
Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals	3
Budget	6
School Literacy Leadership Teams	8
Professional Development	9
Charter Schools	9
Literacy Coaches	10
District-Level Monitoring of Plan Implementation	13
School-Level Monitoring of Plan Implementation	16
Summer Reading Camp	17
Parent Support through a Read-At-Home Plan	20
Assessment, Curriculum, and Instruction	21
Identification of Students with a Substantial Reading Deficiency	56

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	Saunders, Susan Director of Curriculum & Instruction susan.saunders@wcsdschools.com (850) 638-6222
Elementary English Language Arts (ELA)	Saunders, Susan Director of Curriculum & Instruction susan.saunders@wcsdschools.com (850) 638-6222
Secondary ELA	Saunders, Susan Director of Curriculum & Instruction susan.saunders@wcsdschools.com (850) 638-6222
Reading Endorsement	Saunders, Susan Director of Curriculum & Instruction susan.saunders@wcsdschools.com (850) 638-6222
Reading Curriculum	Saunders, Susan Director of Curriculum & Instruction susan.saunders@wcsdschools.com (850) 638-6222
Assessment	Saunders, Susan Director of Curriculum & Instruction susan.saunders@wcsdschools.com (850) 638-6222
Professional Development	Saunders, Susan Director of Curriculum & Instruction susan.saunders@wcsdschools.com (850) 638-6222
Data Element	Dickson, Becky Director of Assessment & Accountability becky.dickson@wcsdschools.com *850) 638-6222
Summer Reading Camp	Saunders, Susan Director of Curriculum & Instruction susan.saunders@wcsdschools.com (850) 638-6222
Third Grade Promotion	Dickson, Becky Director of Assessment & Accountability becky.dickson@wcsdschools.com (850) 638-6222
Multi-Tiered System of Supports (MTSS)	Dickson, Becky Director of Assessment & Accountability becky.dickson@wcsdschools.com (850) 638-6222

Communication of Plan Information

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

The content of the District 2022-23 K-12 Comprehensive Evidence-Based Reading Plan will be reviewed with district staff and communicated in the following ways:

- Monthly meetings with principals, assistant principals and academic analysts who will share information with teachers
- School based Literacy Leadership team meetings including administration, content area teachers, academic analysts, school counselors, ESE and media specialists
- Posted on the district website under Curriculum and Instruction
- Shared with the WCSD School Board

Teachers meet at the beginning of the year with the academic analysts to go over the plan and sign to signify they have read and understand the district reading plan.

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 48%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 56%

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

The district will offer summer learning opportunities, including summer VPK, to rising kindergarten students.

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	16	31	32	15	5	14	23	34	22	7
4	18	23	28	23	8	16	21	29	25	9
5	17	28	30	18	6	14	26	32	20	8
6	26	25	25	21	3	23	23	27	22	5
7	27	26	24	15	7	25	24	26	17	8
8	34	23	24	11	7	30	21	27	13	9
9	27	22	25	18	8	24	20	27	20	9
10	25	24	24	20	8	22	22	26	21	9

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%).

Increase the percentage of students K-3 scoring at or above grade level on the state progress monitoring assessment to 62%.

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	\$119,785.00
	FTE	2022-23
	1.0	\$119,785.00
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	\$123,356.00
	FTE	2022-23
	1.0	\$123,356.00
6	Supplemental materials or interventions for elementary schools	\$5,000.00
	FTE	2022-23
		\$5,000.00
7	Supplemental materials or interventions for secondary schools	\$0.00
8	Intensive interventions for elementary students reading below grade level	\$3,606.00
	FTE	2022-23
		\$3,606.00
9	Intensive interventions for secondary students reading below grade level	\$17,000.00
	FTE	2022-23
		\$17,000.00
10	Professional development	\$3,000.00
	FTE	2022-23
		\$3,000.00
11	Helping teachers earn the reading endorsement	\$0.00
12	Summer reading camps	\$15,000.00
	FTE	2022-23
		\$15,000.00
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:		\$286,747.00

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.

A portion of the district's Reading Allocation Funds will be used to fund one K-2 Reading/Academic Analyst. Academic analysts will be assigned to the schools and grades in the most need. Intervention instructional materials and programs will be purchased with the allocation and data will be evaluated as the interventions are implemented according to the needs of the individual students. Summer Reading Camps will be provided at the two elementary schools, Kate M. Smith Elementary and Vernon Elementary.

School Literacy Leadership Teams

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

Monthly Principal Meetings

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

Director of Curriculum and Instruction

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

Director of Curriculum and Instruction

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.

Reading Professional development is provided throughout the year by contracted trainers, through PAEC courses, UF Literacy Matrix, professional development for purchased instructional curriculum, academic analysts and our State Regional Literacy Director. State, school and district based data is used to determine areas of focus for ongoing reading professional development. School level reading professional development is scheduled and led by academic analysts, often after school. Teachers are paid stipends for after-school training and meetings.

State, school and district data in combination with observation data gathered during district and administrator walkthroughs will be used to identify mentor teachers and identify model classrooms. The model classrooms will be set up through collaboration with the teacher, academic analysts and the State Regional Literacy Director.

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.

Director of Curriculum and Academic Analysts provide a calendar of upcoming training. Updates are provided at monthly principal meetings.

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

Director of Curriculum and Instruction

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.

The District Leadership Team, consisting of the Director of Curriculum, the Director of Assessment and the Director of Federal Programs, analyze school wide and district data to determine needs. Problem solving and continuous data review is conducted at meetings held monthly with Academic Analysts.

Summer professional development is utilized to analyze data and make changes according to need. The two elementary schools have reading endorsed academic analysts assigned to them.

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 has separate monthly meetings with the academic analysts, guidance, and principals. At these meetings the expectations for each position are clarified, addressing long term and short term responsibilities. Each group is explicitly told what duties they are and are not expected to carry out. Principals and guidance are expected to keep academic analysts time focused on instructional reading training and development with teachers.

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?

Monthly academic analyst meetings allow time to analyze data, as well as time for planning and collaboration with the District leadership team. School Literacy Leadership team meetings allow time to establish goals and plan for school level professional development based on specific needs.

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

The District Leadership team monitors the work assignments of the analysts. The analysts are able to address concerns about duties to either the Director of Curriculum, the Director of Assessments, the Director of ESE services or the Director of Federal Programs.

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

Monthly

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

Data will be analyzed. Coaching time and tasks are based on school-wide trends from data analysis. Academic Analysts meet with teachers in small groups to discuss class data and progress. During this meeting, students' data and progress will be looked at closely. Data will be broken down by reading components. Students' deficiencies will be reviewed and changes to ongoing interventions will be made if needed.

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?
FAST - STAR	K-2	Screener, Progress Monitoring, Formative Assessment, 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
Achieve 3000	9-12	Progress Monitoring, Formative Assessment, Diagnostic	Fluency, Vocabulary, Comprehension	3 x A Year
READ180	6-8	Progress Monitoring, Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
HMH Into Reading/ Waggle assessments	K-5	Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, Monthly
HMH Into Literature assessments	Grades 6-8	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Weekly, Monthly
Savvas myPerspectives assessments		Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Weekly, Monthly

District-Level Monitoring - Part B

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

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

Director of Curriculum and Instruction, Director of Assessment and Accountability

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

Academic Analysts meet with principals and teachers. Schools have access to district-wide and school based professional development and coaching support. District Leadership and principals monitor and support evidence-based reading instruction with walkthroughs and scheduling.

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

The MTSS (Multi-Tiered System of Support) model is followed using district-wide and school-wide data. Tier I and Tier II groups are fluid and changed based on student’s needs identified by progress monitoring, teacher observation, and individualized assessments. If students fall below set achievement levels, parents will be contacted and interventions begin immediately. The students will be monitored closely and brought to the MTSS team if reading deficiencies, based on assessment data, continue.

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

Content area teachers are included in the Literacy Leadership Team meetings to plan and analyze student progress. The new ELA B.E.S.T Standards will be reviewed and emphasized schoolwide. The Civics Book List will be incorporated into the Social Science courses.

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

Teachers are able to communicate concerns with analysts and district leaders. Analysts and principals meet monthly with the District Leadership Team.

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.

The District Leadership Team monthly meetings with principals and academic analysts reviewed the elements of the district plan that need improvement and monitored progress. The Literacy Leadership Team meetings allowed for collaboration and input from teachers, analysts and administrators at each school. Concerns and suggestions were taken into consideration when formulating the district's plan for the next year. The District Leadership team will use the Reflection Tool to make adjustments based on collaboration with analysts and administrators. Based on the suggestions that came from the reflection tool, focus will be given to provide more professional development and utilize the SLRD in providing training and guidance about successful professional development programs available. Teachers will be provided time to go to other schools to observe other teachers implementing successful strategies. The SLRD will help to coordinate and identify other schools and classrooms for teachers to visit and observe.

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?

Teachers meet with grade groups and instructional coaches biweekly to monitor students' progress. All schools utilize the MTSS (Multi-Tiered System of Support) model to provide tiered ELA support.

Who at the district level supports effective implementation?

District Leadership Team, academic analysts and principals

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

Academic analysts meet with principals and Teachers every 4 weeks or sooner. Analysts, principals and The District Leadership Team supports implementation with classroom walkthroughs and scheduling. Coordination of professional development and coaching support is provided.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Academic Analysts meet with principals and teachers to discuss data and determine the specific purpose of the walkthrough.

Who at the district level supports effective implementation?

Academic analysts, principals and the District Leadership team

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

Academic analysts and teachers meet every 4 weeks or sooner.

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

What process is in place to ensure effective implementation?

The data is collected quarterly and shared during monthly principal meetings and monthly analyst meetings.

Who at the district level supports effective implementation?

The District Leadership team, analysts and principals

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

Academic analysts, principals and teachers meet every 4 weeks or sooner to analyze school data. Classroom observations are completed by principals and District Directors.

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.

Both elementary schools will offer Summer Reading Camps. Third grade summer camps will begin June 13 and will last 6 weeks, 4 days a week.

The time is 8:00 - 2:00. Students will be instructed in the 5 components of reading.

A scheduled routine for the day will be decided before this time by a team. FSA ELA data will be available by the end of May and will be combined with i-Ready diagnostic 3 data, report card grades, STAR data and teacher recommendation to select targeted students.

If third graders have not scored level 2 or higher, have not met the 50th percentile score requirement on i-Ready or STAR, have not passed their class portfolio, or have failing grades, they will be able to take SAT 10 prior to summer school beginning.

At the end of summer school, if students did not achieve the 50th percentile i-Ready score, did not achieve the 50th percentile on STAR Enterprise Scale, or did not pass the summer school portfolio (to be determined), they can take the SAT 10 again.

At the end of Summer Reading Camp, a student will be retained if ineligible to promote.

Quick Reads - Fluency: prosody, accuracy, rate, Comprehension, Vocabulary - .21 effect size

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

Phonics for Reading (supported by i-Ready) - Phonics, Vocabulary, Decoding

supplement recommended for students poor in phonics by i-Ready, after diagnostics

<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/researchoverview-proven-to-workbrochure-2019.pdf>

Close Reading Strategy - (variety of passages and question sets) - high effect strategy

<https://medium.com/inspired-ideas-prek-12/research-spotlight-dr-douglas-fisher-on-closereading-6c04cb623ca1>

i-Ready Personalized Instruction, Curriculum Associates-strong evidence

<https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx>

<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-workbrochure-2019.pdf>

Fast ForWord – strong evidence

<https://www.scilearn.com/essa/>

<https://www.evidenceforessa.org/programs/reading/fast-forward-elementary-whole-class>

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.

The number of students served will be based on the number of teachers available. If there are enough teachers, the reading camps will be offered to K-2 and grade 4-5 students.

Quick Reads - Fluency: prosody, accuracy, rate, Comprehension, Vocabulary - .21 effect size

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

Phonics for Reading (supported by i-Ready) - Phonics, Vocabulary, Decoding

supplement recommended for students poor in phonics by i-Ready, after diagnostics

<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/researchoverview-proven-to-workbrochure-2019.pdf>

Close Reading Strategy - (variety of passages and question sets) - high effect strategy

<https://medium.com/inspired-ideas-prek-12/research-spotlight-dr-douglas-fisher-on-closereading-6c04cb623ca1>

i-Ready Personalized Instruction, Curriculum Associates-strong evidence

<https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx>

<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-workbrochure-2019.pdf>

Fast ForWord – strong evidence

<https://www.scilearn.com/essa/>

<https://www.evidenceforessa.org/programs/reading/fast-forword-elementary-whole-class>

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.)

22

Students who demonstrate a reading deficiency in grades K-2

53

Students who score Level 1 in grades 4-5

14

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.)

70%

Students who demonstrate a reading deficiency in grades K-2

100%

Students who score Level 1 in grades 4-5

60%

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.

A Parent Involvement Reading Contract is sent home at the beginning of the year.

Through the Into Reading (HMH) reading program, students will be expected to keep a reading log and will expect families to be involved in the process.

The schools will identify students who are eligible for the New Worlds Reading Initiative program and inform the families of the opportunity for the home book delivery program. Information on the registration/sign up process for the New Worlds Reading Initiative and the Read-At-Home Plan will be shared with families through flyers sent home, emails, callouts, parent nights, school orientations and postings on social media. The Read-At-Home Plan materials will be posted on the district and the school websites. The Read-At-Home Plan includes the state provided resources.

Who at the district is responsible for monitoring this requirement?

Academic Analysts, Principals and the Director of Curriculum

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?

District leadership team monthly meetings with the principals. Principals make the schedule and make sure there is an uninterrupted 90 minute block. The district and principals are in constant communication about the schedule for the new year starting as early as January. Classroom walkthroughs are done during the Language Arts block. Lesson plans and class wide data are monitored

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

Director of Curriculum and Instruction, Director of Assessments, Principals, Analysts

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?

School Literacy Leadership teams are established and meet regularly to plan and make decisions on incorporating content area text into all classes. A schoolwide focus on Literacy Skills is promoted.

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

Director of Curriculum and Instruction, Director of Assessments, Principals, Analysts and members of School Literacy Leadership team

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

How does the district support and monitor implementation?

District leadership conducts monthly team meetings with principals. Classroom walkthroughs are done during small group reading instruction. Lesson plans and student data are monitored. Academic Analysts meet monthly with the District Leadership team.

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

Director of Curriculum and Instruction, Director of Assessments, Principals, Analysts

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.

All students will have access to evidence based core, supplemental and intervention curriculum and programs. A district-wide assessment plan will be used. The MTSS (Multi-Tiered System of Support) approach will ensure all schools receive tiered ELA support.

How does the district support and monitor implementation?

District Leadership team monthly meetings with principals and academic analysts. Literacy Leadership team meetings will address implementation of curriculum and strategies schoolwide.

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

Director of Curriculum and Instruction, Director of Assessments, Principals, Analysts and members of School Literacy Leadership team

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)

- Kindergarten, First and Second grade students will score “On or Above” grade level on the FAST-STAR State Progress Monitoring.
- First graders will read Level 4 DRA or above

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.

Houghton Mifflin Harcourt’s Into Reading program is used as the core reading program in grades K-2. Small group reading instruction implementing the Tyner Differentiated Reading Model is used with all students in K-1.

Teachers include daily whole group instruction using Houghton Mifflin Harcourt’s Into Reading where they instruct students in phonological awareness, phonics, vocabulary, fluency and comprehension. Oral language skills are practiced to help build vocabulary and comprehension. These skills are reinforced through whole group differentiation and small differentiated reading groups (Tyner K-1) daily, where a variety of text is used. Explicit instruction in writing narrative, expository and opinion essays will occur through a daily writing exercise using text based evidence from multiple sources.

Students are given opportunity to read and practice skills in literacy centers using many multisensory approaches. Classrooms are set up with print rich environments such as anchor charts and a variety of text. Teachers are mindful of their students’ diversities and their specific needs. Classrooms are structured accordingly.

Houghton Mifflin Harcourt Into Reading
<https://edreports.org/reports/overview/into-reading-2020>

Tyner Differentiated Reading Model - strong evidence
<http://www.bestevidence.org/word/strug read un 02 2010.pdf>

Progress Monitoring

Assessment & Frequency

K-2 FAST-STAR State Progress Monitoring three times a year. The first administration within the first 30 days.

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

Performance that falls in Satisfactory or higher range on the FAST-STAR State Progress Monitoring.

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

Performance in the “Below Satisfactory” or lower on the FAST-STAR State Progress Monitoring in addition to a review of historical data and report card grades.

Progress Monitoring

Assessment & Frequency

- DRA (K-1)
- Kgn: MOY and EOY
- 1st: BOY and EOY

Grade Levels: K-2

Progress Monitoring

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

DRA (K-1):
 Kgn Level 2 (MOY)
 Level 4 (EOY)
 1st grade Level 4 (BOY)
 Level 16 (EOY)

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

DRA (K-1):
 Kgn below Level 2 (MOY)
 below Level 4 (EOY)
 1st grade below Level 4 (BOY)
 below Level 16 (EOY)

How is the effectiveness of Tier 1 instruction being monitored?

Kindergarten and first grade have a checklist report card in place that is based on Florida standards that are checked every 4 weeks. First and second graders regularly take a reading test that monitors the skills being taught in the core curriculum (at least every ten days). During small reading groups (K-2), teachers monitor the student’s skills with daily and weekly quick checks.

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 with grade groups and instructional coaches biweekly to monitor students’ progress and discuss any changes in the CMAPS that might need to be adjusted to ensure skills are being taught and standards met.
 WCSD will not be providing Distance Learning for the 2022-2023 School year.

How is the effectiveness of Tier 1 curriculum being monitored?

Through the use of CMAPS / Scope and Sequence, teachers are able to provide effective instruction using the core reading program. Each grade level works together to pull extra materials when needed to make sure there are no gaps in the curriculum and standards are being taught.

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

Grade Groups meet together weekly to plan their instruction for the upcoming week and to monitor student progression data.

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

WCSD will not be providing Distance Learning for 2022-23 School year. Students will be referred to K12, FLVS or PAEC/FLVS if parents choose Distance Learning for their child.

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

(Enter assessment criteria that will be used)

Third, Fourth and Fifth grade students will score “On or Above” grade level on the FAST-Cambium State Progress Monitoring.

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.

All grade 3-5 students receive instruction in Houghton Mifflin Harcourt’s Into Reading. Houghton Mifflin Harcourt’s Into Reading is the core curriculum which is taught by the teacher to all students through whole group and small group instruction. There is an emphasis on text-based evidence, close reading of text, and high-level questioning. High impact strategies for comprehending text will be used. This is used by all students individually at least 45 minutes each week. High effect strategies are used by teachers and are included in professional development.

Houghton Mifflin Harcourt Into Reading
<https://edreports.org/reports/overview/into-reading-2020>

Progress Monitoring**Assessment & Frequency**

FAST-Cambium State Progress Monitoring three times a year.

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

Performance that falls in the “Satisfactory” or higher range on the FAST-Cambium state progress monitoring

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

Performance in the “Below Satisfactory” or lower on the FAST-Cambium state required progress monitoring in addition to a review of historical data and report card grades

How is the effectiveness of Tier 1 instruction being monitored?

Grade level meetings every 4 weeks with teachers of Reading to study data focusing on progress monitoring to include weekly assessments.
 Classroom observations

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 with grade groups and instructional coaches biweekly to monitor students’ progress and discuss any changes in the CMAPS that might need to be adjusted to ensure skills are being taught and standards met.
 Problem solving at meetings, adding students to MTSS Tier II process for interventions after reviewing criteria requirements, looking at multiple student data points
 WCSD will not be providing Distance Learning for the 2022-2023 School year.

Grade Levels: 3-5

How is the effectiveness of Tier 1 curriculum being monitored?

Through the use of CMAPS / Scope and Sequence, teachers are able to provide effective instruction using the core reading program. Each grade level works together to pull extra materials when needed to make sure there are no gaps in the curriculum and standards are being taught.

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

Grade Groups meet together weekly to plan their instruction for the upcoming week and review student progress data.

WCSD will not be providing Distance Learning for the 2022-23 school year.

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

WCSD will not be providing Distance Learning for 2022-23 School year. Students will be referred to K12, FLVS or PAEC/FLVS if parents choose Distance Learning for their child.

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

(Enter assessment criteria that will be used)

All students are placed in Tier 1 instruction because it is instruction for all students. However, we use the following data points to refer for Tier 2 instruction/interventions:

- *ELA-FSA (historical data)
- * FAST-Cambium State Progress Monitoring
- *Report Card Grades

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.

The core curriculum we will use for 6-8 Tier 1 instruction is Into Literature published by HMH. Instruction is aligned to the Florida B.E.S.T. Standards with reading, language and writing standards being the instructional focus for each unit. Core instruction is provided using district and supplemental resources and delivered in multiple formats/differentiated instruction to make the learning accessible to all students.

Progress Monitoring**Assessment & Frequency**

FAST-Cambium State Progress monitoring 3 times a year:

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

Performance that falls in Satisfactory or higher range on the FAST-Cambium state progress monitoring.

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

Performance in the inadequate range on the FAST-Cambium state progress monitoring in addition to a review of FSA historical data and report card grades.

How is the effectiveness of Tier 1 instruction being monitored?

Through FAST-Cambium state Progress Monitoring testing, progress reports, report cards, HMH Growth measurements, monitoring D/F reports, formative and summative assessments, and FSA-ELA scores. Administrative walkthroughs focusing on literacy 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?

Professional Development working on Orders of Instruction and Curriculum maps as they align to BEST standards, Professional Development through PAEC, school wide and at the district level, vertical and horizontal sharing, MTSS meetings including parents, Child Study Teams, Professional learning communities, and Faculty meetings. WCSD will not be providing Distance Learning for the 2022-23 school year.

How is the effectiveness of Tier 1 curriculum being monitored?

Grade Levels: 6-8

Through FAST-Cambium state Progress Monitoring testing results, FSA-ELA scores, walkthroughs, lesson plans.

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

Professional Development working on Orders of Instruction and Curriculum maps as they align to BEST standards, Professional Development through PAEC, school wide and at the district level, vertical and horizontal sharing, Professional Learning Communities. WCSD will not be providing Distance Learning for 2022-23 school year.

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

WCSD will not be providing Distance Learning for 2022-23 School year. Students will be referred to K12, FLVS or PAEC/FLVS if parents choose Distance Learning for their child.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

All students are placed in Tier 1 instruction because it is instruction for all students. However, we use the following data points to refer for Tier 2 instruction/interventions:

- *ELA-FSA (historical data - Level 3 or above)
- *FAST-Cambium State Required Progress Monitoring
- *Report Card Grades

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.

Core=Tier 1=Instruction every student receives in ELA courses

- High quality core ELA Instruction-occurs daily and reaches all students using myPerspectives
- At least 80% of students are demonstrating proficiency on grade level standards by earning an average grade of C or higher on standards-based assignments associated with the ELA course code.
- If the criteria are not met, then teachers engage in the MTSS problem-solving process with administrators and the Academic Analyst to address the needs of the core.

Saavas Learning Corporation, myPerspectives Florida, 2022, 1st Edition – strong evidence

9th grade subject standards score: 4.6, 98.34% aligned to B.E.S.T standards

10th grade subject standards score: 4.2, 90% aligned to B.E.S.T standards

11th grade subject standards score: 4.3, 91.76% aligned to B.E.S.T standards

12th grade subject standards score: 4.8, 95% aligned to B.E.S.T standards

Progress Monitoring

Assessment & Frequency

FAST-Cambium State Progress monitoring 3 times a year.

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
Performance that falls in Satisfactory or higher range on the FAST-Cambium state progress monitoring.

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

Performance in the inadequate range on the FAST-Cambium state required progress monitoring in addition to a review of FSA historical data and report card grades.

How is the effectiveness of Tier 1 instruction being monitored?

Through FAST-Cambium State Progress Monitoring, progress reports, report cards, monitoring D/F reports, formative and summative assessments, and FSA-ELA scores. Administrative walkthroughs focusing on literacy 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 Levels: 9-12

Professional Development working on Orders of Instruction and Curriculum maps as they align to BEST standards, Professional Development through PAEC, school wide and at the district level, vertical and horizontal sharing, MTSS meetings including parents, Child Study Teams, Professional learning communities, and Faculty meetings. WCSD will not be providing Distance Learning for the 2022-23 school year.

How is the effectiveness of Tier 1 curriculum being monitored?

Through FAST-Cambium State Progress Monitoring results, FSA-ELA scores, walkthroughs and grades are consistent with B.E.S.T ELA standards related to the ELA course description.

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

Professional Development working on Orders of Instruction and Curriculum maps as they align to BEST standards.

Teacher has adequate knowledge of course standards.

- Instruction and student tasks fully align to the standards.
 - Teacher has all necessary resources
 - If training in knowledge of course standards is needed, administrator schedules training with the Academic Analyst.
 - If Core curriculum training is needed, administrator schedules training with Academic Analyst
 - If grades are not in alignment with course code standards, administrator schedules data training with Academic Analyst.
 - If Core curriculum materials are needed, administrator will arrange to provide additional materials.
- WCSD will not be providing Distance Learning for the 2022-23 school year.

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

WCSD will not be providing Distance Learning for 2022-23 School year. Students will be referred to K12, FLVS or PAEC/FLVS if parents choose Distance Learning for their child.

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)

-Kindergarten, First and Second grade students will score “Below Satisfactory” or below grade level on the FAST-STAR State Progress Monitoring.
First graders will read Level 4 DRA or above

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Connect to Comprehension

Assessment & Frequency

Weekly/Biweekly

Performance Criteria to discontinue Tier 2 interventions

80% or higher for semester on Reading Comprehension

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

79% or lower for a semester on Reading Comprehension

Performance Criteria that prompts the addition of Tier 3 interventions

69% or lower for a semester on Reading Comprehension

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Great Leaps

Assessment & Frequency

Biweekly

Performance Criteria to discontinue Tier 2 interventions

Fluency rate at grade level

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

Continue until fluency rate is met

Performance Criteria that prompts the addition of Tier 3 interventions

Leaps are not being made after six weeks of instruction

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

HMH Into Reading Core Curriculum Intervention piece (daily 15-30 minutes). This to include fluency exercises (prosody, accuracy, and rate)

Assessment & Frequency

Diagnostics for progress monitoring along with weekly and/or module test

Performance Criteria to discontinue Tier 2 interventions

Student is successful in the core program with passing grades with improved progress monitoring.

Grade Levels: K-2

Progress Monitoring

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

Little improvement on weekly and/or module tests

Performance Criteria that prompts the addition of Tier 3 interventions

No improvement on weekly and/or module tests at or exceeding 6-8 weeks

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

PALS (daily for 15 minutes)

Assessment & Frequency

Weekly

Performance Criteria to discontinue Tier 2 interventions

DRA at grade level

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

DRA below grade level

Performance Criteria that prompts the addition of Tier 3 interventions

DRA continues below grade level after 18 weeks of instruction

Number of times per week intervention provided

3-5 days

Number of minutes per intervention session

30 minutes

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

Data will be analyzed. Every four to six weeks, teachers will meet with the Academic Analyst in small groups of two or three to discuss class data and progress. During this meeting, students' data and progress will be looked at closely. Data will be broken down by reading components. Students' deficiencies will be reviewed and changes to ongoing interventions will be made if needed. WCSD will not provide Distance Learning during the 2022-23 school year.

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

The use of programs, materials and strategies identified in this curriculum, instruction, and assessment decision tree were chosen because they are research and evidence based. Studies available through What Works Clearing House identify the programs, materials and strategies with moderate to strong evidence to improve the effectiveness of Tier 2 instruction. Instructional strategies to improve foundational skills and comprehension in literacy for elementary students will include but not limited to the following as supported by research found at:

Grade Levels: K-2

IES Practice Guide re MTSS, <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

IES Practice Guide re Foundational Skills K-3rd, <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

IES Practice Guide re Reading Comprehension K-3rd, <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

IES Practice Guide re Elementary Students and Writing, <https://ies.ed.gov/ncee/wwc/PracticeGuide/17>

- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (IES/WWC strong evidence)
- Develop awareness of the segments of sounds in speech and how they link to letters. (IES/WWC strong evidence)
- Teach students to decode words, analyze word parts, and write and recognize words. (IES/WWC strong evidence)
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (IES/WWC moderate evidence)
- Provide intensive small-group reading interventions. (IES/WWC strong evidence)
- Provide extensive and varied vocabulary instruction. (IES/WWC strong evidence)
- Teach students how to use reading comprehension strategies. (IES/WWC strong evidence)
- Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (IES/WWC strong evidence)
- Establish an engaging and motivating context in which to teach reading comprehension. (IES/WWC moderate evidence)
- Teach students to use the writing process for a variety of purposes. (IES/WWC strong evidence)

Materials to be used:

Tyner Differentiated Reading Model

http://www.bestevidence.org/word/strug_read_jun_02_2010.pdf

Connect to Comprehension

<https://www.connectcomprehension.com/research-study>

Heggerty Phonemic Awareness

<https://heggerty.org/curriculum/kindergarten/>

Great Leaps

<https://digital.greatleaps.com/about/research#supportingGL>

PAL - Promising support for this program is phonics with mixed support in comprehension

https://frg.vkcsites.org/what-is-pals/pals_reading_manuals/reading_research_articles/

Houghton Mifflin Harcourt Into Reading

<https://edreports.org/reports/pverview/into-reading-2020>

Grade Levels: K-2

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

WCSD will not be providing Distance Learning for 2022-23 School year. Students will be referred to K12, FLVS or PAEC/FLVS if parents choose Distance Learning for their child.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

Third, Fourth and Fifth grade students will score “Below Satisfactory” or below grade level on the FAST-Cambium State Progress Monitoring.

FSA-ELA (historical data) - Level 1 or 2

If students score a Level 2 on FSA-ELA, then the following criteria is considered, as well:

*ELA Report Card Grades D or F (historical)

*Absences

*Retentions

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Connect to Comprehension (daily)

Assessment & Frequency

Weekly/Biweekly

Performance Criteria to discontinue Tier 2 interventions

80% or higher for semester on Reading Comprehension

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

79% or lower for a semester on Reading Comprehension

Performance Criteria that prompts the addition of Tier 3 interventions

69% or lower for a semester on Reading Comprehension

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

REWARDS (VES)

Assessment & Frequency

Pretest with program (3x a year)

Performance Criteria to discontinue Tier 2 interventions

Student knows 90% of the word parts on the pretest

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

MTSS meeting where multiple data points are used to determine continuation or dismissal

Performance Criteria that prompts the addition of Tier 3 interventions

MTSS meeting where multiple data points are used to determine if extra support is needed

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

HMH Into Reading Core Curriculum Intervention Piece (daily 15-30 minutes)

This to include fluency exercises (prosody, accuracy and rate)

Assessment & Frequency

Diagnostics for progress monitoring along with weekly and/or module test

Grade Levels: 3-5

Progress Monitoring

Performance Criteria to discontinue Tier 2 interventions

Student is successful in the core program with passing grades with improved progress monitoring

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

Little improvement on weekly and/or module tests

Performance Criteria that prompts the addition of Tier 3 interventions

No improvement on weekly and/or module tests

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Close Reading Strategy (Readworks, AVID articles, etc.) – a high effect strategy

Assessment & Frequency

Diagnostics for progress monitoring along with weekly and/or module test

Performance Criteria to discontinue Tier 2 interventions

Student is successful in the core program with passing grades with improved progress monitoring

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

Little improvement on weekly and/or module tests

Performance Criteria that prompts the addition of Tier 3 interventions

No improvement on weekly and/or module tests

Number of times per week intervention provided

3-5

Number of minutes per intervention session

20-30

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

Data will be analyzed. Every four to six weeks, teachers will meet with the Academic Analyst in small groups of two or three to discuss class data and progress. During this meeting, students' data and progress will be looked at closely. Data will be broken down by reading components. Students' deficiencies will be reviewed and changes to ongoing interventions will be made if needed. WCSD will not provide Distance Learning during the 2022-23 school year.

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

The use of programs, materials and strategies identified in this curriculum, instruction, and assessment decision tree were chosen because they are research and evidence based. Studies available through What Works Clearing House identify the programs, materials and strategies with moderate to strong

Grade Levels: 3-5

evidence to improve the effectiveness of Tier 2 instruction.

Instructional strategies to improve foundational skills and comprehension in literacy for elementary students will include but not limited to the following as supported by research found at:

IES Practice Guide re MTSS, <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

IES Practice Guide re Foundational Skills K-3rd, <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

IES Practice Guide re Reading Comprehension K-3rd, <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

IES Practice Guide re Elementary Students and Writing, <https://ies.ed.gov/ncee/wwc/PracticeGuide/17>

- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. (IES/WWC strong evidence)
- Develop awareness of the segments of sounds in speech and how they link to letters. (IES/WWC strong evidence)
- Teach students to decode words, analyze word parts, and write and recognize words. (IES/WWC strong evidence)
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (IES/WWC moderate evidence)
- Provide intensive small-group reading interventions. (IES/WWC strong evidence)
- Provide extensive and varied vocabulary instruction. (IES/WWC strong evidence)
- Teach students how to use reading comprehension strategies. (IES/WWC strong evidence)
- Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (IES/WWC strong evidence)
- Establish an engaging and motivating context in which to teach reading comprehension. (IES/WWC moderate evidence)
- Teach students to use the writing process for a variety of purposes. (IES/WWC strong evidence)

Materials to be used:

Connect to Comprehension

<https://www.connectcomprehension.com/research-study>

Heggerty Phonemic Awareness

<https://hegerty.org/curriculum/kindergarten/>

Great Leaps

<https://digital.greatleaps.com/about/research#supportingGL>

PALS - Promising support for this program is phonics with mixed support in comprehension

<https://frg.vkcsites.org/what-is-pals/pals-reading-manuals/reading-research-articles/>

Houghton Mifflin Harcourt Into Reading

<https://edreports.org/reports/pverview/into-reading-2020>

Phonics for Reading

Grade Levels: 3-5

<https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/phonics-for-reading-research-summary.pdf>

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

WCSD will not be providing Distance Learning for 2022-23 School year. Students will be referred to K12, FLVS or PAEC/FLVS if parents choose Distance Learning for their child.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

*FSA-ELA (historical data) - Level 1 or 2 (All students who score a Level 1 on FSA-ELA are automatically placed in a Reading Intervention class). If students score a Level 2 on FSA-ELA, then the following criteria is considered, as well:

*State Progress Monitoring – Below Satisfactory/Inadequate

*ELA Report Card Grades D or F (historical)

*Absences

*Retentions

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Instruction/Placement:

- Remediation and Intervention may be provided in either a course identified through state required coding by a Reading certified and/or endorsed teacher or a Core Content Course with Intensive ELA Teacher support. ESE students may also be in an ESE supported ELA class.
- Provide additional strategies for text reading efficiency (vocabulary, comprehension and fluency) aligned with B.E.S.T. standards
- Students not responding and making progress will be further evaluated through our MTSS process and instruction will be modified to be more explicit and in smaller groups. Programs and Possible Materials: -Researched based reading intervention programs:
Read 180 - Read Theory

Assessment & Frequency

*Frequent progress monitoring in reading intervention classes through READ180 curriculum and STAR

*Monitor on-level core instruction using combined data of FAST-Cambium state progress monitoring, READ180 Reading Inventory, STAR, ELA report card grades, teacher input, and classroom observations *FAST-Cambium state Progress Monitoring (3 times a year)

*STAR throughout year

Performance Criteria to discontinue Tier 2 interventions

*Historical data FSA (Level 3 or higher)

*FAST-Cambium State Progress Monitoring (satisfactory or above)

* Monitor on-level core instruction using combined data of FAST-Cambium state progress monitoring, STAR, ELA report card grades, teacher input, and classroom observation to determine dismissal from Tier 2

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

*FSA data (Level 1 or 2) Historical Data

* Monitor on level core instruction using combined data of FAST-Cambium state progress monitoring, STAR, ELA report card grades, teacher input, and classroom observation to determine continuation of Tier 2 instruction

Performance Criteria that prompts the addition of Tier 3 interventions

*Performance on READ180 Reading Inventory (meets System 44 eligibility)

* Monitor on level core instruction using combined data of state progress monitoring, STAR, ELA

Grade Levels: 6-8

Progress Monitoring

report card grades, intervention progress, teacher input, and classroom observation to determine moving to Tier 3 instruction

Number of times per week intervention provided

3-5 times each week

Number of minutes per intervention session

30 to 50 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?

MTSS meetings held with the MTSS team (to include parents) to assess progress. Monitor on-level core instruction using combined data of FAST-Cambium state progress monitoring, STAR, ELA report card grades, teacher input, and classroom observation to determine continuation and progress of Tier 2 instruction. Place students strategically in Reading Intervention (Tier 2) instruction with a certified Reading Endorsed Teacher. All teachers follow B.E.S.T. standards to teach and align curriculum with instruction through OOI's and C-Maps. Intervention teachers use B.E.S.T standards and resources as well for instruction.

WCSD will not be providing Distance Learning for 2022-23 School year. Students will be referred to K12, FLVS or PAEC/FLVS if parents choose Distance Learning for their child.

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

The program/curriculum we use is Into Literature published by HMH and Read 180. Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Read180 is supported by strong evidence that students who use this curriculum score higher on state testing than those who do not. Instruction is aligned to the B.E.S.T reading Florida Standards with reading, language and writing standards being the instructional focus for each nine weeks. Core instruction is provided using district and supplemental resources and delivered in multiple formats/differentiated instruction to make the learning accessible to all students.

Read 180 – strong evidence

<https://www.evidenceforessa.org/programs/reading/read-180-secondary-reading>

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

WCSD will not be providing Distance Learning for 2022-23 School year. Students enrolled in K12, FLVS or PAEC/FLVS if parents choose Distance Learning for their child will have access to interventions.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

*FSA-ELA (historical data) - Level 1 or 2 (All students who score a Level 1 on FSA-ELA are automatically placed in a Reading Intervention class). If students score a Level 2 on FSA-ELA, then the following criteria is considered, as well:

*FAST-Cambium State Progress Monitoring – Below Satisfactory/Inadequate

*ELA Report Card Grades D or F (historical)

*Reading far below proficiency based on Achieve 3000 Level Set reading assessment

*Absences

*Retentions

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Intensive Reading

Assessment & Frequency

FAST-Cambium State Progress Monitoring administered 3 times a year

Performance Criteria to discontinue Tier 2 interventions

Meets proficiency level with state standards on FAST-Cambium state progress monitoring.

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

Below proficiency level with state standards on FAST-Cambium state progress monitoring.

Performance Criteria that prompts the addition of Tier 3 interventions

Inadequate proficiency level with state standards on FAST-Cambium state progress monitoring.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

ELA Course (core instruction)

Assessment & Frequency

-FAST Cambium State Progress Monitoring administered 3 times a year

-ELA Course grades

Performance Criteria to discontinue Tier 2 interventions

-Meets proficiency level with FAST-Cambium state progress monitoring

-A/B Quarterly average

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

-Below proficiency level with FAST-Cambium state progress monitoring

-C Quarterly average

Performance Criteria that prompts the addition of Tier 3 interventions

-Inadequate proficiency level with FAST-Cambium state progress monitoring

-D/F Quarterly average

Number of times per week intervention provided

Grade Levels: 9-12

3- 5 times

Number of minutes per intervention session

30-50

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?

- T2 must happen daily in addition to ELA course
- T2 should be less than 20% of school population, if more, engage in ELA Core problem solving
- T2 groups focus on reading components that are getting in the student's way of reading progress. Reading components include: oral language development, phonemic awareness, phonics/word analysis, decoding strategies; fluency; vocabulary; in context and comprehension strategies: strategies for analyzing and understanding multiple texts, strategies for understanding (paraphrasing, notetaking, chunking, etc.) with practice in authentic text, building broad knowledge
- Use a multi-sensory approach: Academic Analyst can provide support via coaching, co-teaching, and demonstration
- Positive reinforcement: T2 should not be a punishment; the goal is to build confidence through success with instructional level text; we need to genuinely praise effort and problem solving (using literacy strategies with grade level text)
- Specific feedback: Timely, ongoing feedback that emphasizes the use of specific reading strategies taught and standards assessed
- Interruptions should be kept to a minimum-routines and procedures in place on the best use of instructional time

MTSS meetings held with the MTSS team (to include parents) to assess progress.

WCSD will not be providing Distance Learning for 2022-23 School year. Students will be referred to K12, FLVS or PAEC/FLVS if parents choose Distance Learning for their child.

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

Evidence to support high quality, small group, differentiated instruction addressing student's reading needs aimed at accelerating student's ability to comprehend increasingly complex text utilizing Achieve 3000 and Savvas core curriculum intervention resources. Administrator conducts frequent ELA and Intensive Reading classroom walkthroughs and provides feedback to support standards based instruction, assessment, and monitoring of student progress.

Achieve3000 – strong evidence

<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

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

Grade Levels: 9-12

WCSD will not be providing Distance Learning for 2022-23 School year. Students enrolled in K12, FLVS or PAEC/FLVS if parents choose Distance Learning for their child will have access to interventions.

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)

- Kindergarten, First and Second grade students will score “Inadequate” on the FAST-STAR State Progress Monitoring.
- First graders will read Level 4 DRA or above

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Quick Reads
Fluency exercises (prosody, accuracy, rate)

Assessment & Frequency
Charting rate and accuracy of text

Performance Criteria to discontinue Tier 3 interventions
Multiple data points are used to determine dismissal or selecting text at a more difficult level

Performance Criteria indicating continuation of Tier 3 interventions
Multiple data points in all areas of reading will be reviewed by MTSS team

Performance Criteria that prompts intensified Tier 3 interventions
*If interventions matching deficits are not successful, students will be recommended for academic evaluation.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Fast Forward

Assessment & Frequency
Biweekly
2-3 times a week

Performance Criteria to discontinue Tier 3 interventions
Performing one grade level below on FAST-STAR State Progress Monitoring

Performance Criteria indicating continuation of Tier 3 interventions
Performing one or more grade levels below on Overall Reading on FAST-STAR State Progress Monitoring

Performance Criteria that prompts intensified Tier 3 interventions
*If interventions matching deficits are not successful, students will be recommended for academic evaluation.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Reading Assistant (Fast Forward)

Assessment & Frequency
Biweekly
2-3 times a week

Grade Levels: K-2

Progress Monitoring

Performance Criteria to discontinue Tier 3 interventions

Once students fluency rate is a grade level expectation and their comprehension grade is above 69%

Performance Criteria indicating continuation of Tier 3 interventions

Students fluency level continues below grade expectations and comprehension grade is below 69%.

Performance Criteria that prompts intensified Tier 3 interventions

*If interventions matching deficits are not successful, students will be recommended for academic evaluation.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

One on One reading practice and/or differentiated, individualized instructions

Assessment & Frequency

5 times a week
15 minutes

Performance Criteria to discontinue Tier 3 interventions

Improvement on reading assessments and FAST-STAR State Progress Monitoring

Performance Criteria indicating continuation of Tier 3 interventions

No improvement on reading assessments and progress monitoring

Performance Criteria that prompts intensified Tier 3 interventions

*If interventions matching deficits are not successful, students will be recommended for academic evaluation.

Number of times per week intervention provided

5

Number of minutes per intervention session

20-30

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?

Tier 3 students continue to be assessed and evaluated the same as their peers based on district guidelines for promotion. In addition to teacher observations during small group, fluency checks and quick comprehension checks on passages read in small group time will be administered weekly. WCSD will not be providing Distance Learning for the 2022-23 School year.

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

Fast Forward - promising evidence

<https://www.evidenceforessa.org/programs/reading/fast-forward-elementary-whole-class>

Grade Levels: K-2

QuickReads - strong evidence

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

Reading Assistant (component of Fast Forward) - moderate support to improve fluency and comprehension

<https://cdn2.hubspot.net/hubfs/363641/30524raeerpiedubrief.pdf>

<https://www.scilearn.com/wp-content/uploads/ESSA FastForward StrongEvidence.pdf>

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

WCSD will not be providing Distance Learning for 2022-23 School year. Students will be referred to K12, FLVS or PAEC/FLVS if parents choose Distance Learning for their child.

Grade Levels: 3-5

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

(Enter assessment criteria that will be used)

Third, Fourth and Fifth grade students will score “Inadequate” on the FAST-Cambium State Progress Monitoring.

Students are two grade levels below on STAR.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Quick Reads
Fluency exercises (prosody, accuracy, rate)

Assessment & Frequency
Charting rate and accuracy of text

Performance Criteria to discontinue Tier 3 interventions

Multiple data points are used to determine dismissal or selecting text at a more difficult level

Performance Criteria indicating continuation of Tier 3 interventions
Multiple data points in all areas of reading will be reviewed by MTSS team

Performance Criteria that prompts intensified Tier 3 interventions

*If interventions matching deficits are not successful, students will be recommended for academic evaluation.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Fast Forward

Assessment & Frequency
Biweekly
2-3 times a week

Performance Criteria to discontinue Tier 3 interventions

Performing one grade level below on FAST-Cambium state progress monitoring

Performance Criteria indicating continuation of Tier 3 interventions
Performing one or more grade levels below on Overall Reading on FAST-Cambium state progress monitoring.

Performance Criteria that prompts intensified Tier 3 interventions

*If interventions matching deficits are not successful, students will be recommended for academic evaluation.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Reading Assistant (Fast Forward)

Assessment & Frequency
Biweekly
2-3 times a week

Grade Levels: 3-5

Progress Monitoring

Performance Criteria to discontinue Tier 3 interventions

Once students fluency rate is at grade level expectation and their comprehension grade is above 69%

Performance Criteria indicating continuation of Tier 3 interventions

Students fluency level continues below grade expectations and comprehension grade is below 69%

Performance Criteria that prompts intensified Tier 3 interventions

*If interventions matching deficits are not successful, students will be recommended for academic evaluation.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

One on One reading practice and/or differentiated, individualized instructions

Assessment & Frequency

5 times a week
15 minutes

Performance Criteria to discontinue Tier 3 interventions

Little improvement on reading assessments and progress monitoring

Performance Criteria indicating continuation of Tier 3 interventions

No improvement on reading assessments and progress monitoring

Performance Criteria that prompts intensified Tier 3 interventions

*If interventions matching deficits are not successful, students will be recommended for academic evaluation.

Number of times per week intervention provided

5

Number of minutes per intervention session

20-30

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?

Tier 3 students continue to be assessed and evaluated the same as their peers based on district guidelines for promotion. In addition to teacher observations during small groups, fluency checks and quick comprehension checks on passages read in small group time will be administered weekly. Data chats are held with students by teachers after progress monitoring, diagnostic and other assessments.

WCSD will not be providing Distance Learning for the 2022-23 School year.

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

Grade Levels: 3-5

Fast Forward - promising evidence

<https://www.evidenceforessa.org/programs/reading/fast-forward-elementary-whole-class>

QuickReads - strong evidence

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

Reading Assistant (component of Fast Forward) - moderate support to improve fluency and comprehension

<https://cdn2.hubspot.net/hubfs/363641/30524raeerpiedubrief.pdf>

<https://www.scilearn.com/wp-content/uploads/ESSA FastForward StrongEvidence.pdf>

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

WCSD will not be providing Distance Learning for 2022-23 School year. Students will be referred to K12, FLVS or PAEC/FLVS if parents choose Distance Learning for their child.

Grade Levels: 6-8

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

(Enter assessment criteria that will be used)

*FSA-ELA (historical data) - Level 1 or 2 (All students who score a Level 1 on FSA-ELA are automatically placed in a Reading Intervention class). If students score a Level 2 on FSA-ELA, then the following criteria is looked at, as well:

*Performance on READ180 Reading Inventory (meets System 44 eligibility)

*FAST-Cambium State Progress Monitoring (Inadequate range)

*ELA Report Card Grades D or F (historical)

*Absences

*Retentions

* If students aren't successful with Tier 2 interventions with frequent progress monitoring and addressing deficits through interventions, then the MTSS team will make a decision to move students to Tier 3 instruction, based on APM Score and D's or F's in ELA class.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Instruction/Placement:

- Remediation/Intervention may be provided in either a course identified through state required coding by a Reading certified/endorsed teacher or a Core Content Course with Intensive ELA Teacher support. ESE students may also be in a support/push-in ELA class.
- Provide additional strategies for text reading efficiency (vocabulary, comprehension and fluency) aligned with B.E.S.T. standards
- Students not responding and not making progress will be further evaluated through our MTSS process and instruction will be modified to be more explicit through smaller groups and/or individualized instruction.

Programs and Possible Materials:

- Read 180
- Direct instruction Read Theory
- ORF read alouds

Assessment & Frequency

Frequent progress monitoring in reading intervention classes through READ180
 *Monitor on level core instruction using combined data of FAST-Cambium state progress monitoring, STAR, ELA report card grades, teacher input, and classroom observations
 *STAR (Fall, Winter)

Performance Criteria to discontinue Tier 3 interventions

*If interventions improve deficits as indicated by FAST-Cambium state progress monitoring, STAR, formative and summative assessments, and report card grades, then student will be moved back to Tier 2 only instruction (through MTSS meeting).

Performance Criteria indicating continuation of Tier 3 interventions

*MTSS team will meet and discuss progress. If no progress is being made, then additional strategies and interventions will be implemented by the Reading Intervention Teacher.

Performance Criteria that prompts intensified Tier 3 interventions

*If interventions matching deficits are not successful, students will be recommended for academic evaluation.

Grade Levels: 6-8

Number of times per week intervention provided

3 to 5

Number of minutes per intervention session

20 to 30 minutes

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

MTSS meetings held with the MTSS team (to include parent/guardian) to assess progress. Monitor on-level core instruction and Tier 2 instruction using a combination of FAST-Cambium state progress monitoring data, STAR, ELA report card grades, teacher input, and classroom observation to determine continuation and progress of Tier 3 instruction/System 44 data. Place students strategically in Reading Intervention (Tier 3) instruction with certified Reading Endorsed Teacher. All teachers follow B.E.S.T. standards to teach and align curriculum with instruction through OOI's and C-Maps.

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

Read 180 – strong evidence

<https://www.evidenceforessa.org/programs/reading/read-180-secondary-reading>

Read Theory – moderate evidence

<https://readtheory.org/static/pdf/RTStudy2.pdf>

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

WCSD will not be providing Distance Learning for 2022-23 School year. Students enrolled in K12, FLVS or PAEC/FLVS if parents choose Distance Learning for their child will have access to interventions.

Grade Levels: 9-12

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

(Enter assessment criteria that will be used)

* FSA-ELA (historical data) - Level 1 or 2 (All students who score a Level 1 on FSA-ELA are automatically placed in a Reading Intervention class). If students score a Level 2 on FSA-ELA, then the following criteria is looked at, as well:

*Performance on Achieve 3000 Level Set falls far below proficiency

*FAST-Cambium State Progress Monitoring (Inadequate range)

*ELA and/or Intensive Reading Report Card Grades D or F (historical)

*Absences

*Retentions

* If students aren't successful with Tier 2 interventions with frequent progress monitoring and addressing deficits through interventions, then the MTSS team will make a decision to move students to Tier 3 instruction, based on FAST-Cambium state progress monitoring scores and D's or F's in ELA class.

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Student referred to the MTSS team for problem solving and to develop an intervention plan.
Ongoing screenings to ensure accelerated progress.
Program Materials: Achieve3000

Assessment & Frequency

- FAST-Cambium State Progress Monitoring (3 times per year)
- Achieve3000 Level Set (3 times per year)
- Ongoing classroom level formative and summative assessment results

Performance Criteria to discontinue Tier 3 interventions

- FAST-Cambium State Progress Monitoring Performance level moves from "Inadequate" to "Below Satisfactory" or "Satisfactory"
- Achieve 3000 Level Set score "Approaching" or "Meeting" grade level expectations (1080).
- C or above Quarterly grade in ELA/Intensive Reading class.

Performance Criteria indicating continuation of Tier 3 interventions

- FAST-Cambium State Progress Monitoring Performance level remains "Inadequate" or "Below Satisfactory"
- Achieve 3000 Level Set indicates "Falls Far Below" grade level expectations
- D/F Quarterly grade in ELA/Intensive Reading class

Performance Criteria that prompts intensified Tier 3 interventions

*If interventions matching deficits are not successful, students will be recommended for academic evaluation.

Number of times per week intervention provided

3-5

Number of minutes per intervention session

10-15

Grade Levels: 9-12

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

The MTSS Team, including the classroom teacher, Academic Analyst, and School Administrator determine the best interventions and develop a deficit specific intervention plan.

- Teachers must participate in training in order to use the district approved programs.
- All teachers delivering Tier 3 instruction must have a reading endorsement and actively participate in ongoing MTSS process professional development.

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

Evidence to support high quality, small group, differentiated instruction addressing student's reading needs aimed at accelerating student's ability to comprehend increasingly complex text utilizing Achieve 3000 Savvas core curriculum intervention resources. Administrator conducts frequent ELA and Intensive Reading classroom walkthroughs and provides feedback to support standards based instruction, assessment, and monitoring of student progress. MTSS Team, including the classroom teacher, Academic Analyst, and school administrator determine the best interventions and analyze data to determine if students are making adequate progress.

Achieve3000 – strong evidence

<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

<https://www.achieve3000.com/community-resources/research/>

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

WCSD will not be providing Distance Learning for 2022-23 School year. Students enrolled in K12, FLVS or PAEC/FLVS if parents choose Distance Learning for their child will have access to interventions.

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.

If a student meets any of the criteria above exhibiting a substantial reading deficiency the MTSS (Multi-Tiered System of Support) team will develop a specific intervention plan. Teachers will be trained in district approved intervention programs. All teachers delivering Tier 3 instruction will be reading endorsed.