2022-23 Reading Plan

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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
Secondary ELA	Hancock, Stewart Principal shancock@lcsbmail.net 3862944137
Reading Endorsement	Hingson, Alissa Director of Teaching and Learning Services ahingson@lcsbmail.net 3862944137
Reading Curriculum	Hingson, Alissa Director of Teaching and Learning Services ahingson@lcsbmail.net 3862944137
Professional Development	Hingson, Alissa Director of Teaching and Learning Services ahingson@lcsbmail.net 3862944137
Assessment	Hingson, Alissa Director of Teaching and Learning Services ahingson@lcsbmail.net 3862944137
Data Element	Hingson, Alissa Director of Teaching and Learning Services ahingson@lcsbmail.net 3862944137
Summer Reading Camp	Newman , Lisa Principal lnewman@lcsbmail.net 3862942882
Third Grade Promotion	Newman , Lisa Principal lnewman@lcsbmail.net 3862942882
300 Lowest-Performing Elementary Schools	N/A
Multi-Tiered System of Supports (MTSS)	Hingson, Alissa Director of Teaching and Learning Services ahingson@lcsbmail.net 3862944137
Main District Reading Contact	Hingson, Alissa Director of Teaching and Learning Services ahingson@lcsbmail.net 3862944137
Elementary English Language Arts (ELA)	Newman , Lisa Principal lnewman@lcsbmail.net 386-294-2882

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 district communicates the contents of its Comprehensive Evidence-Based Reading plan to all stakeholders in a variety of ways. First, the district holds meetings with the school leadership teams to share and retrieve information in writing the reading plan. Once completed and state approved, the district shares it with school leadership teams in a meeting. School leadership teams then disseminate the reading plan's contents to faculty, staff and parents during school level PLC meetings, and Title I parent and family engagement activities. The reading plan is discussed at the district staff meeting, informing all district level leaders on the contents. The reading plan is advertised for approval by the Lafayette County School Board. This gives a public forum for stakeholders to receive information and ask questions. The district's state and school board approved reading plan is posted on the district's website and on the Florida DOE
website.

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 70%

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 80%

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

The district's pre-kindergarten classes implement (new last year) curriculum (FROG Street). The pre-school teachers were given training in the planning and implementation of the new curriculum. There was also professional development given by TATS for best practices with teaching students with disabilities in the pre-K classroom. The principal also conducts data chats with the pre-K teachers to monitor students progress, to identify needs, and to formulate a plan to meet those needs. This year the district also has filled 2 out of the 3 preK classroom with certified teachers. It the district's goal to get a certified teacher in the other preK classroom as well.

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	19	30	20	28	3	10	20	28	32	10
4	14	23	23	32	8	10	20	28	32	10
5	16	26	30	17	11	8	17	30	35	10
6	29	30	13	18	9	15	20	33	20	12
7	22	23	27	13	14	15	20	35	20	10
8	17	23	23	22	15	15	20	35	15	15
9	24	21	26	22	7	15	20	25	24	16
10	26	22	23	15	14	15	20	30	25	10

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%).

Kindergarten will increase the percentage of students currently scoring at or above grade level on iReady by 5% this year, from 62% to 67%.
1st Grade will increase the percentage of students currently scoring at or above grade level on iReady by 5% this year, from 59% to 64%
Kindergarten will increase the percentage of students currently scoring at or above grade level on iReady by 5% this year, from 60% to 65%

District Budget for Evidence-Based Reading Instruction Allocation

Budget			
1	Estimated proportional share distributed to district charter		$0.00
2	Reading coaches assigned to elementary schools		$83,366.29
		FTE	2022-23
		100.0	$83,366.29
3	Reading coaches assigned to secondary schools		$0.00
		FTE	2022-23
			$0.00
4	Intervention teachers assigned to elementary schools		$37,040.80
		FTE	2022-23
		0.45	$37,040.80
5	Intervention teachers assigned to secondary schools		$18,159.54
		FTE	2022-23
		0.28	$18,159.54
6	Supplemental materials or interventions for elementary schools		$7,108.85

		FTE	2022-23
			$7,108.85
7	**Supplemental materials or interventions for secondary schools**		**$7,108.84**
		FTE	2022-23
			$7,108.84
8	**Intensive interventions for elementary students reading below grade level**		**$7,108.84**
		FTE	2022-23
			$7,108.84
9	**Intensive interventions for secondary students reading below grade level**		**$7,108.84**
		FTE	2022-23
			$7,108.84
10	**Professional development**		**$1,500.00**
		FTE	2022-23
			$1,500.00
11	**Helping teachers earn the reading endorsement**		**$800.00**
		FTE	2022-23
			$800.00
12	**Summer reading camps**		**$0.00**
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.**		**$4,000.00**
		FTE	2022-23
			$4,000.00
		Total:	**$173,302.00**

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.

The district is prioritizing K-3 students with substantial reading deficiencies in the use of its Research Based Reading Instruction Allocation funds, by using the majority of the funds to provide a highly qualified reading coach to serve and support these students and their teachers and Tier 3 Reading Interventionists to teach Tier 3 students.

School Literacy Leadership Teams

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

These requirements were communicated face to face to principals in a Administrative Monthly Meeting held on April 28, 2022. They will continued to be communicated at leadership team meetings.

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

The Director of Teaching and Learning Services

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

The Director of Teaching and Learning Services

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.

Teachers will have the opportunity to work closely with the reading/instructional coach to complete standards based curriculum maps.

Summer 2022 a team of middle school staff/teachers (6-8), 4 ELA teachers, 1 science teacher, 1 math teacher, 1 reading coach, and 2 administrators) will attend the NEFEC Summer Literacy Institute. This team will deliver the PD that they attend this summer to the other instructional staff members 6-8 during grade level common planning times, pre-planning and/or other professional development days.

Professional Learning Communities held after school hours for teachers to participate in groups of topics based on teachers' choice/student need in instructional needs in the implementation of Florida's challenging standards, including Foundational Literacy Skills.

Administrators, teachers and staff will attend literacy professional development that is provided by NEFEC and Just Read Florida! This includes NEFEC's summer institutes, rural connect meetings, JRF! Summer Reading Institutes and JRF! Regional summits.

ELA B.E.S.T. Standards training and professional development will be on-going in grades K-12, helping teachers to understand, to plan with, and to implement these standards in their classrooms beginning the 2022-2023 school year. This will be led by administrators and reading coaches.

K-5 teachers have contracted with Core Connections for professional development in teaching writing. This professional development includes direct teaching, modeling, observation, and feedback. It is aligned to the ELA B.E.S.T. Standards.

6-12th ELA/Reading teachers will participate in an follow up ACT ELA English and Reading training the summer of 2022. They will use this knowledge to host an ACT boot camp, and to implement into their classroom instruction.

6-12th teachers participate in an ELA Professional Learning Community each school year. The focuses of this year's ELA PLC will be accurately implementing the ELA B.E.S.T. Standards, Tier 2 and Tier 3 reading instruction at the secondary level (small group instruction and foundational skills).

PL for staff in literacy strategies to be utilized in all subject areas including foundational reading skills;

vocabulary instruction, writing in the content area instruction; Kagan structures that promote speaking and listening amongst students; reciprocal teaching strategy. Also, both campuses want to make the reading, writing, speaking and listening a campus wide focus. The Literacy Coaches will provide professional learning to grade levels/content areas in how to incorporate reading, writing, speaking and listening into instruction. This focus would be promoted by Literacy Leadership Team, an expectation of daily lesson plans to include the 4 quadrants would be set by administration and there would be focused walkthroughs to capture the amount of time students spend reading, writing, speaking and listening.

The State Regional Literacy Director provides professional development and supports within our schools. This training will be continued and supported by the SRLD and our reading coaches at the schools in all grade levels.

PL will be provided by North East Florida Education Consortium to a district team as a train the trainer in all things Progress Monitoring through a Progress Monitoring grant. The district team will provide PL to staff in 4 modules through out the school year 2022-2023.

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.

These requirements were communicated face to face to principals in a Administrative Monthly Meeting held on April 28, 2022. They will continued to be communicated at leadership team meetings.

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

The Director of Teaching and Learning Services

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.?
NA

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.

Lafayette County Schools has 2 schools. One elementary school and one middle/high school. It was determined that the elementary school has the greatest needs based on the student in K-3 that have substantial reading deficiencies.

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?

These requirements were communicated face to face to principals in a Administrative Monthly Meeting held on April 28, 2022. They will continued to be communicated at leadership team meetings.

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?

The Director of Teaching and Learning Services is an active member of each school's Literacy Leadership team. The Director of Teaching and Learning Services coordinates with the reading coaches on the agendas for each meeting. The director has conversations and planning sessions with the reading coaches and principals in the professional development and coaching needed at each school based on the needs that the data shows.

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

The Director of Teaching and Learning Services

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

Minimum of Quarterly

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

Problem Identification
Problem Analysis
Plan development
Plan implementation
Plan evaluation

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?
i-Ready	K-5	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Picture Vocabulary Test and / or Expressive Vocabulary Test	T2 and T3 as needed	Formative Assessment, Diagnostic	Oral Language, Vocabulary	Annually
i-Ready	K-5	Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	K-5	Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly, Annually
District Developed Assessment	K-12	Formative Assessment, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
DIBELS		Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
Diagnostic Assessment of Reading (DAR)	k-12 T2 and T3 as needed	Screener, Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
FAST - STAR	K2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Educational Software for Guiding Instruction (ESGI)	K-1	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics	3 x A Year
Achieve 3000	3-5th grade	Progress Monitoring, Formative Assessment, Summative	Fluency, Vocabulary, Comprehension	Weekly
District Developed Assessment	6-12	Progress Monitoring, Formative Assessment, Summative	Phonics, Fluency, Vocabulary, Comprehension	Weekly

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?

The Director of Teaching and Learning Services

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

Weekly reading walkthroughs by administrators; data chats with teachers facilitated by principals and reading coaches; Literacy Leadership Team meetings; training for all staff in foundational skills;

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

The process of using formative assessment data to differentiate reading instruction is modeled in the data chat meetings with teachers. This practice is modeled as a way of work for school teams, and is set as an expectation for teachers in their planning of instruction. In conversations with teachers discussing the progress of their students, data is the driving force of the conversation. Formative assessment data is the evidence used to show who needs intervention in which areas of reading, and also in choosing which supplemental reading instruction/strategies are needed to meet the students' deficiencies.

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

To incorporate literacy instruction into content areas to build discussions of text in order to deepen understanding intentional literacy based professional development with content area teachers will be implemented on the district professional development days. The district reading coaches, with assistance from administrators and the SRLD will create, and implement this PD. This PD will increase content area teachers knowledge in the use of foundational skills to help decoding on content area vocabulary words, as well as text based reading strategies that they can use with students to increase the depth of understanding of text in the content areas. Literacy coaches work with content area teachers to increase the incorporation of literacy instruction into the content areas. This is a goal on our CERP K12 Reflection Tool to increase this area.

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

Concerns are communicated during the school level MTSS/Literacy Leadership Team meetings. Principals will communicate concerns with grade level groups, or individual teachers with concerns with specific classrooms.

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.

District-level reading contact needs to be intentional in establishing a district-level Literacy Leadership Team and schedule regular meeting for the 2022-2023 school year. A planning meeting this summer would be a good strategy to get this on the calendar with a plan. (We are a 2 school district - we have had school level teams that function well - but it was discussed of the benefits of having a district level team to provide cohesiveness. Provide training to staff in literacy strategies to be utilized in all subject areas including foundational reading skills; vocabulary instruction, writing in the content area instruction; Kagan structures that promote speaking and listening amongst students; reciprocal teaching strategy. Also, both campuses want to make the reading, writing, speaking and listening a campus wide focus. This focus would be promoted by Literacy Leadership Team, an expectation of daily lesson plans to include the 4 quadrants would be set by administration and there would be focused walkthroughs to capture the amount of time students spend reading, writing, speaking and listening.
LHS will continue to work on scheduling, programs, documentation and structure to ensure Tier 3 intervention is happening appropriately.
A focus of the district-level Literacy Leadership Team will be to support administrators with walkthroughs. The team will review "look-fors" in literacy instruction. The team will conduct walkthroughs with the administrators, and focus on the reading, writing, listening and speaking in all subject areas

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 process in place to ensure effective implementation of the reading plan at each school is that principals are communicated the requirements of the reading plan in meetings with the Director of Teaching and Learning Services annually. The principals and the reading coaches are active members in the development of the reading plan as it pertains to their school and grade level spans. The principals ensure that teachers have the common planning time and time in their instructional schedules to teach reading at the Tier 1, 2, and 3 levels. The principals are active members of the School Literacy Leadership Team that engage in data analysis that leads to the problem solving method when weaknesses are discovered. Principals are a critical piece of the ensuring that the implementation of the plan is completed with fidelity.

Who at the district level supports effective implementation?

The Director of Teaching and Learning Services

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

The team will use the following problem solving process to improve the identified area in need of improvement.
Problem Identification
Problem Analysis
Plan development
Plan implementation
Plan evaluation

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Weekly walkthroughs will be conducted by administrators. Findings of the weekly walkthroughs are discussed at the School Literacy Leadership Team meetings. Teacher observation data along with student data will be used to problem solve needs whether is be professional development, change of intervention, curriculum, instructional strategies, etc.

Who at the district level supports effective implementation?

The Director of Teaching and Learning Services

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

The data collected during the weekly walkthroughs is discussed within the Literacy Leadership Team meetings. The team will use the following problem solving process to improve the identified area in need of improvement.
Problem Identification

Problem Analysis
Plan development
Plan implementation
Plan evaluation

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

What process is in place to ensure effective implementation?

The use of data to determine interventions is done in conjunction with the teacher and the reading coach (MTSS Coordinator). The reading coach/MTSS Coordinator facilitates the conversation with teachers about students in the need of interventions. Together they analyze data, choose interventions, create methods of monitoring the progress of the students, and evaluate if the intervention is working sufficiently. The principal works closely with the reading coach/MTSS Coordinator. Through conversations and observations the principal ensures that this process is working effectively for teachers and students.

Who at the district level supports effective implementation?

The Director of Teaching and Learning Services

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

The team will use the following problem solving process to improve the identified area in need of improvement.
Problem Identification
Problem Analysis
Plan development
Plan implementation
Plan evaluation

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.

The district will meet the requirements for Summer Reading Camps by providing evidencebased explicit, systematic reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension to grade 3 students who score Level 1 on the Florida Standards Assessment for ELA. This instruction will be provided by a highly effective teacher who is also endorsed in reading. The evidence-based instructional materials that will be utilized include REWARDS: REWARDS Strong; Read Works: Repeated Readings, Comprehension, vocabulary instruction, Individualized Instruction Moderate Evidence, – John Hattie Effect Size; iReady: Promising Research Support for Ready and ESSA; Promising iReady; Sequential Phonics: Phonics Instruction, Individualized Instruction Moderate Evidence – John Hattie Effect Size; QuickReads: Repeated Reading Program, Individualized Instruction Moderate Evidence – John Hattie Effect Size; and multisensory literacy activities: In accordance to 6A-6.053 multisensory activities are an appropriate intervention. John Hattie's high yield instructional strategies will be used in conjunction with the instructional materials to provide evidence-based reading.

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?

No

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

N/A

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.)
2

Students who demonstrate a reading deficiency in grades K-2
0

Students who score Level 1 in grades 4-5
0

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.)
3%

Students who demonstrate a reading deficiency in grades K-2
0%

Students who score Level 1 in grades 4-5
0%

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 plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading is to encourage students in parents to spend at least 20 minutes per day engaged in reading/and or other literacy activity. The schools reading coaches will coordinate with teacher of students who are substantially deficient in reading and ensure these students have a variety of literature/texts to use at home through several sources: classroom libraries, school libraries, partnership with the local library online library app, book trade set up in cafeteria, and magazines/newspapers. The district provided information to students about the state's at home reading initiative New World Reading to ensure books getting inside of the homes. The reading coaches will use resources from the Just Read Florida! ELA Parent Guides, the Just Read, Families! website and other resources to send home ideas for parents to engage with their children in literacy activities. These activities will be promoted through paper copies sent home with students, emailed school newsletters, school website, and PTO Facebook Pages.

Who at the district is responsible for monitoring this requirement?

The Director of Teaching and Learning Services

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?

The district supports whole group instruction utilizing evidence-based sequence of reading instruction by providing professional development to reading teachers, creating schedules that honor dedicated, uninterrupted block of time for reading instruction. The district provides reading coaches to mentor and model for teachers to help them teach reading in an evidence-based sequence with a focus on the the simple view of reading that decoding times language comprehension equals reading comprehension. The curriculum that district provides sequentially addresses the importance of a strong foundation of literacy skills to build upon to a higher level of reading comprehension increasing thinking skills, including inferring and critiquing, to students' reading. This is monitored by walkthroughs to observe whole group instruction, lesson plans, schedules, student data, and conversation to promote this way of work.

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

The Director of Teaching and Learning Services

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?

The district supports the use of texts to increase students' background knowledge and literacy skills in social studies, science and the arts, by allocating funds to purchase texts, providing professional development in best use of text to deepen knowledge, and other resources. The district provides reading coaches to mentor and model content area teachers in using reading in the classroom. This is monitored by walkthroughs to observe reading in the content area instruction, lesson plans, schedules, student data, and conversation to promote this way of work.

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

The Director of Teaching and Learning Services

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

How does the district support and monitor implementation?

The district supports small group differentiated instruction in order to meet individual student needs by providing professional development to reading teachers in small group instruction, creating schedules that allow for small group instruction, additional support staff to assist in small group instruction, supplemental resources to use to differentiate instruction based on students' needs. The district provides reading coaches/MTSS Coordinators to assist teachers in analyzing data, identifying needs, choosing sources for

intervention, and then evaluating the process. This is monitored by walkthroughs to observe small group instruction, lesson plans, schedules, student data, and conversation to promote this way of work. The district is using ESSER grant funds to provide additional teacher at each grade level at the elementary school level (k-5) to allow for help with small group instruction.

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

The Director of Teaching and Learning Services
Last

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.

The district ensures that students K-12 are taught all six components of reading by providing professional development for teachers, purchasing curriculum and resources that are aligned, monitoring lesson plans, and implementation of reading instruction through walkthroughs to ensure that all six components of reading are being taught with fidelity. The district uses a variety of assessments that assess the six components of reading to collect accurate data to analyze to identify students' success and needs for intervention. The district uses screeners, progress monitoring/formative assessments, diagnostics, and summative assessments. Screeners, progress monitoring and summative assessments are administered to all of our students. This data is used to evaluate our Tier 1 curriculum/ instruction at the school level, grade level, classroom/teacher level, all the way down to the student level. The School Literacy Leadership Team analyzes screener, progress monitoring and summative data to look for areas of success and weakness. Areas of success can be used for modeling and mentoring. Areas of weakness are analyzed further using the problem solving method to identify the problem and try solutions to make improvements in areas of curriculum, instruction, scheduling, intervention, etc. This data also shows school teams, including the teachers, what students are not making progress. With these students we used diagnostic assessment to dig deeper to pin point areas of concern so that a intervention plan can be created for the student. Standards based Tier 1 instruction is

provided to all students. Students who show that they need extra support in order to be successful with Tier I instruction is given Tier 2 standards based instruction in addition to Tier 1 in order to provide extra instruction and practice with the students learning gaps as shown by data. This Tier 2 instruction is provided in smaller groups. For students who show substantial deficiencies in reading Tier 3 instructions is provided to them in addition to Tier 2 and Tier 1 instruction. Tier 3 instruction is provided in smaller groups, and pinpoints learning gaps specific to each student. This intensive reading intervention instruction is provided by a reading certified/endorsed teacher. Progress monitoring and summative assessment are used to monitor student proficient and growth towards closing the learning gaps.

How does the district support and monitor implementation?

The district support and monitoring the implementation of the Florida's Revised Formula for Success by communicating to principals and reading coaches at the school level to ensure requirements are understood. Supports also include being an active member of the School Literacy Leadership team to help analyze data and problem solve. The district also provides funds for personnel and resources to ensure the plan can be implemented with fidelity.

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

The Director of Teaching and Learning Services

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-5

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

(Enter assessment criteria that will be used)

- FAST STAR at or above 40%tile (K-2)
-FAST Cambium (3-5)
- iReady at or above 40%tile (K-5)

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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.

K-2 Teachers will use BENCHMARK as an ELA resource to create Curriculum Maps of Explicit Instruction of ELA standards based on Marzano's Standards Based Instruction
BENCHMARK does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills#3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words.(strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly(strong). #3 Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text
Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read (strong)These recommendations were built into BENCHMARK.

3-5 Teachers will use Teacher created Curriculum Maps of Explicit Instruction of ELA standards. Teacher Created Curriculum Maps of Explicit Instruction of ELA standards does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade #2 Develop awareness of the segments of sounds in speech and how they link to letters. (strong) #3 Teach students to decode words, analyze word parts, and write and recognize words (strong) #4 Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (moderate)Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words.(strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly(strong). #3 Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text
Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read (strong):These recommendations were built into using the Standards Based Materials for instruction.

Ready Reading and trade books from the FL Civics and ELA suggested book list in the ELA BEST Standards will be used. Appropriate leveled text during small group instruction, Reciprocal Teaching and multisensory activities with a wide variety of strategies are used in the delivery of the core

Grade Levels: K-5

curriculum. This core curriculum is supported with strong evidence based on iReady data and passage rates of students in grades three -five.

Progress Monitoring

Assessment & Frequency
FAST - STAR 3x year (K-2)
FAST - CAMBIUM 3x year (3-5)
iReady Reading Diagnostic 3x year (K-5)
Educational Software for Guiding Instruction (ESGI) (K-1)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
AT least 80% of the students are performing at or above the 40%tile

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark
Student is performing below the 40%tile

How is the effectiveness of Tier 1 instruction being monitored?

The effectiveness of Tier 1 instruction is being monitored at district level, school level, grade level and teacher level data reviews of progress monitoring results at least 3x a year, standards based report cards and ESGI data.

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?

Classroom walkthroughs, observations, assessment data from FAST, iReady and ESGI diagnostics, shared data chats with the literacy coach and/or MTSS Coordinator at grade level and individual teacher levels are used to identify problems.
Procedures to improve effectiveness of Tier 1 instruction include:
-Coaching cycles with the literacy coach
-Modeled lessons by the literacy coach, or an effective or highly effective teacher,
-Co-teaching model with literacy coach or effective or highly effective teacher,
-Time to observe in classrooms of effective or highly effective teachers.
The School Literacy Leadership team reviews Tier 1 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by literacy coach and/or mentor teachers. Additional professional development is planned according to needs of staff. In the event that we are providing distance learning to students, distance learning student data, and teacher instructional delivery models will be monitored and discussed as a part of the School Literacy Leadership team.

How is the effectiveness of Tier 1 curriculum being monitored?

The School Literacy Leadership team reviews Tier 1 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by literacy coach and/or mentor teachers. Additional professional development is planned according to needs of staff. In the event that we are providing distance learning to students, distance learning student data, and teacher instructional delivery models will be monitored and discussed as a part of the School Literacy Leadership team.

Grade Levels: K-5

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

A team of literacy experts are formulated in the process of choosing Tier 1 curriculum. This team uses a rubric and the BEST Standards to vet the curriculum. There is an emphasis on providing professional learning for teachers to understand thoroughly their grade level standards so that they know if the curriculum is meeting the requirements or if it needs to be supplemented. Therefore curriculum maps (lesson plans) are reviewed and updated as needed. Differentiated instruction is used to meet students' needs and a wide variety of strategies are used along with scaffolding students who need additional supports with the Tier 1 curriculum. The standards based report cards are also used as an effective tool for the Tier 1 curriculum.
In the event that we provide distance learning to students the same procedures would be in place to identify and solve problems to improve the effectiveness of Tier 1 curriculum.

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

At this time, Lafayette County Schools do not provide instruction through distance learning. In the event of another emergency school closure, Lafayette County Schools would provide distance-learning instruction through the platform of Google Classroom. All students are provided with a Chromebook from the school. Teachers upload instruction, instructional videos, practice, and assignments into Google Classroom. Live session of instruction are conducted through Google Meets. In the event that a student does not have access to internet, paper packets with instruction, practice and assignments are created for parents/students to pick up and return to school. Teachers contact students at minimum of 1x per week to check in for progress and questions. Students may also call at certain times, or email to communicate with teachers.

Grade Levels: 6-12

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: Student is at or above grade level as determined by FAST -CAMBIUM Progress Monitoring and/or the most recent diagnostic/screening 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.

Teachers will use HMH into Literature as an ELA resource to create Curriculum Maps of Explicit Instruction of ELA standards (6th -12th). HMHdoes not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) Program Guide: Teaching Secondary Students to Write Effectively #1 Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong) #2 Integrate writing and reading to emphasize key writing features.(moderate) These recommendations were built into the HMH curriculum.

Progress Monitoring

Assessment & Frequency
-Standards Based Classroom Assessments (grades) weekly
-FAST Cambium (3-5)

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
AT least 80% of the students are performing at or above the 40%tile on PM and at least 80% of students are passing standards based Classroom Assessments

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

Student is performing below the 40%tile; Student is at least one grade level behind as indicated by the two most recent progress monitoring assessments (FAST and Standards Based Classroom Assessments)

How is the effectiveness of Tier 1 instruction being monitored?

•Weekly walkthroughs
• Standards based Classroom Assessments (grades) weekly
• FAST 3x year
• Data chat meetings with teachers
• School Literacy Leadership team analyze Tier 1 data

Grade Levels: 6-12

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?

The School Literacy Leadership team reviews student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by reading coach and/or mentor teachers. Additional professional development is planned according to needs of staff. In addition to the School Literacy Leadership Team, LHS has an ELA professional learning community that meets 3-5 times per school year to have content area conversations about best practices in ELA instruction, standards based planning, curriculum, and student products.
In the event that we are providing distance learning to students, distance learning student data, and teacher instructional delivery models will be monitored and discussed as a part of the School Literacy Leadership team and the ELA PLC as well.

How is the effectiveness of Tier 1 curriculum being monitored?

Review and updates of curriculum maps/lesson plans as needed
• Assessment data

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

To improve the effectiveness of Tier 1 curriculum, the curriculum maps are reviewed and updated as needed. Differentiated instruction is used to meet students' needs and a wide variety of strategies are used along with scaffolding students who need additional supports with the Tier 1 curriculum. Student grades and assessment data is an effective tool to evaluate the validity of Tier 1 curriculum.

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

At this time, LAFAYETTE COUNTY SCHOOLS does not provide instruction through distance learning. In the event of another emergency school closure, LAFAYETTE COUNTY SCHOOLS would provide distance-learning instruction through the platform of Google Classroom. All students are provided with a Chromebook from the school. Teachers upload instruction, instructional videos, practice, and assignments into Google Classroom. Live session of instruction are conducted through Google Meets. In the event that a student does not have access to internet, paper packets with instruction, practice and assignments are created for parents/students to pick up and return to school. Teachers contact students at minimum of 1x per week to check in for progress and questions. Students may also call at certain times, or email to communicate with teachers.

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-5

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

(Enter assessment criteria that will be used)

Student scores between 39th and 25th%tiles on FAST PM and/or iReady Diagnostic

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Great Leaps - Phonics instruction, repeated reading program, individualized instruction -

Assessment & Frequency
Great Leaps assessment charts with each lesson

Performance Criteria to discontinue Tier 2 interventions
Consistently passing lessons with < or = one error per lesson

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Inconsistently passing lessons with < one error per lesson after three attempts

Performance Criteria that prompts the addition of Tier 3 interventions
Not passing lessons with < one error per lesson after three attempts

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
iReady
45 minutes per week

Assessment & Frequency
iReady Diagnostic 3x per year

Performance Criteria to discontinue Tier 2 interventions
Consistently passing lessons at grade level with 80% accuracy per lesson

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Inconsistently passing lessons at grade level with 80% accuracy per lesson

Performance Criteria that prompts the addition of Tier 3 interventions
Not passing lessons at grade level with 80% accuracy per lesson

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
Sequential Phonics
10 -12 minutes per lesson

Assessment & Frequency
Sequential Phonics review lesson after every 5 lessons

Performance Criteria to discontinue Tier 2 interventions
Consistently passing review lesson at grade level with 90% accuracy per lesson

Grade Levels: K-5

Progress Monitoring

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

Inconsistently passing review lesson at grade level with 90% accuracy per lesson

Performance Criteria that prompts the addition of Tier 3 interventions

Not passing review lesson at grade level with 90% accuracy per lesson

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

QuickReads (3rd-5th) -Strong

Assessment & Frequency

Cold Reads
-3 times per quarter

Performance Criteria to discontinue Tier 2 interventions

Average score above >70%

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

Average score between
69% and 60%

Performance Criteria that prompts the addition of Tier 3 interventions

Average score below 59%

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Leveled Texts
15 – 20 minutes

Assessment & Frequency

Running Records
-3 times per quarter

Performance Criteria to discontinue Tier 2 interventions

August – October
3rd grade - >96%
4th grade - >96%
5th grade - >98%
November – January
3rd grade ->98%
4th grade - >99%
5th grade - >99%
February – May
3rd grade ->99%
4th grade ->98%
5th grade ->99%

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

August – October

Grade Levels: K-5

Progress Monitoring

3rd grade - between 92 – 95%
4th grade - between 91 and 95%
5th grade - between 95 and 97%
November – January
3rd grade – between 94 and 97%
4th grade – between 96 and 97%
5th grade – between 96 and 98%
February – May
3rd grade – between 97 and 98%
4th grade – between 96 and 97 %
5th grade – between 97 and 98%

Performance Criteria that prompts the addition of Tier 3 interventions

August – October
3rd grade - < 91%
4th grade - < 90%
5th grade - < 94%
November – January
3rd grade -< 93%
4th grade - < 95%
5th grade - < 95%
February – May
3rd grade - < 96%
4th grade - < 95%
5th grade - < 96%

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Reciprocal Teaching
15 – 20 minutes

Assessment & Frequency

-iReady Standards Mastery Assessments
-three times per quarter

Performance Criteria to discontinue Tier 2 interventions

Average score >65%

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

Average score between 65% and 45%

Performance Criteria that prompts the addition of Tier 3 interventions

Average score below 45%

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Acheive 3000 (3rd-5th grades)

Assessment & Frequency

Achieve 3000 lessons / weekly

Grade Levels: K-5

Progress Monitoring

Performance Criteria to discontinue Tier 2 interventions
Consistently passing lessons with average >80%

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
Consistently failing lessons with of lesson <60% but >40%

Performance Criteria that prompts the addition of Tier 3 interventions
consistently failing lessons with average of <40%

Number of times per week intervention provided

minimum of 3x per week

Number of minutes per intervention session

15-30 minutes

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?

The effectiveness of Tier 2 is being monitored through data chats using FAST PM data, iReady data, classroom/report card grades. Tier 2 lesson plans and instruction are reviewed for alignment with core curriculum and instruction.

The School Literacy Leadership team reviews Tier 2 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by reading coach and/or mentor teachers. Additional professional development is planned according to needs of staff. In the event that we are providing distance learning to students, distance learning student data, and teacher instructional delivery models will be monitored and discussed as a part of the School Literacy Leadership team.

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

Great Leaps does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. # 2 Provide purposeful fluency-building activities to help students read effortlessly. These recommendations were built into Great Leaps. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Great Leaps programs and materials and tracking progress of student growth to monitor for fidelity.

iReady does not meet strong, moderate or promising levels of evidence: however, the following IES

Grade Levels: K-5

Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills:#1 Teach students academic language skills, including the use of inferential and narrative language and vocabulary knowledge.(has rationale) #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words.(strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly(strong). These recommendations were built into iReady. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach and PD provided by iReady. Coaches and school administration will observing implementation of iReady programs and materials and tracking progress of student growth to monitor for fidelity.

QuickReads (3rd-5th) -Strong The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of QuickReads materials and tracking progress of student growth to monitor for fidelity.

Leveled Text does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills:#1 Teach students academic language skills, including the use of inferential and narrative language and vocabulary knowledge.(has rationale) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words.(strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly(strong). These recommendations were built into Leveled Text. The district will support and monitor implementation of using Leveled Texts by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Leveled Texts and tracking progress of student growth to monitor for fidelity.

Reciprocal Teaching is a strategy does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills:#1 Teach students academic language skills, including the use of inferential and narrative language and vocabulary knowledge.(has rationale) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words.(strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly(strong). #3 Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read (strong)These recommendations were built into Reciprocal Teaching. The district will support and monitor implementation of the use of Reciprocal Teaching by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Reciprocal Teaching strategy and tracking progress of

Grade Levels: K-5

student growth to monitor for fidelity.

Sequential Phonics - does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and These recommendations were built into Sequential Phonics. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately, observing implementation and tracking progress to monitor for fidelity. The district will support and monitor implementation of Sequential Phonics by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of the use of Sequential Phonics and tracking progress of student growth to monitor for fidelity.

Achieve 3000 (3rd-5th) (strong)The district will support and monitor implementation of Achieve3000 by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Achieve3000 and tracking progress of student growth to monitor for fidelity.

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

At this time, Lafayette County Schools do not provide instruction through distance learning. In the event of another emergency school closure, Lafayette County Schools would provide Tier 2 interventions through the platform of Google Classroom and/or phone calls. Tier 2 students would have increased contact with teachers via video chat or phone, individual or small group virtual sessions. In the event that a student does not have access to internet, paper packets with instruction, practice and assignments are created for parents/students to pick up and return to school. Student support need is evaluated according to need and a plan is coordinated with the parent of the student.

Grade Levels: 6-12

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

(6th-10th) Student meets the following criteria at beginning of school year: Student scored level 2 or below on the FAST for the past 2 years and did not achieve learning gains on the most recent FAST assessment.

(11th-12th) Student meets the following criteria at beginning of school year: 1) Student has not met the 10th grade reading FAST reading requirement for graduation OR 2) Student's cumulative GPA is below a 2.0 OR 3) Student is not on track to graduate with his/her 9th grade cohort.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration
6-12th Tier 2 ELA students have a reading class in their schedule that is in addition to their core ELA course. (5 days/week, 50 minutes/day)
This reading class is structured for small group rotations:
R – Reflect (Teacher group)
E – Engage – interactive/multisensory activity or Book Club
A – At your seat – independent assignment or independent reading
D – digital –reading program on computer or other literacy digital activity
In addition to standards-based materials reflective of students' needs as shown by data, small group teacher-led instruction will also include the utilization of Common Lit resources. Tier 2 students will go to the teachers table at minimum 2x week for 25 minutes. In the other rotations, students will practice skills based on needs.

Assessment & Frequency
Reading classroom grades based on standards and skills taught - weekly

Performance Criteria to discontinue Tier 2 interventions
• Student scores at grade level on progress monitoring assessment
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OR all of the following
• Student is making adequate progress to close the achievement gap with his/her peers as indicated by the most recent progress monitoring data

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
• Student is making progress toward closing the achievement gap .
• Student is still one grade level behind according to the most recent progress monitoring data

Performance Criteria that prompts the addition of Tier 3 interventions
Students meet at least 3 of the following criteria:
• Student is not making learning gains as indicated by progress monitoring data
• Student is 2 or more grade levels below as indicated on the two most recent progress monitoring assessments.
• Teacher observations or concerns

Number of times per week intervention provided

2-3

Grade Levels: 6-12

Number of minutes per intervention session

25-30 minutes

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?

The Multi-Tiered System of Support Coordinator/Literacy Coach will conduct data chat sessions with reading teachers of Tier 2 ELA students in order to analyze the effectiveness of the Tier 2 interventions. If the student data does not show improvement than the problem solving model will be used to correct the problem and find a better solution.

The School Literacy Leadership team reviews Tier 2 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by reading coach and/or mentor teachers. Additional professional development is planned according to needs of staff. In addition to the School Literacy Leadership Team, LHS has an ELA professional learning community that meets 3-5 times per school year to have content area conversations about best practices in ELA instruction, standards based planning, curriculum, and student products.
In the event that we are providing distance learning to students, distance learning student data, and teacher instructional delivery models will be monitored and discussed as a part of the School Literacy Leadership team and the ELA PLC as well.

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

Teacher led small group instruction does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Teaching Academic Content and Literacy to English Learners in Elementary School and Middle School #4 Provide small-group instructional intervention to students struggling in areas of literacy and English Language development.(moderate) Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) These recommendations were built into the Teacher led small group instruction. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the strategy of small group instruction appropriately by the literacy coach. Coaches and school administration will observing implementation of small group instruction and tracking progress of student growth to monitor for fidelity.

Standards Based materials does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) Program Guide: Teaching Secondary Students to Write Effectively #1 Explicitly

Grade Levels: 6-12

teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong) #2 Integrate writing and reading to emphasize key writing features.(moderate) These recommendations were built into using the Standards Based Materials for instruction. The district will support and monitor implementation of standards based materials ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Tier 2 materials and tracking progress of student growth to monitor for fidelity.

Common Lit does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) Program Guide: Teaching Secondary Students to Write Effectively #1 Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong) #2 Integrate writing and reading to emphasize key writing features.(moderate)These recommendations were built into the Common Lit resources. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the Common Lit materials appropriately by the literacy coach and through Common Lit online PD. Coaches and school administration will observing implementation of the Common Lit resources and materials and tracking progress of student growth to monitor for fidelity.

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

At this time, Lafayette County Schools does not provide instruction through distance learning. In the event of another emergency school closure, Lafayette County Schools would provide Tier 2 interventions through the platform of Google Classroom and/or phone calls. Tier 2 students would have increased contact with teachers via video chat or phone, individual or small group virtual sessions. In the event that a student does not have access to internet, paper packets with instruction, practice and assignments are created for parents/students to pick up and return to school. Student support need is evaluated according to need and a plan is coordinated with the parent of the student.

[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-5

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

Students scoring at or below the 24th%tile on progress monitoring assessments

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Lalilo
3 lessons per week

Assessment & Frequency
Each Lalilo lesson
DIBELS – Progress Monitoring monthly
iReady Diagnostic
three times per year

Performance Criteria to discontinue Tier 3 interventions
Consistently scoring 80% or higher on each lesson

Performance Criteria indicating continuation of Tier 3 interventions
Lack of 70-80% passage rate on activities

Performance Criteria that prompts intensified Tier 3 interventions
Lack of 69% passage rate on activities
Lack of growth on iReady diagnostic and/ or FAST PM

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Decodable Phonics Readers –

Assessment & Frequency
Biweekly Fluency check

Performance Criteria to discontinue Tier 3 interventions
Consistently building fluency (automaticity, accuracy and prosody) through repeated readings with 95% accuracy

Performance Criteria indicating continuation of Tier 3 interventions
Fluency (automaticity, accuracy and prosody) through repeated decodable readers with 70-94% accuracy

Performance Criteria that prompts intensified Tier 3 interventions
Fluency (automaticity, accuracy and prosody) through repeated decodable readers not increasing.
Lack of growth on iReady diagnostic and/ or FAST PM

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Mulitsensory Reading Activities
ie.. Reading First games, Cards, Premade Games and Teacher made games

Assessment & Frequency
DIBELS – Progress Monitoring monthly

Grade Levels: K-5

Progress Monitoring

Performance Criteria to discontinue Tier 3 interventions
ORF accuracy per minute >95%

Performance Criteria indicating continuation of Tier 3 interventions
ORF accuracy per minute 70%-91%

Performance Criteria that prompts intensified Tier 3 interventions
ORF accuracy per minute below 70%

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Great Leaps
3-12 minutes

Assessment & Frequency
-Great Leaps
assessment charts – with each lesson

Performance Criteria to discontinue Tier 3 interventions
Consistently passing lessons with < one error per lesson with 3 or less attempts

Performance Criteria indicating continuation of Tier 3 interventions
Not passing lessons with < one error per lesson with 3 or less attempts

Performance Criteria that prompts intensified Tier 3 interventions
Not passing lessons with < one error per lesson with 3 or less attempts and lack of growth on progress monitoring data (FAST or iReady)

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
REWARDS
15-30 minutes

Assessment & Frequency
DIBELS
Monthly progress monitoring

Performance Criteria to discontinue Tier 3 interventions
ORF accuracy per minute >95%

Performance Criteria indicating continuation of Tier 3 interventions
ORF accuracy per minute 70%-91%

Performance Criteria that prompts intensified Tier 3 interventions
ORF accuracy per minute below 70% and lack of growth on progress monitoring (FAST and iReady)

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
Leveled Reading Passages:

Assessment & Frequency
Grade Level Cold Read Comprehension Check/monthly
FAST / iReady PM

Grade Levels: K-5

Progress Monitoring

Performance Criteria to discontinue Tier 3 interventions
Average scoring 60% or higher

Performance Criteria indicating continuation of Tier 3 interventions
Average scoring 59% or lower

Performance Criteria that prompts intensified Tier 3 interventions
Average scoring 59% or lower and
Lack of growth on progress monitoring assessments

Number of times per week intervention provided

3-5

Number of minutes per intervention session

30

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?

The effectiveness of Tier 3 is being monitored through data chats, iReady data, Standards based report cards, and ESGI data. Tier 3 lesson plans and instruction are reviewed for alignment with core curriculum and instruction.
The School Literacy Leadership team reviews Tier 3 student data and teacher observation data to identify areas of concern in effective instruction in the ELA classrooms. Training and/or modeling is provided by reading coach and/or mentor teachers. Additional professional development is planned according to needs of staff. In the event that we are providing distance learning to students, distance learning student data, and teacher instructional delivery models will be monitored and discussed as a part of the School Literacy Leadership team.

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

Lalilo does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. # 2 Provide purposeful fluency-building activities to help students read effortlessly. These recommendations were built into Lalilo. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Tier 3programs and materials and tracking progress of student growth to monitor for fidelity.

Decodable Phonics Readers does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3

Grade Levels: K-5

Reading and Foundational Skills: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. # 2 Provide purposeful fluency-building activities to help students read effortlessly. These recommendations were built into Decodable Phonics Readers. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the Decodable Phonics Readers appropriately by the literacy coach. Coaches and school administration will observing implementation of Decodable Phonics Readers and tracking progress of student growth to monitor for fidelity.

Multisensory Reading Activities does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. These recommendations were built into use of Multisensory Reading Activities. The district will support and monitor implementation of the use of multisensory reading activities by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of multisensory reading activities and tracking progress of student growth to monitor for fidelity.

REWARDS does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. # 2 Provide purposeful fluency-building activities to help students read effortlessly.). #3 Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D. Teach students to monitor their comprehension as they read (strong) These recommendations were built into REWARDS. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the REWARDS program and materials appropriately by the literacy coach. Coaches and school administration will observing implementation of the REWARDS programs and materials and tracking progress of student growth to monitor for fidelity.

Great Leaps does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #2 Develop awareness of segments of sounds in speech and how they link to letters (strong) #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words. # 2 Provide purposeful fluency-building activities to help students read effortlessly. These recommendations were built into Great Leaps. The district will support

Grade Levels: K-5

and monitor implementation of this program by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Great Leaps programs and materials and tracking progress of student growth.

Leveled Text does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Supporting K-3 Reading and Foundational Skills: #3 Teach students to decode words, analyze word parts, and recognize words. (strong) and #4 Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (moderate). Practice Guide Providing Reading Interventions For Students in 4-9: #1 Build students' decoding skills so they can read complex multisyllabic words.(strong) # 2 Provide purposeful fluency-building activities to help students read effortlessly(strong). These recommendations were built into Leveled Text. The district will support and monitor implementation of using Leveled Texts by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Leveled Texts and tracking progress of student growth to monitor for fidelity.

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

At this time, Lafayette County Schools do not provide instruction through distance learning. In the event of another emergency school closure, Lafayette County Schools would provide Tier 3 interventions through the platform of Google Classroom and/or phone calls. Tier 3 students would have increased contact with teachers via video chat or phone, individual or small group virtual sessions. In the event that a student does not have access to internet, paper packets with instruction, practice and assignments are created for parents/students to pick up and return to school. Student support need is evaluated according to need and a plan is coordinated with the parent of the student.

Grade Levels: 6-12

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

(Enter assessment criteria that will be used)

(6th-10th) Student has scored level 1 on the FAST (or FSA) for the last two years and is not achieving learning gains OR student has been identified as having a substantial deficiency in reading by achieving the lowest achievement level on a diagnostic/screener.
(11th-12th) 1) Student has not met the 10th grade FAST (FSA) reading requirement for graduation after at least 2 attempts AND 2) Student's cumulative GPA is below 2.0, or student is not on track to graduate with his/her 9th grade cohort.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

6-12th Tier 3 ELA students have a reading class in their schedule that is in addition to their core ELA course. (5 days/week, 50 minutes/day)
This reading class is structured for small group rotations:
R – Reflect (Teacher group)
E – Engage – interactive/multisensory activity or Book Club
A – At your seat – independent assignment or independent reading
D – digital –reading program on computer or other literacy digital activity
In addition to standards-based materials reflective of students' needs as shown by data, small group teacher-led instruction will also include the utilization of Common Lit resources. Tier 3 students will go to the teachers table at minimum 3x week for 25 minutes.

Assessment & Frequency
Reading classroom grades based on standards and skills taught - weekly

Performance Criteria to discontinue Tier 3 interventions

• Student is making adequate progress toward achieving learning gains as indicated by most recent progress monitoring data OR
• Student is passing at least 2 of the following: ELA, Science, and social studies
• Student has an overall GPA above 2.0

Performance Criteria indicating continuation of Tier 3 interventions
Student is not making progress as indicated by most recent progress monitoring data
• Teacher observations and concerns.

Performance Criteria that prompts intensified Tier 3 interventions

• Student is not making progress as indicated by most recent progress monitoring data
• Student has an overall GPA below 2.0
• Teacher observations and concerns.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration
(11th- 12th) ACT Practice

Assessment & Frequency
Practice tests
1/weekly

Performance Criteria to discontinue Tier 3 interventions
Score consistently above 50% and shows that they are closing the achievement gap

Grade Levels: 6-12

<table>
<tr><td>**Progress Monitoring**</td></tr>
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Performance Criteria indicating continuation of Tier 3 interventions
Student is still not closing the achievement gap

Performance Criteria that prompts intensified Tier 3 interventions
Student is still not closing the achievement gap
Student's cumulative GPA is below 2.0, or student is not on track to graduate with his/her 9th grade cohort.

Number of times per week intervention provided

3-5

Number of minutes per intervention session

20-30minutes

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?

The School Literacy Leadership Team will analyze data of Tier 3 students to measure the growth and rate of growth of these students. The types of small group instruction and materials will be discussed to make sure that they are aligned to core curriculum and instruction. If the data shows that students are not growing, the reading coach/MTSS Coordinator will collaborate with the reading teacher in assist in lesson planning and delivery of appropriate lessons for the student groups.
The same process will be implemented for student provided Tier 3 services through distance learning.

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

Teacher led small group instruction does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Teaching Academic Content and Literacy to English Learners in Elementary School and Middle School #4 Provide small-group instructional intervention to students struggling in areas of literacy and English Language development.(moderate) Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) These recommendations were built into the Teacher led small group instruction. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the strategy of small group instruction appropriately by the literacy coach. Coaches and school administration will observing implementation of small group instruction and tracking progress of student growth to monitor for fidelity.

Standards Based materials does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary

Grade Levels: 6-12

instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) Program Guide: Teaching Secondary Students to Write Effectively #1 Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong) #2 Integrate writing and reading to emphasize key writing features.(moderate) These recommendations were built into using the Standards Based Materials for instruction. The district will support and monitor implementation of standards based materials ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of Tier 2 materials and tracking progress of student growth to monitor for fidelity.

Common Lit does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) Program Guide: Teaching Secondary Students to Write Effectively #1 Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong) #2 Integrate writing and reading to emphasize key writing features.(moderate)These recommendations were built into the Common Lit resources. The district will support and monitor implementation of this program by ensuring teachers are provided professional learning in using the Common Lit materials appropriately by the literacy coach and through Common Lit online PD. Coaches and school administration will observing implementation of the Common Lit resources and materials and tracking progress of student growth to monitor for fidelity.

ACT Practice does not meet strong, moderate or promising levels of evidence: however, the following IES Practice Guide Recommendation supports the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices: #1 Provide explicit vocabulary instruction.(promising) #2 Provide direct and explicit comprehension strategy instruction.(promising) #3 Provide opportunities for extended discussion of text meaning and interpretation(promising).#4 Increase student motivation and engagement in literacy learning.(promising) #5 Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.(promising) These recommendations were built into the ACT Practice instruction and materials.
The district will support and monitor implementation of ACT Practice materials by ensuring teachers are provided professional learning in using the materials appropriately by the literacy coach. Coaches and school administration will observing implementation of ACT Practice materials and tracking progress of student growth to monitor for fidelity.

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

At this time, Lafayette County Schools does not provide instruction through distance learning. In the event of another emergency school closure, Lafayette County Schools would provide Tier 3 interventions through the platform of Google Classroom and/or phone calls. Tier 3 students would have

Grade Levels: 6-12

increased contact with teachers via video chat or phone, individual or small group virtual sessions. In the event that a student does not have access to internet, paper packets with instruction, practice and assignments are created for parents/students to pick up and return to school. Student support need is evaluated according to need and a plan is coordinated with the parent of the student.

[enter grade levels]

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.

The district will monitor data of universal screeners, progress monitoring and through formative assessments or teacher observation to identify students with a substantial reading deficiency. See decision tree for students requirements for Tier 3 interventions.