2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

Identify the name, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Rawlins, Heather District Literacy Coordinator heather.rawlins@levyk12.org 352-486-5231
Elementary English Language Arts (ELA)	Rawlins, Heather District Literacy Coordinator heather.rawlins@levyk12.org 352-486-5231
Secondary ELA	Rawlins, Heather District Literacy Coordinator heather.rawlins@levyk12.org 352-486-5231
Reading Endorsement	Rawlins, Heather District Literacy Coordinator heather.rawlins@levyk12.org 352-486-5231
Reading Curriculum	Rawlins, Heather District Literacy Coordinator heather.rawlins@levyk12.org 352-486-5231
Professional Development	Rawlins, Heather District Literacy Coordinator heather.rawlins@levyk12.org 352-486-5231
Assessment	Lewis, Melissa Director of Assessment and Accountability melissa.lewis@levyk12.org 352-486-5231
Data Element	Lewis, Melissa Director of Assessment and Accountability melissa.lewis@levyk12.org 352-486-5231
Summer Reading Camp	Rawlins, Heather District Literacy Coordinator heather.rawlins@levyk12.org 352-486-5231
Third Grade Promotion	Lewis, Melissa Director of Assessment and Accountability melissa.lewis@levyk12.org 352-486-5231
300 Lowest-Performing Elementary Schools	Lewis, Melissa Director of Assessment and Accountability melissa.lewis@levyk12.org 352-486-5231
Multi-Tiered System of Supports (MTSS)	Young, Marcy District MTSS Coordinator youngma@levy.k12.fl.us 352-486-5231

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The Comprehensive Evidence-Based Reading Plan will be shared with the district instructional team and school-based administrators prior to the start of the 2022-2023 school year. Each person receives a physical and digital copy of the plan, along with a slides presentation to share with their respective faculties, including support staff. Reading coaches present the plan on their respective campuses. At a school-based SAC meeting during the first semester of the school year, the CERP is also shared with participating parents and community members. For all Levy stakeholders, the CERP will be shared via Skyward email, Facebook, and Remind.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 40%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 45%

Describe action steps to meet the district's kindergarten readiness goal.

1) Or VPK Students are allowed to stay for the full day after their VPK hours are over.
2) Every school will have a parent night where parents get information about kindergarten readiness information, state standards, etc.
3) All VPK students, as well as early enrollees to Kindergarten, receive a summer preparation backpack with activities designed to promote readiness.
4) Screening data will be collected on all students to better place them in Kindergarten classrooms.
5) Meeting with community stakeholders, including local daycares, to coordinate screening opportunities and school visits.
6) Professional Development for all Pre-K instructors will be on the Florida Early Learning and Developmental Standards and developmentally appropriate practice, along PD on the new state assessment and evaluation system.
7) Purchasing supplemental materials for all classrooms to support differentiation and developmentally appropriate practice using authentic literature.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	27	23	34	12	3	24	21	37	13	5
4	20	26	30	19	6	18	23	33	20	6
5	29	28	26	14	4	26	25	29	15	5
6	30	26	21	17	5	27	23	24	20	6
7	35	25	21	15	4	31	22	24	18	5
8	52	27	18	3	0	47	24	24	5	0
9	33	25	23	15	4	30	22	26	17	5
10	38	22	20	15	5	34	20	23	17	6

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

On the mid-year iReady diagnostic, the percentage of Kindergarten students scoring in the mid/late grade level range will increase by 5% from 22% to 27%.

On the mid-year iReady diagnostic, the percentage of 1st Grade students scoring in the mid/late grade level range will increase by 5% from 15% to 20%.

On the mid-year iReady diagnostic, the percentage of 2nd Grade students scoring in the mid/late grade level range will increase by 5% from 30% to 35%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget			
1	Estimated proportional share distributed to district charter		$12,324.00
		FTE	2022-23
			$12,324.00
2	Reading coaches assigned to elementary schools		$193,128.54
		FTE	2022-23
		2.99	$193,128.54
3	Reading coaches assigned to secondary schools		$133,938.28
		FTE	2022-23
		1.91	$133,938.28
4	Intervention teachers assigned to elementary schools		$0.00
5	Intervention teachers assigned to secondary schools		$0.00
6	Supplemental materials or interventions for elementary schools		$1,139.00

			FTE	2022-23
				$1,139.00
7	Supplemental materials or interventions for secondary schools			**$30,500.00**
			FTE	2022-23
				$30,500.00
8	Intensive interventions for elementary students reading below grade level			**$0.00**
9	Intensive interventions for secondary students reading below grade level			**$0.00**
10	Professional development			**$29,021.18**
			FTE	2022-23
				$29,021.18
11	Helping teachers earn the reading endorsement			**$3,292.00**
			FTE	2022-23
				$3,292.00
12	Summer reading camps			**$1,759.00**
			FTE	2022-23
				$1,759.00
13	Additional hour for 300 lowest-performing elementary schools			**$0.00**
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.			**$0.00**
			Total:	**$405,102.00**

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

All of our elementary schools that serve K-3 students have a full-time reading coach, as indicated by the above budget. A higher percentage of the salaries for coaches, which are being paid for from the allocated funds, belongs to coaches serving K-3 students. Funds are intentionally spent to support interventions in K-3, along with professional development for teachers that serve those grade levels.

School Literacy Leadership Teams

How is the School Literacy Leadership Team requirement communicated to principals?

This information is communicated to principals during our monthly administrator meeting. Principals report out via a shared spreadsheet that is embedded in the agenda for each meeting.

To whom at the district level is the roster of School Literacy Leadership Teams communicated?

District Literacy Coordinator

Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?

District Literacy Coordinator

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;

- Differentiate and intensify professional development for teachers based on progress monitoring data;

- Identify mentor teachers and establish model classrooms within the school; and

- Ensure that time is provided for teachers to meet weekly for professional development.

Training in Explicit Instruction/Multisensory Reading Strategies- Schools have continued access to offer the Making Reading Instruction Explicit course that counts for ESE and Reading recertification hours either face-to-face or via Canvas. Levy also has an FCRR Reading Endorsement cohort that began in January of 2022 and will continue through the 2022-2023 school year until the cohort has completed the entire reading endorsement, which contains courses that count towards these requirements. At the onset of the 2022-2023 school year, a PD session will be provided to all K-3 teachers on the science of reading, multisensory phonics instruction, and effective use of the district's common curriculums for foundational skills instruction.

Differentiated PD for Teachers Based on Data- School-based reading coaches will partner with teachers through coaching cycles. These coaching cycles will target teacher needs, as presented through progress monitoring data and classroom observations. Coaches will follow the outline of The Impact Cycle by Jim Knight to engage teachers in getting a clear picture of the reality of their classrooms, setting goals, choosing and implementing instructional strategies to meet those goals, and monitoring for progress.

Mentor Teachers/Model Classrooms- School principals will identify mentor teachers within their school building and match these teachers to new staff members. Documentation for this process is kept through the Personnel Department. Model Classrooms are identified in each building and teachers visit these classrooms on an as needed basis, including cross-campus visits.

Professional Development for Administrators: A professional development session on the science of reading will be offered to all administrators either by a State Regional Literacy Director or the District Literacy Coordinator.

Professional Development for Coaches: This will center around the works of Jim Knight, including: The Impact Cycle, High Impact Instruction, The Instructional Playbook, and The Definitive Guide to Instructional Coaching: Seven Factors for Success. PD sessions will be offered monthly.

Intensive Reading Teachers: A big area of focus for professional development for this year will be on Intensive Reading teachers. In addition to School Improvement Days where they will meet together three times a year to collaborate, each school will also have a day every nine weeks where their Intensive Reading teachers will meet to plan, review data, complete necessary documentation of intervention, and receive professional development on the MTSS framework, effective small group strategies, explicit standards instruction, multisensory intervention strategies, and best practices for problem solving.

The District Literacy Coordinator, along with support from reading coaches and the State Regional Literacy

Directors, will create mini PD sessions (one hour or less), to be delivered by coaches to their teachers over the course of the year. Seven sessions will be created, including: Argument/Rhetoric, Poetry, Text Structure, Figurative Language, Theme, Point of View/Perspective, and Central Idea. Elementary Coaches will also be delivering ongoing professional development around small group instruction.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement.

This information is communicated to principals during our monthly administrator meeting. Principals report out via a shared spreadsheet that is embedded in the agenda for each meeting. Professional Development is updated at certain checkpoint times during administrator meetings.

Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?

District Literacy Coordinator

Charter Schools
Charter schools must utilize their proportionate share of the evidence-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.

Does the district ensure charter schools will utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?
Yes

Literacy Coaches

Literacy Coaches - Part A
If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! literacy coach model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- 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; and

- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

Levy County is able to provide a reading coach for each of our schools. District-wide our state data indicates that all of our schools fall below an acceptable level of performance and all of our schools need the support of a coach. The School district will follow the Just Read, Florida! model and this model is shared and reviewed via monthly coaches log, monthly coaches cadre meetings, and periodically during administrator meetings.

Upload rubric, if applicable
The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- 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; and

  - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.

- Coach and mentor teachers daily.

- 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.

- Participate in reading leadership teams.

- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.

- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

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

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

The approved K-12 reading plan, including a copy of the JRF Coaching Model and the Levy County Reading Coach job description will be shared with all administrators at the beginning-of-the year administrator meeting. Principals will be walked through the expectations and requirements for reading coaches. This information is additionally communicated to principals continually during our monthly administrator meetings, where reading coach initiatives are shared out to show the change in teacher practices and to help emphasize the impact of the coaching model.

How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

Recently, the Levy County job description for a reading coach has been revised and updated to more closely align with the Just Read, Florida! coaching model and to emphasize high impact activities.

During the 2022-2023 school year reading coaches will meet monthly as a cohort. The meeting agendas will be built to emphasize high-priority and high impact activities that should be occurring at that point during the
school year. Coaches will have monthly opportunities for professional development and will receive ongoing individual support via the District Literacy Coordinator.

Coaches will be engaged in either coaching teachers using the Impact Cycle (Jim Knight) or via an ongoing MTSS project that focuses on the impact of Academic Engaged Time (AET). In the AET project, coaches observe classroom teachers and then follow up with coaching cycles and professional development in response to a
observed needs.

Who at the district level is supporting and monitoring coach time and tasks?

District Literacy Coordinator

How often is coaching time, tasks, and impact data being reported and reviewed by the district?

Monthly via Reading Coach cadre meetings.

Coaches maintain weekly logs that report out on their time and tasks. These are reviewed monthly by the District Literacy Coordinator.

What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

At reading coach cadre meetings, school data is analyzed, which allows time for the coaches to reflect on current practices, receive input from their colleagues, and make an action plan moving forward.

As a part of coaching cycles, whether coaches are using the Impact Cycle or the AET process, classroom data is collected and reviewed in order to gauge the impact that the coach is having on teacher performance and ultimately student outcomes.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A
Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments
Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
	9th-12th Intensive Reading Students	Progress Monitoring	Fluency, Vocabulary, Comprehension	3 x A Year
	All students 1st-5th	Progress Monitoring, Formative Assessment	Fluency	Monthly, 3 x A Year
	All students 6th-12th grades	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Phonics, Vocabulary, Comprehension	3 x A Year
	All students K-5 students	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
	All Kindergarten students	Screener, Progress Monitoring	Oral Language	3 x A Year, Annually
	All students K-2nd Grade	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
	6th-8th Intensive Reading Students	Screener, Progress Monitoring, Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month, Quarterly
	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year

District-Level Monitoring - Part B
Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

District Literacy Coordinator

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

For elementary classrooms, we have adopted Benchmark Advance, an evidence-based program, along with the supplemental program, From Phonics to Reading by Sadlier, which is also systematic, explicit, and evidence-based. K-1 classrooms also use Heggerty, a systematic, research-based program, to instruct in phonological awareness. These programs will be used with fidelity in all classrooms to ensure all instruction in foundational reading skills is systematic and explicit. Students in need of foundational skills instruction at the secondary level will use the Mindplay program, which systematically and sequentially remediates foundational skill gaps.

At the onset of the 2022-2023 school year, a PD session will be provided to all K-3 teachers on the science of reading, multisensory phonics instruction, and effective use of the district's common curriculums for foundational skills instruction.

In order to ensure this fidelity, Levy will require that administrators will complete regular walkthroughs during foundational skill instructional time and during intensive reading class periods. Additionally, Reading coaches will observe the foundational skill instructional block in every classroom K-3, at least

once, to check for instructional coaching needs and to monitor the fidelity of instruction. Teachers will be required to follow the pace of the curriculums set out in Levy County curriculum maps and this will be monitored via review of lesson plans and data that is reported out via the district progress monitoring spreadsheet for ELA and reviewed at monthly reading coach meetings. The data is also reviewed with teachers during grade level team meetings at least once per month.

What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?

Reading coaches meet with grade level teams at a minimum of once per month to review data from common assessments. The coaches then support teachers as they collaboratively plan to address the needs presented in the data. Schools also have problem-solving teams that meet at least quarterly with teachers to review Tier 2 and Tier 3 data and instructional plans.

Each school reports out specific assessment data. The data is collected on a common document and is used for reflection in monthly reading coach and administrator meetings. These times of reflection are used to inform collaborative planning sessions at the school level.

Reading coaches will also work with teachers to help create effective formative assessments to use during core instructional time and intervention times.

What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?

Newly adopted ELA curriculums, Benchmark Advance (K-5) and Savvas (6-12), provide texts within their units that support knowledge-building in the content areas. This will allow for students to deepen their understanding of content area subject matter and enable them to conduct more in-depth discussions of informational texts.

Content area teachers will be included in professional development opportunities centering around literacy instruction

How are concerns communicated if the plan is not being implemented to meet the needs of students?

Concerns are communicated during monthly coach meetings and then, if necessary, reported out to principals and the District Instructional Team during their monthly meetings.

District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level;

- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and

- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

After completing the reflection tool, the summary of our findings centered around:
1) The need to provide high-quality professional development to teachers (including content area teachers), administrators, and coaches. As a result of this finding, monthly professional development sessions will be offered for coaches. Mini professional development sessions will created and shared with coaches to offer in their school buildings, focusing on the BEST standards and multisensory instruction. Additional PD will be developed for administrators and will be embedded either in their monthly administrator meetings or offered at other optional times.
2) The need to continue to strive for fidelity of implementation of Tier 2 and Tier 3 interventions. In collaboration with the District MTSS coordinator, the District Literacy Coordinator will focus heavily on secondary intensive reading during the 2022-2023 school year. We will provide additional professional development, planning days, and explicit support with data analysis and documentation to ensure students are receiving a consistent level of support.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A
Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

The district has a clear expectation for classroom walkthroughs and the information is collected monthly by the District Director of Accountability. Any concerns are addressed by the District Instructional Team. School-based administrators conduct weekly classroom walkthroughs and capture instructional practices from Domains 2 and 3 of the Danielson rubric. CWT data is reviewed monthly at administrator meetings for administrative teams to develop goals and implement professional development in areas of weakness. Principals and Reading Coaches meet at least monthly to discuss areas of concern related to the fidelity of the reading block and the K-12 Reading Plan. Principals use a shared district spreadsheet to capture progress monitoring data and the data is reviewed at the school level with grade level teams and at the district level with the District Instructional Team. Interventions are evaluated at the school level at least quarterly and adjustments are made based on the available data.

Who at the district level supports effective implementation?

District Literacy Coordinator, Director of Personnel, and Director of Accountability

What process is in place to identify areas in need of improvement for effective implementation?

There are several processes in place, including: classroom walkthrough data collection, reading coaches' coaching cycle data, monthly data collection spreadsheets, and school-based problem solving and MTSS meetings.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

All classroom walkthrough data is collected electronically and reviewed by school administrators and the District Instructional Team quarterly. When necessary, data can be collected more frequently, as determined by the District Instruction Team or the school administrator. Information is shared at the monthly administrator meetings and best practices are discussed.

Who at the district level supports effective implementation?

District Literacy Coordinator, Director of Accountability, Director of Personnel, and members of the District Instructional Team.

What process is in place to identify areas in need of improvement for effective implementation?

The shared district spreadsheet with the progress monitoring data is formatively reviewed monthly and is one of the first signs that there are areas that might need to be addressed. While data is looked at monthly, more official presentations are made by school administrators during the quarterly reports, where action plans are shared for review and implementation.

Classroom walkthrough data can be sorted to determine areas of weakness to determine what professional development may need to be implemented.Each school has a Problem Solving Team (PST)

that meets, at a minimum, once per nine weeks. The PST, working with school administration, can address areas in need of improvement at the school level.

Use of data to determine interventions and support needs of students - Part C

What process is in place to ensure effective implementation?

All schools have access to the district decision trees for each grade band. These documents guide the process for determining interventions based on the available data. These decision trees are reviewed throughout the year, particularly at the beginning, middle, and end of the year. Schools are tasked with coding students in Skyward based on the level of intervention they are receiving before the first and again before the second FTE windows.
This allows the district to know the number of students being served in Tier 2 and Tier 3 interventions in comparison to school-based data.

The shared district progress monitoring spreadsheet is used by administrators, reading coaches, and teachers to address areas of concern and help teachers and/or grade level teams focus on intervention needs.

Who at the district level supports effective implementation?

District Literacy Coordinator

What process is in place to identify areas in need of improvement for effective implementation?

The decision trees are reviewed by reading coaches, administrators, and the District Instructional Team repeatedly throughout the school year in order to make sure the implementation outlined in these documents is effective for improving student outcomes in response to real student data collected over the course of the school year. Progress monitoring data is reviewed at each school site by administrators, reading coaches, the Problem Solving Team, and grade level teams.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- ◦ Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- ◦ Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- ◦ Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

All 3rd Grade students scoring a Level 1 on the 2022 FSA will be invited to attend a 3rd Grade Summer Reading Camp, taught by highly effective, reading endorsed teachers.

The camp will be 4 days a week for 5 weeks, from 8:30 am to 2:30 pm. The camp schedule includes a variety of whole group and small group instruction, as well as individual progress monitoring via fluency probes and iReady Reading lessons. Students can be promoted to 4th grade via the iReady diagnostic administered at the end of camp.

The primary curriculum being used is Focused Reading Intervention by TCM (ESSA Promising Evidence). This research-based program addresses key reading and literacy skills with exposure to a wide range of fiction and nonfiction texts and opportunities to use multiple strategies to process complex text. Students will strengthen foundational reading skills and comprehension of informational text and literature. In addition, the camp will
utilize Building Vocabulary by TCM (ESSA- Promising Evidence) which provides a systematic approach to teaching vocabulary and word awareness using Greek and Latin prefixes, suffixes, and bases.

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

Yes

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

For 2nd, 4th, and 5th grade students who are in need of reading remediation to be successful in the next grade. This may include Level 1s and Level 2s on certain campuses. These students are being invited to attend summer camp in hopes of addressing their needs and readying them for promotion to the next grade level.

The camp will be 4 days a week for 5 weeks, from 8:30 am to 2:30 pm. Camp schedule includes a

variety of whole group and small group instruction, as well as individual progress monitoring via iReady Reading lessons. Student progress will be determined based on their end-of-year iReady score from 2021-2022 and their beginning-of-year iReady score in the 2022-2023 school year.

Summer Camp for K-2 and 4-5 will primarily use Scholastic's LitCamp program to address ELA instruction. The program combines innovative lessons with an engaging and interactive summer camp approach helping students to make reading, writing, and social emotional gains that they can bring back with them to school in the Fall of 2022.

Attendance - Part B
Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
69

Students who demonstrate a reading deficiency in grades K-2
53

Students who score Level 1 in grades 4-5
37

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
56%

Students who demonstrate a reading deficiency in grades K-2
67%

Students who score Level 1 in grades 4-5
39%

Family Engagement through a Read-At-Home Plan
In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home.

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home.

The District's Read-at-Home Plan is available on the district website and are available at each school to be distributed to parents in both electronic and print formats. During problem solving meetings with families of students identified with substantial reading deficiencies in K-5, families are provided with a copy either in print or digitally. Schools also conduct family/parent/community events to build literacy awareness and involvement. Levy County is active in promoting the New Worlds Reading Initiative with all eligible families. Schools are enrolling families during parent events, parent conference nights, and promoting via social media, Skyward, and email.

Who at the district is responsible for monitoring this requirement?

The District Literacy Coordinator is responsible for supporting and monitoring implementation.

Assessment, Curriculum, and Instruction

Requirements - Part A
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

In Levy County, all K-5 classrooms have 120 minutes of ELA instruction, with at least 90 of those minutes occurring in an uninterrupted block. With guidance from the District Literacy Coordinator, schools create schedules for their ELA blocks that give proper weight to the components of literacy instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing) and these schedules are
shared with the District Literacy Coordinator and checked for fidelity via walkthroughs either by the school-based administration or the District Literacy Coordinator.

Levy County School District has adopted Benchmark Advance as our Core Curriculum for Kindergarten through 5th grade (see 11C) and the program was rolled out K-5 in 2021-2022. During 2022-2023 teachers will continue to be provided with ongoing professional development that helps them to follow the sequence of reading instruction within this program, as well as professional development on the B.E.S.T standards that will guide all whole group instruction.

Who at the district is responsible for supporting and monitoring this requirement?

District Literacy Coordinator

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

Levy County School District uses Benchmark Advance as our core curriculum (see 11C) for Kindergarten through 5th grade. This program includes science, social studies, and arts-based text sets within alternating units of instruction. The text sets connect to the NGSSS for each respective grade level.

Who at the district is responsible for supporting and monitoring this requirement?

District Literacy Coordinator

Provide small group differentiated instruction in order to meet individual student needs.

How does the district support and monitor implementation?

In Levy County, all K-5 classrooms have 120 minutes of ELA instruction, with at least 90 of those minutes occurring in an uninterrupted block. With guidance from the District Literacy Coordinator, schools create schedules for their ELA blocks that give proper weight to the components of literacy instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing) and these schedules are shared with the District Literacy Coordinator and checked for fidelity via walkthroughs either by the school-based administration or the District Literacy Coordinator.

Within these schedules, daily small group instruction is expected. All students (Tier 1) are expected to be included in small group instruction, as a part of their core instruction. Additional small group instruction is then documented for students needing Tier 2 and Tier 3 interventions. Benchmark Advance (see 11C) contains daily small group lessons, so the district adopted curriculum will support teachers as they strive to meet the needs of all students in small group. The District Literacy Coordinator, as well as school-based reading coaches, will continue to provide professional development and individualized support in this area.

Who at the district is responsible for supporting and monitoring this requirement?

District Literacy Coordinator

Florida's Revised Formula For Success - Part B

K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;

- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and

- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

In Levy County, all K-5 classrooms have 120 minutes of ELA instruction, with at least 90 of those minutes occurring in an uninterrupted block. With guidance from the District Literacy Coordinator, schools create schedules for their ELA blocks that give proper weight to the components of literacy instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing).

Assessments drive instruction in Levy County. This will be increasingly true with the onboarding of the new FAST assessments in VPK-10th grade. This assessment will serve as a screener at the beginning of the year, progress monitoring for all subsequent administrations, and as a summative assessment in 3rd-10th grades at the end of the year. In K-5, all students will also complete the iReady assessment three times per year. This assessment falls into multiple categories. At the beginning of the year, it acts as a both a screener and a diagnostic. The two subsequent administrations it continues to function as a diagnostic, while also providing progress monitoring information and finally acting as a summative assessment, particularly in K-3.

IXL Diagnostic will be implemented in 6th-12th grades. It will function as iReady does for elementary. In addition to these assessments, Levy County screens all Kindergarteners with the CUBED assessment for oral language and gives it again in the spring to measure progress. All students in K-12 also complete

unit assessments to summatively evaluate their learning on particular benchmarks.

Students who receive Tier 2 interventions also have assessments that evaluate their progress. Interventions are conducted 2-3 times per week in a small group setting. The expectation is that Tier 2 students' intervention data is monitored biweekly. Tier 3 students, would have their Tier 2 interventions, as well as additional remedial interventions 4-5 times per week in a small group setting, and their Tier 3 intervention data would be monitored weekly (6 data points per 6 weeks). Interventions at the Tier 2 and Tier 3 level are standards-aligned, systematic, sequential, and explicit. Tier 3 interventions are always conducted by a reading endorsed teacher.

How does the district support and monitor implementation?

ELA schedules are shared with the District Literacy Coordinator and checked for fidelity via walkthroughs either by the school-based administration or the District Literacy Coordinator. Data from district assessments is evaluated monthly at administrator and reading coach meetings.

Schools have Problem-Solving Teams that meet at least once a quarter to discuss student progress in Tier 1, Tier 2, and Tier 3 settings. The district also has an MTSS team that meets quarterly to help schools problem solve.

As a new layer of support for 2022-2023, the district MTSS Coordinator and the District Literacy Coordinator will work in tandem to support intensive reading teachers at the secondary level. Professional development around small group instruction, data-based problem solving, intervention documentation and implementation, will all be done quarterly to support these teachers in the implementation of Florida Formula for Success.

Who at the district is responsible for supporting and monitoring this requirement?

District Literacy Coordinator

Assessment/Curriculum Decision Trees - Part C

Requirements

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, 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;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1
Core Instruction:

- *is standards-aligned;*

- *builds background and content knowledge;*

- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*

- *incorporates writing in response to reading;*

- *includes accomodations (IEP, ESOL, or 504);*

- *incorporates the principles of Universal Design for Learning; and*

- *includes specially designed instruction for students with disabilities.*

Grade Levels: K-2

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

(Enter assessment criteria that will be used)

i-Ready Scale Score on Fall Diagnostic- Student scores at or above the 50th percentile according to iReady's National Norms Tables:
K: 341 or above
1st: 403 or above
2nd: 460 or above

and/or scores on grade level on the FAST assessment

Additional Requirements for Kindergarten:

Kindergarten: K Student scores Yellow(approaching proficiency) or green (Proficient) on Kindergarten Report Card #1 Uppercase

THEN TIER 1 Only

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.

Benchmark Advance,Moderate/Promising Evidence

Curriculum Associates iReady, Promising Evidence

Story Champs-Oral Language- Kindergarten only

Story Champs does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number one- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. This recommendation has minimal or Tier 4 evidence. Story Champs focuses on teaching students narrative language skills and academic vocabulary connected to literary story structure, through multisensory means. The district monitors the implementation of story champs via standards-based report card assessments and intervention documentation for students who use the program on a Tier 2 or 3 level. Teachers are trained on the program via their reading coach.

Heggerty- Phonological Awareness (Kindergarten and First Grade)- Heggerty does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number two -Develop awareness of the segments of sounds in speech and how they link to letters. This recommendation has strong evidence. Heggerty is a whole group routine where students are practicing via choral responses and hand motions the different areas of phonemic awareness (i.e. rhyming, beginning sounds, segmentation, oral blending, etc.)This program is monitored via standards-based report card assessments and intervention documentation for students who use the program on a Tier 2 or 3 level.

From Phonics to Reading--
From Phonics to Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to

Grade Levels: K-2

Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number three-Teach students to decode words, analyze word parts, and write and recognize words. From Phonics to Reading is whole class instruction that is systematic, explicit and follows a research-based sequence of instruction for all phonics (K-3) starting with letters and ending with multisyllabic words. This program is monitored via standards-based report card assessments and intervention documentation for students who use the program on a Tier 2 or 3 level.

Progress Monitoring

Assessment & Frequency

Kindergarten & First: District Standards Based Kindergarten and First Grade Report Card- Instruction on standards and assessments will determine if students need to enter Tier 2 at an earlier date.
Kindergarten: Progress monitor on letter naming (Report Card Standard #1: Identify Uppercase and Report Card Standard #2 Identify lower case) and Report Card Standard #3 letter sounds.
1st grade: Progress monitor every 20 days on grade level phonics/phonological assessments and/or fluency (1st grade uses report card assessments).
2nd grade: Progress monitor every 20 days on grade level phonics and fluency

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Kindergarten:Progress monitor on letter naming (Report Card Standard #1: Identify Uppercase and Report Card Standard #2 Identify lower case) and Report Card Standard #3 letter sounds.
1st grade: Progress monitor every 20 days on grade level phonics/phonological assessments and/or fluency (1st grade uses report card assessments).
2nd grade: Progress monitor every 20 days on grade level phonics and fluency.
DECEMBER:
Kindergarten: Kindergarten Report Card #1,2,3 Students need to be between 21-26 letters or sounds AND
Kindergarten Report Card #20 (Letter Writing Dictation)- Students are green. AND/OR Students' scale scores fall at or above the 50th percentile (371 or higher) on iReady Diagnostic 2.
1st grade: Students are reading 29 + wcpm on District Fluency Passage (End of Year Passage) from the Standards Based Report Card. AND/OR Students' scale scores fall at or above the 50th percentile (424 or higher) on iReady Diagnostic 2.
2nd grade: Students are reading 70+ WCPM on a District fluency passage. AND/OR Students' scale scores fall at or above the 50th percentile (489 or higher) on iReady Diagnostic 2.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Kindergarten: Progress monitor on letter naming (Report Card Standard #1: Identify Uppercase and Report Card Standard #2 Identify lower case) and Report Card Standard #3 letter sounds.
1st grade: Progress monitor every 20 days on grade level phonics/phonological assessments and/or fluency (1st grade uses report card assessments).
2nd grade: Progress monitor every 20 days on grade level phonics and fluency.
DECEMBER:
Kindergarten: Kindergarten Report Card #1,2,3 Students have less than 21 letters or sounds AND Kindergarten Report Card #20 (Letter Writing Dictation) Students are yellow or red on letter writing dictation. AND/OR Students' scale scores fall below the 50th percentile (Less than 371) on iReady Diagnostic 2.
1st grade: Students are reading less than 29 WCPM on District Fluency Passages (End of Year Passage) from the Standards Based Report Card. AND/OR Students' scale scores fall below the 50th percentile (Less than 424) on iReady Diagnostic 2.

Grade Levels: K-2

Progress Monitoring

2nd grade: Students are reading less than 70 WCPM on a District fluency passage. AND/OR Students' scale scores fall below the 50th percentile (Less than 489) on iReady Diagnostic 2.

How is the effectiveness of Tier 1 instruction being monitored?

Lesson plans and core data are reviewed by the reading coach and principal bi-weekly.

Administrators use a common classroom walkthrough protocol, which checks for use of UDL strategies, best practices, and standards-based instruction.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

School teams meet regularly to review core data, classroom walkthrough data, and explicit and multisensory instructional practices. As a result of the problem solving sessions, professional development is planned for and provided and action plans are created to address necessary changes.

All components of the reading block are embedded and available to students who are working at a distance. These components are monitored to ensure student success.

How is the effectiveness of Tier 1 curriculum being monitored?

Lesson plans and/or core data are reviewed by the reading coach and/or principal bi-weekly.

Levy County has district curriculum maps that are used to monitor ELA instructional pacing and progress on standards-based instruction. These maps are reviewed and revised annually.

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

School teams meet regularly to collaboratively plan for instruction using core curriculum and/or standards-aligned resources. As a result of the planning sessions, teachers leave with vetted lessons, appropriate resources and assessments, and a plan for implementation.

All components of the reading block are embedded and available to students who are working at a distance. These components are monitored to ensure student success.

How is instruction provided to students who receive instruction through distance learning?

Students have the option to receive instruction via Canvas and other online platforms or to receive instruction via paper-based materials.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

i-Ready Scale Score on Fall Diagnostic- Student scores at or above the 50th percentile according to iReady's National Norms Tables:
3rd: 502 or above
4th: 533 or above
5th: 558 or above

AND/OR

On the most recent administration of the FSA ELA Assessment, students scored a Level 3, 4, or 5. \

AND/OR
Student scores a Level 2,3,4,5 on the FAST Cambium assessment.

THEN TIER 1 Only

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.

Benchmark Advance,Moderate/Promising Evidence

Curriculum Associates iReady, Promising Evidence

Phonics to Reading (3rd Grade Only)
From Phonics to Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number three-Teach students to decode words, analyze word parts, and write and recognize words. From Phonics to Reading is whole class instruction that is systematic, explicit and follows a research-based sequence of instruction for all phonics (K-3) starting with letters and ending with multisyllabic words. This program is monitored via standards-based report card assessments and intervention documentation for students who use the program on a Tier 2 or 3 level.

Progress Monitoring

Assessment & Frequency
FSA-2022- Final Administration
iReady: Base Line, Mid-Year, End of Year
FAST: 3 times a year

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Universal screeners/assessments are administered to students. Teacher observations and data of all students are analyzed. Core instruction is effective for 80% of the class.
Classroom teacher provides differentiated instruction, small group remediation, and implements UDL/ multisensory strategies to address the area(s) of concern. Student progress is monitored using: iReady, teacher observations classroom grades, and other progress monitoring tools, including unit assessments
Midyear- iReady Diagnostic- Tier 1 is sufficient for the student if they score at or above the 50% percentile mark on the assessment- Scale Score-

Grade Levels: 3-5

Progress Monitoring
3rd Grade- 522 or above 4th Grade-548 or above 5th Grade-570 or above Midyear FAST- Tier 1 is sufficient if the student scores Level 2 or higher.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Students are making adequate progress with core differentiated instruction, small group remediation, UDL strategies, and multisensory strategies as reflected by iReady lessons and unit assessments.
Midyear- iReady Diagnostic- Tier 1 is NOT sufficient for the student if they score below the 50% percentile mark on the assessment- Scale Score-
3rd Grade- Less than 522
4th Grade-Less than 548
5th Grade-Less than 570
Midyear FAST- Tier 1 is NOT sufficient if the student scores Level 1.

How is the effectiveness of Tier 1 instruction being monitored?

Lesson plans are reviewed by the principal bi-weekly.

Core data is reviewed by the administration team and reading coaches monthly.

Administrators use a common classroom walkthrough protocol, which checks for use of UDL strategies, best practices, and standards-based instruction

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

School teams meet regularly to review CORE data, classroom walkthrough data, and explicit and UDL instructional practices. As a result of the problem solving sessions, professional development is planned for and provided and action plans are created to address necessary changes.

All components of the reading block are embedded and available to students who are working at a distance. These components are monitored to ensure student success.

How is the effectiveness of Tier 1 curriculum being monitored?

Lesson plans are reviewed by the principal bi-weekly.

Core data is reviewed by the administration team and reading coaches monthly.

Levy County has district curriculum maps that are used to monitor ELA instructional pacing and progress on standards-based instruction.

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

School teams meet regularly to collaboratively plan for instruction using core curriculum and/or standards-aligned resources. As a result of the planning sessions, teachers leave with vetted lessons, appropriate resources and assessments, and a plan for implementation.

Grade Levels: 3-5

All components of the reading block are embedded and available to students who are working at a distance. These components are monitored to ensure student success.

How is instruction provided to students who receive instruction through distance learning?

Students have the option to receive instruction via Canvas and other online platforms or to receive instruction via paper-based materials.

Grade Levels: 6-8

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
Level 3 or higher on FSA ELA

AND/OR
Within or above grade band on IXL (i.e. 6th grader scores at least a 600) for their "Overall Reading Level"

AND/OR
Student scores a Level 2, 3, 4, 5 on the FAST Cambium assessment.

THEN TIER 1 Only

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.

Program: myPerspectives by Savvas

Program: IXL-
IXL does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program- Improving Adolescent Literacy: Effective Classroom and Intervention Practices- Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence) and Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence). IXL utilizes these practices by providing individualized instruction on the student's level in relationship to vocabulary and reading comprehension. The monitoring for this program is ongoing via school-based data meetings, district data report outs, snapshots of data three times a year, and via student intervention documentation.

Progress Monitoring

Assessment & Frequency
Standards-based assessments (at least once every four weeks)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Students score 70% or above on all standards-based assessments

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Student fails two or more standards -based assessments in a nine week grading period.

Progress Monitoring

Assessment & Frequency
Beginning/Middle/End of the year progress monitoring with IXL.and FAST

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
IXL- Students score in or above respective grade band.
Midyear FAST- Tier 1 is sufficient if the student scores a Level 2 or higher.

Grade Levels: 6-8

Progress Monitoring

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

IXL- Students score one or more grade bands below on their IXL Snapshot or students are not growing 10 points a month or more in IXL.
Midyear FAST- Tier 1 is NOT sufficient if the student scores a Level 1.

How is the effectiveness of Tier 1 instruction being monitored?

Lesson plans are reviewed by admin team. Core data is reviewed by the reading coach and admin team.

Administrators use a common classroom walkthrough protocol, which checks for use of UDL strategies, best practices, and standards-based instruction.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

School teams meet regularly to review CORE data, classroom walkthrough data, and explicit and multisensory instructional practices. As a result of the problem solving sessions, professional development is planned for and provided and action plans are created to address necessary changes.

All components of the ELA classroom are embedded and available to students who are working at a distance. These components are monitored to ensure student success.

How is the effectiveness of Tier 1 curriculum being monitored?

Lesson plans are reviewed by admin team. Core data is reviewed by the reading coach and admin team.

Levy County has district curriculum maps/pacing guides that are used to monitor ELA instructional pacing and progress on standards-based instruction. These maps are reviewed and revised annually.

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

School teams meet regularly to collaboratively plan for instruction using core curriculum and/or standards-aligned resources. As a result of the planning sessions, teachers leave with vetted lessons, appropriate resources and assessments, and a plan for implementation.

All components of the ELA classroom are embedded and available to students who are working at a distance. These components are monitored to ensure student success.

How is instruction provided to students who receive instruction through distance learning?

Students have the option to receive instruction via Canvas and other online platforms or to receive instruction via paper-based materials.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
Level 3 or higher on FSA ELA
AND/OR
Within or above grade band on IXL (i.e. 9th grader scores at least a 900) for their "Overall Reading Level"

AND/OR
Student scores a Level 2, 3, 4,5 on the FAST Cambium assessment.

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THEN TIER 1 Only

</div>

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.

Program: myPerspectives by Savvas

Program: IXL-
IXL does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program- Improving Adolescent Literacy: Effective Classroom and Intervention Practices- Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence) and Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence). IXL utilizes these practices by providing individualized instruction on the student's level in relationship to vocabulary and reading comprehension. The monitoring for this program is ongoing via school-based data meetings, district data report outs, snapshots of data three times a year, and via student intervention documentation.

Progress Monitoring

Assessment & Frequency
Standards-based assessments (occurring at least once every 4 weeks)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Students score 70% or above on all standards-based assessments

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Students score below 70% consistently on standards-based assessments.

Progress Monitoring

Assessment & Frequency
Beginning/Middle/End of the year progress monitoring with IXL and FAST (9-10)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
IXL- Students score on grade level on their IXL Snapshot.
Midyear FAST- Tier 1 is sufficient if the student scores a Level 2 or higher.

Grade Levels: 9-12

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Students are not growing 10 points a month or more in IXL.
Midyear FAST- Tier 1 is NOT sufficient if the student scores a Level 1.

How is the effectiveness of Tier 1 instruction being monitored?

Lesson plans are reviewed by the principal bi-weekly.

Core data is reviewed by the administration team and reading coaches monthly.

Administrators use a common classroom walkthrough protocol, which checks for use of UDL strategies, best practices, and standards-based instruction.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

School teams meet regularly to review CORE data, classroom walkthrough data, and explicit and UDL instructional practices. As a result of the problem solving sessions, professional development is planned for and provided and action plans are created to address necessary changes. Levy County has School Improvement Days built in throughout the school year, which allows for additional professional development.

All components of the ELA classroom are embedded and available to students who are working at a distance. These components are monitored to ensure student success.

How is the effectiveness of Tier 1 curriculum being monitored?

Lesson plans are reviewed by the principal bi-weekly.

Core data is reviewed by the administration team and reading coaches monthly.

Levy County has district curriculum pacing guides/maps that are used to monitor ELA instructional pacing and progress on standards-based instruction. These maps are reviewed and revised annually.

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

School teams meet regularly to collaboratively plan for instruction using Core curriculum and/or standards-aligned resources. As a result of the planning sessions, teachers leave with vetted lessons, appropriate resources and assessments, and a plan for implementation. Levy County has School Improvement Days built in throughout the school year, which allows for additional time for teams to collaborate.

All components of the ELA classroom are embedded and available to students who are working at a distance. These components are monitored to ensure student success.

How is instruction provided to students who receive instruction through distance learning?

Grade Levels: 9-12

Students have the option to receive instruction via Canvas and other online platforms or to receive instruction via paper-based materials.

Tier 2

Supplemental Instruction/Intervention:

- *is 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 corrective feedback;*

- *occurs during time allotted in addition to core instruction; and*

- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: K-2

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

(Enter assessment criteria that will be used)

i-Ready Scale Score on Fall Diagnostic- Student scores at or between the 26th and 49th percentile according to iReady's National Norms Tables:

K: 327-340
1st: 375-402
2nd: 421-459

and/or scores one level below on the FAST assessment

Additional Requirements for Kindergarten:

Kindergarten: K Student's score is Red (below expectation) on Kindergarten Report Card #1 Uppercase

AND/OR
Student has a previous retention or has an IEP (especially Development Delayed and Language Impairment).

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Additional Core or Supplemental Systematic Explicit Phonological Program
(2nd grade would be supplemental only)
Phonological/Phonemic Awareness core program- Heggerty

Assessment & Frequency
Teacher Observation weekly, in Report Card Assessments when given and retested, and results of the i-Ready Diagnostic phonological awareness domain is reviewed.

Performance Criteria to discontinue Tier 2 interventions
Students has mastered the standards on their grade level report cards assessments, scored on level on i-Ready Diagnostic on the Phonological Awareness domain and/or demonstrated mastery via a phonological awareness diagnostic.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Students is making PROGRESS ON, but has NOT mastered the standards on their grade level report cards assessments, scored on level on i-Ready Diagnostic on the Phonological Awareness domain and/or demonstrated mastery via a phonological awareness diagnostic.

Performance Criteria that prompts the addition of Tier 3 interventions
Students is NOT making PROGRESS ON, and has NOT mastered the standards on their grade level report cards assessments, scored on level on i-Ready Diagnostic on the Phonological Awareness domain and/or demonstrated mastery via a phonological awareness diagnostic.

Grade Levels: K-2

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Mid Year Progress Monitoring
iReady

Assessment & Frequency
Mid Year Progress Monitoring-- iReady and/or FAST

Performance Criteria to discontinue Tier 2 interventions
Students' scores at the 50 percentile or higher on the MidYear iReady Diagnostic with a scale score of :
K-371 or higher
1st-424 or higher
2nd -489 or higher

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Students' scale scores improve on iReady,however, student does not reach the 50th percentile score or higher.

Performance Criteria that prompts the addition of Tier 3 interventions
Students' scores remain the same or decline, falling at the 25th percentile or lower with a scale score of:
K- 348 or lower
1st-402 or lower
2nd-448 or lower

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Additional Small Group for Fluency- Letter Naming/ Sounds/ Passage/Sight Words- Practice Fluency (2nd Grade Only)- Quick Reads

Assessment & Frequency
Kindergarten: Progress monitor every 20 days on letter naming (Report Card Standard #1: Identify Uppercase and Report Card Standard #2 Identify lower case) and Report Card Standard #3 letter sounds.
1st grade: Progress monitor every 20 days on fluency (1st grade uses report card assessments). Sight words- every nine weeks.
2nd grade: Progress monitor every 20 days on district fluency assessments.

Performance Criteria to discontinue Tier 2 interventions
DECEMBER Rules-
Kindergarten: Kindergarten Report Card #1,2,3 Students have all 26 letters or sounds.
1st grade: Students are reading 24+ wcpm on District Fluency Passages (End of Year Passage) from the Standards Based Report Card, are Green on first comprehension assessment (given in December) on Standards Based Report Card), and Green on Sight Words assessment on Standards Based Report Card.
2nd grade: Students are reading 76+ WCPM on a District fluency passage and are comprehending the text

Grade Levels: K-2

Progress Monitoring

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

DECEMBER Rules-

Kindergarten: Kindergarten Report Card #1,2,3 Students have between 21 and 26 letters or sounds.

1st grade: Students are reading more than 16 and less than 24 WCPM on District Fluency Passages (End of Yea Passager) from the Standards Based Report Card, are Yellow on first comprehension assessment (given in December) on Standards Based Report Card), and Yellow on Sight Words assessment on Standards Based Report Card.

2nd grade: Students are reading more than 50 and less than 76 WCPM on a District fluency passage

Performance Criteria that prompts the addition of Tier 3 interventions

DECEMBER Rules-

Kindergarten: Kindergarten Report Card #1,2,3 Students have less than 21 letters or sounds.

1st grade: Students are reading 12 or less WCPM on District Fluency Passages (End of Year Passage) from the Standards Based Report Card, are Red on first comprehension assessment (given in December) on Standards Based Report Card), and Red on Sight Words assessment on Standards Based Report Card.

2nd grade: Students are reading 52 or less WCPM on a District fluency passage.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Additional Core or Supplemental Systematic Explicit Phonics Program

Core Program: From Phonics to Reading (Sadlier) and Benchmark Advance

Supplemental- Reading Horizons Discover, Wilson Reading System, Really Great Reading, Corrective Reading

Assessment & Frequency
Teacher Observation weekly, in Kindergarten and First Standards Based Report Card Assessments when given and retested, and 2nd Grade's Phonics Assessments , and results of the i-Ready Diagnostic phonics domain is reviewed.   OPTIONAL- Administering Core Phonics Survey to pinpoint specific student needs

Performance Criteria to discontinue Tier 2 interventions

Students has mastered the standards on their grade level report cards assessments, 2nd grade Phonics Assessments, scored on level on i-Ready Diagnostic on the phonics domain and/or demonstrated mastery via a phonics diagnostic. such as the Core Phonics Survey

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Students is making PROGRESS ON, but has NOT mastered the standards on their grade level report cards assessments, 2nd grade assessment, scored on level on i-Ready Diagnostic on the phonics domain and/or demonstrated mastery via a phonics diagnostic such as the Core Phonics Survey

Performance Criteria that prompts the addition of Tier 3 interventions

Students is NOT making PROGRESS ON, and has NOT mastered the standards on their grade level report cards assessments 2nd grade assessments, scored on level on i-Ready Diagnostic on the phonics domain and/or demonstrated mastery via a phonics diagnostic such as the Core Phonics Survey

Grade Levels: K-2

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Additional Core or Supplemental Systematic Explicit Phonics Program
Core Program: From Phonics to Reading (Sadlier) and Benchmark Advance
Supplemental- Reading Horizons Discover, Wilson Reading System, Really Great Reading,
Corrective Reading

Assessment & Frequency

Teacher Observation weekly, in Report Card Assessments when given and retested, and results of
the i-Ready Diagnostic phonics domain is reviewed.
OPTIONAL- Administering Core Phonics Survey to pinpoint student needs

Performance Criteria to discontinue Tier 2 interventions

Students have mastered the standards on their grade level report cards assessments, scored on level
on i-Ready Diagnostic on the phonics domain and/or demonstrated mastery via a phonics diagnostic.
such as the Core Phonics Survey

**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1
instruction**

Students are making PROGRESS ON, but have NOT mastered the standards on their grade level
report cards assessments, scored on level on i-Ready Diagnostic on the phonics domain and/or
demonstrated mastery via a phonics diagnostic such as the Core Phonics Survey.

Performance Criteria that prompts the addition of Tier 3 interventions

Students are NOT making PROGRESS ON, and have NOT mastered the standards on their grade
level report cards assessments, scored on level on i-Ready Diagnostic on the phonics domain and/or
demonstrated mastery via a phonics diagnostic such as the Core Phonics Survey.

Number of times per week intervention provided

2 or more days per week

Number of minutes per intervention session

20 or more minutes per session

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 2
intervention, including alignment with core curriculum and instruction, provided to in-person
students? Provided to distance learning students?**

Tier 2 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in
order to evaluate effectiveness and address core curricular and instructional alignment. Classroom
walkthroughs during intervention blocks are conducted by reading coaches and administration in order
to collect evidence of whether or not students are responding to instruction. Student data is reviewed to
determine if students are progressing toward grade level proficiency.

All components of the reading block are embedded and available to students who are working at a
distance. These components are monitored to ensure student success. Additional teacher contacts are
provided to assist students working through the online instruction. Additional access to remedial
content is also available to these students while they are working from home.

Grade Levels: K-2

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

Benchmark Advance,Moderate/Promising Evidence;
Curriculum Associates iReady, Promising Evidence;
Wilson Reading System --Strong Evidence;
Quick Reads- Strong Evidence;
Corrective Reading-Promising Evidence

Reading Horizons does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number three-Teach students to decode words, analyze word parts, and write and recognize words. Reading Horizons Discovery whole class instruction that is systematic, explicit and follows a research-based sequence of instruction for all phonics (K-3) starting with letters and ending with multisyllabic words. This program is monitored via intervention documentation for students who use the program on a Tier 2 or 3 level.

Heggerty does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number two -Develop awareness of the segments of sounds in speech and how they link to letters. This recommendation has strong evidence. Heggerty is a whole group routine where students are practicing via choral responses and hand motions the different areas of phonemic awareness (i.e. rhyming, beginning sounds, segmentation, oral blending, etc.)This program is monitored via standards-based report card assessments and intervention documentation for students who use the program on a Tier 2 or 3 level.

From Phonics to Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number three-Teach students to decode words, analyze word parts, and write and recognize words. From Phonics to Reading is whole class instruction that is systematic, explicit and follows a research-based sequence of instruction for all phonics (K-3) starting with letters and ending with multisyllabic words. This program is monitored via standards-based report card assessments and intervention documentation for students who use the program on a Tier 2 or 3 level.

Blast (Really Great Reading)- Blast does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number three-Teach students to decode words, analyze word parts, and write and recognize words.Blast utilizes instruction that is systematic, explicit and follows a research-based sequence of instruction for all phonics (K-3) starting with letters and ending with multisyllabic words. This program is monitored via intervention documentation for students who use the program on a Tier 2 or 3 level.

Story Champs does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number one- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. This recommendation has minimal or Tier 4 evidence. Story Champs focuses on teaching students narrative language skills and academic vocabulary connected to literary story structure, through multisensory means. The district monitors the implementation of story champs via standards-based report card assessments and intervention documentation for students who use the program on a Tier 2 or 3 level. Teachers are trained on the program via their reading coach.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Grade Levels: K-2

Students have the option to receive instruction via Canvas and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Students will receive an additional virtual contact weekly from their classroom teacher in order to support their learning at home.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
i-Ready Scale Score on Fall Diagnostic- Student scores at or between the 26th and 49th percentile according to iReady's National Norms Tables on iReady Diagnostic 1:

3rd: 465-501
4th: 495-532
5th: 523-557

AND/OR

On the most recent administration of the FSA ELA Assessment, students scored a Level 2.

AND/OR

Student scores Level 1 on the FAST assessment.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Small group with the teacher and/or reading coach to explicitly review and reteach standards.
If student concerns are foundation- administer Core Phonics Survey to pinpoint specific student needs

Assessment & Frequency
Weekly small group instruction/ facilitation
Mini formative assessment based on standard at the end of small group reteaching.

Performance Criteria to discontinue Tier 2 interventions
Students have mastered the standard.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Students are making PROGRESS ON formative assessments, but have NOT mastered the standard.

Performance Criteria that prompts the addition of Tier 3 interventions
Students are NOT making PROGRESS ON, and have NOT mastered the standard.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Mid Year Progress Monitoring
iReady and FAST

Assessment & Frequency
Ready- Three times a year
FAST- Three times a year

Performance Criteria to discontinue Tier 2 interventions
Students' scores at the 50 percentile or higher on the MidYear iReady Diagnostic with a scale score of :

Grade Levels: 3-5

Progress Monitoring

3rd-522 or higher
4th-548 or higher
5th-570 or higher
FAST- Students' scores Level 3,4,5 on FAST.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Students' scale scores improve on iReady,however, student does not reach the 50th percentile score or higher
FAST- Students' scores are improving, but not yet on grade level.

Performance Criteria that prompts the addition of Tier 3 interventions

Students' scores remain the same or decline, falling at the 25th percentile or lower with a scale score of:
3rd- 485 or lower
4th-514 or lower
5th-.534 or lower
FAST- Students' score a Level 1.

Number of times per week intervention provided

2-3 days a week

Number of minutes per intervention session

at least 20 minutes per session

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Tier 2 intervention logs and/or lesson plans are reviewed by administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention are conducted by administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed by the Problem Solving Team (PST) monthly to determine if students are progressing toward grade level proficiency.

All components of the reading block are embedded and available to students who are working at a distance. These components are monitored to ensure student success. Additional teacher contacts are provided to assist students working through the online instruction. Additional access to remedial content is also available to these students while they are working from home.

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

Benchmark Advance,Moderate/Promising Evidence

Curriculum Associates iReady, Promising Evidence

Quick Reads-Strong Evidence

Grade Levels: 3-5

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Students have the option to receive instruction via Canvas and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Students will receive an additional virtual contact weekly from their classroom teacher in order to support their learning at home.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
Level 2 on FSA ELA

AND/OR
One grade band below on IXL for their "Overall Reading Level"

AND/OR
Student scores a Level 1 on the FAST Cambium assessment.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Small group with the ELA teacher, intensive reading teacher, or reading coach to explicitly review and reteach standard.

Assessment & Frequency
Weekly small group instruction.
Mini formative assessment to reassess at the end of reteaching.

Performance Criteria to discontinue Tier 2 interventions
Students have mastered the standard(s).

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Students are making PROGRESS ON formative assessment but have not mastered the standard(s).

Performance Criteria that prompts the addition of Tier 3 interventions
Students are NOT making PROGRESS ON, and have NOT mastered the standard.
Students are scoring 2 or more grade levels below on IXL and/or are scoring in the "Critical" range for Mindplay

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Mid-year progress monitoring-IXL and FAST

Assessment & Frequency
Mid-year progress monitoring- IXL Snapshot and FAST

Performance Criteria to discontinue Tier 2 interventions

Student is growing 10 points or more every month in IXL and is within their grade band for IXL proficiency.
Students score Level 3, 4, or 5 on FAST.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Student is growing 10 points or more every month, but continues to be below their grade level band for proficiency.
FAST- Students' scores are improving, but not yet on grade level.

Grade Levels: 6-8

Progress Monitoring

Performance Criteria that prompts the addition of Tier 3 interventions
Student is not showing progress on IXL Snapshot and is scoring two or more grade bands below.
FAST- Students' score a Level 1.

Number of times per week intervention provided

up to 3 days a week

Number of minutes per intervention session

Minimum of 40 minutes a week

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Tier 2 intervention logs and/or lesson plans are reviewed by administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention are conducted by administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed by the Problem Solving Team (PST) monthly to determine if students are progressing toward grade level proficiency.

All components of the ELA classroom are embedded and available to students who are working at a distance. These components are monitored to ensure student success. Additional teacher contacts are offered to assist students working through the online instruction. Additional access to remedial content is also available to these students while they are working from home.

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

Program: myPerspectives by Savvas

Program: IXL-
IXL does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program- Improving Adolescent Literacy: Effective Classroom and Intervention Practices- Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence) and Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence). IXL utilizes these practices by providing individualized instruction on the student's level in relationship to vocabulary and reading comprehension. The monitoring for this program is ongoing via school-based data meetings, district data report outs, snapshots of data three times a year, and via student intervention documentation.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Students have the option to receive instruction via Canvas and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for

Grade Levels: 6-8

practice and feedback on targeted skills. Students will receive an additional virtual contact weekly from their classroom teacher in order to support their learning at home.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
Level 2 on FSA ELA

AND/OR
One grade band below on IXL for their "Overall Reading Level"

AND/OR
Student scores a Level 1 on the FAST Cambium assessment.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Small Group with the teacher and/or reading coach to explicitly review and reteach standards.

Assessment & Frequency
Weekly small group instruction
Mini formative assessment to reassess at the end of reteaching.

Performance Criteria to discontinue Tier 2 interventions
Students have mastered the standard(s).

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Students are making PROGRESS ON formative assessment but have not mastered the standard(s).

Performance Criteria that prompts the addition of Tier 3 interventions
Students are NOT making PROGRESS ON, and have NOT mastered the standard.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Mid-year progress monitoring-IXL and FAST (9-10)

Assessment & Frequency
Mid-year progress monitoring- IXL Snapshot and FAST

Performance Criteria to discontinue Tier 2 interventions
Student is growing 10 points or more every month in IXL and is within their grade band for IXL proficiency.
Students score Level 3, 4, or 5 on FAST.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Student is growing 10 points or more every month, but continues to be below their grade level band for proficiency.
FAST- Students' scores are improving, but not yet on grade level.

Performance Criteria that prompts the addition of Tier 3 interventions
Student is not showing progress on IXL Snapshot and is scoring two or more grade bands below.
FAST- Students' score a Level 1.

Grade Levels: 9-12

Number of times per week intervention provided

up to 3 days a week

Number of minutes per intervention session

Minimum of 40 minutes a week

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Tier 2 intervention logs and/or lesson plans are reviewed by administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention are conducted by administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed by the Problem Solving Team (PST) monthly to determine if students are progressing toward grade level proficiency.
All components of the ELA classroom are embedded and available to students who are working at a distance. These components are monitored to ensure student success. Additional teacher contacts are offered to assist students working through the online instruction. Additional access to remedial content is also available to these students while they are working from home.

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

Program: myPerspectives by Savvas

Program: IXL-
IXL does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program- Improving Adolescent Literacy: Effective Classroom and Intervention Practices- Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence) and Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence). IXL utilizes these practices by providing individualized instruction on the student's level in relationship to vocabulary and reading comprehension. The monitoring for this program is ongoing via school-based data meetings, district data report outs, snapshots of data three times a year, and via student intervention documentation.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Students have the option to receive instruction via Google Classroom and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Students will receive an additional virtual contact weekly from their classroom teacher in order to support their learning at home.

[enter grade levels]

Tier 3
Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*

- *provides small group or one-on-one instruction;*

- *includes accommodations (IEP, ESOL, or 504);*

- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*

- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

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

Grade Levels: K-2

IF Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
i-Ready Scale Score on Fall Diagnostic- Student scores at or below the 25th percentile according to iReady's National Norms Tables:
K: 326 or below
1st: 374 or below
2nd:420 or below

and/or scores two or more levels below on the FAST assessment

AND/OR
Student has a previous retention or has an IEP (especially Development Delayed and Language Impairment).

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Supplemental Systematic Explicit Phonological Program
Supplemental Systematic Explicit Phonics Program
Additional Small Group for Fluency- Letter Naming/ Sounds/ Passage/Sight Words- Practice

Assessment & Frequency
Kindergarten:
Progress monitor every 10 days on letter naming (#1 upper case and #2 lower case) and #3 letter sounds.
1st Grade:
Progress monitor every 10 days on grade level phonics/phonological assessments (1st grade uses report card assessments)
2nd Grade:
Progress monitor every 10 days on grade level fluency probes.
Administer an additional diagnostic within the area of concern.

Performance Criteria to discontinue Tier 3 interventions
DECEMBER Rules-
Kindergarten: Kindergarten Report Card #1,2,3 Students have between 21 and 26 letters or sounds.
1st grade: Students are reading AT LEAST 16 WCPM on District Fluency Passages (End of Year Passage) from the Standards Based Report Card, are AT LEAST Yellow on first comprehension assessment (given in December) on Standards Based Report Card), and AT LEAST Yellow on Sight Words assessment on Standards Based Report Card.
2nd grade: Students are reading AT LEAST 50 WCPM on a District fluency passage

Performance Criteria indicating continuation of Tier 3 interventions
DECEMBER Rules-
Kindergarten: Kindergarten Report Card #1,2,3Students have less than 21 letters or sounds.
1st grade: Students are reading 15 or less WCPM on District Fluency Passages(End of Year Passage) from the Standards Based Report Card, are Red on first comprehension assessment (given in December) on Standards Based Report Card), and Red on Sight Words assessment on Standards Based Report Card.
2nd grade: Students are reading 50 or less WCPM on a District fluency passage

Grade Levels: K-2

Progress Monitoring

Performance Criteria that prompts intensified Tier 3 interventions

DECEMBER Rules-
Kindergarten: Kindergarten Report Card #1,2,3Students have less than 21 letters or sounds.
1st grade: Students are reading 15 or less WCPM on District Fluency Passages(End of Year Passage) from the Standards Based Report Card, are Red on first comprehension assessment (given in December) on Standards Based Report Card), and Red on Sight Words assessment on Standards Based Report Card.
2nd grade: Students are reading 50 or less WCPM on a District fluency passage

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Small Group with the teacher and/or reading coach to explicitly remediate identified skills/standards iReady Lessons, Progress Monitoring, and Midyear Diagnostic

Assessment & Frequency

Weekly small group instruction/ facilitation
Mini formative assessment based on skill /standards at the end of small group reteaching.
iReady= Weekly lesson monitoring, Diagnostic (3 times a year)
Administer an additional diagnostic within the area of concern.

Performance Criteria to discontinue Tier 3 interventions

The student is demonstrating mastery of all remedial skills AND moves to at least the 26th percentile or higher on the midyear iReady Diagnostic with a scale sore of:
K - 349 or higher
1st Grade-403 or higher
2nd Grade- 450 or higher
The Problem-Solving Team will meet and discuss the results of the diagnostic testing, specific skills that need to be targeted, and intensive reading instructional needs. Weekly (minimum) progress monitoring data has been collected and reviewed. Parents are notified/conferences conducted to address concern(s).

Performance Criteria indicating continuation of Tier 3 interventions

Students are making PROGRESS ON formative assessments, but have NOT mastered the skill/ standard.
Students are NOT making PROGRESS ON, and have NOT mastered the standard.
iReady Midyear Diagnostic- Student score persists at or below the 25th percentile on the Midyear Diagnostic-
K - 347 or lower
1st Grade-400 or lower
2nd Grade-445 or lower

Performance Criteria that prompts intensified Tier 3 interventions

Students are making PROGRESS ON formative assessments, but have NOT mastered the skill/ standard.
Students are NOT making PROGRESS ON, and have NOT mastered the standard.
iReady Midyear Diagnostic- Student score persists at or below the 25th percentile on the Midyear Diagnostic-
K - 347 or lower
1st Grade-400 or lower
2nd Grade-445 or lower

Grade Levels: K-2

Number of times per week intervention provided

3-5 days per week

Number of minutes per intervention session

At least 20 minutes per session

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Tier 3 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed to determine if students are progressing toward grade level proficiency.

All components of the reading block are embedded and available to students who are working at a distance. These components are monitored to ensure student success. Additional teacher contacts are provided to assist students working through the online instruction. Additional access to remedial content is also available to these students while they are working from home.

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

Benchmark Advance,Moderate/Promising Evidence
Curriculum Associates iReady, Promising Evidence
Wilson Reading System --Strong Evidence-
Reading Horizons Discovery-
Reading Horizons does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number three-Teach students to decode words, analyze word parts, and write and recognize words. Reading Horizons Discovery whole class instruction that is systematic, explicit and follows a research-based sequence of instruction for all phonics (K-3) starting with letters and ending with multisyllabic words. This program is monitored via intervention documentation for students who use the program on a Tier 2 or 3 level.
Heggerty
Heggerty does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number two -Develop awareness of the segments of sounds in speech and how they link to letters. This recommendation has strong evidence. Heggerty is a whole group routine where students are practicing via choral responses and hand motions the different areas of phonemic awareness (i.e. rhyming, beginning sounds, segmentation, oral blending, etc.)This program is monitored via standards-based report card assessments and intervention documentation for students who use the program on a Tier 2 or 3 level.
From Phonics to Reading
From Phonics to Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number

Grade Levels: K-2

three-Teach students to decode words, analyze word parts, and write and recognize words. From Phonics to Reading is whole class instruction that is systematic, explicit and follows a research-based sequence of instruction for all phonics (K-3) starting with letters and ending with multisyllabic words. This program is monitored via standards-based report card assessments and intervention documentation for students who use the program on a Tier 2 or 3 level.
Blast (Really Great Reading)-
Blast does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number three-Teach students to decode words, analyze word parts, and write and recognize words.Blast utilizes instruction that is systematic, explicit and follows a research-based sequence of instruction for all phonics (K-3) starting with letters and ending with multisyllabic words. This program is monitored via intervention documentation for students who use the program on a Tier 2 or 3 level.
Quick Reads- Strong Evidence
Corrective Reading-Promising Evidence
Story Champs-Oral Language
Story Champs does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number one- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. This recommendation has minimal or Tier 4 evidence. Story Champs focuses on teaching students narrative language skills and academic vocabulary connected to literary story structure, through multisensory means. The district monitors the implementation of story champs via standards-based report card assessments and intervention documentation for students who use the program on a Tier 2 or 3 level. Teachers are trained on the program via their reading coach.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Students have the option to receive instruction via Canvas and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Teachers modify materials and/or accommodate work based on student IEPs and 504s. Students will receive at least two additional virtual contacts from their classroom teacher weekly in order to support their learning at home. This virtual contact should also be a time for teachers to work on students' progress towards achieving their IEP goals.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
i-Ready Scale Score on Fall Diagnostic- Student scores at or below the 25th percentile according to iReady's National Norms Tables on iReady Diagnostic 1:

3rd: 464 or below
4th: 494 or below
5th: 522 or below

AND/OR
On the most recent administration of the FSA ELA Assessment, students scored a Level 1.

AND/OR
Student scores a Level 1 on the FAST assessment.

AND/OR students receiving Tier 3 interventions in the previous year.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Small Group with the teacher and/or reading coach to explicitly remediate identified skills/standards
iReady Lessons, Progress Monitoring, and Midyear Diagnostic
If identified issue is foundational reading skills- Programs used:
Wilson Reading System
Reading Horizons Elevate
Phonics for Reading (Curriculum Associates)

Assessment & Frequency
Weekly small group instruction/ facilitation
Mini formative assessment based on skill /standards at the end of small group reteaching.
iReady= Weekly lesson monitoring, Diagnostic (3 times a year)
FAST- 3 times a year
If student concerns are foundation- administer Core Phonics Survey to pinpoint specific student needs.

Performance Criteria to discontinue Tier 3 interventions
The student is demonstrating mastery of all remedial skills AND moves to at least the 26th percentile or higher on the midyear iReady Diagnostic with a scale sore of:
3rd Grade- 487 or higher
4th Grade-516 or higher
5th Grade- 536 or higher
FAST- Student score has improved, but is not a Level 3.
The Problem-Solving Team will meet and discuss the results of the diagnostic testing, specific skills that need to be targeted, and intensive reading instructional needs. Weekly (minimum) progress monitoring data has been collected and reviewed.Parents are notified/conferences conducted to address concern(s).

Performance Criteria indicating continuation of Tier 3 interventions
Students are making PROGRESS ON formative assessments, but have NOT mastered the skill/

Grade Levels: 3-5

Progress Monitoring
standard. Students are NOT making PROGRESS ON, and have NOT mastered the standard. iReady Midyear Diagnostic- Student score persists at or below the 25th percentile on the Midyear Diagnostic- 3rd Grade- 485 or lower 4th Grade-514 or lower 5th Grade- 534 or lower FAST- Student continues to perform at a Level 1.

Performance Criteria that prompts intensified Tier 3 interventions

Students are making PROGRESS ON formative assessments, but have NOT mastered the skill/ standard.
Students are NOT making PROGRESS ON, and have NOT mastered the standard.
iReady Midyear Diagnostic- Student score persists at or below the 25th percentile on the Midyear Diagnostic-
3rd Grade- 485 or lower
4th Grade-514 or lower
5th Grade- 534 or lower
FAST- Student continues to perform at a Level 1.

Number of times per week intervention provided

3-5 days a week

Number of minutes per intervention session

at least 20 minutes per session

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Tier 3 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment monthly. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed to determine if students are progressing toward grade level proficiency.

All components of the reading block are embedded and available to students who are working at a distance. These components are monitored to ensure student success. Additional teacher contacts are provided to assist students working through the online instruction. Additional access to remedial content is also available to these students while they are working from home.

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

Benchmark Advance,Moderate/Promising Evidence

Curriculum Associates iReady, Promising Evidence

Grade Levels: 3-5

Wilson Reading System --Strong Evidence

Reading Horizons Elevate--Strong Evidence

Quick Reads-Strong Evidence

Read Naturally does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation number four-Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This recommendation has moderate evidence. Read Naturally utilizes repeated reading strategies, tracking of student progress, and connecting reading fluency to comprehension through checking comprehension at the end of every passage. This is monitored through monthly fluency probes in 3rd grade and intervention documentation for Tier 2 and 3 students.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Students have the option to receive instruction via Canvas and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Teachers modify materials and/or accommodate work based on student IEPs and 504s. Students will receive at least two additional virtual contacts from their classroom teacher weekly in order to support their learning at home. This virtual contact should also be a time for teachers to work on students' progress towards achieving their IEP goals.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
Level 1 on FSA ELA

AND/OR
Two or more grade bands below on IXL for their "Overall Reading Level"

AND/OR
Student scores a Level 1 on the FAST Cambium assessment.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Mindplay Virtual Reading Coach

Assessment & Frequency
Initial and then ongoing assessment throughout the year
FAST- 3 times a year
If student concerns are foundation- administer Core Phonics Survey to pinpoint specific student needs

Performance Criteria to discontinue Tier 3 interventions
Students move from "Critical" or "Approaching" in Mindplay to "Meets"
FAST- Student score has improved, but is not at Level 3.

Performance Criteria indicating continuation of Tier 3 interventions
Students maintain or do not make growth in Mindplay.
FAST- Student continues to perform at Level 1.

Performance Criteria that prompts intensified Tier 3 interventions
Students maintain or do not make growth in Mindplay.
FAST- Student continues to perform at Level 1.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Small Group or One on One with the teacher and/or reading coach to explicitly review and reteach foundational standards and or skills.

Assessment & Frequency
Fluency probes- monthly
Skill-based formative assessments (as needed)

Performance Criteria to discontinue Tier 3 interventions
Student is reading at least 132 WCPM in Fall, 145 WCPM in Winter, and 146 WCPM in Spring on grade level passages.

Performance Criteria indicating continuation of Tier 3 interventions
Student fluency declines and/or remains the same.

Grade Levels: 6-8

Progress Monitoring

Performance Criteria that prompts intensified Tier 3 interventions
Student fluency declines and/or remains the same and/or students are not demonstrating mastery (70% or higher) on skill-based assessments.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
IXL Lessons (Individually Assigned)

Assessment & Frequency
IXL Snapshot- - Beginning, Middle, End of Year

Performance Criteria to discontinue Tier 3 interventions
Students move up a grade level on the IXL Diagnostic

Performance Criteria indicating continuation of Tier 3 interventions
Students' mid year data on IXL does not improve or declines.

Performance Criteria that prompts intensified Tier 3 interventions
Students' mid year data on IXL does not improve or declines.

Number of times per week intervention provided

up to 5 days per week

Number of minutes per intervention session

Minimum of one hour a week

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Tier 3 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed to determine if students are progressing toward grade level proficiency.

All components of the ELA classroom are embedded and available to students who are working at a distance. These components are monitored to ensure student success. Additional teacher contacts are offered to assist students working through the online instruction. Additional access to remedial content is also available to these students while they are working from home.

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

Program: Mindplay Virtual Reading Coach by Destination Knowledge- Moderate Evidence

Program: Six Minute Solutions

Grade Levels: 6-8

Six Minute Solutions does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9 recommendation number two-Provide purposeful fluency-building activities to help students read effortlessly (strong evidence). Six Minute Solutions utilizes daily repeated reading routines to build student fluency. This will be monitored via monthly fluency checks in the intensive reading class.

Program: IXL-
IXL does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program- Improving Adolescent Literacy: Effective Classroom and Intervention Practices- Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence) and Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence). IXL utilizes these practices by providing individualized instruction on the student's level in relationship to vocabulary and reading comprehension. The monitoring for this program is ongoing via school-based data meetings, district data report outs, snapshots of data three times a year, and via student intervention documentation.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Students have the option to receive instruction via Canvas and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Teachers modify materials and/or accommodate work based on student IEPs and 504s. Students will receive at least two additional virtual contacts from their classroom teacher and or ESE teacher weekly in order to support their learning at home. This virtual contact should also be a time for teachers to work on students' progress towards achieving their IEP goals.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:
Level 1 on FSA ELA

AND/OR
Two grade bands below on IXL for their "Overall Reading Level"

AND/OR
Student scores a Level 1 on the FAST Cambium assessment.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Achieve 3000

Assessment & Frequency
Achieve 3000-
Articles (Weekly)
Level Set (three times a year)

Performance Criteria to discontinue Tier 3 interventions
9th and 10th:
At the end of the school year- Student does not take Intensive Reading the following year after earning at least Level 3 on FSA/FAST.
11th and 12th:
Student earns concordant score on ACT/SAT , FSA/FAST Level 3 , and/or ELA Waiver.

Performance Criteria indicating continuation of Tier 3 interventions
Students maintain or do not make growth in Lexile on the Achieve 3000 Level Set.

Performance Criteria that prompts intensified Tier 3 interventions
Students maintain or do not make growth in Lexile on the Achieve 3000 Level Set.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Small Group or One on One with the teacher and/or reading coach to explicitly review and reteach foundational standards and or skills

Assessment & Frequency
Fluency probes- monthly
Skill-based formative assessments (as needed)

Performance Criteria to discontinue Tier 3 interventions
Discontinue this particular intervention if: Student is reading at least 132 WCPM in Fall, 145 WCPM in Winter, and 146 WCPM in Spring on grade level passages.
9th and 10th:
At the end of the school year- Student does not take Intensive Reading the following year after earning at least Level 3 on FSA.
11th and 12th:
Student earns concordant score on ACT/SAT , FSA/FAST Level 3 , and/or ELA Waiver.

Grade Levels: 9-12

Progress Monitoring

Performance Criteria indicating continuation of Tier 3 interventions

Student fluency declines and/or remains the same and/or students are not demonstrating mastery (70% or higher) on skill-based assessments.

Performance Criteria that prompts intensified Tier 3 interventions

Student fluency declines and/or remains the same and/or students are not demonstrating mastery (70% or higher) on skill-based assessments.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

IXL Lessons (Individually Assigned)

Assessment & Frequency

IXL - Beginning, Middle, End of Year
ACT/SAT- Varies- at least 2 times per school year
FSA Retakes- Twice

Performance Criteria to discontinue Tier 3 interventions

9th and 10th:
At the end of the school year- Student does not take Intensive Reading the following year after earning at least Level 3 on FSA.
11th and 12th graders-
Student earns concordant score on ACT/SAT , FSA/FAST Level 3 , and/or ELA Waiver.

Performance Criteria indicating continuation of Tier 3 interventions

Students' mid-year IXL Snapshot scores do not improve and/or student does not show improvement on ACT/SAT/FSA.

Performance Criteria that prompts intensified Tier 3 interventions

Students' mid-year IXL Snapshot scores do not improve and/or student does not show improvement on ACT/SAT/FSA.

Number of times per week intervention provided

up to 5 days per week

Number of minutes per intervention session

Minimum of one hour a week

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Tier 3 intervention logs and/or lesson plans are reviewed by reading coaches and/or administration in order to evaluate effectiveness and address core curricular and instructional alignment monthly. Classroom walkthroughs during intervention blocks are conducted by reading coaches and administration in order to collect evidence of whether or not students are responding to instruction. Student data is reviewed to determine if students are progressing toward grade level proficiency.

Grade Levels: 9-12

Reading Intervention Cadre Professional Development facilitated by the Achieve 3000 trainers to review data.

All components of the ELA classroom are embedded and available to students who are working at a distance. These components are monitored to ensure student success. Additional teacher contacts are offered to assist students working through the online instruction. Additional access to remedial content is also available to these students while they are working from home.

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

Achieve 3000- Strong Evidence

Program: Six Minute Solutions
Six Minute Solutions does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9 recommendation number two-Provide purposeful fluency-building activities to help students read effortlessly (strong evidence). Six Minute Solutions utilizes daily repeated reading routines to build student fluency. This will be monitored via monthly fluency checks in the intensive reading class.

Program: IXL-
IXL does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program- Improving Adolescent Literacy: Effective Classroom and Intervention Practices- Recommendation 1: Provide explicit vocabulary instruction (Strong Evidence) and Recommendation 2: Provide direct and explicit comprehension strategy instruction (Strong Evidence). IXL utilizes these practices by providing individualized instruction on the student's level in relationship to vocabulary and reading comprehension. The monitoring for this program is ongoing via school-based data meetings, district data report outs, snapshots of data three times a year, and via student intervention documentation.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Students have the option to receive instruction via Canvas and other online platforms or to receive instruction via paper-based materials. Teachers provide additional materials that address student needs in relationship to their performance gaps, thereby offering students additional opportunities for practice and feedback on targeted skills. Teachers modify materials and/or accommodate work based on student IEPs and 504s. Students will receive at least two additional virtual contacts from their classroom teacher weekly in order to support their learning at home. This virtual contact should also be a time for teachers to work on students' progress towards achieving their IEP goals.

Identification of Students with a Substantial Reading Deficiency

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;

- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or

- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

All schools have access to the district decision trees for each grade band. These documents guide the process for determining interventions based on the available data. Within these documents, the procedure of identifying students with a substantial reading deficiency is outlined. The criteria outlined in the Levy County Decision Trees specify that students qualify as a student with a substantial reading deficiency if any singular or combination of the criteria outlined below are met:

Students scoring at the lowest achievement level in iReady, IXL, and/or FAST (i.e. 2 or more grade levels below their current enrollment on iReady or IXL, Beginning on K-2 FAST, and a Level 1 on Grades 3-10 FAST) either at the beginning of the school year or on the mid-year diagnostic, immediately qualify to receive Tier 3 interventions in conjunction with their Tier 1 and Tier 2 instruction, as long as it is determined by the school-based problem solving team that the data point is an accurate representation of the student's abilities. At the onset of the 2022-2023 school year, Students in grades 3-10 that score a Level 1 on the 2022 FSA test will receive Tier 3 interventions in conjunction with their Tier 1 and Tier 2 instruction. Students who are repeating the grade level they were enrolled in the previous year will receive Tier 3 interventions in conjunction with their Tier 1 and Tier 2 instruction.

Students who demonstrate a lack of improvement via Tier 2 interventions will have an increase in their supports to receive Tier 3 interventions in conjunction with their Tier 1 and Tier 2 instruction, as long as it is determined by the school-based problem solving team that the data from the Tier 2 interventions is an accurate representation of the student's abilities.