

St. Lucie Public Schools



## 2022-23 Reading Plan

---

**Table of Contents**

---

<b>Contact Information, Communication Plan, and Student Achievement Goals</b>	<b>3</b>
<b>Budget</b>	<b>5</b>
<b>School Literacy Leadership Teams</b>	<b>8</b>
<b>Professional Development</b>	<b>9</b>
<b>Charter Schools</b>	<b>10</b>
<b>Literacy Coaches</b>	<b>11</b>
<b>District-Level Monitoring of Plan Implementation</b>	<b>14</b>
<b>School-Level Monitoring of Plan Implementation</b>	<b>17</b>
<b>Summer Reading Camp</b>	<b>19</b>
<b>Parent Support through a Read-At-Home Plan</b>	<b>21</b>
<b>Assessment, Curriculum, and Instruction</b>	<b>22</b>
<b>Identification of Students with a Substantial Reading Deficiency</b>	<b>61</b>

## Contact Information, Communication Plan, and Student Achievement Goals

### Contact Information - Part A

#### District Contact Information

##### Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Jay, Kimberly Director of Elementary Curriculum kimberly.jay@stlucieschools.org 772-429-7546
Elementary English Language Arts (ELA)	Mejias, Nancy Curriculum Developer nancy.mejias@stlucieschools.org 772-429-3949
Secondary ELA	Pruitt, Elizabeth Director of Secondary Curriculum elizabeth.pruitt@stlucieschools.org 772-429-3600
Reading Endorsement	Rodriguez, Denise Director of Talent Development denise.rodriguez@stlucieschools.org 772-429-3600
Professional Development	Rodriguez, Denise Director of Talent Development denise.rodriguez@stlucieschools.org 772-429-3600
Assessment	Ocampo, Adrian Executive Director of Assessment and Accountability adrian.ocampo@stlucieschools.org 772-429-3600
Data Element	Ocampo, Adrian Executive Director of Assessment and Accountability adrian.ocampo@stlucieschools.org 772-429-3600
Summer Reading Camp	Jay, Kimberly Director of Elementary Curriculum kimberly.jay@stlucieschools.org 772-429-7546
Third Grade Promotion	Jay, Kimberly Director of Elementary Curriculum kimberly.jay@stlucieschools.org 772-429-7546
Multi-Tiered System of Supports (MTSS)	Stanford, Heather Director of Student Services heather.stanford@stlucieschools.org 772-429-3600

**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.**

SLPS intends to publish the reading plan on the district website and within the SLPS internal online learning management system's landing page (Canvas). It will be accessible to all stakeholders such as administrators, coaches, teachers, parents, data specialists, school counselors, and community partners. The reading plan is also part of the professional development plan for the 2022-2023 school year.

**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 49%**

**Previous School Year**

**Kindergarten - % of Students "Ready" on FLKRS 54%**

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

SLPS Early Childhood Department is collaborating with the Early Learning Coalition and ALPI Headstart to analyze VPK assessment and progress monitoring data to help guide targeted instruction in our public and private VPK classrooms. Additionally, we will continue to strive to improve the provision of accommodations for our ESE students and consistency in the administration of the screener.

**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	28	24	27	16	4	23	20	30	20	7
4	32	21	24	17	7	25	20	28	20	7
5	29	26	23	15	7	26	23	26	18	7
6	27	25	21	21	7	25	22	23	23	7
7	33	23	22	15	7	24	22	25	22	7
8	31	24	24	14	7	28	19	27	19	7
9	26	24	22	20	9	25	21	25	20	9
10	29	25	20	18	8	25	20	24	21	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%).*

Students in grades K-2 will take the iReady Diagnostic in the beginning of the school year. From the baseline data, K-2 students will increase the percentage of students scoring at or above grade level by 5% based on the end of year diagnostic. Students in grades K-2 will also take the state progress monitoring and will increase their on grade level proficiency by 5% when comparing the first administration to the third administration.

**District Budget for Evidence-Based Reading Instruction Allocation**

**Budget**

1	Estimated proportional share distributed to district charter		\$323,418.00
		FTE	2022-23
			\$323,418.00
2	Reading coaches assigned to elementary schools		\$0.00
3	Reading coaches assigned to secondary schools		\$0.00
4	Intervention teachers assigned to elementary schools		\$0.00
5	Intervention teachers assigned to secondary schools		\$0.00
6	Supplemental materials or interventions for elementary schools		\$665,407.21
		FTE	2022-23
			\$665,407.21
7	Supplemental materials or interventions for secondary schools		\$120,000.00
		FTE	2022-23
			\$120,000.00
8	Intensive interventions for elementary students reading below grade level		\$0.00
9	Intensive interventions for secondary students reading below grade level		\$0.00
10	Professional development		\$0.00
11	Helping teachers earn the reading endorsement		\$600,000.00
		FTE	2022-23
			\$600,000.00
12	Summer reading camps		\$455,296.00
		FTE	2022-23
			\$455,296.00
13	Additional hour for 300 lowest-performing elementary schools		\$402,392.79
		FTE	2022-23
			\$402,392.79
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		\$0.00
<b>Total:</b>			<b>\$2,566,514.00</b>

**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.**

Schools will receive additional small group instructional materials for grades K-3 that focus on foundational skills to build phonics, phonemic awareness, and fluency. Students will also receive books to take home

that reinforce the small group instruction. A portion of the budget will also be used to provide students with a substantial reading deficiency in grades K-3 a summer program with a focus on reading.

## School Literacy Leadership Teams

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

- Leadership Kick-off: Beginning of the school year leadership professional development
- Monthly Principal Meetings
- Principal Communicator (Weekly Newsletter)
- Office of Teaching and Learning Newsletter
- District Leadership Team Bi-Weekly meetings (Executive Directors will communicate with principals)

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

- Executive Directors

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

- Executive Directors
- Curriculum Directors
- ELA Curriculum Developers



## 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.

Continued learning around the B.E.S.T. standards for teachers, administrators, coaches, interventionists around the foundations of reading to support phonemic awareness, phonics, and fluency, as well as, writing development, the reading writing connection, and data based decisions for small group instruction and intervention.

Throughout the year, data will be analyzed to determine school and teacher based needs for professional learning. Professional development may take place with teacher teams at school sites to improve reading instruction and student outcomes.

Mentor teachers are assigned for new teachers at each school site. Professional development will be scheduled throughout the school year based on teacher needs at the appropriate times. Through instructional walks, model classrooms will be identified based on their specific areas of strength to be shared with others on the campus.

Weekly collaborative planning schedules are established at each school. Monthly literacy coach meetings will include ongoing professional development in the B.E.S.T. standards, the science of reading, and effective practices in Tier 1, 2, and 3 instruction for transfer to teachers during planning. A library of recorded mini professional development sessions will be available for teachers to access based on area of need or interest.

### 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.

-Leadership Kick-off: Beginning of the school year leadership professional development

-Monthly Principal Meetings

-Principal Communicator (Weekly Newsletter)

-Office of Teaching and Learning Newsletter

-District Leadership Team Bi-Weekly meetings (Executive Directors will communicate with principals)

The district will provide professional development to coaches, teachers, administrators around the B.E.S.T. standards, science of reading, and effective practices in Tier 1, 2, and 3 instruction. The district will create the professional development mini sessions for teachers, coaches, and administrators to access. A team of talent development members support new teachers throughout the year with professional learning, mentorship, and retention.

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

Director of Talent Development

Executive Directors

### **Charter Schools**

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

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

Yes

## Literacy Coaches

### Literacy Coaches - Part A

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

#### Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;
- highly effective rating on most recent available evaluation that contains student achievement data;
- experience as successful classroom teachers;
- knowledge of evidence-based reading research;
- special expertise in quality reading instruction and infusing reading strategies into instruction;
- data management skills;
- strong knowledge base in working with adult learners;
- excellent communication skills; and
- outstanding presentation, interpersonal, and time-management skills.

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

The Reading Allocation is not used to provide literacy coaches to schools.

#### 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?**

Leadership Kickoff will communicate the requirements to principals. On-going communication will take place through the Communicator and monthly principal 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?**

Literacy coach meetings take place monthly and will have a focus on these activities. Coaches logs help to maintain the focus of daily activities. District coaching supports school based coaches in creating action plans, coaching, and providing professional development based on need.

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

Director of Talent Development, Coordinator of Curriculum, Talent Developer working directly with coaches

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

Data is collected electronically daily and reviewed monthly

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

Based on the data, professional development and support are provided at the school and coach level. Root cause is determined to provide support, action, and follow-up.

## 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?
easy CBM	Students receiving intensive intervention	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
District Developed Assessment	Grades 2-5	Progress Monitoring	Phonics, Fluency, Vocabulary, Comprehension	Monthly
Benchmark Advance Oral Language Assessment	K-5	Screener	Oral Language	Annually
Benchmark Advance Phonological Awareness	K-3	Screener	Phonological Awareness	Annually
Heggerty	VPK - 1st	Progress Monitoring	Phonological Awareness	3 x A Year
Achieve 3000	Grades 9-12	Progress Monitoring, Diagnostic	Fluency, Vocabulary, Comprehension	Monthly, 3 x A Year
FAST - Cambium	Grades 3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
FAST - STAR	Grades K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	Students in grades K-8	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly, 3 x A Year

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

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

Executive Directors

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

Fidelity walks, check list of instructional frame-work, administrator monitored collaborative planning, district-wide protocol for the approval of any reading instructional materials

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

Focus will be on reliable collection of in the moment data that is actionable and valid. District facilitated training on Aggressive Monitoring of Instruction through the "Get Better Faster" book study. Data chats through the collaborative planning process are monitored by school level literacy teams.

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

Deliberate scope and sequences are developed to incorporate content into the literacy instruction. District facilitated professional developments for content teachers include literacy strategies to incorporate into instruction. Content teachers participate in collaborative planning. Books from the B.E.S.T. list and Civics lists were purchased to infuse literacy instruction into the content areas.

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

Through Executive Directors monthly meetings with principals, concerns are addressed with actions plans for improvement. Based on data, district support is scheduled at the school level and communicated through the curriculum department.

**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.**

School based literacy teams will be a focus for the 2022-2023 school year to strengthen literacy instruction and student achievement outcomes. As B.E.S.T. standards become the sole standards expectation, focus will also include teacher professional development and support with the science of reading embedded in professional opportunities.

Literacy outcomes for students are reviewed monthly to identify needs for improvement. Support, including professional development, is scheduled. As schools identify needs for improvement, service requests are submitted and executed by either curriculum or talent development.



## 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?

Executive Directors meet monthly with principals to discuss reading instruction and walkthroughs. Data is collected through Performance Matters and PowerBI for monitoring at the district and school level. Student performance is reviewed to determine growth. Monthly meetings are conducted at the school level to review student data in order to make determinations for intervention and supports. Progress monitoring data is reviewed to determine effectiveness of interventions for continuation, exiting, or increasing intensity.

#### Who at the district level supports effective implementation?

Curriculum Developers, Curriculum Directors, Executive Directors, Talent Development Specialists

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

Data is reviewed consistently to identify areas of need. Through data chats, walkthroughs, and executive director meetings, areas are identified for improvement of effective implementation.

### Weekly reading walkthroughs by administrators - Part B

#### What process is in place to ensure effective implementation?

Instructional Rounds are conducted with school based administration to calibrate their understanding of effective instruction in reading. This is led by the Director of Talent Development and supported by the Directors of Curriculum. Weekly walkthroughs will be mirrored after the instructional rounds. The data is reviewed at the school level by the School Literacy Leadership Team.

#### Who at the district level supports effective implementation?

Curriculum Developers, Curriculum Directors, Executive Directors, Talent Development Specialists

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

Data is reviewed consistently to identify areas of need. Through data chats, walkthroughs, and executive director meetings, areas are identified for improvement of effective implementation.

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

#### What process is in place to ensure effective implementation?

Through the Director of Student Services, guidance counselor meetings are conducted to review the process of using data to determine interventions. Coaches are also provided professional development on the process. Each school has a dedicated time on their master schedule for daily interventions and these are scheduled for students in Skyward. Fidelity checks are conducted for monitoring as well.

#### Who at the district level supports effective implementation?

Director of Student Services, Directors of Curriculum, Executive Directors, Curriculum Developers

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

Surveys are conducted with administrators for areas of specific needs at their schools. Data is reviewed by the District Leadership Team to identify areas in need of improvement.

## Summer Reading Camp

### Reading Camp - Part A

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

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

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

Yes

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

All students who score a Level 1 on the 3rd grade ELA FSA will be invited to attend the summer reading camp for additional instruction in reading.

Curriculum selected covers instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension to meet the needs of students for explicit, systematic and multisensory reading instruction. Professional development is provided to teachers prior to summer school beginning.

Based on the job description for summer school teachers, they are required to have a reading endorsement or be certified in reading. In the LOU with the local teacher's union, only teachers that are highly effective are eligible to teacher summer school.

Materials for summer school include: iReady (WWC Foundational Skills Practice Guide Recommendation 1-4), Teacher Created Materials (WWC Foundational Skills Practice Guide Recommendation 1 & 4), Reading Horizons (WWC Foundational Skills Practice Guide Recommendation 3). Instruction that is explicit, systematic, and multi-sensory will take place in small groups with differentiation to meet student needs.

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

**Will the district implement this option?**

Yes

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

Curriculum selected covers instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension to meet the needs of students for explicit, systematic and multisensory reading instruction. Professional development is provided to teachers prior to summer school beginning.

Materials for summer school include: iReady (WWC Foundational Skills Practice Guide Recommendation 1-4), Teacher Created Materials (WWC Foundational Skills Practice Guide Recommendation 1 & 4), Reading Horizons (WWC Foundational Skills Practice Guide Recommendation 3), Heggerty (WWC Foundational Skills Practice Guide Recommendation 2). Instruction that is explicit, systematic, and multi-sensory will take place in small groups with differentiation to meet student needs.

**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.)**

521

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

1,822

**Students who score Level 1 in grades 4-5**

266

**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.)**

61%

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

67%

**Students who score Level 1 in grades 4-5**

16%

## **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.**

Through the partnership with St. Lucie Reads, a community based organization, books are provided throughout the community in neighborhoods with the greatest need. They partnered with two schools for the 2021-22 school year to increase literacy awareness at the home level and will continue their partnership and support in the 2022-2023 school year. All schools are Title 1 and host a parent night that teach reading strategies for families to do at home. Students that are identified as having a reading deficiency and their families are the target audience for this event. When communicating with parents of identified students, resources are provided for at home strategies. Through the state program, students identified with a substantial deficiency will be eligible for a monthly book delivery. As part of the district's Reading Deficiency Notice for parents, families are provided with strategies to support their child's reading progress at home. Benchmark Advance and the state parent guides will be referenced for parents as part of the notification. At the culmination of each reading unit, students will bring home their Benchmark Advance texts with at home activities for parents to engage in.

**Who at the district is responsible for monitoring this requirement?**

Curriculum Directors, Executive Directors

## 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?

Requirements are outlined in a K-5 Literacy Routine that highlights the components of literacy and where those components should take place within the Reading Block. This Routine is part of the uninterrupted 90 minute reading block. Master schedules may be reviewed by Executive Directors and Curriculum Directors. The plan is reviewed annually in the Principal and AP meetings.

Benchmark

Advance is used for whole group instruction and is on the state adoption list.

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

Executive Directors

District Level Directors

**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?

Principals will report to their Executive Directors during their scheduled school visits. Books from the B.E.S.T. list and Civics lists were purchased to infuse literacy instruction into social studies, science, and the arts. The core curriculum adopted highlights social studies, science, and arts topics that help increase students' background knowledge while building literacy skills. Classroom libraries were purchased for grades K-5 to allow students choice in selected texts on these topics.

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

Executive Directors will reach out to the Curriculum, or Talent Development teams for support as needed.

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

#### How does the district support and monitor implementation?

Requirements are outlined in a K-5 Literacy Routine that highlights the components of literacy and where those components should take place within the Reading Block. The plan is reviewed annually in the Principal and AP meetings.

Principals, and or coaches will report.

Support for walkthroughs are scheduled as needed.

Benchmark Advance is used for small group differentiated instruction to meet individual student needs and is on the state adoption list.

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

Executive Directors will reach out to the Curriculum, or Talent Development teams for support as needed.

### 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.

Supported instructional routines highlight the components of Florida's Revised Formula for Success. High quality instructional materials aligned to the components of Florida's Revised Formula for Success will be implemented in the 2022-23 school year. Professional development around the pedagogy connected to the components of Florida's Revised Formula for Success will continue to take place in the 2022-23 school year. Professional development around how the B.E.S.T. standards connect to the instructional routines, instructional materials, and pedagogy, will continue to take place in the 2022-23 school year.

All students have access to instruction in the six components of reading. All students have access to the 4 different types of classroom assessments. This instruction will take place during core reading instruction. Based on the assessments, differentiation will occur. Tier 2, Tier 3 intervention will be differentiated based on student data. ESE and ELL students will have access to all components of instruction.

### How does the district support and monitor implementation?

Instructional Rounds are conducted with school based administration to ensure the alignment of instructional routines, materials, and pedagogy are occurring in classrooms. Weekly collaborative planning sessions are scheduled as required time to plan instruction with a focus on quality student



work. Executive Directors meet with principals monthly to discuss implementation. District support is requested as need based on observations and data

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

District Literacy Team, Executive Directors

**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 accommodations (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)*

Grades 3-4 - FSA Scores are Level 3, 4, or 5

Grades 2-5 - Above 60% on Unit Assessments

Kindergarten - 2nd grade will be determined based on state progress monitoring

Grades K-5 - Above the 43rd percentile for iReady

## 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.

K-5 will be using the following instructional materials from the state adopted list: Benchmark Advance Heggerty will be used in K-1 classrooms for phonemic awareness; Heggerty does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3, Recommendation(s) #2, Develop awareness of the segments of sounds in speech and how they link to letters, strong evidence. These recommendation(s) were built into the program by explicit teaching of phonemes and their connections to letters and sounds.

### Progress Monitoring

#### Assessment & Frequency

-Unit Assessments approximately every 3 weeks (Grades 2-5)

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

-Above the 60th percent

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

-Below the 60th percent

---

### How is the effectiveness of Tier 1 instruction being monitored?

- Principal Walkthroughs
- School-based Data Chats
- Weekly District Data Meetings

### 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?

- District-wide Collaborative Learning and Planning protocols that take place at school sites.
- Weekly District Data Review

### How is the effectiveness of Tier 1 curriculum being monitored?

- Unit Assessment Data is reviewed along with progress monitoring data
- Teacher surveys are conducted to elicit feedback regarding curriculum

**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?**

- District-wide Collaborative Learning and Planning protocols that take place at school sites.
- Weekly District Data Review

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

Students access Canvas, our Learning Management System, to receive instruction that aligns with scope and sequence. Teachers are expected to meet with groups of students or individually as needed via Microsoft Teams.

**Grade Levels: 6-8**

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

*(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

- Grades 5-7 FSA Scores are Level 3 or above
- iReady Spring data is above the 43rd percentile
- Unit Assessment data is above 60%

Tiers 2 and 3 will have Language Arts course in addition to an intervention course.

**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.

Grades 6-8 will be using the following instructional materials from the state adopted list:

- myPerspectives - Savvas

**Progress Monitoring**

**Assessment & Frequency**

FAST Star Early Literacy 3 times a year

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

Students scoring at or above 25th percentile

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

Students scoring below the 25th percentile

---

**How is the effectiveness of Tier 1 instruction being monitored?**

- Principal Walkthroughs
- School-based Data Chats
- Weekly District Data Meetings

**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?**

- District-wide Collaborative Learning and Planning protocols that take place at school sites.
- Weekly District Data Review

**How is the effectiveness of Tier 1 curriculum being monitored?**

- Unit Assessment Data is reviewed along with progress monitoring data
- Teacher surveys are conducted to elicit feedback regarding curriculum

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

**Grade Levels: 6-8**

- District-wide Collaborative Learning and Planning protocols that take place at school sites.
- Weekly District Data Review

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

Students access Canvas, our Learning Management System, to receive instruction that aligns with scope and sequence. Teachers are expected to meet with groups of students or individually as needed via Microsoft Teams.

**Grade Levels: 9-12**

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

*(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

- Grades 8-10 FSA Scores are Level 3 or above
- PSAT89, PSAT NMSQT, SAT, ACT Scores in yellow or green range that meets the benchmark for evidence-based reading
- iReady Spring data is above the 43rd percentile for incoming 9th graders
- Achieve 3000 LevelSet above the 50th percent
- Unit Assessment data is above 50%

Tiers 2 and 3 will have an English course in addition to an intervention course.

**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.

English 1-4 will be using the following instructional materials from the state adopted list:

- myPerspectives - Savvas

**Progress Monitoring**

**Assessment & Frequency**

- Grades 3-5 State progress monitoring 2 times per year

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

Students scoring at or above the 25th percentile

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

Students scoring below the 25th percentile

**How is the effectiveness of Tier 1 instruction being monitored?**

- Principal Walkthroughs
- School-based Data Chats
- Weekly District Data Meetings

**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?**

- District-wide Collaborative Learning and Planning protocols that take place at school sites.
- Weekly District Data Review

**How is the effectiveness of Tier 1 curriculum being monitored?**

- Unit Assessment Data is reviewed along with progress monitoring data
- Teacher surveys are conducted to elicit feedback regarding curriculum

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



## **Grade Levels: 9-12**

- District-wide Collaborative Learning and Planning protocols that take place at school sites.
- Weekly District Data Review

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

Students access Canvas, our Learning Management System, to receive instruction that aligns with scope and sequence. Teachers are expected to meet with groups of students or individually as needed via Microsoft Teams.

## **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)*

- Grades 4-5 FSA Scores are Level 1 or 2 from the previous school year
- Grades K-5 iReady data is below the 43rd percentile
- Grades 2-5 Unit Assessment data is below 60%
- Grades 3-5 FAST Cambium data below the 25th percentile
- Grades K-2 FAST Star data below the 25th percentile

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

Benchmark Advance Intervention Kit

**Assessment & Frequency**  
iReady Growth Monitoring - monthly

**Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth Monitoring  
For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

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

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.  
Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

**Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention. A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.  
Students with negative trend lines will be provided Tier 3 intervention.

**Progress Monitoring**

**Tier 2 Programs/Materials/Strategies & Duration**

Reading Horizons

**Assessment & Frequency**  
iReady Growth Monitoring - monthly

**Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth

**Grade Levels: K-5****Progress Monitoring****Monitoring**

For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

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

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with

inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

**Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention. A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with negative trend lines will be provided Tier 3 intervention.

**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Leveled Literacy Intervention

**Assessment & Frequency**

iReady Growth Monitoring - monthly

**Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth Monitoring

For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

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

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with

inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

**Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the

**Grade Levels: K-5****Progress Monitoring**

performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention. A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention.

**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

iReady Instructional PDFs from the Instructional Grouping Profiles/Diagnostic

**Assessment & Frequency**

iReady Growth Monitoring - monthly

**Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth Monitoring  
For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

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

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

**Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention. A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention.

**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Quick Reads

**Assessment & Frequency**

iReady Growth Monitoring - monthly

**Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth Monitoring  
For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend

**Grade Levels: K-5****Progress Monitoring**

lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

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

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with

inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

**Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention. A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with negative trend lines will be provided Tier 3 intervention.

**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Wilson Foundations Grades K-3; Wilson Just Words (Grades 4-5)

**Assessment & Frequency**

iReady Growth Monitoring - monthly

**Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth Monitoring

For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

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

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with

inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

**Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention. A triangulation of data including class performance, intervention progress, and

**Grade Levels: K-5****Progress Monitoring**

Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention.

**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

SRA Corrective Reading

**Assessment & Frequency**

iReady Growth Monitoring - monthly

**Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth Monitoring  
For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

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

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

**Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention. A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention.

**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Earobics (paper-based materials only)

**Assessment & Frequency**

iReady Growth Monitoring - monthly

**Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth Monitoring  
For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

**Grade Levels: K-5****Progress Monitoring****Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with

inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

**Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention. A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with negative trend lines will be provided Tier 3 intervention.

**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Florida Center of Reading Research Student Center Activities

**Assessment & Frequency**

iReady Growth Monitoring - monthly

**Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth Monitoring

For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

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

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with

inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

**Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention. A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with negative trend lines will be provided Tier 3 intervention.



**Grade Levels: K-5****Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Imagine Learning English, Visualizing and Verbalizing

**Assessment & Frequency**

iReady Growth Monitoring - monthly

**Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth Monitoring

For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

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

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with

inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

**Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention. A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with negative trend lines will be provided Tier 3 intervention.

**Number of times per week intervention provided**

5 times per week

**Number of minutes per intervention session**

30 minutes per session

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

The Problem-Solving Team meets to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root cause if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed. Tier 3 intervention may also be added.

Fidelity Walkthroughs also take place during intervention to identify any issues with instructional implementation.



**Grade Levels: K-5**

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

ESSA:

- Quick Reads: Strong <https://www.evidenceforessa.org/programs/reading/quickreads-struggling-readers>
- Leveled Literacy Intervention: Strong <https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli>
- Imagine: Promising <https://www.evidenceforessa.org/programs/reading/imagine-language-literacy>
- Reading Horizons: Strong  
[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_foundationalreading\\_070516.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf)
- iReady: Promising  
<https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf>
- Wilson Reading System (Foundations:) Strong <https://www.evidenceforessa.org/programs/reading/wilson-reading-systemr> & [https://www.wilsonlanguage.com/wp-content/uploads/2015/04/FCRR\\_Foundations\\_Report.pdf](https://www.wilsonlanguage.com/wp-content/uploads/2015/04/FCRR_Foundations_Report.pdf)

What Works Clearinghouse:

- Earobics: alphabets=strong; fluency=moderate <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/158> & [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_earobics\\_011309.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_earobics_011309.pdf)

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

Distance Learning is not part of our Instructional Continuity Plan.

**Grade Levels: 6-8****IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

Grades 6-8 last available FSA Scores are Level 1 or 2

iReady data is below the 43rd percentile

Unit Assessment data is below 60%

Tier 2 will have this course in addition to their ELA course

**THEN TIER 1 Instruction and TIER 2 Interventions****Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Research/Intensive Reading Course (Differentiation; Explicit Instruction; Sequential and systematic instruction)

**Assessment & Frequency**

iReady Growth Monitoring/Monthly

**Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth Monitoring

For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

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

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with

inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

**Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention.

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with negative trend lines will be provided Tier 3 intervention.

**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

iReady

**Assessment & Frequency**

iReady Growth Monitoring/Monthly

**Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth

**Grade Levels: 6-8****Progress Monitoring****Monitoring**

For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

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

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with

inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

**Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention. A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with negative trend lines will be provided Tier 3 intervention.

**Number of times per week intervention provided**

Middle Schools in SLPS are on a 47 min and 90 min block schedule. Students attend every day for 90 minutes or every day for 45 minutes. The 90 min block has 45 min. Reading and 45 min. Language Arts.

**Number of minutes per intervention session**

Middle Schools in SLPS are on a 47 min/90 min. routine schedule. Students attend every day for 47 minutes or 90 mins. with 45 min Reading and 45 min Language Arts.

**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?**

Teams meet to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root causes if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed. Tier 3 may also be added.

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

Intensive Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation(s) 3, Routinely use a set of

**Grade Levels: 6-8**

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. These recommendation(s) were built into the program by creating daily routines that incorporate strategies and instruction that allow students to make sense of text.

ESSA or WWC Evidence:

IReady: Promising iReady meets ESSA evidence base requirements. More than one-million K-8 students across the state receiving personalized instruction showed substantial gains.

<https://districtadministration.com/wp-content/uploads/2018/12/CAAApril.pdf>

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

Distance Learning is not part of our Instructional Continuity Plan.

**Grade Levels: 9-12****IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

Last-available FSA Scores are Levels: 1.2, 1.3, 2 in consideration with:

Previous grade PSAT/SAT/ACT Scores that are in the red (more than one year behind) or low yellow (within a year's growth) for Evidence-based Reading

Unit Assessments below the 60th percent

8th grade iReady Scores (grade 9 only) below the 43rd percentile

Achieve 3000 Level Set below 50th percent

Tier 2 will have this course in addition to their ELA course

### THEN TIER 1 Instruction and TIER 2 Interventions

#### Progress Monitoring

##### **Tier 2 Programs/Materials/Strategies & Duration**

Research/Intensive Reading Course (Differentiation; Explicit Instruction; Sequential and systematic instruction)

##### **Assessment & Frequency**

Unit Assessment - Every 3 weeks

##### **Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth Monitoring

For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

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

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with

inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

##### **Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention.

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with negative trend lines will be provided Tier 3 intervention.

#### Progress Monitoring

##### **Tier 2 Programs/Materials/Strategies & Duration**

Achieve 3000

**Grade Levels: 9-12****Progress Monitoring****Assessment & Frequency**

Unit Assessment - Every 3 weeks

**Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth Monitoring

For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

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

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with

inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

**Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention. A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with negative trend lines will be provided Tier 3 intervention.

**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

CommLit/NewsELA

**Assessment & Frequency**

Unit Assessment - Every 3 weeks

**Performance Criteria to discontinue Tier 2 interventions**

A triangulation of data including class performance, intervention progress monitoring, and Growth Monitoring

For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that meet or exceed yearly progress will be exited from Tier 2 intervention.

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

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals.

Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with

**Grade Levels: 9-12****Progress Monitoring**

inconsistent performance will continue with Tier 2 intervention. If deemed necessary, a change in intervention or interventionist can be determined at this time.

**Performance Criteria that prompts the addition of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention. A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with negative trend lines will be provided Tier 3 intervention.

**Number of times per week intervention provided**

High Schools in SPLS are on a block schedule. Students attend every other day for 90 minutes or every day for 45 minutes depending on which period is the school's skinny.

**Number of minutes per intervention session**

45-90 minutes

High Schools in SPLS are on a block schedule. Students attend every other day for 90 minutes or every day for 45 minutes depending on which period is the school's skinny.

**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?**

Teams meet to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root causes if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed. Tier 3 may also be added.

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

ESSA or WWC Evidence:

Achieve3000: Strong Evidence Achieve3000 offers digital, supplemental literacy programs for grades 2-12 and includes differentiated content to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills. <https://www.achieve3000.com/about/press-room/press-releases/strong-evidence-largest-effect-student-success/>

Intensive Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation(s) 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

### **Grade Levels: 9-12**

Part 3D. Teach students to monitor their comprehension as they read. These recommendation(s) were built into the program by creating daily routines that incorporate strategies and instruction that allow students to make sense of text.

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

Distance Learning is not part of our Instructional Continuity Plan.

### **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 were provided Tier 1, 2, and 3 intensive interventions at the end of the prior school year or if a large gap is determined based on the beginning of the year assessments, students will be provided Tier 1, 2, and 3 Interventions.

Grades 4-5 FSA Scores are Level 1.1

Grades K-5 iReady data is below the 20th percentile.

Grades 2-5 Unit Assessment data is below 30%

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

Benchmark Advance Intervention Kit

**Assessment & Frequency**

EasyCBM - every 2-4 weeks

**Performance Criteria to discontinue Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. or EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3 intervention.

**Performance Criteria indicating continuation of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EASY CBM. For EASYCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students making positive progress but not closing the gap with grade level peers and who demonstrate the need for this level of intensive intervention to maintain progress will continue with Tier 3 intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

Reading Horizons

**Assessment & Frequency**

EasyCBM - every 2-4 weeks

**Performance Criteria to discontinue Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. or EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3 intervention.

**Grade Levels: K-5****Progress Monitoring****Performance Criteria indicating continuation of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EASY CBM. For EASYCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students making positive progress but not closing the gap with grade level peers and who demonstrate the need for this level of intensive intervention to maintain progress will continue with Tier 3 intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.

**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Leveled Literacy Intervention

**Assessment & Frequency**

EasyCBM - every 2-4 weeks

**Performance Criteria to discontinue Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. or EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3 intervention.

**Performance Criteria indicating continuation of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EASY CBM. For EASYCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students making positive progress but not closing the gap with grade level peers and who demonstrate the need for this level of intensive intervention to maintain progress will continue with Tier 3 intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.

**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

iReady Instructional PDFs from the Instructional Grouping Profiles/Diagnostic

**Assessment & Frequency**

EasyCBM - every 2-4 weeks

**Performance Criteria to discontinue Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. or EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly

**Grade Levels: K-5****Progress Monitoring**

progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3 intervention.

**Performance Criteria indicating continuation of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EASY CBM. For EASYCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students making positive progress but not closing the gap with grade level peers and who demonstrate the need for this level of intensive intervention to maintain progress will continue with Tier 3 intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.

**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Quick Reads

**Assessment & Frequency**

EasyCBM - every 2-4 weeks

**Performance Criteria to discontinue Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. or EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3 intervention.

**Performance Criteria indicating continuation of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EASY CBM. For EASYCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students making positive progress but not closing the gap with grade level peers and who demonstrate the need for this level of intensive intervention to maintain progress will continue with Tier 3 intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.

**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Wilson Foundations Grades K-3 Wilson Just Words (Grades 4-5)

**Assessment & Frequency**

EasyCBM - every 2-4 weeks

**Performance Criteria to discontinue Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring

**Grade Levels: K-5****Progress Monitoring**

progress. or EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3 intervention.

**Performance Criteria indicating continuation of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EASY CBM. For EASYCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students making positive progress but not closing the gap with grade level peers and who demonstrate the need for this level of intensive intervention to maintain progress will continue with Tier 3 intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.

**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

SRA Corrective Reading

**Assessment & Frequency**

EasyCBM - every 2-4 weeks

**Performance Criteria to discontinue Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. or EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3 intervention.

**Performance Criteria indicating continuation of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EASY CBM. For EASYCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students making positive progress but not closing the gap with grade level peers and who demonstrate the need for this level of intensive intervention to maintain progress will continue with Tier 3 intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.

**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Earobics (paper-based materials only)

**Assessment & Frequency**

EasyCBM - every 2-4 weeks

**Grade Levels: K-5****Progress Monitoring****Performance Criteria to discontinue Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. or EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3 intervention.

**Performance Criteria indicating continuation of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EASY CBM. For EASYCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students making positive progress but not closing the gap with grade level peers and who demonstrate the need for this level of intensive intervention to maintain progress will continue with Tier 3 intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.

**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Florida Center of Reading Research Student Center Activities

**Assessment & Frequency**

EasyCBM - every 2-4 weeks

**Performance Criteria to discontinue Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. or EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3 intervention.

**Performance Criteria indicating continuation of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EASY CBM. For EASYCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students making positive progress but not closing the gap with grade level peers and who demonstrate the need for this level of intensive intervention to maintain progress will continue with Tier 3 intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.

**Number of times per week intervention provided**

3-5

**Grade Levels: K-5**

**Number of minutes per intervention session**

20 minutes

**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?**

Teams meet to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root cause if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed.

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

ESSA:

Quick Reads: Strong

- <https://www.evidenceforessa.org/programs/reading/quickreads-whole-class> Leveled Literacy

Intervention: Strong

- <https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli>

Imagine: Promising

- <https://www.evidenceforessa.org/programs/reading/imagine-language-literacy> iReady: Promising
- <https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf>

What Works Clearinghouse:

Reading Horizons: Strong

- [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_foundationalreading\\_070516.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf) Earobics:

Moderate

- <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/158> Leveled Literacy Intervention: Promising
- <https://ies.ed.gov/ncee/wwc/Intervention/1287>

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

Distance Learning is not part of our Instructional Continuity Plan.



**Grade Levels: 6-8****IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

Students were provided Tier 1, 2 and 3 intensive intervention at the end of the prior school year or if a large gap is determined based on the beginning of the year assessments, students will be provided Tier 1, 2, and 3 interventions

Grades 6-8 last available FSA Scores are Levels: 1.1, 1.3, 2

Unit Assessments below 30th percentile

Reading Plus, Grade 6-8, last year FSA achievement below satisfactory, inadequate

IReady scores below 20th percentile

Tier 3 will have this course in addition to their ELA course

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

Intensive Reading Course

**Assessment & Frequency**

EasyCBM every 4 weeks

**Performance Criteria to discontinue Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3 intervention.

**Performance Criteria indicating continuation of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EASY CBM. For EASYCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students making positive progress but not closing the gap with grade level peers and who demonstrate the need for this level of intensive intervention to maintain progress will continue with Tier 3 intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

iReady

**Assessment & Frequency**

EasyCBM every 4 weeks

**Performance Criteria to discontinue Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and Growth Monitoring progress. For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet

**Grade Levels: 6-8****Progress Monitoring**

or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3 intervention.

**Performance Criteria indicating continuation of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students making positive progress but not closing the gap with grade level peers and who demonstrate the need for this level of intensive intervention to maintain progress will continue with Tier 3 intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.

**Number of times per week intervention provided**

3-5

**Number of minutes per intervention session**

20

**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?**

Teams meet to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root cause if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed.

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

ESSA or WWC Evidence:

iReady: Promising iReady meets ESSA evidence base requirements. More than one-million K-8 students across the state receiving personalized instruction showed substantial gains.

<https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf>

Intensive Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation(s) 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. These recommendation(s) were



**Grade Levels: 6-8**

built into the program by creating daily routines that incorporate strategies and instruction that allow students to make sense of text.

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

Distance Learning is not part of our Instructional Continuity Plan.

**Grade Levels: 9-12****IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Last-available FSA Scores are Levels: 1.1, 1.3, 2 in consideration with:

Previous grade PSAT/SAT/ACT Scores that are in the low red (more than one year behind) for Evidence-based Reading

Unit Assessments below the 30th percent

8th grade iReady Scores (grade 9 only) below the 20th percentile

Achieve 3000 LevelSet below 30th percent

Tier 3 will have this course in addition to their ELA course

**THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions****Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Research/Intensive Reading Course (Differentiation; Explicit Instruction; Sequential and systematic instruction)

**Assessment & Frequency**

Easy CBM every 4 weeks

**Performance Criteria to discontinue Tier 3 interventions**

For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3 intervention.

**Performance Criteria indicating continuation of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EASY CBM. For EASYCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students making positive progress but not closing the gap with grade level peers and who demonstrate the need for this level of intensive intervention to maintain progress will continue with Tier 3 intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.

**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Achieve 3000

**Assessment & Frequency**

EasyCBM every 4 weeks

**Performance Criteria to discontinue Tier 3 interventions**

For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3 intervention.

**Grade Levels: 9-12****Progress Monitoring****Performance Criteria indicating continuation of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EASY CBM. For EASYCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students making positive progress but not closing the gap with grade level peers and who demonstrate the need for this level of intensive intervention to maintain progress will continue with Tier 3 intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.

**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

CommonLit/NewsELA

**Assessment & Frequency**

EasyCBM every 4 weeks

**Performance Criteria to discontinue Tier 3 interventions**

For Growth Monitoring, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students with positive trend lines that do not meet or exceed yearly progress or questionable trend lines with inconsistent performance will continue with Tier 2 intervention but will not need to continue Tier 3 intervention.

**Performance Criteria indicating continuation of Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EASY CBM. For EASYCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students making positive progress but not closing the gap with grade level peers and who demonstrate the need for this level of intensive intervention to maintain progress will continue with Tier 3 intervention.

**Performance Criteria that prompts intensified Tier 3 interventions**

A triangulation of data including class performance, intervention progress, and EasyCBM. For EasyCBM, the Problem Solving Team (PST) will meet to review the performance trend lines towards end of year goals. Students continuing with negative or questionable trend line even with the addition of Tier 3 intervention will receive a change in intervention or interventionist.

**Number of times per week intervention provided**

3-5

**Number of minutes per intervention session**

20

**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?**

## **Grade Levels: 9-12**

Teams meet to review data including attendance, growth monitoring, classroom assessments, and intervention data to determine if students are making adequate progress and root cause if they are not. For students not making progress, the intervention, the intensity, or the person delivering the intervention is changed.

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

ESSA or WWC Evidence:

Achieve3000: Strong Evidence Achieve3000 offers digital, supplemental literacy programs for grades 2-12 and includes differentiated content to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills. <https://www.achieve3000.com/about/press-room/press-releases/strong-evidence-largest-effect-student-success/>

Intensive Reading does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Recommendation(s) 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. These recommendation(s) were built into the program by creating daily routines that incorporate strategies and instruction that allow students to make sense of text.

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

Distance Learning is not part of our Instructional Continuity Plan.

## 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.**

Data is reviewed consistently and constantly to determine student needs. After each assessment, diagnostic, formative, summative, data is reviewed for student performance. Students who perform in the lowest achievement levels are identified for tiered intervention referenced in the decision trees for tier 3 criteria. Root cause is determined for appropriate placement in intervention. Teacher teams meet with appropriate school-based personnel (coach, guidance counselor, administration) to form groups based on student needs and to determine the appropriate evidence-based intervention.