

Duval County Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): K-5

IF:

Student meets the following criteria at beginning of school year:

Kindergarten:

FLKRS Scale Score \geq 500 **OR**
i-Ready Fall Diagnostic Scaled Score of 327 or higher

First Grade:

i-Ready Fall Diagnostic Scaled Score of 374 or higher

Second Grade

i-Ready Fall Diagnostic Scaled Score of 421 or higher

Third Grade

Star Reading Fall Diagnostic Scaled Score of 261 or higher **OR**
Achieve3000 Fall Level Set score of 355L or higher

Fourth Grade

Star Reading Fall Diagnostic Scaled Score of 357 or higher **OR**
Achieve3000 Fall Level Set score of 570L or higher

Fifth Grade

Star Reading Fall Diagnostic Scaled Score of 453 or higher **OR**
Achieve3000 Fall Level Set score of 745L or higher

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.

- **K-2: Benchmark Advance (Moderate to Strong Evidence)**
Benchmark Advance employs multiple recommendations from What Works Clearinghouse and the National Center for Education Evaluation and Regional Assistance, including:
 - Develops awareness of the segments of sounds in speech and how they link to letters (Strong Evidence)
 - Teaches students to decode words, analyze word parts, and write and recognize words (Strong Evidence)
 - Ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Moderate Evidence)
 - Teaches students how to use reading comprehension strategies (Strong Evidence)

- Teaches students to identify and use the text’s organizational structure to comprehend, learn, and remember content (Moderate Evidence)
- **3-5 Duval Reads (Engage NY) (Promising Evidence)**
EdReports found Engage NY materials used in grades 6-8 meet expectations for alignment and usability, use high quality texts as the central focus for lessons, are of appropriate text complexity, and are accompanied by quality tasks aligned to the standards and integrate reading, writing, speaking, listening, and language.
<https://www.edreports.org/reports/overview/engage-ny-2016>
- **3-5 Curriculum Associates Ready Reading LAFS (Promising Evidence)**
Schools that used Ready Reading experienced higher scores on NY state assessments than schools that did not, controlling for key demographic factors. The research provides evidence that meets the criteria for ESSA Level 3: Promising Evidence, with favorable effects.
<https://www.curriculumassociates.com/-/media/mainsite/files/ready/ready-essa-brochure-2018.pdf>

Progress Monitoring

<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>
<ul style="list-style-type: none"> ● (K-2) i-Ready diagnostic- 3x/year ● (3-5) Star Reading 3x/year ● (3-5) Achieve3000 Level Set- 3x/year 	<ul style="list-style-type: none"> ● Minimum scores for “on-grade ranges” at BOY, MOY, EOY (See Appendix 1) ● Minimum scores for 25th Percentile at BOY, MOY, EOY (See Appendix 3) ● Minimum scores for 25th Percentile at BOY, MOY, EOY (See Appendix 2) 	<ul style="list-style-type: none"> ● Falling below the “on-grade ranges” at BOY, MOY, EOY (See Appendix 1) ● Falling below the 25th Percentile at BOY, MOY, EOY (See Appendix 3) ● Falling below the 25th Percentile at BOY, MOY, EOY (See Appendix 2)

How is the effectiveness of Tier 1 instruction being monitored?

All administrators and teachers are regularly engaged in the work of aligning resources and instruction to the state standards through our Standards-Based Instruction initiative that resulted from our study of TNTP’s Opportunity Myth. Through this work, teacher teams collaborate in Professional Learning Communities (PLCs) to unpack one standard at a time to identify the discreet parts of each standard that together represent mastery of the full standard. Then, teams review available instructional resources and assessments to determine how well they align to the expectations of the standard. Any misalignments or gaps are rectified before instruction for the standard is delivered. During instruction, instructional leadership teams conduct classroom walkthroughs, collecting information through a district dashboard on the alignment of the observed instruction, resources, and student tasks. This data helps schools identify alignment concerns, which will be addressed through future PLC work with teachers.

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

The MLT monitors data and meets to discuss areas of concern, identify root causes, and devise plans for improving the effectiveness of Tier 1 instruction.

How is the effectiveness of Tier 1 curriculum being monitored?

By monitoring formative and summative data and weekly classroom walkthroughs data.

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

District leaders monitor walkthrough and assessment data to identify

		trends and adjust district resources and support accordingly. The MLT engages in the same review at the school level to ensure the curriculum is meeting the needs of their students.
	<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Due to the district distribution of laptops and hotspots, most students are able to participate online in live lessons with teachers and engage in learning through blended learning platforms. Instruction will be delivered with through synchronous and asynchronous learning opportunities. In special circumstances, packets are available for students who require such accommodations.</p>	

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>(Kindergarten: FLKRS Scale Score of 400-499 OR i-Ready Fall Diagnostic Scale Score of 310-326</p> <p>First Grade: i-Ready Fall Diagnostic Scale Score of 348-373</p> <p>Second Grade i-Ready Fall Diagnostic Scale Score of 394-420</p> <p>Third Grade Star Reading Fall Diagnostic Scale Score of 176-260 OR Achieve3000 Fall Level Set score of 180L-350L</p> <p>Fourth Grade Star Reading Fall Diagnostic Scale Score of 269-356 OR Achieve3000 Fall Level Set score of 410L-565L</p> <p>Fifth Grade Star Reading Diagnostic Scale Score of 345-452 OR Achieve3000 Fall Level Set score of 595L-740L</p>	
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"> • <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 Progress Monitoring

TIER 2 Programs/Materials/Strategies & Duration	Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
Reading Mastery (K-2)	Mastery Checks every 10 lessons: i-Ready Growth Monitoring Assessments (monthly)	Student completes grade level RM curriculum; i-Ready Scale Score reaches 25 th Percentile (See Appendix 1);	Student is passing Mastery Checks; i-Ready Scale Score is showing growth but has not yet reached the “Early On-Grade Range”	Student is not passing Mastery Checks; i-Ready Scale Score is not increasing.
Corrective Reading (3-5)	Mastery Checks every 10 lessons: i-Ready Growth Monitoring Assessments (monthly)	Student completes grade level RM curriculum; Star Reading Scaled Score reaches 25 th percentile (see Appendix 3)	Student is passing Mastery Checks; Star Reading Scale Score is showing growth but has not yet reached the 25 th percentile.	Student is not passing Mastery Checks; Star Reading Scale Score is not increasing.
i-Ready + small group instruction (K-2)	i-Ready Growth Monitoring Assessment (monthly); easyCBM assessments matched to student’s identified deficit (2x/month)	i-Ready Scale Score reaches 25 th percentile (See Appendix 1); Student is meeting grade level benchmarks on identified easyCBM assessments	Growth Monitoring Assessment shows growth but has not yet reached the 25 th percentile; Student is showing growth on easyCBM assessments but has not reached grade-level benchmarks.	Growth Monitoring Assessment does not show growth; i-Ready Scale Score is not increasing; student is not increasing score on easyCBM assessment.
Number of times a week intervention provided	5	Number of minutes per intervention session		45
	5			45
	3			20
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>Students’ progress in Tier 2 interventions is monitored so that lack of progress is identified and the Collaborative Problem Solving Team (CPST) can collaborate to identify possible barriers to the student’s learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation.</p>				

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

Reading Mastery (Promising):

Reading Mastery was found to have potentially positive effects on the reading achievement of English language learners.

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Reading_Mastery_092806.pdf

When compared to five other reading programs, students receiving instruction in Reading Mastery in grades 1-3 outperformed students in other programs in Oral Reading Fluency.

<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/reading-mastery-signature-edition-2008/research/curriculum-evaluation-2009.pdf>

The American Institutes of Research (AIR) evaluated 24 popular whole-school reform models. Direct Instruction was one of only two models targeted for students in Grades K–6 that received a “strong” rating. This research further validates the effectiveness of programs such as Reading Mastery in raising student achievement.

<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/reading-mastery-signature-edition-2008/research/rm-research-base.pdf>

Additional information:

<https://www.mheducation.com/prek-12/program/reading-mastery-signature-edition-2008/MKTSP-UQM08M02.research-success.html>

Corrective Reading (Promising):

A study is described that examines the effects of a synthetic phonics-emphasis Direct Instruction remedial reading program on the phonological processes of students, with teacher-identified serious reading problems. The students made statistically significant and educationally large gains in the phonologically-related processes of word attack, phonemic awareness, and spelling, and statistically significant and moderately large gains in phonological recoding in lexical access, and phonological recoding in working memory.

Hempenstall, Kerry. (2008). Corrective Reading: An Evidence-Based Remedial Reading Intervention. *Australasian Journal of Special Education*. 32. 2008. 10.1080/10300110701839949.

https://www.researchgate.net/publication/233936481_Corrective_Reading_An_Evidence-Based_Remedial_Reading_Intervention#:~:text=Corrective%20Reading%3A%20An%20Evidence-Based%20Remedial%20Reading%20Intervention.%20A,abstract%2C%20and%20list%20of%20authors%29%2C%20clicks%20on%20

Twenty-six of the 28 studies found positive results for students who were taught using Corrective Reading and one study found positive results for peer instructors who delivered Corrective Reading programs.

<https://www.mheducation.com/prek-12/program/corrective-reading-2008/MKTSP-URA04M0.research-success.html>

i-Ready (Moderate):

Many rigorous research studies meeting ESSA Level 2 (Moderate) evidence standards demonstrated positive and statistically significant gains for students receiving *i-Ready Instruction* above that of their control group counterparts in both reading and mathematics on internal and external outcome measures.

<https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact>

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

Tier 2 intervention lessons will be delivered through live lessons and assignments in the district’s LMS and through the i-Ready blended learning platform.

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>(Kindergarten: FLKRS Scale Score 399 or below OR i-Ready Fall Diagnostic Scale Score of 309 or below</p> <p>First Grade: i-Ready Fall Diagnostic Scale Score of 347 or below</p> <p>Second Grade i-Ready Fall Diagnostic Scale Score of 393 or below</p> <p>Third Grade Star Reading Fall Diagnostic Scale Score of 175 or below OR Achieve3000 Fall Level Set score of 175L or below</p> <p>Fourth Grade Star Reading Fall Diagnostic Scale Score of 268 or below OR Achieve3000 Fall Level Set score of 405L or below</p> <p>Fifth Grade Star Reading Fall Diagnostic Scale Score of 344 or below OR Achieve3000 Fall Level Set score of 590L or below</p>
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THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
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TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	<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> 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	<p>Leveled Literacy Instruction (LLI)</p>	<p>Benchmark Assessment System (BAS)- (3x year); Reading Records- (2x/month); formative assessments- (daily)</p>	<p>Completion of grade-level curriculum and BAS assessment indicating student is reading on grade level.</p>	<p>Reading Records indicate a lack of progress over a six- to eight-week timeframe. Student consistently does not perform well on daily formative assessments.</p>
<p>Language For Learning</p>	<p>Mastery tests (every 10 lessons).</p>	<p>Student completes the Language for Learning curriculum.</p>	<p>Student is consistently not performing well on bi-weekly mastery tests.</p>	

Barton Reading and Spelling System	Barton Progress Tracking Assessments (weekly); easyCBM assessments (2x/month)	Completion of grade-level curriculum or meeting grade-level benchmarks on easyCBM assessments.	Student is not passing Barton Progress Tracking Assessments or showing progress on easyCBM assessments.
Heggerty Phonemic Awareness Curriculum	Baseline Assessment-3x year; easyCBM Phoneme Segmenting assessment-2x/month;	Completion of grade-level curriculum and easyCBM assessment showing mastery of phoneme segmenting.	easyCBM assessment indicates a lack of progress over six- to eight-week timeframe. Student consistently not performing well in daily lessons.

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

Number of times a week intervention provided	5	Number of minutes per intervention session	30-45
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What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

Students' progress in Tier 3 interventions is monitored so that lack of progress is identified, and the Collaborative Problem-Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation. If the CPST cannot offer additional layers of support, the CPST will ask for the student to be placed on the Multi-Disciplined Referral Team (MRT) agenda.

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

- **LLI (Strong Evidence)**
 In the two studies that reported findings, the estimated impact of LLI on outcomes in the general reading achievement domain was positive and statistically significant for two studies, both of which meet WWC group design standards without reservations.
https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf
- **Language for Learning**
 Language for Learning had statistically and educationally significant effects on receptive language skills. A 2 x 2 ANCOVA with effect sizes was provided. Effect sizes ranged from 0.13 to 0.35 across the TACL-3 scales.
<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/multi-program-research/di-language-research-base-validation.pdf>

Additionally, teachers may provide intensive, systematic instruction on up to three foundation reading skills in small groups to students who score below the benchmark score on universal screening ([WWC Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#), Recommendation 3 [Strong Evidence]) using the following resources:
- [WWC Foundation Skills to Support Reading for Understanding in Kindergarten through Third Grade](#), Recommendations 2 & 3 [Strong Evidence]

 - Heggerty Phonemic Awareness Curriculum
 - Barton Spelling

How are Tier 3 interventions modified for students who receive interventions through distance learning?
 Tier 3 intervention lessons will be delivered through live lessons and assignments in the district's LMS.

Duval County Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 6-8

IF:

Student meets the following criteria at beginning of school year:

Sixth Grade

Achieve3000 Fall Level Set score of 835L or higher

Seventh Grade

Achieve3000 Fall Level Set score of 910L or higher

Eighth Grade

Achieve3000 Fall Level Set score of 970L or higher

THEN:

TIER 1 Only

TIER 1

Initial instruction:

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

Core Curriculum

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

- **HMH Collections (Promising):**

Research base for HMH Collections:

<https://www.hmhco.com/research/collections-research-foundations>

HMH *Collections* was found effective at improving students' ability to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. These results held true for lower and higher performing students.

<https://www.hmhco.com/research/collections-efficacy-study-grades-6-7-8>

Study results indicate that *Collections* is effective at improving the ability of Grade 7 and 9 students to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. In addition, the results showed that students in *Collections* classrooms made statistically significant gains in both Grades 7 and 9 over the course of the full year, and the program was effective for both lower- and higher-scoring pretest students.

<https://www.hmhco.com/research/collections-impact-study-grades-7-9>

Progress Monitoring		
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
Achieve3000 Level Set- 3x/year	Minimum scores for 25 th Percentile at BOY, MOY, EOY (See Appendix 2)	Falling below the 25 th Percentile at BOY, MOY, EOY (See Appendix 2)
<p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>All administrators and teachers are regularly engaged in the work of aligning resources and instruction to the state standards through our Standards-Based Instruction initiative that resulted from our study of TNTP's Opportunity Myth. Through this work, teacher teams collaborate in Professional Learning Communities (PLCs) to unpack one standard at a time to identify the discreet parts of each standard that together represent mastery of the full standard. Then, teams review available instructional resources and assessments to determine how well they align to the expectations of the standard. Any misalignments or gaps are rectified before instruction for the standard is delivered. During instruction, instructional leadership teams conduct classroom walkthroughs, collecting information through a district dashboard on the alignment of the observed instruction, resources, and student tasks. This data helps schools identify alignment concerns, which will be addressed through future PLC work with teachers.</p>		<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>The MLT monitors data and meets to discuss areas of concern, identify root causes, and devise plans for improving the effectiveness of Tier 1 instruction.</p>
<p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>By monitoring formative and summative data and weekly classroom walkthroughs data.</p>		<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>District leaders monitor walkthrough and assessment data to identify trends and adjust district resources and support accordingly. The MLT engages in the same review at the school level to ensure the curriculum is meeting the needs of their students.</p>
<p>How is instruction modified for students who receive instruction through distance learning?</p> <p>Due to the district distribution of laptops and hotspots, most students are able to participate online in live lessons with teachers and engage in learning through blended learning platforms. Instruction will be delivered with through synchronous and asynchronous learning opportunities. In special circumstances, packets are available for students who require such accommodations.</p>		

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Sixth Grade Achieve3000 Fall Level Set score of 680L-830L</p> <p>Seventh Grade Achieve3000 Fall Level Set score of 755L-905L</p> <p>Eighth Grade Achieve3000 Fall Level Set score of 815L-965L</p>				
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"> • <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	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
	Achieve3000 + Small group instruction	Quarterly diagnostic + monthly progress monitoring	Student is on track to meet stretch goal	Student is on track to meet typical growth goal	Student is not on track to meet typical growth goal
Number of times a week intervention provided		3	Number of minutes per intervention session		
			20		

	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>Students' progress in Tier 2 interventions is monitored so that lack of progress is identified and the Collaborative Problem Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation.</p>
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Achieve3000 According to studies reviewed by What Works Clearinghouse, Achieve3000 had potentially positive effects on comprehension and general literacy achievement for adolescent readers. https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_alachieve_022718.pdf</p> <p>Small Group Learning Hattie (2016) found that small group learning can be "very effective" with an effect size of .49, as long as the instruction matches the needs of the learner.</p>
	<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 2 intervention lessons are being delivered through live lessons and assignments in the district's LMS and through the Achieve3000 blended learning platform.</p>

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Sixth Grade Achieve3000 Fall Level Set score of 675L or lower</p> <p>Seventh Grade Achieve3000 Fall Level Set score of 750L or lower</p> <p>Eighth Grade Achieve3000 Fall Level Set score of 810L or lower</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> 		
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring	
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction

Corrective Reading	Mastery Checks every 10 lessons; Achieve 3000 Level Set diagnostic 3x/year + monthly progress monitoring	Student completes grade level CR curriculum; Achieve3000 Lexile shows student has met stretch goal	Student is not passing Mastery Checks; Achieve3000 Lexile is not increasing.
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	5	Number of minutes per intervention session	45
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>Students' progress in Tier 3 interventions is monitored so that lack of progress is identified and the Collaborative Problem Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation. If the CPST cannot offer additional layers of support, the CPST will ask for the student to be placed on the Multi-Disciplined Referral Team (MRT) agenda.</p>			

<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Corrective Reading (Promising):</p> <p>A study is described that examines the effects of a synthetic phonics-emphasis Direct Instruction remedial reading program on the phonological processes of students, with teacher-identified serious reading problems. The students made statistically significant and educationally large gains in the phonologically-related processes of word attack, phonemic awareness, and spelling, and statistically significant and moderately large gains in phonological recoding in lexical access, and phonological recoding in working memory.</p> <p>Hempenstall, Kerry. (2008). Corrective Reading: An Evidence-Based Remedial Reading Intervention. Australasian Journal of Special Education. 32. 2008. 10.1080/10300110701839949. https://www.researchgate.net/publication/233936481_Corrective_Reading_An_Evidence-Based_Remedial_Reading_Intervention#:~:text=Corrective%20Reading%3A%20An%20Evidence-Based%20Remedial%20Reading%20Intervention.%20A,abstract%2C%20and%20list%20of%20author%29%2C%20clicks%20on%20</p> <p>Twenty-six of the 28 studies found positive results for students who were taught using Corrective Reading and one study found positive results for peer instructors who delivered Corrective Reading programs. https://www.mheducation.com/prek-12/program/corrective-reading-2008/MKTSP-URA04M0.research-success.html</p>
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How are Tier 3 interventions modified for students who receive interventions through distance learning?
 Tier 3 intervention lessons will be delivered through live lessons and assignments in the district's LMS.

Duval County Curriculum, Instruction, and Assessment Decision Tree

Grade Level(s): 9-12

IF:

Student meets the following criteria at beginning of school year:

Ninth Grade

Achieve3000 Fall Level Set score of 1025L or higher

Tenth Grade

Achieve3000 Fall Level Set score of 1075L or higher

Eleventh Grade

Achieve3000 Fall Level Set score of 1115L or higher

Twelfth Grade

Achieve3000 Fall Level Set score of 1115L or higher

THEN:

TIER 1 Only

TIER 1

Initial instruction:

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

Core Curriculum

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

- **HMH Collections (Promising):**

Research base for HMH Collections:

<https://www.hmhco.com/research/collections-research-foundations>

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<https://www.hmhco.com/research/collections-efficacy-study-grades-6-7-8>

Study results indicate that *Collections* is effective at improving the ability of Grade 7 and 9 students to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. In addition, the results showed that students in *Collections* classrooms made statistically significant gains in both Grades 7 and 9 over the course of the full year, and the program was effective for both lower- and higher-scoring pretest students.

<https://www.hmhco.com/research/collections-impact-study-grades-7-9>

<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>
<ul style="list-style-type: none"> Achieve3000 Level Set- 3x/year 	<ul style="list-style-type: none"> Student is meeting or exceeding growth target goals. 	<ul style="list-style-type: none"> Student is not meeting individual growth goals
<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i></p> <p>All administrators and teachers are regularly engaged in the work of aligning resources and instruction to the state standards through our Standards-Based Instruction initiative that resulted from our study of TNTP’s Opportunity Myth. Through this work, teacher teams collaborate in Professional Learning Communities (PLCs) to unpack one standard at a time to identify the discreet parts of each standard that together represent mastery of the full standard. Then, teams review available instructional resources and assessments to determine how well they align to the expectations of the standard. Any misalignments or gaps are rectified before instruction for the standard is delivered. During instruction, instructional leadership teams conduct classroom walkthroughs, collecting information through a district dashboard on the alignment of the observed instruction, resources, and student tasks. This data helps schools identify alignment concerns, which will be addressed through future PLC work with teachers.</p>		<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></p> <p>MLT monitor data and meet to discuss areas of concern, identify root causes, and devise plans for improving the effectiveness of Tier 1 instruction.</p>
<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></p> <p>By monitoring formative and summative data and weekly classroom walkthroughs data.</p>		<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></p> <p>District leaders monitor walkthrough and assessment data to identify trends and adjust district resources and support accordingly. MLT engage in the same review at the school level to ensure the curriculum is meeting the needs of their students.</p>

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

Due to the district distribution of laptops and hotspots, most students are able to participate online in live lessons with teachers and engage in learning through blended learning platforms. Instruction will be delivered with through synchronous and asynchronous learning opportunities. In special circumstances, packets are available for students who require such accommodations.

<p>IF:</p>	<p>Student meets the following criteria at beginning of school year:</p> <p>Ninth Grade Achieve3000 Fall Level Set score of 870L-1020L</p> <p>Tenth Grade Achieve3000 Fall Level Set score of 920L-1070L</p> <p>Eleventh Grade Achieve3000 Fall Level Set score of 960L-1110L</p> <p>Twelfth Grade Achieve3000 Fall Level Set score of 960L-1110L</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"> • 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) 				
	<p>TIER 2 Programs/Materials/Strategies & Duration</p>	<p>TIER 2 Progress Monitoring</p>			
	<p>Achieve3000 + Small group instruction</p>	<p>Quarterly diagnostic + monthly progress monitoring</p>	<p>Student is on track to meet stretch goal</p>	<p>Student is on track to meet typical growth goal</p>	<p>Student is not on track to meet typical growth goal</p>

	Number of times a week intervention provided	3	Number of minutes per intervention session	20
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>Students' progress in Tier 2 interventions is monitored so that lack of progress is identified and the Collaborative Problem Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation.</p>			

	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p>		
	<p>Achieve3000</p> <p>According to studies reviewed by What Works Clearinghouse, Achieve3000 had potentially positive effects on comprehension and general literacy achievement for adolescent readers. https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_alachieve_022718.pdf</p>		
	<p>Small Group Learning</p> <p>Hattie (2016) found that small group learning can be "very effective" with an effect size of .49, as long as the instruction matches the needs of the learner.</p>		
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Tier 2 intervention lessons are being delivered through live lessons and assignments in the district's LMS and through the i-Ready blended learning platform.</p>			

IF:	<p>Student meets the following criteria at beginning of school year:</p> <p>Ninth Grade Achieve3000 Fall Level Set score of 865L or lower</p> <p>Tenth Grade Achieve3000 Fall Level Set score of 915L or lower</p> <p>Eleventh Grade Achieve3000 Fall Level Set score of 955L or lower</p> <p>Twelfth Grade Achieve3000 Fall Level Set score of 955L or lower</p>
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions
TIER 1 instruction,	<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

<ul style="list-style-type: none"> • 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 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
Actively Learn	Achieve3000 (monthly) and formative assessment (weekly)	Achieve3000 Lexile shows student has met stretch goal	Achieve3000 Lexile is not increasing
Chalk Talk	Achieve3000 (monthly) and formative assessment (weekly)	Achieve3000 Lexile shows student has met stretch goal	Achieve3000 Lexile is not increasing
All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	5	Number of minutes per intervention session	45
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>Students' progress in Tier 3 interventions is monitored so that lack of progress is identified and the Collaborative Problem Solving Team (CPST) can collaborate to identify possible barriers to the student's learning. The CPST meets to develop a support plan. If the support plan is for the student, the CPST will decide who is able to conduct classroom visits (a minimum of two times) to monitor the fidelity of implementation. If the CPST cannot offer additional layers of support, the CPST will ask for the student to be placed on the Multi-Disciplined Referral Team (MRT) agenda.</p>			

<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Actively Learn Actively Learn provides access to digital texts with embedded scaffolding, engagement strategies, collaboration opportunities, and higher-order questions aligned to standards. The curriculum includes the following practices from Hattie's (2016) meta-analysis: Classroom discussion- effect size .82 Feedback- effect size .75 Comprehension program- effect size .60 Cooperative learning- effect size .59</p> <p>ChalkTalk ChalkTalk utilizes a data-based blended learning approach to instruction. After completing an initial diagnostic assessment, the program identifies the lessons appropriate for each class of students. Direct instruction to the whole group is followed by small group collaborative practice and then feedback from the teacher before shifting to personalized practice and small group intervention. The curriculum includes the following practices from Hattie's (2016) meta-analysis: Classroom discussion- effect size .82 Feedback- effect size .75</p>

Cooperative learning- effect size .59
Direct instruction- effect size .59
Small group learning- effect size .49

How are Tier 3 interventions modified for students who receive interventions through distance learning?
Tier 3 intervention lessons will be delivered through live lessons and assignments in the district's LMS.

Appendix 1- i-Ready Diagnostic Scores

Table 1

Fall i-Ready Diagnostic for Reading Percentile to Overall Score Conversion

For Diagnostics taken between the beginning of the school year and November 15

Note: Analyses were based on the 2018–2019 academic year.

Percentile	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1	<=286	<=308	<=339	<=365	<=382	<=401	<=410	<=418	<=431
2	287	309	340	366	383	402	411	419	432
3	292	319	354	381	400	419	431	445	459
4	296	326	363	392	410	432	448	462	475
5	299	331	371	399	418	446	459	474	487
6	301	335	376	404	425	456	468	482	496
7	303	338	381	409	432	463	475	489	504
8	305	342	385	413	440	470	481	496	513
9	307	344	389	416	447	475	486	501	518
10	309	347	393	419	453	479	491	508	523
11	310	350	396	422	458	483	495	513	527
12	312	352	399	425	462	487	499	517	531
13	313	354	401	427	466	491	503	520	535
14	315	356	403	431	469	494	507	524	539
15	316	358	405	434	473	497	512	527	542
16	317	360	407	438	476	500	515	530	544
17	318	361	408	442	478	503	517	532	547
18	319	363	410	445	481	506	519	535	550
19	321	364	411	448	483	509	522	538	553
20	321	366	413	451	485	513	524	540	555
21	322	367	414	454	487	514	527	543	557
22	323	369	416	457	489	516	529	545	560
23	324	370	417	459	491	518	531	547	562
24	325	372	418	461	493	520	533	549	564
25	326	373	420	463	495	521	535	551	566
26	327	375	421	465	497	523	537	553	568
27	327	376	422	467	499	525	539	555	570
28	328	377	424	469	500	527	541	557	571
29	329	378	425	471	503	529	542	559	573
30	330	380	426	473	505	530	544	560	575
31	330	381	428	475	507	532	546	562	577
32	331	382	429	476	509	533	547	564	578
33	332	383	430	478	512	535	549	565	580
34	332	385	432	479	513	536	551	567	582
35	333	386	433	481	514	538	552	568	584
36	333	387	435	482	516	539	554	570	585
37	334	388	437	484	517	541	555	571	587
38	335	390	439	485	518	542	557	573	588
39	335	391	441	486	519	543	558	574	589
40	336	392	443	488	520	545	560	576	591
41	336	393	445	489	522	546	561	577	592
42	337	394	447	491	523	547	562	579	594
43	337	396	449	492	524	549	564	580	596
44	338	397	451	493	526	550	565	582	597
45	338	398	452	495	527	551	566	583	599
46	339	399	454	496	528	553	568	585	601
47	339	400	456	497	529	554	569	586	602
48	340	401	457	499	531	555	570	587	604
49	341	402	459	500	532	556	571	589	605
50	341	403	460	502	533	558	573	590	607
51	342	403	462	504	534	559	574	591	608
52	342	404	463	505	535	560	575	593	610
53	343	405	465	507	536	561	577	594	611
54	344	406	466	509	538	562	578	596	612
55	344	407	468	511	539	563	579	598	614
56	345	407	469	512	540	565	581	599	615
57	346	408	471	513	541	566	582	601	616
58	347	409	472	514	542	567	583	602	618
59	347	409	473	515	543	568	584	604	619
60	348	410	475	516	545	569	586	605	620

Appendix 2: Achieve3000 Scores



2017 Lexile National User Norms – English
Source: MetaMetrics, Inc.¹

FALL - Selected Percentile	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grades 11 and 12
10	BR410L to BR395L	BR90L to BR80L	180L to 195L	410L to 420L	595L to 605L	680L to 690L	755L to 765L	815L to 825L	870L to 880L	920L to 930L	960L to 970L
25	BR200L to BR195L	100L to 105L	355L to 360L	570L to 575L	745L to 750L	835L	910L	970L	1025L	1075L	1115L to 1120L
50	10L	290L	530L to 535L	735L	900L	990L	1060L	1125L	1180L	1230L	1270L to 1275L
75	220L to 225L	480L to 485L	705L to 710L	895L to 900L	1050L to 1055L	1140L to 1145L	1215L	1280L	1335L	1385L	1425L to 1430L
90	430L to 445L	670L to 685L	880L to 895L	1055L to 1070L	1205L to 1215L	1295L to 1305L	1370L to 1380L	1430L to 1445L	1490L to 1500L	1540L to 1550L	1585L to 1595L

WINTER - Selected Percentile	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grades 11 and 12
10	BR325L to BR310L	BR15L to 0L	245L to 260L	480L to 490L	620L to 630L	700L to 710L	770L to 780L	830L to 840L	885L to 895L	930L to 940L	970L to 980L
25	BR120L to BR115L	170L to 175L	415L to 420L	635L to 640L	770L to 775L	855L	925L	985L to 990L	1040L	1085L to 1090L	1130L
50	85L to 90L	355L to 360L	590L	790L to 795L	925L	1010L	1080L	1140L	1195L	1240L	1285L
75	290L to 295L	545L	760L	950L	1075L to 1080L	1160L to 1165L	1230L to 1235L	1295L	1345L to 1350L	1395L to 1400L	1440L
90	495L to 515L	730L to 745L	930L to 945L	1105L to 1115L	1230L to 1240L	1315L to 1325L	1385L to 1395L	1450L to 1460L	1500L to 1515L	1550L to 1560L	1595L to 1605L

SPRING - Selected Percentile	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grades 11 and 12
10	BR235L to BR220L	60L to 75L	310L to 320L	550L to 560L	645L to 655L	720L to 730L	790L to 800L	845L to 855L	895L to 905L	940L to 950L	985L to 995L
25	BR35L to BR30L	245L	480L	700L	795L to 800L	875L to 880L	940L to 945L	1000L to 1005L	1050L to 1055L	1095L to 1100L	1140L
50	165L to 170L	425L	645L	850L	950L	1030L	1095L	1155L	1205L	1250L to 1255L	1295L
75	365L to 370L	605L to 610L	810L to 815L	1005L	1100L to 1105L	1180L to 1185L	1250L to 1255L	1310L	1360L to 1365L	1410L	1450L
90	565L to 580L	790L to 800L	980L to 990L	1155L to 1165L	1255L to 1265L	1335L to 1345L	1405L to 1415L	1465L to 1475L	1515L to 1525L	1565L to 1575L	1605L to 1615L

¹ MetaMetrics, Inc. (2017). *The Lexile Framework® for Reading: 2017 Lexile National User Norms*. Durham, NC: Author.

Appendix 3 Star Reading Scores

Renaissance Star Reading: Enterprise Benchmarks and Cut Scores

Grade	Percentile ^b	Fall (September)		Winter (January)		Spring (May)	
		Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c
2	10	84	24	97	29	139	37
	20	100	30	147	39	199	52
	25	114	33	170	44	222	57
	40	182	47	230	59	279	72
	50	219	56	265	68	317	83
	60	255	66	301	78	352	92
	75	319	83	367	97	421	111
	90	413	109	463	121	519	139
3	10	176	48	213	54	247	59
	20	236	57	269	64	306	72
	25	261	63	294	70	332	78
	40	323	76	360	85	392	95
	50	362	85	394	95	435	105
	60	397	96	439	106	472	113
	75	467	112	505	121	548	132
	90	567	138	615	150	669	161
4	10	269	62	292	67	319	73
	20	332	76	360	83	380	89
	25	357	82	380	89	409	95
	40	424	98	455	105	479	111
	50	465	107	494	114	522	120
	60	505	117	541	124	574	132
	75	577	133	619	141	669	148
	90	703	154	780	178	855	190
5	10	345	--	369	--	392	--
	20	421	--	449	--	469	--
	25	453	--	472	--	499	--
	40	525	--	555	--	584	--
	50	570	--	606	--	640	--
	60	622	--	660	--	703	--
	75	722	--	790	--	851	--
	90	908	--	964	--	1051	--
6	10	424	--	446	--	465	--
	20	505	--	528	--	555	--
	25	537	--	561	--	590	--
	40	626	--	660	--	698	--
	50	684	--	731	--	795	--
	60	780	--	836	--	887	--
	75	908	--	952	--	1015	--
	90	1116	--	1191	--	1244	--
7	10	472	--	492	--	508	--
	20	561	--	584	--	609	--
	25	601	--	626	--	651	--
	40	713	--	762	--	806	--
	50	811	--	855	--	895	--
	60	899	--	925	--	968	--
	75	1051	--	1124	--	1181	--
	90	1279	--	1309	--	1322	--

(continued on next page)

Appendix 4 References

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2020-2021 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2020-2021 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Duval County
- 2. Contact name for schools covered on this plan:** Brandie Berry
- 3. Contact phone number:** 904-348-7857
- 4. Contact email:** berryb@duvalschools.rog
- 5. Schools covered by this plan:** All DCPS L300

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 8:30
- 2. School dismissal time:** 3:00
- 3. Total number of instructional minutes per day:** 380
- 4. Minutes per day of reading instruction (must be at least 150):** 150

Section 3. Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

All students participate in the additional hour of reading instruction because it is embedded during the school day. For students who earned a level 4 or 5 on the statewide standardized English Language Arts assessment, enrichment activities are provided through novel studies, project-based learning, and blended learning platforms Achieve and i-Ready. Small group instruction for these students is determined through data collection and analysis in order to meet their individual need.

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

In schools classified in the Lowest 300, Academic Services and Human Resources collaborate to ensure the teachers planning and delivering reading instruction have demonstrated effectiveness in teaching reading. VAM and district growth scores are used to determine

effective and highly effective teachers in this area. Our internal data system compares each teacher's VAM/growth, progress monitoring assessments, grade distribution, and attendance data with other teachers in their subject area at the district, region, school, and grade level. The system also compares how the teacher's students at each level (1,2,3,4,5) performed based on the same criteria mention above.

- 3. The intensive reading instruction delivered in this additional hour shall include evidence-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how it has been proven to accelerate progress of students exhibiting a reading deficiency.**

The additional hour is embedded during the school day for all students in the Lowest 300 in grades K-5. The district uses small group instruction combined with push-in and pull-out methods of remedial activities for students. Each student's data (state, district, and progress monitoring) is analyzed to determine the most effective method of delivering the remediation to meet each student's need.

While each of these resources was available at some schools across the district in 2018-19, access to materials and training was inconsistent and prevented high levels of fidelity in implementation. We took a much more strategic and comprehensive approach to intervention in the 2019-20 school year. All Title 1 schools used SRA Corrective Reading as a Tier II or III intervention in grades 3-5 for all students exhibiting a reading deficiency. This is a much broader use than the small group of schools that had access to Corrective Reading in 2018-19. Teachers and principals will continue to receive training and ongoing coaching and support from Corrective Reading coaches. These schools will have i-Ready, Achieve 3000, and LLI available for Tier II and III interventions as well. Students in non-Title I schools will primarily use LLI for Tier III intervention, with training provided for this resource as well. We experienced an increase in fidelity with these programs in 2019-20 that we had anticipated would translate to increased achievement for students. Due to Covid-19, Spring data was not available to confirm our expectations.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

Students are assessed using multiple diagnostic assessments including Achieve3000 and i-Ready. Based on their initial diagnostic data, a student could be placed on the i-Ready blended learning platform, in LLI, or SRA Corrective Reading. Both LLI and Corrective Reading have their own diagnostic assessment that identifies where to begin instruction. The intervention is determined by each student's score on a particular diagnostic. Once the area of remediation is diagnosed, a prescriptive plan that includes progress monitoring is developed to assist each student in meeting his or her full potential and mastering grade level work.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

Students receive instruction that is explicit, intensive, consistent, and interactive in the reading components identified as deficient in their diagnostic data, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Daily lessons provide opportunities for practice, error correction, and feedback through informal assessments that include group responses, individual turns, independent work assignments, cumulative review activities, and blended learning platforms. When errors happen, correction and additional practice occur immediately until the student can perform the task correctly and independently. Progress monitoring occurs frequently to ensure students can apply their learning before moving on to new lessons and standards. Teachers and school leaders monitor students' progress and adjust plans and instruction accordingly.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

Many literacy lessons are interdisciplinary. Science and social studies are embedded throughout with text selections, writing prompts, and project based learning. Mathematics is included in text selections and project based learning. These are in lesson plans embedded in the curriculum guides. Achieve3000 articles and activities, University of South Florida's Florida History resources, and our core curriculum selections are examples of how the district integrates content areas into literacy instruction.