Marion 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.

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Main District Reading Contact	Jennifer Beck	Director, Elementary Curriculum and Instruction	Jennifer.Beck@marion.k12.fl.us	352-671-6842

Responsibility	Name	Title	Email	Phone
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Summer Reading Camp	Kristin Lyon	3-5 Coordinator, Elementary Curriculum and Instruction	Kristin.Lyon@marion.k12.fl.us	352-236-0502
3rd Grade Promotion	Jennifer Beck	Director, Elementary Curriculum and Instruction	Jennifer.Beck@marion.k12.fl.us	352-671-6842

Plan Information

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

The Marion County School District Comprehensive Evidence-Based Reading Plan is communicated to various stakeholders in a variety of ways.

School-level Administrators, school-level coaches, lead teachers, and district-level staff explore and experience the Comprehensive Evidence-Based Reading Plan annually through interactive presentations designed to delve deep into the content, implications, and applications of the plan presented by the Curriculum and Instruction Departments.

School-level administrators share the plan and contents with staff members at the individual schools through a variety of ways. Some administrators duplicate and/or adapt the district-level trainings for use at the school site. School-level administrators share through whole faculty presentations, grade-level presentations, and/or subject-area presentations.

Community stakeholders are able to view and explore the Marion County School District Comprehensive Evidence-Based Reading Plan through the district website at www.marionschools.net

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

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

K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/ formative, summative)	How is the data being collected?	How often is the data being collected?
Oral language	The Developmental Reading Assessment (DRA) collects an oral interview (levels A-24) and oral reading fluency (levels A-40)	Diagnostic	Developmental Reading Assessment (DRA) (Grades KG-2) - the DRA is administered by a teacher with an individual student. All K-2 students take the DRA assessment each year.	The DRA is administered at the beginning of the year and the mid-point of the year.
Phonological awareness	The Developmental Reading Assessment (DRA) is used to collect oral reading fluency data, including phoneme identification for early primary grade levels, which can provide insight into foundational skill development.	Diagnostic	The Developmental Reading Assessment (DRA) (Grades KG-2) - the DRA is administered by a teacher with an individual student. All K-2 students take the DRA assessment each year.	The DRA is administered at the beginning of the year and the mid-point of the year.
	The i-Ready Reading Diagnostic is an adaptive diagnostic assessment and progress monitoring tool in which several domains of reading development are monitored including phonological awareness	Diagnostic	The i-Ready Reading Diagnostic is administered through the i-Ready digital platform. This diagnostic tool provides multiple reports for data analysis.	The i-Ready Reading Diagnostic is administered at the beginning, mid-point, and end-of-year.
	i-Ready Growth Monitoring provides regular data collection on foundational skills including phonological awareness.	Progress Monitoring	i-Ready Growth Monitoring is administered through the i-Ready digital platform. This progress monitoring tool provides multiple reports for data analysis.	The i-Ready Growth Monitoring assessment is administered once a month.
Phonics	The Developmental Reading Assessment (DRA) is administered by a teacher with an individual student including oral reading fluency (levels A-40) which can provide insight into foundational skill development.	Diagnostic	The Developmental Reading Assessment (DRA) (Grades KG-2) - the DRA is administered by a teacher with an individual student. All K-2 students take the DRA assessment each year.	The DRA is administered at the beginning of the year and the mid-point of the year.
	The i-Ready Reading Diagnostic is an adaptive diagnostic test and progress monitoring tool in which several domains of reading development are monitored including phonics.	Diagnostic	i-Ready	The i-Ready Reading Diagnostic is administered at the beginning, mid-point, and end-of-year.

	i-Ready Growth Monitoring provides regular data collection on foundational skills including phonics.	Progress Monitoring	i-Ready Growth Monitoring is administered through the i-Ready digital platform. This progress monitoring tool provides multiple reports for data analysis.	The i-Ready Growth Monitoring assessment is administered once a month.
Fluency	The Developmental Reading Assessment (DRA) is administered by a teacher with an individual student including oral reading fluency (levels A-40) which can provide insight into fluency development.	Diagnostic	The Developmental Reading Assessment (DRA) (Grades KG-2) - the DRA is administered by a teacher with an individual student. All K-2 students take the DRA assessment each year.	The DRA is administered at the beginning of the year and the mid-point of the year.
	The i-Ready Oral Reading Fluency Benchmark Assessment uses grade-level texts to determine a student's oral reading fluency proficiency compared to nationally recognized norms for the student's grade level up to three times per year.	Diagnostic	The i-Ready Oral Reading Fluency Benchmark Assessment (Grades 3-4) - the benchmark assessment is administered by a teacher with an individual student. Select grade 3-4 students take the assessment each year.	The i-Ready Oral Reading Fluency Benchmark Assessment is administered at the beginning, mid-point, and end-of-year.
	DIBELS Passages for Oral Reading Fluency use grade-level text to determine a student's oral reading fluency proficiency based on grade level benchmarks up to three times a year in addition to use as progress monitoring between assessment periods.	Diagnostic/Progress Monitoring	DIBELS Passages for Oral Reading Fluency is administered by a teacher with an individual student. All grade 5 students take the assessment each year. Grades 1-5 may utilize the assessment as a progress monitoring tool between assessment periods.	DIBELS Passages for Oral Reading Fluency is administered at the beginning, mid-point, and end-of year for select grade 5 students. As a progress monitoring tool, data is collected as appropriate for student needs.
Vocabulary	The Developmental Reading Assessment (DRA) is administered by a teacher with an individual student including a comprehension segment (levels 4-40) which can provide insight into vocabulary acquisition and use.	Diagnostic	The Developmental Reading Assessment (DRA) (Grades KG-2) - the DRA is administered by a teacher with an individual student. All K-2 students take the DRA assessment each year.	The DRA is administered at the beginning of the year and the mid-point of the year.
	The i-Ready Reading Diagnostic is an adaptive diagnostic test and progress monitoring tool in which several domains of reading development are monitored including vocabulary.	Diagnostic	The i-Ready Reading Diagnostic is administered through the i-Ready digital platform. This diagnostic tool provides multiple reports for data analysis.	The i-Ready Reading Diagnostic is administered at the beginning, mid-point, and end-of-year.
	i-Ready Growth Monitoring provides regular data collection on foundational skills including vocabulary.	Progress Monitoring	i-Ready Growth Monitoring is administered through the i-Ready digital platform. This progress monitoring tool provides multiple reports for data analysis.	The i-Ready Growth Monitoring assessment is administered once a month.

	The Florida Standards Assessment for English Language Arts (FSA ELA) measures learning gains and progress on the Language Arts Florida Standards (LAFS). This includes language and vocabulary skills. The summative scores and category scores inform retention and intervention decisions.	Summative	The FSA ELA score reports are acquired through state reports after testing is complete.	The FSA ELA takes place once a year for students in grades 3-5.
Comprehension	The Developmental Reading Assessment (DRA) is administered by a teacher with an individual student including a comprehension segment (levels 4-40) which can provide insight into a student's ability to comprehend text.	Diagnostic	The Developmental Reading Assessment (DRA) (Grades KG-2) - the DRA is administered by a teacher with an individual student. All K-2 students take the DRA assessment each year.	The DRA is administered at the beginning of the year and the mid-point of the year.
	i-Ready is an adaptive diagnostic test and progress monitoring tool in which several domains of reading development are monitored including comprehension of literature- and information-based text.	Diagnostic	The i-Ready Reading Diagnostic is administered through the i-Ready digital platform. This diagnostic tool provides multiple reports for data analysis.	The i-Ready reading diagnostic is administered at the beginning, mid-point, and end-of-year.
	i-Ready Growth Monitoring provides regular data collection on foundational skills including comprehension of literature- and information-based text.	Progress Monitoring	i-Ready Growth Monitoring is administered through the i-Ready digital platform. This progress monitoring tool provides multiple reports for data analysis.	The i-Ready Growth Monitoring assessment is administered once a month.
	The Florida Standards Assessment for English Language Arts (FSA ELA) measures learning gains and progress on the Language Arts Florida Standards (LAFS). This includes comprehension for both literature- and information-based text. The summative scores and category scores inform retention and intervention decisions.	Summative	The FSA ELA score reports are acquired through state reports after testing is complete.	The FSA ELA takes place once a year for students in grades 3-5.

6-8

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?
Florida Standards Assessment for English Language Arts (FSA ELA)	The FSA ELA measures learning gains and progress on the Language Arts Florida Standards (LAFS). This includes comprehension for both literature-and information-based text. The summative scores and category scores inform retention and intervention decisions.	Summative	The FSA ELA score reports are acquired through state reports after testing is complete.	The FSA ELA takes place once a year for students in grades 6-8.
District Quarterly Standards Mastery Assessment (QSMA)	The QSMA assesses student mastery of the LAFS in alignment with district-created curriculum maps.	Progress Monitoring	Data is immediately available upon assessment completion via the Unify platform.	Fall/Winter/Spring
i-Ready Diagnostic	For students in grades 6-8 receiving Tier 2 reading intervention, i-Ready is an adaptive diagnostic test and progress monitoring tool in which the following domains of reading development are monitored: • Phonological Awareness • Phonics • Vocabulary • Comprehension of literature Comprehension of informational text	Diagnostic	The i-Ready Reading Diagnostic is administered through the i-Ready digital platform. This diagnostic tool provides multiple reports for data analysis.	Fall/Winter/Spring
i-Ready Growth Monitoring	For students in grades 6-8 receiving Tier 2 reading intervention, i-Ready Growth Monitoring provides regular data collection in the following domains: • Phonological Awareness • Phonics • Vocabulary • Comprehension of literature • Comprehension of informational text	Progress Monitoring	i-Ready Growth Monitoring is administered through the i-Ready digital platform. This progress monitoring tool provides multiple reports for data analysis.	Monthly
Reading Inventory	For students in grades 6-8 receiving Tier 3 intervention with a focus on fluency, vocabulary, and comprehension, the Reading Inventory acts is an adaptive assessment providing a measure of reading ability aligned to text complexity.	Progress Monitoring	Data is immediately available via the SAM platform upon assessment completion to teachers, administrators, and district staff. Additionally the data is compiled by the publisher and examined by district and school staff to identify trends and make intervention decisions for students.	Fall/Winter/Spring

Phonics Inventory	For students in grades 6-8 receiving Tier 3 intervention with a focus on phonics, fluency, vocabulary, and comprehension, the Phonics Inventory measures student mastery of letter recognition, sight word recognition, and non-word decoding.	Progress Monitoring	Data is immediately available via the SAM platform upon assessment completion to teachers, administrators, and district staff. Additionally the data is compiled by the publisher and examined by district and school staff to identify trends and make intervention decisions for students.	Fall/Winter/Spring
Reading Progress Indicator	For students in grades 6-8 receiving Tier 3 intervention with a focus on phonological awareness, phonics, fluency, vocabulary, and comprehension, the Reading Progress Indicator measures student performance in phonological awareness, decoding, vocabulary, and comprehension.	Progress Monitoring	Data is immediately available upon assessment completion to teachers, administrators, and district staff via the My Sci Learn platform.	Upon completion of each Fast ForWord program (based upon individual student pace and progress)

9-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Florida Standards Assessment for English Language Arts (FSA ELA)	The FSA ELA measures learning gains and progress on the Language Arts Florida Standards (LAFS). This includes comprehension for both literature-and information-based text. The summative scores and category scores inform retention and intervention decisions.	Summative	The FSA ELA score reports are acquired through state reports after testing is complete.	The FSA ELA takes place once a year for students in grades 9-10. The FSA ELA is taken one additional time by students in grades 11 and 12 for the purposes of meeting graduation requirements.
District Quarterly Standards Mastery Assessment (QSMA)	The QSMA assesses student mastery of the LAFS in alignment with district-created curriculum maps.	Progress Monitoring	Data is immediately available upon assessment completion via the Unify platform.	Fall/Winter/Spring
Insight	Insight is an adaptive assessment that measures silent reading rate, comprehension, and vocabulary.	Progress Monitoring	Data is immediately available upon assessment completion to teachers, administrators, and district staff via Reading Plus.	Fall/Winter/Spring
Reading Inventory	For select students in grade 9 receiving Tier 3 intervention with a focus on fluency, vocabulary, and comprehension, the Phonics Inventory measures student mastery of letter recognition, sight word recognition, and non-word decoding.	Progress Monitoring	Data is immediately available via the SAM platform upon assessment completion to teachers, administrators, and district staff. Additionally the data is compiled by the publisher and examined by district and school staff to identify trends and make intervention decisions for students.	Fall/Winter/Spring
REWARDS Progress Monitoring Assessments	For students in grades 6-8 receiving Tier 3 intervention with a focus on multisyllabic decoding, fluency, vocabulary, and comprehension, the Phonics Inventory measures student mastery of letter recognition, sight word recognition, and non-word decoding.	Progress Monitoring	Data is collected and maintained by classroom teachers.	Following completion of every fifth lesson by select classrooms

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

Data Analysis and Decision-making				
How often is the data being reviewed and by whom?	*What problem-solving steps are in place for making decisions based on the data?*	*What steps is the district taking to see building and classroom level data and to share findings with individual schools?*	*How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?*	*Who at the district level is responsible for providing plan implementation oversight, support and follow-up?*
• i-Ready Diagnostic (Fall, Winter, Spring) • i-Ready Reading Growth Monitoring (monthly) • Developmental Reading Assessment (Fall, Winter) • ELA Quarterly Standards Mastery Assessments (Fall, Winter, Spring) • Florida Kindergarten Readiness Screener (Fall) The data will be discussed and monitored by: • School Counseling and Assessment Department • Area Directors • Directors of Elementary and Secondary Curriculum	District created proficiency charts and decision trees have been created to assist schools in making decisions based on data. These decision trees include information on student performance at the Tier 1 level as well as placement criteria for Tier 2 and Tier 3 interventions. Elementary schools conduct progress monitoring meetings three times per year to discuss and review data at the Tier 1 level and then make placement decisions for students requiring intervention support. Secondary school teams also hold periodic meetings in which they examine data to make decisions regarding data. School-based meetings are supported by district staff, including Area Directors; the director, coordinators, and content program specialists from Secondary Curriculum and instruction; as well as program specialists from the School Counseling and Assessment department. District-wide meetings for both administrators and coaches also include focused time for data analysis and problem-solving. Problem Solving Meetings are held at school sites more frequently to discuss students not responding to Tier 2 or Tier 3 interventions.	School Counseling and Assessment will collect, analyze, and review all K-12 district data following the administration of each assessment. In conjunction with Elementary Education and Secondary Education, directors, coordinators, and curriculum program specialists will meet with the Area Directors to discuss, review, and interpret the data and trends within the district. Furthermore, Area Directors will work with school-based administrators to discuss and support instructional next steps and goals for individual classrooms and students.	Departments at the district level, including School Counseling and Assessment, Elementary/Secondary Curriculum and Instruction, ESE Curriculum, Staff Development, and Area Directors will focus on examining and analyzing data, assist in action planning, and communicating concerns with all stakeholders. Communication in and amongst stakeholders will be multi-directional and focused on trends. District and schools will support the execution of plans.	• Directors, coordinators, and program specialists from Elementary and Secondary Curriculum and Instruction • Director, coordinator, and program specialists from School Counseling and Assessment • Area Directors

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	• Area Directors • Directors, Coordinators, and Program Specialists from Elementary and Secondary Curriculum • School-based administrators	• Monthly area-level principal meetings • Monthly district-level principal and assistant principal meetings • School site visits by area directors	• School-level administrators collect data during their weekly campus walkthroughs. • Area directors collect data at least twice a month during regular school visits.	• School-level administrators discuss data collected during their walkthroughs with faculty, school leadership team, and district area directors. • Area directors discuss data gathered with their area program specialists from various departments to create action plans.	• School-level administrators review data with school leadership teams at regularly scheduled meetings on their campus. • Area directors review data with the area curriculum teams and other directors at least once a month to create action plans.
Data chats	• Area Directors • Directors, Coordinators, and Program Specialists from Elementary and Secondary Curriculum • Director, Coordinator, and Program Specialists from Counseling and Assessment • School-based administrators	• Monthly area-level principal meetings • Monthly district-level principal and assistant principal meetings • School site visits • District to administrator weekly memo/ newsletter • District to teacher weekly memo/ newsletter • District to teacher quarterly assessment data review videos • School-site collaboration meetings	• School-level administrators conduct frequent data chats when assessment results become available including progress monitoring data. • District directors, coordinators, and program specialists from various departments conduct data chats after every district assessment. • School Board reviews data quarterly during school board meeting presentations by district administrators.	• School-level administrators share data with school community stakeholders, faculty, school leadership team, and district area directors through the production of "School Quick Facts" published on the school websites, through data reviews, and through discussions with district administrators. • Area directors discuss data at least twice a month with area curriculum teams, monthly with various district administrators, and quarterly with the School Board during regularly scheduled meetings. • Curriculum and Instruction staff reviews data quarterly and creates action plans in conjunction with school and district stakeholders.	• School-level administrators share data with school community stakeholders, faculty, school leadership team, and district area directors through the production of "School Quick Facts" published on the school websites, through data reviews, and through discussions with district administrators. • Area directors discuss data at least twice a month with area curriculum teams, monthly with various district administrators, and quarterly with the School Board during regularly scheduled meetings. • Curriculum and Instruction staff reviews data quarterly and creates action plans in conjunction with school and district stakeholders.

Reading Leadership Team per 6A-6.053(3) F.A.C.	• Area Directors • Directors of Elementary and Secondary Curriculum	• Monthly area-level principal meetings • Monthly district-level principal and assistant principal meetings • School site visits	• At the regularly scheduled school-level meetings	• School-level administrators will keep agendas and/or minutes of reading leadership team meetings and actions for review upon request.	• Directors, coordinators, and program specialists from various curriculum and instruction departments will request to view reading leadership team minutes and/or agendas to provide assistance and guidance.
Monitoring of plan implementation	• Area Directors • Directors and coordinators of Elementary and Secondary Curriculum	• Monthly area-level principal meetings • Monthly district-level principal and assistant principal meetings • School site visits	• Monthly	• Monthly school- and district-administrator meetings provide opportunity to ensure all data elements related to the plan are maintained and discussed.	• Administrators participate in the discussions at the various meetings, creating / editing action plans/steps when there is need for an improvement or change.
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?
K-5 In alignment with the administration of the three annual assessment periods (APs), Progress Monitoring Plan (PMP) meetings are held to discuss all students' academic progress based on data collected through diagnostic and progress monitoring measures. Students who show a deficit in reading skill acquisition are placed on a Tier 2 level intervention plan. The program placement is based on severity of the deficit through a program screener. Problem-Solving Team (PST) meetings are held based on recommendations made by school administrative teams and school psychologists. These meetings are used to discuss student response to intervention and determine if students need to move to a Tier 3, intensive intervention or, if already at a Tier 3 level of intervention, move back to Tier 2 or move to evaluation for Exceptional Student Education (ESE) service support.	Concerns are communicated through state-reported data, district and/or school administrative walk-throughs, student progress monitoring data pulled from online reports from intervention programs, or observed through analysis of intervention notebooks maintained on school campuses.	Each month, school principals gather for a multi-department meeting including communication of curriculum and instruction concerns. During this time, monthly trainings and updates are provided in relation to intervention and the multi-tiered system of support on their campuses. If it is a localized concern, Area Directors, the Curriculum and Instruction Directors, Coordinators, or Program Specialists may be requested to address the issue at the school site through collaborative walkthroughs, planning sessions, and/or modeling

6-12 Secondary schools also conduct regular data-analysis meetings following the administration of screeners. During school-based meetings, administrators, coaches, and when needed, district support staff, examine student data to identify learning gaps and problem solve how to provide additional support. Additionally, schools are supported throughout the year with examination of in-program data to identify students not responding to intervention or who have met targets, who therefore need a change in support. This process is conducted by school-based coaches, with support from program specialists.		intervention lessons. Literacy Content Area Specialists on campuses also meet once a month and intervention program training is provided as needed to support on-campus support of teachers providing Tier 2 or 3 intervention to students.

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	Communication in regard to professional learning opportunities takes place in weekly newsletters to administrators and teachers.	Principals will engage in data-based decision making by utilizing the reporting features in the district's Professional Learning Platform (True North Logic). Principals will review faculty training participation in regard to this requirement, as well as observing the application of knowledge during collaborative planning sessions and classroom observations.	After each district-led professional learning training, course attendance and completion is recorded through the True North Logic platform where it may be accessed by district staff at any time.	Area Directors and Directors within the Curriculum and Instruction departments may receive these reports in aggregate to monitor district-wide need for professional development in regard to this requirement.	The Director within the Curriculum and Instruction department responsible for the training in connection to this requirement (Elementary Education, Secondary Education, Teaching and Learning, and Professional Development).
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Principals, assistant principals, and school-based literacy content area specialists may communicate with the school administrative team that professional development is needed based on progress monitoring data from intervention programs or diagnostic assessments.	Principals may utilize intervention data notebooks maintained by teachers leading interventions on campus, monitor online data reports through the assessment programs available including i-Ready, or perform classroom walkthroughs to monitor the effectiveness of the differentiated professional development.	After each district-led professional development training, course attendance and completion is recorded through the True North Logic platform where it may be accessed by district staff.	Area Directors and Directors within the Curriculum and Instruction departments may receive these reports in aggregate to monitor district-wide need for professional development in regard to this requirement.	The Director within the Curriculum and Instruction department responsible for the training in connection to this requirement (Elementary Education, Secondary Education, Teaching and Learning, and Professional Development).
Identification of mentor teachers	Principals have the flexibility to determine mentor teachers based on strength on the teacher's knowledge of reading instruction and intervention.	School administrators will monitor the progress of mentored teachers through classroom walkthroughs and/or mentor logs.	Mentor teachers are identified within the first quarter of the school year and a list is sent to the Area Directors and Directors within the Curriculum and Instruction departments	Area Directors and Directors within the Curriculum and Instruction departments will receive a list of mentor teachers annually by the end of the first quarter.	Area Directors and the Director of Elementary Education and Secondary Education.

Establishing of model classrooms within the school	Principals have the flexibility to determine model classrooms based on strength on the teacher's knowledge of reading instruction and intervention. School administrators may choose to collaborate with administrators on another campus.	School administrators will monitor the effectiveness of model classrooms as well as the ability for teachers to interact with those model classrooms.	Principals report their list of model classrooms annually by the end of the first quarter.	Area Directors and Directors within the Curriculum and Instruction departments will receive a list of mentor teachers annually by the end of the first quarter.	Area Directors and the Director of Elementary Education and Secondary Education.
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	School administrative teams create their master schedules with professional learning communities in mind as they build in time for teachers to plan collaboratively together.	Principals review master schedules before they are finalized each summer.	The master schedule is reported annually through an Excel spreadsheet or Word document.	Area Directors and the Directors and Elementary and Secondary Education receive the master schedules for their respective schools.	Area Directors follow up with principals if master schedules are not effective in regard to the ability for teachers to work together within professional learning communities.

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	Professional Development and follow up sessions for Effective 90 Minute Reading Blocks offered during Principals and/or Directors Meeting through Face-to-Face and/or Virtual presentation. One-to-One District Level support will be available upon request or as needed.	Monitoring evidence of the 90-minute reading block done by school level administration team at the school level through the following, but not limited to the following: · Informal/ Formal Observation · Informal walkthroughs · Collaboration Meetings · Data Chats · PLC's · Progress Monitoring	**Master Schedules:** 90-minute Reading Blocks will be evident by master schedules collected in the summer by Directors of Curriculum and Instruction. **Observation Notes:** Area Directors make frequent visits to school sites. The visits include classroom walk-throughs and debriefing conversation with administration. Upon returning from visits, each Area Director notates a variety of data points within a visitation log including whole group instruction utilizing an evidence-based sequence of reading instruction within the 90-minute reading blocks. Area Directors address trends at monthly area principal meetings. **Observations:** Director, Coordinators, and Program Specialists from Elementary Curriculum and Instruction frequently visit school-sites for observation walk-throughs. Discussions are held with site-based administrators during the visits.	Director of Elementary Curriculum and Instruction Area Directors Coordinators and Program Specialists of Elementary Curriculum and Instruction	**Master Schedules:** Annually **Observation Notes:** Observation notes are held by Area Directors and discussed at District Director meetings as needed. **Observations:** Discussions are held at weekly Elementary Curriculum and Instruction meetings. Focus on support and problem-solution action plans are discussed for implementation.
Small group differentiated instruction in order to meet individual student needs	Professional Development and follow up sessions for Effective Small Group Differentiated Instruction offered during Principals and/or Directors Meeting through Face-to-Face and/or Virtual presentation. One-to-One District Level support will be available upon request or as needed.	Monitoring evidence of the small group differentiated instruction done by school level administration at the school level through the following, but not limited to the following: · Informal/Formal Observation · Informal walkthroughs · Collaboration Meetings · Data Chats · PLC's	**Observation / Logs:** Area Directors make frequent visits to school sites. The visits include classroom walk-throughs and debriefing conversation with administration. Upon returning from visits, each Area Director notates a variety of data points within a visitation log including evidence of differentiated, small group instruction within the 90-minute reading blocks. Area Directors address trends at monthly area principal meetings. **Observations:** Director, Coordinators, and Program Specialists from Elementary Curriculum and Instruction frequently visit school-sites for observation walk-throughs. Discussions are held with site-based administrators during the visits.	Director of Elementary Curriculum and Instruction Area Directors Coordinators and Program Specialists of Elementary Curriculum and Instruction	**Master Schedules:** Annually **Observation Notes:** Observation notes are held by Area Directors and discussed at District Director meetings as needed. **Observations:** Discussions are held at weekly Elementary Curriculum and Instruction meetings. Focus on support and problem-solution action plans are discussed for implementation.

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?

As a district, we understand the importance of closing reading gaps early; thereby, minimizing the need for future intensive intervention. With that in mind, the district has made a concerted effort to provide on-going professional learning opportunities to K-3 teachers connected to the science of reading. We recognize teachers have varying backgrounds in teaching reading and it is our goal all primary teachers understand the systematic progressions of skills students learn towards becoming proficient readers. Additional funding has been allocated to intervention programs supporting our K-3 students, including programs that focus on foundational/phonics skill deficient. The district has allocated time towards working with primary teachers on orienting them to the phonics intervention that is utilized as the companion to our core reading program. Four district-level reading coaches are assigned to specific schools supporting reading instruction. Additional time is spent in K-3 classrooms, as coaches model and scaffold support/professional development in core foundational skills instruction, differentiated instruction, and reading intervention.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	22,000.00
District expenditures on intervention teachers assigned to elementary schools	0
District expenditures on intervention teachers assigned to secondary schools	0
District expenditures on supplemental materials or interventions for elementary schools	410,404.00
District expenditures on supplemental materials or interventions for secondary schools	200,000.00
District expenditures on reading coaches assigned to elementary schools	310,000.00
District expenditures on reading coaches assigned to secondary schools	0
District expenditures on professional development	170,000.00
District expenditures on helping teachers earn the reading endorsement	90,000.00
District expenditures on summer reading camps	300,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	375,000.00
Flexible Categorical Spending	0
Sum of Expenditures	1,877,404.00
Amount of District Research-Based Reading Instruction Allocation	1,877,404.00

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?

- Building Vocabulary Level 2 – Teacher Created Materials
- Smithsonian STEAM Readers Level 2 and 3 – Teacher Created Materials
- i-Ready Reading Instruction
- i-Ready Mathematics Instruction

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)

> District-level data (i-Ready, district standards assessments-QSMA, FLKRS) will be analyzed by Curriculum Directors and Area Directors to develop priority school list and needs after district data is collected. Additional reviews throughout the year will be conducted to create/edit action plans.

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?

> Regular administrative meetings take place each month, July through March. During these meetings, the Director of Elementary education inform school and district administrators as to the role of the district elementary reading specialists which includes classroom support, modeled lessons, professional development, and collaboration during professional learning communities.

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

> The Director and Coordinators of Elementary Education monitor the role of district reading specialists and use of these individuals in their assigned schools. If one of the specialists have a concern with their ability to fulfill their requirements, they can discuss those concerns with the Director and/or Coordinators of Elementary Education.

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

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

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

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

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

How are these requirements being communicated to principals?	How are coaches recording their time and tasks?	Who at the district level is monitoring this?	How often is the data being reviewed?	What problem-solving steps are in place for making decisions based on the data?
Principals will receive training on reading plan elements. During the training, expectations and requirements for district reading coaches will be provided.	Outlook calendar	Director Elem Ed	Coaches will review student data during weekly visit at school sites, during weekly area meetings, and monthly administrator meetings.	When through one of the aforementioned review methods a need is present, district reading coaches provide services to remediate the need and future data points are used to determine if the service was effective.

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)

<u>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.</u>

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 – First Grade – Second Grade

IF:	Student meets the following criteria at beginning of school year: Kindergarten: • FLKRS—Above score 529 • DRA—Level A • i-Ready—AP1 scale score 362 and above First Grade: • DRA—Level 6 • i-Ready—AP1 scale score 434 and above Second Grade: • DRA—Level 18 • i-Ready—AP1 scale score 489 and above
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.

Core Knowledge Language Arts (CKLA) provides a research-based, comprehensive, preschool through fifth grade program for teaching reading, writing, listening, speaking, and building students' vocabulary and knowledge across essential domains in literature, history, and the sciences.

CKLA takes a systematic and explicit approach to teaching foundational skills. The integrated approach to instruction provides opportunities for independent skills practice with extension lessons/activities and progress monitoring to support all learners.

CKLA's read-aloud component blends language support, vocabulary, knowledge building, and comprehension skill development through integrated instruction. CKLA aims to close the gap between comprehension development and the instructional delivery of language-rich, knowledge-based approaches to building children's comprehension.

According to Amplify, CKLA meets ESSA's Moderate Evidence criteria through three studies that show statistically significant student outcomes when using CKLA. https://amplify.com/research/amplify-ckla-research/

Progress Monitoring		
Assessment & Frequency	**Performance Criteria that indicates Tier 1 is sufficient**	**Performance Criteria to that would prompt addition of Tier 2 interventions**
FLKRS (Fall--Kindergarten) i-Ready Diagnostic (Fall, Winter, Spring) DRA (Fall, Winter)	Kindergarten: • FLKRS—Above score 529 • DRA—Level A • i-Ready—AP1 scale score 362 and above First Grade: • DRA—Level 6 • i-Ready—AP1 scale score 434 and above Second Grade: • DRA—Level 18 • i-Ready—AP1 scale score 489 and above	Kindergarten: • FLKRS: Scores 437 or below • DRA—Two or more levels below ideal for the time of administration • i-Ready—Emerging K in phonological awareness First Grade: • DRA—Two or more levels below ideal for the time of administration • i-Ready—AP1 scale score below 346 Second Grade: • DRA—Two or more levels below ideal for the time of administration • i-Ready—AP1 scale score below 418

How is the effectiveness of Tier 1 instruction being monitored? • Informal/formal observations • Informal walkthroughs • Collaboration meetings • Data chats • PMP Meetings • PLC's	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** Area Directors make frequent visits to school sites. These visits include classroom walk-throughs and debriefing conversations with administration. Upon returning from visits, each Area Director notates a variety of data points within a visitation log including whole group instruction utilizing an evidence-based sequence of reading instruction. Area Directors address instructional trends at monthly area principal meetings. Director, Coordinators, and Program Specialists from Elementary Curriculum and Instruction frequently visit school-sites for observation walk-throughs. Discussions are held with site-based administrators during the visits. District and school leadership teams review Tier 1 data, identify trends, and monitor student movement between Tier 1 and Tier 2.
How is the effectiveness of Tier 1 curriculum being monitored? • District developed Curriculum Maps • Collaboration meetings • Informal walkthroughs • PMP meetings • Data Chats	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Area Directors make frequent visits to school sites. These visits include classroom walk-throughs and debriefing conversations with administration. Upon returning from visits, each Area Director notates a variety of data points within a visitation log including whole group instruction utilizing an evidence-based sequence of reading instruction. Area Directors address curriculum trends at monthly area principal meetings. Director, Coordinators, and Program Specialists from Elementary Curriculum and Instruction frequently visit school-sites for observation walk-throughs. Discussions are held with site-based administrators during the visits. Area program specialists attend collaborative planning sessions at school sites to provide support in the core curriculum and district developed curriculum maps.

How is instruction modified for students who receive instruction through distance learning?
In the event of a second interruption, students will continue to receive core instruction through distance learning. Teachers will continue to provide instruction through Zoom lessons using a variety of digital resources from CKLA. These resources include digital versions of teacher and student resources and video lessons for foundational skill and comprehension instruction. Students without access to technology will receive paper packets and phone calls from the teacher to provide instructional support.

IF:	Student meets the following criteria at beginning of school year: Kindergarten: • FLKRS: Scores 437 or below • DRA—Two or more levels below ideal for the time of administration • i-Ready—Emerging K in phonological awareness • i-Ready Scale Score between 100-361 indicates a need for further discussion before possible Tier 2 placement First Grade: • DRA—Two or more levels below ideal for the time of administration • i-Ready—AP1 scale score below 346 • i-Ready Scale Score between 347-433 indicates a need for further discussion before possible Tier 2 placement Second Grade: • DRA—Two or more levels below ideal for the time of administration • i-Ready—AP1 scale score below 418 • i-Ready Scale Score between 419-488 indicates a need for further discussion before possible Tier 2 placement
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions

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

TIER 2 Programs/Materials/ Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
CKLA Assessment and Remediation Guide	CKLA Progress Monitoring/bimonthly	9-12 weekly monitoring points at or above mastery; i-Ready benchmark data shows student is on grade level for phonological awareness/phonics	9-12 weekly monitoring points showing marginal progress; i-Ready benchmark data continues to show deficits in phonological awareness/phonics	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in phonological awareness/phonics
Reading Mastery Level 1 (2ⁿᵈ Grade)	Fluency Checks/ weekly	9-12 weekly monitoring points at or above mastery; i-Ready benchmark data shows student	9-12 weekly monitoring points showing marginal progress; i-Ready benchmark data	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues

		is on grade level for phonics	continues to show deficits in phonics	to show deficits in phonics
Leveled Literacy Intervention	LLI Running Record/ weekly	9-12 weekly monitoring points at or above mastery; i-Ready benchmark data shows student is on grade level in phonological awareness/phonics	9-12 weekly monitoring points showing marginal progress; i-Ready benchmark data continues to show deficits in phonological awareness/phonics	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in phonological awareness/phonics
i-Ready Tools for Instruction, Ready Books (2nd Grade)	i-Ready Growth Monitoring/ monthly	9-12 weekly monitoring points at or above mastery; i-Ready benchmark data shows student is on grade level in comprehension	9-12 weekly monitoring points showing marginal progress; i-Ready benchmark data continues to show deficits in comprehension	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in comprehension
Read Naturally (2nd Grade)	Read Naturally Fluency Checks/ weekly	9-12 weekly monitoring points at or above mastery; i-Ready benchmark data shows student is on grade level in fluency	9-12 weekly monitoring points showing marginal progress; i-Ready benchmark data continues to show deficits in fluency	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in fluency

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

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Tier 2 interventions align to core curriculum to ensure students are receiving seamless instruction in both Tier 1 and Tier 2. School administrators receive training on monitoring the fidelity of the interventions. This training includes how to monitor data notebooks and what to look for in each district-supported intervention. School administrators conduct intervention walkthroughs on a weekly basis as well as monitor data notebooks. Problem Solving Teams (PST) meet to review data on students with questionable progress and make recommendations for moving students to Tier 3.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
District supported Tier 2 interventions are research-based and show positive effects on student outcomes. Tier 2 interventions focus on a student's reading deficit identified through diagnostic assessments and intervention placement screeners.
Tier 2 Reading Interventions for K-2
- *Early Interventions in Reading*—potentially positive effects for alphabetics and comprehension as determined by What Works Clearinghouse https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_eir_112508.pdf
- *Reading Mastery Signature Edition*
    - Potentially positive effects for overall reading achievement of English Language Learners as determined by What Works Clearinghouse https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Reading_Mastery_092806.pdf

- According to What Works Clearinghouse, additional research studies are needed to determine the effectiveness of Reading Mastery on beginning readers in grades K-3. https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_readingmastery_112613.pdf
- McGraw Hill Education cites several white paper research studies indicating the success of Reading Mastery Language: https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/reading-mastery-signature-edition-2008/rmse-research-validity.pdf and Reading Mastery Direct Instruction https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/reading-mastery-signature-edition-2008/rmse-research-validity.pdf

- *Fountas & Pinnell Leveled Literacy Intervention*—Strong evidence as determined by Evidence for ESSA. https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli
- *CKLA Assessment and Remediation Guide*—According to Amplify, CKLA meets ESSA's Moderate Evidence criteria through three studies that show statistically significant student outcomes when using CKLA. https://amplify.com/research/amplify-ckla-research/
- *iReady Tools for Instruction, Ready Books*—Curriculum Associates cites many research studies that meet Every Student Succeeds Act (ESSA) Level 2 (Moderate) evidence requirements. Several independent studies found that i-Ready students outperformed their peers, making positive and statistically significant gains. https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-research-efficacy-brief-2019.pdf
- *Read Naturally*—potentially positive effects on general literacy achievement as determined by What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_readnaturally_070913.pdf

How are Tier 2 interventions modified for students who receive interventions through distance learning?
In the event of a second interruption, students will continue to receive Tier 2 interventions through distance learning. Teachers will continue to use Tier 2 programs through Zoom lessons. Group size will be adjusted to ensure that teachers can interact with students and continue to provide Tier 2 supports. Interventionists will continue to collect data throughout distance learning. For students that are unable to participate via Zoom, at-home packets will be provided and interventionists will provide support via telephone.

IF:	Student meets the following criteria at beginning of school year: • Students retained in 2019-2020 school year • In select cases, an administrator will initiate a Problem Solving Team (PST) meeting for immediate intensive intervention placement if all data points indicate a student is performing two or more years below grade level.
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

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

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

TIER 3 Programs/Materials/ Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
Reading Mastery K Language	Mastery Checks/ weekly	9-12 weekly monitoring points showing marginal progress	9-12 weekly monitoring points significantly below mastery
Early Interventions in Reading (Level K—Kindergarten)	EIR Assessments/ weekly	9-12 weekly monitoring points showing marginal progress; i-Ready benchmark data shows growth but continues to show deficits in phonological awareness/phonics	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in phonological awareness/phonics

Early Interventions in Reading (Level 1)	EIR Assessments/ weekly	9-12 weekly monitoring points showing marginal progress; i-Ready benchmark data shows growth but continues to show deficits in phonological awareness/phonics	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in phonological awareness/phonics
Reading Mastery Level 1 (2nd Grade)	Fluency Checks/ weekly	9-12 weekly monitoring points showing marginal progress; i-Ready benchmark data shows growth but continues to show deficits in phonics	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in phonics

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

Number of times a week intervention provided	*5*	*Number of minutes per intervention session*	*30 – 45*

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

Tier 3 interventions align to core curriculum to ensure students are receiving seamless instruction in Tier 1, Tier 2, and Tier 3. School administrators receive training on monitoring the fidelity of the interventions. This training includes how to monitor data notebooks and what to look for in each district-supported intervention. School administrators conduct intervention walkthroughs on a weekly basis as well as monitor data notebooks. Problem Solving Teams (PST) meet to review data on Tier 3 students to determine next steps.

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

Tier 3 interventions continue to focus on a student's reading deficit identified through diagnostic assessments and intervention placement screeners. Intervention is intensified by providing smaller group size or an increase in the time allotted for Tier 3 intervention. Instruction is provided by a teacher certified or endorsed in the area of Reading.
Tier 3 Reading Interventions for 3-5

- *Early Interventions in Reading*—potentially positive effects for alphabetics and comprehension as determined by What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_eir_112508.pdf
- *Reading Mastery Signature Edition*
  - o Potentially positive effects for overall reading achievement of English Language Learners as determined by What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Reading_Mastery_092806.pdf
  - o According to What Works Clearinghouse, additional research studies are needed to determine the effectiveness of Reading Mastery on beginning readers in grades K-3. https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_readingmastery_112613.pdf
  - o McGraw Hill Education cites several white paper research studies indicating the success of Reading Mastery Language: https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/reading-mastery-signature-edition-2008/rmse-research-validity.pdf and Reading Mastery Direct Instruction https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/reading-mastery-signature-edition-2008/rmse-research-validity.pdf

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

In the event of a second interruption, students will continue to receive Tier 3 interventions through distance learning. Teachers will continue to use Tier 3 programs through Zoom lessons. Group size will be adjusted to ensure that teachers can interact with students and continue to provide Tier 3 supports. Interventionists will continue to collect data throughout distance learning.

Grade Level(s): Third Grade – Fourth Grade – Fifth Grade

IF:	Student meets the following criteria at beginning of school year: Third Grade: • i-Ready AP1 scale score above 511 Fourth Grade: • i-Ready AP1 scale score above 557 Fifth Grade: • 2019 FSA ELA Score Level 3 and above • i-Ready AP1 scale score above 581
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.

Core Knowledge Language Arts (CKLA) provides a research-based, comprehensive, preschool through fifth grade program for teaching reading, writing, listening, speaking, and building students' vocabulary and knowledge across essential domains in literature, history, and the sciences.

CKLA takes a systematic and explicit approach to teaching foundational skills. The integrated approach to instruction provides opportunities for independent skills practice with extension lessons/activities and progress monitoring to support all learners.

CKLA's read-aloud component blends language support, vocabulary, knowledge building, and comprehension skill development through integrated instruction. CKLA aims to close the gap between comprehension development and the instructional delivery of language-rich, knowledge-based approaches to building children's comprehension.

According to Amplify, CKLA meets ESSA's Moderate Evidence criteria through three studies that show statistically significant student outcomes when using CKLA. https://amplify.com/research/amplify-ckla-research/

Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions

		Third Grade: • i-Ready AP1 scale score above 511 Fourth Grade: • i-Ready AP1 scale score above 557 Fifth Grade: • 2019 FSA ELA Score Level 3 and above • i-Ready AP1 scale score above 581	Third Grade: • i-Ready—AP1 scale score less than 473 Fourth Grade: • i-Ready—AP1 scale score less than 495 Fifth Grade: • i-Ready—AP1 scale score less than 541 • 2019 FSA ELA Level 1 or 2 on third grade

i-Ready Diagnostic (3 times per year), *Quarterly Standard Mastery Assessments (3 times per year)*, *Florida Standards Assessment (1 time per year)* appear in the first column.

How is the effectiveness of Tier 1 instruction being monitored? • Informal/formal observations • Informal walkthroughs • Collaboration meetings • Data chats • PMP Meetings • PLC's	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?* Area Directors make frequent visits to school sites. These visits include classroom walk-throughs and debriefing conversations with administration. Upon returning from visits, each Area Director notates a variety of data points within a visitation log including whole group instruction utilizing an evidence-based sequence of reading instruction. Area Directors address instructional trends at monthly area principal meetings. Director, Coordinators, and Program Specialists from Elementary Curriculum and Instruction frequently visit school-sites for observation walk-throughs. Discussions are held with site-based administrators during the visits. District and school leadership teams review Tier 1 data, identify trends, and monitor student movement between Tier 1 and Tier 2.
How is the effectiveness of Tier 1 curriculum being monitored? • District developed Curriculum Maps • Collaboration meetings • Informal walkthroughs • PMP meetings • Data Chats	*What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?* Area Directors make frequent visits to school sites. These visits include classroom walk-throughs and debriefing conversations with administration. Upon returning from visits, each Area Director notates a variety of data points within a visitation log including whole group instruction utilizing an evidence-based sequence of reading instruction. Area Directors address curriculum trends at monthly area principal meetings. Director, Coordinators, and Program Specialists from Elementary Curriculum and Instruction frequently visit school-sites for observation walk-throughs. Discussions are held with site-based administrators during the visits. Area program specialists attend collaborative planning sessions at school sites to provide support in the core curriculum and district developed curriculum maps.

How is instruction modified for students who receive instruction through distance learning?
In the event of a second interruption, students will continue to receive core instruction through distance learning. Teachers will continue to provide instruction through Zoom lessons using a variety of digital resources from CKLA. These resources include digital versions of teacher and student resources and video lessons for foundational skill and comprehension instruction. Students without access to technology will receive paper packets and phone calls from the teacher to provide instructional support.

IF:	Student meets the following criteria at beginning of school year:
	Third Grade:
	• i-Ready—AP1 scale score less than 473
	• i-Ready Scale Score between 474-510 indicates a need for further discussion before possible Tier 2 placement
	Fourth Grade:
	• i-Ready—AP1 scale score less than 495
	• i-Ready Scale Score between 496–556 indicates a need for further discussion before possible Tier 2 placement
	Fifth Grade:
	• i-Ready—AP1 scale score less than 541
	• 2019 FSA ELA Level 1 or 2 on third grade
	• i-Ready Scale score between 542–580 indicates a need for further discussion before possible Tier 2 placement

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

TIER 1 instruction and TIER 2 interventions

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

TIER 2 Programs/Materials/ Strategies & Duration	TIER 2 Progress Monitoring			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
Phonics for Reading (all levels)	Phonics for Reading Checkup/ weekly	9-12 weekly monitoring points at or above mastery; i-Ready benchmark data shows student is on grade level in phonics	9-12 weekly monitoring points showing marginal mastery; i-Ready benchmark data continues to show deficits in phonics	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in phonics
Corrective Reading (A, B1, B2)	Fluency Checks/ weekly	9-12 weekly monitoring points at or above mastery; i-Ready benchmark data shows student is on grade level in phonics	9-12 weekly monitoring points showing marginal mastery; i-Ready benchmark data continues to show deficits in phonics	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in phonics

Reading Plus	Silent Fluency Checks/ weekly	9-12 weekly monitoring points at or above mastery; i-Ready fluency measure shows student is on grade level in fluency	9-12 weekly monitoring points showing marginal mastery; i-Ready fluency measure continues to show deficits in accuracy, rate, and prosody	9-12 weekly monitoring points significantly below mastery, i-Ready fluency measure continues to show deficits in fluency
Read Naturally	Fluency checks/ weekly	9-12 weekly monitoring points at or above mastery; i-Ready fluency measure shows student is on grade level in fluency	9-12 weekly monitoring points showing marginal mastery; i-Ready fluency measure continues to show deficits in accuracy, rate, and prosody	9-12 weekly monitoring points significantly below mastery, i-Ready fluency measure continues to show deficits in fluency
Leveled Literacy Intervention	LLI Running Record/ weekly	9-12 weekly monitoring points at or above mastery; i-Ready fluency measure shows student is on grade level in comprehension	9-12 weekly monitoring points showing marginal mastery; i-Ready benchmark data continues to show deficits in comprehension	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in comprehension
i-Ready Tools for Instruction, Ready Books	i-Ready Growth Monitoring/ monthly	9-12 weekly monitoring points at or above mastery; i-Ready benchmark data shows student is on grade level in comprehension	9-12 weekly monitoring points showing marginal mastery; i-Ready benchmark data continues to show deficits in comprehension	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in comprehension

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

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Tier 2 interventions align to core curriculum to ensure students are receiving seamless instruction in both Tier 1 and Tier 2. School administrators receive training on monitoring the fidelity of the interventions. This training includes how to monitor data notebooks and what to look for in each district-supported intervention. School administrators conduct intervention walkthroughs on a weekly basis as well as monitor data notebooks. Problem Solving Teams (PST) meet to review data on students with questionable progress and make recommendations for moving students to Tier 3.

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

District supported Tier 2 interventions are research-based and show positive effects on student outcomes. Tier 2 interventions focus on a student's reading deficit identified through diagnostic assessments and intervention placement screeners.

Tier 2 Reading Interventions for K-2

- *Corrective Reading Decoding*—potentially positive effects on alphabetics and fluency as determined by What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_corrective_reading_091410.pdf
- *Phonics for Reading*—According to the Florida Center for Reading Research, Phonics for Reading consists of strategies in phonics instruction consistent with findings from the Report of the National Reading Panel (2000). No research studies have been conducted to examine the effectiveness of Phonics for Reading as a reading intervention. https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/phonics-for-reading-florida-center-for-reading-research-report.pdf
- *Fountas & Pinnell Leveled Literacy Intervention*—strong evidence as determined by Evidence for ESSA. https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli
- *Reading Plus*—strong evidence as determined by Evidence of ESSA https://www.evidenceforessa.org/programs/reading/reading-plus
- *Read Naturally*- potentially positive effects on general literacy achievement as determined by What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_readnaturally_031913.pdf
- *iReady Tools for Instruction, Ready Books*—Curriculum Associates cites many research studies that meet Every Student Succeeds Act (ESSA) Level 2 (Moderate) evidence requirements. Several independent studies found that i-Ready students outperformed their peers, making positive and statistically significant gains. https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-research-efficacy-brief-2019.pdf

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

In the event of a second interruption, students will continue to receive Tier 2 interventions through distance learning. Teachers will continue to use Tier 2 programs through Zoom lessons. Group size will be adjusted to ensure that teachers can interact with students and continue to provide Tier 2 supports. Interventionists will continue to collect data throughout distance learning. For students that are unable to participate via Zoom, at-home packets will be provided and interventionists will provide support via telephone.

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Student meets the following criteria at beginning of school year:

Third-Fifth Grade

- Students retained in 2019-2020 school year

In select cases, an administrator will initiate a Problem Solving Team (PST) meeting for immediate intensive intervention placement if all data points indicate a student is performing two or more years below grade level.

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TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

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

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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

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TIER 3 Programs/Materials/ Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
Corrective Reading (A, B1, B2)	Fluency Checks/ weekly	9-12 weekly monitoring points showing marginal mastery; i-Ready benchmark data shows growth but continues to show deficits in phonics	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in phonics

Phonics for Reading (All Levels)	Phonics for Reading Checkup/ weekly	9-12 weekly monitoring points showing marginal mastery; i-Ready benchmark data shows growth but continues to show deficits in phonics	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in phonics
Leveled Literacy Intervention	LLI Running Record/weekly	9-12 weekly monitoring points showing marginal mastery; i-Ready benchmark data shows growth but continues to show deficits in comprehension	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in comprehension
i-Ready Tools for Instruction, Ready Books	i-Ready Growth Monitoring/ monthly	9-12 weekly monitoring points showing marginal mastery; i-Ready benchmark data shows growth but continues to show deficits in comprehension	9-12 weekly monitoring points significantly below mastery, i-Ready benchmark continues to show deficits in comprehension

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

Number of times a week intervention provided	*5*	*Number of minutes per intervention session*	*30 – 45*

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

Tier 3 interventions align to core curriculum to ensure students are receiving seamless instruction in Tier 1, Tier 2, and Tier 3. School administrators receive training on monitoring the fidelity of the interventions. This training includes how to monitor data notebooks and what to look for in each district-supported intervention. School administrators conduct intervention walkthroughs on a weekly basis as well as monitor data notebooks. Problem Solving Teams (PST) meet to review data on Tier 3 students to determine next steps.

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

Tier 3 interventions continue to focus on a student's reading deficit identified through diagnostic assessments and intervention placement screeners. Intervention is intensified by providing smaller group size or an increase in the time allotted for Tier 3 intervention. Instruction is provided by a teacher certified or endorsed in the area of Reading.

Tier 3 Interventions for 3-5

- *Corrective Reading Decoding*—potentially positive effects on alphabetics and fluency as determined by What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_corrective_reading_091410.pdf
- *Phonics for Reading*—According to the Florida Center for Reading Research, Phonics for Reading consists of strategies in phonics instruction consistent with findings from the Report of the National Reading Panel (2000). No research studies have been conducted to examine the effectiveness of Phonics for Reading as a reading intervention. https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/phonics-for-reading-florida-center-for-reading-research-report.pdf
- *Fountas & Pinnell Leveled Literacy Intervention*—Strong evidence as determined by Evidence for ESSA. https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli
- *iReady Tools for Instruction, Ready Books*—Curriculum Associates cites many research studies that meet Every Student Succeeds Act (ESSA) Level 2 (Moderate) evidence requirements. Several independent studies found that i-Ready students outperformed their peers, making positive and statistically significant gains. https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-research-efficacy-brief-2019.pdf

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

In the event of a second interruption, students will continue to receive Tier 3 interventions through distance learning. Teachers will continue to use Tier 3 programs through Zoom lessons. Group size will be adjusted to ensure that teachers can interact with students and continue to provide Tier 3 supports. Interventionists will continue to collect data throughout distance learning.

Grade Level(s): Sixth Grade – Seventh Grade – Eighth Grade	
IF:	Student meets the following criteria at beginning of school year: A preponderance of evidence indicates student proficiency. Data sources include: • Most recent FSA ELA score is level 3 or above • Out-of-state assessment scores indicate proficiency • A student is reading 140 WCPM with 95% accuracy on a grade-level probe and scores 23 correct answers on a grade-level Maze with 90% accuracy (used for students with no previous FSA data)
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.

HMH *Collections* is the core curriculum used by Marion County Public Schools in grades 6 through 8. *Collections* is built around a set of complex literary and informational texts, with writing opportunities infused throughout. The curriculum's structure focuses on "meeting the needs of all learners through differentiation, ongoing assessment, and 21st-century technological tools (HMH, 2019)." HMH indicates that third party research from ERIA using a pretest/posttest model showed significant process for students at all levels using *Collections.* (https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_Collections_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200824%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200824T134350Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=e4daa1e6e97c755f9056c6d4cfd0907e16358c9a07e5d869d843de6033231cc6) . Teachers use effective instructional practices to strengthen curriculum effectiveness for students, including modeling, text-based discussion, student ownership-strategies, and gradual release of responsibility.

Progress Monitoring

Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*

• Florida Standards Assessment English Language Arts (annually)
• District Quarterly Standards Mastery Assessment (3 times per year: fall/winter/spring)
	• Proficient according to FSA ELA
	• QSMA scores indicate mastery of grade level standards
		• Non-proficient according to FSA ELA
		• If no FSA ELA scores available, a lack of proficiency is indicated by:
		  o Out-of-state assessment data
		  o Reading less than 140 WCPM with 95% accuracy on a grade level oral reading probe and scoring less than 23 correct answers with 90% accuracy on a grade-level Maze passage

How is the effectiveness of Tier 1 instruction being monitored? School-based administrators and coaches, as well as area directors, and members of the Secondary Curriculum and Instruction department monitor effectiveness of Tier 1 instruction via classroom walkthroughs. Additionally, Tier 1 data is analyzed at the classroom and school level.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?*** Informal and formal data sources are used to identify learning gaps before, during, and after instruction as a means of driving instructional decision-making. This occurs at the classroom, school, and district level. School-level collaborative meetings allow teachers to engage in the problem-solving process, supported by school-based coaches, admin teams and program specialists. Coaches and administrators also engage in the problem-solving process on a larger scale at monthly administrator and coach meetings. Area directors, as well as the program specialists, coordinators, and directors of the Secondary Curriculum and Instruction and School Counseling and Assessment departments support this process, both at an individual level and across the district.
How is the effectiveness of Tier 1 curriculum being monitored? School-based administrators and coaches, as well as area directors, and members of the Secondary Curriculum and Instruction department monitor effectiveness of Tier 1 instruction via classroom walkthroughs. Additionally Tier 1 data is analyzed at the district level to identify trends that would indicate a curriculum deficit that needs to be addressed.	***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?*** Classroom walkthroughs by district staff serve as a data collection tool regarding the effectiveness of Tier 1 curriculum. Curriculum maps are provided by the district each year to ensure all standards are appropriately addressed, with teachers providing annual feedback regarding the maps. Any deficits in Tier 1 curriculum are addressed through the provision of additional resources, as listed in curriculum maps.

How is instruction modified for students who receive instruction through distance learning?
- Provision of PDF versions of textbooks, as well as digital text with interactive components
- Provision of technology and/or Internet access for students in need of these resources to participate in distance learning opportunities
- Provision of paper packets for any student indicating a need (as opposed to digital learning)
- Limitation of allowed number of assignments and graded activities each week
- Teachers provided support via Zoom meetings

IF:	Student's most recent FSA ELA score is a Level 1 or 2 AND • student reads between 130 and 139 WCPM on a grade-level probe with 95% accuracy OR • student reads 140 WCPM on a grade-level probe, but scores less than 23 correct answers with 90% accuracy on a grade level Maze OR 　student's most recent i-Ready diagnostic scores indicate student has mastered phonological awareness and phonics, but has vocabulary and comprehension scores that are below grade level
THEN:	**TIER 1 instruction and TIER 2 interventions**

TIER 1 instruction and TIER 2 interventions	*Interventions:* • *are standards-aligned* • *address gaps and reduce barriers to students' ability to meet Tier 1 expectations* • *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills* • *are matched to the needs of the students* • *provide multiple opportunities to practice the targeted skill(s) and receive feedback* • *occurs during time allotted in addition to core instruction* • *includes accommodations (IEP, ESOL or 504)*				

TIER 2 Programs/Materials/ Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
Placement into a 50-minute intensive reading course with Escalate English materials and the use of Document Based Questions (DBQs), as well as Comprehension Instructional Sequence (CIS) lessons	i-Ready diagnostic 3 times per year (fall/winter/ spring)	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Student's most recent i-Ready diagnostic results show student has tested out of phonological awareness and phonics. Vocabulary and comprehension scores are within one year of student's grade level. • Student reads 140 WCPM on a grade-level probe AND scores 23 correct answers with 90% accuracy on a grade-level Maze	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Student's most recent i-Ready diagnostic results show student has tested out of phonological awareness and phonics. Vocabulary and comprehension scores are within 2-3 years of the student's grade level. • Student reads between 130 and 139 WCPM on a grade-level probe with 95% accuracy OR student reads 140 WCPM on a grade-level probe, but scores less than 23 correct answers	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Student's most recent i-Ready diagnostic results show student has not tested out of phonics or phonological awareness. • Student reads less than 115 WCPM on a grade-level probe and/or has less than 95% accuracy when reading a grade level probe. • Student's Reading Inventory Score indicates a below grade-level score

			with 90% accuracy on a grade-level Maze	(in combination with another listed data source): Grade 6- below 925 Grade 7- below 970 Grade 8- below 1010
		• Student's QSMA ELA scores are on grade-level		
Placement into a 50-minute intensive reading course with Read to Achieve materials	i-Ready diagnostic 3 times per year (fall/winter/spring) Oral Reading checks following each unit	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Student's most recent i-Ready diagnostic scores student has tested out of phonological awareness and phonics. Vocabulary and comprehension scores are within one year of student's grade level. • Student reads 140 WCPM on a grade-level probe AND scores 23 correct answers with 90% accuracy on a grade-level Maze • District ELA QSMA scores indicate student is working at grade-level.	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Student's most recent i-Ready diagnostic results show student has tested out of phonological awareness and phonics. Vocabulary and comprehension scores are within 2-3 years of the student's grade level. • Student reads between 115 and 129 WCPM on a grade-level probe with 95% accuracy	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Student's most recent i-Ready diagnostic results show student has not tested out of phonics or phonological awareness. • Student reads less than 115 WCPM on a grade-level probe and/or has less than 95% accuracy when reading a grade level probe. • Student's Reading Inventory Score indicates a below grade-level score (in combination with another listed data source): Grade 6- below 925 Grade 7- below 970 Grade 8- below 1010

Number of times a week intervention provided	5	*Number of minutes per intervention session*	50

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?
Data is used at the classroom, school, and district level to examine effectiveness of Tier 2 intervention. Implementation guidelines are provided for each intervention, and used as walkthrough tools by school leadership and district support to ensure fidelity of implementation.

Alignment to core curriculum and instruction is ensured through the choice of programs that align with Tier 1 (i.e. *Escalate English* as a companion piece to HMH *Collections* and the use of DBQ lessons in both intervention and Tier

1 instruction). Pacing guides and curriculum maps are aligned between *Escalate English* and HMH *Collections* so that students experience the same thematic units as they progress through the school year. DBQ lessons are also timed to align with instruction in Social Studies classrooms so that students are experiencing a preview of information, with additional instruction in vocabulary, comprehension, and the building of background knowledge. Collaboration between teachers is also key in assuring alignment.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
Escalate English is a companion piece to the HMH *Collections* curriculum, intended to ensure the development of academic language. HMH indicates that third party research from ERIA using a pretest/posttest model showed significant progress for students using *Escalate English* (https://www.hmhco.com/programs/escalate-english/research-results).

Read to Achieve focuses on literacy instruction in the areas of word study, fluency, vocabulary, comprehension, and motivation. Each area is discussed and developed with content-area text (https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/read-to-achieve/key-areas-effective-adolescent-literacy-programs.pdf). Research report findings from Education Northwest demonstrate that it is possible to make statistically significant growth in overall literacy achievement in the course of one school year with the use of *Read to Achieve* (https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/read-to-achieve/washington-striving-readers-year1-study.pdf).

In all classes, teachers use effective instructional practices to strengthen curriculum effectiveness for students, including modeling, text-based discussion, student ownership-strategies, and gradual release of responsibility.

How are Tier 2 interventions modified for students who receive interventions through distance learning?
- Provision of PDF versions of textbooks, as well as digital text with interactive components
- Provision of technology and/or Internet access for students in need of these resources to participate in distance learning opportunities
- Provision of paper packets for any student indicating a need (as opposed to digital learning)
- Limitation of allowed number of assignments and graded activities each week
- Teachers provided support via Zoom meetings

IF:	Student meets the following criteria at beginning of school year: Student's most recent FSA ELA score is a Level 1 or 2 AND the student shows a lack of text reading efficiency, as demonstrated by a preponderance of evidence from the following data sources: • Read180 Universal: student has a Reading Inventory (RI) score of at least 600L OR if score is under 600L, then the student scored Advancing Decoder on the Phonics Inventory (PI)/student reads between 100 and 120 WCPM with 95% accuracy on a grade-level probe/i-Ready diagnostic scores indicate the student has mastered phonological awareness and phonics but vocabulary and comprehension levels are significantly below grade-level • System 44: student has an RI score below 600L and a PI score that indicates the student is a Pre-Decoder, Beginning Decoder, or Developing Decoder/student reads less than 100 WCPM on a grade-level passage and/or with less than 95% accuracy/ i-Ready Diagnostic indicates a grade level of 1-2 for phonics • Fast ForWord: student reads less than 100 WCPM and has accuracy rate lower than 95%/i-Ready Diagnostic indicates a grade level of K-1 for phonics and/or a phonological awareness deficit
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**
TIER 1 instruction, TIER 2	Immediate, intensive intervention: • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • *additional **time allotted is in addition** to core instruction and tier 2 interventions*

TIER 3 Programs/ Materials/ Strategies & Duration	TIER 3 Progress Monitoring		
	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
Read 180 Universal	i-Ready diagnostic 3 times per year (fall/winter/ spring) Reading Inventory 3 times per year (fall/winter/ spring)	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Student reads between 130 and 139 WCPM on a grade-level probe with 95% accuracy OR • Student reads 140 WCPM on a grade-level probe, but scores less than 23 correct answers with 90% accuracy on a grade level probe OR • Student's most recent i-Ready diagnostic scores indicate student has mastered phonological awareness and phonics, but has vocabulary and comprehension scores that are 2 years below grade level	A preponderance of evidence, demonstrated by progress monitoring data prompts a change to Tier 3 intervention. This would include the need of additional support as indicated by the following data sources: • Phonics Inventory Fluency Score below Advancing Decoder (below 23) on Phonics Inventory • Reading Inventory score below 600 (without Advancing Decoder status on Phonics Inventory) • Student's most recent i-Ready score indicates a lack of mastery in Phonological Awareness and/or Phonics
System 44 with small group intervention	i-Ready diagnostic 3 times per year (fall/winter/ spring) Phonics Inventory 3 times per year (fall/winter/ spring) Reading Inventory 2 times per year (fall/spring)	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Student reads between 130 and 139 WCPM on a grade-level probe with 95% accuracy OR • Student reads 140 WCPM on a grade-level probe, but scores less than 23 correct answers with 90% accuracy on a grade level probe OR • Student's most recent i-Ready diagnostic scores indicate student has mastered phonological awareness and phonics, but has vocabulary and comprehension scores that are below grade level	A preponderance of evidence, demonstrated by progress monitoring data prompts a change to Tier 3 intervention, as indicated by the following data sources: • A Phonics Inventory Fluency Score that indicates Pre-Decoder (score of 1-10) on the Phonics Inventory • A Phonics Inventory Fluency Score that indicates Advancing Decoder (score of 23-60) on the Phonics Inventory • Student's most recent i-Ready diagnostic score indicates a lack of mastery in the area of phonological awareness
Fast ForWord with small group intervention	i-Ready diagnostic 3 times per year (fall/winter/ spring) Reading Progress Indicator (RPI), upon completion, at student's	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • student reads between 130 and 139 WCPM on a grade-level probe with 95% accuracy OR • student reads 140 WCPM on a grade-level probe, but scores less than 23 correct answers with 90% accuracy on a grade level probe OR	A preponderance of evidence, demonstrated by progress monitoring data prompts a change to Tier 3 intervention, as indicated by the following data sources: • A Phonics Inventory Fluency Score that indicates the student is a Developing Decoder (score of 11-22) or Advancing Decoder (score of 23-60) on the Phonics Inventory. • The student's most recent i-Ready diagnostic score indicates the student has mastered

independent rate	• student's most recent i-Ready diagnostic scores indicate student has mastered phonological awareness and phonics, but has vocabulary and comprehension scores that are below grade level	phonological awareness and/or phonics

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

Number of times a week intervention provided	*5*	*Number of minutes per intervention session*	*50-100*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?
Data is used at the classroom, school, and district level to examine effectiveness of Tier 3 intervention. Implementation guidelines are provided for each intervention, and used as walkthrough tools by school leadership and district support to ensure fidelity of implementation.

Alignment with core curriculum and instruction is monitored and improved upon via pacing guides that align thematically with curriculum maps, aiming to address themes and/or standards at a similar time in order to reinforce the development of vocabulary and background knowledge.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.
All interventions used at the Tier 3 level have proven effectiveness through independent studies, accessible through the What Works Clearinghouse. A rigorous placement process ensures there is an appropriate match between student need and intervention focus. Program fidelity is monitored by school administrators and district staff through classroom walkthroughs to ensure that outcomes will align with expected growth as outlined by the research.

Read 180 Universal meets ESSA "strong" evidence criteria: https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF700067_ESSA_Evidence_Overview_Read180_HR.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200803%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200803T195339Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=dc840446874fb9c432a6bb9fd9385aebefaf5ea24acacd2aa58dbcb4e9f0843c

System 44 meets ESSA "strong" evidence criteria: https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_System44_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200803%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200803T195437Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=6b1ca5da88e506a517f00ef7c475f5b6acc38d705a44c0d472967e550c308f58

Fast ForWord meets ESSA "strong" evidence criteria: https://www.scilearn.com//wp-content/uploads/2019/11/ffw_strongevidence.pdf

How are Tier 3 interventions modified for students who receive interventions through distance learning?
• Teachers were provided specific professional development by the publisher regarding how to effectively deliver interventions through distance learning
• Provision of PDF versions of textbooks, as well as digital text with interactive components
• Provision of technology and/or Internet access for students in need of these resources to participate in distance learning opportunities
• Provision of paper packets for any student indicating a need (as opposed to digital learning)
• Limitation of allowed number of assignments and graded activities each week
• Teachers provided support via Zoom meetings

Grade Level(s): Ninth Grade – Tenth Grade – Eleventh Grade –Twelfth Grade

IF:	Student meets the following criteria at beginning of school year: A preponderance of evidence indicates student proficiency. Data sources include: • Most recent FSA ELA score is level 3 or above • Out-of-state assessment scores indicate proficiency • Course placement and grade history that indicates mastery of grade-level standards (for students who lack FSA or out-of-state assessment data)

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.

HMH *Collections* is the core curriculum used by Marion County Public Schools in grades 9 through 12. *Collections* is built around a set of complex literary and informational texts, with writing opportunities infused throughout. The curriculum's structure focuses on "meeting the needs of all learners through differentiation, ongoing assessment, and 21st-century technological tools (HMH, 2019)." HMH indicates that third party research from ERIA using a pretest/posttest model showed significant process for students at all levels using *Collections.* ([https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_Collections_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200824%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200824T134350Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=e4daa1e6e97c755f9056c6d4cfd0907e16358c9a07e5d869d843de6033231cc6](https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Revision_Collections_FO.pdf)) . Teachers use effective instructional practices to strengthen curriculum effectiveness for students, including modeling, text-based discussion, student ownership-strategies, and gradual release of responsibility.

Progress Monitoring

Assessment & Frequency	*Performance Criteria that indicates Tier 1 is sufficient*	*Performance Criteria to that would prompt addition of Tier 2 interventions*
• Florida Standards Assessment English Language Arts (annually) • District Quarterly Standards Mastery Assessment (3 times per year: fall/winter/spring)	• Proficient according to FSA ELA • If no FSA ELA scores available, proficiency is indicated by: o Out-of-state assessment data • QSMA scores indicate mastery of grade level standards	• Non-proficiency according to FSA ELA, out-of-state assessments, or historical course placement and performance

How is the effectiveness of Tier 1 instruction being monitored? School-based administrators and coaches, as well as area directors, and members of the Secondary Curriculum and Instruction department monitor effectiveness of Tier 1 instruction via classroom walkthroughs. Additionally, Tier 1 data is analyzed at the classroom and school level.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?** Informal and formal data sources are used to identify learning gaps before, during, and after instruction as a means of driving instructional decision-making. This occurs at the classroom, school, and district level. School-level collaborative meetings allow teachers to engage in the problem-solving process, supported by school-based coaches, admin teams and program specialists. Coaches and administrators also engage in the problem-solving process on a larger scale at monthly administrator and coach meetings. Area directors, as well as the program specialists, coordinators, and directors of the Secondary Curriculum and Instruction and School Counseling and Assessment departments support this process, both at an individual level and across the district.
How is the effectiveness of Tier 1 curriculum being monitored? School-based administrators and coaches, as well as area directors, and members of the Secondary Curriculum and Instruction department monitor effectiveness of Tier 1 instruction via classroom walkthroughs. Additionally Tier 1 data is analyzed at the district level to identify trends that would indicate a curriculum deficit that needs to be addressed.	**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?** Classroom walkthroughs by district staff serve as a data collection tool regarding the effectiveness of Tier 1 curriculum. Curriculum maps are provided by the district each year to ensure all standards are appropriately addressed, with teachers providing annual feedback regarding the maps. Any deficits in Tier 1 curriculum are addressed through the provision of additional resources, as listed in curriculum maps.

How is instruction modified for students who receive instruction through distance learning?
- Provision of PDF versions of textbooks, as well as digital text with interactive components
- Provision of technology and/or Internet access for students in need of these resources to participate in distance learning opportunities
- Provision of paper packets for any student indicating a need (as opposed to digital learning)
- Limitation of allowed number of assignments and graded activities each week
- Teachers provided support via Zoom meetings

IF:	Student meets the following criteria at beginning of school year:
	The most recent FSA score is a Level 1 or 2 and the identified deficit does not include fluency, phonics, or phonological awareness as identified by an oral reading

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

TIER 1 instruction and TIER 2 interventions

Interventions:

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

TIER 2 Programs/Materials/ Strategies & Duration	*TIER 2 Progress Monitoring*			
	Assessment & Frequency	*Performance Criteria to discontinue Tier 2 intervention*	*Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt addition of Tier 3 interventions*
Reading Plus with the use of supplemental materials to include DBQ (Document Based Question) lessons, CIS (Comprehension Instructional Sequence) lessons, Teengagement	Insight 3 times per year (fall/winter/spring) District Quarterly Standards Mastery Assessment (3 times per year: fall/winter/spring) Florida Standards Assessment English Language Arts (annually)	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Student demonstrates proficiency by scoring on grade-level for both vocabulary and comprehension on the Insight assessment. • Student demonstrates on grade-level silent reading fluency of 248 WCPM, as measured by the Insight assessment. • District ELA QSMA scores indicate	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Student scores below grade level on the Insight assessment in the areas of comprehension and vocabulary. • Student demonstrates below grade-level silent reading fluency (below 248 WCPM) as measured by the Insight assessment. • Insight assessment indicates there are no foundational	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Insight assessment indicates that Reading Plus is not an appropriate intervention due to presence of foundational deficits.

		student is working at grade-level. Students will continue to be supported with disciplinary literacy strategies in their content-area classes.	deficits and Reading Plus is appropriate as intervention.	

Number of times a week intervention provided	5	*Number of minutes per intervention session*	50

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

Data is used at the classroom, school, and district level to examine effectiveness of Tier 2 intervention. Implementation guidelines are provided for each intervention, and used as walkthrough tools by school leadership and district support to ensure fidelity of implementation.

Alignment with core curriculum and instruction is monitored and improved upon via pacing guides that align thematically with curriculum maps, aiming to address themes and/or standards at a similar time in order to reinforce the development of vocabulary and background knowledge. DBQ and CIS lessons are also aligned with content-area maps so that students are covering topics and themes at the same time in order to contribute to increased vocabulary and background knowledge, leading to greater comprehension and concept attainment in core classes.

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

Reading Plus meets ESSA "strong" evidence criteria: https://www.readingplus.com/strong-evidence-to-support-essa/

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

- Provision of PDF versions of textbooks, as well as digital text with interactive components
- Provision of technology and/or Internet access for students in need of these resources to participate in distance learning opportunities
- Provision of paper packets for any student indicating a need (as opposed to digital learning)
- Limitation of allowed number of assignments and graded activities each week
- Teachers provided support via Zoom meetings

IF:	Student meets the following criteria at beginning of school year: The most recent FSA score (or comparable state test) is a Level 1 or 2 and the identified deficit is fluency, phonics, or phonological awareness as identified by one or more of the following data sources: • A San Diego Quick score below 5th grade • An oral reading score below 140 WCPM with 95% accuracy on a grade-level • Insight assessment data that indicates Reading Plus is not an appropriate intervention
THEN:	**TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions**

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

TIER 3 Programs/Materials/ Strategies & Duration	*TIER 3 Progress Monitoring*		
	Assessment & Frequency	*Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction*	*Performance Criteria that would prompt changes to Tier 3 interventions*
REWARDS Secondary/REWARDS Plus Social Studies/REWARDS Plus Science with small group instruction	REWARDS Progressing Monitoring Assessments (upon completion of every 5th lesson) District Quarterly Standards Mastery Assessment (3 times per year: fall/winter/spring) Florida Standards Assessment English Language Arts (annually)	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Student passes REWARDS Post and Generalization tests with a score of at least 80% and reads at least 140 WCPM on a grade-level probe	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Student passes REWARDS Post and Generalization tests with a score of at least 80%, but reads less than 140 WCPM on a grade-level probe
Read180 Universal with small group instruction	Reading Inventory 3 times per year (fall/winter/spring) District Quarterly Standards Mastery Assessment (3 times per year: fall/winter/spring) Florida Standards Assessment English Language Arts (annually)	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Student's Reading Inventory score is at or above a 1050L.	A preponderance of evidence, demonstrated by progress monitoring data, as outlined by the data sources below: • Student's Reading Inventory Score is below 600L.

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

Number of times a week intervention provided	*5*	*Number of minutes per intervention session*	*50-100*

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

Data is used at the classroom, school, and district level to examine effectiveness of Tier 3 intervention. Implementation guidelines are provided for each intervention, and used as walkthrough tools by school leadership and district support to ensure fidelity of implementation.

Alignment with core curriculum and instruction is monitored and improved upon via pacing guides that align thematically with curriculum maps, aiming to address themes and/or standards at a similar time in order to reinforce the development of vocabulary and background knowledge.

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

Read 180 Universal meets ESSA "strong" evidence criteria: https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF700067_ESSA_Evidence_Overview_Read180_HR.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20200803%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200803T195339Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=dc840446874fb9c432a6bb9fd9385aebefaf5ea24acacd2aa58dbcb4e9f0843c

REWARDS meets ESSA "strong" evidence criteria: https://www.voyagersopris.com/docs/default-source/essa/essa_flyer_rewards_2019_final.pdf?sfvrsn=51b82289_2

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

- Teachers were provided specific professional development by the publisher regarding how to effectively deliver interventions through distance learning
- Provision of PDF versions of textbooks, as well as digital text with interactive components
- Provision of technology and/or Internet access for students in need of these resources to participate in distance learning opportunities
- Provision of paper packets for any student indicating a need (as opposed to digital learning)
- Limitation of allowed number of assignments and graded activities each week
- Teachers provided support via Zoom meetings