exhibiting a substantial reading deficiency are provided intensive, explicit, and multisensory reading instruction. The problem solving team reviews student progress of the intensive intervention documented in Performance Matters.</p>			
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>LLI - strong evidence for improvement in vocabulary, fluency and comprehension ESSA Success for All - Strong evidence per ESSA Quick Reads - Strong evidence per ESSA</p>			

[Lexia](#) - Promising evidence per ESSA

[i-Ready Tools for Instruction Lessons](#) - Promising Evidence per ESSA

[Read Naturally](#) - WWC found to have potentially positive effects on general reading achievement.

[Reading Mastery](#) - Significantly positive for fluency invention per WWC

[FCRR \(Florida Reading Research Center\)](#) provides skills-based activities from the Florida Research Center.

[SIPPS](#) individualized skills-based instruction

[Reading Horizons](#) individualized skills-based instruction

[Wonders Tier 2 Intervention](#) -Promising evidence per ESSA

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

Student groups of 3 or less receiving Tier 3 interventions are provided virtual instruction that is explicit, systematic, and interactive using Google APPS for Education.

Curriculum, Instruction, and Assessment Decision Tree

IF:	<p>Student meets the following criteria at beginning of school year: Spring 2019 FSA ELA Level 3 and above; score equivalent of Level 3 and above across prior year’s District ELA Assessments</p>		
THEN:	TIER 1 Only		
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> ● <i>is standards-aligned</i> ● <i>builds background and content knowledge, motivation</i> ● <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> ● <i>incorporates writing in response to reading</i> ● <i>includes accommodations (IEP, ESOL or 504)</i> ● <i>incorporates the principles of Universal Design for Learning</i> ● <i>includes specially designed instruction for students with disabilities</i> 		
	<i>Core Curriculum</i>		
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>		
	<p>HMH Collections ©2015 adopted as core instructional materials for Grades 6-12 Language Arts and Honors courses. HMH Collections series was reviewed by FLDOE reviewers and approved for inclusion on the State Adopted List at time of adoption and purchase. HMH Collections ESSA evidence: Category 2: Demonstrates a Rationale.</p>		
	<i>Progress Monitoring</i>		
	<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
	District ELA Assessments: End of Q1, Q2, Q3 & Midyear	Student average percent correct scores equals at or above grade level (Level 3 and above equivalent).	Student average percent correct at Level 2 equivalent on Quarterly and/or Mid-Year Assessments
	<p>How is the effectiveness of Tier 1 instruction being monitored? Weekly/bi-weekly classroom Learning Walks by School Administration, Monthly joint District and School</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? -School-based leadership teams conduct regular data chats to monitor and analyze walkthrough data trends -District-based staff monitor and analyze monthly Learning Walk Data trends -Both school-based and district-based staff provide targeted common planning support as well as professional learning opportunities</p>	

	<p>Administration Learning Walks, Student performance on District ELA Assessments and End of Year Assessments. Monthly data chats (includes Tier 1 Data analysis & RtI), as well as a MOY review.</p>	<p>-Regionalized District Staff provide on-going support to schools within their region and organize coordinated support from Curriculum & Instruction department and other departments -Train and follow up on the District Instructional Framework</p>
	<p>How is the effectiveness of Tier 1 curriculum being monitored? Weekly/bi-weekly classroom Learning Walks by School Administration to observe instruction and implementation of core curriculum; data chats including review of teacher flexibility to modify curriculum, analysis whether repetition for mastery is needed, and alignment of supplemental materials being used. Monthly joint District and School Administration Learning Walks, Student performance on District ELA Assessments and End of Year Assessments.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? -District Curriculum & Instruction Department provides surveys to all school-based staff and analyzes data on effectiveness of curriculum Scope & Sequence and Unit Blueprints -Curriculum & Instruction leads teams of teachers in revising and improving curriculum support documents -School and District-based staff conduct regular data chats to monitor and analyze specific Learning Walk data for evidence of alignment to grade-level standards and content -Both school-based and district-based staff provide targeted common planning support as well as professional learning opportunities for coaches and teachers -Regionalized District Staff provides on-going support to schools as well as organize coordinated support from the Curriculum & Instruction Department focused on curriculum implementation. -Train and follow up on the District Instructional Framework</p>
	<p>How is instruction modified for students who receive instruction through distance learning? Instruction is offered through the platform of Google Classroom in which teachers develop virtual sessions to enhance student-to-student collaboration as well as to provide direct instruction on standards and curriculum via Google Suite; teachers are encouraged to schedule regular virtual meetings with individual/small groups of students as needed to provide additional intervention and instruction.</p>	

IF:	<p>Student meets the following criteria at beginning of school year: Spring 2019 FSA ELA Level 2; score equivalent of Level 2 across prior year's District ELA Assessments</p>	
THEN:	<p style="text-align: center;">TIER 1 instruction and TIER 2 interventions</p>	
	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> ● <i>are standards-aligned</i> ● <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> ● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> ● <i>are matched to the needs of the students</i> ● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> ● <i>occurs during time allotted in addition to core instruction</i> ● <i>includes accommodations (IEP, ESOL or 504)</i> 	
		<p>TIER 2 Progress Monitoring</p>

TIER 1 instruction and TIER 2 interventions	<i>TIER 2 Programs/Materials/Strategies & Duration</i>	<i>Assessment & Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>			
	Through core Language Arts class (50 minutes, daily): Teacher-lead differentiated Small Group/Individual Instruction using district approved curriculum including HMH Collections.	Student performance and data from District Quarterly ELA Assessments	Student average percent correct on Quarterly and/or Mid-Year Assessments is at or above grade level.	Student average percent correct remain at Level 2 equivalent on Quarterly and/or Mid-Year Assessments	Student average percent correct on Quarterly and/or Mid-Year Assessment drops below Level 2 equivalent range.	
	Additionally, through dedicated Intervention time outside of Language Arts class (3-4 times per week for 20-30 minutes each time): Teacher-developed mini-lessons aligned to standards from district approved curriculum materials tailored to address skill gaps or unfinished learning.	Student performance and data from District Quarterly ELA Assessments	Student average percent correct on Quarterly and/or Mid-Year Assessments is at or above grade level.	Student average percent correct remain at Level 2 equivalent on Quarterly and/or Mid-Year Assessments	Student average percent correct on Quarterly and/or Mid-Year Assessment drops below Level 2 equivalent range.	
	Number of times a week intervention provided	3-5	Number of minutes per intervention session	Occurs within 50 minute Language Arts class; and during Intervention Time occurs 20 - 30 minutes		
	<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>					
	Administrators review Learning Walk Data, Provide school based and district led professional learning, Contact Regional and District Program Specialists for additional support, Train and follow up on the District Instructional Framework to support core curriculum and instruction					
	<i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i>					
HMH Collections ESSA Evidence: Category 2 Demonstrates Rationale ; additionally, schools that implement the intervention block consistently have seen an increase in student performance and growth with District Quarterly ELA assessments.						
<i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i>						
Tier 2 interventions are provided virtually, in small groups or one-on-one						

IF:	Student meets the following criteria at beginning of school year: Spring 2019 FSA ELA Level 1; score equivalent of Level 1 across prior year's District ELA Assessments			
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: <ul style="list-style-type: none"> ● 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 			
	<i>TIER 3 Programs/Materials/Strategies & Duration</i>	<i>TIER 3 Progress Monitoring</i>		
	Intensive Reading Intervention Course (6-10)/Intensive Language Arts Course (11-12): students receive differentiated reading instruction with grade-appropriate nonfiction text and text matched to his/her individual Lexile level utilizing Achieve 3000. Teachers will consider individual students' strengths & weaknesses in fluency, vocabulary, and comprehension for targeting small group instruction and provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards In addition, teachers will use WRT, VKT, RCT, and SKT and additional diagnostic assessments (ORT) as needed to create a reading profile to determine if/what supplemental and/or intensive instruction targeted to the individual student's skill weaknesses is needed. Grades 6-12 Intensive Reading Framework.	FAIR-FS; 3x per year Word Recognition Task (WRT) Vocabulary Knowledge Task (VKT) Reading Comprehension Task (RCT) Syntactic Knowledge Task (SKT) Optional Open Response Task (ORT) Achieve 3000 Level set; 3x per year Achieve 3000 monthly Lexile Adjustments	Student's FAIR-FS PLS score above 84% (Green Zone-likely not at risk), AND; Lexile within range of grade-level band, AND; Consistent monthly Lexile growth <i>*Considerations should be made for students to be removed from Tier 3 intervention (at the Semester) when successful interventions have been met and documented.</i>	Students score below 84% in PLS (Yellow or Red Zones and may likely be at risk) <30th percentile on 1 task: some support is needed, <30th percentile on 3 or more tasks: intensive instruction is needed, <30th percentile on WRT and 1 other task: Decoding and fluency instruction is needed, <30th percentile on RCT or VKT and SKT: Language and Listening Comprehension instruction is needed. <i>*We will use our district's MTSS criteria to identify students to be referred to the school based problem-solving team.</i>
	Additionally, Intervention time (3-4 times per week; 20-30 minutes each) utilizing standards-aligned, district approved curriculum including HMH Collections with extension/remediation materials and	LSA Quarterly and Midyear Assessments	Student average percent correct scores reach Level 2 equivalent.	Student average percent correct scores do not improve to Level 2 or above equivalent.

	lessons.			
	Differentiated Small Group/Individual Instruction based on students' needs for additional learning during Tier 1 core Language Arts class using district approved instructional materials.	As needed based on student performance and data from LSA Quarterly Assessments	Student average percent correct scores reach Level 2 equivalent.	Student average percent correct scores do not improve to Level 2 or above equivalent.
	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	IR course: 5 days/week Intervention Block: 3-4 times per week	Number of minutes per intervention session	IR Course: 50 minutes Intervention Block: 30 minutes
	What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?			
	Administrators review Learning Walk Data, Provide school based and district led professional learning, Contact Regional and District Program Specialists for additional support, Train and follow up on the District Instructional Framework to support core curriculum and instruction			
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.			
Schools that have implemented the intervention block consistently have seen an increase in student performance and growth with LSA data; HMH Collections ESSA evidence: Category 2 Demonstrates Rationale , Achieve 3000 Secondary ESSA Evidence: Strong .				
How are Tier 3 interventions modified for students who receive interventions through distance learning?				
Tier 3 interventions are provided virtually, in small groups or one-on-one				

APPENDICES

- LCS Multi-Tiered System of Supports Framework
- LCS Problem Solving Team
- Addendum for Lowest 300 schools
- K-12 Reading Plan Meeting Minutes
- K-2 Literacy Block
- 3-5 Literacy Block

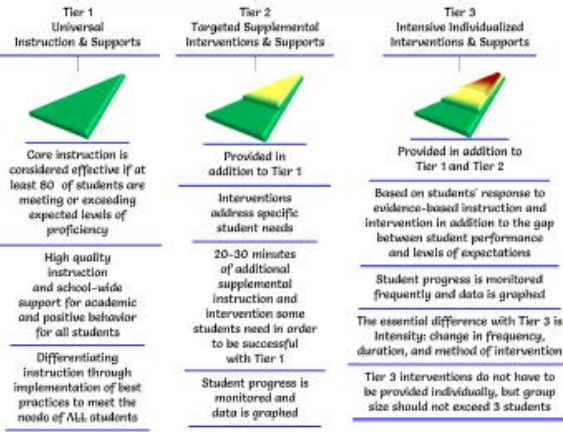
SUMMARY:

A Multi-Tiered System of Supports is a framework for providing high quality instruction and intervention matched to student needs, and using learning rate over time and level of performance to inform instructional decisions. It involves the systematic use of data to most efficiently allocate resources in order to improve learning for all students and is addressed with the 4-step problem solving model. To illustrate the purpose for a MTSS framework, an analogy has been drawn to an aquarium full of fish. If the water in the aquarium is dirty, it makes little sense to single out struggling fish for corrective treatment. The first corrective treatment that should be applied is to clean the water in the aquarium, as all the fish will likely benefit from this action. Similarly, if the instruction which is provided to all students is not effective for the vast majority of student, it would make little sense to single out struggling students for corrective treatment. Instead, measures should be undertaken to improve the quality and effectiveness of the core instruction and behavior supports, as this would result in an increase in achievement for all students.

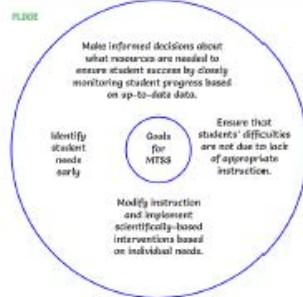
COMMON LANGUAGE:

- *MTSS
- *Tier 1
- *Tier 2
- *Tier 3
- *Fidelity
- *Progress Monitoring
- *Problem Solving Team
- *4-Step Problem Solving Process
- *Response to Intervention
- *Anecdotal Record
- *Root Cause Analysis
- *FBA-BIP
- *Risk Assessment
- *Step Zero
- *Universal Data
- *ICEL/RIOT

What are the Tiers in a Multi-Tiered Framework?



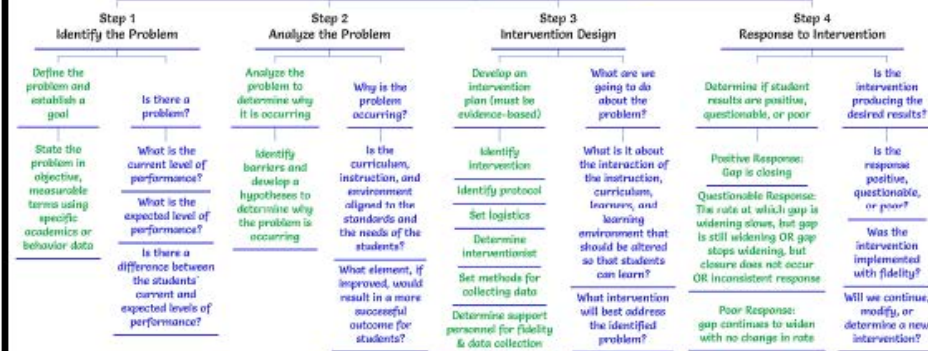
Exceptional Student Education (ESE) and English Language Learners (ELL) are not tiers. Also, MTSS is not a series of events conducted for the purpose of identifying a disability. On the contrary, MTSS is a framework used for the purpose of providing multiple levels of instructional, social, and emotional support for all learners.



Actions

MTSS 4-Step Problem-Solving Model

Questions



Problem Solving Team

SUMMARY:

Each school is expected to establish and support a school-based Problem Solving Team (PST) who meets to review school wide and student data, plan interventions, and use the 4-Step Problem-Solving model to make instructional decisions during the school year. Each Problem Solving Team meeting is unique in its purpose, outcomes, documentation, and expertise required by its members. For this reason, the PST should include individuals who have a diverse skill set which can address a variety of behavioral and academic needs. Some PST meetings may require all members to be in attendance, while meetings focused on a specific topic, such as reading, math, chronic absenteeism, or behavior, would only require specific members. In this case, a subcommittee which is comprised of members with expertise related to the area of focus, would meet to establish supplemental supports, match them to identified student needs, and establish a system for monitoring fidelity and student progress (RtI).

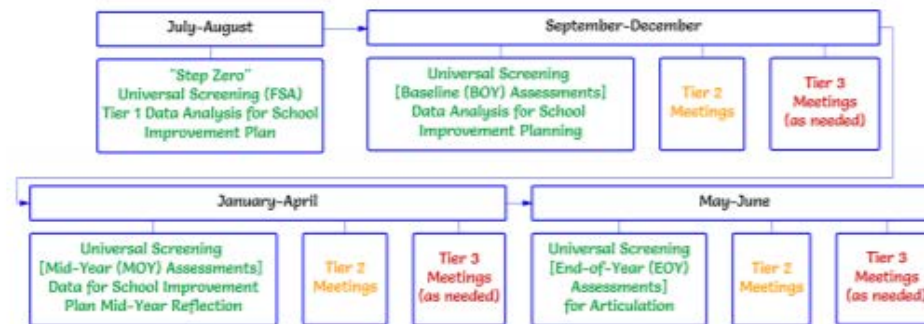
COMMON LANGUAGE:

- ★ 4-Step Problem Solving
- ★ ICEL by RIOT Matrix
- ★ Hypothesis
- ★ Gap Analysis
- ★ Intervention Protocol
- ★ Fidelity
- ★ Progress Monitoring
- ★ Response to Intervention

GUIDING QUESTIONS FOR ORGANIZATION OF THE PROBLEM SOLVING TEAM?

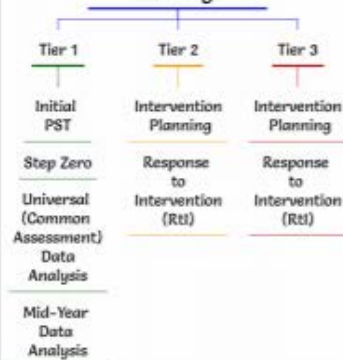
- ★ Who will be on the team?
- ★ Who will comprise the subcommittees for each discipline that report back to a core team?
- ★ How often should meetings be scheduled?
- ★ When and where will you meet?
- ★ How will your meetings be structured?
- ★ Will all members be asked to attend all meetings?
- ★ How will responsibility be shared among all members?
- ★ What roles will each member play during meetings?

Problem Solving Team Meetings A Year-at-a-Glance

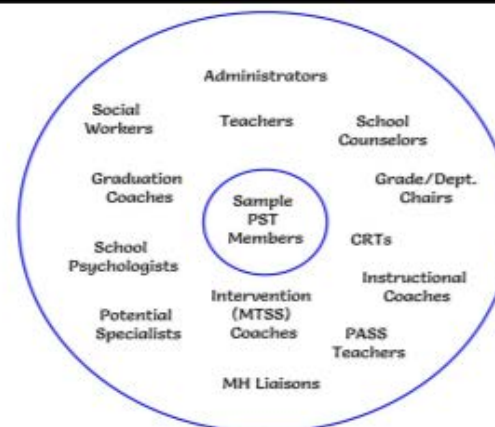


EOY RtI & Articulation meetings, which comprise the meetings held in May-June, are an integral part of establishing the Multi-Tiered System of Supports for the new school year. They represent the final Check-Act of the continuous improvement cycle (FCIM) and will be used to drive the School Improvement Plan for the new school year.

PST Meetings



Meetings which are held for the purpose of planning and monitoring Tier 2 and Tier 3 interventions will likely be comprised of a smaller subcommittee of PST Members.



It is not necessary for every member of the school-based Problem Solving Team to be present for most meetings. What is important is that the people with the necessary expertise for solving the problems at hand are present, AND that decisions are not ever made in isolation. These are sample subcommittees, but each campus may have other roles that could improve efficiency and effectiveness of the meetings, such as PASS teachers, Interventionists, and TAs.

Addendum for Lowest 300 schools

School: [Beverly Shores Elementary](#) Addendum for Lowest 300 schools

The Master Schedule below identifies the additional 60 minutes of intensive instruction as “Literacy Block”. The intensive reading instruction delivered in this additional hour will include explicit and systematic reading development in phonemic awareness, phonics, fluency, vocabulary and comprehension, with more extensive opportunities for guided practice, error correction and feedback. The extra instructional minutes will be paid for out of SAI funds. [BSE Master Schedule](#)

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2020 - 2021 K-12 Reading Plan Interdepartmental Minutes

2020 - 2021 - K-12 Reading Plan Interdepartmental Minutes

Agenda Item:	Notes:
<p>Progress Monitoring</p> <ul style="list-style-type: none">· MTSS Procedures· Update lowest 300 school	<p>Email and Phone conference: We discussed the procedures that needed to be in place as students move between tiers. Ask for any changes or adjustments to the lowest 300 school addendum. The MTSS framework is being updated and we link to our K-12 plan when it has been approved.</p> <p>Our Academic Services and Title 1 departments will continue to purchase and do training for schools using SIPPS</p>
<p>Decision Trees</p>	<p>Phone Conference with MTSS manager Julie Staton</p> <ul style="list-style-type: none">· Making sure procedures were in place to identify and solve problems to improve the effectiveness of each Tier.

<p>Accommodations</p> <ul style="list-style-type: none">· ESE · ESOL	<p>Email: Melissa Lyford We added that students K-12 who receive alternate achievements standards are assessed using the Benchmark Assessments available through the Unique Learning System program.</p> <p>Phone conference: WIDA assessments and progress monitoring are done twice a year to determine language placement for ELL students</p>
<p>Professional Development</p> <ul style="list-style-type: none">· Addition of more multisensory training· Partnership with FLDRS	<p>Curriculum and Instruction Department meeting</p> <p>We have added multisensory training that will include offering for all K- 5 teachers in the district. Our ESE department is partnering with FLDRS to offer GenEd and ESE teachers PD in reading courses specifically around vocabulary and word building.</p>

K-2 Literacy Block

"Each authentic literacy activity has a writer and a reader—a *writer who is writing to a real reader and a reader who is reading what the writer wrote.*" (Duke, et al., 2006)

K-2 Authentic Literacy Block 120 minutes					
<i>Teachers have autonomy to decide how to use the time most effectively to increase student learning.</i>					
<u>Instructional Element</u>		Daily Reading and Writing Practice			Time
Model (Teacher or Student)		Read Aloud/Book Talk			5 minutes
		Devoted time to develop a love of reading This is a wonderful opportunity to nudge readers to a new author/title/genre			
Model, Guided, Collaborative, Independent <i>*This will vary depending on lesson pacing and student need.</i>		Phonics/Phonemic Awareness			30 minutes
		Targeted mini-lesson from the scope and sequence of your selected systematic phonics program that focuses on a particular FL ELA Standard for Foundational Skills, including print concepts, phonological awareness, and phonics. Student application and practice of skills using systematic phonics program.			
Model (Whole Group)		Mini-lesson focused on reading process/LAFS standards			5-10 minutes
		Teacher reads/thinks aloud text, engaging students with questions, and accountable talk Students respond to comprehension questions throughout the lesson Teacher addresses vocabulary throughout the text Read-alouds should include text of high complexity and may include Social Studies Weekly and Science content when appropriate (*See blueprints) (e.g. comprehension, phonics, strategies, etc.)			
Independent/Guided		Independent Reading with Conferring			30-45 minutes
Building Stamina in Reading Guidance		Independent, small group and/or individual student reading where students practice the strategy or skill from the mini-lesson using books of their choice on their independent level. Teachers confer with readers.			Independent Daily Reading/Teacher Led Small Group Instruction and Tier II BLOCK
Grade	Q1	Q2	Q3	Q4	
K	5	5-10	10-15	15	
1st	5	10-15	15	15	
2nd	10	15	15	20	
3rd	15	15-20	20-25	25	
4th	15	20-25	25-30	30	
5th	15	20-25	25-30	30-35	
		*During this required practice, teachers generally conference with each student <u>at least</u> one time a week discussing text, strategies, or skills. Students not involved in a conference will continue reading their book and may write a response to their book or respond to the text used for instruction.			*Emergent/Early Conferring Form
		Teacher Led Small Group Instruction and/or Tier II (Supplemental Intervention) Best Practices for this block include:			*Independent Reading Conferring Form
		<ul style="list-style-type: none"> • Guided Reading (Teacher led) • Fluency practice • Phonics for striving readers • Word Work (Vocabulary, Sight words) • Independent reading/ in response to text 			Conferring Reflection
		Groups are formed based on data and student need.			
Collaborative/Whole Group		Reflect/debrief learning, thinking, process/share beautiful words (celebrations)			3 minutes
(Model) Whole Group		Mini-lesson focused on writing craft and/or process			10-15 minutes
		Teacher may use an anchor text to demonstrate what writers do and why.			
Independent/Collaborative		Independent Writing with Conferring			10-25 minutes
		Independent time for students to write and engage in teacher and/or peer conferences about their writing integrated with grammar instruction.			
Collaborative/Whole Group		Reflect/debrief learning, thinking, process/share beautiful words (celebrations)			3 minutes

****The range of times represent a sliding scale based on student need, demonstration of learning, and specific school/classroom time. This block includes the integration of Social Studies.**

"Each authentic literacy activity has a writer and a reader—a writer who is writing to a real reader and a reader who is reading what the writer wrote." (Duke, et al., 2006)

K-2 Authentic Literacy Block 120 minutes					
<i>Teachers have autonomy to decide how to use the time most effectively to increase student learning.</i>					
Instructional Element		Daily Reading and Writing Practice			Time
Model (Teacher or Student)		Read Aloud/Book Talk Devoted time to develop a love of reading This is a wonderful opportunity to nudge readers to a new author/title/genre			5 minutes
Model, Guided, Collaborative, Independent <i>*This will vary depending on lesson pacing and student need.</i>		Phonics/Phonemic Awareness Targeted mini-lesson from the scope and sequence of your selected systematic phonics program that focuses on a particular FL ELA Standard for Foundational Skills, including print concepts, phonological awareness, and phonics. Student application and practice of skills using systematic phonics program.			30 minutes
Model (Whole Group)		Mini-lesson focused on reading process/LAFS standards Teacher reads/thinks aloud text , engaging students with questions, and accountable talk Students respond to comprehension questions throughout the lesson Teacher addresses vocabulary throughout the text Read-alouds should include text of high complexity and may include Social Studies Weekly and Science content when appropriate (<i>*See blueprints</i>) (e.g. comprehension, phonics, strategies, etc.)			5-10 minutes
Independent/Guided Building Stamina in Reading Guidance		Independent Reading with Conferring Independent, small group and/or individual student reading where students practice the strategy or skill from the mini-lesson using books of their choice on their independent level. Teachers confer with readers. <i>*During this required practice, teachers generally conference with each student <u>at least</u> one time a week discussing text, strategies, or skills. Students not involved in a conference will continue reading their book and may write a response to their book or respond to the text used for instruction.</i> Teacher Led Small Group Instruction and/or Tier II (Supplemental Intervention) Best Practices for this block include: <ul style="list-style-type: none"> • Guided Reading (Teacher led) • Fluency practice • Phonics for striving readers • Word Work (Vocabulary, Sight words) • Independent reading/ in response to text Groups are formed based on data and student need.			30-45 minutes Independent Daily Reading/Teacher Led Small Group Instruction and Tier II BLOCK *Emergent/Early Conferring Form *Independent Reading Conferring Form Conferring Reflection
Grade	Q1	Q2	Q3	Q4	
K	5	5-10	10-15	15	
1st	5	10-15	15	15	
2nd	10	15	15	20	
3rd	15	15-20	20-25	25	
4th	15	20-25	25-30	30	
5th	15	20-25	25-30	30-35	
<i>*Amounts are "up to" minutes read</i>					
*Classroom Library Support					
Collaborative/Whole Group		Reflect/debrief learning, thinking, process/share beautiful words (celebrations)			3 minutes
(Model) Whole Group		Mini-lesson focused on writing craft and/or process Teacher may use an anchor text to demonstrate what writers do and why.			10-15 minutes
Independent/Collaborative		Independent Writing with Conferring Independent time for students to write and engage in teacher and/or peer conferences about their writing integrated with grammar instruction.			10-25 minutes
Collaborative/Whole Group		Reflect/debrief learning, thinking, process/share beautiful words (celebrations)			3 minutes

****The range of times represent a sliding scale based on student need, demonstration of learning, and specific school/classroom time. This block includes the integration of Social Studies.**

3-5 Literacy Block

“Each authentic literacy activity has a writer and a reader—a *writer who is writing to a real reader and a reader who is reading what the writer wrote.*” (Duke, et al., 2006)

3-5 Authentic Literacy Block 120 minutes					
<i>Teachers have autonomy to decide how to use the time most effectively to increase student learning.</i>					
<u>Instructional Element</u>	Daily Reading and Writing Practice				Time
Model (Teacher or Student)	Read Aloud/Book Talk				5 minutes
	Devoted time for developing a love of reading This is a wonderful opportunity to nudge readers to a new author/title/genre				
Model (Whole Group)	Mini-lesson focused on reading process/LAFS standards				5-15 minutes
	Teacher reads/thinks aloud text , engaging students with questions, and accountable talk Students respond to comprehension questions throughout the lesson Teacher addresses vocabulary throughout the text Read-alouds should include text of high complexity and may include Social Studies Weekly and Science content when appropriate (e.g. comprehension, phonics, strategies, etc.)				
Independent/Guided	Independent Reading <u>with</u> Conferring				60 minutes
	Independent, small group and/or individual student reading. Students practice the strategy or skill from the mini-lesson using books of their choice on their independent level. Teachers confer with readers. <i>*Teachers generally conference with each student at least one time a week discussing text, strategies, or skills. Students not involved in a conference will continue reading their book and may write a response to their book or respond to the text used for instruction.</i>				Independent Daily Reading/Teacher Led Small Group Instruction and Tier II <u>BLOCK</u>
Building Stamina in Reading Guidance					
Grade	Q1	Q2	Q3	Q4	
K	5	5-10	10-15	15	
1st	5	10-15	15	15	
2nd	10	15	15	20	
3rd	15	15-20	20-25	25	
4th	15	20-25	25-30	30	
5th	15	20-25	25-30	30-35	
	*Amounts are "up to" minutes read *Classroom Library Support				
	Teacher led Small Group Instruction and/or Tier II(Supplemental Intervention) Best Practices for this block of time can include: <ul style="list-style-type: none"> • Guided Reading (Teacher) • Independent reading and/or writing in response to text • Standards-based Station practice • Fluency practice • Advanced Phonics/Word Work/Vocabulary Groups are formed based on data and student need.				*Independent Reading Conferring Form Conferring Reflection
Collaborative/Whole Group	Reflect/debrief learning, thinking, process/share beautiful words (celebrations)				3 minutes
(Model) Whole Group	Mini-lesson focused on writing craft and/or process				5-15 minutes
	Teacher may use an anchor text to demonstrate what writers do and why.				
Independent/Collaborative	Independent Writing <u>with</u> Conferring				30-40 minutes
	Independent time for students to write and engage in teacher and/or peer conferences about their writing integrated with grammar instruction.				
Collaborative	Reflect/debrief learning, thinking, process/share beautiful words (celebrations)				3 minutes

****The range of times represent a sliding scale based on student need, demonstration of learning, and specific school/classroom time. This block includes the integration of Social Studies.**