

Gilchrist County School District



2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Perryman, Krista Director of Elementary Education perrymank@mygcsd.org 3524633200
Elementary English Language Arts (ELA)	Perryman, Krista Director of Elementary Education perrymank@mygcsd.org 3524633200
Reading Curriculum	Perryman, Krista Director of Elementary Education perrymank@mygcsd.org 13524633200
Summer Reading Camp	Perryman, Krista Director of Elementary Education perrymank@mygcsd.org 13524633200
Third Grade Promotion	Perryman, Krista Director of Elementary Education perrymank@mygcsd.org 13524633200
Multi-Tiered System of Supports (MTSS)	Perryman, Krista Director of Elementary Education perrymank@mygcsd.org 13524633200
Secondary ELA	Gartin, Linda Director of Secondary Education gartinl@mygcsd.org 13524633200
Assessment	Allen, Darby Assistant Superintendent allend@mygcsd.org 13524633200
Data Element	Barry, Lisa Director of MIS barryl@mygcsd.org 13524633200
Reading Endorsement	Bible, BillieJo Director of Human Resources bibleb@mygcsd.org 13524633200
Professional Development	Perryman, Krista Director of Elementary Education perrymank@mygcsd.org 13524633200

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.

Every year, we hold a three- day Summer Instructional Leadership work session where we bring all school level administrators together with the whole district instructional team. The K-12 Reading Plan

will be reviewed in great detail at that time. This will be both the method for communicating the contents as well as helping school level administrators know their responsibilities within the plan. During this time, we will also determine the exact method of dissemination for coaches, teachers, and families. However, coaches will definitely receive training on the content of the plan before teachers return to school. Adjustments will be made after these two meetings if needed based on feedback from administrators and coaches. Reading Leadership Teams at each school will be given the reading plan and will go over it with the guidance of the coach. Teachers will receive the information during pre-planning at each school. Families will be given the information and the link to the document during Open House or within the first month of school. The link will remain on the school website throughout the year. Teachers/Staff – during preplanning Parents/Community – link on website

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 50%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 60%

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

Since February of 2021 Gilchrist County VPK piloted the STAR Early Literacy Assessment. As the state rolls out the new Pre-K-8 progress monitoring we feel confident in our structure to use that data to inform educational decisions throughout the year. Through collaboration between our Pre-K coordinator and the Director of Elementary Schools, the VPK teachers will participate in trainings throughout the school year offered to our primary teachers. They will be a part of our standards training including a training/description of the VPK Crosswalk standards. (4 years old to Kindergarten 2017- crosswalk with Florida B.E.S.T K-3 standards). VPK teachers will meet with the coordinator of elementary to write out an MTSS plan for each student based on the data. The Director of Elementary will be included as necessary.

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	17	25	32	18	8	10	20	30	25	15
4	13	26	30	22	8	10	20	30	25	15
5	11	20	38	26	5	10	10	40	30	10
6	13	24	21	28	14	10	15	25	35	15
7	20	19	31	21	8	10	15	30	35	10
8	17	26	34	15	9	10	15	30	35	10
9	14	17	31	23	15	10	10	25	35	20
10	29	20	26	18	8	10	15	25	35	15

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%).

This year Kindergarten had an I ready overall score of 400 (393 is mid to on grade level), PA-418, phonics-400, Vocabulary-393 and a combined comprehension average of 400. The average kindergarten Iready percentile ranking was 53. First grade had an I ready overall score of 453 (458 is mid to on grade level), PA-463, phonics-467, Vocabulary-441 and a combined comprehension average of 450. The average 1st grade Iready percentile ranking was 50. Second grade had an a I ready overall score of 495 (513 is mid to on grade level), PA-423, phonics-503, Vocabulary-492 and a combined comprehension average of 492. The average 2nd grade Iready percentile ranking was 49. Based on this information we have set goals for each grade level, concentrating on 1st and 2nd grade. By the end of the 22-23 school year our goal is to have an average iready over all score in grades k-2 of at least mid to on grade level. Our goal for 1st and 2nd grade is to have a mid to late average scale score in reading comprehension by the end of the 22-23 school year. Our final goal is to have an average iready percentile ranking of 55 or better in grades K-2.

District Budget for Evidence-Based Reading Instruction Allocation

Budget		
1	Estimated proportional share distributed to district charter	\$0.00
	FTE	2022-23
		\$0.00
2	Reading coaches assigned to elementary schools	\$65,297.00
	FTE	2022-23
	1.0	\$65,297.00
3	Reading coaches assigned to secondary schools	\$77,506.00
	FTE	2022-23
	1.0	\$77,506.00
4	Intervention teachers assigned to elementary schools	\$0.00
	FTE	2022-23
	0.0	\$0.00
5	Intervention teachers assigned to secondary schools	\$19,770.00
	FTE	2022-23
	0.28	\$19,770.00
6	Supplemental materials or interventions for elementary schools	\$37,000.00
	FTE	2022-23
	0.0	\$37,000.00
7	Supplemental materials or interventions for secondary schools	\$0.00
8	Intensive interventions for elementary students reading below grade level	\$0.00

9	Intensive interventions for secondary students reading below grade level		\$0.00
		FTE	2022-23
			\$0.00
10	Professional development		\$0.00
		FTE	2022-23
			\$0.00
11	Helping teachers earn the reading endorsement		\$0.00
		FTE	2022-23
			\$0.00
12	Summer reading camps		\$64,726.00
		FTE	2022-23
			\$64,726.00
13	Additional hour for 300 lowest-performing elementary schools		\$0.00
		FTE	2022-23
			\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		\$0.00
		FTE	2022-23
			\$0.00
Total:			\$264,299.00

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

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

Because our Research-Based Reading Instruction Allocation will not cover the personnel (not to mention materials and professional development) needed to fully implement the expectations of the K-12 Reading Plan, we use other funds to supplement the allocation to fully fund our reading program district wide. This includes the use of General funds and Title funds. Because we only have four schools, we hire a qualified reading coach at all four schools along with certified reading teachers. In addition, we hire K-2 interventionists at each elementary school.

*To help fund our reading program, we provide the following staff in addition to regular classroom teachers (already provided by the general budget):

Reading Coach – at least one at each school (two middle/high schools and two elementary schools)

Reading Teachers – three at each middle/high school

Interventionists – one at each elementary school

Support Facilitators – one at each school

We also provide (outside the reading allocation) intervention programs and materials to all grades, professional development, help for teachers trying to earn their endorsement, and we fund 3rd grade reading camp. This summer, we are also funding camp for upcoming 5th graders.

We have purchased i-ready supplemental materials and utilize the progress monitoring to identify early literacy deficiencies in K-3. We also use i-ready for Tier 2 and Tier 3 interventions in K-3.

School Literacy Leadership Teams

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

Principals and district staff will be informed during our upcoming Summer Leadership Team Meetings. Coaches will be informed during our Back to School Coaches meeting before teachers return. Teachers will be informed during pre-planning at a school-wide faculty meeting where the K-12 Reading Plan will be reviewed with all.

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

Assistant Superintendent
Director of Elementary Education
Director of Secondary Education

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

The District Leadership Team is monitoring this; coaches can talk to school-level administration and/or district-level administration if these requirements are not being followed.

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.

Professional Development in:

The Science of Reading, Phonemic Awareness/Phonics/Word study/spelling/fluency/vocabulary/comprehension/ explicit, systematic, and sequential approach to reading instruction.

How:

Training will be provided monthly by the Reading Coaches as outlined in Monthly calendars.

Trainings through Reading Horizon and Really Great Reading strategies and approach K-5.

This year selected teachers will be trained as trainers in Reading Horizons to support the science of reading.

Follow up and refresher trainings from 2021-22 trainings will be given to all teachers. Multisensory strategies will be weaved into all monthly trainings provided by the reading coaches.

(See 11C)

Differentiated/Intensified:

During Summer Instructional Team meetings, 2021-22 data will be analyzed to identify teachers in need of extended training and support. The reading coaches will work with these teachers to provide the training needed in area of need. Each quarter, data will be reevaluated to identify need.

Through classroom walkthroughs, classroom observations and reported data, school leadership will identify mentor teachers and model classrooms. Within monthly instructional reports Principals will identify mentor teachers and model classrooms and report on how they are being utilized.

Through monthly calendars, Principals will designate weekly time set aside to allow for professional development.

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.

Requirements will be discussed and reviewed at Summer Instructional Leadership Meetings. At our Summer Instructional Leadership Meetings the district team will work together to develop district initiatives revolving around new standards and curriculum. We will develop professional development goals based on what we learned from the O.T.I.S.S tool through our time with piloting practice profiles. We will evaluate our progress towards these goals at our monthly Instructional Team meetings. As well, we will continue to provide time and opportunity for administration to receive ample training in the Science of Reading and the new standards.

Principals will report and problem-solving conversations will occur at Monthly Instructional Team meetings.

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

Assistant Superintendent
Director of Elementary Education
Director of Secondary Education

Charter Schools

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

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

NA

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

We have a reading endorsed coach at all four schools. Two elementary schools and two high schools. Within the schools the coaches train all teachers in relevant topics such as the new standards. Using current data, iready, grades etc, teachers will be identified and the coaching cycle will begin. Teachers with targeted, specific needs will also be identified. We are putting a strong emphasis on phonics and decoding this year. We

know that ensuring K-3 students are proficient readers is a priority. However, we recognize the needs of multi-sensory instruction and in some cases foundational skills in the Middle- High 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?

Summer Instructional Leadership Meetings and throughout the year through monthly instructional team meetings.

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

Principals will meet with coaches weekly to have data chats and do needs analysis.

Coaches will meet with the Director of Elementary Education monthly to discuss needs and strategies and plan development. Meetings will include other district staff such as Director of Secondary Education and Assistant Superintendent as necessary.

At pre-planning all four coaches will meet with the education directors to analyze the O.T.I.S.S tool utilized last year during our pilot of the practice profiles. Using this tool, differentiated PD will be designed to support all teachers and their specific need.

A large part of the reading allocation is used for Reading Coaches at both the elementary and secondary level. In addition to this, we have secured a portion of the ESSER funds to continue to support our efforts in providing high quality professional development based on need.

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

Director of Elementary Education

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

Monthly

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

Identify the problem and identify barriers to a positive outcome. The O.T.I.S.S will be one tool used to identify these needs as well as the information obtained from the reading walk throughs conducted by the principals and coaches using the document provided by NEFEC. Then problem solve to create a feasible

solution to the problem. Coaches and/or Principals will be required to report back to the District Instructional Team if a plan of action is put into place for changes.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

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

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
i-Ready	All K-8 Students	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Oral Reading Fluency (ORF)	All K-5 Reading and ELA Students	Formative Assessment	Fluency	3 x A Year
Sunday Screener (See 11C)	Struggling 6th-12th Graders	Screener, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
FAIR	9th-12th Grade Students	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
FAST - STAR		Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
District Developed Assessment	K-12	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
STAR CBM	K-2	Screener, Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly
Horizons Screener	K-5	Screener	Oral Language, Phonological Awareness, Phonics	Quarterly
Pre-ACT	10th graders	Summative	Fluency, Vocabulary, Comprehension	Annually
non-reportable ACT	11th graders and 12th graders that need a concordant score	Summative	Fluency, Vocabulary, Comprehension	Annually
Achieve 3000	6-12	Screener, Progress Monitoring, Diagnostic	Fluency, Vocabulary, Comprehension	Weekly

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

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

Director of Elementary Education

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

This year the district is committed to providing administration with extensive training in the Science of Reading and our work through practice profiles. All supplemental programs have been vetted using either sites recommended by DOE or evidence through the practice profiles. Administrators, district and/or school level do reading observations and informal classroom visits to ensure effective reading instruction is occurring in all classrooms with new curriculum. This will be done using the reading walk through document provided by NEFEC. Reading coaches also meet with teachers and observe to offer assistance and guidance where needed.

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

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. If a problem is determined by the District Instructional Team or the Principal, the district team will work directly with the principal to identify and solve the problem. The district will also require the school to report back once the problem has been corrected OR within a month to report on the progress made thus far.

Principals meet with their grade levels monthly to have data chats and discuss any needs or area of concern.

Quarterly, progress monitoring data is reviewed and educational decisions and needs are discussed

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

All measures are taken to provide content rich texts in all areas of learning. Classroom libraries are expected in all content areas. The Civics Literacy Grant was used to provide high quality civics texts recommended by the state in middle/high school classrooms. Since this funding was limited, it was matched within our title I funds to provide elementary teachers with state suggested civics literacy books. Reading coaches have been placed in the middle/high schools to help promote and support literacy in all content areas. Although elementary coaches are labeled "reading coaches" they assist in all classrooms, in all content areas and provide trainings to all content teachers.

Cross grade level meetings occur to establish concurrent topics and availability to incorporate reading strategies throughout.

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

The district level administrative team meets with individual principals to ensure that the instruction is implemented in a systematic and explicit manner. If it is found that it is not being implemented, this would be an individual conversation with a principal with the expectation that the principal meets with the teacher/grade level of concern to correct the problem. During the conversation, a course of action would be determined as well as a follow up method to evaluate the results.

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.

In evaluating our results section E, Professional Development, showed the greatest need scoring at partially implemented. We realize that COVID and the lack of substitutes has taken the greatest toll on this area. With things slowly making it's way back to normal, we have worked to create professional development opportunities that allow for much needed training. Strengthening areas within section A will also help with this as we work to identify coaches and other personnel to serve as trainers.

We also recognize areas with in Section B that score at partially implemented. We have worked into our coaches yearly plan to train and assist teachers in effectively analyzing their data and how to make informed decisions.

Although we feel we are doing well in most the areas of section c, we realize there is much to be done. Transitioning to the new standards and curriculum has not come without its challenges. We will continue into this school year supporting the teachers and administration through trainings and question answer sessions to effectively and efficiently implement the new standards and curriculum. We will also continue to work through our MTSS process to be sure we are continually monitoring the progress of not only our T3 students but our T2 as well. We will develop an MTSS committee this summer to design and implement an MTSS handbook to guide teachers and administration in making informed decisions in regards to interventions.

We will continue to monitor our progress by:

Throughout the year several committees and teams meet to discuss data, school needs, teacher and grade level needs as well as individual student needs. October/November, January/February and April/May, the reading plan will be evaluated analyzing each section. Prior to these meeting, Principals meet with teachers and coaches to get input from each to bring to the instructional team. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report includes the implementation of the K-12 reading plan. A review is done once more in the summer with principals.

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?

Principals will meet weekly with reading coaches to monitor effective implementation. Reading coaches will report on their work with model classrooms and the literacy leadership team. Principals will meet monthly with lead teachers to discuss areas of the reading plan and identify areas of need based on weekly reading walkthroughs using the NEFEC designed Reading Walkthrough Checkoff sheet. The district level administrative team meets with individual principals to ensure that the K-12 Plan is being implemented in an explicit manner. If it is found that it is not being implemented, this would be an individual conversation with a principal with the expectation that the principal meets with the teacher/ grade level of concern to correct the problem. During the conversation, a course of action would be determined as well as a follow up method to evaluate the results.

Who at the district level supports effective implementation?

Assistant Superintendent
Director of Elementary Education
Director of Secondary Education

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

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report includes the implementation of the K-12 reading plan. Through discussion with lead teachers and reading coaches, administrators identify areas of need and report these on the instructional team report. If a problem is determined by the District Instructional Team or the Principal, the district team will work directly with the principal to identify and solve the problem. The district will also require the school to report back once the problem has been corrected OR within a month to report on the progress made thus far.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

The district level administrative team meets with individual principals to ensure that the K-12 Plan is being implemented in an explicit manner. If it is found that it is not being implemented, this would be an individual conversation with a principal with the expectation that the principal meets with the teacher/ grade level of concern to correct the problem based on weekly reading walkthroughs using the NEFEC designed Reading Walkthrough Checkoff sheet. During the conversation, a course of action would be determined as well as a follow up method to evaluate the results.

Who at the district level supports effective implementation?

Assistant Superintendent
Director of Elementary Education
Director of Secondary Education

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

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report includes the implementation of the K-12 reading plan. If a problem is determined by the District Instructional Team or the Principal, the district team will work directly with the principal to identify and solve the problem. The district will also require the school to report back once the problem has been corrected OR within a month to report on the progress made thus far.

Use of data to determine interventions and support needs of students - Part C**What process is in place to ensure effective implementation?**

Data/Instructional Teams (administration, reading coaches, guidance) meet with teachers monthly to walk through the decision tree (the decision trees guide the discussions and movement within tiers) and evaluate individual student needs.)See 11c)

At instructional team meetings quarterly, principals present their most recent data where problem solving conversations happen

Who at the district level supports effective implementation?

Assistant Superintendent
 Director of Elementary Education
 Director of Secondary Education
 Guidance Counselors
 Principals
 Reading Coaches

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

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report includes the implementation of the K-12 reading plan. Through discussion with lead teachers and reading coaches, administrators identify areas of need and report these on the instructional team report. If a problem is determined by the District Instructional Team or the Principal, the district team will work directly with the principal to identify and solve the problem. The district will also require the school to report back once the problem has been corrected OR within a month to report on the progress made thus far.

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

i-Ready diagnostic and instruction:

The research places i-Ready as a Level 3 program demonstrating “Promising Evidence.”

I Ready's Phonics for Reading program (strategies used are multi-sensory)

The Phonics for Reading series is a systemic, research-based program.

- The program provides explicit instruction in phonics, as well as phonemic awareness, fluency and comprehension. Effect Size .70

- Each of the 3 levels features consistent routines, repeated practice and immediate corrective feedback. Effect Size .75

Raz-Plus; Strong Essa Rating Effect Size .14

Quick Reads- Strong ESSA Rating. Effect size of +.21

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

Will the district implement this option?

No

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

n/a

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

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

17

Students who demonstrate a reading deficiency in grades K-2

0

Students who score Level 1 in grades 4-5

0

Percentage of Students Attending Summer Reading Camp

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

15%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

Family Engagement through a Read-At-Home Plan

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

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

All students receive a read at home plan at open house with a reference to the website link. Once the MTSS team meets and identifies a substantial deficiency, the teacher will meet with the parents and student to go over the “deficiency letter” along with an AIP and Read at Home Plan (including resources from JRF read at home guide). Parents will be advised about the World Reading Initiative and offered assistance in signing up if necessary. They will identify specific things that can be done at home through the reading plan and document the activities on the AIP.

The Read at Home Plan is also posted on the school website for easy access and reference.

- Fun, informative flyers from New Worlds Reading Initiative that include enrollment directions. Once students are enrolled by parents for this free program, they will receive free books, family book guides and student reading tips that are a perfect opportunity to include as part of the read at home plan since it is shipped to their home (and/or address provided during enrollment) Home (newworldsreading.com)

K-Grade 3 4-5 grade

Tier 2 and Tier 3 students FSA prior year score of 1, 2

OR if they do not have a prior year FSA score, they can use the same criteria as K-3 (Tier 2/3)

B.E.S.T. parent guides in English/Spanish – K-8th grade Parent Guides for English Language Arts (fldoe.org)

- Just Read Families- Just Read, Families! (fldoe.org)
- Just Take 20 – See it Read it activities JT20: IF You See It, Read It (fldoe.org)
- FCRR reading activities For Families | Florida Center for Reading Research (fcrr.org)
- B.E.S.T. ELA/Civics booklists – all grades

Who at the district is responsible for monitoring this requirement?

Director of Elementary Education

Director of Secondary Education

School Guidance Counselors

School Principals

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?

Walk throughs
Observations
Fidelity Checks
Wonders

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report consists of reporting on reading instruction. Director of Elementary meets with Reading Coaches monthly to review and discuss instructional needs within the reading block.

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

Assistant Superintendent
Director of Elementary Education
Director of Secondary Education

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?

Walk throughs
Observations
Fidelity Checks

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report consists of reporting on reading instruction. Director of Elementary meets with Reading Coaches monthly to review and discuss instructional needs within the reading block.

All measures are taken to provide content rich texts in all areas of learning. Classroom libraries are expected in all content areas. The Civics Literacy Grant was used to provide high quality civics texts recommended by the state in middle/high school classrooms. Since this funding was limited, it was matched within our title I funds to provide elementary teachers with state suggested civics literacy books. Reading coaches have been placed in the middle/high schools to help promote and support literacy in all content areas. Although elementary coaches are labeled "reading coaches" they assist in all classrooms, in all content areas and provide trainings to all content teachers.

Cross grade level meetings occur to establish concurrent topics and availability to incorporate reading strategies throughout.

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

Assistant Superintendent
Director of Elementary Education
Director of Secondary Education

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

How does the district support and monitor implementation?

Walk throughs
Observations
Fidelity Checks
Wonders

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report consists of reporting on reading instruction. Director of Elementary meets with Reading Coaches monthly to review and discuss instructional needs within the reading block.

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

Assistant Superintendent
Director of Elementary Education
Director of Secondary Education

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.

Six components of reading: – (Tier 1) The comprehensive core reading program is the foundation of reading instruction and consists of scientific, research-based instructional practices and methodologies, designed to support all students in the general curriculum encompassing: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Implementation of new curriculum and standards will be closely monitored to ensure all 6 areas are taught. K-5 will supplement phonics and decoding with Reading Horizons (See 11c)

Each component will be closely monitored at the district level, school level and student level for immediate concern and actions taken.

Core instruction (Tier 1):

Wonders: ESSA Evidence Journal of Organizational and Educational Leadership A study recently published in the Journal of Organizational and Educational Leadership found that Wonders users in six Title I public schools in North Carolina significantly increased their performance from pre-test to post-test on three measures of reading and literacy, including DIBELS (Dorsey, 2015). This study meets the criteria for ESSA Tier III, or “Promising” evidence based on the statistically significant positive correlation between Wonders use and student outcomes.

StudySync 6–8: A Comprehensive Middle School ELA Curriculum

Bring Literature to Life

StudySync engages middle school learners with a rigorous, student-centered curriculum which connects

learning to students' lives beyond the classroom.

At Grades 6–8, instruction is focused on strong skills- and standards-based instruction that will provide the foundation for success in high school and beyond, while still affording teachers the flexibility to customize the curriculum to the specific needs of their students and teaching style. Every day, students interact with high-quality classic and contemporary literature that's rigorous, and presented in a highly-engaging digital format.

StudySync:

Includes six units per grade for 180 days of integrated reading, writing, listening, and speaking instruction

Features a continuously growing library of over 2000 classic and contemporary texts

Supports interchangeable print and digital use

Enhances instruction with rich multimedia and digital tools

Automatically embeds scaffolds so ALL students reach their potential

StudySync 9–12: A Comprehensive High School English Curriculum

Bring Literature to Life

StudySync engages high school learners with a rigorous, student-centered curriculum which connects learning to students' lives beyond the classroom.

At Grades 9–12, StudySync provides unprecedented instructional choice, presenting teachers with thematic units, novel study units, teacher-created units, and chronological options at grades 11 and 12—ALL while ensuring 100% of standards are met, regardless of which path is chosen. Every day, students interact with high-quality classic and contemporary literature that's rigorous, and presented in a highly-engaging digital format.

StudySync:

Provides instructional choice with thematic units, novel studies, teacher-created units, and chronological options for American and British Literature

Features a continuously growing library of over 2000 classic and contemporary texts

Supports interchangeable print and digital use

Includes extensive writing and research practice

Automatically embeds scaffolds so ALL students reach their potential

Assessments: See Assessment table

Immediate intervention (Tier 2): *See Decision Tree

Immediate intensive intervention (Tier 3). *See Decision Tree

How does the district support and monitor implementation?

Walk throughs

Observations

Fidelity Checks

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report consists of reporting on reading instruction. Director of Elementary meets with Reading Coaches monthly to review and discuss instructional needs within the reading block.

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

Director of Elementary

Director of Secondary

Principals

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)*

Student meets the following criteria at beginning of school year:

- K-5 – i-Ready placement of “on or above grade level”
- Spring 2022 Stanford 10 – at or above the 40th percentile
- * Score 40th percentile or above on FAST STAR Assessment

3-5: Student meets the following criteria at beginning of school year:

- i-Ready placement of “on or above grade level”
- Spring 2022 FSA Level 3, 4, or 5
- * Score FSA Equivalent score of Level 3,4,or 5 on FAST Cambium Assessment

Students who meet one, but not the other will be referred to the problem-solving team. The team will use teacher observation and classroom performance to determine if Tier 1 is an appropriate placement. Students who score at exactly Level 3 will be considered carefully.

- In the absence of FSA /FAST scores, the i-Ready placement along with classroom performance data will be considered.

If the student meets all the criteria, he/she will automatically be considered Tier 1 only UNLESS the teacher recommends otherwise based on classroom assessments and observations. If a student meets 1/3, 2/3, or 1/2 criteria, the problem-solving team will use teacher observation and classroom performance to determine if Tier 1 is an appropriate placement.

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.

Initial instruction:

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

McGraw-Hill –Wonders

Reading Horizons

i-Ready Diagnostic and Instruction

i-Ready: In fall 2018 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Using iReady Diagnostic data from more than one million students who took the i-Ready Diagnostic in the 2017–2018 academic year, our Research team found that students using i-Ready Instruction experienced greater learning gains than students who did not use the program. These results indicate that i-Ready Instruction is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. Furthermore, because this study yielded favorable results controlling for selection bias for Grades 1–8, it provides evidence that i-Ready Instruction meets the criteria for ESSA Level 3: Promising

Grade Levels: K-5

Evidence, with favorable effects.

Systematic and explicit phonics instruction has an effect size of 0.7 according to Hattie, which means it does have a positive effect.

ESSA defines four categories of research evidence for an effective program. Under ESSA, a Level 3 program should be supported by at least one correlational study that controls for selection bias. The results of this study satisfy ESSA's Level 3 requirements by demonstrating that Ready schools outperform schools without Ready with statistical significance and while controlling for selection bias.

Wonders: ESSA Evidence Level. McGraw-Hill Education's Wonders program is supported by Tier III promising evidence under ESSA guidelines based on analysis of the results of scientific studies in multiple implementation settings.

- A study recently published in the Journal of Organizational and Educational Leadership found that Wonders users in six Title I public schools in North Carolina significantly increased their performance from pre-test to post-test on three measures of reading and literacy, including DIBELS (Dorsey, 2015). Based on the statistically significant positive correlation between Wonders use and student outcomes this study meets the criteria for ESSA Tier III, or "Promising" evidence.
- An analysis of NWEA MAP reading assessment data revealed that, on average, more than 600 fifth-grade students using Wonders in the Champaign Unit 4 School District in Illinois significantly outperformed their norm-based projected growth scores during the 2015-2016 school year. The findings from this correlational study meet the criteria for ESSA Tier III, or "Promising" evidence.

Reading Horizons/Elevate: ESSA Documentation- Reading Horizons uses Orton Gillingham approach and the Piagetian Program.

Provide Differentiated instruction for all students based on assessments of students' current reading levels.

Horizons Reading Horizons/Elevate does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in kindergarten Through 3rd Grade, Released: July 2016 (Revised December 2019) Teaching Academic Content and Literacy to English Learners in Elementary and Middle Schools, Released: April 2014. Providing Reading Interventions for Students in Grades 4-9, Released: March 2022, Recommendation(s) numbers; 2 and 3. 2, 3 and 4. 1, 2, and 3a. All are rated at a Tier 1, Strong Evidence. These recommendation(s) were built into the program by <https://tinyurl.com/njvjc5>

The district will support and monitor implementation of this program by monitoring monthly data through MTSS and instructional team meeting, the course using this program and all teachers providing tier 3 interventions using this program are reading certified or endorsed. Model teachers have been identified and received intense training this summer in order to be key leaders in the support and implementation of the program. They will continue to provide professional development and serve as a support. The reading coach also provides support and professional learning regularly.

Progress Monitoring

Assessment & Frequency

I-Ready- 3x a year

Grade Levels: K-5**Progress Monitoring****Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students**

Student scores at or above grade level on the diagnostic.

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

Student scores below grade level or begins to show evidence of struggling on daily lessons within the online instructional piece or in the classroom. Then, a child would be referred to the child study team for consideration of Tier 2 interventions in addition to Tier 1

How is the effectiveness of Tier 1 instruction being monitored?

instruction will be monitored through the reading walkthroughs as well as regular teacher observation data completed by administrators.

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?

Administrators will share and analyze their walkthrough/observation data at the school level and also at the district level. This process will help to identify problems. The school and district level instructional teams will help to solve problems to improve effectiveness. This includes assigning administrators or reading coaches to assist teachers in need of instructional improvement.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 is believed to be effective if 75% to 80% of students are successful at reaching the on-grade level thresholds on progress monitoring. It is monitored through the analysis of data when diagnostic scores and/or classroom data are available.

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

Grade Levels: K-5

Diagnostic data is analyzed by domain (phonological awareness, phonics, vocabulary, comprehension, and fluency) to determine if our Tier 1 instruction is weak in any specific area. Classroom level data is analyzed to determine Tier 1 effectiveness. Reading Coaches help to solve problems related to curriculum effectiveness by working with individual teachers or teams to supplement the core instructional materials.

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

For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Florida Virtual School. The FLVS teachers are employed by FLVS, and the K-12 curriculum is utilized for courses offered in grades K-5.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Level 3 or higher on 2022 ELA FSA
 FSA equivalent score of a Level 3 or higher on FAST assessment.

THEN TIER 1 Only

Core Curriculum

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

Students meeting the criteria for Tier 1 only instruction will be enrolled in a middle school reading course: 6th grade - M/J Reading 1 (1008010); 7th grade - M/J Reading 2 (1008040); 8th grade - M/J Reading 3 (1008070)

Initial instruction:

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

Core Curriculum = McGraw Hill- Study Sync

Progress Monitoring

Assessment & Frequency

FAST- 3x a year

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

- * Student scores a level 3 or above
- Student has low growth and high performance
- Student has high growth and low performance
- Student has high growth and high performance

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

Student scores below a level 3
 * Student has low growth AND low performance

How is the effectiveness of Tier 1 instruction being monitored?

Instruction will be monitored through the reading walkthroughs as well as regular teacher observation data completed by administrators.

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?

Administrators will share and analyze their walkthrough/observation data at the school level and also at the district level. This process will help to identify problems. The school and district level instructional

Grade Levels: 6-8

teams will help to solve problems to improve effectiveness. This includes assigning administrators or reading coaches to assist teachers in need of instructional improvement.

How is the effectiveness of Tier 1 curriculum being monitored?

Tier 1 is believed to be effective if 75% to 80% of students are successful at reaching the on grade level thresholds on progress monitoring. It is monitored through the analysis of data when diagnostic scores and/or classroom data are available.

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

Diagnostic data is analyzed by domain (vocabulary, comprehension, and fluency) to determine if our Tier 1 instruction is weak in any specific area. Classroom level data is analyzed to determine Tier 1 effectiveness. Reading Coaches help to solve problems related to curriculum effectiveness by working with individual teachers or teams to supplement the core instructional materials.

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

For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Florida Virtual School. The FLVS teachers are employed by FLVS, and the K-12 curriculum is utilized for courses offered in grades 6-8.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Level 3 or higher on 2022 ELA FSA

FSA equivalent score of a Level 3 or higher on FAST assessment.

THEN TIER 1 Only

Core Curriculum

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

9th grade students meeting the criteria for Tier 1 only instruction will be enrolled in the following course: Reading 1 (1008300) Initial instruction:

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

Core Curriculum = McGraw Hill- Study Sync

Progress Monitoring

Assessment & Frequency

Consecutive formative assessments and/or teacher observation, and/or FAST/FSA equivalent score. Weekly/Monthly/ 3 times a year/once a year.

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

Students are performing in the classroom at 70% or better through classroom observations and classroom assessments and/or score an FSA level 3 or above equivalent score on FAST.

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

Student scores below a 70% average and/or scores below an FSA level 3 equivalent score on FAST.

How is the effectiveness of Tier 1 instruction being monitored?

Classroom Observations by school admin and Reading Coaches. Data Chats, MTSS meetings and Data analysis.

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

- School level literacy team meetings
- Monthly instructional team meetings with school admin, coaches & district personnel to analyze iReady data, classroom observation data, and to develop action plans

How is the effectiveness of Tier 1 curriculum being monitored?

Grade Levels: 9-12

School level literacy team meetings

- Monthly instructional team meetings with school admin, coaches & district personnel to analyze iReady data, classroom observation data, and to develop action plans

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

School level literacy team meetings

- Monthly instructional team meetings with school admin, coaches & district personnel to analyze iReady data, classroom observation data, and to develop action plans

Students requesting a virtual learning option will be enrolled in courses through FLVS. FLVS curriculum is utilized for courses offered in grades 6-12. Students enrolled in the Virtual Program still participate in all school based progress monitoring assessments and state assessments at their zoned brick and mortar school. Progress monitoring results will be provided to Virtual ELA teachers to assist them in providing effective interventions in the online environment. In addition, iReady differentiated online instruction is available to all students enrolled in Gilchrist Virtual School.

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

For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Florida Virtual School. The FLVS teachers are employed by FLVS, and the K-12 curriculum is utilized for courses offered in grades 6-8.

Tier 2

Supplemental Instruction/Intervention:

- *is standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: K-5**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

- i-Ready – up to one grade level below (yellow)
- Spring 2022 Stanford 10- 30th- 39th percentile
- * Score 10th-39th percentile on FAST STAR Assessment
- FSA level 2 and level 3 students in need of additional support
- * Score FSA Equivalent score of Level 2 on FAST Cambium Assessment

If the student meets 1/3 or 2/3, the student will be referred to the problem-solving team to make an appropriate placement for the student. Classroom observation and performance may play a role in the problem-solving process.

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

Interventions:

- are standards-aligned
- address gaps and reduce barriers to students' ability to meet Tier 1 expectations
- provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
- are matched to the needs of the students
- provide multiple opportunities to practice the targeted skill(s) and receive feedback
- occurs during time allotted in addition to core instruction
- includes accommodations (IEP, ESOL or 504)

McGraw-Hill –Wonders interventions

COMPREHENSION: Re-Teach or Pre-Teach McGraw Hill Wonders Intervention materials in small group

Reading Horizons

Teach or Pre-Teach Reading Horizons/Elevate phonics materials in small group

i-Ready diagnostic and instructional pathway (for remediation purposes)

Quick Reads

Phonics for Reading (I-Ready)

Repeated Readings

Assessment & Frequency

i-Ready percentage of lessons passed –monthly PLUS diagnostic three times per year

Wonders-Cold comprehension checks monthly average

Horizons- Phonics assessments –monthly average

Phonics for Reading- Monthly “lesson” check

Performance Criteria to discontinue Tier 2 interventions

Student scores 40th percentile or higher or a level 3, 4 or f on the FAST and/or student diagnostic score on or above grade level OR classroom data and teacher observation heavily supports the change.

70% accuracy or higher on intervention assessment PLUS student diagnostic score on or above grade level OR classroom data and teacher observation heavily supports the change.

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

Less than 70% accuracy on assessment and student diagnostic score remains one level below the current grade level or the student's classroom data does not support moving away from Tier 2

Performance Criteria that prompts the addition of Tier 3 interventions

Less than 70% accuracy and student diagnostic score is more than one grade level below (red) or the student's classroom data and teacher observation indicates the need for more intensive interventions.

Number of times per week intervention provided

2-3

Number of minutes per intervention session

15-30

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?

Data analysis of intervention data is a continuous process for the MTSS team (Guidance, Reading Coach, administrator, teachers). Analysis of Tier 2 interventions take place monthly. Tier 2 interventions are observed for fidelity and alignment with standards through weekly reading walkthroughs, classroom observations, and anecdotal data collected by reading coaches and teachers.

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

i-Ready: In fall 2018 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Using i-Ready Diagnostic data from more than one million students who took the i-Ready Diagnostic in the 2017–2018 academic year, our Research team found that students using i-Ready Instruction experienced greater learning gains than students who did not use the program. These results indicate that i-Ready Instruction is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. Furthermore, because this study yielded favorable results controlling for selection bias for Grades 1–8, it provides evidence that i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence, with favorable effects. Systematic and explicit phonics instruction has an effect size of 0.7 according to Hattie, which means it does have a positive effect. ESSA defines four categories of research evidence for an effective program. Under ESSA, a Level 3 program should be supported by at least one correlational study that controls for selection bias. The results of this study satisfy ESSA's Level 3 requirements by demonstrating that Ready schools outperform schools without Ready with statistical significance and while controlling for selection bias. Wonders: ESSA Evidence Level. McGraw-Hill Education's Wonders program is supported by Tier III

Grade Levels: K-5

promising evidence under ESSA guidelines based on analysis of the results of scientific studies in multiple implementation settings.

- A study recently published in the Journal of Organizational and Educational Leadership found that Wonders users in six Title I public schools in North Carolina significantly increased their performance from pre-test to post-test on three measures of reading and literacy, including DIBELS (Dorsey, 2015). Based on the statistically significant positive correlation between Wonders use and student outcomes this study meets the criteria for ESSA Tier III, or “Promising” evidence.
- An analysis of NWEA MAP reading assessment data revealed that, on average, more than 600 fifth grade students using Wonders in the Champaign Unit 4 School District in Illinois significantly outperformed their norm-based projected growth scores during the 2015-2016 school year. The findings from this correlational study meet the criteria for ESSA Tier III, or “Promising” evidence. Horizons Reading Horizons/Elevate does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in kindergarten Through 3rd Grade, Released: July 2016 (Revised December 2019) Teaching Academic Content and Literacy to English Learners in Elementary and Middle Schools, Released: April 2014. Providing Reading Interventions for Students in Grades 4-9, Released: March 2022, Recommendation(s) numbers; 2 and 3. 2, 3 and 4. 1, 2, and 3a. All are rated at a Tier 1, Strong Evidence. These recommendation(s) were built into the program by <https://tinyurl.com/njvcsz5>

The district will support and monitor implementation of this program by monitoring monthly data through MTSS and instructional team meeting, the course using this program and all teachers providing tier 3 interventions using this program are reading certified or endorsed. Model teachers have been identified and received intense training this summer in order to be key leaders in the support and implementation of the program. They will continue to provide professional development and serve as a support. The reading coach also provides support and professional learning regularly.

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

For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Florida Virtual School. The FLVS teachers are employed by FLVS, and the K-12 curriculum is utilized for courses offered in grades K-5.

Grade Levels: 6-8**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Student meets the following criteria at beginning of school year:

Level 1 or 2 on 2022 ELA FSA

or

Level 1 or 2 on FAST

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

Students meeting criteria for Tier 1 instruction and Tier 2 interventions will be enrolled in an Intensive Reading Course.

Interventions:

- are standards-aligned
- address gaps and reduce barriers to students' ability to meet Tier 1 expectations
- provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
- are matched to the needs of the students
- provide multiple opportunities to practice the targeted skill(s) and receive feedback
- occurs during time allotted in addition to core instruction
- includes accommodations (IEP, ESOL or 504)

Students meeting criteria for Tier 1 instruction and Tier 2 interventions will be enrolled in an intensive reading course – M/J Intensive Reading (1000010).

- iReady Reading/ iReady LAFS/small group instruction (including reciprocal teaching strategies, previewing strategies, and re-teaching strategies)

* Souday System: Souday System 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, Released: March 2022, Recommendation(s) numbers; 1, 2, and 3a. All are rated at a Tier 1, Strong Evidence. These recommendation(s) were built into the program by using an Orton-Gillingham based multisensory structured phonics, reading, writing, and spelling program for beginning readers, those in need of reading comprehension intervention/enrichment, and English tutoring for English Language Learners (ELL). This product line was designed by utilizing a highly effective combination of research essentials, effective intervention, and best practices written by renowned reading expert, Arlene Souday. Additionally, the Souday System is one of only a handful of language programs recommended by the International Dyslexia Association. This Orton-Gillingham based multisensory language program just keeps getting better with Arlene Souday's System I and II. It guides beginning readers, English language learners, as well as intermediate and advanced students, through the complexities of our language in a step-by-step, easy to follow process. The results are amazing! That's because it was designed by utilizing a highly effective combination of research essentials, effective intervention, and best practices. The National Reading Panel Report and The No Child Left Behind Act specify the required components for Research Based Curriculum. The Souday System addresses all of these requirements. The district will support and monitor implementation of this program by monitoring monthly data through MTSS and instructional team meeting, the course using this program and all teachers providing tier 3 interventions using this program are reading certified or endorsed. The reading coach provides support and professional learning regularly.

Achieve 3000

Grade Levels: 6-8**Progress Monitoring****Assessment & Frequency**

Achieve 3000- weekly

Sunday System- Lesson assessment every ten days

Performance Criteria to discontinue Tier 2 interventions

Student will remain enrolled in an intensive reading class and receive tier 2 interventions until the student achieves level 3 or higher on ELA FAST.

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

Student will remain enrolled in an intensive reading class and receive tier 2 interventions until the student achieves level 3 or higher on ELA FAST.

Performance Criteria that prompts the addition of Tier 3 interventions

Student fails to meet growth in intervention and/or goes down a level on FAST.

Number of times per week intervention provided

2 times a week

Number of minutes per intervention session

30 minutes

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

Monthly MTSS meetings attended by school admin, guidance counselors and teachers. Students requesting a virtual learning option will be enrolled in courses through FLVS. FLVS curriculum is utilized for courses offered in grades 6-12. Students enrolled in the Virtual Program still participate in all school based progress monitoring assessments and state assessments at their zoned brick and mortar school. Progress monitoring results will be provided to Virtual ELA teachers to assist them in providing effective interventions in the online environment. In addition, iReady differentiated online instruction is available to all students enrolled in Gilchrist Virtual School.

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

In fall 2018 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Using i-Ready Diagnostic data from more than one million students who took the i-Ready Diagnostic in the 2017–2018 academic year, our Research team found that students using i-Ready Instruction experienced greater learning gains than students who did not use the program. These results indicate that i-Ready Instruction is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. Furthermore, because this study yielded favorable results controlling for selection bias for Grades 1–8, it provides evidence that i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence, with favorable effects.

Sunday System does not meet strong, moderate or promising levels of evidence; however, the

Grade Levels: 6-8

following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9, Released: March 2022, Recommendation(s) numbers; 1, 2, and 3a. All are rated at a Tier 1, Strong Evidence. These recommendation(s) were built into the program by using an Orton-Gillingham based multisensory structured phonics, reading, writing, and spelling program for beginning readers, those in need of reading comprehension intervention/enrichment, and English tutoring for English Language Learners (ELL). This product line was designed by utilizing a highly effective combination of research essentials, effective intervention, and best practices written by renowned reading expert, Arlene Sondag. Additionally, the Sondag System is one of only a handful of language programs recommended by the International Dyslexia Association. This Orton-Gillingham based multisensory language program just keeps getting better with Arlene Sondag's System I and II. It guides beginning readers, English language learners, as well as intermediate and advanced students, through the complexities of our language in a step-by-step, easy to follow process. The results are amazing! That's because it was designed by utilizing a highly effective combination of research essentials, effective intervention, and best practices. The National Reading Panel Report and The No Child Left Behind Act specify the required components for Research Based Curriculum. The Sondag System addresses all of these requirements. The district will support and monitor implementation of this program by monitoring monthly data through MTSS and instructional team meeting, the course using this program and all teachers providing tier 3 interventions using this program are reading certified or endorsed. The reading coach provides support and professional learning regularly.

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

For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Florida Virtual School. The FLVS teachers are employed by FLVS, and the K-12 curriculum is utilized for courses offered in grades 6-12.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Level 2 on Spring 2022 ELA FSA or Level 2 on 10th-grade ELA FSA

and/or

Level 2 on FAST

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Students meeting criteria for Tier 1 instruction and Tier 2 interventions will be enrolled in an Intensive Reading Course.

Interventions:

- are standards-aligned
- address gaps and reduce barriers to students' ability to meet Tier 1 expectations
- provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills
- are matched to the needs of the students
- provide multiple opportunities to practice the targeted skill(s) and receive feedback
- occurs during time allotted in addition to core instruction
- includes accommodations (IEP, ESOL or 504)

Small group instruction using Repeated Readings, Reciprocal teaching

StudySync intervention materials

Achieve 3000

Assessment & Frequency

Embedded Achieve-3000 Lesson Assessments/weekly

Classroom assessments/Weekly

FAST-3 times a year

Performance Criteria to discontinue Tier 2 interventions

Student will remain enrolled in an Intensive Reading course and will continue receiving Tier 2 interventions until student passes the ELA FAST

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

Student will remain enrolled in an Intensive Reading course and will continue receiving Tier 2 interventions until student passes the ELA FAST

Performance Criteria that prompts the addition of Tier 3 interventions

Student fails to meet growth in intervention and/or goes down a level on FAST.

Number of times per week intervention provided

2-3

Number of minutes per intervention session

30

Grade Levels: 9-12

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?

Monthly MTSS meetings attended by school admin, guidance counselors and teachers
Students requesting a virtual learning option will be enrolled in courses through FLVS. FLVS curriculum is utilized for courses offered in grades 6-12. Students enrolled in the Virtual Program still participate in all school based progress monitoring assessments and state assessments at their zoned brick and mortar school. Progress monitoring results will be provided to Virtual ELA teachers to assist them in providing effective interventions in the online environment. In addition, iReady differentiated online instruction is available to all students enrolled in Gilchrist Virtual School.

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

Each program or strategy has a strong ESSA rating.

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

For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Florida Virtual School. The FLVS teachers are employed by FLVS, and the K-12 curriculum is utilized for courses offered in grades 6-12.

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)

Student meets the following criteria at beginning of school year:

- i-Ready – more than one grade level below (red)
- Spring 2022 Stanford 10- below the 30th percentile
- * Score below the 10th percentile on FAST STAR Assessment
- FSA level 1 students in need of additional support
- * Score FSA Equivalent score of Level 1 on FAST Cambium Assessment

If the student meets 1/3 or 2/3, the student will be referred to the problem-solving team to make an appropriate placement for the student. Classroom observation and performance may play a role in the problem-solving process.

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

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- additional time allotted is in addition to core instruction and tier 2 interventions

Really Great Reading (See 11c)

Re-Teach or Pre Teach McGraw Hill Wonders Intervention materials in small group
Wonders Intervention

Re-Teach or Pre-Teach Reading Horizons/Elevate phonics materials in small group

Phonics for Reading – phonics instruction

Quick Reads

Small group instruction using i-Ready LAFS workbooks, Toolbox, or other supporting i-Ready materials

Assessment & Frequency

Really Great Reading (See 11c)- Lesson assessment every ten days

Wonders- Cold comprehension checks- Monthly average

Horizons- Phonics assessment- Monthly average

Phonics for Reading- Monthly lesson check

Quick Reads- Cold comprehension checks- Monthly average

Small Group I-ready- teacher assigned lessons or standards assessment

Performance Criteria to discontinue Tier 3 interventions

Student scores in the 10th-39th percentile or a Level 2 on the FAST and/or student diagnostic score is no more than one grade level below the current grade level and intervention assessment scores are 70% or higher combined with classroom data and other supporting data.

Performance Criteria indicating continuation of Tier 3 interventions

Student scores below the 10th percentile or Level 1 on the FAST and/or student continues to score below the 10th percentile or Level 1 on the FAST and/or student shows no growth in diagnostic score and/or intervention assessment scores are consistently below 70% combined with classroom data and other supporting data.

Grade Levels: K-5**Progress Monitoring****Performance Criteria that prompts intensified Tier 3 interventions**

Student goes down a level on the FAST or Student regresses in diagnostic score and/or intervention assessment scores are consistently below grade level combined with classroom data and other supporting data.

Number of times per week intervention provided

2-5

Number of minutes per intervention session

15-30

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

Data analysis of intervention data is a continuous process for the MTSS team (Guidance, Reading Coach, administrator, teachers). Analysis of Tier 3 interventions take place monthly even though data is collected every ten days in the intervention. Tier 3 interventions are observed for fidelity and alignment with standards through weekly reading walkthroughs, classroom observations, and anecdotal data collected by reading coaches and teachers.

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

i-Ready: In fall 2018 Curriculum Associates conducted comprehensive research into the impact of i-Ready Instruction on student learning gains as measured by the i-Ready Diagnostic. Using i-Ready Diagnostic data from more than one million students who took the i-Ready Diagnostic in the 2017–2018 academic year, our Research team found that students using i-Ready Instruction experienced greater learning gains than students who did not use the program. These results indicate that i-Ready Instruction is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. Furthermore, because this study yielded favorable results controlling for selection bias for Grades 1–8, it provides evidence that i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence, with favorable effects. Systematic and explicit phonics instruction has an effect size of 0.7 according to Hattie, which means it does have a positive effect. ESSA defines four categories of research evidence for an effective program. Under ESSA, a Level 3 program should be supported by at least one correlational study that controls for selection bias. The results of this study satisfy ESSA's Level 3 requirements by demonstrating that Ready schools outperform schools without Ready with statistical significance and while controlling for selection bias. Wonders: ESSA Evidence Level. McGraw-Hill Education's Wonders program is supported by Tier III promising evidence under ESSA guidelines based on analysis of the results of scientific studies in multiple implementation settings.

Grade Levels: K-5

- A study recently published in the Journal of Organizational and Educational Leadership found that Wonders users in six Title I public schools in North Carolina significantly increased their performance from pre-test to post-test on three measures of reading and literacy, including DIBELS (Dorsey, 2015). Based on the statistically significant positive correlation between Wonders use and student outcomes this study meets the criteria for ESSA Tier III, or “Promising” evidence.
- An analysis of NWEA MAP reading assessment data revealed that, on average, more than 600 fifth grade students using Wonders in the Champaign Unit 4 School District in Illinois significantly outperformed their norm-based projected growth scores during the 2015-2016 school year. The findings from this correlational study meet the criteria for ESSA Tier III, or “Promising” evidence. Horizons Reading Horizons/Elevate does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in kindergarten Through 3rd Grade, Released: July 2016 (Revised December 2019) Teaching Academic Content and Literacy to English Learners in Elementary and Middle Schools, Released: April 2014. Providing Reading Interventions for Students in Grades 4-9, Released: March 2022, Recommendation(s) numbers; 2 and 3. 2, 3 and 4. 1, 2, and 3a. All are rated at a Tier 1, Strong Evidence. These recommendation(s) were built into the program by <https://tinyurl.com/njvjcsz5>

The district will support and monitor implementation of this program by monitoring monthly data through MTSS and instructional team meeting, the course using this program and all teachers providing tier 3 interventions using this program are reading certified or endorsed. Model teachers have been identified and received intense training this summer in order to be key leaders in the support and implementation of the program. They will continue to provide professional development and serve as a support. The reading coach also provides support and professional learning regularly.

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

For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Florida Virtual School. The FLVS teachers are employed by FLVS, and the K-12 curriculum is utilized for courses offered in grades K-5.

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 scores a level 1 on spring 2022 ELA FSA
and/or
Student scores a level 1 on FAST

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Students meeting the criteria for Tier 1 instruction, Tier 2 interventions, and Tier 3 intensive interventions will be enrolled in M/J Critical Thinking, Problem Solving, and Learning Strategies (1700100) taught by their reading teacher.

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- additional time allotted is in addition to core instruction and tier 2 interventions

Sonday System
Achieve 3000

Assessment & Frequency

Sonday System Lesson assessment every ten days
Formative assessments
Achieve 3000-Weekly

Performance Criteria to discontinue Tier 3 interventions

Students will continue receiving tier 3 interventions until they achieve a level 2 or higher on ELA FAST

Performance Criteria indicating continuation of Tier 3 interventions

Students will continue receiving tier 3 interventions until they achieve a level 2 or higher on ELA FAST

Performance Criteria that prompts intensified Tier 3 interventions

Student is regressing on the intervention and/or regresses on FAST

Number of times per week intervention provided

3

Number of minutes per intervention session

30

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

Grade Levels: 6-8

Monthly MTSS meetings attended by school admin, guidance counselors, and teachers.

Students requesting a virtual learning option will be enrolled in courses through FLVS. FLVS curriculum is utilized for courses offered in grades 6-12. Students enrolled in the Virtual Program still participate in all school based progress monitoring assessments and state assessments at their zoned brick and mortar school. Progress monitoring results will be provided to Virtual ELA teachers to assist them in providing effective interventions in the online environment. In addition, iReady differentiated online instruction is available to all students enrolled in Gilchrist Virtual School.

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

* Sonday System: Sonday System 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, Released: March 2022, Recommendation(s) numbers; 1, 2, and 3a. All are rated at a Tier 1, Strong Evidence. These recommendation(s) were built into the program by using an Orton-Gillingham based multisensory structured phonics, reading, writing, and spelling program for beginning readers, those in need of reading comprehension intervention/enrichment, and English tutoring for English Language Learners (ELL). This product line was designed by utilizing a highly effective combination of research essentials, effective intervention, and best practices written by renowned reading expert, Arlene Sonday. Additionally, the Sonday System is one of only a handful of language programs recommended by the International Dyslexia Association. This Orton-Gillingham based multisensory language program just keeps getting better with Arlene Sonday's System I and II. It guides beginning readers, English language learners, as well as intermediate and advanced students, through the complexities of our language in a step-by-step, easy to follow process. The results are amazing! That's because it was designed by utilizing a highly effective combination of research essentials, effective intervention, and best practices. The National Reading Panel Report and The No Child Left Behind Act specify the required components for Research Based Curriculum. The Sonday System addresses all of these requirements. The district will support and monitor implementation of this program by monitoring monthly data through MTSS and instructional team meeting, the course using this program and all teachers providing tier 3 interventions using this program are reading certified or endorsed. The reading coach provides support and professional learning regularly.

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

For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Florida Virtual School. The FLVS teachers are employed by FLVS, and the K-12 curriculum is utilized for courses offered in grades 6-12.

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 scores a level 1 on spring 2022 ELA FSA

and/or

Student scores a level 1 on FAST

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Students meeting the criteria for Tier 1 instruction, Tier 2 interventions, and Tier 3 intensive interventions will be enrolled in Intensive Reading Course.

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- additional time allotted is in addition to core instruction and tier 2 interventions

Achieve 3000

Sonday System

Assessment & Frequency

Achieve 3000- Weekly

Sonday System- Lesson Assessment every 10 days.

Performance Criteria to discontinue Tier 3 interventions

Students will continue receiving tier 3 interventions until they achieve a level 2 or higher on ELA FAST

Performance Criteria indicating continuation of Tier 3 interventions

Students will continue receiving tier 3 interventions until they achieve a level 2 or higher on ELA FAST

Performance Criteria that prompts intensified Tier 3 interventions

Student is regressing on the intervention and/or regresses on FAST

Number of times per week intervention provided

3

Number of minutes per intervention session

30

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

Monthly MTSS meetings attended by school admin, guidance counselors, and teachers.

Grade Levels: 9-12

Students requesting a virtual learning option will be enrolled in courses through FLVS. FLVS curriculum is utilized for courses offered in grades 6-12. Students enrolled in the Virtual Program still participate in all school based progress monitoring assessments and state assessments at their zoned brick and mortar school. Progress monitoring results will be provided to Virtual ELA teachers to assist them in providing effective interventions in the online environment. In addition, iReady differentiated online instruction is available to all students enrolled in Gilchrist Virtual School.

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

* Sonday System: Sonday System 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, Released: March 2022, Recommendation(s) numbers; 1, 2, and 3a. All are rated at a Tier 1, Strong Evidence. These recommendation(s) were built into the program by using an Orton-Gillingham based multisensory structured phonics, reading, writing, and spelling program for beginning readers, those in need of reading comprehension intervention/enrichment, and English tutoring for English Language Learners (ELL). This product line was designed by utilizing a highly effective combination of research essentials, effective intervention, and best practices written by renowned reading expert, Arlene Sonday. Additionally, the Sonday System is one of only a handful of language programs recommended by the International Dyslexia Association. This Orton-Gillingham based multisensory language program just keeps getting better with Arlene Sonday's System I and II. It guides beginning readers, English language learners, as well as intermediate and advanced students, through the complexities of our language in a step-by-step, easy to follow process. The results are amazing! That's because it was designed by utilizing a highly effective combination of research essentials, effective intervention, and best practices. The National Reading Panel Report and The No Child Left Behind Act specify the required components for Research Based Curriculum. The Sonday System addresses all of these requirements. The district will support and monitor implementation of this program by monitoring monthly data through MTSS and instructional team meeting, the course using this program and all teachers providing tier 3 interventions using this program are reading certified or endorsed. The reading coach provides support and professional learning regularly.

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

For parents who want an alternative to the brick/mortar option offered assuming schools remain open: Students requesting a virtual learning option will be enrolled in courses through Florida Virtual School. The FLVS teachers are employed by FLVS, and the K-12 curriculum is utilized for courses offered in grades 6-12.

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.

Three times a year all students take the i-ready diagnostic. After each assessment teams meet at the school and district level to discuss and make decisions for each student individually. If a student's diagnostic score is two or more levels below the current grade level a substantial deficiency is noted.

K-2

During MTSS, CST meetings and data chats the team will analyze each student's results on the FAST-STAR assessment to identify any student needs. Students scoring below the 10th percentile will be identified and a substantial deficiency will be noted. Interventions will begin immediately. Students scoring in the 10th-24th percentile will be identified. A substantial deficiency will be noted and other data information will be considered in making intervention decisions. Students scoring in the 25th-39th percentile will be identified and put on the "watch" list for further evidence of a deficiency.

3-12

During MTSS, CST meetings and data chats the team will analyze each student's results on the FAST-Cambium assessment to identify any student needs. Students that score an FSA equivalent Level 1 will be identified. A substantial deficiency will be noted.

All students will be monitored between diagnostics for additional needs.

Multiple data points are monitored and if teacher observation and classroom assessments show a deficiency concurrent with other data points a substantial deficiency is noted.