

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	Shawn Gard-Harrold	Director, Teaching & Learning	shawn_gard-harrold@scps.k12.fl.us	(407)320-0186
Responsibility	Name	Title	Email	Phone
District Leadership	Anna-Marie Cote	Deputy Superintendent, Instructional Excellence & Equity	Anna-Marie_Cote@scps.k12.fl.us	(407)320-0504
Elementary ELA	Michelle Pisani	Coordinator, Elementary Reading & Curriculum	Michelle_Pisani@scps.k12.fl.us	(407)320-0211
Secondary ELA	Allie Hilliard	Coordinator, Secondary Reading & Curriculum	Allie_Hilliard@scps.k12.fl.us	(407)320-0386
Reading Endorsement	Rebekah Corley	Teacher-on-Assignment	Rebekah_Corley@scps.k12.fl.us	(407)320-0158
Reading Curriculum	Michelle Pisani Allie Hilliard	Coordinator, Elementary Reading & Curriculum Coordinator, Secondary Reading & Curriculum	Michelle_Pisani@scps.k12.fl.us & Allie_Hilliard@scps.k12.fl.us	(407)320-0211 & (407)320-0386
Professional Development	Beth Pocius	Coordinator, Professional Learning	Beth_Pocius@scps.k12.fl.us	(407)320-0336
Assessment	Kelly Thompson	Director, Assessment & Accountability	Kelly_Thompson@scps.k12.fl.us	(407)320-0268
Data Element	Cheri Meyers	Director, Staff Position Management & State Reporting	Cheryl_Meyers@scps.k12.fl.us	(407)320-0104
Summer Reading Camp	Michelle Pisani	Coordinator, Elementary Reading & Curriculum	Michelle_Pisani@scps.k12.fl.us	(407)320-0211

3rd Grade Promotion	Michelle Pisani	Coordinator, Elementary Reading & Curriculum	Michelle_Pisani@scps.k12.fl.us	(407)320-0186
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Plan Information

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

District Leaders:

The K-12 Comprehensive Evidence-Based Reading Plan was developed in conjunction with leaders from multiple departments throughout the district including those listed above as well as Minnie Cardona - Director of ESOL & World Languages, Dr. Michelle Walsh - Executive Director of Student Support Services, Dr. Tanya Shores - Director of Special Education Services, Amy Elwood - Director of Intervention Services, and Dr. Jason Wysong - Executive Director of Educational Pathways (includes supervision of guidance counselors). The approved Comprehensive Evidence-Based Reading Plan will be shared with the Superintendent's Cabinet, referenced as appropriate when developing complementary district plans (Strategic Plan, Student Progression Plan, School Improvement Plans, etc.), and placed on the district website for ease of access.

School Leaders:

The K-12 Comprehensive Evidence-Based Reading Plan was developed in conjunction with select school leaders from multiple levels. Upon approval, the plan will be shared with school leaders during upcoming Principal's meetings with particular attention given to the Decision Trees for each level. Throughout the year, data reviews will be conducted to determine what portions of the plan, if any, are in need of review to ensure appropriate implementation. The K-12 Comprehensive Evidence-Based Reading Plan will be placed on the district's website for ease of access.

Charter School Leaders:

The approved K-12 Comprehensive Reading Plan will be shared with charter school leaders for review. Consultation services and site-based reading reviews will be provided. The K-12 Comprehensive Evidence-Based Reading Plan will be placed on the district's website for ease of access.

Instructional Coaches:

Both the Coordinator of Elementary Reading & Curriculum and the Coordinator of Secondary Reading & Curriculum have regular meetings with instructional coaches. The K-12 Comprehensive Evidence-Based

Reading Plan will be shared with the instructional coaches upon approval. Throughout the year, data reviews will be conducted to determine what portions of the plan, if any, are in need of review to ensure appropriate implementation. The K-12 Comprehensive Evidence-Based Reading Plan will be placed on the district's website for ease of access.

Teachers & Guidance Counselors:

School leaders and instructional coaches will be charged with ensuring teachers and guidance counselors are aware of the contents of the K-12 Comprehensive Evidence-Based Reading Plan with particular attention given to the decision trees. Based on data analysis and information shared at meetings with principals and/or instructional coaches, additional reference to the plan to ensure fidelity of implementation may be required. The K-12 Comprehensive Evidence-Based Reading Plan will be placed on the district's website for ease of access.

Parents & Families:

The K-12 Comprehensive Evidence-Based Reading Plan will serve as the guiding document for student placement in Reading. Portions of the plan, particularly the decision trees, will be referenced during parent/teacher conferences as the guiding document for student placement in courses and/or the Multi-Tiered System of Support (MTSS) collaborative problem-solving process. The K-12 Comprehensive Evidence-Based Reading Plan will be placed on the district's website for ease of access.

Students:

While students may not be directly aware of the existence or contents of the K-12 Comprehensive Evidence-Based Reading Plan, their success and well-being will serve as the primary focus of all school and district-based decisions regarding placement, intervention, and/or promotion. The K-12 Comprehensive Evidence-Based Reading Plan will be placed on the district's website for ease of access.

Community:

The K-12 Comprehensive Evidence-Based Reading Plan will be placed on the district's website for ease of access.

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>	"Let's Talk About It" Oral Language Assessment	Diagnostic provided to specific students after the teacher has formatively assessed which students needed the targeted assessment	One-on-one assessment	3 times a year
<i>Phonological awareness</i>	STAR Early Literacy (K)	Screener	Online assessment	Q1 of Kindergarten
	iReady Diagnostic (K-5)	Diagnostic/Progress Monitoring	Online assessment	3 times per year
<i>Phonics</i>	STAR Early Literacy (K)	Screener	Statewide administration window	Q1 of Kindergarten
	iReady Diagnostic (K-5)	Diagnostic/Progress Monitoring	Districtwide assessment window	3 times per year
	DRA (K-2)	Diagnostic	Districtwide assessment window	4 times a year

<i>Fluency</i>	DRA (K-2)	Diagnostic	One-on-one assessment	4 times a year
<i>Vocabulary</i>	STAR Early Literacy (K)	Screener	One-on-one assessment	Q1 of Kindergarten
	iReady Diagnostic (K-5)	Diagnostic/Progress Monitoring	Online assessment	3 times per year
	District Formative Assessments (3-5)	Formative	Online assessment	6 times per year

<i>Comprehension</i>	iReady Diagnostic (K-5)	Diagnostic/Progress Monitoring	Online assessment	3 times per year
	DRA (K-2)	Diagnostic	One-on-one assessment	4 times a year
	District Formative Assessments (3-5)	Formative	Online assessment	6 times per year

6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
iReady	6-8 Intensive Reading	Diagnostic, progress monitoring	The data is collected through a district-wide assessment administration during set dates.	Diagnostic data: 3 times a year
Achieve 3000	9-10 Intensive Reading	Diagnostic, progress monitoring	The data is collected through a district-wide assessment administration during set dates.	LevelSet data: 3 times a year
Reading Plus	9-10 Intensive Reading	Diagnostic, progress monitoring	The data is collected through a district-wide assessment administration during set dates.	Benchmark data: 3 times a year
Common Nine Weeks Assessments	All students in grades 9-10	Progress monitoring, formative	The data is collected through a district-wide assessment administration during set dates.	Quarterly
Formative Assessments	All students in grades 6-12	Progress monitoring, formative	The data is collected through a school-based assessment administration during set dates.	Every four weeks

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?
<p>The Assessment and Accountability Department is responsible for collecting and analyzing student progress monitoring data.</p> <p>The Superintendent's Leadership Team (Superintendent; Deputy Superintendent; Chief Information Officer; Executive Directors for Elementary, Middle and High Schools; Executive Director of Exceptional Student Support Services, Executive Director of ePathways and Strategic Partnerships, Executive Director of Human Resources; Director of ESOL, World Languages and Student Access;</p>	<p>For the past four years, the Superintendent has assigned a specific school to each member of his Leadership team. School assignments are determined based on student performance at elementary, middle, and high schools. Each Leadership member supports the school principal by providing principal requested information and support. Leadership team members visit their schools and conduct classroom walk-throughs regularly. At the Superintendent's weekly Cabinet meeting, the leadership team members report their school's accomplishments and needs at least twice per month. Based on the reports, and in conjunction with the progress monitoring information, adjustments may be made in personnel, resources and/or</p>	<p>Three times per year, the Assessment and Accountability Department prepares an analysis of state and local assessment data, as well as other key metrics that affect achievement, such as the 5Essentials Survey data, attendance and discipline infractions. All principals will then meet to review local assessment data, (iReady, Achieve, Reading Plus, Common Assessments, etc.) in order to assess comparative performance from the previous school year, review the status of their School Improvement Plan (SIP) local goals, and begin to formulate future SIP goals.</p> <p>In the fall, the Assessment and Accountability team will meet with each cluster feeder pattern (K-12 aligned schools) to review state accountability data and</p>	<p>The Teaching and Learning team monitor implementation and discuss Reading Plan fidelity. Areas of concern are submitted to the Executive Director for the specific level/school and strategies are designed to ensure implementation.</p> <p>Executive Directors are required to monitor implementation and effectiveness of the strategies.</p>	<p>The Superintendent's Leadership Team is responsible for providing plan implementation oversight, support, and follow-up.</p>

<p>Director of Teaching and Learning; Director of Staffing, Director of Leadership Pathways; Director of Federal Projects and Resource Development, and Director of Research and Accountability) reviews performance on progress monitoring assessments quarterly.</p>	<p>professional development.</p> <p>The Executive Directors for Elementary, Middle and High Schools meet with their principals monthly to review relevant data and determine needed support. Schools with positive trends in student achievement and in other factors share best practices. In addition, district staff visit schools regularly to meet with K-12 principals, teachers and instructional coaches to review progress-monitoring data and provide support to identified teachers.</p> <p>The Department of Teaching and Learning (DTL) staff also reviews student progress monitoring data regularly for the purpose of adjusting teacher training. DTL staff prioritizes standards-based support and works with school-based Professional Learning Communities to differentiate teacher dialogues and training.</p>	<p>related metrics. School improvement plans will be finalized to reflect state and local outcomes and goals. K-12 clusters will meet again in January-February to review mid-year data and identify corrections needed prior to the state assessment period.</p>		
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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?
Weekly reading walkthroughs by administrators	Executive Directors and school level leadership set the purpose for weekly reading walkthroughs: identification of standards-based and differentiated whole group and small group instruction.	School level administrators first meet with district leadership to review the K-12 Reading Plan and instructional frameworks to identify and discuss best practices for standards-based and differentiated whole group and small group instruction. School level leaders then meet with PLCs to communicate and share these best practices.	Weekly	<p>School level leadership teams share observational data with both executive leadership and colleagues to collaborate on best practices.</p> <p>School level leadership teams then meet in weekly admin and team leader meetings to share school wide trends.</p>
Data chats	Executive Directors and school level leadership set the purpose for both student and teacher data chats: to identify needs as revealed in the data and set clear goals for growth.	School level administrators meet with teachers to set the purpose, expectations and schedule for data chats.	Following district and school wide progress monitoring	Data is shared by both school level leadership (school/PLC data) and by teachers (individual student data)
Reading Leadership Team per 6A-6.053(3) F.A.C.	Executive Directors and school level principals identify the attributes of an effective reading	The purpose of the school level reading team is initially conveyed by executive leadership and then	The Reading Leadership Team meets monthly to share and review progress monitoring data to inform both future PD and	The Reading Leadership Team meets monthly to share and review progress monitoring data to inform both future PD and instructional

	leadership team. The school level principal then identifies key members of his/her staff to serve as members of this team.	communicated by the school level principal when selecting the school's key team members.	instructional needs.	needs.
Monitoring of plan implementation	An initial review of the plan is conducted by the Director of Teaching and Learning. District-based administrators then meet with small groups of school level leadership teams to share the plan and methods for monitoring of implementation.	Through a review of both 6A-6.053-K-12 Comprehensive Evidence-Based Reading Plan overview and the SCPS plan, the purpose is communicated with school level leadership teams in small groups.	The data is reviewed continually through school visits, reviews of formative data, and through on-going professional development and small group meetings.	The data is reviewed continually by district and school leadership through school visits, reviews of formative data, and through on-going professional development and small group meetings.
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?	
<ul style="list-style-type: none"> Identify PD and instructional needs as revealed in the data. Evaluate and select evidence-based resources to meet the needs as revealed in the data. Plan for implementation. Monitor, reflect, and amend, if needed. 	If it is determined that the plan is not being implemented in a systematic and explicit manner, support will be provided. Support can include the modeling of best practices for implementation, leadership visits to schools with strong implementation, and guidance/mentoring from colleagues.		District leadership will provide plan implementation oversight, support, and follow-up through the following means: regularly scheduled school visits, facilitation of coaching meetings, and through quarterly data meetings.	

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	Principals are notified via their Communicator and Executive Director notification of training expectations. District trainings are advertised in Frontline, our professional development management system.	Training is monitored by principals through use of Frontline and review of participant reflection logs.	Professional learning is reported via Frontline in real time.	Director, Teaching & Learning	Director, Teaching & Learning
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Principals are notified via their Communicator and Executive Director notification of training expectations. District trainings are advertised in Frontline, our professional development management system.	Training is monitored by principals through use of Frontline and review of participant reflection logs.	Professional learning is reported via Frontline, our professional development management system updated in real time.	Director, Teaching & Learning	Director, Teaching & Learning
Identification of mentor teachers	Annually in June, principals are	Principals are provided access to	Schoolwide Mentors are identified by	Director, Teaching & Learning	Director, Teaching & Learning

	invited via email to recommend a Schoolwide Mentor to the Director of Teaching & Learning.	training materials, and meeting schedules. Principals and/or designees welcome a representative of The Department of Teaching & Learning for on-campus visits for monitoring.	principal recommendation annually in June and reported to the Director of Teaching and Learning and to Human Resources.		
Establishing of model classrooms within the school	Principal expectations are outlined via their Communicator and Executive Director monthly meetings.	Principal walk-throughs monitor implementation of model classrooms.	<p>The Department of Teaching & Learning receives reports when schools use professional development funds to provide substitute teachers associated to formal visits to model classrooms.</p> <p>District staff conduct reading plan walk-throughs at each school. Model schools become part of this school visit.</p>	Director, Teaching & Learning	Director, Teaching & Learning
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Executive Directors require PLC meetings and communicate this expectation to principals.	PLCs are monitored in-person by principals and reported through Frontline, our professional development management system.	Professional learning, including PLCs, is reported via Frontline, our professional development management system updated in real time.	Director, Teaching & Learning	Director, Teaching & Learning

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	Principals are asked to turn in a list of their daily schedules by grade level to their Executive Directors.	Principals monitor for compliance during their weekly walkthroughs.	Schools provide a schedule to the elementary Executive Directors showing the layout of the uninterrupted 90 minute daily reading block for each of their grade levels.	The elementary executive directors receive copies of the school's daily schedule including the uninterrupted 90 minute reading block for grade K-5.	Schedules are provided annually.
Small group differentiated instruction in order to meet individual student needs	Principals are asked to turn in a list of their daily schedules by grade level to their Executive Directors.	Principals monitor for compliance during their weekly walkthroughs.	Schools provide a schedule to the elementary Executive Directors showing the layout of the uninterrupted 90 minute daily reading block for each of their grade levels.	The elementary executive directors receive copies of the school's daily schedule including the uninterrupted 90 minute reading block for grade K-5.	Schedules are provided annually.

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?

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$106,600
District expenditures on reading coaches assigned to elementary schools 37@.25ea (9.25)	\$550,000
District expenditures on reading coaches assigned to secondary schools	0
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	\$1,075,000
District expenditures on supplemental materials or interventions for secondary schools	\$363,000
District expenditures on reading coaches assigned to elementary schools	0
District expenditures on reading coaches assigned to secondary schools	0
District expenditures on professional development	\$9,655
District expenditures on helping teachers earn the reading endorsement	0
District expenditures on summer reading camps	\$300,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$5,000
Flexible Categorical Spending (Includes district Staffing – Administrators – 1.3; TOAs – 6.5)	\$572,000
Sum of Expenditures	\$2,981,255
Projected Roll-Forward from 2019-2020	\$55,000
Amount of District Research-Based Reading Instruction Allocation	\$2,926,255

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?

SummerReads- Getting Ready for 4th Grade and Getting Ready for 5th Grade

iReady

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

If yes, which grade levels? Fourth Grade

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):

Metrics such as school grade and percentage of students on free and reduced lunch are used to help prioritize the number of literacy coaches allocated to each school.

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?

Review of expectations from the Just Read, Florida! Coaching model will be conducted with all school level leadership teams as part of the PLC training district wide this summer.

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

Executive Directors work with school level leadership teams to create and maintain the daily schedule for coaches. Coaches are encouraged to communicate regularly with the Elementary and Secondary Coordinators of Reading and Curriculum.

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

Is your district using the Just Read, Florida! coaching model? Yes X 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?

Review of expectations from the Just Read, Florida! Coaching model will be conducted with all school level leadership teams as part of the PLC training district-wide this summer.

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Other Considerations

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

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff 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): K-2

IF:

Student meets the following criteria at beginning of school year:

- *A score at the 26th percentile or above on the iReady Reading diagnostic, and/or*
- *Scale score of 438 or above on FLKRS for kindergarten students, and*
- *Teacher recommendation based upon classroom performance*

(See iReady Diagnostic 2016 National Norms Technical Documentation Norms Tables (2016-2017).)

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.

The Seminole County Student Success Framework for Literacy provides an outline for teachers on how to use Reading Street materials to help teach the LAFS standards. ([Evidence Base](#))

<i>Progress Monitoring</i>		
<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
<p>iReady Diagnostic- 3 times a year</p> <p>DRA- Kindergarten (end of Q2,Q3, and Q4) & First Grade end of each quarter</p>	<p>Student scores at the 26th percentile or above</p>	<p>Student scores at the 25th percentile or below</p>
<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <p>In addition to the iReady diagnostic students are given the DRA- Kindergarten (end of Q2,Q3, and Q4) & First Grade end of each quarter. This allows for examination on how students are progressing on the use of phonics in context, fluency, and comprehension.</p> <p>PLCs meet on a monthly basis with reading coaches to review data and discuss proper</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <p>Administrators conduct weekly walkthroughs during the uninterrupted reading block to ensure that teachers are using standards based materials as recommended in the SCPS Student Success Framework for Literacy. They also ensure that both whole group instruction and differentiated small group instruction including guided reading is being provided to all students through tier 1.</p> <p>Monthly deliverables are provided to the Department of Teaching and Learning based upon the PLC work. Teachers on Assignment then work with the schools to problem solve and offer follow up support to coaches and teachers as needed.</p>	

instructional techniques as related to the DRA and guided reading.

How is the effectiveness of Tier 1 curriculum being monitored?

After each iReady Diagnostic administration data is examined at the district level to determine trends that would indicate that additional resources are needed

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

The Deputy Superintendent works with the Department of Assessment and Accountability and the Department of Teaching and Learning to find areas in the curriculum where new resources or training on how to use current resources might be needed.

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

K-2 teachers are provided with digital materials to send to students to aid in weekly vocabulary instruction as well as RI or RL standards, writing practice, and independent reading materials.

This allows teachers to spend more time focusing on their planning of small group instruction in foundational skills via Webex or Google Meets to provide students with immediate feedback and continue to offer differentiation within reading instruction.

<p>IF:</p>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> · <i>A scale score between the 25th percentile and 16th percentile on the iReady Reading diagnostic, and/or</i> · <i>Scale score of 438 or above on FLKRS for kindergarten students, and</i> · <i>Teacher recommendation based upon classroom performance</i> <p>(See iReady Diagnostic 2016 National Norms Technical Documentation Norms Tables (2016-2017).)</p>				
<p>THEN:</p>	<p>TIER 1 instruction and TIER 2 interventions</p>				
<p>TIER 1 instruction and TIER 2 interventions</p>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> · <i>are standards-aligned</i> · <i>address gaps and reduce barriers to students’ ability to meet Tier 1 expectations</i> · <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> · <i>are matched to the needs of the students</i> · <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> · <i>occurs during time allotted in addition to core instruction</i> · <i>includes accommodations (IEP, ESOL or 504)</i> 				
	<p>TIER 2 Programs/Materials/Strategies & Duration*</p> <p><i>*Highlighted materials contain multisensory instruction</i></p>	<p>TIER 2 Progress Monitoring</p>			
		<p>Assessment & Frequency</p>	<p>Performance Criteria to discontinue Tier 2 intervention</p>	<p>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</p>	<p>Performance Criteria that would prompt addition of Tier 3 interventions</p>

Oral Language-

Elements of Reading
(Evidence for ESSA,
Promising),

Fountas & Pinnell LLI

(Evidence for ESSA, Strong),

Making Meaning ([Evidence Base](#)) ,

SIPPS ([Evidence Base](#)),

What Works

Clearinghouse's Practice

Guide [Foundational Skills](#)

[to Support Reading for](#)

[Understanding in](#)

[Kindergarten Through 3rd](#)

[Grade](#)

Students will be
assessed weekly
using one of the
recommended T2
materials.

Student
demonstrates
mastery on the
targeted skill
when data is
reviewed by the
MTSS team.

Student does
not
demonstrate
mastery of the
targeted skills.

The student has
a lack of mastery
of the target
skill, and
performs two
grade levels
below
expectation on
the iReady
diagnostic or
DRA.

Phonemic Awareness

95% Group: Blueprint for
PA ([Evidence Base](#)),

RtI Kit ([Evidence Base](#)),

My Sidewalks ([Evidence Base](#)),

Fast Track Phonics

([Evidence Base](#)), FCRR PA

([Evidence Base](#))

Fountas & Pinnell LLI

(Evidence for ESSA, Strong),

iReady Teacher- Led

Instruction ([Evidence Base](#))

Reading Mastery

(www.nifdi.org),

Students will be
assessed weekly
using one of the
recommended T2
materials.

Student
demonstrates
mastery on the
targeted skill
when data is
reviewed by the
MTSS team.

Student does
not
demonstrate
mastery of the
targeted skills.

The student has
a lack of mastery
of the target
skill, and
performs two
grade levels
below
expectation on
the iReady
diagnostic or
DRA.

<p>What Works Clearinghouse's Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p>				
<p>Phonics 95% Group: Blueprint for Phonics (Evidence Base), RtI Kit (Evidence Base), My Sidewalks (Evidence Base), Fast Track Phonics (Evidence Base), Fountas & Pinnell LLI (Evidence for ESSA, Strong), iReady Teacher- Led Instruction (Evidence Base) Reading Mastery (Evidence Base), FCRR Phonics(Evidence Base), Read Well (Evidence Base), Reading Mastery (www.nifdi.org) , What Works Clearinghouse's Practice</p>	<p>Students will be assessed weekly using one of the recommended T2 materials.</p>	<p>Student demonstrates mastery on the targeted skill when data is reviewed by the MTSS team.</p>	<p>Student does not demonstrate mastery of the targeted skills.</p>	<p>The student has a lack of mastery of the target skill, and performs two grade levels below expectation on the iReady diagnostic or DRA.</p>

Guide [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)

Vocabulary

Elements of Reading (Evidence for ESSA, Promising),
iReady Teacher Led Instruction([Evidence Base](#)) ,

Fountas & Pinnell LLI

(Evidence for ESSA, Strong),
My Sidewalks ([Evidence Base](#)) ,

FCRR Vocabulary ([Evidence Base](#)),

Rtl Kit-

Vocabulary([Evidence Base](#)),

Making Meaning ([Evidence Base](#)) , Read Well ([Evidence Base](#),

Reading Mastery (www.nifdi.org),

What Works

Clearinghouse's Practice

Students will be assessed weekly using one of the recommended T2 materials.

Student demonstrates mastery on the targeted skill when data is reviewed by the MTSS team.

Student does not demonstrate mastery of the targeted skills.

The student has a lack of mastery of the target skill, and performs two grade levels below expectation on the iReady diagnostic or DRA.

Guide [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)

Fluency (Beginning in the second semester of grade 1) Quick Reads (Evidence for ESSA, strong),
Fountas & Pinnell LLI (Evidence for ESSA, Strong)
My Sidewalks([Evidence Base](#)),
RtI Kit- Fluency ([Evidence Base](#)),
Fast ForWord ([Evidence Base](#)),
Corrective Reading (Evidence for ESSA, Strong),
Read Well ([Evidence Base](#)),
Reading Mastery (www.nifdi.org),
What Works Clearinghouse's Practice

Students will be assessed weekly using one of the recommended T2 materials.

Student demonstrates mastery on the targeted skill when data is reviewed by the MTSS team.

Student does not demonstrate mastery of the targeted skills.

The student has a lack of mastery of the target skill, and performs two grade levels below expectation on the iReady diagnostic or DRA.

Guide [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)

Comprehension (Beginning in second grade)
Elements of Reading (Evidence for ESSA, Promising) ,
iReady Teacher Led Instruction ([Evidence Base](#)),
Fountas & Pinnell LLI (Evidence for ESSA, Strong)
My Sidewalks ([Evidence Base](#)),
FCRR Comprehension ([Evidence Base](#)),
RtI
Comprehension([Evidence Base](#)) ,
Making Meaning ([Evidence Base](#)) ,
Read Well ([Evidence Base](#)),

Students will be assessed weekly using one of the recommended T2 materials.

Student demonstrates mastery on the targeted skill when data is reviewed by the MTSS team.

Student does not demonstrate mastery of the targeted skills.

The student has a lack of mastery of the target skill, and performs two grade levels below expectation on the iReady diagnostic or DRA.

Reading Mastery
(www.nifdi.org),
What Works
Clearinghouse's Practice
Guide [Foundational Skills
to Support Reading for
Understanding in
Kindergarten Through 3rd
Grade](#)

***Number of times a week intervention
provided***

3

***Number of minutes per intervention
session***

20

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

MTSS problem solving teams will meet on a monthly basis to review students receiving tier 2 support to ensure that the students are fluidly moving in and out of groups based upon data related to the intervention as aligned to core instruction.

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

K-2 teachers and coaches have received training in evidenced based foundational reading practices by participating in The Regional Educational Laboratory (REL) Southeast developed Professional Learning Community (PLC) materials to support educators in the implementation of recommendations from the What Works Clearinghouse's Practice Guide [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#).

The recommendations from this report are used in the various programs listed as tiered interventions:

Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary language. *Minimal evidence.*

Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters. *Strong evidence.*

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. *Strong evidence.*

Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. *Moderate evidence.*

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

Teachers meet with students digitally in small groups or one-on-one to provide the targeted instruction.

<p>IF:</p>	<p>Student meets the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> · <i>Second grade students scoring at the 15th percentile or below on the iReady diagnostic, First graders scoring at the 10th percentile on the iReady diagnostic, Kindergarten students scoring at the 5th percentile on the iReady diagnostic; and/or</i> · <i>Second grade students with a DRA score of 6 or below; and</i> · <i>Teacher recommendation based upon classroom performance</i> <p>(See iReady Diagnostic 2016 National Norms Technical Documentation Norms Tables (2016-2017).)</p>			
<p>THEN:</p>	<p>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</p>			
<p>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</p>	<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> 			
	<p>TIER 3 <i>Programs/Materials/Strategies & Duration</i></p>	<p>TIER 3 Progress Monitoring</p>		
		<p><i>Assessment & Frequency</i></p>	<p><i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i></p>	<p><i>Performance Criteria that would prompt changes to Tier 3 interventions</i></p>

Oral Language-

Elements of Reading
(Evidence for ESSA,
Promising),

Fountas & Pinnell LLI

(Evidence for ESSA, Strong),

Making Meaning ([Evidence Base](#)),

SIPPS ([Evidence Base](#)),

What Works Clearinghouse's
Practice Guide [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)

Students will be assessed weekly using one of the recommended T3 materials.

Student demonstrates growth and can perform the targeted skill at one grade level below.

Students receive another iReady diagnostic and DRA to further pinpoint areas of need after a minimum of 6 weeks of tier 3 intervention.

Phonemic Awareness

95% Group: Blueprint for PA ([Evidence Base](#)),

RtI Kit ([Evidence Base](#)),

My Sidewalks ([Evidence Base](#)),

Fast Track Phonics

([Evidence Base](#)), FCRR PA

([Evidence Base](#))

Fountas & Pinnell LLI

(Evidence for ESSA, Strong),

iReady Teacher- Led

Instruction ([Evidence Base](#))

Reading Mastery

(www.nifdi.org),

Read Well ([Evidence Base](#)),

SIPPS ([Evidence Base](#)),

What Works Clearinghouse's
Practice Guide [Foundational Skills to Support Reading for Understanding in](#)

Students will be assessed weekly using one of the recommended T3 materials.

Student demonstrates growth and can perform the targeted skill at one grade level below.

Students receive another iReady diagnostic and DRA to further pinpoint areas of need after a minimum of 6 weeks of tier 3 intervention.

[Kindergarten Through 3rd Grade](#)

Phonics

95% Group: Blueprint for Phonics ([Evidence Base](#)),
RtI Kit ([Evidence Base](#)),
My Sidewalks ([Evidence Base](#)),
Fast Track Phonics ([Evidence Base](#)),
Fountas & Pinnell LLI (Evidence for ESSA, Strong),
iReady Teacher- Led Instruction ([Evidence Base](#))
Reading Mastery ([Evidence Base](#)),
FCRR Phonics([Evidence Base](#)),
Read Well ([Evidence Base](#)),
Reading Mastery (www.nifdi.org) ,
SIPPS ([Evidence Base](#)),

What Works Clearinghouse's Practice Guide [Foundational](#)

Students will be assessed weekly using one of the recommended T3 materials.

Student demonstrates growth and can perform the targeted skill at one grade level below.

Students receive another iReady diagnostic and DRA to further pinpoint areas of need after a minimum of 6 weeks of tier 3 intervention.

[Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)

Vocabulary
Elements of Reading (Evidence for ESSA, Promising),
iReady Teacher Led Instruction([Evidence Base](#)),
Fountas & Pinnell LLI (Evidence for ESSA, Strong),
My Sidewalks ([Evidence Base](#)) ,
FCRR Vocabulary ([Evidence Base](#)),
Rtl Kit-
Vocabulary([Evidence Base](#)),
Making Meaning ([Evidence Base](#)) , Read Well ([Evidence Base](#)),
Reading Mastery (www.nifdi.org),
What Works Clearinghouse's Practice Guide [Foundational Skills to Support Reading for Understanding in](#)

Students will be assessed weekly using one of the recommended T3 materials.

Student demonstrates growth and can perform the targeted skill at one grade level below.

Students receive another iReady diagnostic and DRA to further pinpoint areas of need after a minimum of 6 weeks of tier 3 intervention.

[Kindergarten Through 3rd Grade](#)

Fluency (Beginning in the second semester of grade 1)
Quick Reads (Evidence for ESSA, strong),
Fountas & Pinnell LLI (Evidence for ESSA, Strong)
My Sidewalks([Evidence Base](#)),
RtI Kit- Fluency ([Evidence Base](#)),
Fast ForWord ([Evidence Base](#)),
Corrective Reading (Evidence for ESSA, Strong),
Read Well ([Evidence Base](#)),
Reading Mastery (www.nifdi.org),
Clearinghouse's Practice Guide [Foundational Skills to Support Reading for Understanding in](#)

Students will be assessed weekly using one of the recommended T3 materials.

Student demonstrates growth and can perform the targeted skill at one grade level below.

Students receive another iReady diagnostic and DRA to further pinpoint areas of need after a minimum of 6 weeks of tier 3 intervention.

[Kindergarten Through 3rd Grade](#)

Comprehension (Beginning in second grade)
Elements of Reading (Evidence for ESSA, Promising) ,
iReady Teacher Led Instruction ([Evidence Base](#)),
Fountas & Pinnell LLI (Evidence for ESSA, Strong)
My Sidewalks ([Evidence Base](#)),
FCRR Comprehension ([Evidence Base](#)),
RtI
Comprehension([Evidence Base](#)) ,
Making Meaning ([Evidence Base](#)) ,
Read Well ([Evidence Base](#)),
Reading Mastery (www.nifdi.org),

Students will be assessed weekly using one of the recommended T3 materials.

Student demonstrates growth and can perform the targeted skill at one grade level below.

Students receive another iReady diagnostic and DRA to further pinpoint areas of need after a minimum of 6 weeks of tier 3 intervention.

What Works
Clearinghouse's Practice
Guide [Foundational Skills to
Support Reading for
Understanding in
Kindergarten Through 3rd
Grade](#)

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

***Number of times a week intervention
provided***

3

***Number of minutes per
intervention session***

20

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

MTSS problem solving teams will meet on a monthly basis to review students receiving tier 3 support to ensure that the students are fluidly moving in and out of groups based upon data related to the intervention as aligned to core instruction.

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

All teachers providing tier 3 support are required to have a reading endorsement or certification. The coursework that they completed to achieve their endorsement or certification necessitated an understanding of strategies that are supported by strong evidence, moderate evidence, or promising evidence as referenced in the What Works Clearinghouse's Practice Guide [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#).

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

Teachers meet with students digitally in small groups or one-on-one to provide the additional targeted instruction.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 3-5

IF:

Student meets the following criteria at beginning of school year:

- *Students score at the 26th percentile or above on the iReady Reading diagnostic, and/or*
- *ELA FSA Scores from 2019 of level 2 or above, and*
- *Teacher recommendation based upon classroom performance*

(See iReady Diagnostic 2016 National Norms Technical Documentation Norms Tables (2016-2017).)

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.

The Seminole County Student Success Framework for Literacy provides an outline for teachers on how to use Reading Street materials to help teach the LAFS standards. ([Evidence Base](#))

<i>Progress Monitoring</i>		
<i>Assessment & Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>	<i>Performance Criteria to that would prompt addition of Tier 2 interventions</i>
<p>iReady Diagnostic- 3 times a year</p> <p>District created formative assessments 6 times per year</p>	<p>Student scores at the 26th percentile or above</p> <p>Tracking/In Progress</p>	<p>Student scores at the 25th percentile or below</p> <p>Not tracking</p>
<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <p>In addition to the iReady diagnostic students are given formative assessments 6 times a year.</p> <p>PLCs meet on a monthly basis with reading coaches to review progress monitoring data and discuss proper instructional techniques as related to the focus standards from formative assessments.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <p>Administrators conduct weekly walkthroughs during the uninterrupted reading block to ensure that teachers are using standards based materials as recommended in the SCPS Student Success Framework for Literacy. They also ensure that both whole group instruction and differentiated small group instruction is being provided to all students through tier 1.</p> <p>Teachers on Assignment provide PD to teachers and coaches on how to respond to the data from formative assessments through targeted small group instruction.</p>	

How is the effectiveness of Tier 1 curriculum being monitored?


After each iReady Diagnostic administration, data is examined at the district level to determine trends that would indicate additional resources are needed and/or support for how to use existing resources.

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

The Deputy Superintendent works with the Department of Assessment and Accountability and the Department of Teaching and Learning to find areas in the curriculum where new resources or training on how to use current resources are potentially needed.

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

Grade 3-5 teachers are provided with digital materials to send to students to aid in weekly vocabulary instruction as well as RI or RL standards, writing practice, and independent reading materials.



This allows teachers to spend more time focusing on their planning of small group instruction in foundational skills via Webex or Google Meets to provide students with immediate feedback and continue to offer differentiation within reading instruction.

IF:	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> · <i>Scoring between the 25th percentile and 21st percentile on the iReady Reading diagnostic, and</i> · <i>ELA FSA Scores from 2019 of level 1, and</i> · <i>Teacher recommendation based upon classroom performance</i> (See iReady Diagnostic 2016 National Norms Technical Documentation Norms Tables (2016-2017).)				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<i>Interventions:</i> <ul style="list-style-type: none"> · <i>are standards-aligned</i> · <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> · <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> · <i>are matched to the needs of the students</i> · <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> · <i>occurs during time allotted in addition to core instruction</i> · <i>includes accommodations (IEP, ESOL or 504)</i> 				
	TIER 2 Programs/Materials/Strategies & Duration* <i>*Highlighted materials contain multisensory instruction</i>	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
	<u>Oral Language-</u>	Students will be assessed weekly	Student demonstrates	Student does not	The student has a lack of mastery

	<p>Elements of Reading (Evidence for ESSA, Promising), Fountas & Pinnell LLI (Evidence for ESSA, Strong), Making Meaning (Evidence Base) , SIPPS (Evidence Base)</p>	<p>using one of the recommended T2 materials.</p>	<p>mastery on the targeted skill when data is reviewed by the MTSS team.</p>	<p>demonstrate mastery of the targeted skills.</p>	<p>of the target skill, and performs two grade levels below expectation on the iReady diagnostic or DRA.</p>
	<p>Phonemic Awareness 95% Group: Blueprint for PA (Evidence Base), RtI Kit (Evidence Base), My Sidewalks (Evidence Base), Fast Track Phonics (Evidence Base), FCRR PA (Evidence Base) Fountas & Pinnell LLI (Evidence for ESSA, Strong), iReady Teacher- Led Instruction (Evidence Base) Reading Mastery (www.nifdi.org), Read Well (Evidence Base)</p>	<p>Students will be assessed weekly using one of the recommended T2 materials.</p>	<p>Student demonstrates mastery on the targeted skill when data is reviewed by the MTSS team.</p>	<p>Student does not demonstrate mastery of the targeted skills.</p>	<p>The student has a lack of mastery of the target skill, and performs two grade levels below expectation on the iReady diagnostic or DRA.</p>

	<p><u>Phonics</u> 95% Group: Blueprint for Phonics (Evidence Base), RtI Kit (Evidence Base), My Sidewalks (Evidence Base), Fast Track Phonics (Evidence Base), Fountas & Pinnell LLI (Evidence for ESSA, Strong), iReady Teacher- Led Instruction (Evidence Base) Reading Mastery (Evidence Base), FCRR Phonics(Evidence Base), Read Well (Evidence Base), Reading Mastery (www.nifdi.org)</p>	<p>Students will be assessed weekly using one of the recommended T2 materials.</p>	<p>Student demonstrates mastery on the targeted skill when data is reviewed by the MTSS team.</p>	<p>Student does not demonstrate mastery of the targeted skills.</p>	<p>The student has a lack of mastery of the target skill, and performs two grade levels below expectation on the iReady diagnostic or DRA.</p>
	<p><u>Vocabulary</u> Elements of Reading (Evidence for ESSA, Promising), iReady Teacher Led Instruction(Evidence Base) , Fountas & Pinnell LLI (Evidence for ESSA, Strong), My Sidewalks (Evidence Base) , FCRR Vocabulary (Evidence Base),</p>	<p>Students will be assessed weekly using one of the recommended T2 materials.</p>	<p>Student demonstrates mastery on the targeted skill when data is reviewed by the MTSS team.</p>	<p>Student does not demonstrate mastery of the targeted skills.</p>	<p>The student has a lack of mastery of the target skill, and performs two grade levels below expectation on the iReady diagnostic or DRA.</p>

	<p>Rtl Kit- Vocabulary(Evidence Base), Making Meaning (Evidence Base) , Read Well (Evidence Base), Reading Mastery (www.nifdi.org)</p>				
	<p>Fluency Quick Reads (Evidence for ESSA, strong), Fountas & Pinnell LLI (Evidence for ESSA, Strong) My Sidewalks(Evidence Base), Rtl Kit- Fluency (Evidence Base), Fast ForWord (Evidence Base), Corrective Reading (Evidence for ESSA, Strong), Read Well (Evidence Base), Reading Mastery (www.nifdi.org)</p>	<p>Students will be assessed weekly using one of the recommended T2 materials.</p>	<p>Student demonstrates mastery on the targeted skill when data is reviewed by the MTSS team.</p>	<p>Student does not demonstrate mastery of the targeted skills.</p>	<p>The student has a lack of mastery of the target skill, and performs two grade levels below expectation on the iReady diagnostic or DRA.</p>

	<p><u>Comprehension</u> Elements of Reading (Evidence for ESSA, Promising) , iReady Teacher Led Instruction (Evidence Base), Fountas & Pinnell LLI (Evidence for ESSA, Strong) My Sidewalks (Evidence Base), FCRR Comprehension (Evidence Base), RtI Comprehension(Evidence Base) , Making Meaning (Evidence Base) , Read Well (Evidence Base), Reading Mastery (www.nifdi.org)</p>	Students will be assessed weekly using one of the recommended T2 materials.	Student demonstrates mastery on the targeted skill when data is reviewed by the MTSS team.	Student does not demonstrate mastery of the targeted skills.	The student has a lack of mastery of the target skill, and performs two grade levels below expectation on the iReady diagnostic or DRA.
	<i>Number of times a week intervention provided</i>	3	<i>Number of minutes per intervention session</i>	20	

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

MTSS problem solving teams will meet on a monthly basis to review students receiving tier 2 support to ensure that the students are fluidly moving in and out of groups based upon data related to the intervention as aligned to core instruction.

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

Each of the products that is listed as an intervention either has a reference to the findings of WWC or ESSA, or has a link to its evidence base.

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

Teachers meet with students digitally in small groups or one-on-one to provide the targeted instruction.

IF:	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> · <i>Scoring below the 21st percentile on the iReady Reading diagnostic, and/or</i> · <i>DRA score of 16 or below for third grade students, or</i> · <i>ELA FSA Scores from 2019 of level 1, and</i> · <i>Teacher recommendation based upon classroom performance</i> (See iReady Diagnostic 2016 National Norms Technical Documentation Norms Tables (2016-2017).)			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> · extended time · targeted instruction based on student need · small group or one-on-one instruction · accommodations (IEP, ESOL, or 504) · more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions · <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> 			
	TIER 3 <i>Programs/Materials/Strategies & Duration</i>	TIER 3 Progress Monitoring		
	<u>Oral Language- Oral Language-</u> Elements of Reading (Evidence for ESSA, Promising),	<i>Assessment & Frequency</i> Students will be assessed weekly using one of the recommended T3 materials.	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i> Student demonstrates growth and can perform the targeted skill at	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i> Students receive another iReady diagnostic and DRA to further pinpoint areas of need after a

	Fountas & Pinnell LLI (Evidence for ESSA, Strong), Making Meaning (Evidence Base), SIPPS (Evidence Base),		one grade level below.	minimum of 6 weeks of tier 3 intervention.
	Phonemic Awareness 95% Group: Blueprint for PA (Evidence Base), Rtl Kit (Evidence Base), My Sidewalks (Evidence Base), Fast Track Phonics (Evidence Base), FCRR PA (Evidence Base) Fountas & Pinnell LLI (Evidence for ESSA, Strong), iReady Teacher- Led Instruction (Evidence Base) Reading Mastery (www.nifdi.org), Read Well (Evidence Base), SIPPS (Evidence Base),	Students will be assessed weekly using one of the recommended T3 materials.	Student demonstrates growth and can perform the targeted skill at one grade level below.	Students receive another iReady diagnostic and DRA to further pinpoint areas of need after a minimum of 6 weeks of tier 3 intervention.

	<p><u>Phonics</u> 95% Group: Blueprint for PA (Evidence Base), Rtl Kit (Evidence Base), My Sidewalks (Evidence Base), Fast Track Phonics (Evidence Base), FCRR PA (Evidence Base) Fountas & Pinnell LLI (Evidence for ESSA, Strong), iReady Teacher- Led Instruction (Evidence Base) Reading Mastery (www.nifdi.org), Read Well (Evidence Base), SIPPS (Evidence Base),</p>	Students will be assessed weekly using one of the recommended T3 materials.	Student demonstrates growth and can perform the targeted skill at one grade level below.	Students receive another iReady diagnostic and DRA to further pinpoint areas of need after a minimum of 6 weeks of tier 3 intervention.
	<p><u>Vocabulary</u> Elements of Reading (Evidence for ESSA, Promising), iReady Teacher Led Instruction(Evidence Base), Fountas & Pinnell LLI (Evidence for ESSA, Strong), My Sidewalks (Evidence Base) , FCRR Vocabulary (Evidence Base), Rtl Kit- Vocabulary(Evidence Base), Making Meaning (Evidence Base) , Read Well (Evidence Base),</p>	Students will be assessed weekly using one of the recommended T3 materials.	Student demonstrates growth and can perform the targeted skill at one grade level below.	Students receive another iReady diagnostic and DRA to further pinpoint areas of need after a minimum of 6 weeks of tier 3 intervention.

	Reading Mastery (www.nifdi.org),			
	Fluency Quick Reads (Evidence for ESSA, strong), Fountas & Pinnell LLI (Evidence for ESSA, Strong) My Sidewalks(Evidence Base), RtI Kit- Fluency (Evidence Base), Fast ForWord (Evidence Base), Corrective Reading (Evidence for ESSA, Strong), Read Well (Evidence Base), Reading Mastery (www.nifdi.org),	Students will be assessed weekly using one of the recommended T3 materials.	Student demonstrates growth and can perform the targeted skill at one grade level below.	Students receive another iReady diagnostic and DRA to further pinpoint areas of need after a minimum of 6 weeks of tier 3 intervention.

	<p><u>Comprehension</u> Elements of Reading (Evidence for ESSA, Promising) , iReady Teacher Led Instruction (Evidence Base), Fountas & Pinnell LLI (Evidence for ESSA, Strong) My Sidewalks (Evidence Base), FCRR Comprehension (Evidence Base), RtI Comprehension(Evidence Base) , Making Meaning (Evidence Base) , Read Well (Evidence Base), Reading Mastery (www.nifdi.org)</p>	Students will be assessed weekly using one of the recommended T3 materials.	Student demonstrates growth and can perform the targeted skill at one grade level below.	Students receive another iReady diagnostic and DRA to further pinpoint areas of need after a minimum of 6 weeks of tier 3 intervention.
	<p><i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i></p>			
	<p><i>Number of times a week intervention provided</i></p>	<p><i>3</i></p>	<p><i>Number of minutes per intervention session</i></p>	<p><i>20</i></p>

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

MTSS problem solving teams will meet on a monthly basis to review students receiving tier 2 support to ensure that the students are fluidly moving in and out of groups based upon data related to the intervention as aligned to core instruction.

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

All teachers providing tier 3 support are required to have a reading endorsement or certification. The coursework that they completed to achieve their endorsement or certification necessitated an understanding of strategies that are supported by strong evidence, moderate evidence, or promising evidence as referenced in the What Works Clearinghouse's Practice Guide [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#).

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

Teachers meet with students digitally in small groups or one-on-one to provide the additional targeted instruction.

Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-12

IF:	Student meets the following criteria at beginning of school year: <ul style="list-style-type: none"> • 2019 ELA FSA Data: H2/3+ • 19-20 Common Nine Weeks Assessment Data: Tracking/In Progress Year to Date ELA* 		
THEN:	TIER 1 Only		
TIER 1	<i>Initial instruction:</i> <ul style="list-style-type: none"> • 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.		
	<p>SCPS utilizes a standards-based reading and writing core ELA instruction utilizing Houghton Mifflin Harcourt's <i>Collections</i> (6-8), <i>SpringBoard</i> (9-12), and the SCPS Student Success for Literacy Framework lessons and resources. Content area reading support is also provided in select Science, Math, and/or Social Studies courses.</p> <p>HMH Evidence</p> <p>SpringBoard Evidence</p> <p>There is strong evidence, provided through heavily correlated progress monitoring methods, that a standards-based curriculum promotes increased tracking toward proficiency on the state assessment. *</p>		
	Progress Monitoring		
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions

	Common Nine Weeks Assessments* (grades 6-10)	Tracking/In Progress	Not Tracking
	Formative Assessments (grades 6-12)	Tracking/In Progress	Not Tracking
	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <ul style="list-style-type: none"> ● Classroom walk-throughs ● Formative data ● PLC collaboration/observation 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <ul style="list-style-type: none"> ● Identification: Needs are identified based on the monitoring methods mentioned to the left. Administrators conduct walkthroughs to ensure teachers are utilizing standards-based materials as recommended in the SCPS Student Success for Literacy Framework. They also ensure that both whole group instruction and differentiated small group instruction is provided to all students through tier 1. ● Problem-solving: Following an identification of needs, support is provided in effective instructional best practices through the following methods: <ul style="list-style-type: none"> ○ Instructional coach support: opportunities for modeling/coaching cycles ○ Content specialist support: Teachers on Assignment provide PD to teachers and coaches on how to respond to the data from formative assessments through targeted small group instruction. 	
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <p>Formative data:</p> <ul style="list-style-type: none"> ● In-class Formative Assessments ● Common Nine Weeks Assessment data* 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <ul style="list-style-type: none"> ● Identification: Needs are identified based on the monitoring methods mentioned to the left. ● Problem-solving: Following an identification of needs, support is provided through varied methods in order to model implementation best practices using the curriculum and resources available 	

		<ul style="list-style-type: none"> ○ Instructional coach support: opportunities for modeling/coaching cycles ○ Content specialist support: Teachers on Assignment provide PD to teachers and coaches regarding the curriculum and resources available in responding to the data from formative assessments through targeted small group instruction using these resources.
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i></p> <p>Differentiated standards-based digital learning lessons are available for all students. This allows teachers to spend more time focusing on the planning of small group instruction via Webex or Google Meets to provide students with immediate feedback and to continue to offer differentiated instruction.</p>	

IF:

Student meets the following criteria at beginning of school year:

Grades 6-8

- 2019 ELA FSA Data: Level 1, Low Level 2
- 19-20 iReady Scale Score Data:
 - 6th grade: 565 and below
 - 7th grade: 582 and below
 - 8th grade: 593 and below
- 19-20 Common Nine Weeks Assessment Data: Not Tracking Year to Date ELA*

Grade 9

- 2019 ELA FSA Data: Level 1, Low Level 2
- 19-20 iReady Scale Score Data: 604 and below
- 19-20 Common Nine Weeks Assessment Data: Not Tracking Year to Date ELA*

Grade 10

- 2019 ELA FSA Data: Level 1, Low Level 2
- Previous Reading Program Data (based on available data) : Reading Plus: Current Reading Level-7.0/Achieve Lexile: 780 or below
- Common Nine Weeks Assessment Data: Not Tracking Year to Date ELA*

* Review of these metrics to provide guidance in scheduling students in intensive courses is suggested; however, a look at additional data points is strongly encouraged.

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

Intensive Reading Placement: iReady (grades 6-8)

Diagnostic: 3 times a year

Upon review of progress monitoring, students may be moved out of reading class at the end of the semester.

Scale Score Growth/ Maintenance

Scale Score Regression/ Regression in Phonics Domain

Intensive Reading Placement: Achieve 3000 (grades 9-10)

LevelSet: 3 times a year

Upon review of progress monitoring, students may be moved out of reading class at the end of the semester.

Lexile Growth/ Maintenance

Significant Lexile Regression

	SCPS Student Success Framework: Standards Based Literacy Lessons and Resources	Formative assessment; every 4 weeks	Tracking toward proficiency	In progress toward proficiency	Not tracking toward proficiency
	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?				
	MTSS and school problem solving teams meet regularly to review progress-monitoring data in order to ensure appropriate intensive reading placement. This data includes an analysis of both formative and summative student assessment data. Problem-solving methods to improve effectiveness include providing instructional coach support through modeling, PLC Support, as well as MTSS and content specialist support.				
	Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.				
There is strong, positive evidence that the use of Achieve 3000 as a supplemental literacy program provides a positive intervention for students (WWC and ESSA).					
There is strong evidence, through an analysis of correlated results to results on state assessments, that the design and implementation of the formative and common nine weeks assessments provide accurate data to inform instruction.					
There is evidence that iReady, in grades 6-8, meets the ESSA evidence-based requirements.					
How are Tier 2 interventions modified for students who receive interventions through distance learning?					
Students will continue to receive their intervention through the reading program’s online instruction and digital teacher-led instruction. Students will also receive personalized feedback from their teacher and/or school based instructional coach on a weekly basis.					

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Grade 9</p> <ul style="list-style-type: none"> 2019 ELA FSA Data: Level 1
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- 19-20 iReady D1 and D2 Data: 25th percentile or below
- 19-20 Fluency Scores (based on available data): ORF: Less than 126 wpm/ iReady Phonics Relative Placement: 2 or more levels below
- 19-20 Common Nine Weeks Assessment Data: Not Tracking YTD ELA*

Grade 10

- 2019 ELA FSA Data: Level 1
- 19-20 Fluency Scores (based on available data): ORF: Less than 126 wpm/ Reading Plus: Silent Reading Rate 175 wpm or below
- 19-20 Common Nine Weeks Assessment Data: Not Tracking YTD ELA*

Grade 11

- 2019 ELA FSA Data: Level 1, Low Level 2
- 19-20 Common Nine Weeks Assessment Data: Not Tracking YTD ELA*
- 19-20 PSAT Data: ERBW: Below 480-if available

Grade 12

- 2019 ELA FSA Data: Level 1, Low Level 2
- 19-20 ELA FSA Retake Data: Level 1, Low Level 2
- 19-20 SAT Data: ERBW Below 430-if available

* Review of these metrics to provide guidance in scheduling students in intensive courses is suggested; however, a look at additional data points is strongly encouraged.

THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <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>

Interventions	Intensive Reading Placement: Corrective Reading-SRA (grades 6-8)	Following every 10 lessons/ORF 3 times a year	Upon review of progress monitoring, the student is moved to Intensive Reading: iReady.	Regression
	Intensive Reading Placement: Reading Plus (grades 9-10)	Benchmark: 3 times a year	Upon review of progress monitoring, the student is moved to Intensive Reading: Achieve 3000.	Regression
	Intensive Reading Placement: SCPS Student Success Framework: Standards-Based Literacy Lessons and Resources (grades 11-12)	FSA Retake and PSAT/SAT opportunities: on-going	Upon review of progress monitoring and upon evidence of student proficiency, students may be moved out of reading class and into an alternative elective course at the end of the semester.	Regression
	<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>	50
	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</i></p> <p>MTSS and school problem solving teams meet regularly to review progress-monitoring data in order to ensure appropriate intensive reading placement. This data includes an analysis of both formative and summative student assessment data.</p> <p>Students provided tier 3 interventions in secondary have been identified as needing a fluency intervention. Through the use of both Reading Plus in high school, and Corrective Reading in middle school, students are provided this instruction. Upon review of varied progress monitoring methods, students may be moved to a comprehension intervention.</p> <p>Students in grades 11-12 are identified as needing tier 3 intervention if they have not yet met proficiency on either the state assessment or have not yet met concordancy requirements. Students are provided SAT/ACT strategies and practice.</p> <p>Problem-solving methods to improve effectiveness include providing instructional coach support through modeling, PLC Support, as well as MTSS and content specialist support.</p>			

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

There is strong, positive evidence that the use of SRA: Corrective Reading from McGraw-Hill as a supplemental literacy program to provide explicit, systematic reading instruction in improving fluency provides a positive intervention for students (WWC).

There is strong, positive evidence that the use of Reading Plus as a supplemental literacy program to provide scaffolded silent reading practice in improving fluency provides a positive intervention for students (WWC and ESSA).

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

Students will continue to receive their intervention through the reading program's online instruction and digital teacher-led instruction. Students will also receive personalized feedback from their teacher and/or school based instructional coach on a weekly basis.

***Common Nine Week Assessment Description:**

Standards based, multiple choice, 30 question assessments that include at-level and scaffolded assessment items. A 3-year study of district Standards Based Assessment results and FSA results indicates a correlation between .75 and .8, reflecting that district assessments and state assessments are highly correlated.

Common Nine Weeks Assessment Purpose:

Assessments results are used to determine progress toward proficiency on state assessments. Results align to FSA outcomes and reflect student progress categorized as Tracking, In Progress, or Not Tracking toward proficiency.