

2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan Template

Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education's (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

| | Name | Title | Email | Phone |
|---------------------------------|---------------------|---|----------------------------|----------------|
| Main District Reading Contact | Dr. Elizabeth Alves | Executive Director, Teaching and Learning | Ferree1@collierschools.com | (239) 377-0175 |
| | Lidia Camp | Coordinator, Secondary Literacy | camppli@collierschools.com | (239) 377-0099 |
| | Amy Pike | Coordinator, Elementary Literacy | pikeam@collierschools.com | (239) 377-0169 |
| Responsibility | Name | Title | Email | Phone |
| Elementary ELA | Amy Pike | Coordinator, Elementary Literacy | pikeam@collierschools.com | (239) 377-0169 |
| Secondary ELA | Lidia Camp | Coordinator, Secondary Literacy | camppli@collierschools.com | (239) 377-0099 |
| Reading Endorsement | Lidia Camp | Coordinator, Secondary Literacy | camppli@collierschools.com | (239) 377-0099 |
| | Amy Pike | Coordinator, Elementary Literacy | pikeam@collierschools.com | (239) 377-0169 |
| Reading Curriculum | Lidia Camp | Coordinator, Secondary Literacy | camppli@collierschools.com | (239) 377-0099 |
| | Amy Pike | Coordinator, Elementary Literacy | pikeam@collierschools.com | (239) 377-0169 |
| Professional Development | Lidia Camp | Coordinator, Secondary Literacy | camppli@collierschools.com | (239) 377-0099 |
| | Amy Pike | Coordinator, Elementary Literacy | pikeam@collierschools.com | (239) 377-0169 |
| Assessment | Matthew Virga | Director, Research Test & Evaluation | VirgaMa@collierschools.com | (239)-377-6734 |
| Data Element | Dr. Cheng Ang | Executive Director, ACCT & Data Warehouse | Angch@collierschools.com | (239) 377-0010 |
| Summer Reading Camp | Amy Pike | Coordinator, Elementary Literacy | pikeam@collierschools.com | (239) 377-0169 |
| 3 rd Grade Promotion | Amy Pike | Coordinator, Elementary Literacy | pikeam@collierschools.com | (239) 377-0169 |

Plan Information

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

The Comprehensive Evidence-based Reading Plan is shared with all school-based administrators at the opening of schools meeting in July, with expectations for implementation and monitoring clearly communicated. Similarly, the plan will be communicated with all K-12 ELA/reading teachers during the preservice week at the start of school. CCPS curriculum maps and instructional expectations reflect strong alignment with the plan to ensure fidelity of implementation.

Additionally, the Comprehensive Evidence-Based Reading Plan will be shared with parents and community stakeholders at the Superintendent's District Advisory Council meeting in September and posted on the District website.

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

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

| K-5 | | | | |
|-------------------------------|--|--|---|---|
| Component of Reading | What data is being collected? | Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative) | How is the data being collected? | How often is the data being collected? |
| <i>Oral language</i> | None | | | |
| <i>Phonological awareness</i> | <u>Assessment Tools</u> -Star Assessment –Renaissance (K) -iReady (K-5) -Letter/Sound Identification (based on An Observation Survey of Early Literacy Achievement by Marie M. Clay) (K only) -Phonological Awareness Inventory(K) <u>Data Collected</u> Rhyming, alliteration, sentence segmenting, syllable blending, and segmenting | Progress monitoring/summative Progress monitoring/formative Diagnostic and progress monitoring | Renaissance platform Teacher assesses each child individually iReady platform | Renaissance -One time a year -August- first 30 days of school Three times a year: August, January, & May |
| <i>Phonics</i> | <u>Assessment Tools</u> -Star Assessment –Renaissance(K) -iReady (K-5) -Formal Fountas and Pinnel Running Record <u>Data Collected</u> Letters, letter sounds, and phonic patterns | Progress monitoring/summative Progress monitoring/formative Diagnostic and progress monitoring | Renaissance platform iReady platform Teacher assesses each child individually | One time a year - August- first 30 days of school Three times a year: August, January, & May |
| <i>Fluency</i> | <u>Assessment Tools</u> -Star Assessment –Renaissance -iReady (K-5) -Dolch High Frequency Word Assessment (K,1,2) -Formal Fountas and Pinnel Running Record -District created Fluency Rubric (K-5) <u>Data Collected</u> Speed, accuracy, and prosody | Progress monitoring/summative Progress monitoring/formative Diagnostic and progress monitoring | iReady platform Teacher assesses each child individually Teacher assesses each child individually | Three times a year: August, January, & May |
| <i>Vocabulary</i> | <u>Assessment Tools</u> -Star Assessment –Renaissance (K) -iReady (K-5) -Formal Fountas and Pinnel Running Record <u>Data Collected</u> Knowledge and usage of on | Progress monitoring/summative Progress monitoring/formative Diagnostic and progress monitoring | iReady platform Teacher assesses each child individually | Three times a year: August, January, & May |

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|----------------------|---|--|---|---|
| | grade level vocabulary | | | |
| <i>Comprehension</i> | <u>Assessment Tools</u> -Star Assessment –Renaissance (K) -iReady Students (K-5) -District created Comprehension Rubric (K-5) -Formal Fountas and Pinnel Running Record <u>Data Collected</u> understanding of the text | Progress monitoring/summative Progress monitoring/formative Diagnostic and progress monitoring | iReady platform Teacher assesses each child individually | Three times a year: August, January, & May |

| 6-12 | | | | |
|---|---|---|---|---|
| Progress Monitoring Tool | What data is being collected? | Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative) | How is the data being collected? | How often is the data being collected? |
| Scholastic Reading Inventory | Student reading level in the form of a Lexile level | Diagnostic and progress monitoring | Information is available through the Scholastic Management System | Three times a year: September, December, May |
| Scholastic Phonics Inventory | Information regarding fluency of phonological decoding and sight word recognition | Diagnostic and progress monitoring | Information is available through the Scholastic Management System | Three times a year: September, December, May |
| District Quarterly Benchmark Assessment | Student performance and progress regarding LAFS | Progress monitoring formative assessment | Students participate in a quarterly assessment similar to the FSA | Three times a year: October, December, April |

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

| Data Analysis and Decision-making | | | | |
|--|--|---|--|---|
| <i>How often is the data being reviewed and by whom?</i> | <i>What problem-solving steps are in place for making decisions based on the data?</i> | <i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i> | <i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i> | <i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i> |
| Quarterly Benchmark Assessments and program specific data is collected three times per year. Data is reviewed by school (classroom teachers, reading coaches and administrators) and district level stakeholders | Data from iReady and other diagnostic assessments is regularly reviewed by teachers, coaches and principals. Overall class progress, as well as individual student growth, is monitored for instructional adjustments. | Quarterly benchmark assessment data and program data is shared districtwide during Data Dialogues which occur immediately following each assessment window. Schools are required to individually report progress (or lack thereof) to the Superintendent's Cabinet along with planned instructional modifications. Cabinet members ask probing questions and provide feedback during these discussions. All school principals attend Data Dialogue to learn from one another. | School principals have the responsibility to ensure that all students receive high quality grade level instruction with appropriate support and interventions when applicable. When data indicate that students are not making progress, district staff (principal supervisor, curriculum coordinator and others as appropriate) may visit classrooms to identify instructional concerns and develop a plan of support. Persistent issues are addressed by Cabinet leadership during Data Dialogues. | Executive Director, Teaching and Learning Executive Directors, School Leadership District ELA Coordinators |

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 | Associate Superintendent for Teaching and Learning | Principal and reading coach meetings | Weekly | Principals will share data during school leadership team meetings | Principal Supervisors will review data during their monthly school visits |
| Data chats | Associate Superintendent for Teaching and Learning | Principal and reading coach meetings | Monthly | Principals will share data during school leadership team meetings | Principal Supervisors will review data during their monthly school visits |
| Reading Leadership Team per 6A-6.053(3) F.A.C. | Associate Superintendent for Teaching and Learning | Principal and reading coach meetings | Monthly | Principals will share data during regular faculty and PLC meetings | Principal Supervisors will review data during their monthly school visits |

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|--|--|--------------------------------------|--|---|---|
| Monitoring of plan implementation | Associate Superintendent for Teaching and Learning | Principal and reading coach meetings | Monthly | Principals will share data during school leadership team meetings | Principal Supervisors will review data during their monthly school visits |
| 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? | | |
| Data from iReady and other diagnostic assessments is regularly reviewed by teachers, coaches and principals. Overall class progress, as well as individual student growth, is monitored for instructional adjustments. | School principals have the responsibility to ensure that all students receive high quality grade level instruction with appropriate support and interventions when applicable. When data indicate that students are not making progress, district staff (principal supervisor, curriculum coordinator and others as appropriate) may visit classrooms to identify instructional concerns and develop a plan of support. Persistent issues are addressed by Cabinet leadership during Data Dialogues. | | Reading plan implementation will be a standing agenda item on monthly principal and reading coach meetings with an emphasis on data driven instructional decision making. District staff, including principal supervisors and ELA content specialists, will visit school at minimum on a monthly basis for the purpose of observing literacy instruction, attending grade level PLC meetings, and school leadership team meetings. District support will be provided as needed to support school implementation. | | |

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 | Beginning of year principal meeting | Classroom observations, meetings with reading coach, PLC discussions and planning | Quarterly | Principal Supervisors | Principal Supervisors |
| Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth | Beginning of year principal meeting | Classroom observations, meetings with reading coach | Quarterly | Principal Supervisors | Principal Supervisors |
| Identification of mentor teachers | Beginning of year principal meeting | Monthly mentor teacher check-in meetings | Monthly | Professional Learning Department | Principal Supervisors |

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|---|-------------------------------------|---|-----------|-----------------------|-----------------------|
| Establishing of model classrooms within the school | Beginning of year principal meeting | Classroom observation Instructional rounds schedule | Quarterly | Principal Supervisors | Principal Supervisors |
| Providing teachers with time weekly to meet together for professional development including lesson study and PLCs | Beginning of year principal meeting | Administrator attendance, meeting minutes | Quarterly | Principal Supervisors | Principal Supervisors |

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 | CCPS Curriculum Guides provide explicit expectations for literacy instruction. This information is reviewed with principals on a monthly basis at principal meetings. | Weekly literacy walkthrough observations; formal teacher observations; reading coach observations | Data Dialogues | Principal Supervisors and Cabinet | Quarterly |
| Small group differentiated instruction in order to meet individual student needs | CCPS Curriculum Guides provide explicit expectations for literacy instruction. This information is reviewed with principals on a monthly basis at principal meetings. | Weekly literacy walkthrough observations; formal teacher observations; Reading coach observations | Data Dialogues | Principal Supervisors and Cabinet | Quarterly |

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?

CCPS recognizes the priority of ensuring that students in grades K-2 receive high quality instruction and are reading on grade level by third grade. This priority is reflected in the use of the state reading allocation funds. Additionally, the district allocates significant local resources to support K-12 reading instruction, including strategic intervention programming for students who are not yet meeting the expectations of grade level standards.

| Reading Allocation Budget Item | Amount |
|---|-----------|
| Estimated proportional share distributed to district charter | 161,505 |
| District expenditures on reading coaches assigned to elementary schools | 1,168,855 |
| District expenditures on reading coaches assigned to secondary schools | |
| District expenditures on intervention teachers assigned to elementary schools | |
| District expenditures on intervention teachers assigned to secondary schools | |
| District expenditures on supplemental materials or interventions for elementary schools | 516,549 |
| District expenditures on supplemental materials or interventions for secondary schools | |
| District expenditures on reading coaches assigned to elementary schools | |
| District expenditures on reading coaches assigned to secondary schools | |
| District expenditures on professional development | 335,422 |
| District expenditures on helping teachers earn the reading endorsement | |
| District expenditures on summer reading camps | 79,906 |
| District expenditures on additional hour for school on the list of 300 lowest performing elementary schools | |
| Flexible Categorical Spending | |
| Sum of Expenditures | 2,262,237 |
| Amount of District Research-Based Reading Instruction Allocation | 2,262,237 |

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?

iReady, Reading Horizons, Scholastic Lit Camp

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

If yes, which grade levels? Rising 3rd and 5th grade students

Reading Allocation Literacy Coaches

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

Coaches must meet the following criteria:

- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills

- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

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

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

The District utilizes a number of data indicators to tier schools for District Support. These indicators include: student performance data in ELA and math, subgroup performance in ELA and math, school report card data, student demographics (race/ethnicity, ELL, ESE, FRL), teacher assignment, and school leadership. All schools receive Tier I supports that include monthly visits by district staff, intervention materials, teacher training and ongoing professional learning, and coaching support. Tier II and III school support includes increased frequency and intensity of District support and oversight.

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?

During Opening of Schools Principal Meetings, the roles and responsibilities of reading coaches is reviewed, including specific guidance on weekly allocation of time and tasks. This information is also shared during Opening of Schools Reading Coach meetings and reinforced during monthly meetings. Principal supervisors and District literacy staff monitor reading coach activities to ensure activities are strategically aligned with school and district priorities.

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

Principal supervisors and District literacy staff monitor reading coach activities to ensure activities are strategically aligned with school and district priorities. District literacy staff oversee and support a cadre of schools and are the direct point of contact for coaching concerns.

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

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

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

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

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.

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

| <i>How are these requirements being communicated to principals?</i> | <i>How are coaches recording their time and tasks?</i> | <i>Who at the district level is monitoring this?</i> | <i>How often is the data being reviewed?</i> | <i>What problem-solving steps are in place for making decisions based on the data?</i> |
|---|---|---|--|--|
| Beginning of Year Principal meeting Continual discussion at monthly principal meetings | Coaches plan for their work with school administration in alignment with the school improvement plan. Time and tasks are recorded in an Outlook calendar. | Elementary and Secondary ELA Coordinators and District literacy staff | Weekly with Reading Coach and school administration; monthly by ELA Coordinators | School-based Literacy Team meets regularly (weekly or bi-weekly) to review data from iReady and other diagnostic assessments and data from classroom observations. Overall class progress, as well as individual student growth, is monitored for instructional adjustments. District literacy staff support school level Reading Coaches. |

Other Considerations

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

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

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

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

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

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

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

The Decision Trees must contain the following information:

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

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s):

IF:

Student meets the following criteria at beginning of school year:
Student scores at or above proficiency level on the state accountability assessment

THEN:

TIER 1 Only

Initial instruction:

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

Core Curriculum

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

Elementary: CCPS curriculum is based on the LAFS benchmarks and is supported by state provided resources through CPALMS and *Just Read Florida! Savvas Reading Street and Ready LAFS* are used as the Core Tier 1 resource. Progress monitoring through Quarterly Benchmark assessments and iReady Diagnostic assessments (three times a year) provides promising evidence to support a correlation between instructional practices, including the use of resources, and student performance.

Secondary: CCPS curriculum is based on the LAFS benchmarks and is supported by state provided resources through CPALMS and *Just Read Florida! HMH Florida Collections* is used as the Core Tier 1 resource. Progress monitoring through Quarterly Benchmark assessments provides promising evidence to support a correlation between instructional practices, including the use of resources, and student performance.

Progress Monitoring

Assessment & Frequency

Performance Criteria that indicates Tier 1 is sufficient

Performance Criteria to that would prompt addition of Tier 2 interventions

All students: CCPS Quarterly Benchmark assessments conducted in October, December and April
 All Elementary: iReady assessment conducted in August, January, & May

Proficient score and/or improved score at each assessment period

Lack of progress as indicated by assessment score

How is the effectiveness of Tier 1 instruction being monitored?

Teacher observation, classroom formative assessments, analysis of student work, data chats

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

Grade level Data Chats are held regularly to monitor student progress and make instructional adjustments. Additional support from reading coaches and/or other staff is provided where needed.

How is the effectiveness of Tier 1 curriculum being monitored?

Quarterly Benchmark Assessments
 Classroom observations

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

School leadership team meetings focus on regular review of data and observation trends. Additionally, grade level Data Chats are held to monitor progress and identify instructional adjustments.

TIER 1

| | |
|--|--|
| | Additional support from reading coaches and/or other staff is provided where needed. |
| <p>How is instruction modified for students who receive instruction through distance learning? Modifications include but are not limited to: explicit, direct instruction via multiple modalities, synchronous and asynchronous instruction and assignments, supplemental resources for remediation or enrichment, flexibility in assignment submission.</p> | |

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|--|--|--|--|--|---|
| IF: | Student meets the following criteria at beginning of school year: Student scores below proficiency level on the state accountability assessment, and scores up to one year below grade level on iReady (elementary) or scores a lexile level above 600 but below grade level as indicated on the Scholastic Reading Inventory (secondary) | | | | |
| THEN: | TIER 1 instruction and TIER 2 interventions | | | | |
| TIER 1 instruction and TIER 2 interventions | <p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice <i>the targeted skill(s) and receive feedback</i> • 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 |
| | Grades K-5: iReady assigned lessons, additional small group instruction, 15 minutes daily | iReady diagnostic Bi-weekly running record and comprehension check Quarterly Benchmark assessments | FSA score of Level 3 Consistent data points that indicate students meeting grade level expectations | Demonstrated progress on assessments, but not yet meeting grade level expectations | Demonstrated lack of progress on progress monitoring assessments |
| Grades 6 – 10: Read 180 supplemental program, small group instruction, 45 minutes daily Grades 11 & 12: Khan Academy, | Monthly Read 180 Workshop and Segment assessments | FSA score of Level 3 Consistent data points | Demonstrated progress on assessments, but not yet meeting | Demonstrated lack of progress on progress | |

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|--|---|---|--------------------------|------------------------|
| small group instruction, 20 minutes daily | Reading and Phonics Inventory three times a year Quarterly Benchmark assessments | that indicate students meeting grade level expectations | grade level expectations | monitoring assessments |
| | | | | |
| Number of times a week intervention provided | 5 | Number of minutes per intervention session | 15-45 min | |
| <p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>Regular monitoring of Tier II student progress and classroom observations will identify students and/or classrooms not making progress. Reading Leadership Team and District staff will evaluate the Tier 2 strategies and determine necessary adjustments and needed support.</p> | | | | |
| <p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>Elementary: The Tier 2 interventions are supported by moderate evidence as iReady diagnostic, Running Record and Benchmark assessments provide data before and after intervention.</p> <p>Secondary: At the secondary level small group instruction incorporating the Read 180 supplemental resource is used for Tier 2 intervention. The Reading Inventory, as a diagnostic and Progress Monitoring tool, offers moderate evidence to support the effectiveness of this model as it provides data before and after the intervention. In addition, data is being analyzed to determine a correlation between student progress on program assessments and performance on the FSA.</p> | | | | |
| <p><i>How are Tier 2 interventions modified for students who receive interventions through distance learning?</i></p> <p>Virtual students that require Tier 2 interventions will continue to receive instruction with supplemental resources. Students will be provided with small group, differentiated instruction and appropriate supports.</p> | | | | |

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| IF: | <p>Student meets the following criteria at beginning of school year: The student scores significantly below proficiency level on the state accountability assessment and scores up to one year below grade level on iReady and has not made progress with Tier 2 interventions (elementary) or scores a lexile level below 600 as indicated on the Scholastic Reading Inventory and below 20 on the Scholastic Phonics Inventory (secondary)</p> | | | |
| THEN: | TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions | | | |
| TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions | <p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> | | | |
| | <i>TIER 3 Programs/Materials/Strategies & Duration</i> | <i>TIER 3 Progress Monitoring</i> | | |
| | | <i>Assessment & Frequency</i> | <i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i> | <i>Performance Criteria that would prompt changes to Tier 3 interventions</i> |
| | <p>K-5 Leveled Literacy Intervention (LLI), small group instruction, 30 minutes daily</p> | <p>Weekly F&P assessment</p> <p>Quarterly Benchmark assessments</p> <p>iReady Diagnostic</p> | <p>FSA score of Level 3</p> <p>Significant growth and consistent data points that indicate students meeting grade level expectations</p> | <p>Demonstrated lack of progress on progress monitoring assessments</p> |
| | <p>Secondary: System 44 supplemental program, small group instruction, 45 minutes daily</p> | <p>Weekly monitoring of System 44 Student App progress</p> <p>Reading and Phonics inventory 3 times a year</p> <p>Quarterly Benchmark assessments</p> | <p>Improvement on assessments to the level prescribed for Tier 2: Lexile level >600 Phonics Inventory score >20</p> | <p>Demonstrated lack of progress on progress monitoring assessments</p> |
| | <i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i> | | | |
| <i>Number of times a week intervention provided</i> | 5 | <i>Number of minutes per intervention session</i> | 20-45 min | |

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

Regular monitoring of Tier 3 student progress and classroom observations will identify students and/or classrooms not making progress. Reading Leadership Team and District staff will evaluate the Tier 3 strategies and determine necessary adjustments and needed support.

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

Elementary: At the elementary level small group instruction incorporating the Leveled Literacy Intervention supplemental resource is used for Tier 3 intervention. Leveled Literacy Intervention, a Progress Monitoring tool, offers moderate evidence to support the effectiveness of this model as it provides data before and after the intervention. In addition, data is being analyzed to determine a correlation between student progress on program assessments and performance on the FSA.

Secondary: At the secondary level small group instruction incorporating the System 44 supplemental resource is used for Tier 1 intervention. The Scholastic Reading Inventory and Phonics Inventory, as a diagnostic and Progress Monitoring tools, offer moderate evidence to support the effectiveness of this model as they provide data before and after the intervention. In addition, data is being analyzed to determine a correlation between student progress on program assessments and performance on the FSA.

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

Virtual students that require Tier 3 interventions will continue to receive instruction with supplemental resources. Students will be provided with small group, differentiated instruction and appropriate supports.