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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Marsh, Melissa K-12 ELA Subject Area Specialist mmarsh@ecsdfi.us 8504695525
Elementary English Language Arts (ELA)	Marsh, Melissa K-12 ELA Subject Area Specialist mmarsh@ecsdfi.us 8504695525
Secondary ELA	Rowell, Jessica Secondary ELA Subject Area Specialist jrowell@ecsdfi.us 8504695525
Reading Endorsement	Marsh, Melissa K-12 ELA Subject Area Specialist mmarsh@ecsdfi.us 8504695525
Reading Curriculum	Marsh, Melissa K-12 ELA Subject Area Specialist mmarsh@ecsdfi.us 8504695525
Professional Development	Alaback, Brian Director of Professional Learning balaback@ecsdfi.us 850-595-0030
Assessment	Hazewinkel, Nate Director of Evaluation Services nhazewinkel@escambia.k12.fl.us 850-469-5386
Data Element	Pressley, Eleni Student Information Systems Analyst epressley@ecsdfi.us (850) 469-6310
Summer Reading Camp	Marsh, Melissa K-12 ELA Subject Area Specialist mmarsh@ecsdfi.us 8504695525
Third Grade Promotion	Farish, Connie Director of Elementary Education cfarish@ecsdfi.us 8504695494
300 Lowest-Performing Elementary Schools	Farish, Connie Director of Elementary Education cfarish@ecsdfi.us 8504695494
Multi-Tiered System of Supports (MTSS)	Joyner, Lisa Director of Student Services ljoyner@escambia.k12.fl.us 8504695303

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 Escambia County K-12 Comprehensive Evidence-based Reading Plan is posted on the Escambia County School District website, and shared at principal and school representative meetings. Notices about the plan are published in ELA Newsletters and in the weekly Director’s Dialogue.

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 42%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 52%

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

Through a partnership with ReadyKids and the Early Learning Coalition, the Escambia County School District's Pre-K program offers ReadyRosie parent engagement app subscriptions to children in VPK. In addition, our school district and the community have worked together to register as many 4 year olds as possible in VPK and/or Head Start programs. The ECSD ELA Department provides regular sessions on early literacy at Parent University. Parent University is an initiative of Achieve Escambia and other community partners who provide Parent University for parents with any age child. The Superintendent of Schools and a School Board Member sit on the Board of Directors of Escambia's Children's Trust. Two areas of focus for Escambia's Children's Trust are kindergarten readiness and parent education. The ECSD ELA Department also partners with The West Florida Public Library to encourage more reading at home. Currently the WFL Public Library has a 1000 Books Before Kindergarten challenge. Parents can log minutes read on the Beanstack app. Through the partnership, family Beanstack accounts can be linked so that when children enter public school, their reading history can be acknowledged and celebrated.

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	24	25	26	18	6	17	19	34	21	9
4	27	23	25	19	7	23	17	30	21	9
5	26	25	25	18	6	21	23	28	19	9
6	33	24	20	18	5	26	23	25	19	7
7	40	22	20	13	5	31	20	25	17	9
8	37	22	22	12	6	28	18	27	18	9
9	37	22	17	16	8	29	19	26	18	9
10	37	23	18	16	6	26	20	26	19	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%).

For kindergarten, increase the percentage of students scoring at or above the 53rd percentile on STAR Early Reading (district proficiency benchmark) on AP3 by 5% from (57%) to (62%).

For first grade, increase the percentage of students scoring at or above the 53rd percentile on STAR Early Reading (district proficiency benchmark) on AP3 by 5% from (53%) to (58%).

For second grade, increase the percentage of students scoring at or above the 53rd percentile on STAR Reading (district proficiency benchmark) on AP3 by 5% from (49%) to (54%).

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter	\$44,760.00
	FTE	2022-23
		\$44,760.00
2	Reading coaches assigned to elementary schools	\$379,457.00
	FTE	2022-23
	4.0	\$379,457.00
3	Reading coaches assigned to secondary schools	\$316,528.00
	FTE	2022-23
	4.0	\$316,528.00
4	Intervention teachers assigned to elementary schools	\$348,329.00
	FTE	2022-23
	5.0	\$348,329.00
5	Intervention teachers assigned to secondary schools	\$0.00
6	Supplemental materials or interventions for elementary schools	\$138,200.00
	FTE	2022-23
		\$138,200.00
7	Supplemental materials or interventions for secondary schools	\$52,500.00
	FTE	2022-23
		\$52,500.00
8	Intensive interventions for elementary students reading below grade level	\$256,000.00
	FTE	2022-23
		\$256,000.00
9	Intensive interventions for secondary students reading below grade level	\$50,000.00
	FTE	2022-23

		\$50,000.00
10	Professional development	\$292,797.00
	FTE	2022-23
		\$292,797.00
11	Helping teachers earn the reading endorsement	\$20,000.00
	FTE	2022-23
		\$20,000.00
12	Summer reading camps	\$250,000.00
	FTE	2022-23
		\$250,000.00
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.	\$10,000.00
	FTE	2022-23
		\$10,000.00
Total:		\$2,158,571.00

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.

Sixty percent of the Reading Allocation is spent on elementary literacy coaching, reading intervention teachers for K-3, Tier II and Tier III intervention materials for K-3 students, professional development on use of the materials including multi-sensory strategies, kindergarten software for progress monitoring, and Summer Reading Camp for at risk third graders. Expenditures from the allocation are also dedicated to grades K-5 through the purchase of 95% Group Phonics Lesson Libraries (See 11C) and Sondag Systems multi-sensory reading intervention (See 11C) materials and professional development for Tier III.

School Literacy Leadership Teams

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

The English Language Arts Specialists and District Media Specialist, in partnership with Elementary, Middle School, and High School Level Directors communicate the requirement through principal meetings and the weekly Director's Dialogue. The Specialists provide support in the development and in the work of the teams.

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

Schools complete a Google form that is shared with the ELA Specialists and the Level Directors.

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

The ELA Specialists support development of the school literacy leadership teams and report to the Level Directors those schools needing assistance in complying with the requirement.

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

The English Language Arts Department will add B.E.S.T. training for Literacy Leadership Teams and Administrators to the Professional Learning Catalog. Offered twice, the workshops will be two days each, with one day focused on B.E.S.T. Foundational Skills, Reading and Vocabulary benchmarks and one day on the Communication benchmarks. Other days will focus on interventions. The B.E.S.T. presentations, developed with the aid of the Regional Literacy Director, will be organized so that Literacy Leadership Teams can replicate the content during faculty meetings, in professional learning communities and book study groups. District Teachers on Special Assignment will serve as the points of contact for literacy leadership teams. A workshop for administrators on B.E.S.T. and classroom look-fors will be offered in June. The district will employ services to provide professional development and coaching for conducting learning walks regarding rigorous standards-aligned instruction. The Director of Professional Learning will coordinate the learning walks and the contracted company will meet with the ELA Subject Area Specialists to share findings and collaborate on next steps.

The ELA Department will continue to offer workshops grounded in the science of reading, including multi-sensory phonological awareness and phonics instruction and intervention, training in kindergarten and first grade assessment, vocabulary and word study, fluency, and text comprehension strategies. Frequency of these reading professional development opportunities are determined by teacher and administrator survey results, reading endorsement requirements, and trends in assessment and classroom walk-through data. Training is provided virtually, through on-demand videos, as professional learning community activities, and via in-person workshops. A monthly ELA newsletter highlights evidence based reading instruction practices. School administrators differentiate professional development opportunities based on progress monitoring, classroom walk-through data, and school improvement goals. They may request an after-school workshop on a topic, a book study, or individualized coaching or classroom modeling.

The Professional Learning Department and the Department of Human Resources work together to notify school administrators when a teacher needs to be assigned a mentor teacher and assists the school administrator to assign the properly credentialed teacher to serve as a mentor. Mentor qualifications include certification, number of years experience, Clinical Educator Training, and most recent evaluation rating (Effective or Highly Effective.) START Consulting Teachers (mentors for novice teachers) and District Mentor Teachers on Special Assignment also serve teachers with a temporary teaching certificate.

In addition to replicating a B.E.S.T. training, the work of school Literacy Leadership teams will include identification of teachers whose classrooms can serve as models for ELA best practices and standards-aligned instruction and organization of lesson study opportunities to build a culture of collaboration in the school.

The Director of Professional Learning partners with the Elementary and Middle and High School Education Level Directors who work directly with school principals in regards to teacher master schedules. Common planning and scheduled PD session opportunities are two of a number of factors that are reviewed when

working with principals about their school schedules. The 2022-23 school year will include two full days and three early release days dedicated for common planning and professional development.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement.

Requirements are communicated in the weekly Director's Dialogue and via emails sent directly to principals and assistant principals as well as to appropriate teachers. Required PD information is also posted on the Professional Learning website.

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

The Professional Learning Department manages access to reports and PD transcripts through the ECSD Professional Development Management System. The Certification office in the Human Resources Department verifies who has completed professional development requirements for recertification and reading endorsement. Each Director/Specialist who manages the various PD course offerings that are required for recertification or by state rule communicate to employees about the rule and share course offerings to the appropriate employees via newsletter, Director's Dialogue, e-mail, and postings in the Professional Development Management System.

Charter Schools

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

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

Yes

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

Schools (K-12) whose progress monitoring data reflects the lowest percentage of proficiency (including R.A.I.S.E. and Targeted Support & Improvement schools) receive coaching services from district itinerant literacy coaches, teachers on special assignment, and district Reading Specialists. Input from the Elementary, Middle and High School Education Level Directors and the School Transformation Office are also considered, as are requests for coaching submitted via Google form by site-based personnel. Teachers whose student achievement data or years of experience indicate need are prioritized. Support from the administration is also a consideration.

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?

Principals of the schools receiving intensive R.A.I.S.E. support and secondary schools with high numbers of prior level 1's are made aware of the coaching structure in data meetings. Information regarding the role of the district literacy coaches is included in the request for coaching form. Those completing the form acknowledge the work and role of the literacy coach.

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?

Teachers on special assignment and itinerant literacy coaches meet weekly to discuss school requests for coaching services. A coaching cycle frames their work. It begins with a pre-conference to look at student work or data and formation of an action plan. Professional development follows which may involve planning, modeling, or visiting other teachers' classrooms. Debriefing or follow up sessions provide feedback and help in determining next steps. Coaches keep a daily log of interactions with teachers that helps them reflect on their work and determine where efforts need refocus. To maintain the role of literacy coaching, the district job description for literacy coaches will be updated to include the Just Read Coaching Model with particular attention to: 1) Work with teachers to ensure that evidence-based reading programs are implemented with fidelity; 2) help to increase instructional density to meet the needs of all students; and; 3) work with whole and small groups in service of co-teaching, modeling for teachers, and coaching in classrooms.

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

The Elementary and Secondary ELA Specialists review the coaching logs and debrief about coaching encounters in weekly meetings.

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

Meetings are held weekly. Coaching logs are reviewed monthly.

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

Coaching requests are reviewed In order to prioritize time to teachers that will have the greatest impact on student achievement in reading. Teacher experience, student progress monitoring data, student performance projections provided by the School Transformation Office Data Scientist, principal request, and classroom walk-through data are considered when prioritizing the level of support teachers will receive from district coaches and specialists.

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?
IDEA Proficiency Test	ELL Newcomers	Screener	Oral Language	Annually
FAST - STAR	Kindergarten Students	Screener	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	Grades 3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
District Developed Assessment	First Graders	Screener, Progress Monitoring, Summative	Phonological Awareness, Phonics, Fluency	Quarterly
Oral Reading Fluency (ORF)	Grades 1-5 and Grades 6-12 Intensive Reading Students	Progress Monitoring, Diagnostic	Phonics, Fluency	Weekly
CBM	Students in the MTSS process	Screener, Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
CORE Maze Comprehension	Grades 6-12 as part of the Secondary Reading Screening Plan	Progress Monitoring	Phonics, Comprehension	3 x A Year
San Diego Quick Assessment of Reading	Grades 6-12 as part of the Secondary Reading Screening Plan	Screener, Diagnostic	Phonics, Fluency	3 x A Year
GRADE (Group Reading and Diagnostic Assessment)	Grades 6-12 in Intensive Reading	Screener, Progress Monitoring	Phonics, Comprehension	3 x A Year
STAR 360	Grades K-10	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	Grades K-5	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
ECSD HMH Into Reading Module Assessments	Grades K-5	Progress Monitoring, Formative Assessment	Phonics, Vocabulary, Comprehension	2 x A Month
Core Phonics Survey	Grades 6-12 as part of the Secondary Reading Screening Plan	Formative Assessment	Phonics	Annually

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?
District Developed Assessment	Kindergarten students	Screener, Diagnostic	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	Quarterly
Florida Progress Learning Platform	Grades 6-12	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Quarterly
iLit Benchmark Assessment	Grades 6-12 Intensive Reading Students	Progress Monitoring, Formative Assessment		2 x A Month
Savvas myPerspectives Assessments	Grades 6-12	Formative Assessment		

District-Level Monitoring - Part B

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

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

The ELA Specialists work in collaboration with the Assistant Superintendent for Curriculum and the Level Directors (Elementary, Middle and High School Education) to ensure plan implementation, follow up and further support.

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

District pacing guides and language arts course guidance are developed to ensure instruction from core materials include explicit and sequential instruction of the six components of reading. Core materials were adopted following the Science of Reading K-5 ELA Rubric and Core Questions Rubric. Materials used in language arts courses are standards-aligned and interventions are evidence-based.

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

Core reading materials include guidance in differentiating Tier I instruction based on student responses and unit assessments. In addition, teachers are encouraged to provide differentiated instruction at the small group table for those students not quite meeting benchmark on progress monitoring tools, but who are not deficient enough to need the increased intensity of Tier 2 intervention.

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

The English Language Arts Department works in collaboration with other district specialists to support content area literacy. Literacy Leadership teams will implement literacy strategy across the curriculum as part of their work.

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

The ELA Specialists work in collaboration with the Assistant Superintendent for Curriculum and the Level Directors (Elementary, Middle and High School Education) to communicate expectations that the K-12 plan is followed. The School Transformation Office Data Scientist provides student achievement data to schools and the ELA Department assists schools in problem solving where the data is not indicating progress. Schools are encouraged to ask for support in determining interventions or providing coaching to teachers.

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 K-12 Reading Plan has been revised to increase the number of professional development activities for literacy leadership teams and administrators on the Benchmarks for Excellent Student Thinking and the Science of Reading with the help of the Regional Literacy Director. Principals will also be provided with learning-walk coaching services. The district literacy coach job description will also be refined to follow the Just Read, Florida! coaching model.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

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

What process is in place to ensure effective implementation?

The K-12 Reading Plan is presented annually to school administration during principal meetings. When writing school improvement goals they refer to the requirements and strategies outlined in the K-12 Reading Plan. During literacy leadership team professional development components of the K-12 Reading Plan, including Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, are emphasized as keys to improving literacy achievement. Literacy Leadership Teams are assigned a district coach to call on as a resource as they implement the reading plan at their school site.

Who at the district level supports effective implementation?

The ELA Specialists work in collaboration with the Level Directors (Elementary, Middle and High School Education) to ensure plan implementation and support. The ELA Department collaborates with the learning-walk coaching service provider, accompanies principals by request, and offers coaching services as well as professional development and curriculum resources.

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

The district Data Scientist aggregates reading progress monitoring data. School level administration reviews classroom walk-through data to identify professional development needs. Literacy leadership teams use the data to evaluate effectiveness of school-wide literacy initiatives.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

The Assistant Superintendent for Curriculum and the Level Directors outline expectations for school administrators to visit classroom weekly to look for B.E.S.T. - aligned ELA instruction and adherence to Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3.

Who at the district level supports effective implementation?

The ELA Specialists collaborate with school administrators and the learning-walk coaching services provider to design a walk-through tool aligned to B.E.S.T. and Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3.

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

Debrief sessions with ELA Specialists will be used to identify patterns and trends and then problem solve next steps for improving B.E.S.T.-aligned instruction. This may result in grade level professional development, resource realignment, individual coaching, schedule adjustment or classroom modeling.

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

What process is in place to ensure effective implementation?

School MTSS teams follow the reading intervention decision trees which outline data benchmarks in STAR360 to determine students in need of intervention. As MTSS teams problem solve student needs and interventions for Tier II or Tier III, they consult the intervention decision trees for appropriate interventions. The Department of Evaluation Services collects data from the coordinated screening and progress monitoring system to break out data for lowest quartile and other demographic subgroups. This data is provided to schools quarterly.

Who at the district level supports effective implementation?

The ELA Specialists work in collaboration with the Level Directors (Elementary, Middle and High School Education) to ensure plan implementation and further support. The Director of Student Services facilitates the work of MTSS teams in schools.

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

The principal or the assistant principal have small group grade level meetings, PLC discussions, or individual teacher conferences to discuss student growth. Administration monitors students in the Rtl process through reports on the Student Information System. They request district coaching or professional development when supports for teachers are needed.

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.

Any student in grade 3 who is performing at a level deemed to be equivalent to FSA level 1 or 2 according to correlations performed by the District Data Scientist using February STAR360 results and correlations published by Renaissance will be invited to participate in summer programs. Third grade students will be assigned to teachers who are reading endorsed and were highly effective on their most recent evaluation. Following the IES Practice guide recommendation, "Teach students to decode words, analyze word parts, and write and recognize words (strong evidence), attending students will receive explicit, systematic phonics instruction from the HMH Into Reading Curriculum. Also following the recommendations in the IES practice guides, students will participate in fluency and independent reading of connected text (moderated evidence), word study: instruction in roots and affixes (strong evidence), and the writing process (strong evidence) while using the HMH Into Reading Curriculum. Students will also participate in STEM activities.

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.

Any student in grades K-5 who is performing at a level deemed to be deficient in reading according to the decision tree benchmarks or equivalent to FSA level 1 or 2 according to correlations performed by the District Data Scientist, using February STAR360 results and correlations published by Renaissance, will be invited to participate in summer programs. Following the IES Practice Guide Recommendation "Teach students to decode words, analyze word parts, and write and recognize words" (strong evidence), students in K-2 will receive explicit, systematic multisensory phonemic awareness and phonics instruction from the 95% Group Phonics Summer Booster materials (See 11C). Phonics scope and sequence will include: Kindergarten: letter sound correspondences including consonants (L-S specifically), short vowels, reading and writing CVC words; First grade: short vowels, consonant blends, consonant digraphs, long vowel silent e, and reading multisyllabic words; Second grade: (and low 3rd):

review of short vowels and initial and final blends; closed/open/long vowel silent e syllable types and inflectional endings; predictable vowel teams; unpredictable vowel teams; and vowel r combinations (ar, or, er, ir, ur) All students will use HMH Into Reading following the Recommendations in the IES practice guides, “participate in fluency and independent reading of connected text” (moderated evidence), “word study” (strong evidence) and the “writing process” (strong evidence). Students will also participate in STEM activities.

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.)

270

Students who demonstrate a reading deficiency in grades K-2

1,121

Students who score Level 1 in grades 4-5

168

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.)

40%

Students who demonstrate a reading deficiency in grades K-2

50%

Students who score Level 1 in grades 4-5

22%

Family Engagement through a Read-At-Home Plan

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

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

The K-12 Reading Plan Intervention Decision Tree guides schools to provide read-at-home resources to families of students identified with substantial deficiencies. Each school web page hosts a link to a web page especially for families which includes a link to the Read at Home Resources document developed by Just Read, Florida, and links to the resources found within the document. Schools share the web page with families during conferences and print out the document upon request. Teachers can also customize a letter to make recommendations for reading activities to do at home. When the reading plan resources have been provided to the parents, a note is made in the student's SIS Progress Monitoring Plan. Partnerships for the engagement of families include The New Worlds Reading Initiative book program, Title I Parent and Family Engagement, Parent University, and The West Florida Public Library. Parent University is an initiative of Achieve Escambia and other community partners. The ELA department participates in sessions of Parent University to discuss ways to help students read at home. Reading at home is also encouraged through a partnership with the West Florida Library and joint family Beanstack accounts. Beanstack is like a "fit bit" for reading. It is an app that helps families log their reading minutes. They can earn badges and read book reviews too.

Who at the district is responsible for monitoring this requirement?

The ELA Department collaborates with the Student Information System team and Student Services to pull reports regarding students in Tier 3 and records showing that read-at-home plans have been communicated to parents.

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?

Elementary schools are required to schedule a 90-minute uninterrupted block in the day. The ELA Department creates pacing guides and curriculum frameworks for the adopted Core reading program. The Core reading program was adopted using criteria from the Florida Department of Education Specifications for the 2020-21 Florida Instructional Materials Adoption K-12 English Language Arts, including the Features of Scientifically-Based or Evidence Based Core Reading Programs rubric. The frameworks and pacing guide prioritize explicit instruction of the six components of reading. The Elementary Directors review school master schedules to ensure that the literacy block consists of a minimum of 90 uninterrupted minutes. Classroom walkthroughs monitor the use of whole and small group differentiated instruction.

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

The elementary scheduling specialist assists schools to ensure their schedules include 90 uninterrupted minutes of language arts in the school day. The Elementary Level Director and the Elementary ELA Specialist collaborate to communicate the requirement and provide feedback to schools.

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?

Curriculum frameworks and pacing guides prioritize texts in the adopted Core reading program. The guides include titles from the B.E.S.T. Sample Titles and Civic Literacy Reading List.

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

The Elementary Level Director and the Elementary ELA Specialist collaborate to communicate the requirement and provide feedback to schools.

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

How does the district support and monitor implementation?

The ELA Department provides guidance for organization of the literacy block, to include suggestions for grouping students based on assessment data, and appropriate small group lessons to support student learning including: use of sound boxes, blending, practice with decodable texts, fluency instruction, retell routines, word sorts, comprehension self-monitoring, close reading with text dependent questions and sentence writing.

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

The Elementary Level Director and the Elementary ELA Specialist collaborate to communicate the requirement and provide feedback to schools.

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.

Core reading programs were adopted using criteria from the Florida Department of Education Specifications for the 2020-21 Florida Instructional Materials Adoption K-12 English Language Arts. The ELA Department creates pacing guides and curriculum frameworks for the adopted Core reading programs. This helps ensure that Tier I instruction is standards-aligned; includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning. The adopted programs, and district frameworks and pacing guides prioritize explicit instruction of the six components of reading in K-5 literacy blocks and grades 6-12 intensive reading classes.

ECSD will utilize the coordinated screening and progress monitoring system for grades K-10. STAR360 will also be available for progress monitoring for response to intervention. District developed foundational skills tasks including assessment for letter and sound knowledge, phoneme blending and segmenting, decoding ability, word recognition, and fluency provide diagnostic data for grades K-3. Core reading program assessments and quarterly fluency probes provide progress monitoring data in grades 1-12. USA Testprep assessments provide summative data for grades 11-12.

Screening and progress monitoring data is used to identify students who perform below benchmark as

outlined on the decision tree. The MTSS process determines the appropriate intervention and if appropriate, the student schedule is changed so that Tier 3 interventions are provided by teachers qualified to provide interventions. Interventions at the elementary school level occur outside of the 90 minute block so that intervention is in addition to core instruction. At the secondary level, a combined factor scale is used to identify students in need of intervention and they are scheduled to the appropriate intensive reading courses; reading screeners are administered upon placement in an intervention class to ensure proper assignment. Progress monitoring data and intervention plans are documented on a Progress Monitoring Plan in the Student Information Systems or is included with IEP or EL Plan review.

How does the district support and monitor implementation?

Assessment data, classroom walk through data, and reports created from the Student Information System (FOCUS) detailing the numbers of students identified as Tiers 2 and 3, are used to monitor adherence to the plan. Schools in need of assistance with scheduling, MTSS, or utilizing the district frameworks and pacing guides are provided support from the ELA Department or Student Services.

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

The ELA Specialists, the Elementary, Middle and High School Education Level Directors , Student Information System team and Student Services share responsibility in supporting the requirement that K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3.

Assessment/Curriculum Decision Trees - Part C

Requirements

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, progress monitoring, diagnostic, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;
- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- Specific criteria for when a student is identified to receive intensive reading interventions, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1

Core Instruction:

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

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

(Enter assessment criteria that will be used)

Scores at or above the 40th percentile on FAST-STAR or

Scores at or above the FSA equivalent of 3 or better on FAST-Cambium

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.

ECSD will utilize HMH Into Reading 2022 as its Comprehensive Core Reading/Language Arts Program (CCRP). The following IES Practice Guide recommendation(s) support the program in the following ways.

What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in K-3rd, recommends the following:

- 1) Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (promising evidence). HMH Into Reading includes explicit vocabulary lessons that focus on academic vocabulary and morphology. Narrative language skills (i.e. retelling) are directly taught and students are given frequent opportunities to practice these skills through rich peer-to-peer discussions.
- 2) Develop awareness of the segments of sound in speech and how they link to letters. (strong evidence). HMH Into Reading explicitly teaches phonological awareness and phonemic awareness as part of foundational skills.
- 3) Teach students to decode words, analyze word parts, and write and recognize words. (strong evidence) HMH Into Reading explicitly teaches the sound spelling patterns. Teachers model sound by sound blending practices. Students read from decodable texts and passages to generalize and apply newly learned phonics patterns, review previously learned patterns, and grade level high-frequency words. Decoding lessons are connected to encoding during spelling lessons, fluency practice, and dictation practice.
- 4) Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (moderate evidence). Students apply fluency skills to determine meaning from text. HMH Into Reading provides decodable readers for grades kindergarten through second grades that reinforce the phonics patterns that are taught. Teachers teach the fluency skill, model it, and provide students practice with the provided text.

What Works Clearinghouse, Improving Reading Comprehension in Kindergarten Through 3rd Grade, recommends the following:

- 1) Teach students how to use reading comprehension strategies. (strong evidence) Each module in HMH Into Reading includes both B.E.S.T. benchmark-aligned explicit instruction as well as explicit reading strategy instruction and practice in visualization, self-monitoring and clarifying, prediction, ask and answer questions, making inferences and retelling.
- 2) Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (moderate evidence). In keeping with the B.E.S.T. standards, HMH Into Reading includes explicit instruction in text features and text structures.
- 3) Guide students through focused, high-quality discussion on the meaning of text. (promising evidence) Every text in HMH Into Reading is followed by a structured discussion activity, as well as text dependent questions for close reading.
- 4) Select texts purposefully to support comprehension development. (minimal evidence) HMH Into

Grade Levels: K-5

Reading includes complex texts and a variety of genres selected for purposeful instruction with both B.E.S.T. benchmarks and reading strategies.

5) Establish an engaging and motivating context in which to teach reading comprehension. (moderate evidence). HMH Into Reading provides rich, engaging texts in a variety of genres that build knowledge and create opportunities for students to see themselves. Multiple opportunities to practice with connected text help students see themselves as successful readers.

Progress Monitoring**Assessment & Frequency**

K-2: FAST-STAR (3 times a year)

3-5: FAST Cambium (3 times a year)

K-standards based rubric (4 times a year)

1st grade: Quarterly Decoding Progress Monitoring Probe

K-5: ECSD/HMH Into Reading assessments (weekly/end-of-module)

2nd-5th grades: fluency assessment on Hasbrouck & Tindal (2017) ORF Norms (3 times a year)

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

FAST-STAR – 40th percentile and above, FSA equivalent of 3 or better.

K- Standards based rubric - 70% and above.

1st grade: Quarterly Decoding Progress Monitoring Probe--independent

K-5: ECSD/HMH Into Reading assessments (weekly /end-of-module)--70% or above

2nd-5th: fluency assessment at or above the 50th percentile on Hasbrouck & Tindal (2017) ORF Norms

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

FAST STAR- below 25th percentile*

K- Standards based grading rubric- below 50% accuracy*

1st grade-Quarterly Decoding Progress Monitoring Probe-below independent*

K-5: HMH Into Reading assessments (weekly /end-of-module)-- below 50% accuracy*

2nd-5th: fluency assessment below the 25th percentile on Hasbrouck & Tindal (2017) ORF Norms*

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 instruction is monitored by the school level administration team through weekly classroom walkthroughs and collaborative lesson planning.

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?

Schools utilize the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention.

Literacy Leadership Teams will meet at least monthly to discuss classroom walkthrough data, progress monitoring data points, and professional development needs.

Teacher teams/PLCs will meet frequently to review lesson plans, CCRP testing data, and discuss implementation of effective instructional practices (i.e. effective instruction with the major reading components, integration of reading across content areas, multi-sensory instruction, engagement strategies, etc.).

Administration seeks district coaching support for walkthroughs, data chats and/or lesson planning when needed.

Grade Levels: K-5

How is the effectiveness of Tier 1 curriculum being monitored?

The effectiveness of Tier 1 curriculum is monitored by instructional pacing of CCRP and in-program assessments. One of the tasks of the school-based literacy leadership team will be to review and analyze data.

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

A team of district teachers led by ELA Teachers on Special Assignment (TSA) created ECSD Pacing Guides to ensure instruction of B.E.S.T. standards in HMH Into Reading progresses toward mastery by year's end. The TSA's continue to monitor the effectiveness and adjust accordingly. The ELA department conducts monthly literacy rep meetings with grade level teachers and utilizes surveys, feedback to analyze, and problem-solve any concerns with Tier 1 curriculum. The ELA Department assists in offering resources and coaching support as requested by schools and/or directors.

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

ECSD students enrolled for the 2022-23 school year are offered traditional (face-to-face) instruction or must be enrolled in Escambia Virtual Academy (FLVS franchise). Schools can utilize HMH Into Reading Ed online platform to support distance learning. Students can access iReady from home for computer-based instruction, which is monitored by the classroom teacher, and access MyOn, a personalized digital library, for independent reading.

Grade Levels: 6-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year qualifies for Tier 1 instruction ONLY:

FAST-Cambium FSA equivalent of 3 or better

District created Combined Factor Scale Score of 41+

2022 FSA Level 3, 4, 5

STAR 360 PR 41st or higher

2021 FSA Level 3, 4, 5

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.

ECSD will utilize Savvas myPerspectives 2022 as its Comprehensive Core Language Arts Program (CCRP). The following IES Practice Guide recommendation(s) support the program in the following ways.

What Works Clearinghouse, Improving Adolescent Literacy: Effective Classroom and Intervention Practices grades 4 -12, recommends the following:

- 1) Provide explicit vocabulary instruction. (strong evidence) Teaches students academic vocabulary using explicit vocabulary lessons that include the development of inferential skills essential to semantic and syntactic knowledge or morphological analysis. (strong evidence). myPerspectives Includes Word Study and explicit vocabulary lessons that focus on explicit instruction, repeated exposure, varied context usage in discussion, writing and extended reading.
- 2) Provide direct and explicit comprehension strategy instruction. (strong evidence). myPerspectives includes comprehension strategies aligned to the text type and strategies are repeated for varied purposes. myPerspectives supports the use of gradual release of responsibility to support teaching students how to use the strategies with guided practice appropriate to text and strategy complexity, and talk about the strategies during instruction to support development of comprehension through metacognition.
- 3) Provide opportunities for extended discussion of text meaning and interpretation. (moderate evidence) myPerspectives supports extended text discussions by providing tasks for discussion protocols for class and small groups. myPerspectives includes a variety of opportunities for students to prepare for discussion, generate questions, and prompts to extend discussion.
- 4) Increase student motivation and engagement in literacy learning. (moderate evidence) Savvas myPerspectives includes learning goals by unit as well as specific learning processes, promotes student autonomy through textbook design, as well as lesson design using self-directed and collaborative learning. myPerspectives contains ListenWise, which gives students experiences based on interests and current events.

What Works Clearinghouse, Teaching Secondary Students to Write Effectively, recommends the following:

Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. (strong evidence) myPerspective units include whole group, peer group, and independent performance tasks that include explicit instruction for planning, goal setting, drafting, evaluating, revising, and editing for a variety of writing modes.

Grade Levels: 6-12

Integrate writing and reading to emphasize key writing features. (moderate evidence) Savvas myPerspectives includes mentor texts that model and emphasize key writing features, which students can emulate. myPerspectives incorporates cognitive-strategy sentence starters in the close read protocols and performance task instructional segments.

Progress Monitoring**Assessment & Frequency**

CORE Reading MAZE Comprehension 2 times per year

FAST Cambium 3 times per year

School based assessments bi-weekly (optional but recommended)

Quarterly assessments based on Scope and Sequence (optional but recommended)

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

CORE Reading MAZE Comprehension Benchmark; Strategic indicates Tier 1 Plus support

FAST Cambium FSA Equivalent of 3 or better

Standards based assessments 70% or higher

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

CORE Reading MAZE Comprehension Intensive

FAST Cambium FSA Equivalent of 1 or 2

Standards based assessments 69% or below

How is the effectiveness of Tier 1 instruction being monitored?

Tier 1 instruction is monitored by the school level admin team through weekly classroom walkthroughs and lesson plan reviews

Data reviews conducted quarterly to adjust instruction and goals based on F.A.S.T.

District instructional review walkthroughs with school-level leadership teams

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?

ECSD Curriculum guides were created to enhance/supplement Tier 1 curriculum

Scope and sequence developed to align with full implementation with B.E.S.T. benchmarks, clarifications, and appendices.

School level assessment reviews by administrators/instructional coach/school leadership teams

Administrative Instructional Walkthroughs

Schools will utilize the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention.

Literacy Leadership Teams will meet at least monthly to discuss classroom walkthrough data, progress monitoring data points, and professional development needs

Quarterly data reviews by level director/school level leadership teams

Literacy Leaders meet monthly to provide feedback and surveys to convene groups to provide actionable feedback to enhance standards instruction in support of core curriculum

How is the effectiveness of Tier 1 curriculum being monitored?

Data reviews conducted quarterly to adjust instruction and goals based on district assessments aligned Scope and Sequence

Grade Levels: 6-12

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

Quarterly data reviews by level director/school level leadership teams
Literacy Leaders meet monthly to provide feedback and surveys to convene groups to provide actionable feedback to enhance standards instruction in support of core curriculum

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

Distance Learning needs will be met through enrollment in Escambia Virtual Academy or full-time enrollment in Florida Virtual School.

Tier 2

Supplemental Instruction/Intervention:

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

Grade Levels: K-5**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Scores in the 11th -25th percentile range on FAST-STAR

Scores at the FSA equivalent of a 1 or a 2 on FAST-Cambium

Previously scored FSA Level 1 or 2

-OR-

Kindergarten: Student scores an “N” or “U” on foundational skills assessed in the ECSD standards-based grading rubric

1st grade: Student scores below independent on the ECSD Quarterly Decoding Progress Monitoring Probe

2nd -5th grade: Student scores at or below the 25th percentile on Hasbrouck & Tindal (2017) ORF Norms

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

HMH Into Reading Tabletop Mini Lessons (English Language Development) /6-8 weeks

Assessment & Frequency

ECSD/HMH Into Reading Assessments (weekly/ end of module)

Performance Criteria to discontinue Tier 2 interventions

ECSD/HMH Into Reading Assessments 70% or above

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

ECSD/HMH Into Reading assessments between 50-70%

Performance Criteria that prompts the addition of Tier 3 interventions

ECSD/HMH Into Reading assessments below 50%

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

HMH Into Reading Tabletop Minilessons: Reading (vocabulary and comprehension) /6-8 weeks

Assessment & FrequencyECSD/HMH Into Reading Assessments
(weekly/ end of module)**Performance Criteria to discontinue Tier 2 interventions**

ECSD/HMH Into Reading Assessments 70% or above

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

ECSD/HMH Into Reading Assessments between 50-70%

Performance Criteria that prompts the addition of Tier 3 interventions

ECSD/HMH Into Reading Assessments below 50%

Grade Levels: K-5

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

HMH Into Reading Foundational Skills and Word Study Studio focusing on the deficit skill /6-8 weeks

Assessment & Frequency

STAR CBM matching deficit skill (weekly)

Performance Criteria to discontinue Tier 2 interventions

STAR CBM- At/Above benchmark for the grade level and time of year.

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

STAR CBM- On Watch benchmark for the grade level and time of year.

Performance Criteria that prompts the addition of Tier 3 interventions

STAR CBM- Intervention benchmark for the grade level and time of year.

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

iReady (Teacher Assigned) Lessons and Tools for Instruction focusing on the skill deficit /6-8 weeks

Assessment & Frequency

Monitor iReady lesson alerts and percent of lessons passed weekly.

Performance Criteria to discontinue Tier 2 interventions

Weekly lessons passed 70% or above

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

Weekly lessons passed between 50-70%

Performance Criteria that prompts the addition of Tier 3 interventions

Weekly lessons passed below 50%

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Phonics Chip Kit Lessons by 95% Group /6-8 weeks

Assessment & Frequency

STAR CBM Expressive Nonsense Word for grades 1-2 and Passage Oral Reading for grades 3-5 (weekly)

Performance Criteria to discontinue Tier 2 interventions

STAR CBM- At/Above benchmark for the grade level and time of year.

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

STAR CBM- On Watch benchmark for the grade level and time of year.

Performance Criteria that prompts the addition of Tier 3 interventions

STAR CBM- Intervention benchmark for the grade level and time of year.

Number of times per week intervention provided

Grade Levels: K-5

Interventions are provided 3-5 times per week.

Number of minutes per intervention session

Intervention sessions are between 20 and 30 minutes.

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

The 4-step problem solving process/MTSS teams will meet to analyze data and determine the effectiveness of Tier 2 interventions for individual students.

School administrative teams conduct weekly reading intervention walkthroughs. They review school wide iReady and STAR360 data bi-weekly. They discuss trends, share findings with teachers and other stakeholders, recommend adjustments to interventions and continue to monitor progress and data of interventions.

Administration will seek district coaching support or professional development needs to help improve the effectiveness of intervention.

The school-wide school improvement plan ensures that data is collected, analyzed, and reviewed periodically (at least quarterly) to improve instruction and increase students' achievement in reading.

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

The IES Foundational Skills to Support Reading for Understanding in K-3rd, recommends the following:

1) Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (promising evidence).

The HMH Into Reading Tabletop Mini Lessons for English Language Development provide lessons in academic language functions (i.e., describe, analyze, sequence, infer, classify, etc.), which strengthen language use across the four domains of language: speaking, listening, reading, and writing.

Scaffolded supports are embedded in the lessons to support students with substantial, moderate, and light language needs.

2) Develop awareness of the segments of sound in speech and how they link to letters (strong evidence).

3) Teach students to decode words, analyze word parts, and write and recognize words (strong evidence)

Phonics Chip Kit Lessons and Phonics Booster Lessons by 95% Group are multisensory phonics interventions that explicitly teach students sound spelling patterns using a gradual release model.

Teachers explain phonics patterns using manipulatives and sound-spelling mapping. Teachers direct students' attention to identifying individual phonemes in words and analyzing sound-spelling patterns. Instruction provides strategies for identifying different sound-spelling patterns in words. Students use the manipulatives to practice these strategies and receive corrective feedback.

The IES Providing Reading Interventions for Students in Grades 4-9, recommends:

1) Build students' decoding skills so they can read complex multisyllabic words. (strong evidence)

2) Provide purposeful fluency-building activities to help students read effortlessly. (strong evidence)

The HMH Into Reading Foundational Skills and Word Study Studio lessons provide reinforcement lessons on phonological awareness, phonemic awareness, phonics-including multi-syllabic word reading, and fluency. Lessons follow the gradual release model and provide a soft script to support teachers in explicitly teaching the concept. Support for providing corrective feedback is also included.

Grade Levels: K-5

The IES Improving Reading Comprehension in Kindergarten Through 3rd Grade recommends:

- 1) Teach students how to use reading comprehension strategies. (strong evidence)
 - 2) Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. (moderate evidence)
- and

The WWC Providing Reading Interventions for Students in Grades 4-9, recommends:

- 3) Routinely use a set of comprehension-building practices to help students make sense of the text. (strong evidence)
- 4) Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. (moderate evidence)

The HMH Into Reading Tabletop Minilessons for Reading are reinforcement lessons for comprehension skills and strategies taught during Tier 1. During these lessons, teachers reteach the concept (i.e., theme, central idea, summarizing, figurative language, text structure, etc.) reinforcing key points and then guide students through applying the concept to a grade level piece of text. Scaffolded support for building students' independence with the concept is included at the bottom of the lesson.

HumRRO.org conducted a study that found moderate and promising evidence to support iReady's impact on instruction for all students. The iReady Tools for instruction include comprehension building practices that can be used with any text. Teacher assigned lessons involve demonstration videos and student practice. <https://charts.intensiveintervention.org/aintervention>

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

ECSD students enrolled for the 2022-23 school year are offered traditional (face-to-face) instruction or must be enrolled in Escambia Virtual Academy (FLVS franchise).

Schools can utilize HMH Into Reading Ed, online platform which includes Tabletop lessons and interactive practice to support distance learning.

Students can access iReady from home for individualized computer-based instruction, which is monitored by the classroom teacher, and access MyOn, a personalized digital library, for independent reading.

Grade Levels: 6-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

FAST Cambium FSA equivalent of Level 1 or 2 followed by indicators for Tier 2 on the ECSD Reading Screener Plan (<https://tinyurl.com/ECSD-Secondary-Screening>)

*FSA 2022 Level 1

STAR 360 PR 20th -11th percentile

FSA 2021 Level 1 or 2

* Students will be screened by the end of Quarter 1 week 2 using the ECSD SECONDARY Decision Tree Screening Plan.

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

iLit45 (Savvas) leveled unit lessons (Reading Skills and Strategies, Vocabulary and Word Study, Language, Writing, Speaking and Listening)

Assessment & Frequency

Interactive Reader Assessment (bi-weekly) and
GRADE Assessment 3 times per year

Performance Criteria to discontinue Tier 2 interventions

Student ECSD Screening Plan (<https://tinyurl.com/ECSD-Secondary-Screening>) results indicate student meets the following parameter:

- Core MAZE is strategic or above
 - SDQA is within 2 grade levels of the student cohort.
 - ORF is +/- 10 words correct per minute of 50th percentile for Fall ORF norms.
- Student Beginning of the year GRADE scores within the following parameters:
- GLE (grade score on or above grade level is immediate removal.
 - GLE within 1 grade level of actual cohort grade level or ECSD screening results indicate the same.

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

At the end of Semester 1, students MOY GRADE indicates 2 or more grade levels below the student cohort.

Interactive Reader Level is above 1 or 2.

Benchmark Assessment scores below 80 percent.

Performance Criteria that prompts the addition of Tier 3 interventions

Interactive Reader score of 65- 79 percent remains on the same Interactive Reader level in iLit 45
Interactive Reader Score of 64 percent or below, student moves down one level and is screened for Tier 3 interventions and supplemental lesson interventions based on Skills Report in Classview of iLit45.

Number of times per week intervention provided

Interventions are provided 3-5 times per week.

Number of minutes per intervention session

Grade Levels: 6-12

Intervention sessions are 45 minutes

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

Quarterly data chats teacher to students, teacher to administrator/reading coach reflecting on student progression in iLit45 learning pathways and foundational reading skills development.

Schools will create and utilize Literacy Leadership teams review data from classroom walkthroughs and quarterly iLit45 and schoolwide student data.

The 4-step problem solving process/MTSS teams will meet to analyze iLit45 data and determine the effectiveness of Tier 2 interventions.

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

ECSD will utilize Savvas iLit45 2022 as its Comprehensive Core Reading/Language Arts Program (CCRP) for Tier 2. The following IES Practice Guide recommendation(s) support the program in the following ways.

What Works Clearinghouse, Providing Reading Interventions for Students in Grades 4-9, recommends the following:

Build student's decoding skills so they can read Complex multisyllabic words. (strong evidence) Savvas iLit45 2022 embeds word study through explicit, systematic vocabulary instruction that provides students with direct instruction in routines to decode and encode multisyllabic words, embeds spelling instruction, engages students in a variety of activities to practice reading multisyllabic words with accuracy and automaticity.

Provide purposeful fluency-building activities. (strong evidence) iLit45 includes reading the same passage several times to build fluency with a purpose for each repeated reading. iLit45 instructional routines include dedicated time for read aloud/think aloud to model reading prosody through teacher read aloud and audio supported read aloud that give students opportunities to practice reading prosody using a wide range of texts.

Routinely use a set of comprehension building practices.(strong evidence) iLit45 whole group and small group instruction embed background knowledge to support student reading and introduce new topics to aid comprehension, explicit instruction of words essential for understanding passages, and provide word analysis to support derivational and morphological meanings. iLit45 interactive readers and critical response routines require students to answer a variety of comprehension questions and justify their answers through use of text evidence. iLit45 includes discussion routines that encourage collaboratively and independently answering questions about text and meaning.

Provide students with opportunities to practice making sense of challenging texts. (moderate evidence) iLit45 provides students with at their independent reading level and above for their free reading while whole group instruction centers around grade level texts with increasing complexity through the school year. Whole group instruction provides students with significant instructional support and electronic support to work through the grade level texts in whole group, collaboratively in small groups, and independently.

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

Grade Levels: 6-12

Distance Learning needs will be met through enrollment in Escambia Virtual Academy or full-time enrollment in Florida Virtual School.

Tier 3

Intensive, Individualized Instruction/Intervention:

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

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

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

(Enter assessment criteria that will be used)

Scores at or below the 10th percentile on FAST-STAR.

Scores at the FSA equivalent of level 1 on FAST-Cambium and THEN scores at or below the 10th percentile on STAR Reading (grades 3-5).

Kindergarten: Student scores a “U” on foundational skills assessed in the ECSD standards-based grading rubric

1st grade: Student scores below independent on the Quarterly Decoding Progress Monitoring Probe

2nd -5th grade: Student scores at or below the 10th percentile on Hasbrouck & Tindal (2017) ORF Norms

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

S.P.I.R.E. Pre-Level 1-Sound Sensible (K-1) (9+ weeks)

Assessment & Frequency

STAR CBM matching deficit skill- “Phoneme Segmentation” or “Letter Names” or “Letter Sounds” (weekly)

Performance Criteria to discontinue Tier 3 interventions

STAR CBM- At/Above benchmark for the grade level and time of year.

Students will continue to be monitored in Tier 2.

Performance Criteria indicating continuation of Tier 3 interventions

STAR CBM- On Watch for the grade level and time of year.

Progress is being made within the Tier 3 intervention; the achievement gap is shrinking, but still exists.

Performance Criteria that prompts intensified Tier 3 interventions

STAR CBM- Intervention for the grade level and time of year.

Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

SRA Reading Mastery (1-2) (9+ weeks)

Assessment & Frequency

STAR CBM matching deficit skill -“Expressive Nonsense Words” or “Passage Oral Reading” (weekly)
In-program data collection

Performance Criteria to discontinue Tier 3 interventions

STAR CBM- At/Above benchmark for the grade level and time of year.

Progress is being made within the Tier 3 intervention as indicated by in-program mastery checks but the achievement gap still exists.

Students will continue to be monitored in Tier 2

Performance Criteria indicating continuation of Tier 3 interventions

STAR CBM- On Watch for the grade level and time of year.

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

Progress is being made within the Tier 3 intervention as indicated by in-program mastery checks but the achievement gap still exists.

Performance Criteria that prompts intensified Tier 3 interventions

STAR CBM- Intervention for the grade level and time of year.

Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.

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

95% Group Phonological Awareness Lessons (K-1)

Assessment & Frequency

STAR CBM matching deficit skill-Phoneme Segmentation (weekly)

Performance Criteria to discontinue Tier 3 interventions

STAR CBM- At/Above benchmark for the grade level and time of year.

Progress is being made within the Tier 3 intervention but the achievement gap still exists.

Students will continue to be monitored in Tier 2

Performance Criteria indicating continuation of Tier 3 interventions

STAR CBM- On Watch for the grade level and time of year.

Progress is being made within the Tier 3 intervention but the achievement gap still exists.

Performance Criteria that prompts intensified Tier 3 interventions

STAR CBM- Intervention for the grade level and time of year.

Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.

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

95% Group Phonics Lesson Library (1-3) (9+ weeks)

Assessment & Frequency

STAR CBM matching deficit skill -Expressive Nonsense Word, Passage Oral Reading (weekly)

In-program data collection

Performance Criteria to discontinue Tier 3 interventions

STAR CBM- At/Above benchmark for the grade level and time of year.

Progress is being made within the Tier 3 intervention as indicated by in-program mastery checks but the achievement gap still exists.

Students will continue to be monitored in Tier 2

Performance Criteria indicating continuation of Tier 3 interventions

STAR CBM- On Watch for the grade level and time of year.

Progress is being made within the Tier 3 intervention as indicated by in-program mastery checks but the achievement gap still exists.

Performance Criteria that prompts intensified Tier 3 interventions

STAR CBM- Intervention for the grade level and time of year.

Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.

Grade Levels: K-5**Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Winsor Learning Sunday System (2-5) (9+ weeks)

Assessment & Frequency

STAR CBM matching deficit skill -Expressive Nonsense Word, Passage Oral Reading”(weekly)
In program data collection

Performance Criteria to discontinue Tier 3 interventions

STAR CBM- At/Above benchmark for the grade level and time of year.

Progress is being made within the Tier 3 intervention as indicated by in-program mastery checks but the achievement gap still exists.

Students will continue to be monitored in Tier 2

Performance Criteria indicating continuation of Tier 3 interventions

STAR CBM- On Watch for the grade level and time of year.

Progress is being made within the Tier 3 intervention as indicated by in-program mastery checks but the achievement gap still exists.

Performance Criteria that prompts intensified Tier 3 interventions

STAR CBM- Intervention for the grade level and time of year.

Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.

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

Read Naturally Encore (2-5) (9+ weeks)

Assessment & Frequency

STAR CBM matching deficit skill Passage Oral Reading

Performance Criteria to discontinue Tier 3 interventions

STAR CBM- At/Above benchmark for the grade level and time of year.

Progress is being made within the Tier 3 intervention as indicated by in-program mastery checks but the achievement gap still exists.

Students will continue to be monitored in Tier 2

Performance Criteria indicating continuation of Tier 3 interventions

STAR CBM- On Watch for the grade level and time of year.

Progress is being made within the Tier 3 intervention but the achievement gap still exists.

Performance Criteria that prompts intensified Tier 3 interventions

STAR CBM- Intervention for the grade level and time of year.

Students who have not made any measurable progress within intervention, and the academic gap continues to widen will be referred back to the MTSS problem solving team.

Number of times per week intervention provided

Tier 3 interventions are provided 5 days a week.

Number of minutes per intervention session

Grade Levels: K-5

Intervention sessions are 30-45 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?

The 4-step problem solving process/MTSS teams will meet to analyze data and determine the effectiveness of Tier 3 interventions for individual students.

School level administrators will conduct weekly reading intervention walkthroughs and weekly review of intervention lesson plans, and will review school wide data bi-weekly. They will discuss trends, share findings with teachers and other stakeholders, recommend adjustments to interventions and continue to monitor progress and data of interventions.

Administration will seek district coaching support or professional development needs to help improve the effectiveness of intervention.

The school improvement plan ensures that data is collected, analyzed, and reviewed periodically (at least quarterly) to improve instruction and increase student's achievement in reading.

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

Though the following programs do not meet strong, moderate or promising levels of evidence; recommendations found in the IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade support these programs:

95% Group Phonological Awareness Lessons

Sounds Sensible S.P.I.R.E. pre-level 1

95% Group Phonics Lesson Library

Winsor Learning Sondag System

Phonological Awareness Lessons by 95% is supported by Recommendation 2) Develop awareness of the segments of sound in speech and how they link to letters (Tier 1 strong evidence). In every lesson, students use manipulatives to enhance awareness and learn to manipulate abstract syllables, rimes, and phonemes and link the sounds to letters.

Sounds Sensible is supported by Recommendation 2) Develop awareness of the segments of sound in speech and how they link to letters (Tier 1 strong evidence). Each lesson includes: listening for sounds in words, listening for comprehension, rhyming, blending, segmentation (progressing from words in sentences to phonemes in words), phoneme/grapheme relationships, and dictation.

Phonics Lesson Library by 95% Group is supported by Recommendation 3) Teach students to decode words, analyze word parts, and write and recognize words (Tier 1 strong evidence). It is a library of lessons for the explicit teaching of sound-spelling correspondence, finding patterns in words, word reading accuracy, word building, fluency, and dictation.

Sondag System by Winsor Learning is supported by Recommendation 3) Teach students to decode words, analyze word parts, and write and recognize words (Tier 1 strong evidence). Sondag System is also supported by the IES Practice Guide Providing Reading Interventions for Students in Grades 4-9 Recommendation 1) Build students' decoding skills so they can read complex multisyllabic words. (Tier 1 strong evidence). Sondag 1 focuses on sound-spelling patterns while Sondag 2 progresses into syllable types and morphology. Each lesson is comprised of 1) review: sounds/word parts, spell, read sound-spelling patterns in words from left to right, write words and 2) Introduce: new sounds/word

Grade Levels: K-5

parts, new decodable words in isolation, new high-frequency words, and read connected text. After every introduction, students reinforce learning by writing words. Teachers provide immediate corrective feedback throughout the lesson.

SRA Reading Mastery was part of a study supporting Recommendation 3, with an outcome effect size of .41 for word reading: Gunn, B., et. al. (2005). Fostering the development of reading skill through supplemental instruction: Results for Hispanic and non-Hispanic students. *The Journal of Special Education*, 39(2), 66–85.

Read Naturally is supported by Recommendation 4) Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (Tier 2 moderate evidence). In addition, The What Works Clearinghouse identified a study of Read Naturally® that meets WWC evidence standards and has promising effects on general literacy achievement. <https://fcrr.org/repository/beginning-readers-reading-fluency-2>

Professional development is a requirement for teachers using these programs, and sessions are offered frequently during the school year. Teachers are asked to submit data in the student information system for monitoring purposes and the ELA Department provides follow up coaching and support for RAISE schools and by request for other schools.

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

ECSD students enrolled for the 2022-23 school year are offered traditional (face-to-face) instruction or must be enrolled in Escambia Virtual Academy (FLVS franchise).

Students may access HMH Into Reading Ed online platform to support distance learning.

Students may access iReady from home for computer-based instruction, which is monitored by the classroom teacher, and access MyOn, a personalized digital library, for independent reading.

Grade Levels: 6-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

FAST Cambium FSA Equivalent Level 1, or previous year FSA Level 1, followed by ECSD Secondary Reading Screening Plan (<https://tinyurl.com/ECSD-Secondary-Screening>) indicating need for intensive interventions

STAR 360 PR 10th or below

Beginning of Year GRADE Assessment overall Grade Level Equivalent score is 3 or more below cohort

If student meets the following criteria, then they are a candidate for placement in Souday System

Scores at or below STRATEGIC on CORE MAZE Comprehension Test

Scores 3 grade levels or more below grade level (instructional) on San Diego Quick Assessment of Reading Ability

Scores below 25th percentile on grade-level oral fluency passage using Hasbrouck-Tindal Norms

Scores at INTENSIVE on CORE Phonics Survey

Scores below BENCHMARK on CORE Phoneme Segmentation Test

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

iLit45 supplemental lessons (comprehension, vocabulary, language study, foundational skills, explicit fluency instruction)

Assessment & Frequency

iLit45 Benchmark Assessments (weekly/biweekly)

Performance Criteria to discontinue Tier 3 interventions

iLit45 Benchmark Assessment scores above 80 percent

iLit45 Skills Report in Classview indicates scores above 80 percent in Tier 3 targeted intervention skill area.

Performance Criteria indicating continuation of Tier 3 interventions

Student Skills Report data in iLit45 indicates performance below 80%, then Tier 3 intervention continues.

Performance Criteria that prompts intensified Tier 3 interventions

Interactive Reader score 64% or below students will move down one Interactive Reader level.

Student Skills Report data in iLit45 indicates performance below 60%, then Tier 3 intervention intensifies.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Souday System 1 or 2

Assessment & Frequency

Every 3-5 days

Performance Criteria to discontinue Tier 3 interventions

Scores at the 50th percentile on grade-level oral fluency passage using Hasbrouck-Tindal Norms

Grade Levels: 6-12**Progress Monitoring****Performance Criteria indicating continuation of Tier 3 interventions**

Scores below 25th percentile on grade-level oral fluency passage using Hasbrouck-Tindal Norms
Student is passing mastery checks.

Performance Criteria that prompts intensified Tier 3 interventions

Students who have not made any measurable progress within intervention, as evidence by no significant positive change between Sonday System pre/post lesson test, will be referred back to the MTSS problem solving team.

Number of times per week intervention provided

Intervention is provided 5 times per week.

Number of minutes per intervention session

Intervention sessions are 35-45 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?

Quarterly data chats teacher to students, teacher to administrator/reading coach reflecting on student progression in iLit45 learning pathways and foundational reading skills development.

Review of Core Assessment Screening Data, Interactive Reader scores, GRADE Assessment, and other measures to prompt Sonday System Screening as the initial step within the problem-solving process.

The 4-step problem solving process/MTSS teams will meet to analyze iLit45 data, Core Assessment Screening Data, Interactive Reader scores, GRADE Assessment, Skills Report in iLit45 Classview, and Tier 3 interventions data to review for instructional effectiveness and adjustments.

Schools will create and utilize Literacy Leadership teams. These teams will meet and discuss data from classroom walkthroughs and view schoolwide student data frequently.

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

What Works Clearinghouse, Providing Reading Interventions for Students in Grades 4-9, recommends the following:

- 1) Build student's decoding skills so they can read complex multisyllabic words. (strong evidence) Savvas iLit45 2022 embeds word study through explicit, systematic vocabulary instruction that provides students with direct instruction in routines to decode and encode multisyllabic words, embeds spelling instruction, engages students in a variety of activities to practice reading multisyllabic words with accuracy and automaticity.
- 2) Provide purposeful fluency-building activities. (strong evidence) iLit45 includes reading the same passage several times to build fluency with a purpose for each repeated reading. iLit45 instructional routines include dedicated time for read aloud/think aloud to model reading prosody through teacher read aloud and audio supported read aloud that give students opportunities to practice reading prosody using a wide range of texts.
- 3) Routinely use a set of comprehension building practices.(strong evidence) iLit45 whole group and

Grade Levels: 6-12

small group instruction embed background knowledge to support student reading and introduce new topics to aid comprehension, explicit instruction of words essential for understanding passages, and provide word analysis to support derivational and morphological meanings. iLit45 interactive readers and critical response routines require students to answer a variety of comprehension questions and justify their answers through use of text evidence. iLit45 includes discussion routines that encourage collaboratively and independently answering questions about text and meaning.

4) Provide students with opportunities to practice making sense of challenging texts. (moderate evidence) iLit45 provides students with at their independent reading level and above for their free reading while whole group instruction centers around grade level texts with increasing complexity through the school year. Whole group instruction provides students with significant instructional support and electronic support to work through the grade level texts in whole group, collaboratively in small groups, and independently.

Though Sonday System by Winsor Learning has no studies to meet strong, moderate or promising levels of evidence, it does follow the IES Practice Guide Providing Reading Interventions for Students in Grades 4-9 recommendation 1) Build students' decoding skills so they can read complex multisyllabic words. (Tier 1 strong evidence). Sonday 1 focuses on sound-spelling patterns while Sonday 2 progresses into syllable types and morphology. Each lesson is comprised of 1) review: sounds/word parts, spell, read sound-spelling patterns in words from left to right, write words and 2) Introduce: new sounds/word parts, new decodable words in isolation, new high-frequency words, and read connected text. After every introduction, students reinforce learning by writing words. Teachers provide immediate corrective feedback throughout the lesson.

Professional development is a requirement for teachers using these programs, and sessions are offered frequently during the school year. Teachers are asked to submit data in the student information system for monitoring purposes and the ELA Department provides follow up coaching and support for intensive reading teachers who deliver these interventions.

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

Distance Learning needs will be met through enrollment in Escambia Virtual Academy or full-time enrollment in Florida Virtual School.

Identification of Students with a Substantial Reading Deficiency

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

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

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

The assessment/curriculum decision trees provide direction to schools as they provide a multi-tiered system of supports. If a student scores at or below the 10th percentile on FAST STAR Early Literacy and STAR Reading after scoring the equivalent of a Level 1 on FAST Cambium, then they are to receive intensive reading intervention from a reading endorsed teacher. In addition, the following assessments also determine a substantial deficiency:

Kindergarten: Student scores a "U" on foundational skills assessed in the ECSD standards-based grading rubric

1st grade: Student scores below benchmark on the Quarterly Decoding Progress Monitoring Probe and does not pass any of the additional foundational skills tasks

2nd -5th grades: Student scores at or below the 10th percentile on Hasbrouck & Tindal (2017) ORF Norms Additional diagnostics are also administered to determine phonological awareness level, phonics level, and fluency scores to help determine focus of Tier 3 intervention and support.

6-12th grades:

ECSD Data Scientist works in collaboration with the Department of Evaluation Services to collect data from STAR360, GRADE, Florida Progress Platform, and FAST to create projections of student proficiency including data for lowest quartile and other ESSA subgroups. This data is used to create a Combined Factor Scale (weighted average of data points) to help site-based administrators and MTSS teams determine which students are identified for interventions. The ECSD Secondary Screening Plan (<https://tinyurl.com/ECSD-Secondary-Screening>) includes CORE Reading Maze, San Diego Quick Assessment, Core Phonics Survey, and Oral Reading Fluency. This plan provides additional data that confirms that a substantial reading deficit may be the reason for a low CFS. The screener results are used by site-based administration and MTSS teams to determine student schedules, prescribed interventions, and duration of services. Students are screened for placement in a Tier 3 intervention if they meet the following criteria:

Scores at or below STRATEGIC on CORE MAZE Comprehension Test

Scores 3 grade levels or more below grade level (instructional) on San Diego Quick Assessment of Reading Ability
Scores below 25th percentile on grade-level oral fluency passage using Hasbrouck-Tindal Norms
Scores at INTENSIVE on CORE Phonics Survey