

Hendry County Schools



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	Duncan, Tressa Director of Elementary Schools duncant@hendry-schools.net 5732201488
Elementary English Language Arts (ELA)	Duncan, Tressa Director of Elementary duncant@hendry-schools.net 863-674-4555
Secondary ELA	Sanchez, Roberto Director of Secondary sanchezr@hendry-schools.net 863-902-4244
Reading Endorsement	Duncan, Tressa Director of Elementary, Teaching and Learning duncant@hendry-schools.net 863-674-4555
Reading Curriculum	Duncan, Tressa Director of Elementary, Teaching and Learning duncant@hendry-schools.net 863-674-4555
Professional Development	Duncan, Tressa Director of Elementary, Teaching and Learning duncant@hendry-schools.net 863-674-4555
Data Element	Holt, Melanie Data Coordinator holtm@hendry-schools.net 863-674-4108
Summer Reading Camp	Duncan, Tressa Director of Elementary, Teaching and Learning duncant@hendry-schools.net 863-674-4555
Third Grade Promotion	Duncan, Tressa Elementary Director, Teaching and Learning duncant@hendry-schools.net 863-674-4555
Multi-Tiered System of Supports (MTSS)	Jordan, Kim Administrator of ESE and Student Services jordank@hendry-schools.net 863-674-4166
Assessment	Duncan, Tressa Director of Elementary and Assessment duncant@hendry-schools.net 5732201488

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.

It will be shared at the district leadership meetings. Training will be conducted to ensure all school leaders know the process and procedures outlined in the plan.

It will be shared with principals at the principals' meetings as a professional development (PD) opportunity ensuring that all parties can take appropriate action steps to implement the plan at all levels needed.

Principals will at individual schools share at faculty meetings.

Support staff will be provided PD in reviewing the plan and be provided PD in order to support implementation of the plan.

District coaches share with individual teachers and present and seek input during school literacy team meetings. It will be shared with parents at School Advisory Committee (SAC) meetings, parent meetings, and family reading nights.

It will be posted on the district website for community access.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 70%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 72%

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

We will begin by providing professional development for our PreK teachers to include oral language, print knowledge, phonological awareness, and vocabulary. Follow-up and Coaching to ensure best practices are being implemented with fidelity.

Progress monitoring will occur on a regular basis.

Informed decisions will be made based on the data and needs of the students.

We will also train a testing team on the new Progress monitoring tool from the state. (Before, during, and after assessment testing procedures.)

Our school readiness data is a combined effort with the Digital Academy of Florida. 72% is a more obtainable score for Hendry County School District.

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	35	27	25	11	3	25	26	30	14	5
4	33	24	23	16	4	23	24	28	19	6
5	33	27	24	12	3	23	28	29	15	5
6	33	26	21	16	3	23	27	26	19	5
7	41	26	19	11	3	31	26	24	14	5
8	35	25	24	11	5	21	29	29	14	7
9	32	26	23	17	2	22	26	28	20	4
10	38	27	19	12	3	28	28	24	15	5

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%).

For each grade, K-2, increase the percentage of students currently scoring at or above grade level on iReady by 6% this year:

Kindergarten 89% to 95%

First Grade 59% to 65%

Second Grade 48% to 54%

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter	\$0.00
2	Reading coaches assigned to elementary schools	\$325,000.00
	FTE	2022-23
	4.0	\$325,000.00
3	Reading coaches assigned to secondary schools	\$0.00
4	Intervention teachers assigned to elementary schools	\$0.00
5	Intervention teachers assigned to secondary schools	\$152,000.00
	FTE	2022-23
	2.0	\$152,000.00
6	Supplemental materials or interventions for elementary schools	\$320,945.00
	FTE	2022-23
		\$320,945.00
7	Supplemental materials or interventions for secondary schools	\$0.00
8	Intensive interventions for elementary students reading below grade level	\$4,939.00
	FTE	2022-23
		\$4,939.00
9	Intensive interventions for secondary students reading below grade level	\$0.00
10	Professional development	\$0.00
11	Helping teachers earn the reading endorsement	\$20,000.00
	FTE	2022-23
		\$20,000.00
12	Summer reading camps	\$0.00
13	Additional hour for 300 lowest-performing elementary schools	\$0.00

14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	\$0.00
Total:		\$822,884.00

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

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

The reading plan allocation funds district coaches. The coaches will focus on supporting teachers of K-3 so that students with deficiencies have appropriate interventions. The coaches also assist with creating the parent reading at home booklet and are involved with parent and family engagement reading nights.

School Literacy Leadership Teams

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

The information will be communicated to the principals by the District Elementary and Secondary Education Directors during monthly Principals' meetings. The Principals along with the Reading Coaches will present the plan to each school level literacy team for ongoing implementation and feedback. Reading Coaches will support the Literacy Leadership Team (LLT) by collecting input, feedback, and ongoing strategies for improvement.

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

Required members of the LLT will be communicated to the Principals by the Directors of Elementary and Secondary Education. Directors will provide ongoing support to the Principal and the LLTs in regarding to the Reading Plan implementation.

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

The Directors of Elementary and Secondary Education will be responsible for ensuring compliance. The plan will be reviewed at least quarterly to ensure progress and input from stakeholders.

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.

The following professional development will be provided:

Exploring Structured Literacy

BEST (Standards for ELA and Math)

Phonological Awareness /Phonics for K-3

Extreme Reading

SIM - Strategic Instruction Model (Learning Strategies and Content Enhancement Models)

Curriculum Implementation

Orton-Gillingham methodology-training (unbranded) and PD on the methods and best practices. Includes use of the card deck and multi sensory strategies.(no specific program purchase)

Content Planning at weekly PLCs.

Achieve 3000

Book Studies: "Fresh Look at Phonics", "Strength-Based Leadership"

Science of Reading focused PDs.

Reading Endorsement

Clinical Educator Training

Mentor teachers will be selected and model classrooms will be established so that teachers are allowed to observe best practices in multisensory learning/teaching. One Friday every month teachers will have a half-day of professional development to allow collaboration and planning to meet the needs of all learners to meet the needs of progress monitoring data. These days will be supported and monitored by the administration and district personnel.

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.

The professional development requirements will be communicated to principals through:

Flyers developed by District Reading Coaches.

Emails will be sent out to all Principals.

Monthly Principals' Meetings

District Literacy Coaches will schedule meetings with principals to monitor professional development requirements and ensure compliance.

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

District Elementary and Secondary Education Directors and District Literacy Coaches will be responsible for supporting and monitoring the professional development requirements and ensuring compliance.

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.

Schools will be identified be:

Currently, all 6 Hendry County Elementary Schools are RAISE Targeted Schools. These schools are then ranked on level of proficiency to determine highest need. At this time, Hendry is fortunate to have a Reading Coach in all 6 elementary schools. Additional criteria includes: Targeted Services and Interventions/Coordinated Services (TSE/CSI) and Interventions, Every Student Succeeds Act (ESSA) subgroup categories on the Federal Index, I-Ready diagnostic - progress monitoring to be given and analyzed three times a year, and a needs Survey. Additional funds beyond the coach are prioritized based on the above criteria to ensure specific explicit programs are available for Tier III support.

All literacy coaches that work with Tier III students are reading endorsed/certified.

All Elementary Literacy/Reading Coaches work under the direct supervision of the Elementary Director who is also the state reading contact.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
 - the major reading components, as needed, based on an analysis of student performance data;
 - administration and analysis of instructional assessments; and
 - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

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

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

Yes

If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

The district leadership team will convey the information to principals at monthly principal meetings. District coaches will also communicate with principals.

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?

Coaches are supported through train-the-train opportunities, collaborative monthly meetings with district leadership. In addition, coaches attend state literacy trainings on B.E.S.T Standards and the Science of Reading. These trainings are then brought back to the school site and presented/taught to the teachers. Coaches work together to ensure quality PD is created and consistently taught across the district. Coaches collaborate with District and School Level Leadership to ensure the PLC process and PD process address the needs of the school.

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

District Elementary and Secondary Education Directors

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

Quarterly at least.

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

Examine the data

Describe the data

Interpret the data

Reflect on the implications of the data

Reflect on the data

Debrief of the process

Problem Solving Team approach to ensure the problems are identified and an action plan is made and implemented.

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?
	Pre-Kindergarten - Second	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
STAR Reading	K-8	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly
iReady	K-8	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Waterford	VPK, IPK, Kindergarten	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary	Quarterly
SIM- Xtreme Reading	6th - 12th	Progress Monitoring	Fluency, Vocabulary, Comprehension	Quarterly
Achieve 3000	6th - 12th	Diagnostic	Vocabulary, Comprehension	3 x A Year
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
ACT and/or SAT	11-12	Summative	Vocabulary, Comprehension	Annually
District/School/Teacher Created	K-5	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
Stanford Achievement Test		Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly, 3 x A Year, Annually
Benchmark Assessments	As needed, 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
Achieve 3000	9-12	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
Phonological Awareness Screening Instrument (PASI)	k-12 as needed	Screener	Oral Language, Phonological Awareness, Phonics	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually

District-Level Monitoring - Part B

Provide the following information to depict how the district will meet each of the requirements.

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

The District Directors: Dr. Barbara Mundy, Tressa Duncan, Roberto Sanchez, Dr. Angela Staley, and Stevonnia Allen are responsible for providing plan implementation oversight, support, and follow-up.

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

Principals conduct walkthroughs, review lesson plans, and hold weekly PLCs to monitor. Instructional coaches model, co-teach and assist in planning systematic and explicit instruction in foundational reading skills using evidence-based strategies. Coaches and administrators conduct walk throughs to monitor formative assessments and fidelity of implementation of strategies. Teachers and administrators who obtain their reading endorsement are given a one time \$1,000 stipend. Core curriculum utilized has been vetted by the Florida Department of Education.

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

Conducting PLCs where data is constantly monitored, discussed, and lessons planned based on the data.

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

Professional Development during PLCs on those strategies. Our district has also purchased all Civics books from the BEST standards booklist for grades K-12. Standards based planning is conducted weekly to incorporate science and social studies standards into the ELA curriculum. The district adopted curriculum has embedded multiple science and social studies themes to support cross curricular learning.

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

Guidance is provided to principals at district level principals' meetings and other meetings held. These guidelines are reinforced when directors meet with principals individually.

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.

Guidance is provided to principals at district level principals' meetings and other meetings held. These guidelines are reinforced when directors meet with principals individually. Additionally, when coaches meet with principals to create a plan of action for the year for the individual schools, the guidelines are covered. Additionally, teacher input will be included as they will be part of our Literacy team. All 6 Hendry Elementary Schools are RAISE Targeted Schools. We work diligently to ensure coaching at all 6 schools, as a revision to last years CERP and reflection tool, that the New Worlds Program is a priority, that the B.E.S.T. Standards trainings are at the forefront of PLCs and PD and that literacy is of the highest priority in all that is done within the schools. Data is reviewed monthly during early release PD days to identify targeted teachers and students.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

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

What process is in place to ensure effective implementation?

The process is as follows:

District Leadership Team meets with principals to review the plan.

District team members follow up with administrators monthly.

District-level administrators will ensure that the literacy walk-throughs are occurring at each school using a district-created walkthrough tool.

Data will be reviewed at principals' meetings, PLCs, and grade-level meetings.

Who at the district level supports effective implementation?

Directors of Elementary and Secondary Education support effective implementation through chats with principals on a monthly basis and weekly walkthroughs with the principals. Teachers and administrators who obtain their reading endorsement are given a one time \$1,000 stipend.

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

Data is reviewed that will be used to drive the school-level reading plan.

The district created a literacy walk-through tool for principals to utilize.

Collected data will be shared with the District Leadership team.

District leadership meets with principals, data coordinators, and literacy coaches, at monthly meetings, to discuss data and areas in need of improvement.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

District Leadership Team meets with principals to review the plan.

District team members follow up with administrators monthly to review walk-through data.

Literacy Team Rosters are updated and turned in to the district based on annual assignment.

Principals use walkthrough data to identify teacher needs. This includes who may need more coaching cycles, mentor/mentee teacher needs, establishing of model classrooms for peer observations, and more. Walk through data is collected to ensure formative assessment and fidelity of implementation.

Who at the district level supports effective implementation?

Directors of Elementary and Secondary Education support effective implementation through chats with principals on a monthly basis and weekly walkthroughs with the principals. The school improvement administrator supports walkthroughs and feedback as well.

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

Monthly principals' meetings with directors and principals where data is reviewed and will be used to drive the school level reading plan, the literacy team, the walkthroughs, and the strategies for implementation.

The state literacy walkthrough tool is used to identify trends in literacy. In addition, the district has

established common language and some specific walkthroughs to monitor throughout all schools. Coaches keep coaching logs and observations forms in which collaboration is built upon.

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

What process is in place to ensure effective implementation?

Principals meet with the teachers to review the plan and how to best implement the plan as well as meet with the literacy team monthly. Walkthroughs are conducted by the principal and by the directors. Reading Coaches may be involved in the process as well. Data of literacy scores (I-Ready/FAST) will be reviewed with the Directors collaboratively in order to develop action plans.

Who at the district level supports effective implementation?

The directors of Elementary and Secondary Education for the District support effective implementation through meetings, phone calls, emails, and chats with principals, and the principals meet with teachers and the literacy team. Reading coaches are involved in this support as well.

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

Student data is reviewed and will be used to drive the school-level reading plan implementation. Chats and meetings between the principal, reading coaches, and the literacy team will allow for a review of the data from the literacy walks and facilitate strategies for implementation and next steps. Teachers are a valuable part of the coaching conversation to identify their areas of need and to provide support in areas in which they seek improvement. Coaching is a collaborative effort that involves teamwork from all members.

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.

Third-grade summer school students will receive intensive interventions using explicit, systematic, and gradually released lessons in a small group (1:10) setting. Students will receive weekly progress monitoring that will also be reported to their parents. Leveled Literacy Intervention, Orton Gillingham methodology (unbranded) I-Ready and SIPPS are programs used and specific teacher training will be provided. Students will be offered the SAT 10 at the end of summer school.

All summer camp teachers are reading endorsed and highly effective. District plans to meet 1008.25 (7)

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

Will the district implement this option?

Yes

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

This program will be offered due to ESSER funding that is available this year. Students will attend Monday - Thursday from 7:45-2:30 during the month of June. Students will receive instruction in math, reading, science, and social studies content. We will use STAR as a screener for pre and post-tests. Students will also use iReady for their instructional level path. We will be utilizing the Orton-Gillingham methodology with specific teacher training, to meet the reading demands that will allow us to work on closing the achievement gaps in reading foundations and comprehension. Summer school programs include I-Ready, Leveled Literacy Interventions, and SIPPS.

All summer camp teachers are reading endorsed and highly effective. District plans to meet 1008.25 (7)

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.)

200

Students who demonstrate a reading deficiency in grades K-2

240

Students who score Level 1 in grades 4-5

200

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.)

31%

Students who demonstrate a reading deficiency in grades K-2

37%

Students who score Level 1 in grades 4-5

31%

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.

As a district, we have created a Read-At-Home booklet for families of all students in the district. This book was created in both English and Spanish to support families in all 6 areas of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and reading comprehension) including, multisensory strategies. The district is also utilizing the state-created Read-At-Home plan from the FLDOE website. Both plans are on the district website and distributed during Family Reading Nights, MTSS meetings with parents, and PTO meetings. They are available in both print and digital formats. The New Worlds Reading Initiative is a huge push of the district to increase family engagement. This includes flyers going home, sign ups at family reading nights, available one on one support for sign ups at "Parent Universities" and advertisement on our website. Additional resources are sent home through the year and posted on our social media and websites including New Worlds, B.E.S.T. ELA/Civics booklists, FCRR activities, Just Read Families, B.E.S.T Parent Guides, and more.

Who at the district is responsible for monitoring this requirement?

The District Leadership Team is responsible for monitoring this requirement. Specifically, the Elementary Director who oversees the Reading Plan.

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

The district ensures that all schools have scheduled an uninterrupted block of time of at least 90 minutes added to their daily schedules for all students.

Curriculum mapping will occur.

Professional development will be provided and followed up with the literacy coaches.

Monitored through walk-throughs.

Tier I: Benchmark Advance Florida was adopted during Florida's 2021 ELA adoption process.

Benchmark Advance Florida has one of the highest ratings from edreports.org and is fully aligned with the Florida BEST standards.

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

District Leadership Team

Directors of Elementary and 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?

Professional development will be provided and followed up with the literacy coaches.

Monitor through walk-throughs.

A comprehensive curriculum that provides texts from the BEST standards booklists which include social studies, sciences, and arts. In addition, we have purchased the Civics books from the booklist in the BEST standards.

iReady workbooks are utilized which also include content in social studies, science, and the arts.

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

District Leadership Team

Directors of elementary and Secondary Education.

(The principal of the school and the appropriate grade level Director monitor this at each school site.)

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

How does the district support and monitor implementation?

Support through professional development.

Monitor through walk-throughs. The principal of the school and the appropriate grade level Director monitor this at each school site. Benchmark Advance Florida- evidence based instruction material to be used in small group

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

District Leadership Team
Directors of Elementary and 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.

To begin, teachers will be curriculum mapping BEST standards, curriculum, assessment, and instruction for the upcoming school year. Teachers will ensure their mapping reaches all six areas of the components of reading for each grade level. Once school begins, data will be collected through monitoring, diagnostic assessments, and screeners to drive their instruction and pinpoint students to consider for Tier II and Tier III interventions. Progress monitoring will occur, through formative assessments, which will also indicate which students will be better served in Tier II or Tier III intervention groups. Progress monitoring will continue to drive interventions, as intervention groups will be fluid: Which includes ESE and ELL students and their needs. Diagnostic assessment will occur three times a year, as a way to continue to monitor overall grade-level progress and continue to drive reading instruction for all students. End-of-year summative assessments will guide this process for the start of the following school year. The alignment of Florida's formula for success are utilized. Tier 1 grades K-5, core curriculum (Benchmark), 6-8 core curriculum (Amplify), and 9-12 (Achieve 3000). Intensive reading interventions are provided by teachers who reading endorsed.

How does the district support and monitor implementation?

- Professional development will be provided.
- walk-throughs utilizing a checklist/observation form.
- Classroom support from coaches, throughout all the DT, all grade level bands

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

- District Leadership Team
- District Literacy Coaches

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-2

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

(Enter assessment criteria that will be used)

Student Scores Proficient on STAR progress monitoring per state standards, and/or on or above grade level (green zone) on iReady diagnostic

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

Core Curriculum-Benchmark Advance Florida was adopted during Florida’s 2021 ELA adoption process. Benchmark Advance Florida has one of the highest ratings from edreports.org and is fully aligned with the Florida BEST standards.

Progress Monitoring

Assessment & Frequency

F.A.S.T.- STAR EL/STAR-3 times per year
I-Ready Diagnostic-3 times per year

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

F.A.S.T.- STAR EL/STAR-3 times per year-Proficient Scale Score based on state guidelines.
I-Ready-Score in the 46th %tile or higher on the National Norms Percentile Rank, iReady Tier 1, Profiles 4, 5, or is on or above grade level

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

Scale Score is 1 level below the proficient zone, per state guidelines.
I-Ready-Score below the 46th %tile the National Norms Percentile Rank, iReady Tier 2, Profiles 3, below grade level,

How is the effectiveness of Tier 1 instruction being monitored?

Administrators, coaches, teachers and other stakeholders monitor the effectiveness of instruction.

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

Grade-level PLC’s
Data Chats
Staff meetings

Grade Levels: K-2

RtI/MTSS meetings

Distance learning is provided through Florida Virtual School or Digital Academy of Florida

How is the effectiveness of Tier 1 curriculum being monitored?

Administrators and coaches monitor the effectiveness of delivery of curriculum.

Effectiveness is also monitored through formative assessment data.

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

Grade-level PLC's

Data Chats

Staff meetings

RtI/MTSS meetings

Distance learning is provided through Florida Virtual School or Digital Academy of Florida

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

Distance learning is provided through Florida Virtual School or Digital Academy of Florida

Grade Levels: 3-5**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Students score in proficient zone on Cambium Progress monitoring, score in the iReady Profiles 4-5, and scores on or above grade level, they are in the Green Success Zone.

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

Benchmark Advance Florida Grades 3 , 4, and 5 was adopted during Florida's 2021 ELA adoption process.

Benchmark Advance Florida Grades 3, 4, and 5 has one of the highest ratings from edreports.org and is fully aligned with the Florida BEST standards.

Progress Monitoring**Assessment & Frequency**

iReady Diagnostic administered 3 times a year.

STAR Reading assessment administered 4 times a year.

Cambium Progress Monitoring administered 3 times a year.

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

I-Ready-Score in the 46th %tile or higher on the National Norms Percentile Rank, iReady Tier 1, Profiles 4, 5, or is on or above grade level.

STAR-A percentile Rank of 40 is a cut score that serves as a proficiency benchmark.

Cambium-Scale Score is proficient based on state guidelines.

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

I-Ready-Score below the 46th %tile the National Norms Percentile Rank, iReady Tier 2, Profiles 3, below grade level.

STAR-A percentile rank below 40 would prompt addition of Tier 2 intervention

Cambium-Scale Score is 1 level below proficient based on state guidelines.

How is the effectiveness of Tier 1 instruction being monitored?

Administrators, coaches, teachers and other stakeholders monitor the effectiveness of instruction.

Grade-level PLC's

Data Chats

Staff meetings

RtI/MTSS meetings

Grade Levels: 3-5

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?

Grade-level PLC's
Data Chats
Staff meetings
RtI/MTSS meetings

Administrators and coaches monitor the effectiveness of delivery.
Effectiveness is also monitored through formative assessment data.

Distance learning is provided through Florida Virtual School or Digital Academy of Florida

How is the effectiveness of Tier 1 curriculum being monitored?

Administrators and coaches monitor the effectiveness of delivery of curriculum.
Effectiveness is also monitored through formative assessment data.

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

Grade-level PLC's
Data Chats
Staff meetings
RtI/MTSS meetings

Administrators and coaches monitor the effectiveness of delivery of curriculum.
Effectiveness is also monitored through formative assessment data.

Distance learning is provided through Florida Virtual School or Digital Academy of Florida

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

Distance learning is provided through Florida Virtual School or Digital Academy of Florida

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

(Enter assessment criteria that will be used)

Students score in the proficient zone on the Cambium Progress Monitoring according to state guidelines..

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.

- Amplify ELA Florida grades 6, 7 and 8
 - Amplify ELA Florida Grades 6, 7, and 8 was adopted during Florida’s 2021 ELA curriculum adoption process.
 - Amplify ELA Grade 6, 7 and 8 has the highest rating from edreports.org; and is fully aligned with the Florida BEST standards.
- Pre-AP English 1, College Board Resources (published as model lessons by Advanced Placement, College Board. Areas of focus: Reading closely complex literary and informational text, valuing and incorporating textual evidence in writing and speaking, and noticing language choices. AP Literature and Composition, Bedford, Freeman and Worth Publishing Group Literature and Composition, Carol Jago (2011).

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

Progress Monitoring**Assessment & Frequency**

i-Ready Diagnostic/progress monitoring-2 times per year
 Benchmark assessments-per quarter
 Cambium Progress Monitoring administered 3 times a year.

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

Grade level proficiency on mid-year i-Ready diagnostic assessment
 Score of 70% or higher on benchmark or unit assessments
 Scale Score is proficient based on state guidelines.

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

Lower than grade level proficiency on mid-year i-Ready diagnostic assessment
 Score of 69% or lower on benchmark or unit assessments
 Scale Score is 1 level below proficient based on state guidelines.

How is the effectiveness of Tier 1 instruction being monitored?

Grade Levels: 6-8

Administrators monitor the effectiveness of instruction; MTSS team monitors student performance in core ELA classes.

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?

Teachers meet in weekly subject-/grade-alike professional learning communities to plan for instruction, working in a cycle of comparing data from common assessments to determine effectiveness of Tier 1 instruction, adjusting instruction as needed.

Leaders and teachers regularly meet to review and analyze student benchmark, unit, and diagnostic assessment data.

Distance learning is provided through Florida Virtual School or Digital Academy of Florida

How is the effectiveness of Tier 1 curriculum being monitored?

School administrators work with teachers and conduct classroom walkthroughs and observations. They check teachers' grade reports weekly, communicating with teachers regarding concerns. MTSS committees have monthly meetings to study student assessment data, address teacher referrals, and determine which students may need additional support.

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

- Analyze data to identify the problem
- Determine a plan of action including the resources to be used
- Implement intervention based on action plan
- Monitor fidelity of interventions to ensure the intervention is effective and aligned with the core curriculum
- Conduct RTI/MTSS meetings to evaluate student progress

Distance learning is provided through Florida Virtual School or Digital Academy of Florida

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

If needed: Face to face meetings are held through Google Meets.

Telephone conferences.

Students are supplied with chromebooks and hotspots as needed for digital activity.

Students without connectivity are given paper copies of packets and materials.

Distance learning is provided through Florida Virtual School or Digital Academy of Florida

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

- All students take English 9, 10, 11, or 12 or else AP or Pre-AP unless they are provided Florida Standards Access Points (FS-APs) for English language arts curriculum.
- Students are not scheduled for Tier 2 or 3 interventions if they have a current proficient/passing Cambium Progress Monitoring per state guidelines.

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.

9-12 (Achieve 3000)

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
- Pre-AP English 1 and 2, College Board Pre-AP English 1 Resources published as model lessons by Advanced Placement, College Board. Areas of focus: Reading closely complex literary and informational text, valuing and incorporating textual evidence in writing and speaking, and noticing language choices. AP Literature and Composition, Bedford, Freeman and Worth Publishing Group - Literature and Composition, Carol Jago (2011).
- AP Language and Composition, Bedford, Freeman and Worth Publishing Group - The Language of Composition, 2nd Edition, Renee H.Shea (2013). C
- Springboard Language Arts Florida Standards Edition 2018

Progress Monitoring

Assessment & Frequency

F.A.S.T.- Administered three times a year.

Benchmark assessments-as needed

9-12 (Achieve 3000)- as needed

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

Proficient Scale Score based on state guidelines

Score in the 46th %tile or higher on the National Norms Percentile Rank,

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

Scale Score is 1 level below the proficient zone, per state guidelines.

Score below the 46th %tile the National Norms Percentile Rank and or below state recommended levels on FAST

How is the effectiveness of Tier 1 instruction being monitored?

Grade Levels: 9-12

School Administration team and MTSS committee monitors students' performance on assessments and in Core Curriculum classes

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 Administrators are assigned to work with certain teachers, often according to content areas. They check teachers' grade reports weekly, communicating with teachers regarding concerns. MTSS committees have monthly meetings to study student assessment data, address teacher referrals, and determine which students may need additional support. Distance learning is provided through Florida Virtual School or Digital Academy of Florida

How is the effectiveness of Tier 1 curriculum being monitored?

School Administration team and Multi Tiered Targeted Supports (MTSS) committee monitors students' performance on assessments and in Core Curriculum classes

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

School Administrators are assigned to work with certain teachers, often according to content areas. They check teachers' grade reports weekly, communicating with teachers regarding concerns. MTSS committees have monthly meetings to study student assessment data, address teacher referrals, and determine which students may need additional support. Administrators, coaches, teachers and other stakeholders monitor the effectiveness of instruction. Distance learning is provided through Florida Virtual School or Digital Academy of Florida

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

If needed:

- Students are provided ChromeBooks and HotSpots as needed for digital connectivity.
- Students without technological connectivity are given paper copies and packets of materials and supplies.
- Teachers post digital versions of instruction, readings, and tasks in their Google Classrooms.
- Teachers use Google Suite, Google-Meet, District Google email, and telephone calls to maintain contact with students.
- The district mandate is for teachers to record two grades each week.

Currently:

Distance learning is provided through Florida Virtual School or Digital Academy of Florida

Tier 2

Supplemental Instruction/Intervention:

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

Grade Levels: K-2

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year: students STAR scale score is one level below proficient per state guidelines and/or, iReady diagnostic is 1 year below grade level.

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 to 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).

Sound Partners

Leveled Literacy (LLI)

Fountas and Pinnell Leveled Literacy Intervention, addresses language, phonics, word work, sentence complexity/dictation, vocabulary and comprehension literary and informational texts.

Students will be instructed in the Orton-Gillingham Approach (unbranded) that includes multi-sensory, systematic, and explicit phonics/phonemic awareness instruction. Guided Reading Small group differentiated instruction that focuses on before, during and after reading comprehension strategies.

Utilize Profile 3 iReady small group lesson plans that focus on fluency, vocabulary, and comprehension in literary and informational text.

Assessment & Frequency

Benchmark assessments, teacher created assessments as needed
iReady - as needed

Performance Criteria to discontinue Tier 2 interventions

The gap is closing and there is an increased rate of growth- If a discrepancy between current and expected performance exists decisions are made to increase or discontinue the intensity of the intervention during an RTI meeting.

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

If the gap between the student and the grade group is 30%-40%

Performance Criteria that prompts the addition of Tier 3 interventions

Loss of growth rate and the risk level increases over time.

Approximately a 20% gap between the intervention group and the student should indicate need for problem solving team conversations, not necessarily a firm indicator of advancement to tier 3. If there is a distinct gap between student and class/grade level/demographic subgroup, is a point of discussion and included on the graph. If a discrepancy between current and expected performance exists decisions are made to increase the intensity of the intervention during an RTI meeting.

Number of times per week intervention provided

3

Grade Levels: K-2

Number of minutes per intervention session

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?

Administrators/coaches/teachers/other stakeholders:

Analyze data to identify the problem

Determine a plan of action including the resources to be used

Implement intervention based on action plan

Monitor fidelity of interventions to ensure the intervention is effective and aligned with the core curriculum

Conduct RTI/MTSS meetings to evaluate student progress

Distance learning is provided through Florida Virtual School or Digital Academy of Learning.

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

According to ESSA evidence standards Sounds Partners has strong evidence based on the ESSA rating. (.58 effect size.) According to ESSA evidence Leveled Literacy has a strong evidence rating. Orton-Gillingham Approach (unbranded) that includes multi-sensory, systematic, and explicit phonics/phonemic awareness instruction.

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

Distance learning is provided through Florida Virtual School or Digital Academy of Learning.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

Grades 3rd-5th:

Student meets the following criteria at beginning of school year:

Students scale score, on Cambium, is one level below proficient according to star, scored an FSA Level 2 (low), are considered Tier 2, are placed in the iReady Profile 3, and/or scores one year below grade level, they will be in the Yellow Success Zone.

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)

Use of Close Reading Strategy

Fountas and Pinnell Leveled Literacy Intervention, addresses language, phonics, word work, sentence complexity/dictation, vocabulary and comprehension literary and informational texts. Students will be instructed in the Orton-Gillingham Approach (unbranded) that includes multi-sensory, systematic, and explicit phonics/phonemic awareness instruction.

Assessment & Frequency

Benchmark and or District/School/Teacher created assessments-as needed

Performance Criteria to discontinue Tier 2 interventions

The gap is closing and there is an increased rate of growth.

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

difference between the student and the grade group is 30%-40%

Performance Criteria that prompts the addition of Tier 3 interventions

Loss of growth rate and the risk level increases over time. Approximately a 20% gap between the intervention group and the student should indicate need for problem solving team conversations, not necessarily a firm indicator of advancement to tier 3. If there is a distinct gap between student and class/grade level/demographic subgroup, is a point of discussion and included on the graph. If a discrepancy between current and expected performance exists decisions are made to increase the intensity of the intervention during an RTI meeting.

Number of times per week intervention provided

3

Number of minutes per intervention session

30

Grade Levels: 3-5

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?

Administrators/coaches/teachers/other stakeholders:

Analyze data to identify the problem

Determine a plan of action including the resources to be used

Implement intervention based on action plan

Monitor fidelity of interventions to ensure the intervention is effective and aligned with the core curriculum

Conduct RTI/MTSS meetings to evaluate student progress

Distance learning is provided through Florida Virtual School or Digital Academy of Learning.

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

According to ESSA evidence standards Leveled Literacy Interventions (LLI) has strong evidence with a .13 effect size.

Curriculum Associates analyzed data from more than one million students who took the i-Ready Diagnostic in the 2017–2018 school year. In both reading and mathematics, students who used i-Ready Instruction for an average of 45 minutes or more per subject per week for at least 18 weeks experienced greater learning gains compared to students who did not, when controlling for prior achievement. This study also examined differences among special populations. Students who were ELs, students with disabilities, and students who were economically disadvantaged who used i-Ready Instruction all saw greater growth than students from the same subgroups who did not have access to the program.

Orton-Gillingham Approach-unbranded- that includes multi-sensory, systematic, and explicit phonics/phonemic awareness instruction.

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

Distance learning is provided through Florida Virtual School or Digital Academy of Learning.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

Most recent FSA Reading score of Level 1 or 2, score one level below proficient on Cambium, based on state guidelines.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

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)
 Intensive reading class
 Instruction includes texts at students' grade and reading levels, focusing on ELA BEST benchmarks and appropriate 6-12 Foundational Reading benchmarks as needed by individual students.
 Small group instruction based on student needs as determined by i-Ready
 I-Ready:
 After taking the initial beginning of the year benchmark assessment, teachers should use i-Ready suggested groupings of students to form small groups that include targeted instruction, practice and formative assessments based on student needs.
 Monitor reports generated by i-Ready to assess student completion and pass rates for grade-level lessons.
 Utilize i-Ready Toolbox and resources for grade-level, standards-based lessons (whole-class, small group, and individual, computer-based lessons)
 Bring progress monitoring data to the problem solving MTSS team meetings and consider advancement to intervention at tier 2 level.
 Progress monitor according to
 the tier 2 instruction, should the problem solving team recommend intervention at tier 2.
 Teachers provide data to the MTSS problem solving team, as reading intervention in small groups is recommended for tier 2.
 Students will be instructed in the Orton-Gillingham Approach that includes mutisensory, systematic, and explicit phonics/phonemic awareness instruction.

Assessment & Frequency
 i-Ready diagnostic (3x year)
 Benchmark and or District/School/Teacher created assessments-as needed

Performance Criteria to discontinue Tier 2 interventions

The gap is closing and there is an increased rate of growth.

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction
 If the gap between the student and the grade group is 30%-40%
 and or the most recent FSA Reading score of Level 1 or 2, score one level below proficient on Cambium, based on state guidelines.

Grade Levels: 6-8

Progress Monitoring

Performance Criteria that prompts the addition of Tier 3 interventions

Loss of growth rate and the risk level increases over time

Number of times per week intervention provided

5

Number of minutes per intervention session

50

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?

Administrators/coaches/teachers/other stakeholders:

Analyze data to identify the problem

Determine a plan of action including the resources to be used

Implement intervention based on action plan

Monitor fidelity of interventions to ensure the intervention is effective and aligned with the core curriculum

Conduct RTI/MTSS meetings to evaluate student progress

Distance learning is provided through Florida Virtual School or Digital Academy of Learning.

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

i-Ready-meets the Florida requirements for evidence-based materials

Orton-Gillingham Approach (unbranded) that includes multisensory, systematic, and explicit phonics/phonemic awareness instruction.

Amplify-meets the Florida requirements for evidence-based materials

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

Distance learning is provided through Florida Virtual School or Digital Academy of Learning.

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

(Enter assessment criteria that will be used)

If students are performing one grade level below their chronological grade level, received a score of level 2 on FSA ELA for the previous year OR scored below-proficient on Benchmark Assessments, they may be considered by the problem solving team for tier 2 intervention. Students who receive a level 1 on FSA are to begin Tier 2 immediately.

MTSS Problem Solving team reviews students' Tier 1 data including attendance, behavioral, physical, cultural, demographic, and other relevant data to rule out other concerns along with a student's previous year's Benchmark and lessons and or FSA/STAR scores.

If the team determines a need for intensified services of Tier 2, at the MTSS Problem-Solving Tier 2 Meeting, the team will develop a goal for the students, based on these guiding questions.

Identify initial concern (What data raised concerns?)

Using data, what is the current level of performance?

Using data, what is the benchmark level?

Using data, what is the peer performance?

What is the gap?

The problem solving team creates an instructional plan utilizing an evidence-based intervention.

Parent contact is maintained throughout Tier 1, sending home grade and assessment reports

Score one level below proficient, on Cambium, based on state guidelines.

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)

Achieve 3000-

Orton-Gillingham Approach (unbranded) includes multisensory, systematic, and explicit phonics/phonemic awareness instruction

Strategic Instruction Model (SIM)

Achieve 3000-

Orton-Gillingham Approach includes multi-sensory, systematic, and explicit phonics/phonemic awareness instruction.-weekly

Strategic Instruction Model (SIM) Content Enhancement Routines will be used in English, SIM Learning Strategies for Word ID, Inferencing, Paraphrasing, Self-Questioning, Visualizing.

Reading strategies include close reading, explicit instruction, reciprocal reading, and cooperative learning structures 2-3 times per week

Assessment & Frequency

Benchmark and District/School/ Teacher created assessments as needed

Achieve 3000- as needed

Performance Criteria to discontinue Tier 2 interventions

A student is consistently scoring at a proficient level on standards -aligned assessment. Or

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

A positive trendline in data showing an increased rate of growth, the gap is closing, and the level of proficiency increases over time

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

If students are performing one grade level below their chronological grade level, received a score of level 2 on FSA ELA for the previous year OR scored below-proficient on Benchmark Assessments, they will continue to be considered by the problem solving team for tier 2 intervention. Students who receive a level 1 on FSA are to begin Tier 2 immediately.

MTSS Problem Solving team will monitor

Performance Criteria that prompts the addition of Tier 3 interventions

Data trendline shows negative or somewhat negative trend in performance, showing a loss of growth rate and proficiency over time.

MTSS problem solving team determines fidelity of intervention implementation: if fidelity were not intact, the team will develop strategies to increase fidelity; and if fidelity were intact, the team determines through problem analysis if intervention design, or original problem analysis or hypothesis were problematic.

Number of times per week intervention provided

3-5 times per week

Number of minutes per intervention session

30-45 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?

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?

The teacher or interventionist documents a Daily Intervention Report to provide evidence of fidelity to the intervention plan developed in the MTSS Problem Solving team meeting.

The MTSS coordinator and/or reading coach and/or school building administrator monitor fidelity of instruction and progress monitoring data.

Parent contact by the classroom teacher or interventionist

a. Is required by the district every three weeks regardless of how long the student is in the tier. b. Must be documented.

c. May consist of letters home, teacher-parent conference notes/signatures, phone calls home, summary of phone messages left, copies of report cards requesting meetings, email copies, Remind101 or Class Dojo messages, and the like.

Within Tier 2 the teacher conducts an observation of the student for 15 to 30 minutes and writes a narrative on the observation form capturing a reasonable perspective of the students behavior along with the instructional process (strategies used, questioning, answers given, student behavior, work product, lesson outline, etc).

Continue Screening/Rule Out Criteria Process:

MTSS coordinator sends a copy of the signed Screening Permission form to the Lead Speech and Language

Grade Levels: 9-12

Pathologist (SLP)

The designated SLP will conduct the screening and return results to the MTSS coordinator who will complete the speech/language portion of the Rule Out Criteria document. If a student does not pass a speech screener, follow up with evaluations. If a student does not pass language screener, follow up with interventions and a language evaluation at the end of Tier 3.

Investigate attendance: Has the student missed an estimation of 10% of the school year? If so, intervene for attendance within the MTSS process. Possible interventions can be found in the Hendry County School District MTSS Behavior Handbook (further development of the behavior and SEL interventions are a focus for SY 2020-21).

At the Tier 2 Response Meeting, the team completes all other sections of the Rule Out Criteria. Administrative teams review formative and summative assessment data and teacher gradebooks, addressing concerns.

MTSS problem solving teams meet at least monthly to review data and students files, and make action plans for individual students.

Reading coaches attend MTSS problem solving team meetings

Reading coaches work with individual teachers to understand their data and implement interventions with fidelity and accuracy.

Reading coaches are available to model instructional strategies and assist with lesson planning.

Reading coaches also participate in delivery of district-wide professional learning and/or within small group professional learning communities regarding reading interventions within the MTSS problem-solving process.

Distance learning is provided through Florida Virtual School or Digital Academy of Learning.

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

According to Evidence for ESSA, SIM qualifies for the strong category with a 0.10 effect size.

Orton-Gillingham Approach (unbranded) that includes multisensory, systematic, and explicit phonics/phonemic awareness instruction.

Achieve 3000 Evidence has Strong Evidence-meets the Florida requirements for evidence-based materials

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

Distance learning is provided through Florida Virtual School or Digital Academy of Learning.

Tier 3

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

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

Grade Levels: K-2**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Students receive a scaled score in the bottom zone, of STAR, per state guidelines

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 additional time allotted is in addition to core instruction and tier 2 interventions

Students will be instructed in the Orton-Gillingham Approach (unbranded) that includes multisensory, systematic, and explicit phonics/phonemic awareness instruction.

Small groups of 3-5 will be formed by results of screener to differentiate instruction providing explicit instruction using multisensory activities and strategies based on the student's individual needs. The following examples of multisensory strategies will be incorporated in the classroom:

Use graphic organizers to assist with comprehension strategies

Tap out sounds

Use body movements for various sounds

Use textured materials to manipulate letters in words

Use food that begins with the focus sound to reinforce the sounds(/c/ cookies)

Differentiated Instruction will include but not limited to phonemic awareness lessons, concept of print, alphabetic principle, oral language development, vocabulary, and listening comprehension.

one-on-one instruction; accommodations (IEP, ESOL, or 504); more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions

Assessment & Frequency

Students scoring substantially below grade level STAR EL/STAR scores will receive immediate intensive intervention five days a week for a minimum of 30 minutes a day in addition to the 90 minute ELA block in groups of 3-5 students.

Students who score a scaled score of 437 or lower will be placed in a 30 minutes Immediate Intensive Intervention grouping size of 3-5. Students will be assessed further in Phonological Awareness. If PA is below mastery, then provide PA immediate intensive intervention while continuing to work on print awareness and oral language development. If Phonological Awareness level is at or above mastery, immediate intensive intervention in phonics will be provided while continuing to build vocabulary, fluency, and comprehension.

All of the above weekly.

Performance Criteria to discontinue Tier 3 interventions

The gap is closing and there is an increased rate of growth - see below

Performance Criteria indicating continuation of Tier 3 interventions

The gap is closing and there is an increased rate of growth-see below

Performance Criteria that prompts intensified Tier 3 interventions

Loss of growth rate and the risk level increases over time- see below

Number of times per week intervention provided

5

Grade Levels: K-2

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?

RTI team meetings are in place to analyze student data and determine a plan of action and become more frequent for Tier 3

Students in this category that have been identified as having a substantial reading deficiency, based on the results of their first STAR EL/STAR Progress Monitoring assessment and/or their first iReady Diagnostic Benchmark Assessment, will be provided with a level and content of daily differentiated intervention strategies as per iReady prescriptive instruction.

Analyze data results to determine level and content of differentiated intervention and to provide targeted instruction in areas identified on STAR EL/STAR

Students scoring substantially below grade level STAR EL/STAR scores will receive immediate intensive intervention five days a week for a minimum of 30 minutes a day in addition to the 90 minute ELA block in groups of 3-5 students.

Students who score a scaled score of 437 or lower will be placed in a 30 minutes Immediate Intensive Intervention grouping size of 3-5. Students will be assessed further in Phonological Awareness. If PA is below mastery, then provide PA immediate intensive intervention while continuing to work on print awareness and oral language development. If Phonological Awareness level is at or above mastery, immediate intensive intervention in phonics will be provided while continuing to build vocabulary, fluency, and comprehension.

Profile 1 Students scoring substantially below grade level benchmark category will receive immediate intensive intervention five days a week for a minimum of 30 minutes per day in groups of 3-5 students. This is in addition to the 90 minute ELA block.

Profile 2 Students scoring one year below grade level benchmark category will receive intensive intervention five days a week for a minimum of 20 minutes per day in groups of 5 students. This is in addition to the 90 minute ELA block.

Profile 1 & 2 Students will be assessed in phonics. If phonics is below mastery, then assess phonological awareness. If phonological awareness is below mastery, then provide immediate intensive intervention while continuing to build phonics, vocabulary, fluency, and comprehension skills. If phonics is at or above mastery, instruct in fluency. Continue to build vocabulary and comprehension instruction.

Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.

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

Teachers providing tier 3 support are reading endorsed and or certified. The required coursework provides teachers with an understanding of the strategies that are supported by strong evidence, moderate evidence, or promising evidence as referenced in the What Works Clearinghouse's Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.

Grade Levels: K-2

According to ESSA evidence standards Leveled Literacy Interventions (LLI) has strong evidence based on the ESSA rating. (.13 effect size.)

Orton-Gillingham Approach (unbranded) that includes multi-sensory, systematic, and explicit phonics/phonemic awareness instruction.

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

Distance learning is provided through Florida Virtual School or Digital Academy of Learning.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

Students score in the bottom zone of Cambium, based on state guidelines, iReady Tier 3, Profile 1-2, and/or below more than one grade level, they will be placed in the Red Zone. Red Zone students are considered to have a substantial reading deficiency.

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
 Fountas and Pinnell Leveled Literacy Intervention, addresses language, phonics, word work, sentence complexity/dictation, vocabulary and comprehension literary and informational texts
 Students will be instructed in the Orton-Gillingham Approach (unbranded) that includes mutli-sensory, systematic, and explicit phonics/phonemic awareness instruction.

Assessment & Frequency
 iReady and or PASI and or Benchmark Assessments as needed

Performance Criteria to discontinue Tier 3 interventions

The gap is closing and there is an increased rate of growth.

Performance Criteria indicating continuation of Tier 3 interventions
 The gap is closing and there is an increased rate of growth.

Performance Criteria that prompts intensified Tier 3 interventions

Loss of growth rate and the risk level increases over time.

Number of times per week intervention provided

4-5

Number of minutes per intervention session

30

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

Students in this category that have been identified as having a substantial reading deficiency, based on their first iReady Diagnostic Benchmark Assessment, will be provided with a level and content of daily differentiated intervention strategies as per iReady prescriptive instruction.

FSA Level 1 / I-Ready Profile 1 and 2: Analyze data results to determine level and content of daily

Grade Levels: 3-5

differentiated intervention and to provide targeted iReady prescriptive instruction

FSA Level 1 Lower End / i-Ready Profile 1: Students scoring substantially below grade level benchmark category will receive immediate intensive intervention five days a week for a minimum of 30 minutes per day in groups of 3-5 students in addition to the 90 minute ELA block.

FSA Level 1 Higher End / i-Ready Profile 2: Students scoring more than one year below grade level benchmark category will receive intensive intervention five days a week for a minimum of 30 minutes per day in groups 3-5 students in addition to 90 minute ELA block.

If Phonological Awareness is below mastery then provide additional phonological awareness and phonics instruction during immediate intensive intervention consisting of groups of 3-5 students with additional 30 minutes daily. Promote automaticity by providing practice with Fluency at the sentence level and paragraph level. Continue to provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text. If phonics is at mastery or above mastery level, continue to instruct in fluency and provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text.

Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.

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

Curriculum Associates analyzed data from more than one million students who took the i-Ready Diagnostic in the 2017–2018 school year. In both reading and mathematics, students who used i-Ready Instruction for an average of 45 minutes or more per subject per week for at least 18 weeks experienced greater learning gains compared to students who did not, when controlling for prior achievement. This study also examined differences among special populations. Students who were ELs, students with disabilities, and students who were economically disadvantaged who used i-Ready Instruction all saw greater growth than students from the same subgroups who did not have access to the program.

According to ESSA evidence standards Leveled Literacy Interventions (LLI) has strong evidence based on the ESSA rating. (.13 effect size.)

Orton-Gillingham Approach-unbranded- that includes multi-sensory, systematic, and explicit phonics/ phonemic awareness instruction

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

Distance learning is provided through Florida Virtual School or Digital Academy of Learning.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

First i-Ready diagnostic, are placed in iReady Tier 3, Profile 1-2, and/or below more than one grade level, they are considered to have a substantial reading deficiency. Scale Score on Cambium progress monitoring is in the bottom zone based on state guidelines.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Amplify- state adopted
 First i-Ready diagnostic, are placed in iReady Tier 3, Profile 1-2, and/or below more than one grade level, they are considered to have a substantial reading deficiency. Scale Score on Cambium progress monitoring is in the bottom zone based on state guidelines.
 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

Assessment & Frequency

i-Ready
 After taking the initial beginning of the year benchmark assessment, teachers should use i-Ready suggested groupings of students to form small groups and make practice assignments and formative assessments based on student needs, changing groups as necessary pursuant to student needs. Monitor reports generated by i-Ready to assess student completion and pass rates for below-grade level lessons. Utilize i-Ready Toolbox and resources for appropriately leveled (based on diagnostic data and i-Ready reports), standards-based small group lessons. Bring progress monitoring data to the problem solving MTSS team meetings for consideration. Progress monitor according to the tier 3 instruction. Teachers provide data to the MTSS problem solving team from small group interventions.
 i-Ready diagnostic (3xyear)
 Bi-weekly assessments of small group lessons
 i-Ready lesson reports - scores for completion and performance

Performance Criteria to discontinue Tier 3 interventions

Performing one year below grade level on mid-year i-Ready diagnostic

Performance Criteria indicating continuation of Tier 3 interventions

Performing one year below grade level on mid-year i-Ready diagnostic

Performance Criteria that prompts intensified Tier 3 interventions

Performing more than one grade level below on mid-year i-Ready diagnostic

Number of times per week intervention provided

Grade Levels: 6-8

3

Number of minutes per intervention session

40

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?

Instruction and data is reviewed by the classroom teacher and the intervention teacher.
Instruction and data are shared with and reviewed by the MTSS team.
Distance learning is provided through Florida Virtual School or Digital Academy of Learning.

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

K-8 i-Ready - meets Florida's requirements for evidence based materials.
Amplify- state adopted

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

Distance learning is provided through Florida Virtual School or Digital Academy of Learning.

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

(Enter assessment criteria that will be used)

Approximately a 20% gap between the intervention group and the student should indicate need for problem solving team conversations, not necessarily a firm indicator of advancement to Tier 3. If there is a distinct gap between student and class/grade level/demographic subgroup, this is a point of discussion and should be included on the graph.

Scoring in the bottom zone, on Cambium, per state guidelines.

The teacher brings the following items to the MTSS Problem-Solving response meeting for to team to review and guide determinations and discussion:

Intervention log

Classroom observation report

Graph of Intervention Scores conforming to District MTSS standard requirements regarding identifying information, titles, dates, tasks, student's scores (with trendline), group scores (with trendline, if in a group), and the class averages within the intervention area.

Parent Contact Log

Classroom Data (Grades, standardized and formative assessments.)

Speech and language and intellectual screeners may be used as part of the rule-out criteria.

The problem solving team creates an instructional plan for Tier 3 utilizing an evidence based intervention, mindful of grade level standards. At the Tier 3 Meeting the team will develop a goal with these guiding questions.

- Identify initial concern (What data raised concerns?)
- Using data, what is the current level of performance?
- Using data, what is the benchmark level?
- Using data, what is the peer performance?
- What is the gap?

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

Strategic Instruction Model (SIM)'s Extreme Reading)- Repeated Reading strategy-1-3 students per each small group, total of 15 for each intervention group

Achieve 3000

Assessment & Frequency

Achieve 3000- as needed

SIM - as needed

Benchmark assessments -as needed

Performance Criteria to discontinue Tier 3 interventions

The student's intervention data graph record shows a positive response, in that the gap is closing between student's score and proficiency with the level of achievement rising over time.

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

The student's intervention data graph record shows a positive response, in that the gap is closing between student's score and proficiency with the level of achievement rising over time.

Performance Criteria that prompts intensified Tier 3 interventions

If the student's scores during the intervention show the rate of growth remains relatively flat or not much change occurs over time, the MTSS Problem Solving team meets to determine implementation fidelity. If fidelity is an issue, they develop strategies to increase fidelity; if fidelity is not an issue, the team may decide to increase the intensity of the current intervention for a short period of time and assess impact. If the rate improves, continue intervention. But if the rate does not improve, return to problem solving. (See procedures below.)

If a negative trend line indicates a loss of proficiency or an increase in the level of risk or widening of the gap, the MTSS Problem Solving team meets to determine the intervention fidelity: If fidelity is problematic, the team will design strategies to increase fidelity of implementation. If fidelity were not problematic, the team will determine if the intervention aligned with a verified hypothesis (intervention design, if there are other hypotheses to consider, or if the problem were identified correctly. (See procedures below.)

Number of times per week intervention provided

120 min/wk. for Approx. 6-10 weeks and then MTSS- Problem Solving meeting

Number of minutes per intervention session

30-45 min at 4-5 times/wk.

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?

A different interventionist from tier 2 interventionist will provide interventions, and update the Log of Interventions for each lesson to provide evidence of fidelity. The interventionist must be certified in reading or have an accepted reading endorsement.

Intervention is provided based on grade level standards.

The MTSS coordinator, school building administrator, and/or reading coach monitor fidelity of instruction and progress monitoring data.

Parent contact is maintained by the interventionist (who in Tier 3 is a different person than who facilitated Tier 2):

- Is required by the district every two weeks regardless of how long the student is in the tier. ○ Must be documented.
- May consist of letters home, teacher-parent conference notes/signatures, phone calls home, summary of phone messages left, copies of report cards requesting meetings, email copies, Remind101 or Class Dojo messages, and the like.

Within Tier 3 the MTSS Coordinator or other designated personnel (different than previous observer) conducts an observation of the student for 15 to 30 minutes and writes a narrative on the observation form capturing a reasonable perspective of the students' behavior along with the instructional process. Tier 3 interventions should be aligned and require the same skill set throughout Tier 2 and Tier 3; for example, if Tier 2 originally focused on phonics and the MTSS Problem Solving Team recommended repeating Tier 2 again, both Tier 2 interventions should focus on phonics. Then, if Tier 3 were

Grade Levels: 9-12

recommended by the MTSS Problem Solving Team, the Tier 3 intervention should focus on phonics. Intervention in Tier 2 and Tier 3 should either be a different program/intervention than what was previously completed, or the same program intensified. Intensified intervention could involve a change in instructional media, increased time (at least x2 from Tier 2), materials, or presentation. Data is collected weekly to determine the student's response to intervention at Tier 3.

Distance learning is provided through Florida Virtual School or Digital Academy of Learning.

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

Xtreme Reading for the ESSA "Strong" category.

Achieve 3000- A study involving suburban and urban districts across the U.S. compared students who used Achieve3000 and those who did not. The study found significant positive effects for the combined sample of sixth graders (effect size =+0.22) and ninth graders (effect size = +0.44) for a weighted average of +0.29 on Total Reading Scores. This qualifies Achieve3000 for the ESSA "Strong" category.

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

Distance learning is provided through Florida Virtual School or Digital Academy of Learning.

Identification of Students with a Substantial Reading Deficiency

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

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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

The LEA utilizes iReady diagnostic given three times a year for students in grades K-8, and FAST data is also utilized in grades K-12, per the proficiency criteria as designated by the state.

Grades K-5 students scoring red on I-Ready (two or more years below grade level are considered substantial deficiency in reading) and or K-12 will use formative assessment and/or teacher observation of students demonstrating 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. The diagnostic shows deficiencies for students as well as grade-level performance. Furthermore, iReady breaks down the deficiencies in reading components of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension. Lessons are identified and available to assist the teacher in providing interventions to assist in closing the gaps. Teacher observation data is utilized along with benchmark data on skill mastery.